

Kemblawarra Public School

Annual Report



2017



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Introduction

The Annual Report for **2017** is provided to the community of **Kemblawarra Public School** as an account of the school's operations and achievements throughout the year. It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan.

It outlines the findings from self–assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Rebeka Schroder

Relieving Principal

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Message from the Principal

Kemblawarra Public School is located in the Warrawong Community of Schools and is part of the Illawarra region. We are a complex school that offers a range of learning environments including a 2 class Preschool, 5 Support Classes and 4 Mainstream Classes.

The school has a strong focus on individual learning needs and our very experienced Learning Support Team (LST) meets regularly on a weekly basis. The LST ensure our support resources are being equitably and professionally utilised to respond to individual student needs.

Our school focus is to excel in a best practice mind set and method of delivery through all teaching and learning cycles. Kemblawarra Public School strives for excellence and high teaching and learning expectations through all curriculum areas. We provide a selection of extracurricular activities including choir, public speaking, Sister Speak, a variety of sporting opportunities and gifted and talented opportunities.

Kemblawarra Public School and Preschool promotes community involvement through a variety of programs. Building and maintaining relationships with parents/caregivers is valued and promoted in our school planning process.

The 2017 school year was very successful and we continued to implement the Early Action for Success Framework within our K–2 classrooms, underwent the External Validation process and created the Parent Hub who works alongside the school in supporting SRC initiatives.

This report is a genuine reflection of our performance over the year and highlights our success, celebrations and identified areas for further development.

Rebeka Schroder

Relieving Principal

Message from the students

The past 7 years at Kemblawarra have been a really great time. The teachers have been fantastic, they always help us with anything we need, and have been crucial in preparing us for high school. We have made many friendships that will hopefully last forever. Some of my favourite memories are playing handball, PSSA, going to the movies, and all of our excursions.

I am very thankful for all of the friends I have made during my time at Kemblawarra, we have made so many good memories together that I will never forget. The teachers have been very supportive of us, teaching us lots of important things and making everyday something special.

Thank you to all the teachers and staff for helping us to get here, and to my fellow students, I wish you the best of luck next year when we start high school. It has been great to know you all.

Kristian

School Captain

School background

School vision statement

The vision of the Kemblawarra Public School learning community is to enable all students to achieve their personal goals and to develop their talents and capacities –socially, emotionally, physically, spiritually and academically.

We envision that all students will develop a sense of self-worth, achieve social discipline and gain joy and satisfaction from belonging to and being an accountable member of the school and wider community so that they can make their best contribution to the community in which they live.

School context

Kemblawarra Public School is a Restorative school. It is a dynamic primary school that provides a quality education for mainstream and support primary students as well as preschool students.

We ensure equity, provide access to the best quality teaching practices and create a safe learning environment for all our students. We implement a well-rounded curriculum to support the development of the whole child.

Kemblawarra Public School offers every student a place to learn, lead and achieve his or her personal best.

Staff, parents and students work together so that all students are provided with opportunities to achieve their full potential in learning and to develop their sense of self-worth, individual accountability, self-confidence, optimism, respect for others, and the achievement of personal excellence.

The School has been part of the Early Action for Success (EAfS) initiative to improve students' performance in Literacy and Numeracy since 2014. The school's involvement in this initiative will continue over the next four years.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated that in the School Excellence Framework domain of Learning the following achievements were made;

Learning Culture – Kemblawarra Public School has placed a significant emphasis in the area of learning to promote and support learning excellence and responsiveness in meeting the learning needs of all students as clearly identified through Strategic Direction 1 in our 2015–2017 School Plan. All staff collaboratively worked across stages to develop quality inclusive teaching programs that cater to the individual learning needs of all students and the school community. Through learning support procedures, all staff are significantly improving student regulated learning and behaviour intervention strategies are being explicitly taught to students. Consistent individual student and whole school intervention practices for attendance have had a positive impact on improving attendance across the whole school. Approximately 33% of our K–6 student population identify as being Aboriginal. Through creating strong community ties, positive relationships with the students, parents and caregivers and constant monitoring and action on attendance concerns, an increase in Aboriginal students' attendance is evident. Maintaining positive behaviour strategies as part of the schools Restorative Approach, has reduced suspension rates and negative incidents reported. Student leadership opportunities continue to be a valued aspect of our learning culture with increased senior students gaining leadership experience.

Wellbeing – Effective wellbeing programs at Kemblawarra Public School and Preschool allow students to develop their self-confidence, intelligence, leadership skills and build social capital through initiatives and strategies implemented as part of the Restorative Approach. Well structured, planned extracurricular activities and events provide opportunities for community engagement which support the developing needs of individuals and respect cultural identity and diversity. Learning support procedures ensure that the needs of individual students are addressed on a needs basis and that all students have access to this resource. Kemblawarra Public School has an attendance committee committed to

monitoring, recording and reviewing individual and whole school attendance and reporting any concerns to the Learning Support Team. The Preschool enrolment process and transition programs are designed to allow for all students and their families to connect with the school community, identify needs and form supportive relationships to make their start in formal education successful.

Curriculum and Learning – Kemblawarra Public School adopts a whole school approach to support the provisions of equitable academic opportunities for all students. The Learning Support procedures in place demonstrate that staff work directly with families to improve and meet the needs of students and successfully improve student engagement and attendance. In line with the 2015–2017 school plan evidence based literacy and numeracy programs are successfully implemented across the whole school P–6, including Let’s Read, Reading Recovery, L3, Focus on Reading, Writing in the Middle Years and Targeted Early Numeracy. Partnerships with community businesses and organisations provide opportunities for student development through financial assistance, breakfast programs, food literacy programs, opportunities to showcase our students talents and collaboration with other schools for additional extra curricular activities. Kemblawarra Preschool educators work closely with students, families and other professionals to meet the developmental needs of every student based on the Early Years Learning Framework. Educators continually reflect on and record the students' experiences, thinking and learning to develop balanced, varied and flexible programs that stimulate the students' natural curiosity.

Assessment and Reporting – To monitor and evaluate progress on the strategic directions the executive team regularly analyses data such as PLAN and NAPLAN and seeks feedback from teachers, parents, students and community members. Reports are communicated bi-annually with parents/caregivers to detail student achievements and areas of growth. Kemblawarra Public School enables the whole school community to acknowledge and celebrate student learning through a number of processes encompassing access for everyone. Educators within the Preschool involve students in every step of the programming process in line with the Early Years Learning Framework based on individual interests and needs. Evidence of their experiences are collated and presented to parents/caregivers as a portfolio and parents/caregivers are invited to be part of their child’s learning.

Student Performance Measures – As an Early Action for Success school there is a strong emphasis on mentoring, quality structured teaching, assessing and monitoring students’ progress on the literacy and numeracy continuums. The Instructional Leader analyses data from PLAN, TEN and NAPLAN to support classroom teachers to differentiate their teaching. K–3 students are making gains using these assessment tools. Students identified as being at risk receive tiered intervention to support their learning needs. NAPLAN results in 2017 have shown student growth between years 3 & 5 across all aspects and have informed future planning. Kemblawarra Public School is on track to meet the Premier’s Priorities by increasing the proportion of NSW students in the top 2 bands for 2019. We had an increase of 22% of students in the top 2 bands compared to 7.9% in 2016. In 2017 Targeted Year 4 and 6 students received guided individual and small group activities to assist in preparing for NAPLAN 2018.

The results of this process indicated that in the School Excellence Framework domain of Teaching the following achievements were made;

Effective Classroom Practice – All teachers P–6 regularly review their program based on the appropriate practices and pedagogies for their students age / stage, student performance data and student feedback demonstrating that learning is planned based on revisions of previous content and students individual learning needs and interests. Preschool educators create flexible routines to accommodate children’s involvement and interest in a given activity and individual learning needs. When grouping students the educators take an extensive range of factors into consideration to meet the needs of every student. The Instructional Leader coordinates the classroom teachers K–3 timetable to allow for minimal disruptions during a set daily literacy block where evidence based practices are promoted and modelled as mentoring to the classroom teachers.

Data Skills and Use – The 2015–2017 school plan prioritises the use of PLAN and NAPLAN to track students’ progress and inform future planning. The Instructional Leader holds weekly conversations to analyse the data and mentor the K–3 teachers accordingly. Information is visually represented through the use of data walls to allow for instant analysis and shared access for all teachers needing individual student information. Students at risk are provided with customised interventions implemented by the Interventionist Teacher. All programming at the Preschool reflects the Early Years Learning Framework. The Preschool has a strong focus on observations to collect data and about student developmental needs and interests. This data is then transferred into Kinderloop to create a whole community continuum of care and is tracked against the outcomes of the educational program.

Collaborative Practice – All staff at Kemblawarra Public School and Preschool regularly collaborate to improve teaching practice. This occurs through the development of weekly literacy and numeracy teaching programs during scheduled weekly meetings. K–3 hold weekly data conversations, Stage 2–3 teachers have weekly planning sessions, all stages have stage meetings, the preschool staff meet with Executives to review the QIP. Weekly whole school staff meetings are also held as a form of communication to keep all staff informed about current school practices and events. Through collaborative planning an Aboriginal representative is present during specific lessons to ensure an increased level of student understanding and respect for both Aboriginal and non-Aboriginal students. Strategic Direction and Roles and Responsibility groups, were created based on staff expertise and interest and regularly meet to monitor and evaluate the school plan and management areas within the school.

Learning and Development – Each staff member at Kemblawarra Public School including teachers, SLSOs and SASS staff have a Performance and Development Plan (PDP) which is linked to the priorities in the School Plan. The PDP goals drive planned professional development. Professional learning is aligned with the school plan. In 2017 Strategic Direction 1 had a focus on professional development to support effective quality teaching strategies in literacy and numeracy whilst evaluating student learning outcomes. Practices are in place to heavily support beginner teachers enabling successful transitions into permanent employment with this and other primary schools.

Professional Standards – Teacher's programs at Kemblawarra Public School demonstrate their understanding and implementation of curriculum requirements and ability to transfer professional learning gained into quality teaching experiences. The 'No Gap; No Excuse' program allowed teaching staff to build a stronger teaching approach into the improvement of the educational, social and economic outcomes for Aboriginal students. Teachers demonstrate responsibility, adaptability and ethical practice in working towards the school's goals through the individual school plan focused PDPs which align with professional standards. The school supports and celebrates all teachers working towards achieving their next appropriate level of accreditation. All new teachers P–6 have the support of a supervising executive to assess their development against the Australian Standards for Teachers as they work towards their accreditation through the NSW Education Standards Authority NESA.

The results of this process indicated that in the School Excellence Framework domain of Leading the following achievements were made;

Leadership – Curriculum organisation at Kemblawarra Public School is run through 'roles and responsibility' groups. Staff have leadership roles within these groups based on their professional expertise. They are given decision making power and the responsibility that goes with it. Student leaders are developed through a variety of programs including the School Representative Council and are involved in making important decisions to improve the school. Latent leadership within our parent community has been developed through the creation of a 'Parent Hub'. Parents, carers and community members are encouraged to become active members in our school community and are invited to participate in a wide range of school related activities. Strong links with community organisations and businesses exist to support our school programs and these productive relationships have led to the improvement of educational opportunities for our students. The Preschool develop a Quality Improvement Plan with staff and the local community focusing on areas of improvement for the year. The Kinderloop Program has invited Kemblawarra Public School to be leaders within the program community to produce a short movie detailing the exemplar successes of Kinderloop being implemented within the school.

School Planning Implementation and Reporting – The 2015–2017 School Plan was collaboratively developed with the whole school community ensuring responsiveness to emerging needs. The milestones review processes are embedded and undertaken routinely twice a term by all staff members who are in formed groups led by an executive. The plans progress is reported on in this report. Staff, students, parents and the broader school community are welcomed and engaged, when possible, in the development of the vision, values and purpose for the school. Parent/Carers surveys are an effective method to gain valuable feedback from the local community.

School Resources – At Kemblawarra Public School and Preschool facilities are used creatively to meet a broad range of student learning interests and needs. Morning clubs require a well structured duty roster and creative use of classroom and playground space. This alone has reduced the quantity of negative incidents recorded in the morning creating a positive impact on students' outcomes. The primary resource available to staff at Kemblawarra Public School is it's dedicated and professional staff. Both permanent and temporary teaching staff volunteer for leadership roles within management committees for opportunities of personal growth and dedication to the school. With the increased technological demands and need for innovative learning sequences the school has a technology team dedicated to support the ICT needs of the students. In 2017 actions were in place to upgrade the school website and continue to refine the school social media platforms which were created in response to community feedback.

Management Practices and Processes – Weekly stage meetings, led by school leaders are structured to focus on the highly specialised needs of various parts of the school to allow flow from ideas to delivery. Weekly whole school meetings are structured to communicate relevant information and to provide an opportunity to review school policies and procedures. During the last three years the school has created many opportunities for the community to provide constructive feedback including many surveys and the creation of the 'Parent Hub' to replace the P&C. Recently the school and the Preschool each created a Facebook page to effectively communicate with their communities. There are opportunities for students and the community to provide constructive feedback on school practices and procedures through community surveys and the school student leadership team.

Our self–assessment and the External Validation process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students. In addition to the External Validation process in 2017, the school sought the opinions of parents, students and teachers about the school as a whole. The information was collected through:–

Reviewing anecdotal records;

Teacher, student, parent and staff surveys;

Analysis of school assessment data;

Interviewing members of the school community, including members of staff, students, parents and family members and focus groups;

Analysis of current policies, programs, assessment information, plans and budgets;

Classroom observations conducted by Principals, Executives and peers.

Discussion and input through staff and stage meetings.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

Strategic Direction 1

LEARNING – Promote and support learning excellence and responsiveness in meeting the learning needs of all students

Purpose

To nurture an integrated approach to quality teaching, curriculum planning and delivery, and assessment that promotes learning excellence and responsiveness in meeting the learning needs of all students.

To cultivate consistent, school-wide practices for assessment and reporting in order to monitor, plan and report on student learning across the curriculum.

Overall summary of progress

The executive staff met with all the teaching staff and used their Growth Coaching training to guide them into developing their Performance and Development Plan (PDP) in line with the Australian Professional Standards for Teachers. The Principal and School Administrative Manager (SAM) delivered a training session to all non teaching staff to familiarise them with the performance and development process. All non teaching staff worked collaboratively with the SAM to develop their PDPs. Teachers had the opportunity to observe other members of staff to help them achieve their PDP goals. The Early Stage 1 and Stage 1 teachers completed their first year of Language Learning and Literacy (L3) training. This is a research based classroom intervention program targeting reading, writing and comprehension. Teachers delivered lessons to their students in small groups with explicit instruction targeting students at their point of need. Best Start Assessment was undertaken. All kindergarten students were assessed and entered into PLAN data for term 1. Parent feedback was sent home to inform them of the results and how they could support their children at home. K–3 staff inputted these results into PLAN every 5 weeks. The results were displayed on a Data Wall to track student progress. The Aboriginal Education Officer (AEO) followed a scheduled timetable and worked closely with all the ATSI students to help improve their literacy and numeracy skills. She worked with them on a daily basis, in small groups or individually. The students benefitted from the extra support as their results improved. The AEO will continue to work with all ATSI students that require additional support. The AEO devised a timetable and met with all ATSI families and their children to complete Personal Learning Goals. An ongoing review of PLP's will be scheduled to check progress towards achieving these goals. Writing in The Middle Years modules 1, 2 and 3 was delivered to all K to 6 staff. Teachers gained valuable strategies from the modules to implement in their daily teachings of writing. All K–2 staff are following strategies they received while attending training during Language, Learning and Literacy (L3). Teachers were provided Professional development around the super six comprehension strategies.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
PLAN data will show that students are moving along the Literacy Continuum at an optimal rate.		<p>Best Start Assessment were undertaken in the kindergarten class. All kindergarten students were assessed and entered into PLAN data for Term 1. Preschool students were assessed by the Early Stage 1 teacher as part of the preschool best start pilot assessment. K–3 staff inputted these results into PLAN every 5 weeks. This data was displayed on a Data Wall to track student progress. Interventions and programs were actioned based on PLAN data. Evidence of movement along the literacy continuum for K/1 reading during 2017 is as follows:</p> <p>Term 3 – 46% of Kindergarten students on track, with 54% being off track. Term 4 – 50% of Kindergarten student on track with 50% being off track.</p> <p>Term 3 – 50% of Year 1 students on track, with 50% being off track. Term 4 – 67% of Year 1 students on track with 33% being off track.</p>
NAPLAN data will show an increased percentage of students		SMART analysis of the 2017 NAPLAN data demonstrated that on average Year 5 students

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>in the proficient bands for reading, comprehension, spelling and writing</p>		<p>gained at least 1.5 bands in student growth since year 3 in reading. 1.3 bands in writing, 2 bands in spelling and 1.4 bands in grammar and punctuation.</p> <p>There was an increased percentage of Year 5 students in the proficient bands from Year 3 in reading of 6% from 66.7% in Year 3 to 72.7% in Year 5.</p> <p>There was an increased percentage of Year 5 students in the proficient bands from Year 3 in spelling of 16.9% from 46.7% in Year 3 to 63.6% in Year 5.</p> <p>There was a decrease in percentage of Year 5 students in the proficient bands from Year 3 in spelling of 18.6% from 78.6% in Year 3 to 60% in Year 5.</p>
<p>ATSI students will be equally represented in the NAPLAN proficient bands and along the continuum.</p>		<p>SMART analysis of the 2017 NAPLAN data revealed that Year 5 ATSI students are represented equally in the proficient bands in data, measurement, space and geometry. 71.4% of ATSI students are in the proficient band compared to 66.7% of non-Aboriginal students.</p> <p>Year 5 ATSI students are not equally represented in the other aspects of NAPLAN Literacy and Numeracy. Analysis revealed the following results;</p> <p>In Numeracy Year 5 ATSI students had 71.4% in the proficient bands compared to 83.3% of non-Aboriginal students.</p> <p>In number, patterns and algebra Year 5 ATSI students had 71.4% in the proficient bands compared to 100% of non-Aboriginal students.</p> <p>In reading Year 5 ATSI students had 60% in the proficient bands compared to 83% of non-Aboriginal students.</p> <p>In writing Year 5 ATSI students had 50% in the proficient bands compared to 66.7% of non-Aboriginal students.</p> <p>In spelling Year 5 ATSI students had 60% in the proficient bands compared to 66.7% of non-Aboriginal students.</p> <p>In grammar and punctuation Year 5 ATSI students had 0% in the proficient bands compared to 66.7% of non-Aboriginal students.</p> <p>SMART analysis of the 2017 NAPLAN data revealed that Year 3 ATSI students are represented equally in the proficient bands in writing and grammar and punctuation. 100% of ATSI students are in the proficient band compared to 87.5% of non-Aboriginal students.</p> <p>Year 3 ATSI students are not equally represented</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>ATSI students will be equally represented in the NAPLAN proficient bands and along the continuum.</p>		<p>in the other aspects of NAPLAN Literacy and Numeracy. Analysis revealed the following results;</p> <p>In Numeracy and number, patterns and algebra Year 3 ATSI students had 66.7% in the proficient bands compared to 100% of non-Aboriginal students.</p> <p>In data, measurement, space and geometry Year 3 ATSI students had 66.7% in the proficient bands compared to 87.5% of non-Aboriginal students.</p> <p>In reading Year 3 ATSI students had 40% in the proficient bands compared to 87.5% of non-Aboriginal students.</p> <p>In Spelling Year 3 ATSI students had 50% in the proficient bands compared to 87.5% of non-Aboriginal students.</p>
<p>ATSI Year 4 and Year 6 students on the Norta Norta program will make gains equal to or greater than the gains made by other students in Years 4 and 6.</p>		<p>The Norta Norta Program was implemented during 2015 for 13 weeks and is no longer reported on.</p> <p>However other initiatives and strategies have been implemented during 2017 to support ATSI students K-6.</p> <p>The Aboriginal Education Officer (AEO) followed a scheduled timetable and worked closely with all the ATSI students to help improve their literacy and numeracy outcomes. They had small group or individual instruction on a daily basis. The students benefitted from the extra support as their results improved. The AEO will continue to work with all ATSI students that require additional support. The AEO devised a timetable and met with all ATSI families and their children to complete Personal Learning Goals. Ongoing review of PLPS will be scheduled to check progress towards achieving these goals.</p>
<p>Results of the Early Action for Success Preschool Pilot Program will be monitored and evaluated.</p>		<p>The Early Action for Success progress and implementation of programs is closely monitored by the executive team including the Instructional leader.</p> <p>Data is formally evaluated and reported on every 5 weeks by the instructional Leader and interventions placed in action immediately to target those students at risk. In addition to this weekly data conversations are held for K-2 teachers to identify any road blocks or abnormalities in students learning.</p> <p>The Deputy Principal-Instructional Leader/AP provides ongoing, shoulder to shoulder support, feedback and opportunities for reflection for all teachers P-6 (including Support Teachers).</p> <p>Ongoing results of the EAFS program are collated each term, discussed and analysed and used for future planning in addition to measuring progress</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Results of the Early Action for Success Preschool Pilot Program will be monitored and evaluated.		towards meeting the premiers priorities.

Next Steps

The Principal and Instructional Leader will attend Literacy and Numeracy Learning Progression training to become more knowledgeable to support staff with PLAN2. As an EAFS school PLAN2 will be completed for every student in every aspect by term 2, 2018. Whole school scheduled assessment will be used to create leveled ability math groups. The assessment scope and sequence will be reviewed and updated by the roles and responsibility team to ensure it remains current. 90% of students will meet proficient standard or above for NAPLAN results, with an increase amount of students being placed in the top 2 bands. The Instructional Leader will mentor K–2 staff and have weekly data conversations to discuss and analyse student results and action upon this. All IEP's will be reviewed and distributed to families working under the SMART review process to meet social and academic goals. A formal system to track IEP progress will be organised by LST. Preschool to integrate with K–6 classes during sport opportunities and structured transition program.

Strategic Direction 2

LEADING – Provide and foster whole school practices to achieve a self-sustaining and self-improving community.

Purpose

To foster a culture of high expectations and community engagement that achieves sustained and measurable whole-school improvement.

To deliver management systems, structures and processes that facilitate ongoing school improvement and the professional effectiveness of all school members.

Overall summary of progress

Kemblawarra Public School worked towards strengthening relationships with the Aboriginal community and building the capacity to successfully engage families to positively contribute towards the learning outcomes of their children. Personalised Learning Plans were developed for each ATSI student collegially with the school community, parents and teachers with rich face to face communication of strategies to meet learning goals at school and at home. Relationships were strengthened between the school and local Aboriginal community with the appointment of the new AEO, making contact and offering support to families. Learning journals were revised and sent home during terms 1 and 3 to allow parents to see evidence of their child's learning and to encourage responsibility for the education of their child. The formation of the attendance committee allowed an accurate avenue to track attendance, inform staff of weekly attendance, target students at risk and educate parents about attendance requirements. 13 ipads were purchased for the preschool and the Kinderloop program for the ASTI students was implemented. Each family of the ATSI preschool students receives a digital notification of their child's learning for each day that they are in attendance. Staff members were scheduled to attend two professional development opportunities dedicated to Aboriginal Education which was not achieved and remains a focus in 2018. Individual Education Plans were reviewed and updated on Sentral for every student not achieving age appropriate academic or social outcomes. The Parent Hub was formed as an alternative to a P&C and meetings were held to schedule events for the rest of the year and develop a structure for future planning. PLASST was completed for every new student in the school. 100% of students have data inputted into the tool and assisted teacher judgments to be made for the NCCD. The PaTCH project was successfully implemented and will continue in 2018.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
90% or greater attendance will be achieved each week.		<p>90% attendance for the whole school was achieved for 10% of Term 1. It was achieved for 40% of term 2, for 10% in term 3 and for 0% in term 4.</p> <p>On average in term 1 the school attendance as a whole was 87%, in term 2 it was 84%, in term 3 it was 70% and in term 4 it was 85%, giving a yearly attendance average of 83.7%.</p> <p>This indicated that 90% attendance each week was achieved only 15% of the time.</p>
Survey data will indicate that parents have engaged their children in the process of academic socialisation.		<p>Parents have been provided with the opportunity to have a joint contribution with the school towards learning goals for their child. Twice a year learning journals are sent home to allow families to see where the child is up to and where to next in specific KLAs. This is in addition to bi-annual school reports.</p> <p>K-2 families are provided with a report every 5 weeks with individualised activities to assist with student progress in Literacy and Numeracy in conjunction with the classroom teacher and what is</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Survey data will indicate that parents have engaged their children in the process of academic socialisation.</p>		<p>being taught in the classroom.</p> <p>Individual Education Plans and Personalised Learning Plans are created together with the families to create shared learning goals and intentions between the teacher, student and their families.</p> <p>When parents were surveyed about homework the following responses were given. 57% of parents surveyed were happy with the homework that their child receives. 43% agreed that the homework was not enough and they should receive more. The parents agreed that their child spends between 30mins–1 hour a week completing their homework but that their child should be completing their homework for an hour each day, including reading and written tasks. 80% of parents stated that they assist their child to complete their homework and would like to see the following as part of the homework format; Study ladder, mathematics, reading, some goals for a child depending on their capabilities. Investigation assignments and comprehension.</p>
<p>Teachers' programs and practices reflect the value and importance they place on engaging parents in the education of their children.</p>		<p>Meet the teacher was held in Week 4, Term 1 with poor attendance. A total of 4 parents attended. This is to remain a focus for term 3 to allow a line of communication to engage parents in their students learning.</p> <p>Executives noted an Aboriginal perspective in all programs and were made available for mentoring / TPL in this area.</p>
<p>Structures have been developed by teachers to support parents in creating and maintaining a quality home learning environment.</p>		<p>IEPs were either created or reviewed for all students not achieving appropriate expected year outcomes. The IEP's were communicated with the parents of the students and time given to discuss the outcomes and how to achieve these in the home environment.</p> <p>Individualised holiday packages with learning tasks were sent home with each student to maintain their learning throughout the holiday period. This included easy activities for parents to engage with their child in addition to reading.</p>
<p>All ATSI students will have personalized learning plans that have been developed in consultation with their parents.</p>		<p>A PLP Barbeque was held to engage the community and to encourage Aboriginal families to engage with their child's learning. 100% of the families that attended the barbeque created PLPs with joint learning and social goals between themselves, their student and the class teacher. These were created, reviewed and updated in Sentral. PLPs were reviewed termly. In Term 4 the AEO presented TPL to all staff on the effective process of creating and implementing PLPs.</p>
<p>All educators will demonstrate a greater awareness of appropriate strategies to deal with the individual emotional, academic and social needs of our ATSI</p>		<p>The AEO worked with targeted students from a teacher created program to close the gap for Aboriginal students in literacy and numeracy.</p> <p>Local elders were invited to all school community</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
students.		<p>events such as, NAIDOC celebrations to present a community connection and respect for the Aboriginal community.</p> <p>The preschool was asked by the Kinderloop initiative leadership team to be an exemplar model of Kinderloop in practice within a preschool environment for ATSI students. All ATSI preschool students have access to a Kinderloop account with notifications sent every day of attendance.</p> <p>Kemblawarra has a committed representation at every AECG with minutes taken and communicated to all staff at the weekly staff meeting.</p> <p>All staff have completed the Disability Standards for Education part 1 and 2 e-learning to better understand the complex needs of individual students</p> <p>During Semester 1 teachers were given release to complete the PLASST for every new student, analyse the results and use teacher judgement to input data for the NCCD.</p> <p>TPL was provided to all staff to gain a deeper understanding of behaviour management strategies with observations and attention given to individual classrooms.</p>

Next Steps

Streamline Attendance Committee and Roles and Responsibilities. Class awards will be reintroduced at whole school assemblies. Letters will be sent home on a daily basis for absences to create awareness to families and increase attendance rates. Review and continue learning journals to be sent home in term 1 and 3.. The AEO will initiate the Yarning circles. Sista Speak will be for stage 3 girls and Bro Speak for stage 3 boys. Aboriginal students will have an involvement in the STEM camps organised by the AEO. The camp aims to contribute to the generational change those students require to achieve better outcomes at school with the aim of empowering students to be active learners in their education. The camp also offers opportunities to inspire students to challenge themselves. The 'Tell Them From Me' surveys will be completed by all stakeholders in 2018. Restructure whole school assemblies to a P-2 and a 3-6 alternating assembly to include preschool. Preschool and Kindergarten teachers to create and implement extensive promotion of kindergarten enrollments, including transition programs and orientation package. PaTCH to continue in 2018 led by Instructional Leader. Executive to run 'Fathering Program. PLPs will be reviewed and updates including the successful PLP barbeque to be held in Term 2. Continue to strengthen relationships with the Smith family to improve attendance, uniform and excursion rates with all families on a scholarship program. School Uniform promotion including extending range of items.

Strategic Direction 3

TEACHING – Sophisticated use of data and evidence based teaching strategies in order to facilitate a transparent learning culture.

Purpose

To provide an engaging learning environment that allows for learning opportunities to promote student growth within their academic and social capabilities.

To build teacher capacity in the analysis, interpretation and use of student performance data to drive their planning for the ongoing learning of each student.

Overall summary of progress

PLAN data has been collected routinely to track and assess student progress and used as a means of assessment for future planning K–3. Planning days were used through the year to assist with condensing and refining Geography and History Rubrics. The rubrics align with the History and Geography scope and sequence and are ready to use for implementation in Term 1 2018. Stage 1 is actively using learning intentions for each student visibly in the classroom. The IL has been working closely with a dedicated timetable to support the teachers K–3 in PLAN data tracking and classroom intervention strategies for literacy and numeracy. PLAN and NAPLAN data has been analysed by individual teachers and by the whole staff as part of the professional development cycle. Feedback from PLAN and NAPLAN has been used to inform end of year assessments for Individualised Education Plans (IEPs) and Personalised Learning Plans (PLPs). Dedicated staff meetings took place to up skill staff on the functions of SMART Data and resources that are available to support student outcomes improving. Regular meetings throughout the year using a timetable and agenda to support teachers in developing their skills and knowledge of how to use NAPLAN and PLAN data effectively. The online NAPLAN trial was used and feedback was provided to report on the success of the trial. Time has been allocated to a software administrator to monitor the school website and skool loop to communicate regularly to our school community. The Kinderloop program is being accessed to assist with building relationships between the school and local Aboriginal community in the preschool 3 days a week. Student Learning Journals were sent home twice throughout the year to promote the day to day work habits of each student. PLAN reports for parents/caregivers were sent home to families.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Number of parents attending school based information sessions.		Kemblawarra offered a number of information sessions for parents throughout the year. The following attendance information was collected as baseline data for future analysis. 9 parents attended invite to form P&C.
Teachers utilise NAPLAN data to track, program for and assess the progress of all students.		TPL was provided to all teaching staff to effectively analyse SMART data and identify students weaknesses and strengths. This information was then used to inform planning or individualised learning goals. Ability based maths groups were created based partly on NAPLAN analysis and small group interventions to target students at risk.
Teachers design classroom assessments that are frequent, high-quality and have clear, consistent scoring criteria.		TPL was provided to inform teachers how to create rubrics with consistent criteria. Time was allocated for stage teachers to collegially create selected rubrics for History, Science and Geography and shared amongst the whole staff. Students were provided with the rubric prior to the delivery of a unit of work to allow a clear understanding of expectations.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Teachers design classroom assessments that are frequent, high-quality and have clear, consistent scoring criteria.		<p>Classroom programs, as sighted by the Executive team, are evidence of well designed classroom assessments as part of a teaching sequence.</p> <p>The Assessment and Reporting Roles and Responsibility management team review and update the school assessment schedule and assessment booklet allowing for all teaching staff to be consistent and clear of the assessment expectations.</p>
Triangulated school and national data using formative and summative measures indicate improvement in focus areas for all students.		<p>NAPLAN and school based assessments were used to identify both students at risk and students above national standard and create individual education plans to meet their learning needs. The assessments were based on the schools assessment schedule provided to all teaching staff.</p> <p>K-2 assessments/data, as guided by the Instructional Leader are analysed every 5 weeks and tiered interventions provided to students identified as being 'at risk' or 'off the boil'.</p>
Students start developing learner agency and begin to identify and address issues in their learning environments.		<p>Rubrics are provided to students at the beginning of a unit of work to show transparency as to what is expected to be achieved a specific assessment result. This provides the student with ownership of their learning.</p> <p>Learning journals are provided to students and their families in terms 1 and 3 allowing them to identify their progression in a given subject and where to next.</p> <p>K-2 use individual learning intentions within Literacy and Numeracy to identify the individual goals of each student.</p>

Next Steps

Early planning for 2018 includes further Professional Development by the IL and executive in the teaching of specific metalanguage to students such as collective goals and learning intentions. A scope and sequence will be developed for the Super Six as part of ongoing learning for the Focus on Reading Program. K-2 will implement TEN and L3 with best start administered. All staff will be introduced to MAPPEN as a cross-curricular program. Implement Writing in the Middle Years. Stage 1 – Stage 3 teachers will implement the Words their Way program. the Instructional Leader will complete the Building Numeracy Leadership application to further enhance staff deliverance of mathematics. Train and implement the initial stages of PBL Positive Behaviour for Learning and implement Vivo rewards system to align with this. Executives will create a draft process for Professional Development Plans for all staff using the Growth Coaching Model.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$9261.50	Above establishment SLSO.
English language proficiency		No allocation in 2017. Learning and Support Teacher to support ESL student when required. No ESL students with ESL needs.
Low level adjustment for disability		
Quality Teaching, Successful Students (QTSS)		
Socio-economic background	\$73312.20	Instructional Leader supplementation of one day per week to work with targeted students P-6. Above establishment teacher for 2 days per week. Release for one teacher to attend Focus on Reading Training.
Support for beginning teachers		
Targeted student support for refugees and new arrivals		
Quality Teaching – Professional Learning and Resources	\$41575	Initiative funding for professional learning and Literacy and Numeracy. School operational funding per capita allocation – Teaching and learning resources including technology hardware, software, library books and text books.

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	45	46	59	64
Girls	46	49	42	41

All classes in 2017 were multi-aged, mixed ability. The two preschool classes, not shown in table above, provided learning through play opportunities in line with the Early Years Learning Framework (EYLF) for children who had reached the age of four, or who turned four by the end of July. There are five special education support classes including one Autism class, two Multi-Categorical classes and two Emotional Disturbance classes, each supporting multi-aged, mixed ability students. Both mainstream and support class students are provided with opportunities to integrate and combine to allow for ability leveled groups for numeracy and Literacy, Sport and some creative art subjects where appropriate.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	90.9	79.7	89	85.9
1	88.3	90.9	82.4	86.8
2	91.2	84.7	92.6	85.3
3	90	87.4	89.3	91.1
4	91.6	79.1	91	95.1
5	88.2	85.6	90.8	88.6
6	87.7	88.1	93.3	90.7
All Years	89.9	86.1	90	89.4
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

In 2017 the school attendance goal was 90%. Kemblawarra achieved an attendance rate of 89.4%. To address non-attendance the school staff worked diligently throughout the year calling parents of students who were absent for 2 consecutive days and sending absent letters home to each absent student on a daily basis. The attendance committee reviewed each students attendance at the end of each week and invited parents of students who had an attendance which was decreasing to an unsatisfactory level to a Learning Support meeting to discuss strategies to support them in increasing their child's attendance. The Attendance Committee together with the Learning Support Team also worked closely with the Home School Liaison Officer and the Smith Family 'Learning for Life' scholarship initiative to ensure that families with undesirable attendance needs were being supported. An emphasis was given to the importance of attendance within the classrooms and at whole assemblies and was also communicated through the school newsletter bi-termly.

The Attendance Committee evaluated their processes at an end of year self-assessment and used the results for future processes and protocols for 2018. This included the appointment of an attendance coordinator with time scheduled to target individual students whose attendance was a concern. Weekly attendance is also communicated during whole school events and displayed around the school to share with and educate the local community.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	2
Head Teacher(s)	0
Classroom Teacher(s)	10.24
Teacher of Reading Recovery	0.21
Learning & Support Teacher(s)	0.3
Teacher Librarian	0.2
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	9.86
Other Positions	0

*Full Time Equivalent

The school had 13.95 teaching positions allocated in 2017. This includes 3 teaching executives and an additional 9 permanent, full-time teaching positions.

The school also had 1 School Administrative Manager, 1 Aboriginal Education Officer and 7 permanent School Learning Support Officers.

The Australian Education Regulation 2014 requires schools to report on Aboriginal composition of their workforce. In 2017 there were five permanent Aboriginal members of staff, including three full time teaching positions, one administration position, an Aboriginal Educational Officer and two SLSO/SASS staff. 22% of the school workforce is Aboriginal.

Kemblawarra Public School and Preschool has retained 100% of permanent teaching staff from 2016.

As an Early Action for Success school, we were allocated the position of an Instructional Leader which was appointed to Mirjana Gjorseska through the Merit Selection Procedure.

The school Aboriginal Education Officer, Carol Speechley retired during Semester one. Karen Armstrong was appointed to the permanent position through Merit Selection during Semester 2.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	100

Professional learning and teacher accreditation

During 2017 Kemblawarra Public School had 3 New Scheme teachers working towards their NSW Institute of Teachers Accreditation. There were an additional 15 permanent and temporary New Scheme teachers maintaining their NSW Institute of Teachers accreditation at Professional competence level. All New Scheme teachers span across preschool – Year 6 and include all support classes.

The total school expenditure on teacher and SASS professional learning in 2017 was \$26265, with the average expenditure per teacher / SASS staff on professional learning at the school level being \$1103.29.

100% of teaching staff and SLSOs attended the school Professional Development days where the following content was presented/completed:

In class discipline and behaviour management

QIP – Preschool

Child Protection training/update

Recognition and management of Anaphylaxis training/Update

CPR and Resuscitation

e–Emergency Care (APTSS)

Code of Conduct

K–6 Writing in the middle years – Module 1

Working with children check update

External Validation

Strategic Direction Groups – School Planning

K–6 Reporting

K–6 Mathematics Building Blocks

School Roles and Responsibility groups

Strategic Direction planning and evaluations

LST procedures

Rubric development for History, Geography and Science

Disability Standards Part 1 and 2

Programming and development for learning and development – Preschool

Google Docs/G–Suite

Performance and development framework presentation

In addition to this all temporary and permanent P–6 teachers, the school Aboriginal Education Officer, all School Learning Support Officers and School Administration Officer participated in professional learning activities throughout the year to advance their ability in their varying roles within the school which included training in;

Principals Network meetings

Primary Assistant Principal and Deputy Principals network

Language, Learning and Literacy (L3)

Language and Literacy professional learning for Preschool teachers

Performance and Development Framework

Early Years Learning Framework training

Early Action for Success Professional Learning

Principals familiarisation with LMBR

Writing successful Milestones straining

External Validation training

Learning and Support Network Meetings

SMART online Training

Scout training

Focus on Reading

MyPL basic user training

TEN Teacher Best Start intervention program

Mathematics building blocks for numeracy

Peer coaching in the classroom – Growth coaching international

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	162,066
Revenue	2,818,948
Appropriation	2,703,751
Sale of Goods and Services	41,722
Grants and Contributions	72,332
Gain and Loss	0
Other Revenue	0
Investment Income	1,142
Expenses	-2,648,823
Recurrent Expenses	-2,648,823
Employee Related	-2,485,847
Operating Expenses	-162,976
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	170,125
Balance Carried Forward	332,190

School expenditure is matched to the School Plan,

targeted funding areas, management of the school's major assets and the needs of students. The Budget Committee, comprised of staff, parents and community members, builds and manages a school budget that is linked to student learning outcomes.

Minimal funds remaining are allocated for resources for the classrooms.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 Actual (\$)
Base Total	956,890
Base Per Capita	22,452
Base Location	0
Other Base	934,438
Equity Total	298,351
Equity Aboriginal	84,032
Equity Socio economic	160,496
Equity Language	2,158
Equity Disability	51,666
Targeted Total	881,591
Other Total	433,990
Grand Total	2,570,821

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Narrative summaries are used when there are less than 10 students in a group as summary statistics or graphical representation of student performance cannot be used.

In 2017 Kemblawarra Public School had 36 students from Year 3 and Year 5 sit the various NAPLAN assessments. These students included a mix of boys and girls across both year groups from mainstream and special education support classes.

YEAR 3

83.2% of Year 3 students achieved at or above national minimum standard in reading.

74.9% of Year 3 students achieved above national minimum standard in reading.

58.3% of Year 3 students achieved the top 2 band (Bands 5&6) in reading.

100% of Year 3 girls achieved above national minimum standard in reading.

100% of Year 3 students achieved at or above national minimum standard in writing.

91.7% of Year 3 students achieved above national minimum standard in writing.

100% of Year 3 girls achieved above national minimum standard in writing within bands 4&5.

100% of Year 3 students achieved at or above national minimum standard in spelling.

75% of Year 3 students achieved above national minimum standard in spelling.

100% of Year 3 students achieved at or above national minimum standard in punctuation and grammar.

100% of Year 3 students achieved at or above national minimum standard in punctuation and grammar.

100% of Year 3 boys achieved above national minimum standard in punctuation and grammar.

YEAR 5

90.9% of Year 5 students achieved at or above national minimum standard in reading.

100% of Year 5 girls achieved at or above national Minimum standard in reading.

On average Year 5 students gained at 1.5 bands in student growth since year 3 in reading.

90% of Year 5 students achieved at or above national minimum standard in writing.

100% of Year 5 boys achieved at or above national minimum standard in writing.

On average Year 5 students gained at 1.3 bands in student growth since year 3 in writing.

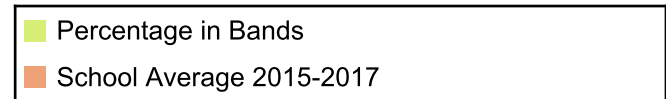
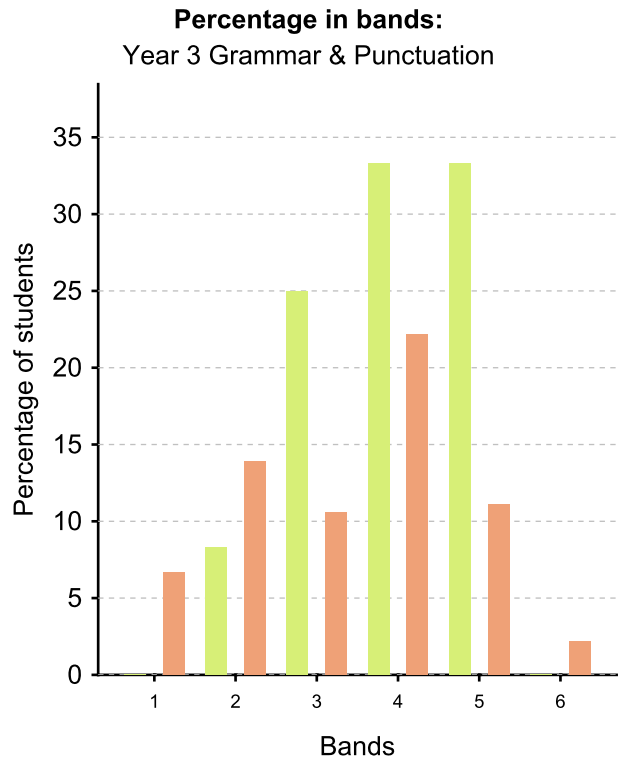
100% of Year 5 students achieved at or above national minimum standard in spelling.

On average Year 5 students gained at least two bands in student growth since year 3 in spelling.

81.8% of Year 5 students achieved at or above national minimum standard in grammar and punctuation.

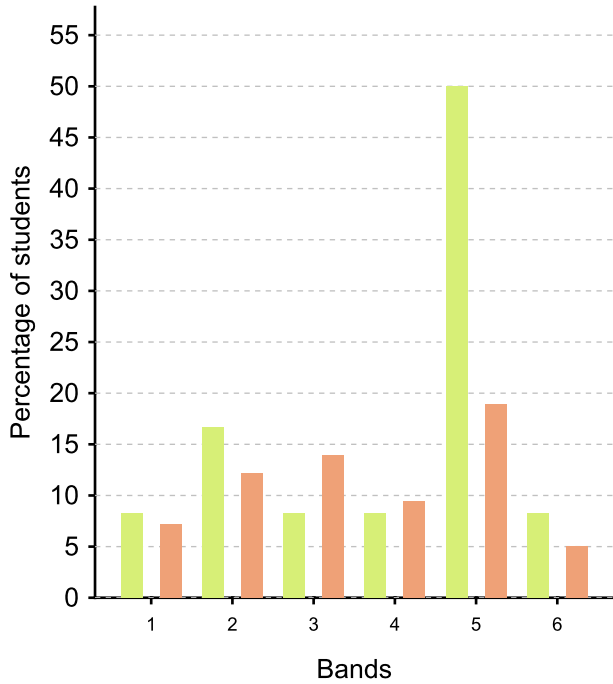
100% of Year 5 girls achieved at or above national minimum standard in grammar and punctuation.

On average Year 5 students gained at 1.4 band in student growth since year 3 in grammar and punctuation.



Band	1	2	3	4	5	6
Percentage of students	0.0	8.3	25.0	33.3	33.3	0.0
School avg 2015-2017	6.7	13.9	10.6	22.2	11.1	2.2

Percentage in bands:
Year 3 Reading

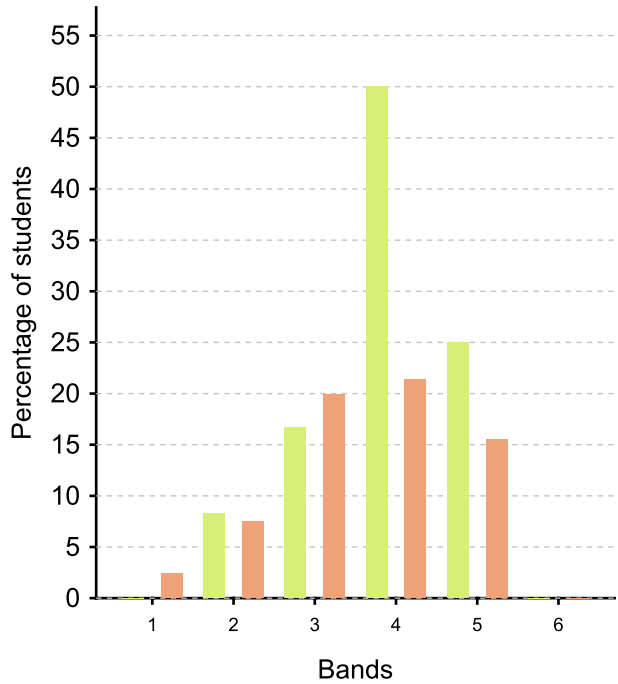


■ Percentage in Bands
■ School Average 2015-2017

Band	1	2	3	4	5	6
Percentage of students	8.3	16.7	8.3	8.3	50.0	8.3
School avg 2015-2017	7.2	12.2	13.9	9.4	18.9	5.0

Band	1	2	3	4	5	6
Percentage of students	0.0	25.0	8.3	16.7	41.7	8.3
School avg 2015-2017	4.4	21.7	9.4	12.2	13.9	5.0

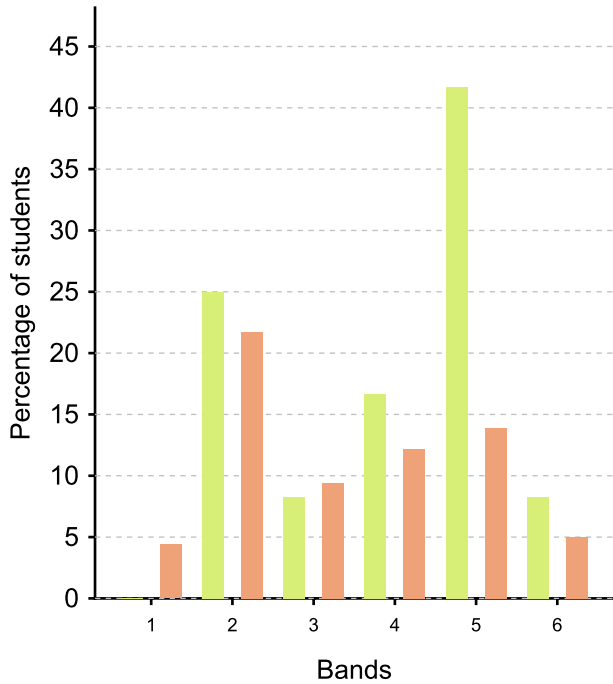
Percentage in bands:
Year 3 Writing



■ Percentage in Bands
■ School Average 2015-2017

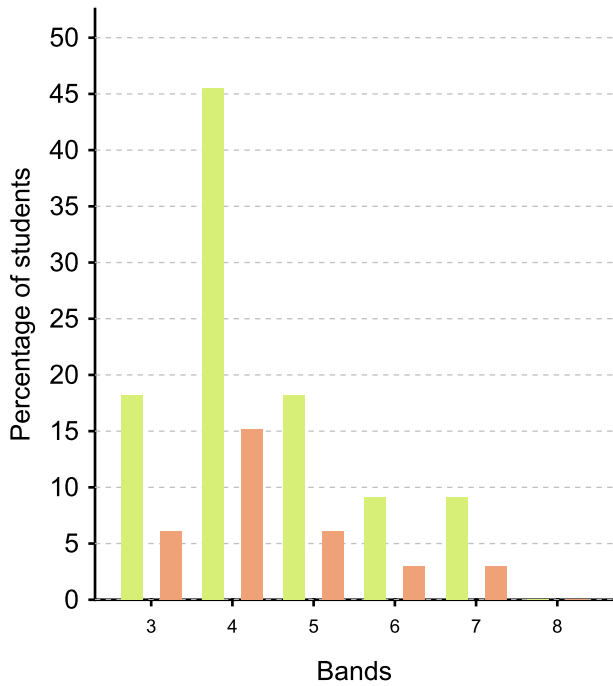
Band	1	2	3	4	5	6
Percentage of students	0.0	8.3	16.7	50.0	25.0	0.0
School avg 2015-2017	2.4	7.5	19.9	21.4	15.5	0.0

Percentage in bands:
Year 3 Spelling



■ Percentage in Bands
■ School Average 2015-2017

Percentage in bands:
Year 5 Grammar & Punctuation

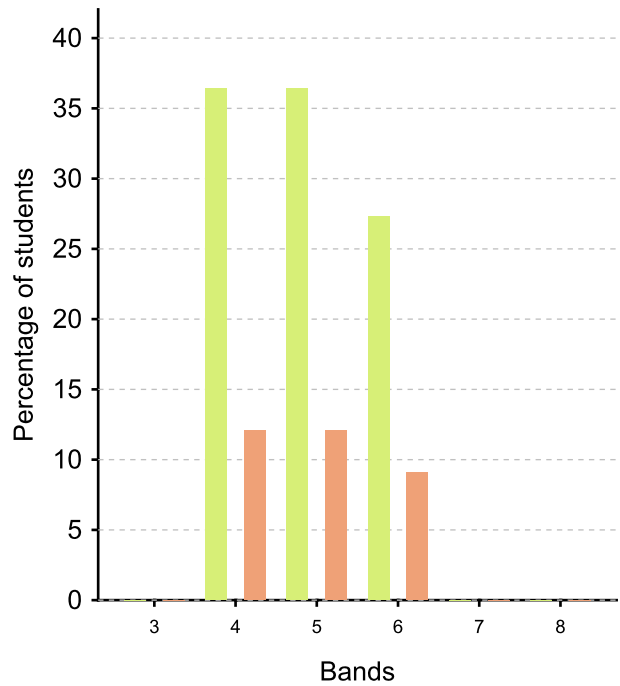


■ Percentage in Bands
■ School Average 2015-2017

Band	3	4	5	6	7	8
Percentage of students	18.2	45.5	18.2	9.1	9.1	0.0
School avg 2015-2017	6.1	15.2	6.1	3.0	3.0	0.0

Band	3	4	5	6	7	8
Percentage of students	9.1	18.2	45.5	18.2	9.1	0.0
School avg 2015-2017	3.0	6.1	15.2	6.1	3.0	0.0

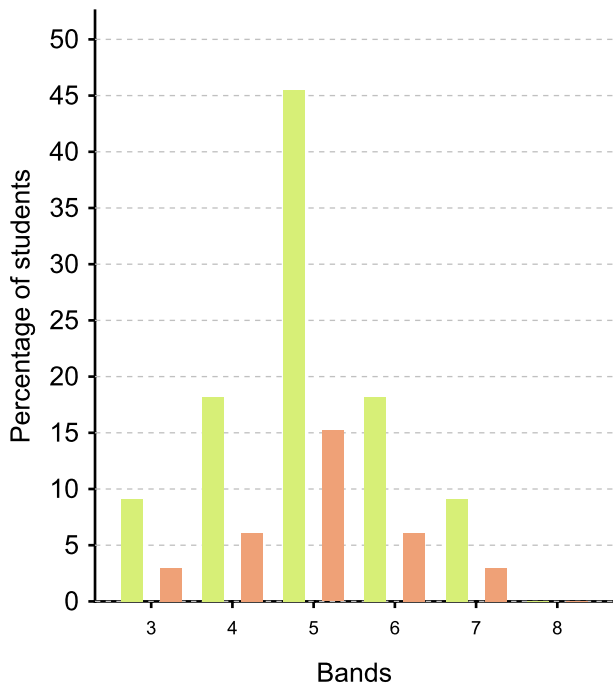
Percentage in bands:
Year 5 Spelling



■ Percentage in Bands
■ School Average 2015-2017

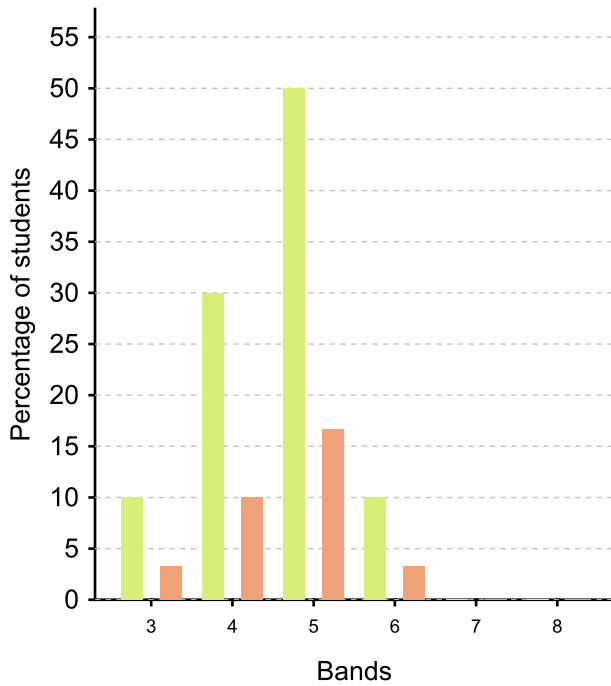
Band	3	4	5	6	7	8
Percentage of students	0.0	36.4	36.4	27.3	0.0	0.0
School avg 2015-2017	0.0	12.1	12.1	9.1	0.0	0.0

Percentage in bands:
Year 5 Reading



■ Percentage in Bands
■ School Average 2015-2017

**Percentage in bands:
Year 5 Writing**



■ Percentage in Bands
■ School Average 2015-2017

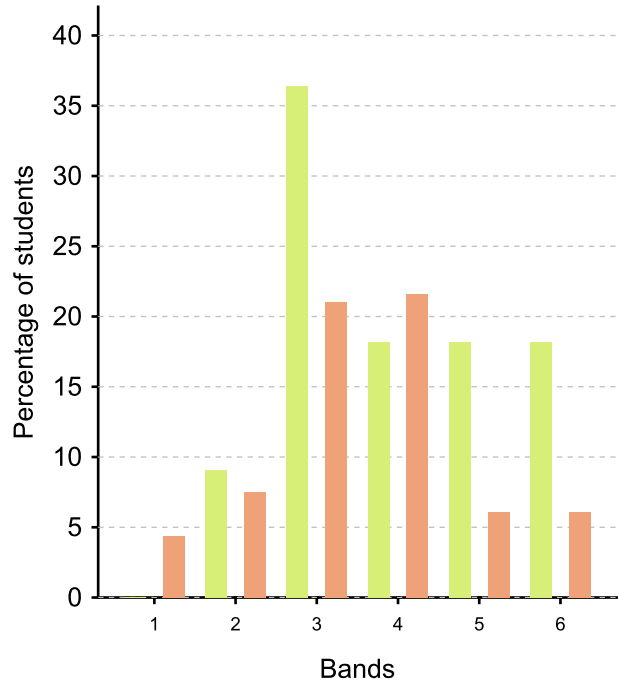
Band	3	4	5	6	7	8
Percentage of students	10.0	30.0	50.0	10.0	0.0	0.0
School avg 2015-2017	3.3	10.0	16.7	3.3	0.0	0.0

84.6% of Year 5 students achieved at or above national minimum standard in data, measurement, space and geometry.

100% of Year 5 girls achieved at or above national minimum standard in data, measurement, space and geometry.

100% of Year 5 students achieved at or above national minimum standard in number, patterns and algebra.

**Percentage in bands:
Year 3 Numeracy**



■ Percentage in Bands
■ School Average 2015-2017

Band	1	2	3	4	5	6
Percentage of students	0.0	9.1	36.4	18.2	18.2	18.2
School avg 2015-2017	4.4	7.5	21.0	21.6	6.1	6.1

YEAR 3

100% of Year 3 students achieved at or above national minimum standard in numeracy.

90.9% of Year 3 students achieved above national minimum standard in numeracy.

100% of Year 3 students girls achieved above national minimum standard in numeracy with 20% in Top band 6.

100% of Year 3 students achieved at or above national minimum standard in data, measurement, space and geometry with 27.3% in the top 2 bands (Bands 5&6)

100% of Year 3 students achieved at or above national minimum standard in number, patterns and algebra.

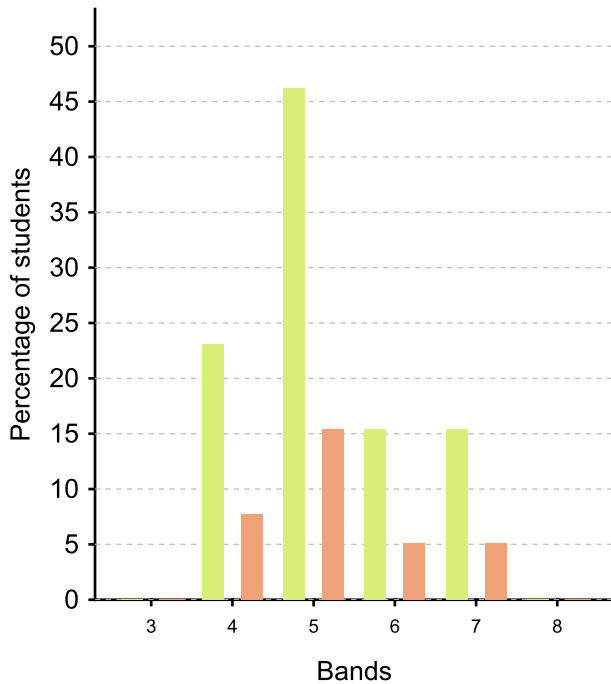
100% of Year 3 girls achieved above national minimum standard in number, patterns and algebra with 20% in top band 6.

YEAR 5

100% of Year 5 students achieved at or above national minimum standard in numeracy.

On average Year 5 students gained at least two band in student growth since year 3 in numeracy.

**Percentage in bands:
Year 5 Numeracy**



Band	3	4	5	6	7	8
Percentage of students	0.0	23.1	46.2	15.4	15.4	0.0
School avg 2015-2017	0.0	7.7	15.4	5.1	5.1	0.0

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

Premier's Priorities: Improving education results and State Priorities: Better services – Improving Aboriginal education outcomes for students in the top two NAPLAN bands.

NAPLAN results in 2017 have shown a positive shift in years 3 and 5.

Kemblawarra Public School is on track to meet the Premier's Priorities and State Priorities by increasing the proportion of NSW students in the top 2 bands by 8% for 2019. There has been an increase of 22% of students in the top 2 bands in 2017 compared to 7.9% in 2016.

A growth in reading from 2016 shows that there was 33% of students above minimum standards to 63% in 2017 above minimum standards and 9% in the top 2 bands in 2017.

Our Aboriginal Student achieved the following results

YEAR 3

75% of Aboriginal students in Year 3 achieved at or

above national minimum standard in reading with 50% in top 2 bands (Bands 5&6).

50% of Aboriginal students in Year 3 achieved the top 2 bands in reading.

0% of Aboriginal students in Year 3 achieved the top 2 bands in writing.

25% of Aboriginal students in Year 3 achieved the top 2 bands in spelling.

25% of Aboriginal students in Year 3 achieved the top 2 bands in grammar and punctuation.

0% of Aboriginal students in Year 3 achieved the top 2 bands in numeracy.

0% of Aboriginal students in Year 3 achieved the top 2 bands in data, measurement, space and geometry.

0% of Aboriginal students in Year 3 achieved the top 2 bands in number, patterns and algebra.

YEAR 5

50% of Aboriginal students in Year 5 achieved the top 2 bands in reading.

0% of Aboriginal students in Year 5 achieved the top 2 bands in writing.

0% of Aboriginal students in Year 5 achieved the top 2 bands in spelling.

0% of Aboriginal students in Year 5 achieved the top 2 bands in grammar and punctuation.

14.3% of Aboriginal students in Year 5 achieved the top 2 bands in numeracy.

47.3% of Aboriginal students in Year 5 achieved above national minimum standard in Numeracy with 14.3% within the top 2 bands (Bands 7&8).

71.4% of Aboriginal students in Year 5 achieved above national minimum standard in data, measurement, space and geometry with 14.3% within the top 2 bands (Bands 7&8).

14.3% of Aboriginal students in Year 5 achieved the top 2 bands in data, measurement, space and geometry.

0% of Aboriginal students in Year 5 achieved the top 2 bands in number, patterns and algebra.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school.

Their responses are presented below.

Students were surveyed to reveal their opinions on their engagement and feelings towards school and their opinions about the schools homework system.

77.3% of K/1 students are happy to go to school with 81.9% stating that they look forward to going to school each day. 99.55% of K/1 students agreed that the school is clean and tidy with 81.9% stating that they feel safe when at school. 68.25% of K/1 students felt comfortable asking their teacher if they did not understand a task. Playing handball, playing with friends, using computers and iPads, maths and learning new things were their favourite aspects of school with a new variety of toys for inside and outside, being able to use the back playground, more books in class and students being nicer to each other were suggestions of changes that could be made to the school.

When asked about their homework 31.85% of K/1 students said that they liked doing their homework. 22.7% of K/1 students read every night and 13.6% write their words every night with 68.25% stating that they do have or sometimes have someone to help them with their homework. When asked what other types of homework that they would like to do, the responses were more maths, colouring, drawing and painting.

When surveyed 74.5% of year 2–6 students agreed that they were happy to be at school with 65.56% stating that they look forward to coming to school each day. 50% of 2–6 students agreed that the students at school present themselves with pride, with 32.78% feeling unsure about this. 64% of 2–6 students agreed that their school is clean and tidy. When asked if they feel safe at school, 73% of year 2–6 students agreed with 95.36% stating that the teachers are caring and supportive. 83.44% of year 2–6 students feel comfortable asking their teachers if they don't understand a task with 86.42% agreeing that the teachers are positive and enthusiastic. 70% of year 2–6 students feel that their classwork is interesting and challenging.

Learning new things, maths, iPads, writing, sport, friends, science, playing handball, art, morning clubs and the teachers were the responses from the year 2–6 students when asked their favourite aspects of school. Having shared reading and writing between year groups, introducing a whole school sport program, building a bike track around the school, planning more gardens, having class pets, having more incursions, reintroduce the canteen with a vending machine, having swings in the playgrounds and opening gates at 8am were suggestions to changes that could be made to the school by the year 2–6 students.

When asked about their homework 28.6% of year 2–6 students said that they complete their homework with 52.15% stating that they sometimes complete their homework. 46.19% of year 2–6 students stated that they get help to complete their homework with 44.7% being happy with the homework that they receive and 34.27% finding their homework interesting.

Parents were surveyed and interviewed to reveal their opinions on how they engage with the school, the

schools attendance policy and homework systems. Their opinions are as follows;

When asked what the school should continue doing the following responses were given; celebrating cultural events, participating in sporting events, fundraising events, excursions, providing excellent quality teachers and working together as a community team. When asked what the school could improve on the primary response was to have a canteen. In addition to this suggestions included, making the newsletter fortnightly or monthly, no changing class teachers during the year more than once, participate in all local sporting activities / carnivals, introduction of a bullying program, have more areas for designated sport at break time and encourage parents to participate in regular reading sessions at school.

When asked what they can do as parents to help improve the school it was suggested that more parents could be available as volunteers, give more feedback to surveys sent home, raffles and stall to help raise money, assist with the school canteen and work with teachers to teach student right and wrong.

57% of parents surveyed were happy with the homework that their child receives. 43% agreed that the homework was not enough and they should receive more. The parents agreed that their child spends between 30mins–1 hour a week completing their homework but that their child should be completing their homework for an hour each day, including reading and written tasks. 80% of parents stated that they assist their child to complete their homework and would like to see the following as part of the homework format; Study ladder, mathematics, reading, some goals for a child depending on their capabilities, investigation assignments and comprehension.

When asked about attendance 100% of parents surveyed stated that they were aware of the Departments attendance policy and requirements. 85.8% claimed that their child had good attendance with the primary reason for absence being sick, medical appointments or holidays. 85.8% of parents also stated that their child is happy to go to school every day.

Teachers were surveyed and interviewed to reveal their opinions on their confidence and ability to use the literacy continuum and departmental documents to program for Literacy and numeracy. Their opinions are as follows;

100% of teachers surveyed used the Literacy continuum in their classroom, and are confident doing so, with a specific focus on the reading, writing and comprehension aspects. They agreed that they found the new syllabus user friendly when programming however recommendations were to become more familiar with it, having time to practice using the program builder, of which 75% of teachers surveyed already use, and looking at the school scope and sequence for Literacy to align with programming using the syllabus.

50% of teachers surveyed found the in school training to program using the Literacy continuum to be

beneficial with the primary feedback stating that the main difficulty when programming was structuring the information to be concise and easy to read. It was stated that the in school scope and sequence was a great resource with set proformas easing the display of information. Groups were formed easier using the literacy continuum to provide for individualise instruction.

100% of teachers surveyed were confident to fully implement the Mathematics syllabus in 2017, stating that they have enough knowledge to do this successfully.

Policy requirements

Aboriginal education

Kemblawarra Public School is proud of our Indigenous heritage and continually seeks opportunities to embrace, promote and celebrate our cultural identity. We are committed to ensuring that teaching practices and opportunities are provided to allow Aboriginal and Torres Strait Islander students to achieve and excel in every aspect of their education and well-being.

Kemblawarra Public School promotes respect for all Aboriginal people. Actions were implemented as part of the schools Aboriginal Education program and comply with the Aboriginal Education and Training policy. These were presented in the following ways:

School Captains delivering the Acknowledgement of Country, paying respect to the Wadi Wadi people and our local community at all assemblies.

Warrawong High School joined us in our whole school celebrations for our NAIDOC Week. Students and staff participated in Aboriginal cultural activities. This continues to be a successful annual event. Parents were invited to participate in specific activities during the week to nurture and enhance parent and community engagement.

All Aboriginal students continue to have Personalised Learning Plans (PLPs), which are developed in consultation with the student, parents/caregivers, AEO and the classroom teacher. There is a strong emphasis on the creation and monitoring of academic goals and creating a joint ownership and responsibility for the students learning. Additional aspects have been added to the PLP's with a cultural and aspiration goal being added in in 2017.

Integration of Aboriginal perspectives across key learning areas so students can develop deep knowledge and understanding about Australia's first people. This included the introduction of units within the new History and Geography key learning areas incorporating the First Fleets and Australia's Indigenous History.

Permanent appointment of Aboriginal Education Officer, Karen Armstrong in Term 3, 2017

Regular Staff representation at the Wollongong

Aboriginal Education Consultative Group (AECG) meetings demonstrating our school commitment to the local Indigenous community.

Professional learning including training using the new History and Geography syllabus documents where teachers were provided with information to program inclusive lessons including using Aboriginal perspectives.

The AEO is utilised to support Literacy & Numeracy development five mornings per week to a select number of Aboriginal students. An individualised phonics program was created and implemented to close gaps and improve reading and fluency skills, together with numeracy skills.

The AEO facilitates the Sista Speak program with a classroom teacher. It is being run for the Stage 3 girls. This program is designed to inspire and motivate young women and Aboriginal women. At Kemblawarra we believe in sharing cultural perspectives and therefore these sessions are all inclusive. It emphasises the importance of education and raises awareness around diverse career paths available with specific focus on self-esteem, culture and leadership.

Increased number of students now attend the Homework club jointly facilitated by a successful partnership between the Smith Family and Coomaditche Community Centre and regularly attended and supported by AEO.

AEO has been and will continue to work with our Pre School and delivering cultural perspective lessons weekly.

Kemblawarra has a Yarning circle space between the school and Pre School that is being used for Yarn ups, reading. This space is to be developed with community consultation to have an increased cultural perspective and nurture connection to Country and spiritual significance for students and staff.

Listed below are some of the achievements of Aboriginal students through NAPLAN.

YEAR 3

75% of Aboriginal students in Year 3 achieved at or above national minimum standard in reading with 50% in top 2 bands (Bands 5&6).

50% of Aboriginal students in Year 3 achieved above national minimum standard in reading.

100% of Aboriginal students in Year 3 achieved above national minimum standard in Writing.

100% of Aboriginal students in Year 3 achieved at or above national minimum standard in spelling.

100% of Aboriginal students in Year 3 achieved above national minimum standard in grammar and punctuation.

100% of Aboriginal students in Year 3 achieved at or above national minimum standard in Numeracy.

66.7% of Aboriginal students in Year 3 achieved above national minimum standard in Numeracy.

100% of Aboriginal students in Year 3 achieved at or above national minimum standard in data, measurement, space and geometry.

66.7% of Aboriginal students in Year 3 achieved above national minimum standard in data, measurement, space and geometry.

100% of Aboriginal students in Year 3 achieved at or above national minimum standard in number, patterns and algebra.

66.7% of Aboriginal students in Year 3 achieved above national minimum standard in number, patterns and algebra.

YEAR 5

80% of Year 5 students achieved at or above national minimum standard in reading.

75% of Aboriginal students in Year 5 achieved at or above national minimum standard in writing.

100% of Aboriginal students in Year 5 achieved at or above national minimum standard in spelling.

60% of Aboriginal students in Year 5 achieved at national minimum standard in grammar and punctuation.

100% of Aboriginal students in Year 5 achieved at or above national minimum standard in Numeracy.

47.3% of Aboriginal students in Year 5 achieved above national minimum standard in Numeracy with 14.3% within the top 2 bands (Bands 7&8).

71.4% of Aboriginal students in Year 5 achieved above national minimum standard in data, measurement, space and geometry with 14.3% within the top 2 bands (Bands 7&8).

100% of Aboriginal students in Year 5 achieved at or above national minimum standard in number, patterns and algebra.

Multicultural and anti-racism education

Kemblawarra staff actively promote, respect and accept all cultural backgrounds. Teachers include multicultural perspectives throughout their teaching and learning programs. The Anti-Racism Contact Officer (ARCO) is a trusted person to whom individuals and groups initially bring complaints about racism incidents they have experienced or observed. We had 2 staff members that shared the role of the ARCO in 2017 which were Mirjana Gjorseska and Rebeka Schroder. There were zero complaints made regarding

racism.

Our school constantly ensures that all teachers are reviewing their teaching and learning programs to ensure their classrooms are culturally inclusive.

In term one our school celebrated Harmony Day. The day involved all classes celebrating Australia's cultural diversity, inclusiveness, respect and a sense of belonging for everyone.

In term two our classes celebrated NAIDOC week. For the duration of the week, classes worked on activities that promoted cultural awareness. Guest speakers from the local community were invited and they spoke about significant changes that happened within their lives. Students were all engaged and had a better understanding of the Aboriginal heritage and cultures.

The school was fortunate to have a Learning and Support Teacher (LST) Nicola Josevski. As the school didn't have any allocated English as a second language/dialect, EAL/D funding, the school used Nikki Josevski LS expertise to support the specific needs of EAL/D students.