

# Kotara South Public School

## Annual Report



2017



4203

## Introduction

The Annual Report for **2017** is provided to the community of **Kotara South 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.

Susan Maxworthy

Principal

### School contact details

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### Message from the Principal

Kotara South Public School has a proud tradition of providing a stimulating, rich and relevant education for each of our 312 students through quality teaching and life-long learning practices in a positive, safe and supportive environment. Student excellence is promoted through the partnership between school, students and families, and cultural awareness that 'together we can achieve our very best'.

Our school is situated 7km south from the centre of Newcastle, surrounded by a variety of native flora and fauna in a peaceful bush setting, enjoying views of Newcastle and environs. Our students achieve at a high level academically, artistically, socially and in sport, reflecting the values of the Five Keys to Success: confidence, persistence, resilience, organisation and getting along.

We have a highly professional, experienced and cohesive staff who in partnership with parents and the community, are committed to fostering a love of learning and maximising quality educational experiences for all students. Kotara South Public School values and encourages excellence.

The school is well resourced and offers a diverse and enriched range of programs to support, and challenge and extend our students. We have innovative programs in Literacy and Numeracy as well as outstanding Science, Sport, Public Speaking, Debating, Chess, Creative and Performing Arts, Choir, Technology, Leadership and Transition programs for students from Kindergarten through to Year 6 and into year 7.

All staff value the use of technology and are proficient in the use of interactive whiteboards to engage students and deliver quality learning experiences. Building the social, emotional and motivational capacity of our students is a focal point of our school and is embedded in all aspects of school life. The students at Kotara South Public School are tolerant, caring and accepting.

Parents are valued, are well informed, and actively participate in all aspects of school life whether it be canteen and classroom volunteer work, participation in special events or school evaluation and planning. The P & C is actively involved and enthusiastically supports the school and its goals. An Out of School Hours (OOSH) operates within the school grounds.

We are proud to be able to successfully integrate students with special needs such as those who attend the Hearing Support Unit and Early Intervention class. Students are exposed to signed English and use this in school assemblies. The school encourages a sense of harmony and belonging.

In March 2015 the Kotara Lambton Community of Schools signed an Agreement with The Muloobinbah Aboriginal Education Consultative Committee (AECG). The text is attached to this link: [Muloobinbah Agreement \(pdf 17 KB\)](#). Our school enjoys a close relationship with our Aboriginal parents and community members.

At Kotara South we all work hard together to make #KSPSagreatplacetobe

Susan Maxworthy

Principal

## School background

### School vision statement

Kotara South Public School inspires today's students to pursue excellence as they embrace the possibilities and changes of tomorrow. By providing a quality education in a safe and supportive environment, students are empowered to become valued independent members of society. Our 21st Century Vision is to: "Create opportunities for our students to become successful learners; confident and creative individuals; and active and informed citizens". This vision is directly aligned to the Melbourne Declaration (2008) that provides insight for our students to 2020 and underpins the Public Schools NSW Strategic Directions 2015–2017 document. Our aim is to maximise student learning by focussing on students – nurturing, guiding, inspiring and challenging them each day. We will take students on a journey by providing rich learning experiences in which students will be actively engaged. Our vision is further underpinned by our 5 core "You can do it" values: • Resilience • Persistence • Organisation • Confidence • Getting along. We want every student in our care to be actively engaged in meaningful, challenging and future focussed learning experiences to achieve and thrive as learners, leaders and responsible productive citizens.

### School context

Kotara South Public School (KSPS) is a community-based school with a mission to ensure all students reach the highest possible outcomes in all aspects of their education. It is a school that values the contributions of all stakeholders and is recognised for its high standards and ability to adapt to current community needs. KSPS is located in the suburbs of Newcastle. The local area is undergoing a period of renewal as the housing stock changes and increasing numbers of young families move into the school zone. The school has an interested and supportive community who bring high expectations and enthusiasm to see the school thrive. Many of the students come from families with established connections to the school. Kotara South Public School has 307 students from 215 families. Of the 293 mainstream students 55% are boys and 45% girls. The school has 3% Aboriginal enrollment and 8% of students who speak a language background other than English (LBOTE) at home. The school has 2 specialist units: a hearing support unit (HSU) with 9 students enrolled and an Early Intervention Unit for up to 16 preschool aged students. Kotara South Public School's teaching staff bring high level professional and personal skills, and are well supported by experienced office staff and highly skilled teachers' aides (SLSO). The school is the base for Hearing services in the Newcastle area. Kotara South Public School is an active member of the Kotara Community of Schools (8) that pool resources, expertise and professional learning to benefit all. The school is proudly involved in projects developed in partnership with local schools and Muloobinbah Aboriginal Education Consultative Group (AECG). Assessment data indicates that most students perform at or above stage expectations in each Key Learning Area. There is a continued focus on increasing the academic growth of all students as they progress from Year 3 to Year 5, and onto Year 7, through differentiation of curricula to explicitly meet individual needs, interests and abilities. Numeracy strategies throughout 2014 – 2015 have led to significant improvement in student outcomes and provide a solid basis for future strategies. NAPLAN Literacy results indicate while our students have strong fundamental skills, higher order skills in reading comprehension and writing need ongoing development. Best Start Kindergarten data indicates that most students commence school with age appropriate basic knowledge and skills in reading, writing and numeracy.

## 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

**Learning:** Following on from our self assessment against the School Excellence Framework, KSPS has determined the next steps to be to consolidate the high quality learning and teaching across all teachers in all classrooms. Developing a strong language of success for both teachers and students will be a focus. We are applying for a regional writing project for 2018 and the aim is to consolidate the pedagogical approach to writing, vocabulary and comprehension. In the 2017–2020 School Plan, *Strategic Direction 1 will be: Quality Learners; flexible thinkers*. This will strongly focus on students being able to collaborate, communicate, critically reflect and be creative problem solvers across all KLA's.

Teaching: Following on from our self assessment against the School Excellence Framework, KSPS has determined the next steps to be to continue to support teachers with strong systems and processes in the classroom, across the community of schools and in their own professional learning. The continued support of the Professional Learning and Development Plans (PDP's) and the mentoring of the teaching in rooms, will enable all staff across the school to maintain an environment that is rich, stimulating and engaging and relevant. Teachers will also be maintaining Teacher Accreditation from 2018 onward. In the 2017– 2020 School Plan *Strategic Direction 2 will be Quality teachers; innovative practices*. The development, growth and continuance of quality practices using innovative strategies will be our focus.

Leading: Following on from our self assessment against the School Excellence Framework, KSPS has determined the next steps to be for all stakeholders to have a strong understanding of the school's organisational structure and school plan. This would also incorporate the school community having direct input to move our school from delivering to sustaining and growing, with having stronger executive leadership as central to building school capacity. In the 2017– 2020 School Plan *Strategic Direction 3 will be Quality school: collaborative communities*.

The school is active in soliciting feedback from parents, staff and students on school performance and utilises this information to design and deliver programs and activities to support the goals of the school. The feedback received from families is at all times positive with them demonstrating a high regard for the school. Community engagement and involvement is regarded as critically important in building a strong learning partnership and many opportunities exist for families to work within the school. The school offers a strong transition to school program which leads to a newly developed 6–7 transition program.

As the leadership of the new principal strengthens and the school develops the capacity of staff to engage with and be part of the focus group, we will move towards achieving, sustaining and growing.

The focus for the next three year planning cycle is for all stakeholders within the school to have a plan of an organisational structure whereby school teams have a direct relationship and line of sight to the school management plan, milestones, budgets and reporting, with a stronger emphasis on data and how it drives the school plan.

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.

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

High expectations and excellence in student learning

### Purpose

Actively engage every student in meaningful, challenging and future focused 21st century learning experiences to achieve and thrive as learners, leaders and responsible, productive citizens. This will be delivered through high quality teaching practices that cater for a range of learning needs.

### Overall summary of progress

From the professional learning and teaching done to improve achievement, high expectations and excellence there has been a culture of change strongly built amongst the staff, students and community. There is an understanding that KSPS is preparing students for a different workforce and ensuring that students can collaborate, critically think, create and communicate within their learning.

The learning for staff in this area has been through Future Focussed Learning strategies, flexible spaces and teaching pedagogies. Staff have rebuilt a culture of high expectations through the start of setting success criteria and goal setting for students through a tiered approach to learning.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
A rolling 10% increase in the number of students in Years 3, 5 and 7 in the top 3 bands in all aspects of NAPLAN for writing and numeracy(2% in 2015, 4% in 2016 and 4% in 2017).	3 half days STR teacher analysis of data  \$1500 x 4 = \$6000	Most students in year 5 achieved growth of 3% in 2017. Year 3 students consistently showed growth in numeracy above the state average.
students achieve commensurate growth of one year or better in reading levels using PM system.	purchase of PM readers to further kits.  \$2000	85% of students in K–2 achieved commensurate growth of one year reflected in the PM reading level system.

### Next Steps

Continuing in 2018 and beyond, the focus is to continue growth across writing, reading and numeracy. This is explicitly planned for with tiered intervention, differentiation strategies and explicit teaching. Strong professional learning for all staff will continue in a continuous cycle of self improvement.





## Strategic Direction 2

Quality 21st century teaching and leadership

### Purpose

Build teacher capacity through focused professional learning and development that creates a culture where every staff member is engaged in ongoing, school target focused and evidence-based learning underpinned by the Quality Teaching Framework.

### Overall summary of progress

Throughout 2017, all staff, executive and principal built teacher capacity through focused professional learning and development. We have started setting strong foundations in a culture where every staff member is engaged actively learning through a series of targeted and individualise teacher professional learning workshops. This was primarily focussed on Mathematics Building Blocks for Numeracy and pedagogical improvement in the HOW we teach, in ongoing, school target focussed and evidence-based learning underpinned by the Quality Teaching Framework.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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### Next Steps

Our focus moving into 2018 and beyond is to ensure explicit quality pedagogies are evident in all learning environments. Using formative assessment measures, teachers develop ongoing differentiate learning programs. Our school wide data will identify student progress and future directions. We have three areas of focus to achieve this:

**Professional Learning:** Scaffolded explicit teacher professional learning that builds capacity around pedagogy and program requirements.

**Assessment and Feedback:** Assessment and feedback practices developed to reflect learning intentions and the learning progressions.

**Data Analysis:** Teachers develop quality data collection processes to collaboratively plan, analyse, evaluate and reflect on student progress and teaching practice.



## Strategic Direction 3

Strong community partnerships and quality systems

### Purpose

Foster stronger, positive and meaningful relationships as an educational community that support the holistic development of each student. We will also develop and implement school systems to ensure each student has opportunities to achieve their potential.

### Overall summary of progress

Our school developed whole school policies and procedures provide effective systems and practices to ensure an efficient learning environment for all participants.– DEC policies, reforms and operating systems are implemented in an efficient and effective manner with adequate support and teacher professional learning to provide high levels of functionality.– Whole school Aboriginal Education program is collaboratively developed to enhance student learning and cultural knowledge. Home–School Partnerships– Extend processes and systems that support active and frequent home school collaboration.– Increase the number of parents engaging in school learning sessions by providing relevant NSW National curriculum workshops.– Continue to encourage and support the very active P & C and help facilitate more interest groups to improve the school environment and student opportunities.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
School surveys (e.g. TTFM) reveal parental satisfaction levels of average 7.5 or above re school culture and capacity to meet their child's needs.	TTFM survey \$0	Results from the survey reflected:  I feel welcome when I visit the school. 8.2  I can easily speak with my child's teachers. 8.3  I am well informed about school activities. 7.5  Teachers listen to concerns I have. 7.8  I can easily speak with the school principal. 7.8  Written information from the school is in clear, plain language. 7.8  Parent activities are scheduled at times when I can attend. 6.1  The school's administrative staff are helpful when I have a question or problem. 8.3
80% of parents report a high level of understanding of their child's progress through school reporting processes.		Results from the survey reflected:  Reports on my child's progress are written in terms I understand. 7.5  If there were concerns with my child's behaviour at school, the teachers would inform me immediately. 7.3  I am informed about my child's behaviour at school, whether positive or negative. 7.2  The teachers would inform me if my child was not making adequate progress in school subjects. 6.8  I am well informed about my child's progress in school subjects. 6.7



## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
80% of parents report a high level of understanding of their child's progress through school reporting processes.		I am informed about opportunities concerning my child's future. 6.6  I am informed about my child's social and emotional development. 5.9
20% of parents are engaged in curriculum based workshops	\$0	Workshops were conducted at the P & C Meetings. These events yielded strong support with over 60 parents attending the Mathematics night.

## Next Steps

Our next step is to continue growth in this area is to ensure collaborations underpins our school culture. Teams are proactive, strategic and systematically work together to develop a growth mind-set with authentic opportunities for continual improvement. This will be achieved by focusing on:

**Professional Capacity Building:** high quality teacher professional learning with a consistent approach to evidence-based practice to ensure continuous growth.

**Leadership:** develop whole school practices and processes that build a culture of high expectations and distributive leadership.



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$7000	SLSO support for all Aboriginal students in class to meet PLSP goals and to support the learning of literacy and numeracy.
<b>English language proficiency</b>	\$1250	Interpreter employment for parent/teacher interviews  IEP review meetings  Resource hire to support programs
<b>Low level adjustment for disability</b>	\$70000	Employment of 5 SLSO's for approximately 16 hrs per week to support the learning of teaching of literacy and numeracy strategies in and across all classes.
<b>Quality Teaching, Successful Students (QTSS)</b>	\$15000	Short term casual relief for classroom teachers each term to enable planning days with year level and stage teams. All staff had the opportunity to co-plan, co-teach and evaluate their work specifically in relation to numeracy through the MBB4N pedagogical learning framework.



## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	147	163	160	167
Girls	128	139	127	133

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	94.4	97.1	95.8	96
1	96.3	93.8	97.2	95.8
2	94	95.5	95	94.9
3	96.9	94.1	95	95
4	95.3	95.7	93.9	93.8
5	94.6	94.3	96.9	94.7
6	93.8	94.5	95.6	94.9
All Years	95	94.9	95.5	95.1
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

KSPS enjoys a strong and consistent enrolment each year. For the first time in many years, KSPS had three straight Kindergarten classes that were almost full. This large cohort has bolstered junior numbers and is reflective of the younger demographic of parents who are buying into the Kotara South school zone.

During 2017, there were 8 children (5 families) who had patterns of poor attendance across the year. KSPS staff liaised with parents, made phone calls, built in rewards strategies, connected students to morning projects and shared successes when improved attendance occurred. The executive also employed the strategies of the HSLO to support and discuss with

parents some stronger strategies to develop better patterns of attendance.

In 2018, with the move to Sentral Attendance being reflected on the Parent Portal, parents will be able to self-monitor their child's attendance and understand the immediate issues of non attendance. We also have a focus of monitoring and tracking longer periods of leave within the school term when parents take family holidays.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	4
Head Teacher(s)	0
Classroom Teacher(s)	14.66
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.7
Teacher Librarian	0.8
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	4.32
Other Positions	0

\*Full Time Equivalent

Our school does not employ any staff who identify as Aboriginal or Torres Strait Islander. (ATSI) We employ all the DoE strategies of fair workplace agreements and welcome ATSI peoples to apply for all positions that become available within the school.

### 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	0

### Professional learning and teacher accreditation

During 2017 we had 1 staff member requiring the report for her Accreditation to be finalised and hours logged. This was achieved.

As DoE are moving towards all staff becoming Accredited with NESAs as of Jan 1 2018, all staff will be required to engage in professional learning of 50 hours.

## 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 <b>Actual</b> (\$)
<b>Opening Balance</b>	159,132
<b>Revenue</b>	3,254,812
Appropriation	3,047,469
Sale of Goods and Services	9,507
Grants and Contributions	195,744
Gain and Loss	0
Other Revenue	0
Investment Income	2,091
<b>Expenses</b>	-3,186,090
Recurrent Expenses	-3,186,090
Employee Related	-2,868,385
Operating Expenses	-317,704
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	68,722
<b>Balance Carried Forward</b>	227,853

### Financial summary equity funding

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

	2017 <b>Actual</b> (\$)
<b>Base Total</b>	2,130,069
Base Per Capita	44,650
Base Location	0
Other Base	2,085,419
<b>Equity Total</b>	120,929
Equity Aboriginal	5,686
Equity Socio economic	15,923
Equity Language	925
Equity Disability	98,396
<b>Targeted Total</b>	391,704
<b>Other Total</b>	362,473
<b>Grand Total</b>	3,005,175

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.

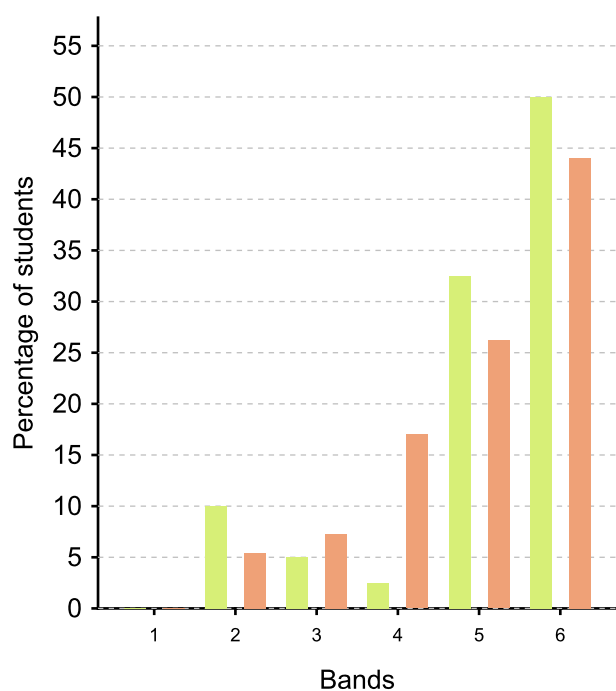
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

## School performance

### NAPLAN

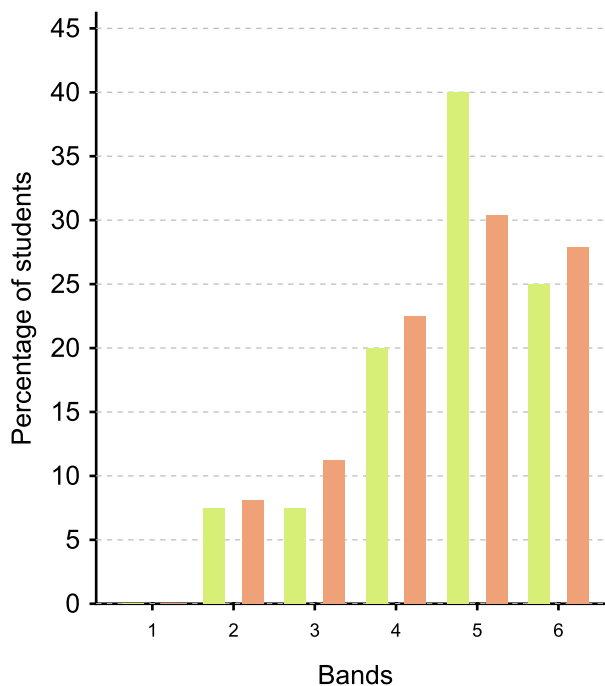
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

**Percentage in bands:**  
Year 3 Grammar & Punctuation



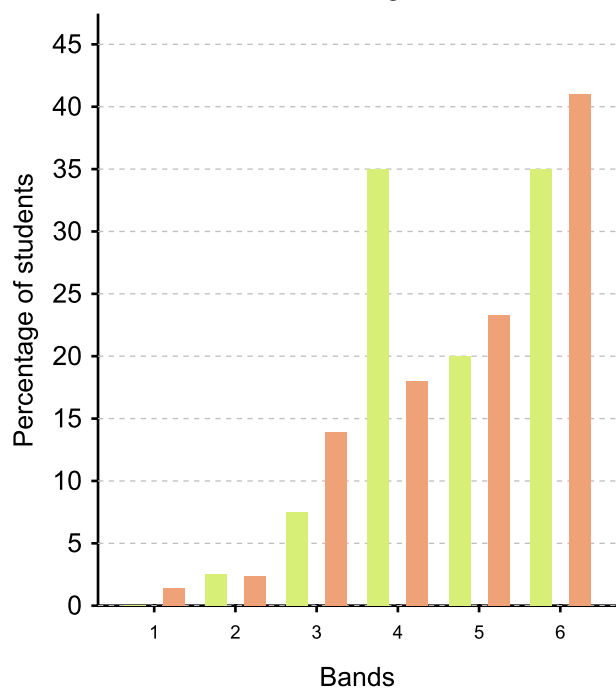
Percentage in Bands  
School Average 2015-2017

**Percentage in bands:**  
Year 3 Spelling



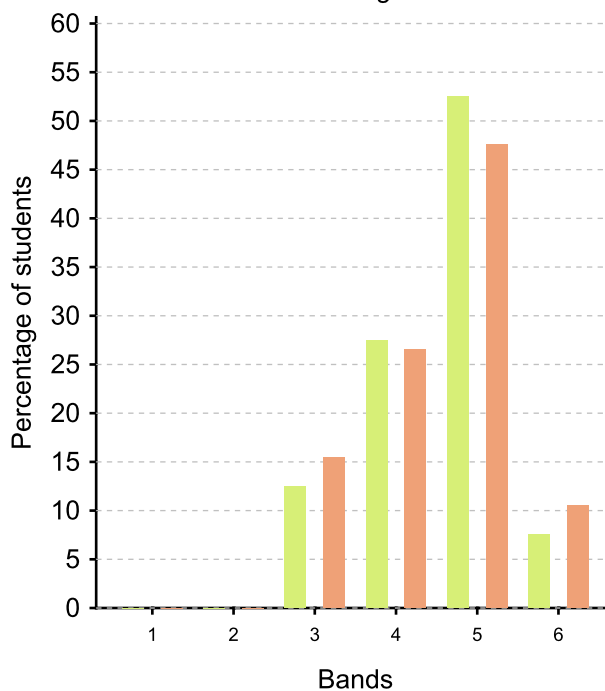
Percentage in Bands  
School Average 2015-2017

**Percentage in bands:**  
Year 3 Reading



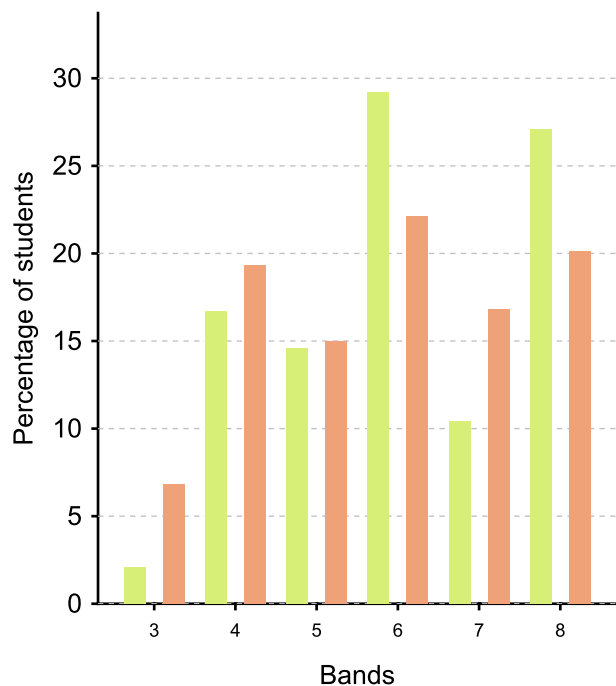
Percentage in Bands  
School Average 2015-2017

**Percentage in bands:**  
Year 3 Writing

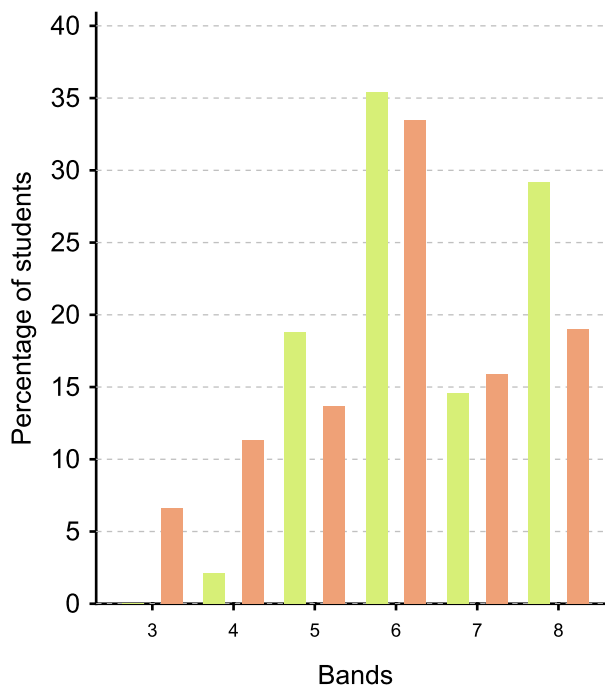


Percentage in Bands  
School Average 2015-2017

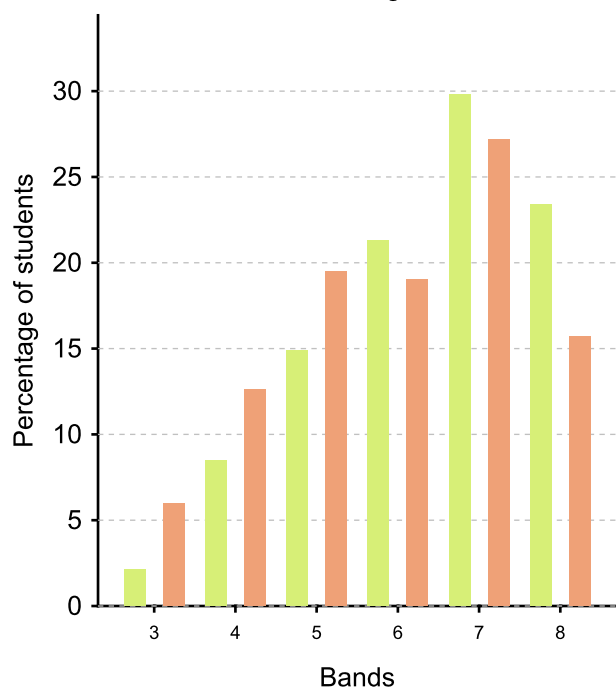
**Percentage in bands:**  
Year 5 Grammar & Punctuation



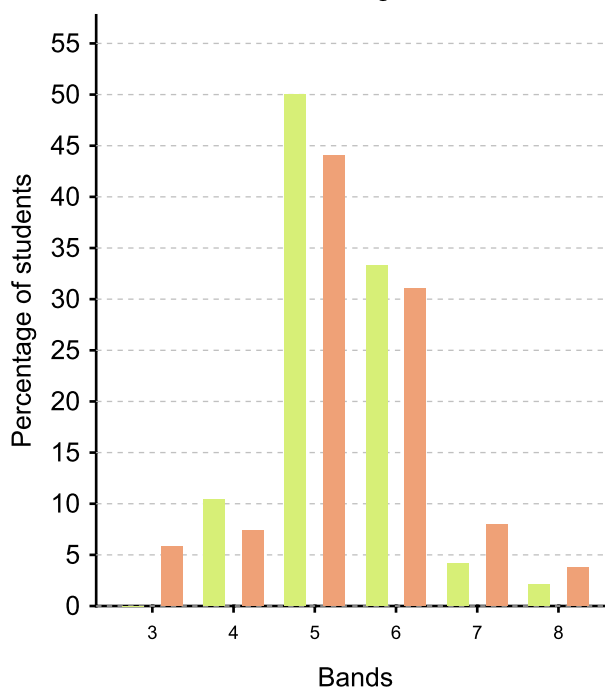
**Percentage in bands:**  
Year 5 Spelling



**Percentage in bands:**  
Year 5 Reading

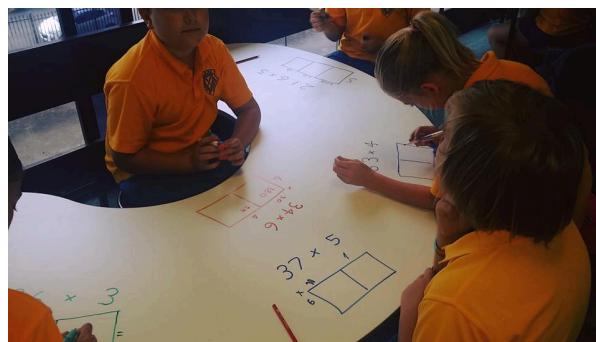
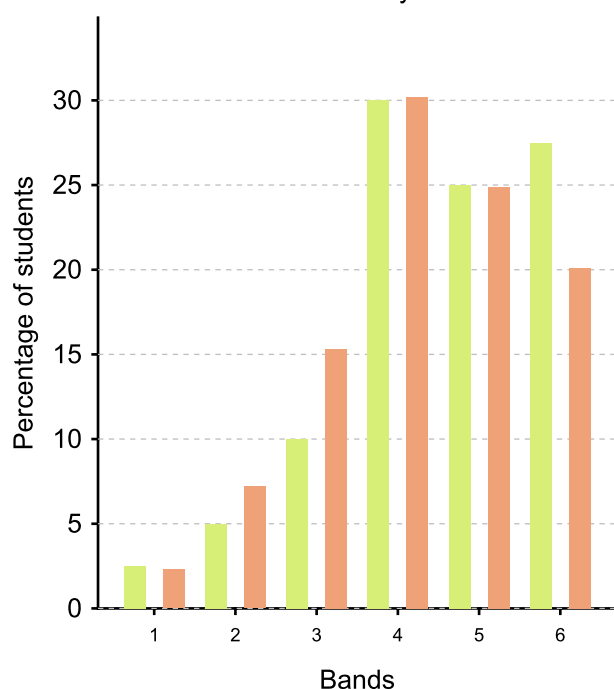


**Percentage in bands:**  
Year 5 Writing





**Percentage in bands:**  
Year 3 Numeracy



## Parent/caregiver, student, teacher satisfaction

When staff and parents were surveyed, the following results defined experiences and perceptions with a rating out of 10.

Teachers have high expectations for my child to succeed— 7.3

Teachers show an interest in my child's learning— 7.3

My child is encouraged to do his or her best work— 8.1

Teachers take account of my child's needs, abilities, and interests— 7.2

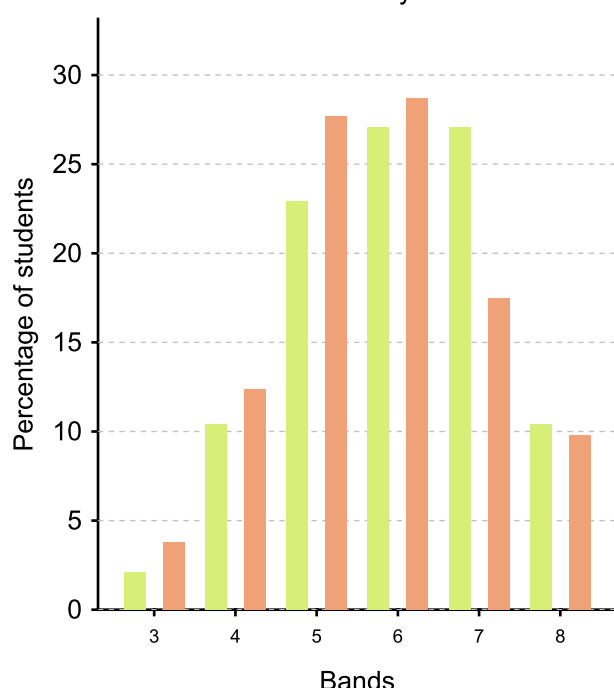
Teachers expect homework to be done on time.—5.9

Teachers expect my child to work hard—7.5

In 2017, school sought the opinions of parents, students and teachers about the school. The responses are present below. A survey of students in years 2, 4 and 6 revealed that 82% of students believed their learning was improving at KSPS. Over 89% of students believed they had enough opportunities for sport with only 5% not having enough opportunities for sport. Students also responded that 78% were happy with knowing what was happening at school whilst 5% were unhappy. Parents responded that 83% felt that their child's academic needs are being met at KSPS. 86% of parents agreed that their child was having their needs met through sporting opportunities. 50% of parents were happy with the amount of homework provided, whilst 22% were unhappy with the amount of homework their child receives. With 66% of parents were happy with the level of communication from the school with 27% moderately happy with the communication. All staff felt that the school communicated effectively with the community.

Parents were asked to outline the strengths of KSPS. These were recorded as the level of involvement of the community, the school is friendly, welcoming and has many activities for children and families. The staff is dedicated, that as a smaller school it has a community atmosphere. There is an acceptance of all people within the school. Kind and caring staff who are always professional. The staff were also highly acknowledged as consistently caring for children even if they weren't in their class. The phenomenal outpouring of joy experienced whilst attending the backgammon championships assisted staff and lifted their spirits.

**Percentage in bands:**  
Year 5 Numeracy



Percentage in Bands  
School Average 2015-2017

Parent feedback regarding the use of the Skoolbag app is overwhelmingly positive with over 860 downloads of the app in a school with 270 families. The clear lines of communication have now been established for various purposes via the use of Skoolbag, KSPS website, Facebook and written communication via the newsletter.

Our P & C President was nominated for Outstanding Service to Community and was presented at a special ceremony with the federal member of parliament. Congratulations to Mrs Helena Hennan (left). See photo below pictured with Principal Mrs Maxworthy (right)

