

Kyeemagh Infants School

Annual Report



2017



5141

Introduction

The Annual Report for is provided to the community of **Kyeemagh 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.

Rebecca Ferguson

R/Principal

School contact details

Kyeemagh Infants School

Beehag St

Rockdale, 2216

www.kyeemaghin-p.schools.nsw.edu.au

kyeemaghin-p.School@det.nsw.edu.au

9567 5819

School background

School vision statement

The vision of Kyeemagh Public School is to build strong foundations for lifelong learning in confident students who can recognise and achieve their fullest potential in order to make a positive contribution to society.

The core values that underpin all our teaching and learning activities are:

Respect

Kindness

Safety

Inclusion

Our legacy will be building the capacity of our community to embrace life and learning of the 21st Century.

This vision is held within the context of nurturing the whole child for future learning experiences.

School context

Our students come to school bringing with them a range of prior to school learning experiences. They demonstrate a variety of talents, interests and learning needs, so it is always very satisfying to see the students engaging daily in learning and continuously aiming to achieve their potential.

More than 60% of our student population is from language backgrounds other than English, with the main groups being Japanese, Arabic and Greek, followed by a large array of various cultural groups.

Resources and learning experiences are tailored to ensure the application of high quality early intervention and acceleration programs. These programs promote early learning success and lay solid foundations for future learning.

The school community is an active partner as well as participant in school programs and events. Families are proactive in the development of strong partnerships and programs within the school.

The school community exemplifies:

Strong school, home and community partnerships to promote learning success;

All students have skills and talents to share;

Co-operation, respect and resilience are fundamental to educating the whole child;

Quality teaching and learning are the foundation of all our efforts to foster love of learning;

Every student is capable of leadership; and

School is a safe and happy place where students build strong learning foundations.

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. 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.

In the domain of Learning, the school has identified itself at Delivering. The school strategic direction embedded programs into practice to support students to build capacity in students to self regulate and manage their own behaviour in challenging situations. The school holds a strong learning culture and high expectations of behaviour which are explicitly taught. Wellbeing programs were trialled and information gathered to identify effectiveness and impact of the program demonstrated that minimal impact had been delivered resulting in review of wellbeing within the school. The school has judged that it is working towards consistent school-wide practices in assessment and will use a wider variety of data to plan and report on student progress.

In the domain of Teaching, the school has identified itself at Working towards Delivering. Staff were able to demonstrate knowledge of new curriculum through using syllabus outcomes within teaching and learning programs. Strengths in collaborative practices are demonstrated through regular evaluations of teaching and learning programs. Consistent teacher judgement and assessment practices linked with student progress data were in the initial stages of development and will be further developed within the next planning cycle. Teachers participated in Performance and Development Plans. Students with additional needs had individual learning plans developed in consultation with parent/carer.

In the domain of Leading, the school has identified itself at Delivering. Parents and community have opportunities to engage in arrange of school based activities such as reading groups and maths groups. Student, staff and parents were involved in the development of priorities aligned with the school plan. Consistent monitoring of milestones became impeded in the second semester due to changes in school leadership. Local community users delivered out of hours programs to students creating close links with community and school. School identified strength within this domain is targeted resources being used creatively to meet the need of all students. Processes and practices aligned with management systems will be reviewed and incorporated into future school plans.

This self-assessment 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

Purpose

To build strong foundations for learning to support students to reach their full social and academic potential, as resilient, engaged and happy learners

To promote excellence and equity, and support students becoming successful 21st century learners who are confident and creative individuals and active informed citizens

Overall summary of progress

Funding expended to support wellbeing programs for all students to develop strong foundations in the early years of schooling. Students were supported to develop greater levels of resilience through supported social skill interventions. Tracking of individual students provided teachers with deeper understanding of need which would be reflected in class programs.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|--|-------------------------------|---|
| Regular record keeping reflects a reduction in playground behaviour incidents | | SLSO employed to minimise playground incidents and to support social interactions with targeted students. |
| Data indicates 100% of teachers implement Kids Matter resilience program in classrooms | | Staff referred to Kids Matter training and implemented it as required with targeted students. |
| Teacher feedback indicates enhanced student engagement in learning through whole school wellbeing programs | | Yoga teacher employed to support mindfulness. Student participation was limited. |
| Data indicates 90% of our students achieve expected stage outcome on the PLAN learning continuum for Literacy and Numeracy | | Data indicated 79% of students met expected outcomes with literacy and 35% met expected outcomes in numeracy. |
| Increase in student participation awards for the Home Reader Programs | | Limited implementation due to parent participation. Anecdotal data indicated resources were not fully utilised. |
| Regular and positive feedback from families on Home Reader Program | | Positive parent feedback for home reading program due to ongoing communication between home and school. |

Next Steps

Implementation of L3/ L3(Stage 1) in next cycle.

Training and implementation of TEN.

Implementation of Positive Behaviour for Learning and review of whole school wellbeing practices.

Strategic Direction 2

Purpose

To build capacity of staff through networks and communities of practice

To build quality teacher practice through strong instructional leadership, collaborative teamwork and shared professional learning

To implement a whole school approach to assessment and planning that ensures the curriculum is differentiated to engage, support and challenge students, utilising student voice in curriculum planning

Overall summary of progress

Staff were involved with other small schools to build communities of practice. Professional learning to develop quality practice and collaborate planning was provided to all teaching staff. Time to develop whole school approach to assessment and planning was provided and teaching staff collaborated processes to support transition of all students.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|--|-------------------------------|--|
| Data indicates 100% of teachers demonstrate confidence and skills to implement syllabus documents | | Evidence of new syllabus document implementation within teaching programs. |
| Formative assessment occurs on a daily basis to guide program implementation and evaluation | | Formative assessment is completed during reading groups and through observations in maths activities. |
| School Development Day Programs and Community of School projects reflect collaborative planning | | Meeting occurred regularly with other small schools to develop shared events. |
| 100% of units of work developed collaboratively are available for sharing | | Units of work are currently with individual staff members and available on request. |
| 100% students with additional learning needs have differentiated program and are engaged in learning | | Programs are developed for students with integration funding. Observations indicate high levels of engagement. |

Next Steps

Greater links between formative assessment and programming.

Professional learning linked with planning for the individual student.

Strategic Direction 3

Purpose

To foster strong relationships with parents, caregivers and the school community by providing increased opportunities for them to be involved in the school

To communicate information so the school community understands and is well informed about purposes and processes

To work collaboratively with the wider school community to ensure the continued growth and development of the school

Overall summary of progress

Strong relationships with parents and community were developed and using the 75th Anniversary of the school as a platform for promotion, the school broadened its communication systems and interaction with the local community. Information was shared with the school community regarding proposed changes to the school including the movement towards a reclassification of K–6. Parent voice was incorporated into school programs with Learnscapes area being utilised enhancing student understanding of sustainability.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|--|-------------------------------|--|
| Increased enrolment referral from local early childhood providers. | | Increased levels of local enrolment for 2018. |
| Retention of students enrolled at the school from K–2. | | Greater levels of retention when older sibling exited to feeder primary school. |
| Establish and strengthen links with the wider community | | 75th Anniversary of the school provided wide connections with students both past and present and increased levels of interaction with local community. Learnscapes area was used for learning programs promoting sustainability. |

Next Steps

Continued advertising for local enrolments.

School reclassification and rebuild.

Greater levels of social media utilisation for communication with the wider community.

| Key Initiatives | Resources (annual) | Impact achieved this year |
|--|--------------------|---|
| Aboriginal background loading | \$945 | Support whole school NAIDOC activities. Aboriginal Education is incorporated into all teaching programs. |
| English language proficiency | \$32,443 | EAL/D program implementation targeting support for student who have a home language other than English. This was provided through in class and small group support. |
| Low level adjustment for disability | \$26,256 | Employment of casual SLSO to support students within the classroom and on the playground. |
| Socio-economic background | \$2776 | Purchase of workbooks for families experiencing financial difficulties. Employment of SLSO to support students. |

Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2014 | 2015 | 2016 | 2017 |
| Boys | 25 | 27 | 29 | 28 |
| Girls | 29 | 25 | 32 | 28 |

Current enrolments have remained stable. The promotion of the school throughout the community has increase in local kindergarten enrolments for 2018.

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2014 | 2015 | 2016 | 2017 |
| K | 98.2 | 96.8 | 95.9 | 93.3 |
| 1 | 98.2 | 96.3 | 95.6 | 95.1 |
| 2 | 97.6 | 97.1 | 96.3 | 96 |
| All Years | 98.1 | 96.7 | 96 | 94.4 |
| 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 |
| All Years | 94.9 | 94.1 | 94.1 | 94.1 |

Management of non-attendance

School record of attendance is noted everyday. Home School Liaison Officer is available to support with families having difficulty with maintain strong attendance levels.

Workforce information

Workforce composition

| Position | FTE* |
|---------------------------------------|------|
| Principal | 1 |
| Deputy Principal(s) | 0 |
| Assistant Principal(s) | 0 |
| Head Teacher(s) | 0 |
| Classroom Teacher(s) | 2.34 |
| Teacher of Reading Recovery | 0 |
| Learning & Support Teacher(s) | 0.2 |
| Teacher Librarian | 0.17 |
| Teacher of ESL | 0 |
| School Counsellor | 0 |
| School Administration & Support Staff | 1.41 |
| Other Positions | 0 |

*Full Time Equivalent

No staff member identifies as Aboriginal or Torres Strait Islander.

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

The teaching staff and non-teaching staff at Kyeemagh Public School participated in a range of professional learning experiences in 2017 designed to build their capacity to achieve priorities set out in the school management plan and system requirements.

This included but was not limited to:

All teaching staff participated in Autism training.

Compliance training activities were conducted by all staff members as required by legislation.

Teaching staff participated in professional learning linked with the History syllabus and linked this learning with the school's 75th anniversary.

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 | 94,769 |
| Revenue | 809,328 |
| Appropriation | 773,834 |
| Sale of Goods and Services | 5,449 |
| Grants and Contributions | 29,289 |
| Gain and Loss | 0 |
| Other Revenue | 0 |
| Investment Income | 756 |
| Expenses | -798,667 |
| Recurrent Expenses | -798,667 |
| Employee Related | -716,204 |
| Operating Expenses | -82,463 |
| Capital Expenses | 0 |
| Employee Related | 0 |
| Operating Expenses | 0 |
| SURPLUS / DEFICIT FOR THE YEAR | 10,661 |
| Balance Carried Forward | 105,431 |

The school received significant fundraising monies and grants via the P&C. This funding was used to establish the hub, a environmentally focussed area in which the school and community can share.

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 | 590,322 |
| Base Per Capita | 9,322 |
| Base Location | 0 |
| Other Base | 581,000 |
| Equity Total | 62,420 |
| Equity Aboriginal | 945 |
| Equity Socio economic | 2,776 |
| Equity Language | 32,443 |
| Equity Disability | 26,256 |
| Targeted Total | 106,833 |
| Other Total | 5,983 |
| Grand Total | 765,558 |

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.

Parent/caregiver, student, teacher satisfaction

Parent Satisfaction

Parents indicated :

- The small community based nature of the school was a major reason for the choice of Kyeemagh Public School.
- The whole school assembly was popular due to the open nature of the school
- Greater use of technology was important for their child's learning

Student satisfaction

Students indicated:

- Enjoyed performing and presenting their work at assemblies
- Enjoyed visiting the local preschool to read and work with the younger students
- Enjoyed coding opportunities and using technology to support learning.

Staff satisfaction

Staff indicated:

- Better processes were required for internal communication
- High levels of collegial practice
- A desire to improve knowledge and skills in teaching with technology
- A desire to improve knowledge and skills in

teaching writing.

- A desire to increase knowledge and skills in future focused teaching and learning.

Policy requirements

Aboriginal education

Aboriginal Education is embedded throughout all learning area. Specific events held during NAIDOC week provided exposure and understanding of Aboriginal and Torres Strait Islander culture for all non-indigenous students. Students participated in art base activities resulting in playground poles being updated to reflect Aboriginal flag colours.

Multicultural and anti-racism education

Kyeemagh Public School is committed to developing understanding and tolerance of cultural and religious diversity.

Our school population has 60% of the student population with English as an Additional Language/Dialect.

The school participates in whole school events celebrating diversity such as Harmony Day activities. Due to the multicultural nature of the school, food has been used as a way to encourage students to learn about other cultures.

Translation services are available for families who have limited English.

One staff member was trained as the Anti-Racism Contact Officer in 2017.