

Kangaroo Valley Public School

Annual Report



2018



2256

Introduction

The Annual Report for **2018** is provided to the community of Kangaroo Valley 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.

Andrew Smee

Principal

School contact details

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School background

School vision statement

Kangaroo Valley Public School is a small, rural, village school striving for excellence and one that provides quality education in a nurturing, community-focused environment. We strive to deliver quality educational and wellbeing programs that cater for the needs of all our students, with a focus on critical and creative thinking skills. The students are literate and numerate and have the skills to equip them for a positive transition to High School and their future-focused learning. The school has positive, valuable and established partnerships with the community, Shoalhaven Small Schools Network and is a proud member of the Northern Shoalhaven Community of Schools.

School context

The school is situated in a picturesque rural village and surrounded by lush bushland and dairy farms. Our school supports students to strive for excellence in academic, sporting, community and cultural endeavours. The school is the focus of the village and draws students directly from the Kangaroo Valley area. The school has maintained four classes for the last 6 years and anticipates maintaining the same number of classes for the next three years.

There is significant community involvement through local initiatives and partnerships with businesses and organisations. The parents are active participants with a very effective P&C that not only raises significant funds to assist with school resources, but has a significant and valued voice in the school. The students are given a 'voice' through the Student Representative Council.

Self-assessment using the new School Excellence Framework

The School Excellence 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.

Our strategic goals are aimed at moving from the delivery phase through to a minimum standard of maintaining and growing and into excelling in the areas of Leading, Teaching and Learning.

Learning – From Kindergarten to Year 6 our school focus is on rich and varied learning experiences, delivered by a professionally trained staff who bring a wealth of educational experiences with them. As a school we have evidence to support our confidence in the *delivery, maintaining and growing* and also *excelling* in aspects of student wellbeing (using the wellbeing framework for schools), curriculum and learning, assessment and reporting, and student performance measures. We continue to critique our sharing of information with our peers and parent community, our use of student assessment and data, our cross stage planning and targeted professional development. We are instilling a culture of critical and creative thinking across the whole school to equip our students with the skills required for future-focused learning.

Teaching – As a school striving for excellence in teaching, we value the professionalism and variety of teaching experiences the school staff bring to our classrooms. The staff is committed to not only working collaboratively with each other (and also with peers from our small schools network and larger primary schools) but also sharing effective teaching practices and reflection of practice that encourages engagement and value-added growth within learning for each student. We assess our own teaching against the New South Wales Education Standards Authority (N.E.S.A) minimum standard of 'Proficient' to maintain a high standard of content delivery.

Leading – As a school striving for excellence in our teaching and learning programs, it is extremely important to maintain a high standard of educational leadership. The school's educational leadership is driven by positive delivery of departmental policy (linked to teaching and learning outcomes) and also current educational pedagogical research. The leadership supports staff wellbeing and professional development in areas linked to our school plan. The school has successfully managed our annual resource allocation and accountability requirements. Leadership at the school is guided by the Principal Leadership Profiles from the A.I.T.S.L Australian Professional Standards for Principals.

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.

Teaching and Learning Pleasing progress was made during year regarding the domains of Teaching and Learning. Significant teacher professional learning was undertaken in the areas of visible learning, Critical and Creative Thinking

(CCT) and integrating technology into classroom lessons. Refinement of our NSW Syllabus scope and sequences was achieved throughout the year. Our staff supported our students through a variety of support programs including learning support, wellbeing initiatives, community projects and extra curricular events.

Leading The school continued to provide opportunities for staff and students to take on leadership roles throughout the school. School planning, management practices and distribution of resources continued to focus on improving facilities, developing teacher capacity and increasing student learning opportunities across the school. Our staff successfully planned and presented Critical and Creative Thinking professional learning activities at our Northern Shoalhaven Community of Schools Term 3 Professional development day. The results from the self assessment process in the domain of Leading indicated that the school had moved from Delivering to Sustaining and Growing in many areas of the School Excellence Framework. Our 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>

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

Strategic Direction 1

Independent students who are successful, creative and critical thinkers.

Purpose

To implement teaching and learning strategies in our curriculum that allow students at Kangaroo Valley Public School to engage in diverse learning experiences as students who can think critically, creatively and collaborate to solve problems. To equip our students with the skills to engage ethically with 21st Century technologies to benefit learning, to establish success criteria, and to create an awareness of 'ownership of their learning' while valuing a high quality work ethic.

Overall summary of progress

Our students have been exposed to the practices and processes that help them understand different learning styles. Our focus on our students being successful Critical and Creative Thinking(CCT) was evidenced throughout the teaching and learning activities that were completed throughout the school year. Students were able make use of a common language linked to CCT due to the delivery of 'Minds Wide Open' resources used across the school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased staff awareness of technology suites to facilitate teaching & learning Increased proportion of students using technology to assist learning in all classes.	\$1000.00 Staff professional development around I.T suites an offer.	Staff made familiar with selection of I.T suite of tools such as G Suite to assist with collaborative planning and collaboration with students within learning activities.
Increased amount of students using Minds Wide Open, CCT common language and success criteria in literacy(writing) and numeracy(linked to new learning progressions and PLAN 2 data), supported by growth mindset strategies.	Funding used for x2 staff to attend Professional Development on CCT Minds Wide Open.	100% of classes were using common language around critical and creative thinking was introduced and linked to success criteria for both student engagement and reflection. 100% of staff began to use learning progressions as part of success criteria for student achievement.
All staff familiar with new literacy and numeracy progressions by end of 2018.	\$1800.00 Staff professional development to support familiarisation with new literacy and numeracy progressions.	Literacy and Numeracy learning Progressions were introduced as a guide for best practice in these areas of teaching and learning in 2018.
All staff using developed scaffolds around success criteria and learning intentions as part of whole school visible learning withn CCT domain.	\$1500.00 Staff professional development and resources CCT activities.	100% of staff developed initial scaffolds that linked CCT skills and learning intentions.

Next Steps

Review whole school processes around our Critical and Creative Thinking(CCT) skills framework. Survey staff, students and parents. Continue to plan professional development around CCT skills and look to enhance inquiry models through 2019 for all staff and continue to communicate this with our community through P&C and information/open days. Identify community experts our students can work with on school/community projects that illicit critical and creative thinking, inquiry and collaborative practices. Continue to investigate I.T solutions(hardware and software) and suites of tools that are both user friendly and allow collaborative practice for staff and students.

Strategic Direction 2

Engaging and Reflective School Practices

Purpose

To implement whole-school collaborative practices, for both staff and students, embedded with quality evaluation and feedback. Staff to become familiar with and use tools to support evaluative and reflective teaching practices and principal to use Leadership Profiles to support reflective leadership practices. To give Kangaroo Valley Public School staff the opportunities to develop their capacities and capabilities as quality teachers. Kangaroo Valley Public School students learn the value in reflection of their own learning.

Overall summary of progress

All K.V.P.S staff were able to successfully plan and deliver a wide range of engaging activities that focused on collaboration and reflective practices for themselves and students alike. Staff were able to identify their own professional directions within their professional development plans and had the opportunity to reflect on these at different times throughout the school year as part of continued professional conversations with each other and school principal.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased deep knowledge of KVPS staff effective evaluation and feedback practices to develop student growth, using specific feedback tools(AITSL).	Funding used for staff development around effective evaluation and feedback practices.	100% of staff beginning to make use of AITSL teaching and leadership profiles to align their teaching practices with expectation of best practice.
100% of staff documentation displaying goal setting evidence referencing domains of Professional Knowledge, Practice and Engagement and inclusion of Quality Teaching Rounds.	100% of Staff provided with 1 day per term for to set, discuss and reflect on their own professional goals and take part in quality teacher training (\$2500.00)	100% of staff successfully completed Professional Development Plans and took part in quality teacher training guided school by principal, including observations of class practices.

Next Steps

Continue to seek professional development around high level engagement activities and practices for all K.V.P.S students into 2019. Continue to make use of AITSL standards for Principals and Teachers as a form of guidance and reflection. Seek support around leadership 'coaching' and continued relevant reflective practices for all staff.

Strategic Direction 3

Collaborative and Sustainable Community Partnerships

Purpose

To have school and community partnerships and engagements that utilise local expertise to enhance learning and wellbeing. To strengthen the expertise of staff via local engagement. To allow community appropriate opportunities for input to build positive and sustainable partnerships. To strengthen our professional engagement with our local Community of Schools. To enhance the school's commitment to student wellbeing, commitment to our unique village and to its unique environment. We are committed to having our students 'Connect, Succeed and Thrive' on a daily basis.

Overall summary of progress

Kangaroo Valley Public School was able to maintain successful collaborative and sustainable community partnerships throughout the 2018 school year. Our sporting partnerships with our small school community and our professional learning partnerships with our 'community of schools' were both very successful. Our K.V village partnerships were a great success for our students and our village community. K.V Agricultural Show Day, ANZAC Service, K.V Folk Festival, Four C's wellbeing program, Shoalhaven Eisteddfod, Southern Illawarra Music Festival, Bomaderry High School Asian Expo and local charity fundraising events were all an integral part of our community partnerships in 2018. Our P&C were also successful in liaising with the community by providing fundraising activities that engaged both our students and our local community.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased amount of community projects linked to strategic directions All staff members given opportunities to visit 'Community of Schools' to share effective practices	\$1500 in casual relief.	Staff visit community of schools to share/observe effective practice. Staff delivery of CCT workshops at Community of Schools Term 3 Staff Development Day.
Parent and Community surveys seeking to identify expectations and reflections of school practices	No school funds were expended to achieve this.	Parents and carers communicated with the school at different times of the year in relations to student outcomes and whole school practices.

Next Steps

Kangaroo valley Public School will continue to plan and promote collaborative partnership activities into 2019 that allow our school to remain the heart and hub of the village. We will seek out community experts to deliver projects that promote inquiry, collaboration and wellbeing for staff, students and parents/carers. We are planning to work with an artist in residence in 2019 for all of Term 1 for Sculpture in the Valley. We will continue to work closely within our community of schools at academic, cultural/artistic and sporting levels.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$5591.00	Our Aboriginal background loading has been used to support or students that identify as Aboriginal and Torres Strait Islander. Support has been in the form of our SLSO supporting these students' ILP's, NAIDOC day activities and leadership activities.
English language proficiency	K.V.P.S did not qualify for any funding in this area in 2018.	K.V.P.S did not qualify for any funding in this area in 2018.
Low level adjustment for disability	\$15,728	Funding from this Key Initiative was used to support student by employing our SLSO for extra hours.
Quality Teaching, Successful Students (QTSS)	K.V.P.S did not qualify for any funding in this area in 2018.	K.V.P.S did not qualify for any funding in this area in 2018.
Socio-economic background	\$4140.00	Funding from this Key Initiative was used to support student by employing our SLSO for extra hours.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	44	36	41	37
Girls	53	45	39	41

Student attendance profile

School				
Year	2015	2016	2017	2018
K	90.1	92.3	89.4	96.7
1	92.8	91.8	95.7	91.2
2	94.9	93.2	94.5	96.7
3	93.1	96.5	94.7	94
4	94.5	96	95.1	91.2
5	96.2	94.6	94.4	95.6
6	95.6	95.4	96.1	93.5
All Years	94	94.5	94.5	94.2
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

Management of non-attendance

At Kangaroo Valley Public school we value daily school attendance and we monitor attendance in conjunction with the NSW Department of Education's attendance policy. School rolls are processed daily and our staff communicate with parents and caregivers as to a student's non attendance when necessary. Our school learning support team and school counsellor are included in the communication procedures regarding non attendance. The school is committed to maintaining high attendance rates. If the attendance rate of a student becomes a concern, the school always works with the family, providing support, in an attempt to improve attendance patterns. The school maintains accurate records of the attendance of students through

eBS4. The school consistently monitors and reviews student attendance through staff, stage and Learning and Support Team meetings. Regular attendance reports are generated from eBS4 to ensure that high attendance rates are maintained. If required, follow up letters are sent home to parents for unexplained absences. If a student's attendance is a concern, a letter is sent home to the parent/carer or contact made by a telephone call. If attendance continues to be of concern, contact is made with the Home School Liaison Officer (HSLO) and a parent/student meeting is arranged. Due to this committed approach regarding attendance, the student attendance rates at Kangaroo Valley Public School are consistently high and on average for the year, above Department of Education benchmarks.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	3.47
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.2
School Administration and Support Staff	1.46

*Full Time Equivalent

At Kangaroo Valley Public School we do not have any staff who identify 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	

Professional learning and teacher accreditation

Professional Learning is an integral part of our school plan. Our teaching, administration and, learning support staff all take part in professional learning throughout the school year. Professional learning is reflective of our strategic directions and we take part in NESA registered and non registered professional development. The planning and development of Personal Development Plans are completed collaboratively with stage supervisors. Changes are made regularly to reflect each teacher's learning needs. Class observations focus on the implementation of professional standards as indicated in each teacher's Performance and Development Plan. The principal provides timely feedback, collaborative reflection and refinement. Professional learning is undertaken at weekly staff meetings and meetings, aligned to our school plan. The staff also access external courses relevant to school or personal goals. Specific learning is conducted at Staff Development Days and outside school hours. During 2018, staff have completed all necessary mandatory training requirements. Staff have also participated in professional learning sessions involving 'best practice',

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	12,096
Revenue	860,229
Appropriation	811,071
Sale of Goods and Services	773
Grants and Contributions	47,929
Gain and Loss	0
Other Revenue	0
Investment Income	456
Expenses	-792,123
Recurrent Expenses	-792,123
Employee Related	-711,337
Operating Expenses	-80,786
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	68,106
Balance Carried Forward	80,202

School spending in 2018 was directed towards supporting teaching and learning with the majority of funding supporting students by creating extra hours for our school Schools Learning Support Officer(SLSO) and School Librarian. Parent and Carers contributions and any government grants were spent on supporting student engagement and experiences throughout 2018.

Funds carried forward will be used in 2019 to support a range of school related initiatives, including school spending on infrastructure and assets , staff professional development., community engagement and both staff and student wellbeing initiatives.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	748,463
Base Per Capita	15,470
Base Location	3,264
Other Base	729,729
Equity Total	25,459
Equity Aboriginal	5,591
Equity Socio economic	4,140
Equity Language	0
Equity Disability	15,728
Targeted Total	0
Other Total	14,062
Grand Total	787,984

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

K.V.P.S students completed the 2018 NAPLAN Literacy within the new online platform. The school will use NAPLAN results in this area of assessment to continue to identify areas of strength and need (for planning purposes) for our students in Years 3 and 5.

K.V.P.S students completed the 2018 NAPLAN Numeracy within the new online platform. The school

will use NAPLAN results in this area of assessment to continue to identify areas of strength and need (for planning purposes) for our students in Years 3 and 5.

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. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

Kangaroo Valley Public School is committed to improving results for every K.V.P.S student, every school year. We are also committed to improving Aboriginal Education outcomes for Students in the top two bands.

Parent/caregiver, student, teacher satisfaction

I love the small school environment my child is able to develop within. There is a positive culture of care and nurturing from older students and my child has such a variety of learning opportunities to be a part of (Year 2 parent).

I love that I know everyone and my friends and I love being involved in so many activities at school and outside of school. I love our school motto of Happiness Through Helping. Our teachers are kind and plan so many activities for us and want us to learn about our learning. I love that my principal always says we are awesome! (Year 4 student).

We are valued and supported as staff members of Kangaroo Valley Public School and we feel a real sense of being a valued member of our small village community. We are supported all year in professional development and curriculum support and have the opportunity to lead whole school activities and areas within our expertise. (K.V.P.S staff member).

Policy requirements

Aboriginal education

Kangaroo valley Public School enjoys whole school Aboriginal education embeds the delivery of authentic and meaningful Aboriginal Education to all students at the school via high quality, collaborative planning and programming. All teachers plan, program and deliver teaching and learning programs that ensure Aboriginal and Torres Strait Islander histories and cultures are valued and embraced as critical cross curriculum

priorities. The school is committed to the teaching and learning of Aboriginal Education. The school community acknowledges and plays an active role in supporting NAIDOC and reconciliation events. The entire school community works in partnership to raise mutual trust and respect across all sectors of Australian society. Parents and carers are involved in the planning of personalised learning plans for their children ensuring authentic and meaningful learning and social goals are established for all Aboriginal students. Regular review meetings ensure shared responsibility and currency. Aboriginal students are acknowledged and celebrated as leaders within and beyond the school. Our Aboriginal students have leadership roles within our Year 6 leadership program.

Multicultural and anti-racism education

Our school's multicultural and anti racism education is integrated into the activities our staff and students take part in, as part of their curriculum study, professional development and extra curricular activities. Our school recognises Harmony Day, Reconciliation Week, Sorry Day and NAIDOC Day as annual event days to celebrate our own multicultural diversity and we invite all our students and specially invited community members to share their cultural backgrounds, through, stories, games, speeches, songs, dance and/or cooking. Our Year 3–6 students take part in the annual Multicultural Public Speaking competition and research and speak about topics related to multiculturalism. Our Years 5 and 6 students take part in an annual middle years(5–8) Asian Expo program with our feeder high school Bomaderry High School. This allows them to study and present information on a specific Asian country at the expo day and also receive visits from international tertiary students to our school from Asian countries. Our staff receive anti racism professional development from our school's trained anti racism officer.