

# Kearsley Public School

## Annual Report



2018



2267

## Introduction

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

Melissa Trigg

Principal

### School contact details

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### Message from the Principal

Kearsley Public School has had a busy and successful year in 2018.

This year, has again seen our school promote and create opportunities for all students. It is something Kearsley does very well, and should not be taken for granted. The opportunities we offer far exceed many similar schools, and larger primary schools across the State. For example, our students have performed, attended, or participated in:

- GRIP Leadership Day
- Yr 5/6 Excursion – Canberra
- Yr 3/4 Myuna Bay Sport and Recreation Camp
- K/1/2 excursion to the Reptile Park
- End of Year Reward Day at the PCYC
- Newcastle Permanent Mathematics Competition
- Public Speaking and Debating competitions
- NAIDOC Week celebrations
- Athletics and Gymnastics coaching for Sport
- Premiers Reading Challenge
- Science and Engineering Challenge
- Intensive Swimming Scheme
- DRUMBEAT and Rock and Water
- STEM afternoons
- Jaguar Primary School Challenge and
- a variety of sporting gala days.

These activities are fully supported by our wonderful community through encouraging participation, attending events and transporting students to various venues; for this we are very grateful. Our P& C worked extremely hard to fund raise and support many school activities, such as donating \$50 per child attending the Canberra Excursion, covering the cost of transport for the Year 3/4 excursion and paying for the bus for the K–2 excursion.

It has been another fantastic year at Kearsley Public School and we were very impressed with the upward trend of student achievement in NAPLAN in 2017, particularly in our Year 3 results, and are looking to continue this trend in 2019. This, again, will be greatly supported by our Deputy Principal, Instructional Leader and our Assistant Principal who support and guide teachers in improving pedagogy within classrooms to improve outcomes for all students. We successfully met our 'Bump It Up' targets in 2018 and are working towards continuing to increase the percentage of students achieving in the top 2 bands in NAPLAN in 2019.

# School background

## School vision statement

Kearsley Public School is committed to giving every child every opportunity with a culture of growth, performance and well-being. It provides an innovative 21st Century education across all areas of curriculum in an inclusive, engaging and supportive school environment.

The purpose of our school is to encourage all children to become active and successful participants in the community by providing them with the opportunity to learn and develop personally and socially through individualised support in a safe and enjoyable environment.

## School context

Kearsley Public School was established in 1912. We are situated 5 kilometres East of Cessnock in the Hunter Valley. 2018 enrolments are stable at 151 students with 18% of the students identifying as Aboriginal.

The teaching staff is a mix of experienced and early career teachers who value teamwork and the commitment to delivering quality teaching and learning that provide differentiated learning for individuals.

Positive Behaviour for Learning (PBL) is an integrated part of the school welfare focusing on respect, responsibility and learning.

Kearsley Public School works closely with the Cessnock Community of Great Public Schools (CCGPS) which consists of two high schools and thirteen primary school to ensure each and every student receives the best possible education through collectively utilising combined programs and resources.

The school values the input of the community members through the Parents' and Citizens' Association.

Kearsley Public School is a part of the 'Bump It Up' strategy which involves the school setting targets to increase the percentage of students in the top 2 bands in Reading and Numeracy in NAPLAN testing. Trend data indicates that the school has work to do in the areas of Writing and Numeracy. Specific practices, based on current research, aimed at achieving impact are required to ensure progressive improvements.

The Early Action for Success initiative drives the schools K–2 setting. The employment of an Instructional Leader provides all staff K–6 with professional learning in literacy and numeracy to build teacher capacity and improve student outcomes.

# 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.

**Learning Domain:** In the elements of Learning Culture, Assessment, Reporting and Curriculum the school's judgement was *Sustaining and Growing*. In the elements of Wellbeing and Student Performance the schools judgement was *Delivering*.

**Teaching Domain :** In all the elements of Effective Classroom Practice, Data Skills and Use, Professional Standards and Learning and Development the school's judgement was *Sustaining and Growing*.

**Leading Domain:** In the elements of Educational Leadership, School Planning Implementation and Reporting, School Resources and Management Practices and Processes the schools judgement was *Delivering*.

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>.

## Strategic Direction 1

Together We Achieve

### Purpose

To provide all staff with the opportunity to engage in appropriate professional development that ensures effective pedagogy to improve student outcomes in literacy and numeracy. All staff are equipped with the capacity to effectively analyse and interpret data to inform planning and modify teaching practice.

### Overall summary of progress

Through the support of our executive team, all staff have greatly developed their capacity to deliver explicit, high quality literacy and numeracy lessons that are informed by data and current research. There has been progressive improvements in student outcomes in both in-school data and NAPLAN data. Students are demonstrating expected growth in both literacy and numeracy.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"><li>Progressively increase the percentage of students demonstrating expected growth in literacy and numeracy. (NAPLAN &amp; EAfS).</li></ul>	<ul style="list-style-type: none"><li>Early Action For Success (\$95000.00)</li><li>Aboriginal background loading (\$24000.00)</li><li>Socio-economic background (\$24000.00)</li></ul>	There has been a progressive improvement in the number of children demonstrating expected growth in Literacy and Numeracy.
<ul style="list-style-type: none"><li>Increase students in the top 2 bands–</li></ul> <p><b>Year 3 Target</b></p> <p>Reading –35% (30% in 2017)</p> <p>Numeracy –25% (17% in 2017)</p> <p><b>Year 5 Target</b></p> <ul style="list-style-type: none"><li>Reading –30% (25% in 2017)</li><li>Numeracy – 25% (0% in 2017)</li></ul>	QTSS Release (\$26,965)	<p><b>Year 3</b></p> <p>Reading – 50% of students in the top 2 bands</p> <p>Numeracy – 44% of students in the top 2 bands</p> <p><b>Year 5</b></p> <p>Year 5 did not meet the set targets. Measures have been put in place to work towards targets in 2019.</p>

### Next Steps

The school needs to analyse NAPLAN data and school data to find areas for growth for our Stage 2 and 3 students. The school needs to evaluate programs and teaching practice from Stage 2 onwards to look for possible shifts that may lead to student improvement, particularly in Year 5 NAPLAN results.

We need to reflect upon the success of the K–2 programs and teaching practices and try to mirror these successful practices in years 3–6, which will lead to further improvements in student outcomes.



## Strategic Direction 2

Together We are Empowered

### Purpose

There is a school-wide collective responsibility to promote positive, respectful relationships among students, staff and the community. Student wellbeing is fostered to ensure optimum conditions for student learning across the whole school.

### Overall summary of progress

This year our school has continued the journey of implementing new wellbeing initiatives at the school. The program 'Zones of Regulation' has been delivered across the school which build students social and emotional skills. Positive Behaviour for Learning data has been collected and will be reviewed by staff in preparation for 2019.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"><li>School wide positive relationships between staff and students are improved.</li></ul>	<ul style="list-style-type: none"><li>Socio-economic background (\$5000.00) Utilise funding to support reward days</li><li>Socio-economic background (\$3500.00) Time during the Staff Development Day</li></ul>	The whole school is utilising PBL language and lessons. The implementation of a whole school wellbeing program has been delayed as the Leadership team and staff wish to further explore available options and create a program that suits the needs of our school context.
<ul style="list-style-type: none"><li>Students have an increased understanding and application of social and emotional skills</li></ul>	Zones of Regulation Program (\$200)	All students have participated in Zones of Regulation lessons that have developed their understanding of social and emotional skills.

### Next Steps

The school needs to investigate a range of 'Wellbeing Programs' and select a program that best suits the needs of the school. The program needs to further develop students social and emotional skills. Positive Behaviour for Learning management systems need to be reviewed to ensure they are coming from a 'positive' angle.

## Strategic Direction 3

Together We Succeed

### Purpose

To create an atmosphere built on high expectations through providing opportunities to equip all students with the necessary skills to be active, engaged and successful future focused learners.

### Overall summary of progress

This year has seen a great deal of professional Development for staff around Science, Technology, Engineering and Mathematics (STEM) which has resulted in STEM based activities being integrated into classroom teaching. These activities are designed to develop problem solving, design skills and creative and critical thinking skills. Sport has been more structured and staff are ensuring that all aspects of the curriculum are being covered.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Teacher mastery and use of technology in teaching and learning as measured by staff surveys and observations.	<ul style="list-style-type: none"><li>• Socio-economic background (\$10000.00)</li><li>• School contribution for Cessnock Academy of STEM Excellence (\$17,500)</li></ul>	All staff have been involved in professional development that has improved capacity to deliver teaching and learning activities that utilise technology.
Improved student engagement as measured by TTFM surveys.	<ul style="list-style-type: none"><li>• Principal time to deliver Tell Them From Me Surveys</li></ul>	As shown in the Tell Them from Me student surveys, there has been a slight increase in student engagement from 2017 to 2018.
Executive observations and supervision of programs indicates that integrated units that develop problem solving, design skills and creative and critical thinking skills are evident across the school.	<ul style="list-style-type: none"><li>• Executive time to supervise programs and observe lessons.</li><li>• Principal Support (\$9000.00)</li></ul>	Integrated units that develop problem solving, design skills and creative and critical thinking skills have been developed and implemented across the school.
Executive observations and supervision of programs indicates that Sport is integrated and being taught effectively throughout the school.	<ul style="list-style-type: none"><li>• Principal Support (\$1000.00)</li></ul>	Observations have shown that Sport has been refined across the school and is being taught with a more integrated approach.

### Next Steps

Further Professional Development for staff is required around technology and how to integrate creative and critical thinking skills into teaching and learning programs. Staff will require professional development for the implementation of the new PDHPE syllabus in 2020. Students need to continue to be provided with access and opportunity to ensure they will succeed in today's world.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$44,005.00	<p>The Deputy Principal led the Aboriginal Education Team. The team:</p> <ul style="list-style-type: none"> <li>• Held a very successful NAIDOC Week celebration</li> <li>• Participated in the Deadly Cooking program</li> <li>• Held regular meetings and regularly updated their own learning and cultural goals</li> <li>• Participated in leadership days with other Aboriginal Education Teams.</li> </ul> <p>In NAPLAN our Year 3 Aboriginal students have continued to perform above the state average of scores.</p>
<b>Low level adjustment for disability</b>	\$71,911.00	<p>Funds were used to employ School Learning Support Officers (SLSO) in classrooms across the school in order to support both staff and students. Individual learning plans were implemented for students at risk.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	\$26,965.00	<p>The Assistant Principal was released 1 day/week in order to work shoulder to shoulder with classroom teachers (3–6) in order to drive improvements in teaching practice through providing feedback and working collaboratively with staff.</p>
<b>Socio-economic background</b>	\$256,125.00	<p>The funds were expended through:</p> <ul style="list-style-type: none"> <li>• Hiring an interventionist full time to work with students at risk in classrooms.</li> <li>• Hiring the Deputy Principal 1 day/week to increase our school allocation.</li> <li>• Purchasing of technology resources for classrooms.</li> <li>• Providing financial support for many school activities, including excursions.</li> <li>• Purchasing of resources for classrooms.</li> </ul>



## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	78	83	86	81
Girls	52	62	66	67

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	96.6	95.7	94.8	94.1
1	94.2	92.8	92.7	92.6
2	91.9	94.3	93.9	92.9
3	95.5	91.2	94.7	91.8
4	91.5	92.4	94.5	93.6
5	95.1	88.9	93.5	91.4
6	92.6	93.7	91.8	91.2
All Years	94.2	93	93.8	92.5
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

#### Attendance Procedures:

- Class rolls are marked each morning and submitted before 9:30am
- After 9:30am, through the use of the SENTRAL system, texts are sent to parent's mobile phones to notify of an unexplained absence. Parents may respond to this text to explain their child's absence.
- Each Friday, notes are generated by office staff and handed out to students with unexplained absences for the previous 7 days.
- After a student has been absent for more than 2 days consecutively, without explanation, the class

teacher will phone parents/caregivers.

- The Learning Support Teacher regularly monitors attendance. If a student's attendance drops below 85%, the Learning Support Teacher will notify the Principal, who will then arrange a meeting with the parents/caregivers.
- If a student's attendance becomes an ongoing concern it will be referred to the Home School Liaison Officer (HSLO).

Through clear and regular communication with parents, the school is maintaining good attendance percentages across all classes. The school has reduced the number of unexplained absences through the use of the text messaging system.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	1
Classroom Teacher(s)	5.91
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.4
School Administration and Support Staff	1.81

\*Full Time Equivalent

10% of our workforce in 2018 was of Aboriginal background.

### 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

All staff have undertaken a range of professional learning experiences throughout 2018. These activities have been based upon staff and school needs as outlined in each staff members' Professional Development Plan (PDP). All staff participated in a day of development through the Cessnock Academy of Stem Excellence (CASE) to enhance their ability to integrate technology and creative and critical thinking



skills into their teaching and learning programs. The majority of staff are maintaining their accreditation through completing hours of registered and unregistered training and development. One staff member completed their accreditation process this year with another staff member working towards accreditation for next year.

## Financial information

### Financial summary

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

	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	134,981
<b>Revenue</b>	1,802,527
Appropriation	1,764,503
Sale of Goods and Services	11
Grants and Contributions	36,635
Gain and Loss	0
Other Revenue	0
Investment Income	1,378
<b>Expenses</b>	-1,743,036
Recurrent Expenses	-1,743,036
Employee Related	-1,578,132
Operating Expenses	-164,905
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	59,490
<b>Balance Carried Forward</b>	194,471

The school's budget is aligned with the school plan in order to support our three strategic directions. The budget is regularly monitored by the finance team to evaluate the school's current position based on expenditure, funds available and current commitments.

There are set procedures in place that all staff follow when purchasing goods.

The under spending of our allocated funds was due to two reasons:

1. Funds have been kept aside to save for the purchasing of expensive items such as new playground equipment, lawnmower and photocopier. Funds have also been kept aside to enable the school to fund a 6th

classroom teacher.

2. The new EFPT tool did not correctly track funds, leaving the finance committee unsure of available funds. For this reason, there was a tendency to be more cautious about expenditure. Further training in the EFPT tool is required for the finance team.

### Financial summary equity funding

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

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	1,195,489
Base Per Capita	29,392
Base Location	1,878
Other Base	1,164,218
<b>Equity Total</b>	374,626
Equity Aboriginal	44,005
Equity Socio economic	256,125
Equity Language	2,584
Equity Disability	71,911
<b>Targeted Total</b>	34,175
<b>Other Total</b>	123,769
<b>Grand Total</b>	1,728,059

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.

### Year 3 – Literacy

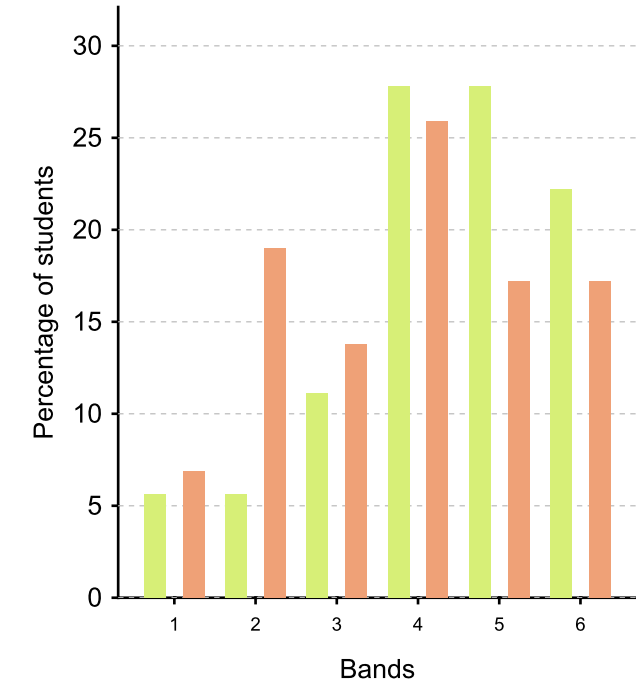
In Reading, Writing, Grammar and Punctuation and Spelling an increase in students in the top 2 bands was achieved. In Reading 50% of students scored in the top 2 bands. In Writing 28% of students scored in the top 2 bands. In Grammar and Punctuation 44% of students scored in the top 2 bands and in Spelling 44% of students scored in the top 2 bands. Year 3 achieved the highest average score across all areas for the past 5 years. Spelling results have continued to grow from an average score of 373 in 2014 to an average score of 419 in 2018, with the state average being 420. The value added from K–3 is continuing on an upward trend and is now 'Sustaining and Growing.'

### Year 5 – Literacy

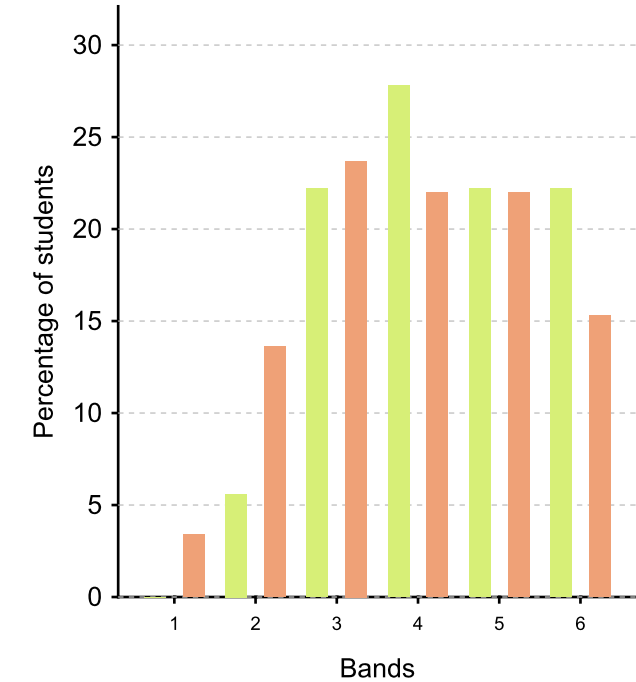
The value added from 3–6 is continuing on an upward trend and is 'Sustaining and Growing' and is above state average for growth. In Reading 58% of students achieved at or above expected growth. In spelling 63% of students achieved at or above expected growth.

Year 5 average scores were lower than the previous 4 years. The school has investigated possible causes and explanations and has put measures in place to improve student results in the future.

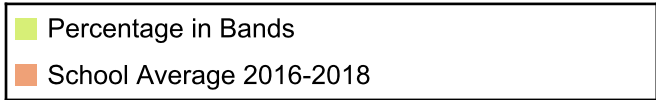
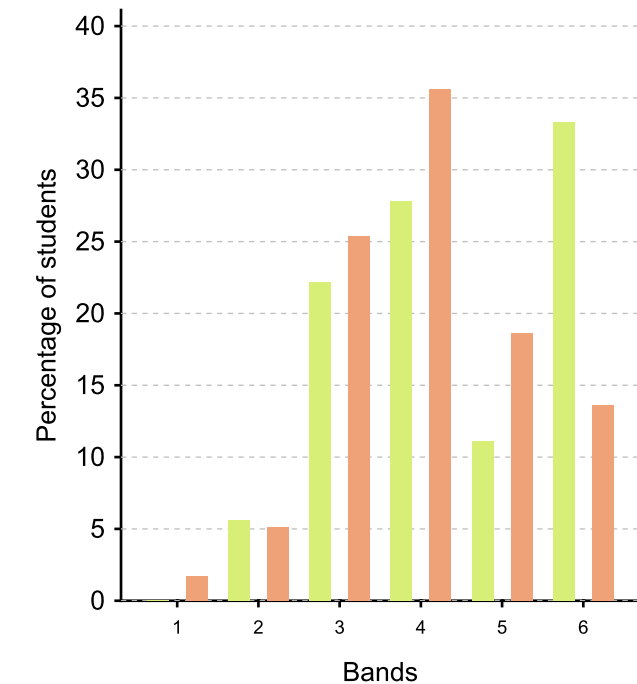
Percentage in bands:  
Year 3 Reading



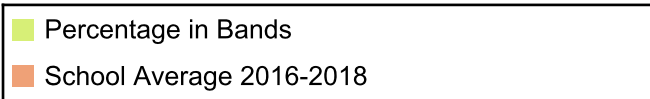
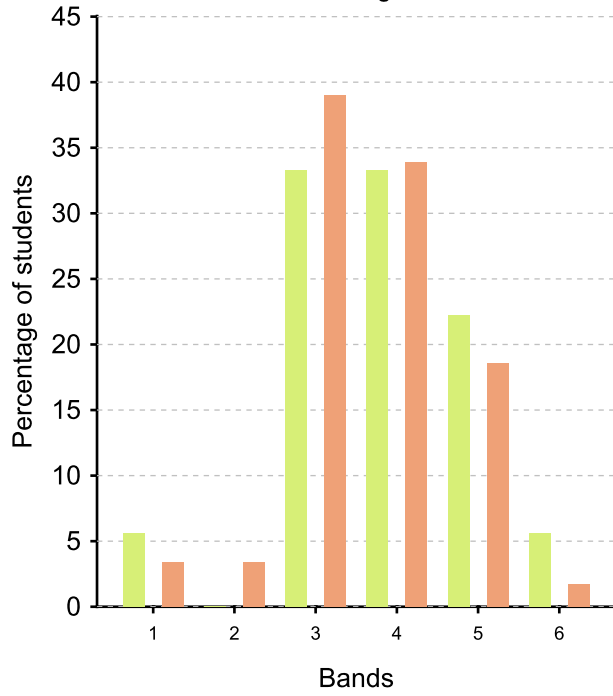
Percentage in bands:  
Year 3 Spelling



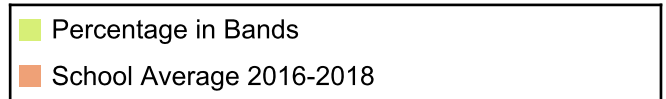
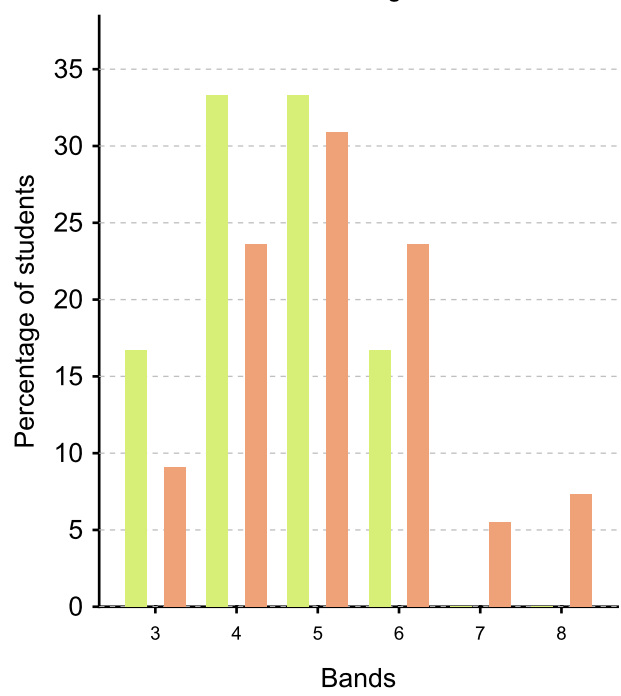
Percentage in bands:  
Year 3 Grammar & Punctuation



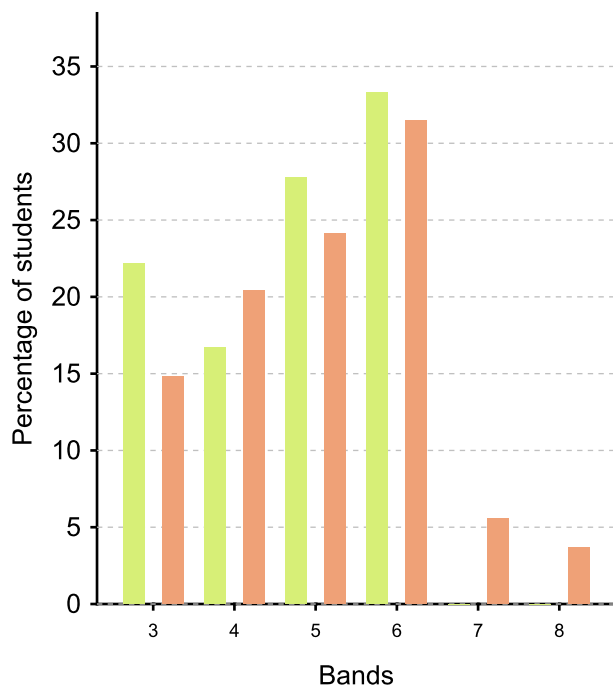
**Percentage in bands:**  
Year 3 Writing



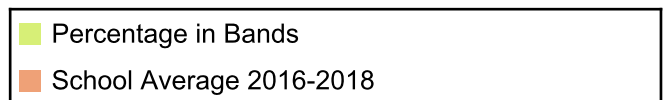
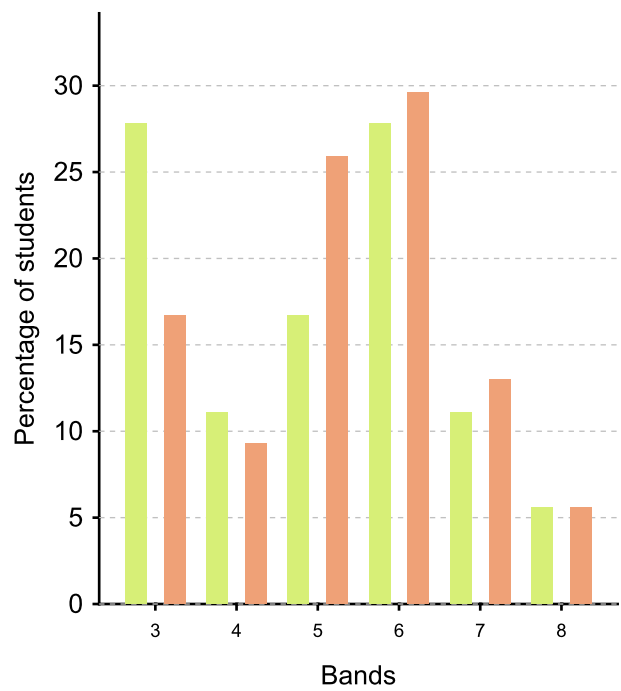
**Percentage in bands:**  
Year 5 Reading



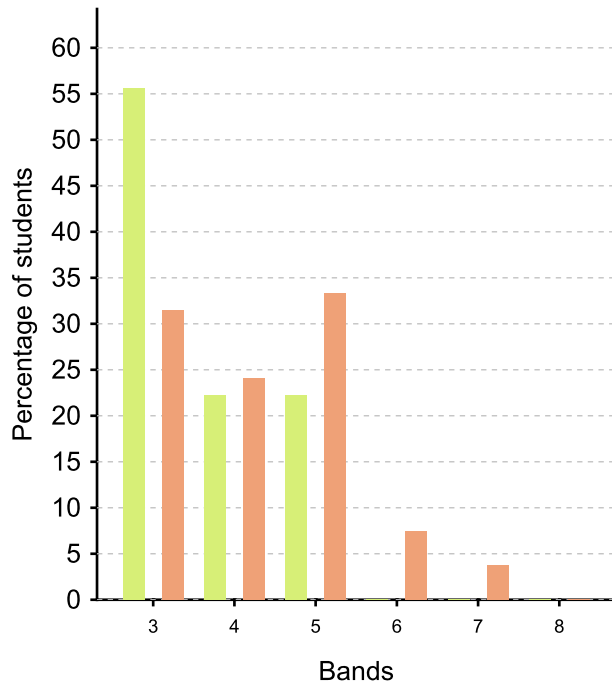
**Percentage in bands:**  
Year 5 Grammar & Punctuation



**Percentage in bands:**  
Year 5 Spelling

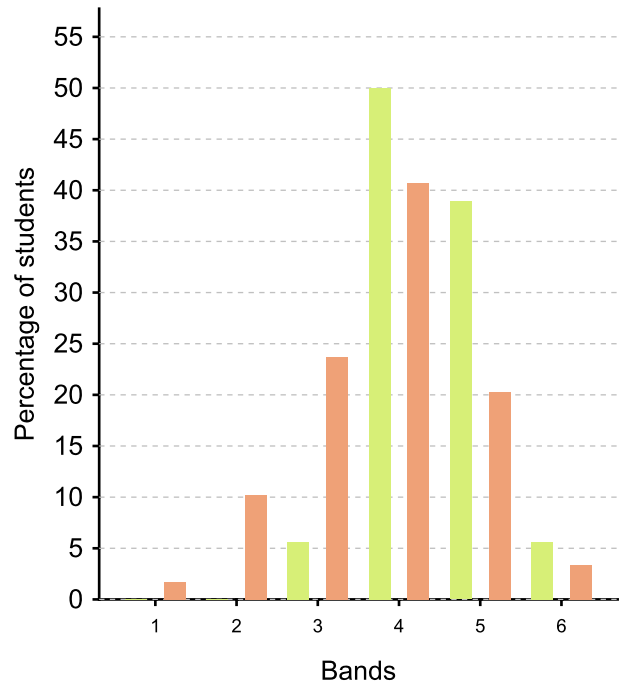


**Percentage in bands:**  
Year 5 Writing



Percentage in Bands  
School Average 2016-2018

**Percentage in bands:**  
Year 3 Numeracy



Percentage in Bands  
School Average 2016-2018

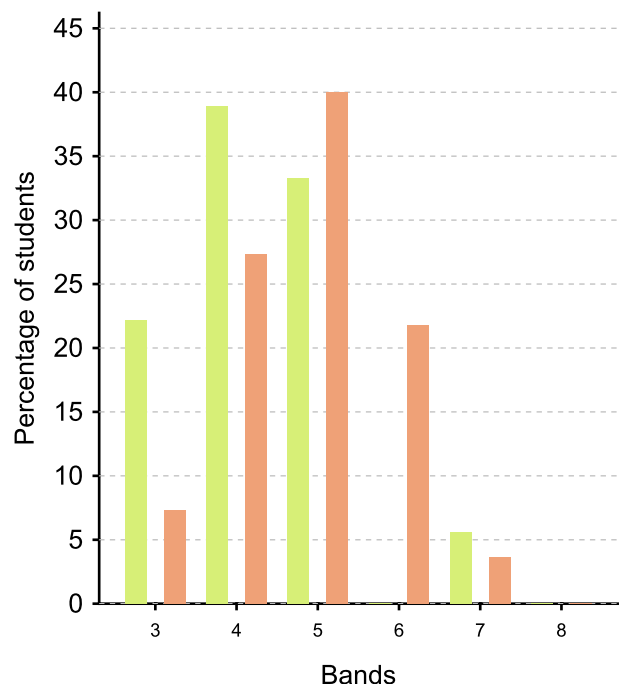
### Year 3 Numeracy

The average NAPLAN score in numeracy our school for our school was well above state average for the first time in the past 6 years. 45% of students achieved results in the top 2 bands.

### Year 5 Numeracy

53% of students achieved at or above expected growth in numeracy. The value added from 3–6 is continuing on an upward trend and is 'Sustaining and Growing' and is above state average for growth. 6% of students achieved results in the top 2 bands.

**Percentage in bands:**  
Year 5 Numeracy



Percentage in Bands  
School Average 2016-2018

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**



Kearsley Public School exceeded its targets this year with an average of 25.9% of students achieving in the top 2 bands, compared with 15.9% in 2017. This growth has continued to progress from 2015 with an average of 10% of students in the top 2 bands.

**State Priorities: Better services – Improving Aboriginal education outcomes for students in the top two NAPLAN bands**

In 2018, an average of 22% of Aboriginal students achieved results in the top 2 bands, compared with 8% in 2016. 50% of Aboriginal students in Year 3 achieved results in the top 2 bands in Numeracy, Reading, Spelling, Writing and Grammar and Punctuation.



**Parent/caregiver, student, teacher satisfaction**

This year, students in Years 4, 5 and 6 and parents were once again invited to participate in the 'Tell Them From Me' surveys. The students were surveyed in Term 1 and Term 3.

*Results from the student survey:*

**Students with Positive Relationships –** *Students have friends at school they can trust and who encourage them to make positive choices*

In this school, 85% of students indicated that they had positive relationships at school. The NSW government norm is 85%

**Students that Value Schooling Outcomes–** *Students believe that schooling is useful in their everyday life and will have a strong bearing on their future*

In this school, 92% of students indicated that they value schooling outcomes. The NSW Government norm is 96%

**Students with a Positive Sense of Belonging –** 82% of students in this school had a high sense of belonging; the NSW Govt norm for these years is 81%.

**Relevance** – Students feel classroom instruction is well-organised, with a clear purpose, and with immediate feedback that helps them learn.

The school mean was 8.6, with the NSW Government norm being 7.9.



**Policy requirements**

**Aboriginal education**

Kearsley Public School has 32 students who identify as being of Aboriginal background. We have worked towards building greater cultural awareness and connectedness during 2018. With the support of the AECG, the Kuluwayn Aboriginal Education Team continued to hold regular meetings to plan and discuss Aboriginal Education within our school. The team was integral in designing and planning our NAIDOC Week celebrations. This year has again seen more students in the school identifying as Aboriginal, improved leadership skills and students being an integral part of decision making.



**Multicultural and anti-racism education**

All staff at Kearsley Public School provide lessons that promote respect for other cultures and recognition of the contributions that have been made to our society by different cultural groups. Our school celebrates Harmony Day each year as a way to encourage understanding of our society.

Kearsley Public School has a staff member designated and trained as an Anti-Racism Contact Officer (ARCO). The ARCO monitors and addresses any incidents that may have racial discrimination basis.