

Kellyville Public School

Annual Report



2018



2274

Introduction

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

Jenny Walker

Principal

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Message from the Principal

As Principal of Kellyville Public School, it has been an honour to both serve and lead an inspiring, inclusive, learning school community, committed to excellence and attaining outstanding learning outcomes for all our students.

Schools of the twenty-first century are in the business of change as we work to develop and educate young minds. We expect that over your child's time at Kellyville Public School, they will grow and change, learn new things and constantly reflect on that learning. As teachers we are also constantly learning and adapting to new ways of working, but also continually reflecting on our work.

Kellyville Public School provides opportunities for students to excel through a positive learning environment, a range of academic and extracurricular activities and a strong community connection through an active parent body contributing to a positive school culture.

In addition to a rich school curriculum, students have opportunity to be involved in many additional programs such as debating, public speaking, recorders, drumming, string ensemble, chess, gardening club and sporting programs and events. Our multiple dance groups performed at many events including the Wakakirri performance group who won many awards for their performance. Our choirs performed at school and festivals with our senior choir performing at the Sydney Opera House and School Spectacular this year.

So many parents have given freely of their time to assist us and create a sense of community which adds value to our school like nothing else can. Our P & C band program perform at various school and community functions and were the NSW State Band Primary School Division's champions.

Leadership opportunities at Kellyville Public school are available through an active Student Representative Council (SRC) and the Year 6 Leadership teams. We strive for ongoing success through the implementation of quality learning experiences for our students to prepare them to become life-long learners. We have a highly dedicated and professional staff who work collectively to provide an inclusive environment where all students are encouraged to achieve their potential.

As the school reflect on our practice and perform our annual self-assessment we can highlight the following successes:

- Participation in the external validation process. The external validation process provides an assurance to the school and system that the progress being made aligns with the expectations articulated in the School Excellence Framework (SEF). Once every five years each school undergoes an external validation of the evidence of their school's self-assessment of progress by an independent panel. This was successfully completed in 2018. The school was validated by the panel as Excelling in all domains.
- Remembrance Day Ceremony 2018 was truly a memorable and moving at Kellyville Public School with the re-

dedication of the original 1919 Honour Board. The Hon Dr Brendan Nelson Director Australian War Memorial was the guest of honour along with other dignitaries from the Government, Department of Education, Castle Hill RSL sub Branch and serving military personnel. The rededication of the Honour Roll compliments the "Place of Remembrance" making Kellyville Public School a recognised site for public memorials.

As Principal of Kellyville Public School, I am truly optimistic about what it is that we have before us as we work hand in hand to create an inspiring school full of exceptional opportunities for all. In every facet of school life, we are determined as a school community to achieve excellence.

Jenny Walker

Principal

Message from the school community

It is with pleasure that I present the Kellyville Public School Parents and Citizens President Report for 2018.

Kellyville Public School Parents and Citizens Association has had a productive year. The P&C hosts many events throughout the year including, welcome BBQs, Fathers' Day Breakfast, Grandparents' Day, Mother's and Father's Day Stalls and Discos. It is through the dedication of many parents and volunteers in the canteen, the uniform shop, the school band and special fundraising events that these events can occur. The P&C Association has provided financial support to the school with the enhancement and beautification of the school grounds and the supply of classroom resources. On behalf of the P&C Committee, I would like to extend thanks and appreciation to our dedicated and enthusiastic staff and volunteers for their fantastic effort and support.

Matt Gray

P&C President

Message from the students

This year it has been a great privilege to lead Kellyville Public School as the School Captains for 2018. We, along with the Vice Captains, Ava, Cohen, Keisha and Harrison have enjoyed range of opportunities to foster our leadership skills throughout the year. Early in the year, the School Captains and Sport Captains attended the Young Leaders Day Event at the Convention Centre, Darling Harbour. Some of the special guests who spoke were Matt Cosgrove, John Coutis, Harrison Craig and Lauren Cheattle. After listening to these speakers, we felt inspired to make a difference at Kellyville Public School.

During April, we attended various ceremonies to commemorate ANZAC Day. These included the Dawn service at Centenary of ANZAC Reserve, Kellyville and our own school service.

Throughout Semester 1, Year 6 participated in a history unit, Australia as a Nation. Students learnt about a variety of concepts associated with Federation, democracy and Federal Government. Our learning was supported by our trip to Canberra, where we were able to visit Parliament House and the War Memorial. Year 6 students conducted research into soldiers who were local to Kellyville, in preparation for the rededication of the honour boards during our Remembrance service.

For Science Week in Term 3, Years 5 & 6 researched a wide range of Science investigations and designed suitable lessons for the K-4 students. The lessons were implemented across the whole school and provided informative and enjoyable learning opportunities. The Stage 3 students also helped to run the Science Fair which allowed students from K-6 access to a wide range of hands-on experiments and scientific concepts.

In November, we took part in the Centenary commemoration assembly to mark the end of World War 1. Special guests such as Dr. Brendan Nelson, Brigadier Bridie and Colonel Tait attended our school service. Following this, our school rededicated the 1919 honour boards which hold the names of those soldiers from Kellyville who fought in the Great War.

Throughout Semester 2, students participated in a Geography Unit, Global Citizenship. We learnt about Australia's global connections. We discovered our links with Asia, including our trading agreements with China. We also researched a variety of charities and designed and organised a successful Mini-Fete for the K-5 students to enjoy.

Across the year, the captains and our siblings also had the privilege of visiting McDonald Valley Public School. Learning about life in small school was very interesting and we thoroughly enjoyed welcoming the teachers and students to Kellyville Public School during Term 3. The students joined in with lessons and watched a special performance by the Wakakirri Dance Group.

At the end of the year, the School leaders attended the "Captain's Day Out" in the city with the Principal, Mrs Walker. We travelled to Darling Harbour and went on the Thunder Jet which was fun. After that, we visited Interface, a fascinating company that makes carpet out of recycled materials. We also went to Parliament House and had afternoon tea with the Mr Brandon Hogan. Next, we went shopping with Mrs Walker and Mr Jarius and then we met our parents for dinner at The Blackbird Cafe to conclude a wonderful day.

We would like to thank Kellyville Public School for the opportunity to lead the students and represent our school as School Captains in 2018. We have enjoyed a variety of experiences throughout the year. We wish the newly appointed School Captains for 2019 a successful year as leaders of Kellyville Public School.

Peyton G and Hayley K

School background

School vision statement

At Kellyville Public School we are committed to excellence in education. We encourage and expect our students to be respectful, safe learners. Within an inclusive, engaging and supportive school environment we nurture students to become confident, happy and successful learners. Our students are encouraged to be creative and critical thinkers as well as excellent problem solvers, aspiring to the challenge and motivated to succeed. They are taught to be responsible for their own learning and to understand the pathways needed to enhance their individual educational progress. As a community, we strive to create lifelong learners and articulate, active and responsible global and local citizens.

School context

Kellyville Public School is situated in north western Sydney and is part of The Hills Network of schools. In 2018, the school has an enrolment of over 780 students. Students at Kellyville are from a diverse population with approximately 41% of students being from 52 different language speaking backgrounds.

Our teaching staff combines a dynamic mix of early career and experienced teachers. Kellyville Public School has a long and proud tradition of providing quality public education to the Kellyville Community. Quality teaching together with meaningful digital technology is used to engage students, leading to successful learning.

Kellyville Public School embraces the philosophy of equal opportunities for all by catering for gifted and talented students, together with students with special learning needs. Alongside our many and varied extension programs, our school is committed to continuous improvement in teaching and learning for all students.

The school has an active P&C membership and a collaborative relationship with the parent community and local primary and high schools.

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 Domain

Excelling

At Kellyville Public School, there is a school-wide collective responsibility for student learning. Staff collaborate with students and the school community to set achievable learning goals in order for students to connect, succeed and thrive. Students are supported on their educational journey from the time they enrol in the school. Students are explicitly taught values, expected behaviours and respect for each other through our established and successful Positive Behaviour for Learning Program. Individual student learning needs are targeted through extensive collaboration with parents and students to achieve measureable learning goals. Student and whole school performance is measured and monitored through assessment data and results are reported to parents detailing what students have achieved and what is needed for further development. The school prides itself in providing strong community links to support students using external providers. Staff are provided with advice and support by Case Management and Learning Support Team members to best support the learning needs of the students.

At Kellyville Public School, the most effective evidence-based teaching pedagogies are implemented to optimise learning progress for all students across the full range of abilities. The school has used Lane Clark's Inquiry based learning for over 9 years. Children in Stage 3 have been exposed to this learning for their whole school career and demonstrate this by their ability to research, design and implement authentic learning tasks. The curriculum is enhanced by learning alliances with other organisations. Learning and Teaching is differentiated to suit the needs of students from a wide range of abilities. Students are provided with extra-curricular opportunities to enrich their understanding and their

individual pursuits for excellence. Staff are introduced to new quality teaching initiatives as part of our structured professional development, as guided by the School's Strategic Plan. Our commitment for Future Focused Learning and S.T.E.M. are addressing the goals outlined in the Department's Strategic Plan 2018–2022 to enable future focused learning and teaching.

Teaching Domain

Excelling

At Kellyville Public School we are committed to identifying, understanding and implementing the most effective evidence-based teaching methods. These include Visible Learning, Bump It Up Walls, Inquiry-based learning and explicit teaching. Teachers collaboratively design coherent programs that optimise learning progress for all students across the full range of abilities. Student assessment data is stored systematically to track and monitor student performance growth. This information is utilised to drive differentiated teaching and learning programs which engage students in productive learning with minimal disruption.

Through PDP processes, all staff are focused on the Professional Standards aligned to their role within the school. Teacher capacity is built and fostered through strategic Professional Development and collaboration within the school and across the wider Community of Schools. Professional Development is guided by initiatives outlined in the School Plan. Kellyville Public School prides itself on its outstanding mentoring program for new staff, both to the profession and to our school. Staff participate in a transparent learning culture whereby they observe each others' practice and provide quality feedback for future improvement.

Staff with expert skills and innovative knowledge are identified and utilised as mentors for other aspiring teachers to develop and refine their practice. This builds capacity across the school community and allows students opportunities to perform at an elite level. Team teaching opportunities have been provided in which staff can observe innovative practice in action.

Leading Domain

Excelling

At Kellyville Public School the principal and executive team advocate a culture of high expectations through exemplary instructional leadership. A focused professional learning community has been established and maintained within our school through the outstanding teacher induction program and systematic Professional Development which is in line with the strategic directions of the school plan. Staff are supported and encouraged to engage with the Professional Standards according to their specific role to plan future goals of improvement in their PDP documents. Through this, many teachers have achieved accreditation and are now maintaining and progressing to higher levels in their accreditation process.

Effective partnerships have been established within the Community of Schools to promote evidence-based best teaching practice. Our school is used to showcase best practice and mentor other schools, such as Macdonald Valley PS. We often host community visitors, including delegations from China, Holland and Canada. The Hills Chinese School use our facilities to teach knowledge about Chinese culture and language, and in turn assist when translators are required by our school for communication purposes with parents.

The leadership team identifies and enables expert teachers opportunities to mentor and develop other staff members to meet the individual needs of students. Leadership capacity is built in others with positions of responsibility in leading teams. Parents are empowered to help their children meet academic milestones by being involved in their education through Parent Forums and involvement in classroom activities. Community events, such as Grandparents Day, Mothers Day and Fathers Day breakfasts promote positive feedback from all stakeholders.

Community engagement is crucial to the on-going improvement of student learning progress and the development of our school's outstanding facilities. Resources are strategically used to achieve improved student outcomes and high quality service delivery. This includes the allocation of funds raised by the P&C in consultation with the school community. The Place of Remembrance was built from the collaboration, donations and advice of Castle Hill RSL, Bunnings and Kennards Hire. School recognition for high achievement is given by Castle Hill Rotary, The Hills Council and Members of Parliament.

Next Steps

Kellyville Public School will continue to prioritise the embedding of evidence based teaching practices to ensure quality teaching and improved educational outcomes for all students. In the future, when self-assessing with the School Excellence Framework, we will:

- facilitate the gathering of evidence process by determining criteria for quality evidence,
- increase and vary the methods of evaluation used to collect data,

- ensure the data is triangulated to provide feedback from all stakeholders,
- capture and analyse samples of student work over time for evidence of practice, and collect various sources of student data to demonstrate impact across multiple curriculum areas
- conduct regular focus groups with students, teachers and parents to obtain feedback on practices,
- review strategies for gathering parent/community data to ensure sample size and sources provide accurate evidence for self-assessment,
- and ensure all staff have a thorough knowledge and deep understanding of the School Excellence Framework so as to lead future school external validation processes.

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

Excellence in Learning

Purpose

At Kellyville Public School we aspire for all students to become responsible, articulate, self-motivated learners who are able to work independently and collaboratively. Through a collective approach to high expectations, high engagement and high achievement, our purpose is to build the capacity of all students to connect, succeed and thrive. Through student wellbeing and innovative and engaging classroom teaching programs, students will be able to self-assess and monitor their own learning.

Overall summary of progress

Process 1: Wellbeing

In 2018, the school continued with the Positive Behaviour for Learning program. The expected rules were continued to be taught explicitly in classrooms and the focus rule was reminded to the whole school during morning assembly. A graph displaying the Akuna Award total was displayed on the noticeboard each week, so that students could see which class had the greatest number of awards.

Process 2: Future Focused Learning

Teachers have worked collaboratively to develop units of work that are aligned with the Mathematics and Science and Technology curriculum. A science expo was run by Stage 3 students and the students provided positive feedback. Year 6 completed the VALID test and the results were very positive.

Process 3: Growth 5–7, Continued Excellence K–5

Students have determined and set learning goals that are specific, measureable and achievable in consultation with their teacher. Students have continued to use the Bump it Up wall or rubric to self assess and track their own learning in writing. Students have identified and articulated strategies to bump up their writing.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Wellbeing There will be increase in students applying strategies to regulate their social and emotional wellbeing needs.	\$240 (lunchtime competition)	Students continued to be actively involved in the Positive Behaviour for Learning (PBL) program. Explicit behaviours were taught. Students were encouraged to have a growth mindset and lessons promoted this. PBL data was published weekly to promote lunchtime class competition.
Future Focused Learning Students show engagement and improved results in Science and Technology.	\$10 000 (resources)	All students participated in Science and Technology lessons with STEM activities. Year 6 students participated in VALID.
Growth 5–7, Continued Excellence K–5 Valued added data from K–5 continues to show Excelling and 5–7 is Sustaining and Growing in literacy and numeracy.		Valued-added data for K–5 continues to improve and is excelling. Valued-added data for 5–7 has improved and the trend is rising. It is now delivering in numeracy and literacy.

Next Steps

Process 1: Wellbeing

Students will begin the kidsmatter framework through the Friendly Schools Program. Students will have access to lunch clubs running various activities indoors and outdoors.

Process 2: Future Focused Learning

Students will be engaged in STEM activities. Year 6 will participate in VALID. More students will have access to a flexible furniture classroom.

Process 3: Growth 5–7, Continued Excellence K–5

Students will continue to use Bump It Up walls to self direct learning. They will set achievable learning goals and work towards improving their understanding of the curriculum.

Strategic Direction 2

Excellence in Teaching

Purpose

Student learning is underpinned by quality teaching where a high level of professionalism and commitment is evident in all classrooms. At Kellyville Public School our purpose is to build the capacity of all staff, through professional learning to deliver a collaborative practice of sustained high expectations and shared responsibility for student engagement and learning. This will be achieved through the leadership of quality teaching practices, differentiated learning, quality assessment, meaningful feedback and measurable growth performance.

Overall summary of progress

Process 1: Wellbeing

In 2018, the Kidsmatter action team was established. The team completed professional learning on positive school community component one and two. The team delivered component one to the staff and introduced the Kidsmatter framework to the parents via the P&C.

Process 2: Future Focused Learning

In 2018, selected staff (Year 4) trialled the future focussed furniture in their classrooms. The students were surveyed to find out whether the furniture was beneficial to their learning needs. The results came back positive and the students highlighted that the furniture assisted them in their learning. Teachers collaboratively planned units of work and reviewed STEM programs across the school.

Process 3: Growth 5–7, Continued Excellence K–5

Teachers have provided differentiated and authentic learning opportunities for the students.. Teachers have collected data to track individual student achievement to measure student improvement. External testing showed improved results across the school. Kellyville Public School has continued achieving excelling for valued-added data K–5. The school is on track to achieve sustaining and growing for 5–7 by 2020.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Wellbeing Teachers will have completed Professional Learning in order to implement the Kidsmatter Program.	\$1 000 (Friendly Schools + resource)	Teachers undertook professional learning in the kidsmatter program.
Future Focused Learning Teaching and Learning Programs reflect evidence of STEM and future focused learning initiatives.	\$60 000 (resources and furniture)	Teachers introduced STEM projects and activities into classroom programs. Flexible furniture was purchased for selected classrooms
Growth 5–7, Continued Excellence K–5 Teachers will use Learning Sprints in literacy and numeracy with increased confidence to achieve growth for targeted students.		Teachers tracked and monitored student learning. For students at risk, Learning Sprints were created to improve their understanding in specific curriculum areas. Each Learning Sprint would run for 5 weeks.

Next Steps

Process 1: Wellbeing

Teachers will implement the Kidsmatter framework through the implementation of of Friendly Schools program. Student Learning Support Officers will run lunch clubs for the students to attend.

Process 2: Future Focused Learning

Additional flexible furniture will be purchased to allow more classrooms to use resource. STEM will have a specialist teacher to teach STEM across the school K–6 as RFF.

Process 3: Growth 5–7, Continued Excellence K–5

Teachers will continue to monitor and track students. Learning Sprints will continue to be implemented for at risk students. Growth will be monitored by classroom teachers.

Strategic Direction 3

Excellence in Leading

Purpose

The school leadership team model instructional leadership and support a culture of high expectations and community engagement, resulting in sustained and measureable whole school improvement. The leadership team ensures research, evidence-based strategies and innovative thinking are used when designing and implementing the school initiatives. The leadership team fosters teacher collective efficacy to promote continuous improvement across the school.

Overall summary of progress

Process 1: Wellbeing

Throughout 2018, leaders across the school have monitored and maintained student wellbeing data. Leaders have

Process 2: Future Focused Learning

Throughout 2018, selected teachers with expertise in technology were provided with additional release to team teach with staff members in various areas of technology they would like assistance with. The teachers would then utilise this newly acquired skill while the expert teacher observed. The expert teacher would then provide feedback on best practice. All staff reviewed technology integration within the teaching and learning programs.

Process 3: Growth 5–7, Continued Excellence K–5

Leaders have monitored student data records on Sentral to ensure assessment data is up to date. Student performance data was reviewed regularly at Stage meetings. Strategies were provided to support and extended students with additional needs.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Wellbeing Leaders will receive an increase in positive comments about students and stage teams and have less welfare referrals. Students tracked over the three year cycle.	\$10 000 (Sentral site licence)	Sentral was used as a central storage area for welfare referrals and tracking of student data.
Future Focused Learning Leaders will continue to provide instructional leadership in the delivery of current evidenced based practice.	\$104 000 (Additional teacher to replace AP off class)	Assistant Principal worked in an Instructional Leadership role to assist beginning, established and experienced teachers to improve teaching practice.
Growth 5–7, Continued Excellence K–5 Leaders will provide instructional leadership to support students and staff in achieving growth.	\$104 000 (Additional teacher to replace AP off class)	Assistant Principal worked in an Instructional Leadership role to assist beginning, established and experienced teachers to improve teaching practice.

Next Steps

Process 1: Wellbeing

Leaders will continue to monitor student wellbeing. Students will be discussed during Learning Support and Stage

meetings.

Process 2: Future Focused Learning

Two Assistant Principals will be off class to work in the role of an instructional leader and support teacher to support the pedagogy for the growing school.

Process 3: Growth 5–7, Continued Excellence K–5

Leaders will continue to monitor student results and track student performance. Leaders will regularly discuss students in stage meetings to ensure all students are achieving growth.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$2 628 flexible	Funding received was allocated to support the Aboriginal students in 2018. All Aboriginal students have a Personal Learning Plan (PLP) and are making progress across the curriculum.
English language proficiency	\$35 504	Students from a language background other than English were supported throughout the year with additional teacher support and withdrawal for specific targeted needs.
Low level adjustment for disability	\$51 120	Student Learning Support Officers (SLSO) were employed to support the needs of students in the classroom and playground to improve student academic performance and social development.
Quality Teaching, Successful Students (QTSS)	\$128 059	All staff were given additional release time to observe the teaching lessons of other staff, allowing staff to collegially plan units of work and for Executive staff to provide support. An instructional leader was utilised to support new and beginning teachers.
Socio-economic background	\$21 984	Student Learning Support Officers (SLSO) were employed to support the needs of students in the classroom and playground to improve student academic performance and social development.
Support for beginning teachers	\$49 686	In 2018, funding was provided for beginning teachers. These teachers were given additional release from face to face to assist them with classroom teaching, creating teaching and learning programs and writing school reports. Beginning teachers were provided with a mentor and were given in-class support. They were provided with ongoing feedback and support that was embedded in the collaborative practices of the school. This involved observing the lesson, team teaching and demonstrating lessons. Meetings were held regularly to discuss specific needs. The mentor and beginning teacher had collegial discussions about effective classroom management strategies, student engagement and formation of effective relationships with parents and the wider community.
Targeted student support for refugees and new arrivals	\$3 560	Student Learning Support Officers (SLSO) were employed to support the needs of students in the classroom and playground to improve student academic performance and social development.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	278	312	356	407
Girls	336	334	370	379

The school enrolment of 786 students is comprised of 370 girls and 407 boys. Approximately 49% of our students are from a language background other than English. It is anticipated that our enrolment will decline in 2019 due to 2 new schools in the area opening.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	95.7	95.3	94.7	96.4
1	95.9	95.6	94.5	95
2	94.6	95.5	94.7	95.5
3	95.4	95.1	94.5	95.7
4	95	95.4	94.1	94.9
5	95.5	95.6	94.5	95
6	94.4	95.5	93.6	94.1
All Years	95.2	95.4	94.4	95.3
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

The school has a strong Attendance Policy and our data shows the average school attendance rate of 95.3% at Kellyville Public School. This is above the DoE average of 93.4%.

All students are expected to attend school and all teachers monitor their class attendance electronically daily. Regular attendance meeting are held to discuss

attendance across the school. The Principal and Home School Liaison Officer (HSLO) regularly monitor the attendance of students and follow up on individual cases where there are concerns.

Class sizes

Class	Total
KP	18
KM	20
KW	19
KL	19
KS	20
KB	19
KR	20
1B	25
1W	23
1M	25
1G	24
IS	25
2A	23
2T	23
2N	23
2M	23
2C	23
3N	28
3W	28
3T	28
3S	28
4A	32
4S	32
4D	32
5B	26
5A	25
5/6V	30
5G	26
6T	28
6J	28
6G	29

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	4
Classroom Teacher(s)	29.92
Teacher of Reading Recovery	0.53
Learning and Support Teacher(s)	0.8
Teacher Librarian	1.4
Teacher ESL	2.6
School Administration and Support Staff	4.67

*Full Time Equivalent

The cohesive teaching staff at Kellyville Public School believe in implementing a balanced curriculum and working cooperatively for improvement. The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. At Kellyville Public School there are currently two members of staff who have an Aboriginal and Torres Strait Islander 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	20

Professional learning and teacher accreditation

The staff at Kellyville Public School participated in a range of professional learning workshops designed to build the capacity of staff to achieve the key strategic priorities outlined in the School Plan 2018–2020. Beginning teachers were also given the opportunity to attend professional development courses to further enhance their individual classroom teaching practice, teachers also attended courses that supported the achievement of their individual Performance and Development Plan (PDP) goals and executive team members participated in workshops to build their leadership capacity. Kellyville Public School teachers shared their knowledge, skills and expertise by leading Professional Learning workshops throughout the year.

In 2018, Kellyville Public School had 4 teachers

achieve accreditation at Proficient level. There are currently 7 teachers working towards achieving accreditation at Proficient level. There are 11 teachers in their first or second cycle of maintenance of accreditation at Proficient level.

All staff participated in the following professional learning opportunities and workshops:

- Completion of mandatory courses: child protection online modules, emergency care; anaphylaxis and Cardio Pulmonary Resuscitation training
- Science and Technology syllabus introduction
- Lane Clark
- NSW K–6 digital technologies
- Unpacking the K–10 PDHPE syllabus
- Teaching and learning culture – Aboriginal and Torres Strait Islander perspectives

Additionally staff participated in the following professional learning experiences:

- Treatment for selective mutism in schools and preschools
- Operation Art workshops
- Rugby league coaching training
- Best Start Assessment preparation
- Literacy and Numeracy progressions
- Seven Steps to writing success
- Play based theory for developmental trauma
- Learning progressions and PLAN 2
- Effective reading in the early years

Executive staff participated in the following professional learning opportunities:

- EPAC training
- Legal concerns in the school setting
- Deputy Principal and Assistant Principal inductions
- LEAP Masterclass
- MAPA training
- LDI – Highly Accomplished Teacher program

Kellyville Public School spent a total of \$35 898 on professional learning. This figure excludes the additional costs of casual relief and transportation costs associated with professional learning.

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	378,176
Revenue	6,666,585
Appropriation	6,001,116
Sale of Goods and Services	100,211
Grants and Contributions	554,402
Gain and Loss	0
Other Revenue	1,600
Investment Income	9,256
Expenses	-6,235,074
Recurrent Expenses	-6,235,074
Employee Related	-5,358,197
Operating Expenses	-876,877
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	431,510
Balance Carried Forward	809,686

Kellyville Public School's finance committee sets and monitors the school budget to ensure funds are used strategically to improve the learning outcomes of the students.

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	5,081,000
Base Per Capita	140,386
Base Location	0
Other Base	4,940,614
Equity Total	465,220
Equity Aboriginal	2,628
Equity Socio economic	21,984
Equity Language	306,197
Equity Disability	134,411
Targeted Total	30,009
Other Total	185,386
Grand Total	5,761,616

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

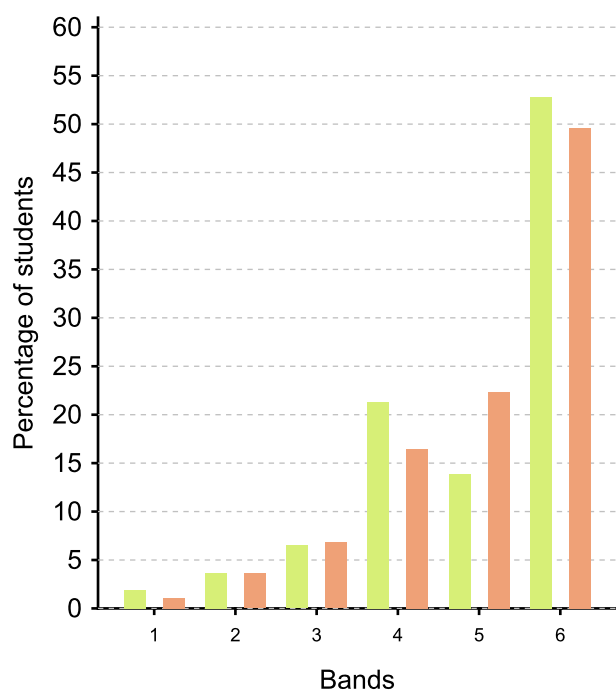
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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.

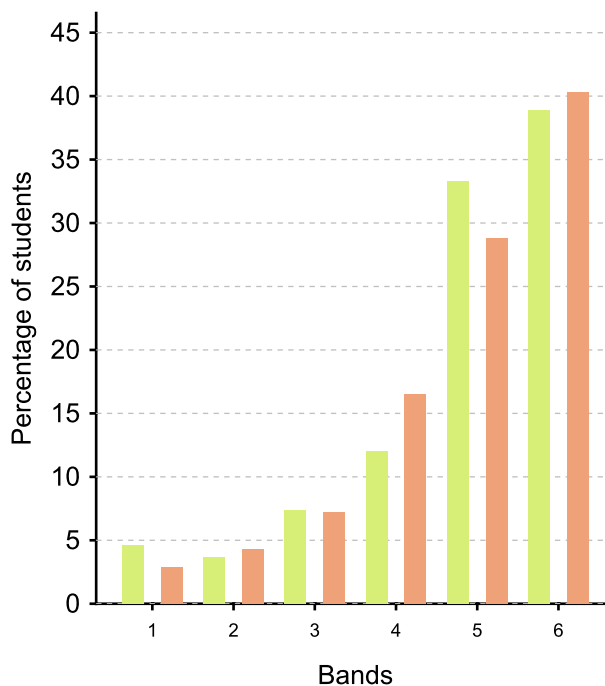
In Literacy in 2018, Kellyville Public School has once again achieved excellent results. NAPLAN results show good student growth from Years 3 to 5.

Percentage in bands:
Year 3 Grammar & Punctuation



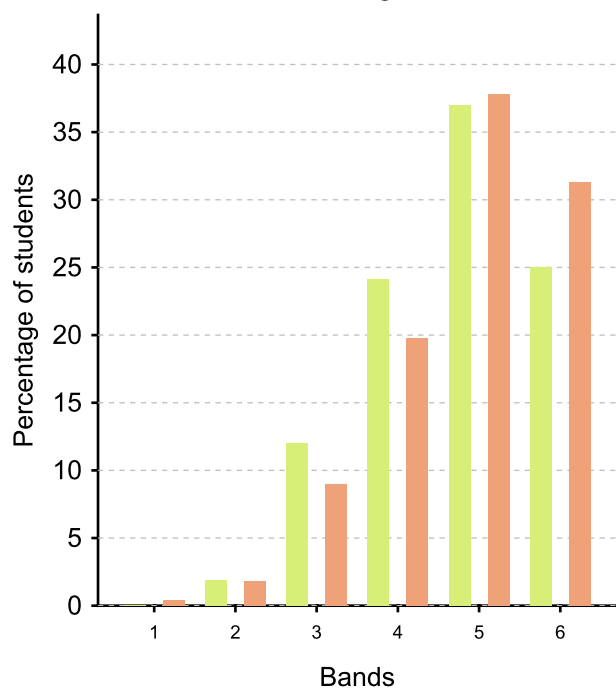
Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 3 Spelling



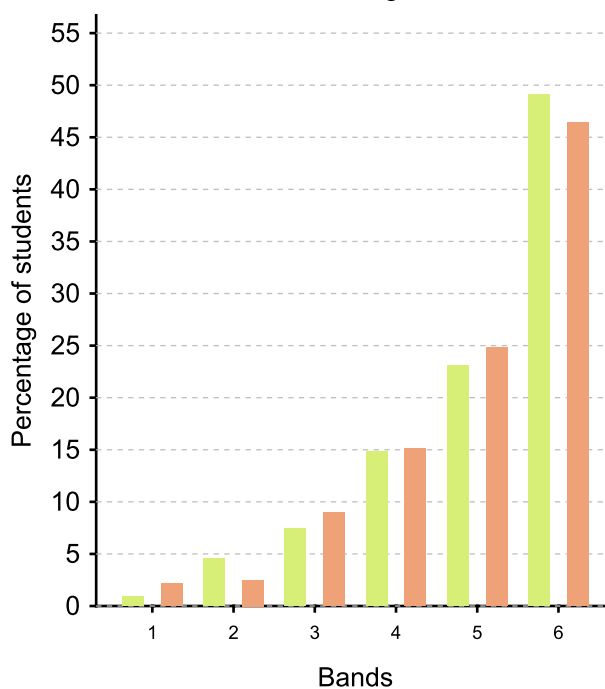
Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 3 Writing



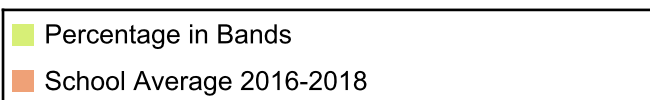
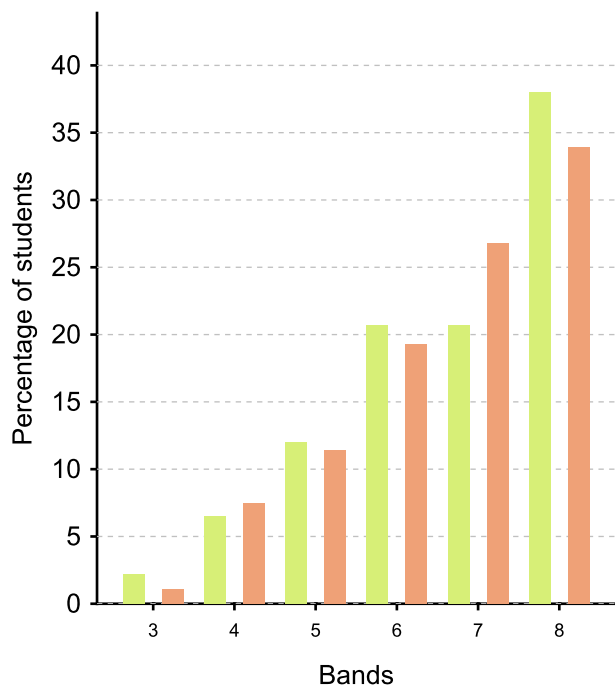
Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 3 Reading

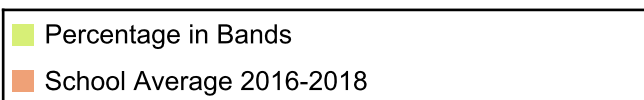
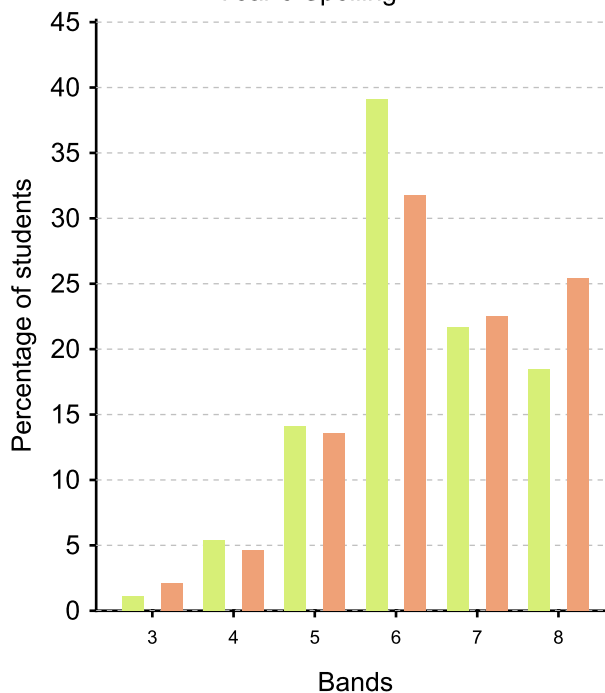


Percentage in Bands
School Average 2016-2018

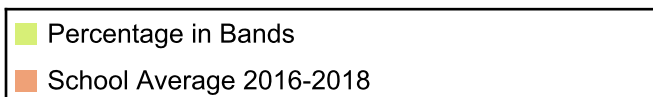
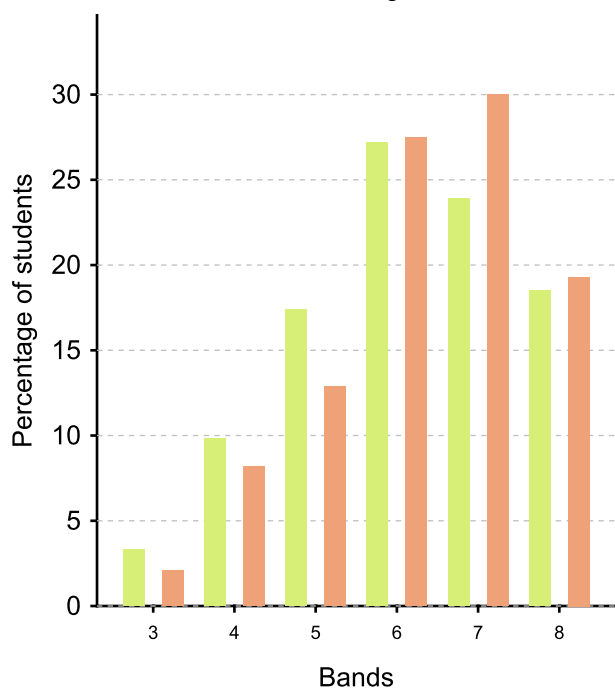
Percentage in bands:
Year 5 Grammar & Punctuation



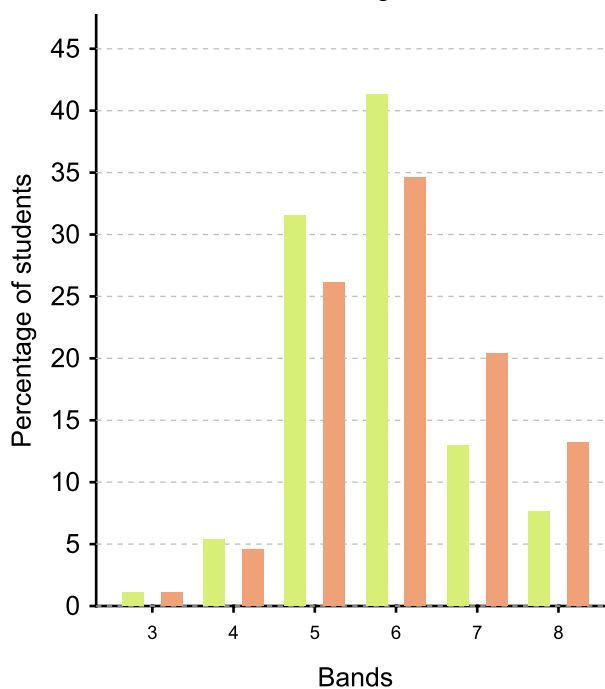
Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 5 Writing



In Numeracy in 2018, Kellyville Public School has once again achieved excellent results. NAPLAN results show good student growth from Years 3 to 5.

There are two students who identify as Aboriginal and sat the NAPLAN testing. Both students have shown

significant growth and towards their learning outcomes.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. The parents, students and teachers participated in the Tell Them From Me Survey.

Their responses are presented below.

Students

Students were asked various questions about school life. 87% of students stated that they feel accepted and valued by their peers and by others at school. 63% of students participated in art, drama, or music groups; extracurricular school activities; or a school committee. 91% of students stated that they do not get in trouble for disruptive or inappropriate behaviour.

Parents

Parents indicated that they talk with their children about their feelings towards other children at school (8.5). They also indicated that they encourage their children to do well at school (8.0). Parents also stated that they regularly discuss how well their child is doing in his or her class (8.5).

Teachers

Teachers indicated that school leaders have helped teachers during stressful times (8.1). They also indicated that they regularly give students written feedback on their work (8.4). Teachers stated that they discuss learning goals for most lessons (8.0) and that the assessments they set, help them to understand where students are having difficulty (8.6).

Policy requirements

Aboriginal education

Kellyville Public School has continued the commitment to improving educational of Aboriginal and Torres Strait Islander students and meaningfully embedding the priority area in teaching and learning programs.

In 2018, our Gunganagina Ngurang–Aboriginal Garden has continued to be used as an outdoor education area for students' understanding of Aboriginal culture and heritage. A selected group of Year 3 students participated in extensive learning about the garden through the Aboriginal 8 Ways of Learning, so that they could pass on this knowledge to other students' and staff. This was embedded within several teaching and learning programs across the school, where all students involved were highly engaged and challenged.

Throughout the year, all staff were involved in regular Aboriginal Education professional development. Staff were introduced to the Aboriginal 8 Ways of Learning and have begun incorporating this into teaching and

learning programs in various KLA's. A Yarning Circle was built at Kellyville Public School in our Gunganagina Ngurang–Aboriginal Garden. Staff participated in PD on the Yarning Circle and methods of embedding this resource within teaching and learning programs.

Multicultural and anti-racism education

At Kellyville Public School approximately 49% of students are from language backgrounds other than English (LBOTE). As our school community is growing in its diversity, multiculturalism is recognised, accepted and celebrated in many school programs and activities.

In 2018, the English as a Second Language and/or Dialect (EAL/D) teachers supported students within their classrooms as well as, withdrawing students in Phase One of their English development. Programs were developed to cater for the specific needs of our students. This support involved programs based upon vocabulary development, parts of speech, sentence construction, reading, comprehension and writing. Refugee students had support in functional literacy skills that included sight word recognition, oral language skills, handwriting and comprehension. Students were supported in the classroom and by withdrawal. As a result, students progressed along the EAL/D scale. These lessons improved the students' ability to access the classroom curriculum and gave them confidence to interact with their peers.

Other school programs

Remembrance Day Service at Kellyville Public School

In 1914, Kellyville District was a farming community. At the outbreak of World War 1, many young men heard the call to come forward, 'Play the Game' and enlist to fulfil their patriotic duty. Thirty-three soldiers from the Kellyville local area went to war during World War 1.

Following the war, honour boards were created listing the names of these First World War Veterans from the Kellyville community. These boards were hung on the heritage building at the front of Kellyville Public School facing Windsor Road. Much later, they were relocated to the Memorial Hall on Memorial Avenue. After the demolition, of the Memorial Hall, the boards were placed in storage. Through the dedication and determination of Mr Ron McIntosh, the missing boards were found in the storage of the Hills Shire Council. Early in 2018, Mr McIntosh encouraged the council to allow him to return the boards to their rightful place at Kellyville Public School.

These three boards were restored by the school with the assistance of Castle Hill RSL Sub-branch and a special grant from the Minister for Veteran Affairs, the honourable David Elliott MP. On Thursday, 15th November, Kellyville Public School held a special assembly to commemorate the centenary of the Armistice which ended the first World War 1914–1918. At this assembly, a 'Dedication of the Boards' service

was also held. The Hon. Dr Brendan Nelson, was a guest of honour at the service and he provided a moving speech to the students and officially unveiled one of the restored boards. The board is now on display in a protected area on the heritage building. The remaining two boards have been restored and will be hung in time for ANZAC Day, 2019.

Dance

2018 was a year of amazing performances and saw the creation of new groups which allowed the students from Kellyville Public to display their skills on stage. We began the year with the Synergy Dance Festival in June at Evan Theatre, Penrith Panthers where the Stage 1 Dance Group and the 4–6 Synergy Dance Group were successful in their auditions, showcasing their routines. The Stage 1 Dance group for 2018 consisted of 26 enthusiastic and dedicated students. Mrs Gabriel and Miss Borg choreographed the routine 'True Colours' which followed the theme of friendship. The dance highlighted that although we have our differences, we can come together and be accepting and encouraging of others. By doing so, peoples' confidence develops and their happiness shines through. 'True Colours' was performed a final time at the Castle Hill Towers Education Week celebrations in August and at a K–2 Silver Assembly. At the K–2 Presentation Day, the Stage 1 Dance group learnt a new routine called '60's Rock'.

The 4–6 Synergy Dance group consisted of 13 dedicated dancers. They presented their jazz performance of 'Come Alive' on the opening night of the Synergy Dance Festival. 'Come Alive' was choreographed by Mrs Trescott and told the story of puppets coming alive and escaping the control of their master. The puppets came alive to follow their dreams of dancing freely. The 4–6 Synergy Dance Group also performed at the Castle Hill Towers Education Week celebrations in August. The routine was showcased for a final time at a 3–6 Silver Assembly. At end of the year, the 4–6 Synergy Dance Group learnt a contemporary routine called 'Home' which they performed for their peers and families at the 3–6 Presentation Day Assembly.

Our big project in dance this year was Wakakirri in August, with 80 students participating. Wakakirri is Australia's largest dance festival where schools from all across the country develop a story dance. Our story dance was called 'Evolution Dance'. Students from Years 3 to 6 participated in this production. 'Evolution Dance' showcased a family being transported through the different eras of dance all because their favourite dance show transported the dancers through their television and into their living room. The Stage 3 Dance Group began the story with 1920's by teaching the family the Charleston. The family were then transported to the era of Rock'n'Roll and later to the 70's by the Stage 2 Dance Group. The Boys' Hip Hop showcased their boy band group to 'Men in Black'. To finish the family's journey, they were transported to the 21st Century where the whole cast performed to the top hit 'The Greatest Show'. The production was choreographed by Mrs Trescott, Mrs Moth, Miss Clifton and Mr Jarius. Many teachers of Kellyville Public

School offered assistance with costumes and props, however on the night of the show while the dancers shone on stage, our fabulous prop team of students in Years 5 & 6 successfully created the various scenes for each era. On the night of the performance, the students received the Teamwork Award. The Wakakirri performance was showcased at the Hill Performing Arts Festival and for a final time at school in front of all the Kellyville staff and students.

The Kellyville Drumming Group

The Kellyville Beat Drumming Group was established this year under the direction of Mrs Kerrie Dumas and Miss Leanne Knight. In Term 1, Djembe Drums were ordered with the intention of establishing a group of around 15 students in Stage 3. Boys were targeted for this group to boost the representation of Stage 3 boys in musical extracurricular groups, along with the Hip Hop Dance Group. The drums took longer than expected to arrive, arriving in early Term 3. As a result, it was decided to target Year 4 and 5 boys with the intention of continuing with the same group of students into 2019. Twelve boys from Years 4 and 5 were chosen after an audition process where students were invited to try out. The group practised regularly during lunchtimes and performed set rhythms as a group. They were also encouraged to improvise and perform their own rhythms individually. The ensemble premiered their debut performance at the Platinum Assembly in Term 4. The ensemble is looking forward to continuing performing and developing their skills in 2019.

Choir

In 2018, Stage 1 students were given the opportunity to audition for choir. The Stage 1 Choir contained 20 students and was organised by Miss Cavanagh and Miss Clifton. Students attended weekly rehearsals throughout the year to learn various songs. '*What a Feeling (Flashdance)*' was the Stage 1 Choir's first performance which was for the Education Week celebrations at Castle Hill Towers. They also performed this song at the Hills Performing Arts Festival and at a K–2 Silver Assembly. To finish the year the Stage 1 Choir learnt '*Motown Medley*' which they showcased at the K–2 Presentation Day.

This year the Stage 2 choir had 29 students from Years 3 and 4, led by Mrs Kerrie Dumas and Miss Leanne Knight. They learnt to sing and perform a range of songs which included a mix of popular music and songs from musicals and movies. The choir rehearsed regularly during lunchtimes each week. The group performed at formal school assemblies throughout the year. They also performed as part of Education Week performances at Castle Towers Shopping Centre, Castle Hill. The Stage 2 Choir sang at the Hills Performing Arts Festival in Term 3 as part of the mass choir, along with 5 other local schools. Several members of the Stage 2 choir were also a part of the mass choir which performed in the Schools Spectacular in November.

PULSE Choir

The Pulse Choir was formed by Mrs Roberts during Term 1. 16 pupils from Years 5 & 6 successfully auditioned to be part of the Primary Massed Choir at this year's PULSE Festival for the Performing Arts. In August, the children performed a variety of songs at The Sydney Opera House, contributing to a night of outstanding excellence and talent in the performing arts. The choir have also wowed audiences during their performance at Castle Towers for Education Week and at the school's Silver and Presentation Day Assemblies. Mrs Roberts is delighted with the choir's hard work and achievements.

Schools Spectacular Choir

During Semester 1, the PULSE Choir successfully auditioned to be part of Schools Spectacular 2018. The judges were so impressed that they requested Kellyville Public School to provide 22 pupils to take part in this amazing experience. In Term 3, Mrs Roberts was thrilled to welcome a record-breaking number of children to the audition process and the Schools Spectacular Choir was formed. Pupils from Years 4, 5 and 6 were selected and Mrs Roberts and Mrs Trescott began preparing for the commitments ahead.

In Term 4, the rehearsals began in earnest. From Week 3 to Week 5 the Choir attended many full-day rehearsals at various venues around the Sydney Olympic Park. The children had to learn a staggering 35 songs along with choreography for each. During Week 6, the children showed dedication and commitment as they rehearsed and performed across a total of approximately 50 hours.

The theme of this year's School Spectacular was 'The Greatest'. The children sang beautifully as part of a 2700-strong choir. They delivered faultless performances to an audience of over 35 000 people across 4 shows. The show was also filmed and then televised on Channel 7 earlier in December.

During Presentation Day assembly in Term 4, the Schools Spectacular Choir and PULSE Choir, conducted by Mrs Roberts, joined forces to perform 'This Is Me' from 'The Greatest Showman'.

Mrs Roberts and Mrs Trescott are extremely proud of all of the students involved and thankful for the support of the parents who gave up their time to ensure their child could participate in these magical events.

Recorder

This year the Recorder Ensemble comprised of year 5 and 6 students who had reached a competent standard of playing during year 4. 13 players rehearsed 4 pieces in preparation for the Festival Of Instrumental Music at which 700 recorders players from NSW public schools perform at the Sydney Opera House. Rehearsals involved weekly lunchtime practices with Miss Knight, as well as two large rehearsals in the city with players from other schools. After the performance at the Sydney Opera House in June, the ensemble delighted listeners with their performance of *Norwegian Dance* by Grieg as part of education week at Castle Hill Towers. In August the ensemble were excited to receive 2

tenor recorders which were sponsored by Teachers' Mutual Bank. Two honoured players worked hard to learn how to play these instruments. The instruments' lower register greatly enhanced the ensemble's subsequent performances. The recorder ensemble, which lately changed its name to the Recorder Consort, joined forces with the String Ensemble and a Year 6 singer to perform the hauntingly beautiful piece *Different Worlds*, written by Jes Hudak and George Krikes, at the 3–8 Presentation Day Assembly.

Ukulele Club Year 1 and Year 2

Ukulele Club, this year, was offered to Stage 1 students. Rehearsals were conducted at lunchtime by Miss Knight. Because of the large numbers the club was divided into Year 1 and Year 2 players. Year 1 numbered 52 members, while Year 2 had 36 participants. Each of the clubs learnt chords and songs and performed these at an assembly. Year 1 Ukulele Club played and sang *Lil Liza Jane* and Year 2 Ukulele Club performed *Feelin' Groovy*.

String Ensemble

This year saw the newly formed string ensemble. Four violinists from Years 2–5 rehearsed at lunchtime with Miss Knight and were ready to perform with the recorder ensemble at the Presentation Day Assembly. They accompanied the singer for *Different Worlds*.