

Kendall Public School

Annual Report



2018



2280

Introduction

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

Leonie Cosgrove

Principal

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Message from the Principal

Reflecting on our school in 2018, a few highlights and strengths come to mind:

- The involvement of our community in school events – including Easter and Grandparents' Day celebrations, Education Week, Book Week, and the highly successful Colour Run, coordinated by the P&C. We are also fortunate to have ongoing support from various community groups and local businesses.
- A focus on high expectations for all students with educational programs which support the full range of learners. Our NAPLAN results continue to show a strong growth in student achievement across the three assessment brackets: K–3, Years 3–5 and Years 5–7.
- Creative Arts and performance opportunities – our choir, band and dance group entertained us at school and within the community. Additional opportunities in drama, photography, drumming and hosting the 2WAYFM 'School's Out' program were popular with many students.
- Participation and success on the sporting fields. From our school carnivals, students have continued on to represent the school at district, zone and regional competitions. Locally we have fielded 9 teams across 6 sports in the PSSA knockouts and our Stage 2 tennis team competed in the State final of the Todd Woodbridge Cup.
- We know that learning experiences extend beyond the classroom. For those in Years 3–6, I'm sure they will have many lasting memories of their experiences in Sydney and the Great Aussie Bush camp.

I would like to acknowledge our wonderful teaching team. Every day they demonstrate their commitment to the education and wellbeing of our children. Countless opportunities are available for students as a result of their enormous energy and willingness to give so much of their time to extra curricula pursuits. I also recognise and thank our support and administrative staff for the vital roles they perform. From the front office to our classrooms and playground, each day they provide invaluable assistance to students, teachers and parents and ensure the efficient operation of our school.

In 2018 the contribution of our parent community has had a positive impact on our school. On many occasions we have called for assistance with transport, sporting events, catering and fundraising activities, and the response from parents has always been positive. The P&C continues to focus on providing additional support and opportunities for our students.

As we look to 2019 it is important that, as a school community, we continue to work together and maintain a learning environment that promotes belonging, equity and excellence. In doing so, we can be confident that our children will have the opportunity to be successful in all aspects of life, at school and beyond.

Leonie Cosgrove

School background

School vision statement

Kendall Public School, in partnership with our community, has a focus on quality and continuous improvement. Our educational environment promotes belonging, equity and excellence. We provide opportunities for every student to become a caring, socially responsible, confident, creative and successful learner and citizen.

School context

Kendall Public School is located in the Camden Haven area 30km south of Port Macquarie. The school has a strong commitment to providing outstanding learning experiences for every student within a caring environment.

The school is experiencing growth with 223 students enrolled in 2018, an increase of 18% in the past two years. 6% of students identify as Aboriginal. School funding for socio-economic background is based on a Family Occupation and Education Index (FOEI) of 110.

The school has a non teaching Principal, a non teaching Deputy Principal, 2 Assistant Principals and 7 classroom teachers. Additional teachers are employed through an allocation for Release from Face to Face, Learning Support, Library, and Literacy and Numeracy Intervention. The Administration staff comprises two full time office staff and 1 GA (0.5). All are permanent. The school currently has 4 School Learning Support Officers (SLSO) engaged to support students with targeted funding and school initiatives.

There is a high level of parent/carer participation throughout the year, including classroom helpers, school initiatives, fundraising and support.

The school works in partnership with the Camden Haven Community of Schools to enhance learning opportunities for students and staff.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

In Term 4, Stage teams met to reflect on the progress being made across the school, based on the expectations identified in the School Excellence Framework. Discussions focused on school practices and identified evidence to support their assessments. The Executive team then collated the feedback, analysed the data and reviewed the evidence to support on-balanced judgements on the school as a whole. Future directions were identified across the elements of Learning, Teaching and Leading. This will ensure our improvement measures continue to align with the expectation of the School Excellence Framework.

The results of this process indicated that in the School Excellence Framework domain of Learning, the school is Sustaining and Growing.

In the domain of Learning, our school has focused on Wellbeing, Curriculum and Assessment. There is a planned approach to wellbeing with processes to collect, analyse and use data, including feedback from students, parents and staff. The Learning Support Team monitors individual student learning needs and all staff are informed of actions and recommendations. Expectations of behaviour are explicitly, consistently and supportively applied across the school. The implementation of Visible Learning has resulted in more explicit, differentiated teaching and assisted students in being able to articulate their learning and understand what they need to learn to ensure continuous improvement. There have been high levels of professional dialogue around the provision of explicit criteria, effective feedback, learning goals and student achievement. Teachers are using formative assessment to inform their teaching and meet the learning needs of students. Summative assessment data is analysed to measure the learning progress of individual students and student cohorts. Teachers are able to examine and analyse school trends and item analysis for individual students using SCOUT reports. As a result, teachers are able to reflect on student progress, identify students requiring additional support and group students with similar learning needs for appropriate instruction.

The results of this process indicated that in the School Excellence Framework domain of Teaching, the school is Sustaining and Growing.

The major focus in the domain of Teaching has been on Effective Classroom Practice, Data Skills and Use, and Learning and Development. A comprehensive program of professional learning on Visible Learning in the area of Writing supported teachers to deliver explicit teaching with a focus on learning goals, success criteria and effective feedback. Stage planning sessions and Learning Walks promoted collaborative planning, peer observation, reflection and feedback on the delivery of Writing lessons. Further professional learning on 'Using Data With Confidence' and the use of SCOUT enabled teachers to analyse school trends and student performance in NAPLAN. Student performance data was used to evaluate teaching practice and inform future teaching focus. Teachers are developing evidenced-based practice through collaboration, reflection and collegial feedback.

The results of this process indicated that in the School Excellence Framework domain of Leading, the school is Sustaining and Growing.

In the domain of Leading, our priorities have been Educational Leadership; and School Planning Implementation and Reporting. Instructional leadership and professional learning to support evidence-based teaching has been a priority in 2018. Clear processes, with accompanying timelines and milestones, are in place to direct school activity towards effective implementation of the school plan. The professional goals of teachers align to school plans and the Australian Professional Standards for Teachers. Effective communication processes to engage the school community in the strategic directions, milestone projects and school practices continues to be a priority. Students, parents and staff have been provided with various opportunities to provide constructive feedback on school practices and procedures. This feedback has contributed to the ongoing improvement of systems, structures and processes within the school.

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

Innovative Teaching and Learning

Purpose

To provide all staff with an opportunity to identify, understand and implement the most effective teaching methods based on evidence-based teaching, quality professional learning and collaboration. We will promote learning excellence and responsiveness in meeting the needs of all students through an integrated approach to quality teaching, curriculum planning and delivery, and assessment.

Overall summary of progress

Professional learning on the research of John Hattie has supported the implementation of Visible Learning in all classrooms. Stage planning sessions, conducted twice per term, have enabled teachers to work collaboratively to plan, reflect and evaluate their teaching with a focus on Writing in 2018. Learning Walks provided evidence of the implementation and impact of this approach on teaching practice and student learning. Explicit teaching using learning goals and success criteria is assisting teachers to provide specific feedback to students, resulting in ongoing improvement. Students are developing the capabilities to reflect on the achievement of their own learning goals in Writing. All teachers have received training on the use of SCOUT to build their capacity to analyse external student and school performance data. Training in 'Using Data With Confidence' has resulted in increased confidence and skills in using Excel spreadsheets to analyse internal student assessment data.

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">• Increase the number of students in the top two NAPLAN bands for reading and numeracy from 27% in 2017 to 33% by 2019 and 35% by 2020.• Increase the proportion of Aboriginal students in the top two NAPLAN bands for reading and numeracy by 30%.• To move 8% of tracked students in reading and numeracy from national minimum standard to above minimum standard• In the domain of Teaching we will develop sufficient evidence to demonstrate and validate achievement in the elements of Learning and Development and Data Skills and Use to move the school from Delivering in 2017 to Sustaining & Growing by 2020.	Refer to Key Initiatives area of this report.	<ul style="list-style-type: none">• The percentage of students in the top two NAPLAN bands for reading and numeracy were: Year 3: Reading 30%; Numeracy = 23%Year 5: Reading 26.7%; Numeracy = 13.3%• There were no Aboriginal students in Year 5 in 2018. Only 2 Aboriginal students were in Year 3. One of those students achieved in the top two bands for both Reading and Numeracy.• The percentage of tracked students who moved from at or below national minimum standard to above national minimum standard was 33% in Reading and 29% in Numeracy.• Using the School Excellence Framework V2, staff assessed the school as Sustaining and Growing in the Teaching elements of Learning and Development, and Data Skills and Use.

Next Steps

The implementation of Visible Learning will continue in 2019 with the focus on Writing and Numeracy. The allocation of time and resources to support collaborative practice through Stage Planning and Learning Walks is a priority. Further development of effective feedback strategies, programming methods and learning behaviours will be targeted through professional learning. The new Learning Progressions will be introduced with an initial focus on Writing and Numeracy. Analysis of internal and external student assessment data is ongoing to build and maintain consistent teacher judgement.

Strategic Direction 2

Effective Leadership

Purpose

To ensure the school plan is at the core of continuous improvement efforts and support a culture of high expectations and community engagement, resulting in sustained and measurable whole school improvement.

Overall summary of progress

In 2018 systems have been introduced to ensure the effective implementation, monitoring and review of the School Plan. Strategic Direction project teams, led by school executive, meet twice a term ensuring all teachers have an increased understanding of school priorities, contribute to the implementation and evaluation of milestones and identification of evidence of impact. Teachers' Professional Development Plans reflect the whole school initiatives outlined in the school plan. Throughout the year parents, students and staff have had the opportunity to provide feedback on school performance via the Tell Them From Me Surveys, focus groups, three way conferences and P&C meetings. This feedback will continue to inform our decision making and support the review of school systems and procedures.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
In the domain of Leading we will develop sufficient evidence to demonstrate and validate achievement in the elements of School Planning, Implementation and Reporting and Educational Leadership to move the school from Delivering in 2017 to Sustaining & Growing by 2020.	Refer to Key Initiatives area of this report.	Using the School Excellence Framework V2, staff assessed the school as Sustaining and Growing in the Leading elements of School Planning, Implementation and Reporting and Educational Leadership. These judgements were based on evidence of: <ul style="list-style-type: none">• clear processes, with accompanying timelines and milestones, to direct school activity to ward effective implementation of the school plan• staff understanding of their role in addressing the school's strategic directions and meeting improvement measures.• the leadership maintaining a focus on distributed instructional leadership, evidence-based teaching and ongoing improvement• all staff proactively seeking to improve their performance through collaborative performance development and continuous monitoring.

Next Steps

In 2019, formal mentoring and coaching will be implemented to improve teaching and develop aspiring leaders. Strategic Direction project teams will continue to monitor and share the impact of change and build the knowledge and skills of staff in implementing the School Excellence Policy.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Professional Learning Casual relief \$6000	All Aboriginal students have PLPs identifying individual strengths and future goals to enhance engagement, promote attendance and further develop students' literacy and numeracy skills. Three staff attended the 'Connecting to Country' training resulting in an increased knowledge and understanding of local Aboriginal culture and history, and relationship building with AECG members. This knowledge and understanding supported the organisation of our NAIDOC celebrations and will inform future practices with Aboriginal education.
Low level adjustment for disability	Staffing entitlement 0.8 Learning and Support Teacher \$83,290 Flexible Funding – Additional staff for Literacy and Numeracy support \$20,000	Ability-based literacy groups across K–4 classes and numeracy groups in K–2 supported the Individual learning needs of students. The school's value-added trend is positive with results indicating the school is Sustaining and Growing for Kindergarten to Year 3, Year 3 to Year5 and from Year 5 to Year 7 in NAPLAN. The percentage of Year 5 students achieving at or above expected growth was 73% in Numeracy and 50% in Reading.
Quality Teaching, Successful Students (QTSS)	Staffing entitlement 0.345	Collaborative planning, lesson observations and reflective discussions led by executive supported implementation of evidence-based teaching strategies and the Performance and Development Framework.
Socio-economic background	Casual teaching staff to release Stage teams for collaborative planning and reflective discussions around evidence-based teaching practices in Writing. \$26,000 Teaching Resources \$5,000 Community Engagement Officer – 3 days per week \$35,000	Learning Walk observations and teacher feedback indicates increased student engagement, explicit teaching with high expectations, and developing use of feedback strategies. Increased attendance at school operated Playgroup; strong links with community groups; 88% of parents indicated that social media communication was useful.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	101	96	106	122
Girls	93	93	97	103

In 2018 enrolments enabled the establishment of nine classes. In addition to these classes additional Literacy and Numeracy groups were formed across K–6. These groups were ability-based with analysis of student assessment and performance data enabling staff to identify students' learning needs and group students accordingly. This structure resulted in smaller class sizes and provided the flexibility to enable students to move between groups as required.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	97.4	87.3	93.8	93
1	97.4	92.3	94.7	90.6
2	97.6	93	95.2	90.7
3	98	92.3	94.1	93.1
4	98.2	93.6	94.2	90.8
5	97.8	92.1	94.2	92.3
6	98.5	92.7	94	92.9
All Years	97.8	92	94.3	92
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 was closely monitored to address any patterns of non-attendance and to reduce the attendance gap in line with state percentages. The

following strategies were implemented:

- Students were encouraged to attend daily.
- Families were regularly contacted with absence information.
- Students with patterns of non-attendance were monitored by the School Learning Support Team.
- Referrals were made to the Home School Liaison Program for habitual absences.
- Attendance policy reminders were regularly communicated in the school newsletter.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	2
Classroom Teacher(s)	8.12
Teacher of Reading Recovery	0.32
Learning and Support Teacher(s)	0.8
Teacher Librarian	0.6
School Administration and Support Staff	2.52

*Full Time Equivalent

There is currently one full time permanent teacher of Aboriginal heritage employed at the school.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	14

Professional learning and teacher accreditation

All teachers engage in regular professional learning designed to increase their skills and improve learning outcomes for students. Weekly staff meetings are designated for professional learning involving curriculum and mandatory training. All staff continued to take responsibility for their professional learning through the implementation of the Performance and Development Framework. Teachers' professional

learning goals were aligned with the Australian Teaching Standards and designed to build their capacity to contribute to the school strategic directions. In 2018, this included a focus on Visible Learning, Using Data in Teaching, collaborative practice, effective feedback, and consistent teacher judgement. Professional learning goals of non-teaching staff were related to their role statements, responsibilities and personal aspirations. School Professional Learning encompasses whole school professional learning sessions based on the school strategic directions. All staff completed mandatory training in CPR, Anaphylaxis, Code of Conduct, Child Protection and Work Health & Safety. School Executive participated in Leadership development programs. In 2018, all permanent teachers were maintaining their accreditation at Proficient level and one temporary teacher commenced accreditation at Proficient level.

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	277,922
Revenue	2,652,832
Appropriation	2,497,348
Sale of Goods and Services	0
Grants and Contributions	153,322
Gain and Loss	0
Other Revenue	0
Investment Income	2,162
Expenses	-2,409,724
Recurrent Expenses	-2,409,724
Employee Related	-2,005,063
Operating Expenses	-404,662
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	243,107
Balance Carried Forward	521,030

support students in literacy and numeracy, facilitate staff mentoring initiatives and enable the continuance of the Community Engagement Officer position in 2018.

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	1,719,369
Base Per Capita	39,254
Base Location	4,870
Other Base	1,675,245
Equity Total	211,351
Equity Aboriginal	8,939
Equity Socio economic	88,639
Equity Language	0
Equity Disability	113,774
Targeted Total	158,848
Other Total	228,061
Grand Total	2,317,629

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.

- Our school's financial management processes and governance structures meet financial policy requirements
- Excess balance carried forward will contribute to the employment of additional teaching staff to

School performance

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 2018, the percentage of Year 5 students achieving at or above expected growth in Reading was 46.4%, Spelling 51.9%, Writing 25.9% and in Grammar & Punctuation 37%. Value added results indicate that the growth of students scores between Kindergarten and Year 3 is positive.

In 2018, the percentage of Year 5 students achieving at or above expected growth was 71.4%, exceeding the State average of 59.8%. Value added results indicate that the growth of students scores between Kindergarten and Year 3 is positive.

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.

In 2018, 30% of Year 3 and 27% of Year 5 students achieved in the top two bands for Reading. 23% of Year 3 students and 13% of Year 5 students achieved in the top two bands for Numeracy.

The number of Aboriginal students participating in NAPLAN in 2018 was less than 10.

Parent/caregiver, student, teacher satisfaction

Students, parents and teachers completed the 'Tell Them From Me' online surveys. A summary of responses is presented below.

Students

Responses from students in Years 4–6 were generally equal to or above NSW government norms. 83% of students feel accepted and valued by their peers and others at school. 96% valued school outcomes and believed that education would benefit them personally and economically. 78% were interested and motivated in their learning and 96% tried hard to succeed. 88% believed their behaviour was positive as they were not disruptive or inappropriate in their actions. 55% of students do homework with a positive attitude and in a timely matter compared to 63% for NSW. 84% of

students had positive relationships with their friends who they trusted and encouraged them to make positive choices. 96% of students believed that learning goals and success criteria had helped to improve their writing. 84% of students had a high rate of participation in school sports while 67% had a high rate of participation in extra-curricular activities.

Parents

39 respondents completed the survey in 2018. The parent survey examined seven measures about the extent to which parents feel the school supports learning and positive behaviour and promotes a safe and inclusive environment. These measures were: parents feel welcome, inclusive school, safety at school, school supports positive behaviour, school supports learning, parents support learning at home and parents are informed. The measures were scored on a ten-point scale where a score of 0 indicates strong disagreement; 10 indicates strong agreement; 5 is a neutral position (neither agree nor disagree).

Mean scores from Kendall PS parent respondents across the seven measures were: Parents Feel Welcome 6.7; Inclusive School 5.8; Safety at School 6.5; School Supports Positive Behaviour 7.5; School Supports Learning 6.4; Parents Support Learning at Home 6.2; and Parents Are Informed 5.9. These are all below NSW Government means.

Teachers

The teacher survey examined eight drivers of student learning and four dimensions of classroom and school practices. Areas of strength where our school mean was equal to or above NSW Government norms were: leadership, collaboration, data informs practice, teaching strategies, parent involvement, challenging and visible goals, planned learning opportunities, quality feedback and overcoming obstacles to learning. Areas which our school means fell below NSW norms were: learning culture, technology and inclusive school. 90% of respondents indicated that school leaders are leading improvement and change, and clearly communicate their strategic vision and values for our school.

Policy requirements

Aboriginal education

Kendall Public School values, respects and appreciates Aboriginal culture and student identity as an intrinsic part of the school's culture. Students present an Acknowledgement of Country at school assemblies. NAIDOC Week was recognised and students were engaged in a variety of cultural activities in their classrooms throughout the week. Personalised Learning Plans (PLPs) identifying student strengths and areas for improvement of Aboriginal students have been prepared in consultation with the student, parent and/or carer. These plans set future goals to further develop students' literacy and numeracy skills. At Kendall Public School, Aboriginal students' performance in the NAPLAN assessments is

commensurate with other students at their year level. As in all NSW public schools, Kendall Public School integrates Aboriginal perspectives into lessons and programs which are designed to educate all students about Aboriginal history, culture and contemporary Aboriginal Australia. Funding for students with Aboriginal background supported the implementation of strategies to increase the engagement and participation of students; improve learning outcomes in literacy and numeracy; and strengthen partnerships with the Aboriginal community. Three staff members attended 'Connecting to Country' training led by the local AECG.

Multicultural and anti-racism education

A focus on multicultural education has been maintained in all areas of the curriculum during 2018. Class programs and whole school initiatives develop the knowledge, skills and attitudes required for cultural diversity. Students in all classes learn about Australia and different cultures by exploring the following:

- * Cultural backgrounds
- * Diversity of groups and communities
- * Cultural unity
- * Language and communities
- * Belief systems

Harmony Day provided an opportunity for explicit focus on the value of cultural diversity and anti-racism strategies. The Kidsmatter initiative continues to support student wellbeing and mental health. Values Education and Social and Emotional Learning are embedded into classroom teaching and learning programs. There were no incidents of racism at Kendall Public School in 2018.