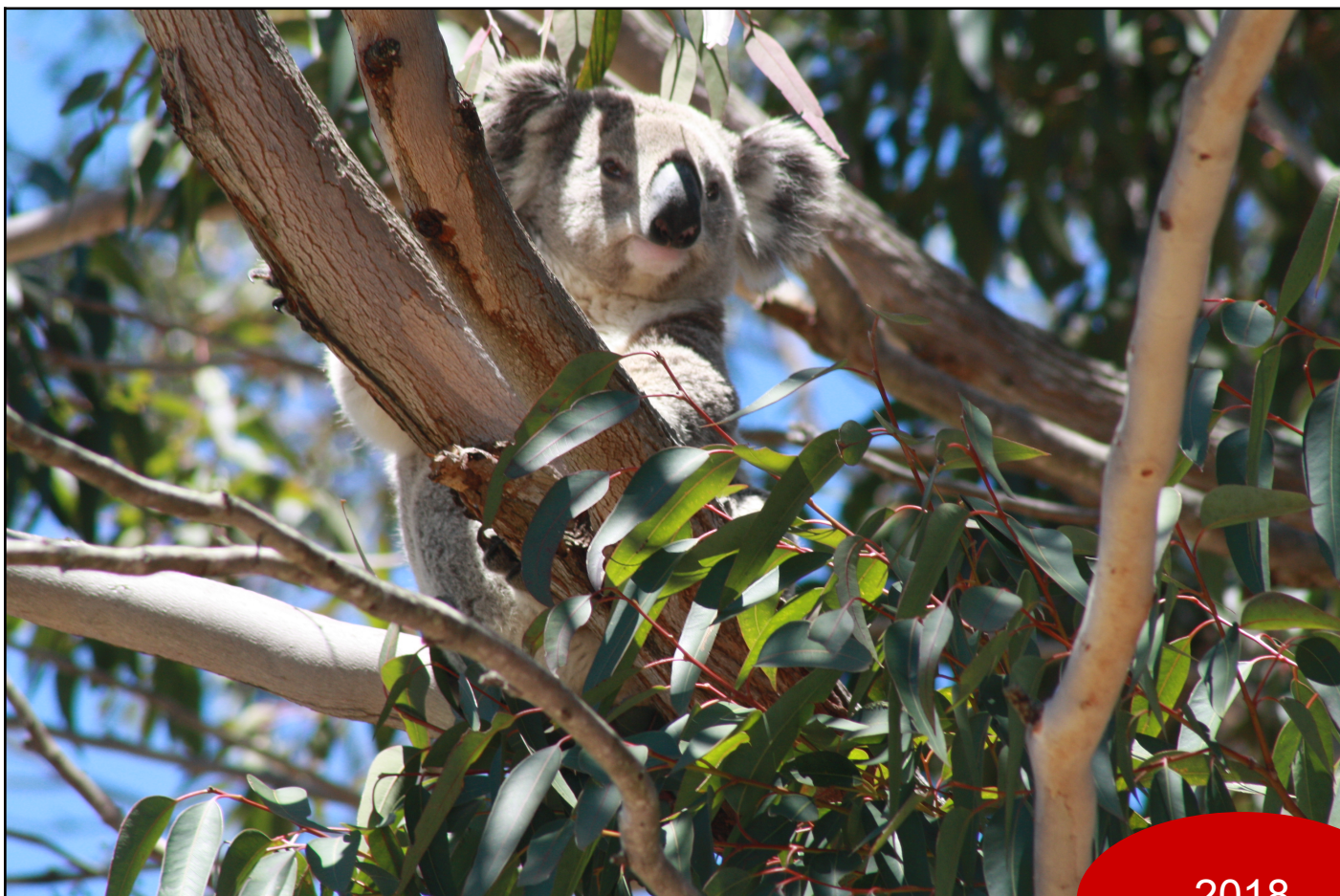


Kentlyn Public School Annual Report



2018



2285

Introduction

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

Ms Androula Kavallaris

Principal

School contact details

Kentlyn Public School

Georges River Rd

Campbelltown, 2560

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

kentlyn-p.school@det.nsw.edu.au

4628 2455

Message from the Principal

Our students and staff have enjoyed another very successful year of teaching and learning at Kentlyn Public School. I am very proud of the fact that all our students have been given every possible opportunity to achieve success, and further develop their individual talents and abilities, to feel valued and to enjoy an overall positive and enriching school experience. I am delighted that the majority of our students have seized these opportunities and have made great progress across all learning areas. They have grown and developed and as each individual has their own talents, abilities and particular ways of learning, our staff have enjoyed fostering their development and celebrating their successes. They are not only exceptionally dedicated and knowledgeable professionals, they genuinely believe in the potential of every student and the fundamental right of every student to achieve that potential in every aspect of their school life. Every day as I observe them at work, talk to them about their students, their programs and their classroom practice, I know that they are doing their utmost to make school as rewarding and engaging as possible.

Our school is greatly enriched by the parents, grandparents and community members who have supported our school throughout the year as volunteers in all aspects of school life. We know that a student's success at school is greatly enhanced when learning and social and emotional growth is a partnership between home and school. Parents, grandparents and carers who have attended our weekly assemblies and special school events throughout the year should also be acknowledged. Your presence is appreciated by both students and staff and ensures that the close ties between the school and its families are strengthened. I would like to personally thank the members of the P&C committee for their tremendous support in 2018 and all parents and carers who so willingly gave their time and expertise to the P&Cs projects over the course of the year.

Message from the school community

The P&C have once again had a very successful year which would not have been possible without the help of our wonderful volunteers. It is worth every moment spent when you see the smiling faces of our children when they see their parent or carers at school. I encourage you to try to assist where and when you can. The Canteen is operating three days per week because of the work our wonderful co-ordinator Mrs Renee Hayter. Thank you to her and her ladies for the smooth running of the canteen. The Uniform Shop is also running well thanks to the efforts of Mrs Kylie Jones. The treasurer role is being shared between our outgoing treasurer Naomi Roberts and Judith Seeney. This year we made donations for every excursion in the way of financing the bus hire. We also assisted with the cost of maintenance to the grounds and were successful in obtaining a grant to build a shade shelter in the playground next year. As we look to the year ahead, we will be guided by the principal, teachers and support staff to assist in anyway we can.

Heather Campbell

P&C President

School background

School vision statement

In a safe, stimulating and diverse environment, Kentlyn Public School is passionately committed to providing each student with the opportunities to acquire the necessary skills and values to fulfil their potential and become successful participants in our changing world.

Our goal is for all students to be successful, lifelong learners who are confident and creative individuals, strive for continual improvement and are active and informed citizens. Students are equipped to meet the demands and challenges of the twenty first century in a stimulating, inclusive environment where they are valued as individuals and are encouraged to show respect for others.

School context

Kentlyn Public School is situated in a semi-rural setting on the outskirts of Campbelltown. All 155 students who attend Kentlyn Public School have a right to enjoy their learning and their time at our school. With that as a basis, we have an ethos that puts every individual student at the forefront of our work in the school.

At Kentlyn Public School, our teachers genuinely care for their students. This, combined with the dedicated professionalism of all our staff creates a very powerful learning environment. Our school provides a safe, caring and positive learning environment where all students have the opportunity to engage in lifelong learning and to become worthy citizens through quality education.

We work with parents, committed to providing support for the school and encouragement for their children. The energy of our P & C Association complements our approach to providing the best possible educational opportunities for all of our students. Our school motto, "Always our Best" reflects all that we do. We celebrate the uniqueness of each individual. Innovative approaches reflect the delivery of quality educational programs for all students including specific programs to meet the needs of talented students and students with specific learning needs. The school has a strong emphasis on student wellbeing, high expectations for academic achievement, technology and sporting programs which ensure all students have a broad range of educational opportunities.

Kentlyn PS is a member of the Leumeah Community of Schools and, as part of the New South Wales Public Education system under the control of the Department of Education & Communities, we are proud of our achievements to date and look forward to expanding our success into the future.

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.

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>

Learning

In the domain of Learning, the elements of Learning Culture, Well-being, Curriculum and Learning, Assessment and Reporting were examined to determine where the school is currently performing. In the elements of Curriculum and Student Performance Measures, our data indicates that we are operating at Delivering. In all other elements, Kentlyn Public School is Sustaining and Growing.

In the domain of Teaching, evidence gathered indicates that Kentlyn Public school is working at Delivering in the element of Effective Classroom Practice. In the elements of Data Skills and Use and Professional Standards, evidence gathered

indicates we are sustaining and growing. In the element of Learning and Development, evidence supports that Kentlyn Public School is Excelling.

In the domain of leading, there is evidence to support that Kentlyn Public School is Sustaining and Growing in the elements of Educational Leadership, School Planning, Implementation and Reporting, School Resources, Management Practices and Processes.

Future directions are clearly outlined in the school strategic plan and Annual Report.

Strategic Direction 1

Learning

Purpose

To ensure student learning is supported by consistent, quality educational practices focused on high engagement and differentiated learning to develop the literacy, numeracy and technological skills of all students whilst supporting them to be critical thinkers and collaborative, creative learners. Student learning will be supported through explicit teaching, effective feedback and the use of authentic student data to inform teaching practice. Evidence based strategies will be implemented to ensure the well-being and engagement of all students as they connect, succeed, thrive and learn.

Overall summary of progress

In 2018, Kentlyn Public School has enhanced student learning, engagement and well-being through a variety of initiatives. Major focuses have been:

- The introduction of Positive Behaviour for Learning (PBL);
- Enhanced student well-being practices;
- Improved collaboration between school and community;
- Improvements to the physical environment to enhance student engagement.;
- Improved delivery of learning support programs.

In 2018, we have established clear expectations for student behaviour across a range of settings. We have designed and ordered PBL signage for all identified areas of need throughout the school. Staff, students and the community were consulted in all aspects of this process. The school discipline policy was reviewed and an anti-bullying plan was developed. To promote and recognise positive behaviour in the playground, Koala Mini Awards were introduced.

Professional learning was undertaken with staff in positive classroom management practices and the expertise of external professionals was utilised to improve curriculum engagement for students with challenging behaviours.

Systems for the collection and recording of student well-being data were reviewed and modified with all relevant information now being recorded in EBS on track by teachers.

Improved student well-being was also achieved through the establishment of more inclusive and wide ranging extra-curricular opportunities. A dance group and guitar group were established. A library lunch time program was introduced and structured play activities were developed to support identified students. In addition, the establishment of a strong, collaborative partnership with Ruse Public School provided opportunities for students to participate in cross school sporting competitions, writing workshops and a range of joint excursions.

Improvements to the physical environment included the purchasing of synthetic grass and the construction of new picnic areas. In addition a sandpit was built. These physical improvements are designed to improve student engagement and comfort.

Improved communication with the school community was achieved through the establishment of a school Facebook page and the continued school wide implementation of the SeeSaw application. Emphasis was placed on increasing parent participation at school events and consultation sessions. This was achieved through strategies such as the introduction of community barbeques, upgrades to the school hall and the introduction of a more engaging assembly format.

In 2018, major steps were taken to build strong, positive relationships within our community of schools. Kentlyn Public School united with Ruse Public School under the motto of 'Together we can' to collaboratively plan and implement:

- The introduction of Positive Behaviour for Learning (PBL);
- Enhanced student well-being practices;
- Improved collaboration between school and community and;
- improved curriculum delivery in literacy and numeracy.

Working together with Ruse PS, Mt Annan PS and Thomas Acres PS, we implemented the first stage of a joint school plan to effectively embed formative assessment practices in all classrooms. Learning Goals and Success Criteria are now evident in all literacy and numeracy lessons in all classes. Evidence collected also demonstrates that teachers are

using a variety of strategies to assess student understanding.

We also implemented strategies to strengthen our relationship with three of our local preschools in order to work towards developing improved transition to school. Collaborative planning with each of the preschools has resulted in improved transition to school programs and enhanced the profile of Kentlyn PS in the local area.

In 2018, we reviewed our Learning support team procedures and practices, establishing an organisational structure to enhance how School Support Learning officers work with students. Professional learning was provided to SLSO's to ensure the implementation of focused explicit evidence based intervention programs. Five weekly assessments were introduced to monitor student progress and inform planning.

Professional learning was delivered to all staff in how to gather evidence of student achievement, triangulate data and use it to inform teaching programs. Teachers are using summative and formative assessment to inform teaching.

Progress towards achieving improvement measures		
Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased student learning engagement as evidenced by measurable observation data.	\$20,000 (Equity RAM) –Consultant Kerrie Betts working with staff and students.	100% of Teachers have participated in reflective practices supported by evidence based research to improve student engagement. 100% of teachers are employing Formative assessment strategies evident in literacy and numeracy lessons.
Improved school well-being practices as evidenced by TTFM data.	\$30,000 PBL and playground improvements	100% of staff have engaged in professional learning to support positive well-being practices and all demonstrate increased awareness of the factors that influence students who exhibit very difficult behaviours. 88% of students report having positive relationships at school.
Increased parent and community involvement in school planning as evidenced by TTFM data and increased attendance by parents at school planning meetings.	\$5,000 (parent forums & improved parent communication through SkoolBag app and Seesaw app)	Opportunities have been provided to parents to support the management of students displaying difficult behaviours. Increased community attendance at school assemblies and presentation day. 30% increase in number of parents participating in the TTFM survey. 10% increase in parents reporting active participation in school life (TTFM).

Next Steps

Continued implementation of PBL with a focus on reviewing and modifying positive reinforcement schedules.

Continued professional learning in positive well-being strategies with focuses on effective classroom management, mindfulness and building resilience.

Further upgrades to the physical environment of the school to enhance student well-being, in particular the introduction of a covered learning area and PBL signage.

Continued implementation of student interest groups and improved access to opportunities in CAPA and PDHPE. In 2019, we will be planning a school extravaganza to develop student interest and capabilities in the creative arts. We are also implementing strategies to provide increased opportunities for students to participate in a wider range of sporting activities.

Provide professional learning to SLSO's to support intervention in reading and numeracy.

Continue to strengthen formative assessment strategies with a focus on effective feedback.

Strategic Direction 2

Teaching

Purpose

The school will proactively build the capabilities of all staff as learners, teachers and leaders, to strengthen and sustain a shared culture of high expectations for success. Every staff member recognises they need to engage with evidence-based, relevant and future focused professional development, to support the ongoing delivery of quality learning practice. This is not only to meet and maintain accreditation with the National Standards, but is our moral responsibility as leaders of learning.

Overall summary of progress

Throughout 2018, Kentlyn Public School has been working to ensure students are engaged in quality, differentiated and inclusive learning experiences. Major focuses in 2018 have been:

- Formative Assessment;
- Instructional leadership;
- Collaborative planning;
- Focus on Inquiry based learning through the measurement strand;
- Focused explicit interventions in literacy;
- Effective, explicit teaching of grammar.

In 2018, we worked closely with Ruse PS, Mt Annan PS and Thomas Acres PS to continue to enhance staff capacity to use formative and summative data to effectively inform learning and teaching. This was achieved through professional learning, collaboration and sharing opportunities. Professional learning (supported by an external expert) focused on developing students' ability to reflect on their learning in terms of learning goals, success criteria and feedback and to set goals for further learning. Classroom walkthroughs, lesson observations and teaching and learning program feedback were used to monitor how Assessment for Learning is embedded in teaching practice. This data was then used to inform future planning for professional learning. Currently Learning Goals, Success Criteria and strategies to check for understanding are being implemented in all classes.

As a result of our appointment of an Instructional Leader/Deputy Principal, the capacity of teachers to implement enhanced teaching practices driven by evidence based research has increased. The Instructional Leader has supported the the planning and implementation of a focused professional learning program based on available data and set targets that are making a difference to student learning outcomes . All staff were involved in the development of explicit processes to collect, analyse and report on internal student and school performance data. Five weekly data collection was introduced to inform differentiated teaching and learning programs. Early Stage One and Stage One teachers were trained in the Language, Learning and Literacy (L3) program to ensure curriculum provision is evidence-based and responsive to individual needs.

All staff received professional learning in the implementation of PLAN 2 (Planning for Literacy and Numeracy) and data was collected in the areas of Creating Texts and Additive Strategies.

Performance and Development Plans were developed in collaboration with the executive to negotiate goals and identify professional learning needs aligned to Australian Professional Standards.

In 2018, we strengthened our collaborative practices by forming cross school stage teams with Ruse Public School. This was done an effort to provide authentic opportunities for our teachers to engage with colleagues in planning for teaching and learning and assessing student achievement. These collaborative meetings were held every week guided by the Assistant Principals and Instructional leaders across both schools. In addition, we participated in shared professional learning sessions throughout the year. Evidence demonstrates that this learning alliance with Ruse PS has enhanced curriculum delivery at Kentlyn PS.

In 2018, we implemented STEAM through a focus on real world problem solving in Mathematics. As part of this initiative, we structured our RFF timetable to allow for the delivery of STEM focused maths lesson for all classes 2 hours per week.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Improved student outcomes in literacy and numeracy as evidenced by internal and external assessment data. 80% of students achieving literacy and numeracy benchmarks; NAPLAN (bottom 2 bands down, top 2 bands up 8%, growth); Premier's priorities.	Instructional Leader and extended collaboration with Ruse Public School. (\$30,000)	77% of students achieving benchmarks in literacy. Increased number of students placing in the top 2 bands in Reading for both Years 3 and 5. Decreased number of students in bottom 2 bands in Numeracy for both Years 3 and 5. Decreased number of Year 5 students in bottom 2 bands for Reading.
Increased use of evidence based strategies by all teachers as evidenced by observational data and learning engagement tool data.	Instructional Leader and extended collaboration with Ruse Public School.	100% of teachers using formative assessment strategies (learning goals and success criteria) in English and Mathematics.
Improved parent capacity to support student learning as evidenced by TTFM data and parent satisfaction survey data.		Improved parent participation in school planning processes and at information forums.

Next Steps

Develop a community of schools Formative Assessment Planning committee to support ongoing professional learning for all staff with a particular focus on the effective delivery of feedback.

Continue with externally sourced learning in the teaching of Grammar.

Provide ongoing PL to support teachers to efficiently and accurately track student achievement in PLAN2.

Instructional leaders to support guided professional learning in identified aspects of literacy and numeracy (guided reading, place value).

Continue to strengthen our collaborative planning processes. In 2019, all staff will be provided with additional release from face to face teaching in order to attend fortnightly collaboratively stage planning sessions at Ruse Public School.

Improve practices and procedures for the implementation of teacher Performance Development Plans. All teachers will engage in regular timetabled coaching conversations with the instructional leader to effectively plan for personalised support relevant to learning goals.

Professional learning to support the integration of new technologies in classroom programs eg. robotics and coding.

Strategic Direction 3

Leading

Purpose

Kentlyn Public School staff will engage with our community to deliver future focused, developmentally appropriate learning experiences that support every student to strive to be a successful, confident, creative learner and positive global contributor. Professional Development opportunities will assist in improving student learning and outcomes in literacy and numeracy using evidence based and informed teaching practices resulting in rich, engaging and differentiated learning.

Overall summary of progress

In 2019, Kentlyn Public School undertook a range of strategies and initiatives to provide effective leadership for staff.

All staff worked were supported to develop a Personalised Professional Learning Plan. Mentoring and coaching was provided as well as opportunities for targeted feedback through peer observations within and beyond the immediate school context.

As part of our plan to support distributed leadership opportunities, staff identified areas for leadership of school initiatives and curriculum programs.

Student leadership capacity was increased through partnerships with our community of schools as well as through the development of student-led projects. An example of this was a student led initiative to reduce plastic waste in the school environment. Feedback was continually sought from students regarding learning and well-being.

In 2018, we took steps to improve school communication and administrative efficiency by introducing the use of Google Drive for all school planning. We also introduced a school Facebook page and expanded the use of our Seesaw application to improve communication between school and home.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased parent participation in school planning and activities as evidenced by participation data trends and parent satisfaction survey responses.	\$5,000 (Skoolbag App and See –Saw app)	TTFM data demonstrates strong involvement in school committees and planning processes. Parent participation in school events has increased in 2018.
Increased engagement and opportunities for student leaders as evidenced by student forum data and TTFM student survey results.	\$5,000	Participation in extra curricular opportunities above state norms (TTFM 2018) Increased leadership development through cross school collaboration with the community of schools.
Improved engagement for teachers in the Performance Development process as evidenced by TTFM data.	\$5,000	All teachers have been supported to develop and implement a Personalised Professional Learning Plan through the Performance Development Process.
Improved administrative processes as evidenced by staff feedback.	\$5,000	Greater efficiency of communication and improved systems for organising and sharing documents in place.

Next Steps

Continue to refine and strengthen the PDP process for teachers.

Strengthen cross school links in area of student leadership by working with Ruse PS to implement Peer Support Training and combined school student leadership training and Student Representative council meetings.

Provide more opportunity for parents to partner with the school to enhance student well-being eg. parent forums, information workshops.

Promote active parent involvement in school events through the implementation of a school fete to be held in partnership with Ruse PS in Term 4, 2019.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$9,000 (Continue to work on and improve Aboriginal Garden as well as the purchasing of quality Aboriginal literature for our library)	All Aboriginal students have a Personalised Learning and Support Plan and are making progress in literacy and numeracy. We have maintained a Junior Consultative Aboriginal Group (LARC) which meets once a term with our Community Of Schools. In 2018, we connected with Ruse Public School to organise an excursion to Bull Cave led by members of the AECG. Students also participated in an Aboriginal Dreamtime Experience with Ruse Public School.
English language proficiency	\$11,000 (Purchase of resources as well as extra learning and support time)	Students are supported in the classrooms with extra resources and a differentiated curriculum to ensure that they are achieving improved learning outcomes. Extra learning and support time was also allocated.
Low level adjustment for disability	\$23,000 (School Learning Support Officers employed to assist students in the classroom)	<p>Individual Education Plans were developed and implemented with the assistance of School Learning and Support Officers.</p> <p>SLSOs were timetabled to support the educational programs of identified students, with a focus on improving Reading. SLSOs also assisted with monitoring behaviour, both in the classroom and in the playground.</p> <p>Identified students were tracked and monitored by the Learning and Support Team.</p> <p>Fortnightly Learning Support Team meetings and stage team planning meetings were held to discuss targeted support programs.</p> <p>Maintained school processes for the early identification and ongoing monitoring of students who experience difficulty at school.</p>
Quality Teaching, Successful Students (QTSS)	0.262 FTE	In 2018, we employed an instructional leader to collaboratively plan with and support teachers K–6. Teachers were provided additional release to work shoulder to shoulder with the IL to implement quality, rich learning sequences and to effectively embed formative assessment practices within classrooms.
Socio-economic background	\$80,000 (Financial assistance for families in need and the employment of School Learning and Support Officers)	Enhancing student access to wide range of educational experiences. Extra assistance was also provided in the class learning environment. This resulted in increased student participation and engagement leading to an improvement in learning outcomes. Money was also used for students that required extra assistance in the classroom through the use of School Learning and Support Officers.
Support for beginning teachers	\$30,000 (Instructional Leader)	Permanent beginning teachers are given their 2 hours of regular RFF plus additional beginning teacher release. During the additional release, teachers meet with the Instructional leader to discuss a variety of matters or cooperatively plan lesson

<p>Support for beginning teachers</p>	<p>\$30,000 (Instructional Leader)</p>	<p>sequences. Structured timetables are in place to ensure that collaborative practice for beginning teachers can occur.</p> <p>Beginning teachers have attended conferences and have worked across our Community of Schools, learning valuable skills, such as programming, assessing, quality and innovative pedagogy and networking and collaborating with colleagues from other schools.</p> <p>All beginning teachers have completed online professional learning modules provided by the Department of Education.</p>
--	--	---

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	80	85	88	79
Girls	67	60	72	64

Student attendance profile

School				
Year	2015	2016	2017	2018
K	93.6	93.2	96.7	94
1	95.6	93.3	92.9	93.7
2	91.4	94.8	93.9	94.2
3	94.8	92.4	94.4	93.5
4	94.8	95.2	94	92.6
5	96.2	92.9	92.3	91.8
6	92.5	97.1	94	92.5
All Years	94.1	94	94	93.1
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

Kentlyn Public School has maintained a focus on increasing regular attendance at school as a fundamental factor in student achievement. The school implements a rigorous follow up to student absence and lateness to school. This has seen attendance rates remaining relatively high compared to above Region and State DoE average attendance rates. Monitoring of school attendance includes the continued use of formal sign in and out procedures for students arriving late and leaving early, regularly communicating attendance requirements to parents and carers via newsletters and phone calls to families about student absences.

Attendance is monitored within the school by class

teachers and the executive in conjunction with administration staff. A Home School Liaison Officer periodically checks attendance to flag issues and follow up with families.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	1
Classroom Teacher(s)	5.81
Teacher of Reading Recovery	0.21
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.4
School Administration and Support Staff	1.81

*Full Time Equivalent

There are currently no Aboriginal teachers employed at Kentlyn Public School.

Kentlyn Public School staff demonstrate commitment and professionalism. All school programs are led by capable teachers who consistently exhibit best practice.

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	37.5

Professional learning and teacher accreditation

All permanent and temporary teachers were involved in a variety of professional development meetings, programs and courses throughout the year, linked to school Strategic Directions. This included planning days, staff attending courses externally through programs implemented by the Department of Education and the use of external consultants to lead staff meetings. A number of the school's regular casual teachers also participated in professional development the year. The total school expenditure on teacher professional learning in 2018 was \$20000. Working in a community of schools alliance, allowed us to utilise the expertise of a range of staff in providing extensive professional learning and support for all teachers

throughout 2018. Our School Development Days were highly informative and designed to improve student learning outcomes. Professional learning at KPS is determined by our school plan. The focus for 2018 being positive student engagement in learning, formative assessment and the teaching of grammar. We also continued to provide staff training in anaphylaxis, child protection, CPR and the professional Code of Conduct. In addition, staff met weekly for stage professional learning sessions.

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	110,781
Revenue	1,591,124
Appropriation	1,508,469
Sale of Goods and Services	167
Grants and Contributions	80,818
Gain and Loss	0
Other Revenue	0
Investment Income	1,669
Expenses	-1,546,594
Recurrent Expenses	-1,546,594
Employee Related	-1,307,889
Operating Expenses	-238,705
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	44,530
Balance Carried Forward	155,311

School Financial Management is the Principal's responsibility although the day to day accounting work is undertaken by the School Administrative Manager.

The Annual Financial Statement is linked to the School Plan in line with the budget set by the Financial Committee who work with the School Executive who plan and monitor the income and expenditure against the budget on a regular basis.

Funds available will continue to manage salaries, school teaching and learning resources, school maintenance, utilities, administrative resources and

contract agreements.

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	1,196,416
Base Per Capita	30,939
Base Location	0
Other Base	1,165,477
Equity Total	179,972
Equity Aboriginal	9,451
Equity Socio economic	84,208
Equity Language	11,131
Equity Disability	75,181
Targeted Total	58,983
Other Total	53,152
Grand Total	1,488,523

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.

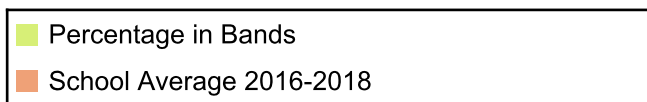
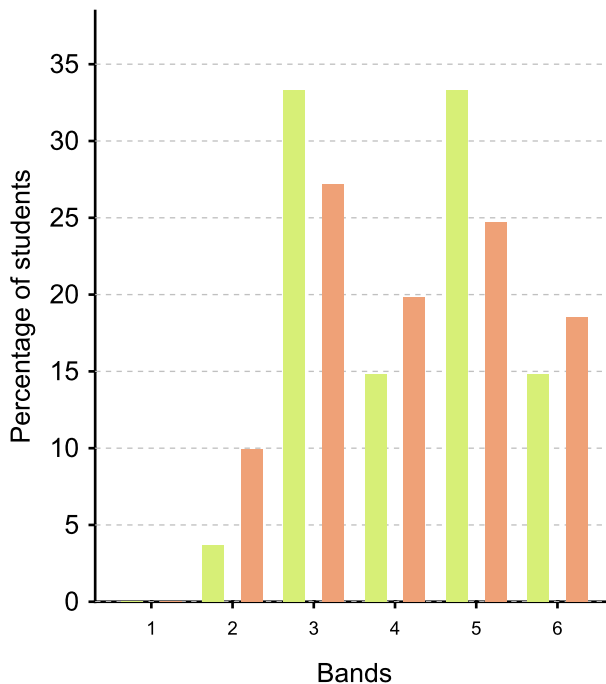
Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats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

In 2018, Kentlyn PS NAPLAN results demonstrate an:

–Increase in the number of students achieving in the top 2 bands in Year 3 in Reading –43%in 2017 to 48% in 2018;

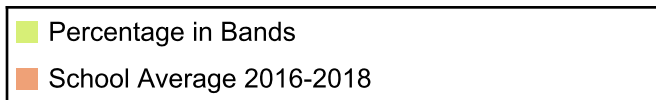
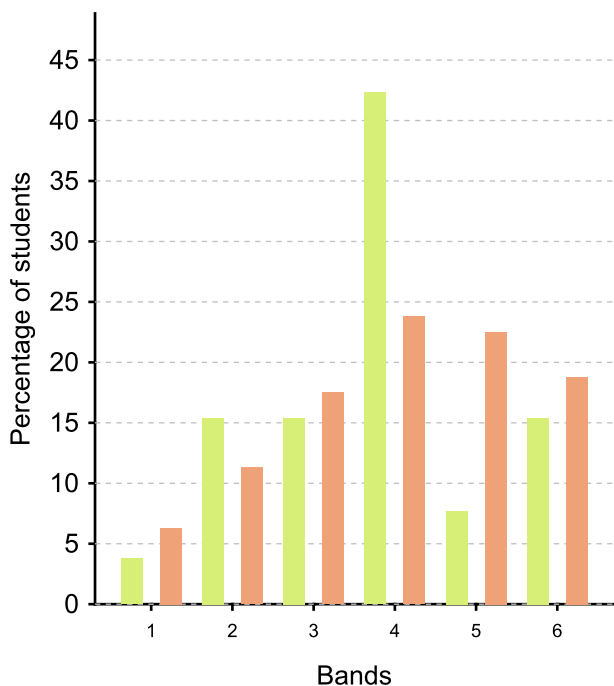
–Increase in the number of students achieving in the top 2 bands in Year 3 in Spelling –40%in 2017 to 46% in 2018.

**Percentage in bands:
Year 3 Reading**



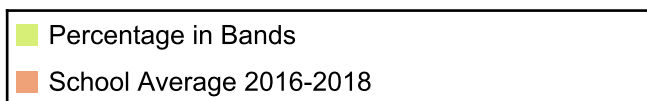
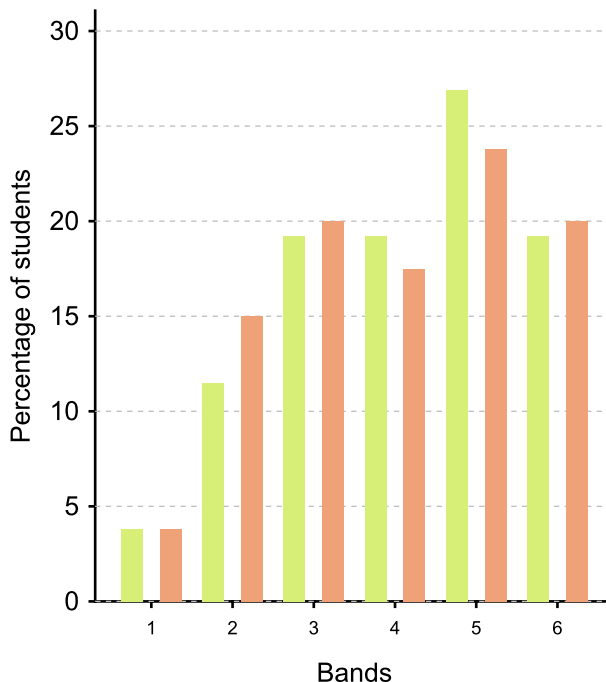
Band	1	2	3	4	5	6
Percentage of students	0.0	3.7	33.3	14.8	33.3	14.8
School avg 2016-2018	0	9.9	27.2	19.8	24.7	18.5

**Percentage in bands:
Year 3 Grammar & Punctuation**



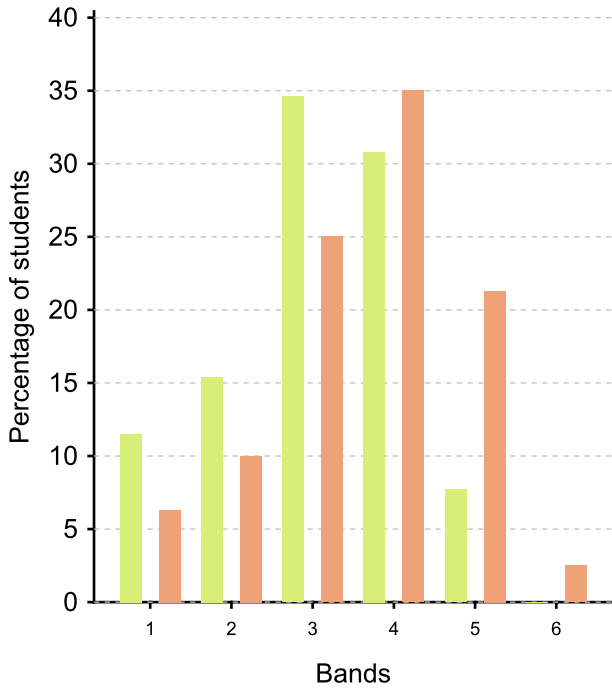
Band	1	2	3	4	5	6
Percentage of students	3.8	15.4	15.4	42.3	7.7	15.4
School avg 2016-2018	6.3	11.3	17.5	23.8	22.5	18.8

**Percentage in bands:
Year 3 Spelling**



Band	1	2	3	4	5	6
Percentage of students	3.8	11.5	19.2	19.2	26.9	19.2
School avg 2016-2018	3.8	15	20	17.5	23.8	20

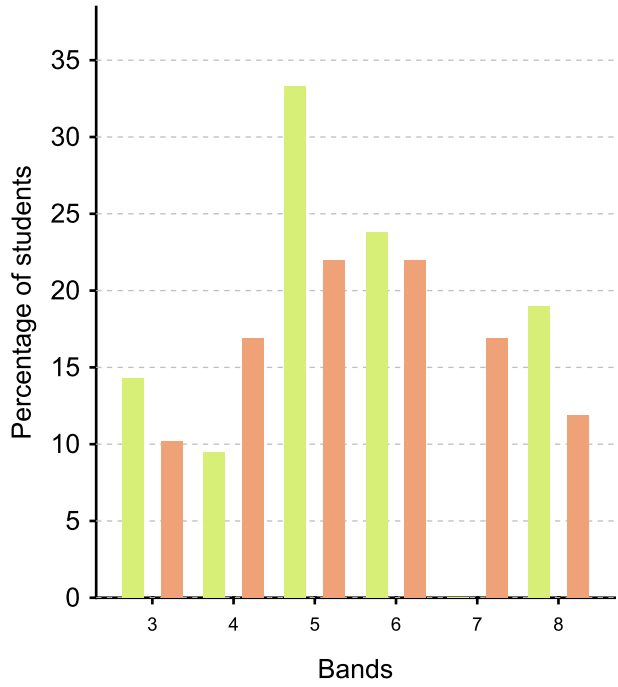
Percentage in bands:
Year 3 Writing



Percentage in Bands
School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	11.5	15.4	34.6	30.8	7.7	0.0
School avg 2016-2018	6.3	10	25	35	21.3	2.5

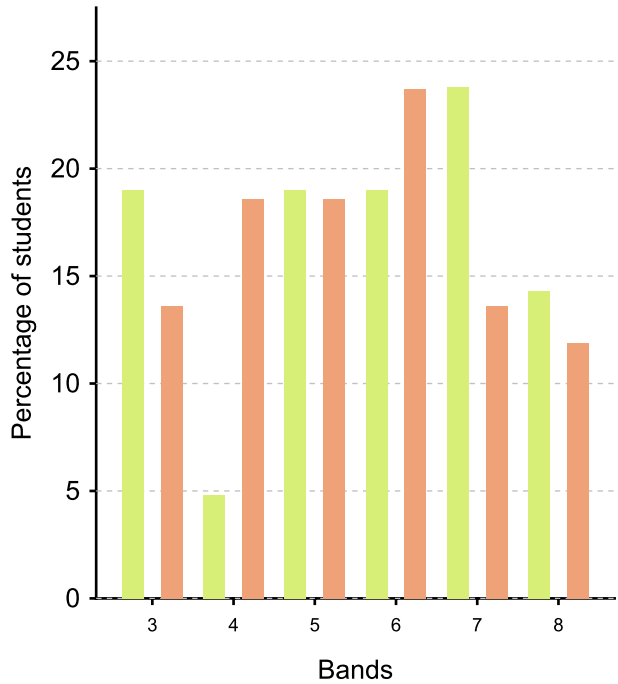
Percentage in bands:
Year 5 Grammar & Punctuation



Percentage in Bands
School Average 2016-2018

Band	3	4	5	6	7	8
Percentage of students	14.3	9.5	33.3	23.8	0.0	19.0
School avg 2016-2018	10.2	16.9	22	22	16.9	11.9

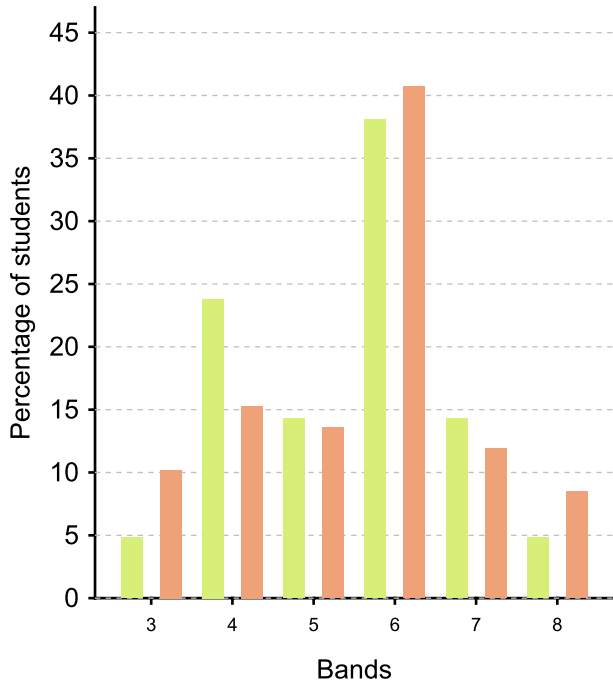
Percentage in bands:
Year 5 Reading



Percentage in Bands
School Average 2016-2018

Band	3	4	5	6	7	8
Percentage of students	19.0	4.8	19.0	19.0	23.8	14.3
School avg 2016-2018	13.6	18.6	18.6	23.7	13.6	11.9

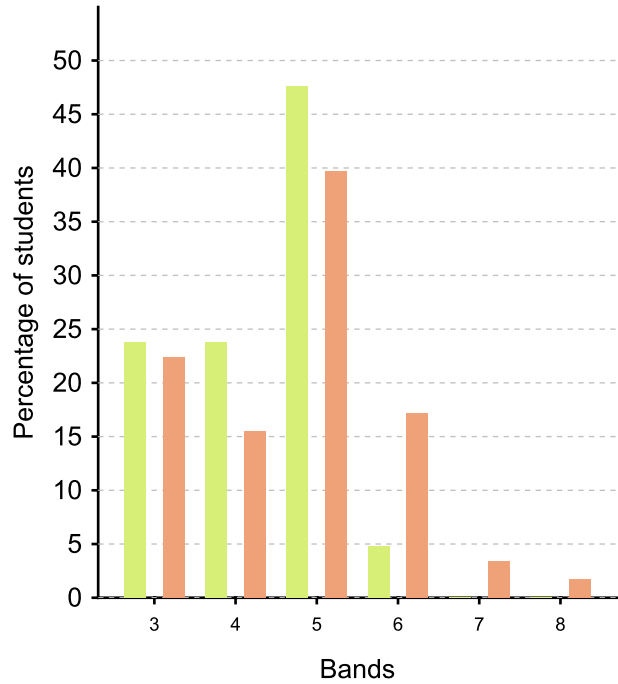
Percentage in bands:
Year 5 Spelling



Percentage in Bands
School Average 2016-2018

Band	3	4	5	6	7	8
Percentage of students	4.8	23.8	14.3	38.1	14.3	4.8
School avg 2016-2018	10.2	15.3	13.6	40.7	11.9	8.5

Percentage in bands:
Year 5 Writing

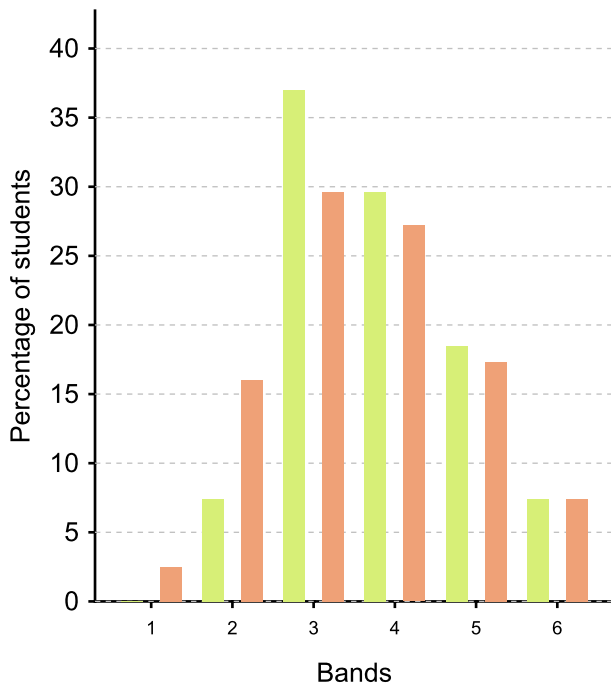


Percentage in Bands
School Average 2016-2018

Band	3	4	5	6	7	8
Percentage of students	23.8	23.8	47.6	4.8	0.0	0.0
School avg 2016-2018	22.4	15.5	39.7	17.2	3.4	1.7

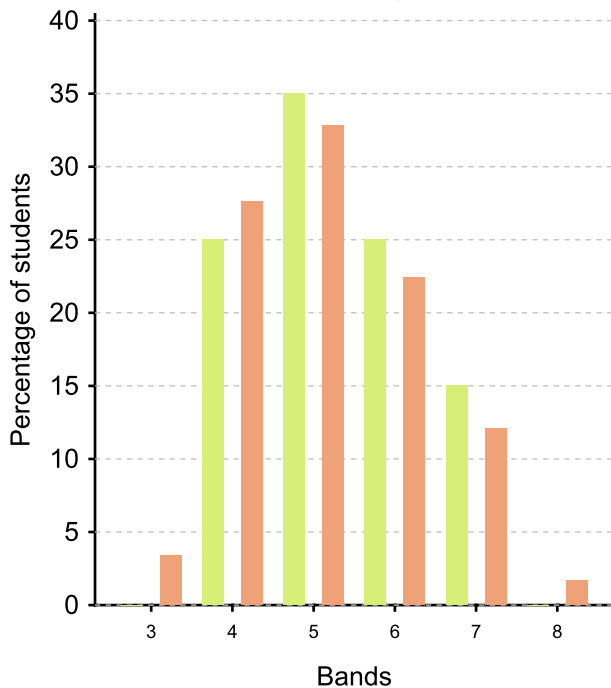
In 2018, Kentlyn PS NAPLAN results demonstrate a decrease in the number of students achieving at or below minimum standards in Year 5 –30% in 2017 to 25% in 2018.

Percentage in bands:
Year 3 Numeracy



Band	1	2	3	4	5	6
Percentage of students	0.0	7.4	37.0	29.6	18.5	7.4
School avg 2016-2018	2.5	16	29.6	27.2	17.3	7.4

Percentage in bands:
Year 5 Numeracy



Band	3	4	5	6	7	8
Percentage of students	0.0	25.0	35.0	25.0	15.0	0.0
School avg 2016-2018	3.4	27.6	32.8	22.4	12.1	1.7

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 Year 3, 25.52 % of students were placed in the top 2 bands in reading and 48% of students were placed in the top 2 bands in numeracy.

In Year 5, 40% of students were placed in the top 2 bands in reading and 38% were placed in the top 2 bands in numeracy.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are below.

Students – Students from Years 4, 5 and 6 completed the online 'Tell Them From me' survey in Term 2. Key findings from the survey include:

- * 86% of students feel that classroom time is used effectively.

- * 85% of students feel that teachers are responsive to their needs and encourage independence with a democratic approach.

- * 88% of students believe that staff emphasise academic skills and hold high expectations for all students to succeed.

Teachers – In Term 3, teachers were asked to provide feedback in regards to Teaching and Learning. Key findings of the survey include:

- * 80% of teachers agree that school leaders have helped them to improve their teaching.

- * 79% of teachers indicated that they establish clear expectations for classroom behaviour.

- * 83% of teachers indicated that they set high expectations for student learning.

- * 88% of teachers indicated that they use assessments to understand where students are having difficulty.

Parents – Parents and caregivers of students were invited to provide feedback to the school. Key findings from the survey include:

- * 93% of parents feel they can speak easily with their child's teachers and the principal.

* 85% of parents are well informed about their child's progress in school subjects.

* 91% of parents believe that their child is encouraged to do his or her best work.

Policy requirements

Aboriginal education

In 2018, 7 students were identified as being Aboriginal and/or Torres Strait Islander descent. Kentlyn Public School promotes the inclusion of Aboriginal perspectives in the teaching programs to ensure student education opportunities are well rounded. All Aboriginal students have Personalised Learning Plans which are developed with input from all stakeholders. We have an established Community of Schools Aboriginal Leadership Group (LARC), through which we aim to provide an active student voice for our Aboriginal students and opportunities for them to connect with country. In 2018, a particular highlight was an excursion to Bull Cave led by local Aboriginal Elders.

The school also promotes respect of the unique and ancient culture of the Aboriginal people by:

–Acknowledging the traditional custodians of the land in all assemblies;

–Displaying an Acknowledgement of Country plaque in the school;

–Integrating Aboriginal perspectives across Key Learning Areas so students can develop deep knowledge and understanding about Australia's first people.

Multicultural and anti-racism education

Kentlyn Public School has procedures which are consistent with Department of Education policies on multiculturalism and anti-racist education. Classroom programs are culturally inclusive and develop concepts of active citizenship within a diverse and democratic society.

Reported instances of racist behaviour are rare and dealt with in accordance with Department of Education policy.

Class programs embed multicultural and anti-racist strategies, knowledge and understandings from Kindergarten to Year 6. School leaders demonstrate and model appropriate behaviours and the Positive Behaviour for Learning structures support inclusivity in all aspects of the school's programs.

Other school programs

Positive Behaviour for Learning

During 2018, Kentlyn Public School implemented its Benchmark of Quality (BoQ) Action Plan for the

implementation of a whole-school Positive Behaviour for Learning (PBL) strategy. The school formed a PBL committee, comprising all teaching staff, and areas of concern relating to negative behaviours were identified. The School Discipline Policy was reviewed relative to the PBL objectives, resulting in a revised document referral process, identification of major/minor negative behaviours and the establishment of a positive playground rewards system. Behaviour matrices were constructed and displayed in all classrooms and school-wide, location-specific visuals supporting positive behaviour were designed. Needs-based PBL lessons have been constructed and taught in scheduled lessons as part of Personal Development.

Harmony Day

In 2018, we celebrated the cultural diversity of Kentlyn Public School families by hosting Harmony Day activities. Students enjoyed participating in different games and activities typically played in various countries around the world. This day focused on promoting tolerance and harmony. Students were able to wear orange clothing (the universal colour of harmony) and worked in collaborative, multi-age groups to experience different traditional games and activities that promote cultural diversity across many Key Learning Areas. At Kentlyn Public School, we work to ensure multicultural perspectives are embedded in our daily curriculum and to promote a strong sense of belonging for all members of our school community.

Dance Group

In 2018, we formed a Kentlyn Public School dance group as part of a school initiative to run 'interest groups' during lunch times. Dance group met one lunch time per week in the hall. The students focused on a variety of dance moves each week and enjoyed performing at a school assembly and presentation day. In 2019, we will be expanding our dance initiative to form a cross school dance group with Ruse Public School. The dance group has been a very successful initiative and one that has been well supported by the students.

Sport

Kentlyn Public School had a very successful year in sport. Despite our small size, we had a large number of students participate in zone, regional and state sporting events. Throughout the course of the year, over 70 students represented our school in a variety of sports. In 2018, Macarthur house proved too strong throughout the year, winning each carnival in a tightly fought out competition with Campbell. In addition to an outstanding school performance in each of our three sporting carnivals, a number of students trialled successfully for zone teams in sports such as softball and touch football. In 2018, we initiated an inter-school Oztag competition with Ruse Public School which was held at lunch times. We plan to extend this initiative to other sports next year.

Student Welfare

The school continues to promote a positive learning

environment through an effective Student Welfare and Discipline policy. The policy focuses on a system that recognises positive behaviour. Students are rewarded by the presentation of 'mini' awards, which are later exchanged for Merit Awards, Principal's Certificates and also Bronze, Silver, Gold and Platinum medallions. This is a continuous system where the students can strive for the next award despite the fact that the scholastic year may have passed. Students who have achieved a Principal's Award get a special morning tea each semester. This year 120 Principal Certificates were presented to students who exhibited exemplary behaviour. All students from Kindergarten to Year 6 participated in Child Protection lessons which assisted them in recognising and responding to unsafe situations. These lessons also strengthened attitudes and values related to equality, respect and responsibility. The staff also effectively implement anti-bullying lessons and social skills throughout the year.

Other programs that were effectively implemented were:

* Peer Support program (Term 2), Child Protection (Term 3) and Drug Education (Term 4) . These programs place a very strong emphasis on Personal Development and the development of self-esteem and confidence within our student body.

Performance

The fortnightly school assemblies continued this year on a rotational basis. They provided opportunities for students to perform musical and dramatic acts for the school community as well as opportunities to showcase their recent work. Guitar classes were held at lunch times to provide students with an opportunity to extend their musical skills which resulted in these students performing and showcasing their talents at one of our assemblies. The end of year Talent Quest was held in Term 4. Students auditioned for inclusion and contributed a wide range of acts.. Students were also provided with the opportunity to enrol in music classes with 'The Music Bus' again this year. Several students took up the opportunity to learn an instrument.

Learning and Support

The Learning and Support Team met on a regular basis to identify, discuss, monitor and track the needs of individual students. The team consisted of the school executive, principal and counsellor. Identified students were assessed by the counsellor or support teacher and relevant support strategies were put in place for each child. Parents were kept informed of their progress through review meetings. Our school successfully accessed support for students from a number of services this year including the Macarthur Schools Assistant Principals Learning and Support Team and Out of Home Care. The school has also further supported students by liaising with external agencies such as Access to Allied Psychological Services (ATAPS), Infant Child and Adolescent Mental Health (ICAMHS), Tharawal Aboriginal Corporation, Paediatric Occupational Therapy (Rosemeadow Community Health Centre) and Northcott Disability

provide students extra support with their academic, behavioural, social or emotional needs. Our learning assistance program provides small groups or individual students with additional explicit and systematic learning experiences in literacy and numeracy. The learning support teacher also assists in assessing students and reporting back to teachers with reports and strategies to meet students' needs.

SeeSaw App

The SeeSaw app is a student-driven digital portfolio that empowers students of any age to independently document what they are learning at school and share it with their teachers, parents, classmates, and even the world. We had 95% of our parents connected on our SeeSaw app and 80% actively using it as a form of communication between school and home. The Seesaw app is also used during our 3 Way Learning Conversations showcasing the students work.