

Kiama Public School

Annual Report



2018



2293

Introduction

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

Kieren Corbyn

Relieving Principal, 2018

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Message from the Principal

Kiama Public School is an outstanding school that has developed a proud history of success in education and a culture of care and compassion for all. Our student numbers have increased dramatically over the last five years due to the extra passion and distance our staff and community go to make our school so special. A highlight for Kiama Public School in 2018 was being selected by the Department of Education to co-host the state launch of NSW Education Week in Term 3. This project connected Kiama with Parramatta Public School to welcome the NSW Premier, Minister for Education, Department Secretary and the Parliamentary Secretary for Education to celebrate all that is great about public education. Our school hall was converted into a television studio and we were broadcast across the state. Our students, staff and community shone as we stood proudly by our school. A host of media opportunities promoted our school and developed even greater pride within our community.

In 2017 we were acknowledged for the first time as one of The Educator's 'Top 40 Innovative Schools' nationally. This achievement is also shared with high schools and independent schools from the private sector. Kiama Public School has embedded practices in 3D Printing, App Development, Robotics and Coding. Every student K-6 has access to these technologies and areas of learning and we aim to embrace these innovations to further continue this thriving progression in our school. In 2018, we continued to strive for excellence in this space, and consolidate the programs already occurring, plus add to them. As a result, we were acknowledged again in 2018 within The Educator's Top 40 Innovative Schools nationally. This is an accolade we are proud of.

Being placed within this circle of award winners for the second year running is largely as a result of our unique stem focus; it extends to our 'Outdoor Living Classroom' with our flourishing garden areas and animals which include sheep, rabbits, guinea pigs, and chickens – all of which keeps our school ingrained in the rural setting that Kiama sits and allows unique opportunities for students to learn and care for our environment. In technological innovation we continue to thrive. In 2018 our First Lego League Teams competed in local and regional competitions in coding, and another specific enrichment group working on the 'CubeRider' program coded a circuit board to have it launched into space and tested by NASA's astronauts on board the International Space Station.

Our Creative Arts opportunities include a school Jazz Band, Choir, Dance Troupe and involvement in numerous art competitions. 2018 saw our second experience with the Wakakirri Performing Arts event where we told a beautifully choreographed story about our school's focus on Wellbeing, and specifically the need to balance our connections with technology and our natural environment. Our dedicated Troupe were very successful, taking home a swag of awards in multiple categories. Every class also performs a special item for Parents, Carers and school across the year and we have an annual Production to showcase talent. This year 'Just Another Extraordinary Year' was a huge hit with our community.

Kiama has a proud history of sporting achievement, and 2018 was no different. For the first time in a number of years we did not only win one of our three annual district sporting carnivals bringing together eleven local schools, but two. We

had four students proceed to the NSW carnival in athletics, and even broke long standing records. More importantly than anything else, in the sporting arena our students demonstrated our school values and represented with sportsmanship and resilience.

Quite simply, I cannot imagine a school that offers more with the same focus or consideration in meeting individuals' needs. Our staff is motivated to make this school the best school possible and continually grow to offer all we can, so that the students can have so many opportunities afforded to them. I must acknowledge the work of my predecessor Michael Honeywood, who left the principalship at Kiama PS in Term 1 2018 to take on a director's role within the NSW Department of Education. I was fortunate enough to lead Kiama Public School as Relieving Principal throughout the remainder of 2018, and it was an honour to serve our school and community. In 2019, we look forward to welcoming a new substantive position holder, Natalie Marshall, to the role of Principal at Kiama Public School where I am sure excellence will continue to ensue.

We believe in and embrace our school motto "Let Your Deeds Shine" in every way possible.

Kieren Corbyn,

Relieving Principal, 2018

Kiama Public School.

Message from the school community

KPS P&C Annual Report – 2018

As 2018 concludes, I am really proud to report back to the school community on the role that the P&C has played throughout the school community, and the range of events that our KPS P&C has supported and played a role in.

The year started with the welcoming of approximately 35 new families to the KPS community in Kindergarten, with a further 9 joining us throughout the year, taking our number of families within our school to approximately 380 families building our student enrolment of 530 students – blessing us with renewed enthusiasm and support for the P&C. Unfortunately, 2018 also concludes today with some long-term P&C families leaving the school that will be sorely missed.

2018 has seen the departure of a much-loved Principal in Michael Honeywood, 3 terms of incredible and impromptu leadership under Kieren Corbyn and the ultimate appointment of our new Principal for 2019 – welcome Natalie Marshall. The P&C played a significant role in this process, both through communication during the uncertainty early in the year, and then as panel representation during the interview and selection process.

I take this opportunity to thank Kieren for his incredible leadership during this time that ensured our children and school remained uninterrupted and consistent throughout the entire year.

There have been some significant highlights in 2018, with a mix of new and established members of the P&C. It is worth noting (to allay any fears about commitment needed for prospective members) that there were only 7 meetings in 2018, and the creation of multiple sub-committees to ensure members of the school communities time could be invested into tasks that allowed their passion, skills and availability to align.

Some of the more memorable events that the KPS P&C were involved in this year were;

- The Innovation (Innova80s) Ball/ Trivia Night in September.
- It is worth noting that fashion was certainly not the winner with many outfits showing why they were left in the 80s. An incredibly social and inclusive night was had by all with much needed funds raised for our school – \$7756
- July was focused on the KPS 'we all swim together' Mural – and was an enormous effort that has really helped to highlight and invigorate an area of the school that our youngest members occupy. Special thanks to school staff (Miss Robinson and our school's General Assistant Mr Sanders in particular) and members of the community for their efforts to make this project come to fruition under the patient and dedicated leadership of Belinda Laird & Belinda Baines.
- The creation of the inaugural Grandparents & 'GrandFriends' Subcommittee
- We respect there is so much energy and knowledge (experience) here that has exciting plans for 2019. This group bring a much-valued link to a dedicated and supportive community that only nourishes the school experience for all members of the community.
- In support of our school ethos and sustainability focus, the P&C this year was able to secure a grant in partnership with the school to ensure we can switch our school to solar power. This is an achievement we are very proud of

and something that sets our school up to support an increase in air-conditioned classrooms in the years ahead. The KPS P&C donated \$30,000.00 to ensure this project could go ahead.

- 2018 saw the P&C also contribute via donations to various projects within the school including
 - School band instruments to the value of \$5000.00
 - \$6600.00 worth of new laptops to support the KPS STEM program and updates.
 - >\$7000.00 for flexible learning environment furniture to be purchased in the coming months.

In 2018 the P&C are proud to have supported:

- * Home Reader book bags for every new Kindergarten student
- * Anti-bullying Show – Brainstorm Productions
- * Interrelate workshops.
- * A comprehensive 9-month canteen feasibility study and the creation of a new Management position for Term 1 2019.
- * School Chaplain funding and recruitment throughout the year, with application pending for ongoing program support in 2019 and beyond.

Other highlights of KPS P&C 2018 have included our social events to bring our school community together. These events serve to fulfil part of our charter of school community inclusiveness and play a valued role in the integration of new families to the area and school whilst ensuring we demonstrate to our children the importance of social community.

With regards to fundraising in 2018 it is estimated KPS P&C have raised additional funds through the following key events, so thanks again to the support of our amazing school community:

- * Mother's Day Stall
- * Father's Day Stall
 - It is worth noting that both events now bid a sad farewell to Lisa Wallace who has been our stall stalwart for many years. Anyone interested in stepping into this role will be blessed with the infrastructure and experience that Lisa has kindly left behind.
- * Family Fun Night
- * Lions BBQ at Black Beach markets. A special thanks to Scott Wells for stepping in to lead this event on behalf of our P&C community. His efforts in ensuring we continued to support this opportunity raised the school \$800.00

2018 also saw KPS begin (hopefully) a long relationship with the Kiama Art Society in assisting them with the set up and pack down of their amazing show. A few volunteers on 2 x Sundays saw the school receive a \$1000.00 donation – so thanks again.

In summary I would like to thank all the KPS community members who regularly attend P&C Meetings, help at P&C events, volunteer in the canteen, or even assist with communicating our messages and needs.

In addition to this, thank you to all KPS families for attending our events and supporting our many fundraising efforts.

As President I am thrilled to take this chance to publicly thank both our dedicated Executive committee as well as all members of the P&C that have supported our school in 2018.

2019 sees an exciting opportunity to push towards establishing a **Tradie Sub-committee** and support panel for KPS to allow us to tackle bigger jobs around the school. There will also be a push to **encourage Dads, Uncles and Male members of our school community** to take a proactive and meaningful role in the school – and one I can certainly attest is super rewarding and enjoyable.

In summary, the rewards are high, the commitment is as large or small as you can contribute, and the KPS community is certainly something that I am incredibly proud of and humbled to represent.

Come and say hello and look at how you might be able to support the school that plays such a huge role in the lives of our most important people.

Michael Baines

Message from the students

Extracurricular Events – Max Shelley

The students this year have had many extracurricular activities for them to participate in, some of which include:

Many camps and excursions. Kindergarten got to go to Shoalhaven Zoo and learn about multiple animals. Stage One went to the Science Centre in Wollongong. Stage 2 got to learn about The First Fleet on an incursion. Year 5 did a 3 day camp at Canberra learning about the government and Year 6 went to Berry Sport and Rec to increase their team building skills.

Another activity that our school took part in, was National Walk to School Day, where we encouraged as many students as possible to walk to school instead of using vehicles with greenhouse gases.

The language classes that are available in the mornings are very Creative and help kids get into multi-cultural spirit. The languages taught are Mandarin and French. Another multi cultural event that took place this year was the welcoming of the Japanese exchange students where the Kiama students learnt the culture of Japan whilst the the Japanese learnt the culture of Australians.

We have also been lucky enough to be apart of the ANZAC Day Kiama Service, our Annual Sorry Day event at Kiama Council, the Queen's Baton relay through kiama and have programs such as Musica–viva and the Anti Bullying Brainstorm show come to our school.

Sports Report– Chloe Wallace

2018 has been yet another great year of sport at Kiama Public School.

Throughout this year we entered five teams into the NSW Schools' Knockout Competition. We made it to the first round for girls' netball, the second round for girls' soccer and boys' touch, round four for the boys' soccer and round six for the girls' touch.

This year our school was lucky enough to win both the District Swimming and the Cross Country carnivals. We were also very close behind the other schools in athletics where we came third. Our school was also able to send ten students off to State carnivals. These students were Josh Bender, Harry Britten, Joel Mion and Nick Fuller who participated in the Boys' Senior Relay team at state and were happy to come away with 22nd overall. In athletics we had four girls in our Junior relay team competing in sprints at State level. The team consisted of Coco Butcher, Ashleigh Ellis, Emmasyn Kona and Madison Edwards. Two of the girls in the relay team were lucky enough to also make it in individual events. Coco Butcher in the 100 and 200 meter sprints and Ashleigh Ellis in the 800m event.

Our school also had a number of students progress beyond the district and zone selection processes, to represent the South Coast Region in team sports. These students were Abbey Holland in girls' touch, Harry Hawker in boys' hockey and Lachlan Martin in AFL.

We would all like to thank our teachers and parent volunteers who have put in many hours of hard work into helping provide all the sporting opportunities we have at KPS. We hope that Kiama will continue to thrive in sport and maintain the high level of effort we all put in.

Performing and Creative Arts – Lexi McEvoy

Students from K–6 got their time to shine throughout the year on the stage. We have so many opportunities including Wakakirri, choir, band, Stage 1 production and drama club. We have so many achieving groups.

In Wakakirri this year our theme was unplugged with two groups: a technology group and nature group promoting us to find meaning in what lies beyond a computer. Max, Kalia and I were fortunate enough to introduce Kiama Public School. We received our results on the day and we won best teamwork, best costume, public speaking and best original story. We were very thankful for the wonderful teachers who put everything into making the best performance.

Choir was guided by Mrs Blanch and Miss Hopper. They spent a lot of time helping the choir sound great. They went to SIMF which stands for Southern Illawarra Music Festival and absolutely sang their hearts out in a fantastic performance, and they also sing alongside our band at other events such as Grandfriends' day and today.

Band had a great time at the Engadine Music Festival where they played fantastically and were awarded gold. They walked around Kiama and played on the streets recently in their Annual Band Hop.

Just recently Stage 1 performed an amazing production – 'Another Extraordinary Year' which was extremely entertaining. It just shows at KPS our talent starts with our youngest students.

This year we also started a Drama Club with Mrs Mudaliar at recess once a week to build confidence, voice control and the love of acting.

Any child interested in art or drawing can participate in the Little Archies or the Christmas Card competitions , among others. We had many winners, including four who currently have their work displayed in Crown Street Mall.

It is clear to see KPS has talent.

Academics– Jackson Stewart

It was yet another great year in academics at Kiama Public School, We have had many high achieving academic students and teams traveling across the state in competitions. Both senior debating teams excelled although they did not win they still had lots of fun and enjoyed the experience.

Also it was another thriving year for the 2018 Premier's Spelling Bee, starting in classrooms with students across the school and leading to Scarlett Hill progressing all the way to state and we were all proud to see her place 4th.

Technology is everywhere at Kiama Public and developing quickly. This year for NAPLAN years 3 and 5 were the first classes to do NAPLAN on computers, after good preparation and training on the technology it was a success.

It really goes to show our students are adopting these technology changes, and it shows technology in our school and around the world has come a long way.

Another advancing area is robotics and this year the first lego league team travelled to the innovation campus in Wollongong where the team of years 5 and 6 competed against other schools with lego robots with challenges across the day, it was an exciting day as they pushed to progress to the next level in competition.

For the first time ever we sent our work to Space. Earlier this year our robotics team participated in cube riders; this tapped into their new knowledge and skill sets. The students designed, built and then launched a circuit board to space. All students at Kiama Public School have been encouraged to try their hardest, follow through to complete tasks and have fun in all their academic work.

2018 has been a great year for academics.

SRC Report – Charlotte Facer

Being part of the SRC is an amazing job and we believe it plays a very important role in education. It helps bring the thoughts of the students and teachers together and creates an environment where ideas are welcome. By using that strategy this year we have raised money and awareness for quite a few causes.

In Term One we raised money for the Fred Hollows Foundation helping to restore eyesight. In Term 2 we had a fundraiser for juvenile diabetes. In Term 3 we supported the P and C with Fiver for a Farmer raising money for the farmers struggling in drought. Finally in Term 4 we raised money for CANTEEN, helping teenagers living with cancer.

We also raised awareness and funds for Motor Neurone Disease research. All the donations were deeply appreciated and it was a really great experience to help out. Throughout the year we raised \$3207.30 and we sold nearly \$1500 worth of bandanas for CANTEEN. We were also very proud as a student body to participate in this year's Jump Rope for Heart, where as a school community we raised \$9,579 for the Heart Foundation. We hope the SRC will continue its great work in the future.

School background

School vision statement

A community working together in a dynamic, engaging learning environment. Developing and empowering individuals to fulfill their potential as we prepare for the future.

The school community values the traditional with a clear focus on what is required for the future. The P&C and broader community run their own Facebook page displaying their pride in the school – "We Love Kiama Public School". This encompasses high expectations from the community to achieve excellent results with a nurturing view to develop youth ready not only for high school but for a future passion for learning. All staff recognise and agree that as a school we have a priority to foster in every child that they can achieve and improve themselves through education and learning.

The wider community has developed our school values – "Respect, Responsibility and Resilience" as the foundation of learning and personal growth.

School context

We are part of the Kiama Community of Schools, situated in the South Coast area of NSW. A relatively high socio economic community – FOEI 52 (ICSEA 1062). KPS has recently increased student numbers to 530 students and 21 classes.

The school prides itself on a strong culture of providing quality learning and showcases an excellent school band, choir, dance ensemble, drama productions and public speaking/debating. Extra curricular activities are a corner stone of the school. Sport and physical activity is a defining aspect of our school. We offer a broad range of in-school and representative sporting opportunities. We have strong connections with our district and regional PSSA.

The school has developed a strong Science, Technology, Engineering and Mathematics (STEM) program that is a model of excellence in public education. We were recently awarded a place in the nation's top 40 innovative schools. Every student has opportunities to use flexible learning spaces across the school to enrich their learning. These include the outdoor kitchen, the garden, the science room, the library, and more. The garden is an extensive agricultural program where students produce, manage and build gardens and nurture and care for animals. An outdoor kitchen supports students' lessons across the curriculum.

The library has become a pioneering space for STEM, and teacher professional learning in our school. This space includes infrastructure to support 3D printing and robotics. Coding and computational thinking characterise learning in these experiences. Technology is a valued component embedded in classroom practices. Students have access to iPads, laptops and mixed technology resources with Wi-Fi access across the school. Our school has BYOD technology in Stage 3.

These activities are founded on a culture of high expectations and academic excellence. The school boasts outstanding academic results and classrooms foster student development based on Positive Learning practices. We meet the needs of all our students through individualised programs and support.

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.

We began our journey of preparation for External Validation (EV) through reflection on previous self assessments against the School Excellence Framework (SEF). The earlier assessments were supported by executive training in evaluative thinking facilitated by the Centre for Educational Statistics and Evaluation (CESE), and staff collaboration in stages. Upon learning at the beginning of 2018 that we would be undertaking formal EV, we devoted a staff development session to building upon our previous assessments and brainstorming possible sources of data and evidence against the SEF and our previous assessments. From there we moved to form a specific team which consisted of Principal, off class

Assistant Principal, three on class Assistant Principals, and a Classroom Teacher who expressed interest in the project. The six members of the team then reached out to a local Principal (School Leadership) to mentor and coach throughout the process.

We began by looking at a number of possible options to compile a submission, and subsequently decided upon a project based approach. We brainstormed various initiatives we felt could demonstrate evidence against the elements of the SEF, then mapped out the strengths of each before refining down to the seven projects included in the our submission. Each member of the EV team adopted one or two of the projects to drive. We discussed possible layouts and proformas before adopting an agreed format. Over a period of 10 weeks, evidence sets were collated, annotated, and analysed. All members of staff outside of the team were invited to submit suggestions and contribute evidence through the respective team members. Staff were regularly briefed through meetings on the progress of our school's EV submission.

While writing our submissions and making judgments, our team focused on a strong consideration of why each piece of evidence was selected, what it demonstrated, and how it evidenced impact. Upon completion of the various projects, we reconvened as a team and considered each data set as a whole against the SEF to make on balance judgements. This process raised numerous instances of positive conflict, where we were forced to justify our judgements with evidence. This rigorous selfassessment was a positive undertaking for our team, allowing us to make various useful observations of our school systems and practices against the SEF and our School Plan. We were able to form clarity and agree on the self identified next steps for our school.

The final step in the process was to consider our EV submission and data sets against the whole SEF, in line with our general daily practice as a school to complete our 2018 SEF Self Analysis (SEF SaS). This was an interesting comparison. It highlighted some variances in judgement between our EV project based submission, and the SEF SaS against the entire framework. This is because our selected projects largely highlight our strengths, and were judged primarily against the statements of excellence for each element of the three domains. Our SEF SaS by contrast considered every theme within each element, within each domain. In short, while the EV submission's projects highlighted many strengths of our school, as well as clear areas for improvement, the SEF SaS process shone light on some other elements of excellence not as present in our evidence sets. Interestingly, the judgments made in our 2018 SEF SaS saw a number of elements graded down from the previous year. This is because the process of rigorously and critically examining our school's practice in 2018 under the EV journey brought about strengths in our evaluative thinking capacity, which led us to realise we need more evidence to accurately examine the impact of our initiatives. It also highlighted some areas of school excellence we need to bring greater focus to in moving forward. We discovered we must consolidate systematic processes to demonstrate that excellence is widespread within our school rather than existing in sporadic pockets. The synthesis in the following three areas presents the key findings of our EV process in the forms of strengths and weaknesses within each domain.

Learning

The results of this process indicated that in the School Excellence Framework domain of Learning, Kiama Public School is Delivering Excellence.

Within the Learning Domain, our greatest area of strength is Wellbeing. The 'Wellbeing' project within demonstrates a strategic and planned approach to developing whole school processes. Our school focus on wellbeing has resulted in improved management and student behaviour, connection and belonging, improved engagement, conducive learning environments and a culture of care and support. The depth and richness of Learning Support Processes detailed in the 'Learning and Support' submission consolidates this finding, and highlights increased teacher capacity to identify and support the needs of individual students, as well as improved collaboration between families and the school.

Within the Learning Domain, our greatest area of need is Assessment. The projects detailed within, specifically the 'Effective Classroom Practice', and 'Mathematics and Numeracy' data sets, highlighted that we need to better identify gaps in learning in order to inform planning, that we need to undertake assessment in a more systematic fashion to collect data, that we need to consistently share assessment criteria with students, and that we need to develop a whole school assessment strategy to systematically monitor the learning of all students. Throughout the continuing implementation of the current school plan, we will bring a focus to these areas in an attempt to identify and implement tools and systems that can assist us in strengthening these areas of practice.

Teaching

The results of this process indicated that in the School Excellence Framework domain of Teaching, Kiama Public School is Delivering Excellence.

Within the Teaching Domain, our greatest strength is Learning and Development. The four data sets of 'Effective Classroom Practice', 'Numeracy and Mathematics', 'Innovation and STEM' and the 'Performance and Development Process' highlight that our professional learning is high quality and evidence based, and is aligned effectively with our school plan. The evidence sets also see the emergence of explicit systems for coaching, collaboration and feedback to sustain quality teaching. The sets did, however; highlight the need to focus on developing stronger evaluative processes to evaluate the impact of evidence based professional learning on the quality of teaching and student outcomes.

Within the Teaching Domain, our greatest area of need is Data Skills and Use. Our evidence sets and analysis bring forward an absence of widespread quality engagement in professional learning that builds skills in the analysis, interpretation and use of student progress data. Provision of such training and the development of data skills will remain important in assisting teachers to compare internal assessment measures of student progress with external results, and make consistent and comparable judgements across stages. Improving our use of data will assist us in achieving clear and accurate analysis of student progress, and hence return a stronger ability to guide planning and implementation decisions based on student achievement. We must aim for systemic adoption of data use and collection by staff to inform teaching and learning decisions.

Leading

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

Within the Leading Domain, our greatest strength is in School Resources. The evidence sets of 'Innovation and STEM', and 'Administrative Processes' illustrate that resources are strategically used to achieve improved student outcomes and high quality service delivery. The leadership team deploys staff to make the best use of resources to meet the needs of students. Administration and teaching staff work side by side to achieve organisational efficiency. Our facilities are abundant and well maintained, taking a creative use to physical space. Technology use is rife and embedded throughout multiple layers of school functioning for the benefits of students. Leaders support the community to consult and collaborate on projects of school improvement, and multiple community groups are given access to school assets and resources for the benefits of both the school and community. Kiama Public School is able to provide a multitude of novel learning experiences to its students through a creative approach to resource use by leadership.

Within the Leading Domain, the area of greatest need is School Planning, Implementation, and Reporting. The evidence sets of 'Wellbeing' and 'Numeracy and Mathematics' highlight that we need to place a greater focus on creating opportunities where feedback about the impacts of initiatives in the school plan can be measured, monitored and subsequently shared. This will assist in also being able to evaluate measured improvement in student progress and achievement. As previously discovered throughout the EV process, a more widespread collection of learning and achievement data to monitor the achievement of milestones will allow the school to review, self assess, and report performance annually.

Conclusion

The process of rigorous self evaluation prompted by the External Validation Process, and consideration of the SEF SaS has been a positive experience for Kiama Public School. We have been able to highlight with confidence a number of our school's strengths through our project based evidence sets. We have also been able to identify some key areas to retain a focus on moving into the future. Directed professional learning, and a deliberate attempt to develop some key skills and tools will help us address these areas. We are proud to be delivering excellence in teaching and learning, and sustaining and growing excellence in leadership. Ultimately, we are committed to improving the learning outcomes of all students, and developing best practice in teaching. To achieve this, we must utilise the most recent, research based approaches to pedagogy. Our leadership team must also continue to uncover the most effective leadership practices to promote a school environment conducive to developing these constructs.

Kieren Corbyn,

Relieving Principal, 2018

Kiama Public School

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

Explicit Teaching and Feedback

Purpose

To develop pedagogical content knowledge and empower teachers to ensure all students learn and achieve curriculum outcomes.

To create a whole school approach that ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities.

To identify, promote and model effective methods of teaching, assessment and feedback where students' learning improvement is monitored and value added growth is achieved.

To provide explicit, specific and timely formative feedback related to learning intentions and defined success criteria, to both students and parents.

Overall summary of progress

Gauging our improvement through the key measures below has been made difficult in 2018 by our transition to the online platform of NAPLAN. NAPLAN scores comprise all three of our performance measures in this strategic direction. It was an enormous undertaking to move to the online platform in 2018, which was an achievement in itself. Only one quarter of the state managed to achieve this. The new testing platform is adaptive, and allows students to drill deeper into finding their capabilities. Given only 25% of the state's schools attempted this new model but key data compares across the entire state, it is difficult to obtain accurate comparison data. In 2018, schools were encouraged to focus on what their data can provide internally, rather than making measures across schools and states as the standardised benefit of the testing is somewhat lost if different contingents of the country are sitting different versions of the tests. As such, in 2018 we reflect on our achievements in implementing our pedagogical directions, with a view to continually monitor our scores in NAPLAN as the online testing takes on more and more schools across the country over a planned three year transition. As explained in the self assessment section earlier in the school report, rigorous evaluative practices were able to highlight a number of key strengths in pedagogy.

In 2018, we have successfully implemented the Maths Building Blocks for Numeracy Professional Learning package to all staff. This has seen the experimentation of new assessment and teaching practices. We have been able to standardise many approaches, such as the early development of a new scope and sequence for all staff representing best practice. We have also undertaken ongoing professional development in the How2Learn educational psychology professional learning package. Our teachers and students practise effective dispositions for learning, and language across our school is changing. Finally, we started working closely with the National Literacy and Numeracy Progressions documents. We have experimented with small elements of each in anticipation of broader implementation in 2019. Many staff also attended training in the associated PLAN2 software package to accompany the progressions. In the final weeks of the year we worked with a specialist departmental Literacy and Numeracy Strategy adviser to assist us in planning for 2019. Executive staff attended professional learning on Visible Learning in 2017 and 2018, and our external validation data analysis was able to identify elements of this practice across the school, but this focus will become stronger in the subsequent two years of the current school plan.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Naplan data shows an increase of 2+% of students in top two bands for each NAPLAN assessment over the period of the plan.	Teaching and Learning – Resources and consumables \$75,992	Naplan Year 3 (9.3% less in top 2 bands) Naplan Year 5 (7.5% less in top 2 bands)
Increase the percentage of students demonstrating expected growth to at least 80%	Professional Learning in L3 – \$15,750 QTSS Professional Planning	Naplan Growth 3–5 (students reaching expected growth) <ul style="list-style-type: none">• Numeracy – 50%• Grammar and Punctuation – 55.91%• Reading – 52.2%• Spelling – 44.1%• Writing – 47.8 %

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
More than 50% of students achieving the top two bands for NAPLAN reading, writing and numeracy. 43.4% of Kiama Students across Years 3 and 5 achieved this in 2017.	Professional Learning in MBB4N, Visible Learning, The Literacy and Numeracy Progressions, PLAN2 and How2Learn – \$25,000	<p>Average overall 40.55% of Kiama Students across Years 3 and 5 achieved this in 2018</p> <p>Naplan 3</p> <ul style="list-style-type: none"> • Reading – 53.5% • Writing – 51.1 % • Numeracy – 53.5% <p>Naplan 5</p> <ul style="list-style-type: none"> • Reading – 43.1% • Writing – 12.5 % • Numeracy – 29.6%

Next Steps

This strategic direction most closely relates to teaching and learning. Our experience with External Validation in 2018 gave us a strong vision of our required next steps in these spaces.

Within the Learning Domain, our greatest area of need is Assessment. The related projects detailed EV, specifically the 'Effective Classroom Practice', and 'Mathematics and Numeracy' data sets, highlighted that we need to better identify gaps in learning in order to inform planning, that we need to undertake assessment in a more systematic fashion to collect data, that we need to consistently share assessment criteria with students, and that we need to develop a whole school assessment strategy to systematically monitor the learning of all students. Throughout the continuing implementation of the current school plan, we will bring a focus to these areas in an attempt to identify and implement tools and systems that can assist us in strengthening these areas of practice.

Within the Teaching Domain, our greatest area of need is Data Skills and Use. Our evidence sets and analysis brought forward an absence of widespread quality engagement in professional learning that builds skills in the analysis, interpretation and use of student progress data. Provision of such training and the development of data skills will remain important in assisting teachers to compare internal assessment measures of student progress with external results, and make consistent and comparable judgements across stages. Improving our use of data will assist us in achieving clear and accurate analysis of student progress, and hence return a stronger ability to guide planning and implementation decisions based on student achievement. We must aim for systemic adoption of data use and collection by staff to inform teaching and learning decisions.

Strategic Direction 2

Innovation

Purpose

"It is entirely possible that the most important function of education in the years ahead will be to prepare our future citizens for citizenship in a world only barely imaginable today" – DEC Education for a Changing World Symposium, 2017.

To develop a future-focused learning culture where creativity, collaboration and risk taking is fostered.

To identify expertise within our staff, student and community bodies, and draw on this to further develop effective programs and opportunities within our school and wider community.

Overall summary of progress

2018 saw continued growth in Innovation and STEM. The Innovation Station was unveiled, a novel air brushed teaching space mimicking the inside of a space station, complete with astronauts. This space was well resourced, including ipads, dash and dot robots, sphero balls, drones, and EV3 mindstorm robotics. A specialised STEM instructional leader led all classes through regular lessons, engaging the students and up skilling staff. Innovation in STEM continues in our library, an engaging learning space encompassing 5 3D printers where students work with computer assisted design to modify and improve existing products. The purchase of mobile laptop carts and additional devices has allowed students to have modern learning at their fingertips. Innovation continues outside the traditional classroom, where students have tended to the school's garden and animals, to move problem solving and STEM to a new context. Professional development remained rich to ensure the school's resources, including human, are used to achieve maximum impact for student learning and outcomes. Finally, the end of 2018 saw professional learning in the new Science and Technology Syllabus Documents and development of a school scope and sequence for implementation in 2019. Kiama Public School's teaching spaces, staff and students are ready for the future. The 2018 People Matters Survey demonstrated that 94% of the 19 staff participants from Kiama Public School felt their organisation was making necessary improvements to meet future challenges. This is up 30% on the same measure 12 months earlier.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of teaching staff will have demonstrated the learning delivered in STEM professional development within their practice. The culture is innovative and willing to participate and take risks.	STEM Instructional leadership – \$10,000 Professional Learning – Sphero, EV3 Mindstorm, STEM leadership, EDUTech, Science and Technology – \$20,000	We are moving much closer to a situation where all staff demonstrate the learning delivered in STEM within their practice. All staff have been exposed to professional learning both through an evening showcasing all available technologies, and through regular time spent with the STEM instructional leader. Staff are freely innovating and exploring opportunities in initiatives such as coding, 3D printing, and robotics.
100% of students have experienced innovative STEM activities within their classes. 100% of staff and students have access to suitable and equitable technology.	Living Classroom Maintenance – \$3,500 Computer Costs – \$44,000 Laptop cabinets – \$4000 Investment in further STEM equipment – drones, robotics, coding technology – \$25, 000	The structural provision of STEM leadership was revised in 2018, ensuring every class spent time experiencing innovative STEM activities. This was achieved through the library cooperative learning sessions and STEM Innovation Station lessons.

Next Steps

Our innovation focus has seen our school very well resourced to provide learning in this area. It is vital, however, that staff professional development continues to underpin high quality teaching to provide impact. This will be achieved

through continued investment in STEM instructional leadership in 2019, plus coaching and collaboration to ensure that practices are adopted. The implementation of the new Science and Technology Syllabus has a focus on technology related skills, and time will be spent ensuring that the resources available to the staff and students at Kiama Public School are used to fullest advantage in meeting the outcomes of the new curriculum. Continual and staged replacement of outdated technologies will be ongoing throughout 2019 to foster a culture of strong innovation on all fronts. In 2019, opportunities at systems level for classes and staff to share and showcase practices will be prioritised.

Strategic Direction 3

Wellbeing For All

Purpose

To create an increasingly positive culture where there is a school wide collective responsibility for student wellbeing and success which is shared by parents, staff and students.

As a school we value the wellbeing of all students, staff and community members.

Overall summary of progress

Wellbeing has continued to remain a strong focus at Kiama in 2018. Early in the year, resources were devoted to devising a measurement of staff wellbeing centred on the PERMA psychological framework. Training in flourish was delivered to assist staff in developing the skills to achieve personal effectiveness and self care. Whole staff training continued in 'KidsMatter' focussed on understanding mental health and wellbeing, and promoting practices conducive to fostering it in children. This training focuses on all elements of teachers, students, the school and wider community. An evening was provided for staff focusing on Mindfulness and the research supported benefits of greater awareness. Community workshops in 'Inter-relate' were provided for families, as well as our first 'Dangerous Dads' camp to promote stronger relationships in our community. In 2018, we researched, devised, and implemented revised behaviour and discipline procedures, a revised Social skills program also based on PERMA, and updated and revisited our student attendance procedures. All of these actions are aimed specifically at improving the wellbeing of our students, as we know it correlates with a stronger ability to learn. The HOW2Learn professional development package delivered to all staff also aims to improve understandings from a psychological perspective of how students learn, assisting them to develop greater resilience and dispositions towards learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Further improve student attendance at school from 2017 baseline. Achieve ongoing reductions in partial attendance.	Kidsmatter Professional Learning continues – \$3000 Refreshed attendance policy and resources to follow renewed focus – \$3000	KidsMatter professional development continued over the course of 2018. 'BeYou' Headspace alternative organised for 2019 following decommission. Attendance policy and procedures revised in 2018 in consultation with Home School Liaison Officer (HSLO). HSLO providing professional learning for all staff.
Increase the proportion of students demonstrating the school values of Respect, Responsibility and Resilience as evidenced by awards received, and reduction in student incident reports relative to student population against baseline harvested sentral wellbeing data.	Investment into refreshing of new Social Skills program to be created, with associated professional learning for all staff – \$2000 Resources to support teaching of new Social Skills, Bounce Back 2018 – \$500	In 2017, our sentral wellbeing system recorded 538 incidents over the course of a year. In 2018, at the time of authoring, this figure was reduced to 347. This is a reduction of one third, an enormous improvement. This is evidence of impact of renewed strategy. The acquisition of a new executive role in 2018 to assist in managing welfare and wellbeing as a result of student number growth has undoubtedly assisted also.
Increase parent attendance at class information sessions, parent teacher interviews and other school events against baseline data.	Preparing and Hosting events – \$3000	In 2018, we collected baseline data to start the three year journey and improve community presence in the school. At the start of year Meet and Greet evenings: 1. Early Stage 1 had 64.5% of families represented 2. Stage 1 had 67.4% of families represented 3. Stage 2 had 60.68% of families represented 4. Stage 3 had 60.38% of families represented. Overall, this equates to an average of 62.8% of families attending the initial year meet and greet.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Experience overall increase in Workplace wellbeing as indicated by the PERMA Workplace profiler from baseline measure at implementation of plan.	Professional learning evening: Mindfulness, staff wellbeing – \$2000 Introduction of PERMA staff survey and associated processes – \$1000	In 2018, we invested resources into researching, tailoring and implementing the PERMA Workplace profiler. It provided us a baseline measure of 70.63 at implementation of plan. This measure will allow us to compare across the life of the three year implementation.

Next Steps

2018 saw the implementation of revised discipline and attendance procedures. Both of these measures brought about subsequent improvement in attendance rates, and a decrease in the number of negative instances of student behaviour. In 2019, we will be refreshing and implementing a revised bullying policy, in line with department requirements. The first year of our plan saw the collection of data regarding both staff wellbeing through the PERMA profiler, and early year parent involvement via data collection at the initial meet and greet. 2019 will see data recollected at the same point in time to make accurate comparison. Initiatives started in Mindfulness, and mental health awareness will continue for both staff and students. We hope to continue reducing instances of negative behaviour through continuing to reward and recognise the positive. We hope to continue improving attendance statistics through a relentless focus on implementing rigorous policy.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$7,000	Our Aboriginal education team was fully revitalised in 2018. Some of the key progress was the development of a team of 6 members, student involvement in a Community of Schools Excursion Program, Participation in local Sorry Day and NAIDOC celebrations, the beginning of a community mural project with local elder and Aboriginal and non-Aboriginal students, and additional resourcing for classes in texts and maps to support learning. All Aboriginal students have PLPs completed and monitored and other school wide processes such as L3 systems separate Aboriginal students to ensure progress in essential elements of teaching and learning. A visiting incursion provided a Virtual Reality Opportunity for all students to experience Aboriginal Culture.
English language proficiency	\$11,096	Investment in broad pedagogical professional learning through strategic direction 1. L3, How to Learn and MBB4N focus closely on language to assist staff in developing strong acquisition and development. Resources purchased for classes to assist in the delivery of Literacy and Numeracy. Targeted EAL/D support for students requiring it through specialised teacher.
Low level adjustment for disability	\$71,102 – Learning and Support Teacher \$33,131 – Flexible	Learning and Support teacher employed to target specific needs within the school and head the Learning and Support Team. 6 School Learning and Support Officers Employed to work under this program and support the individual needs of students within our school. Resources such as weighted sensory objects, trinkets and physical spaces were also provided through this source.
Quality Teaching, Successful Students (QTSS)	\$91,010 (.896 staffing allocation)	Staffing utilised to support the implementation of External Validation to produce rich information in further progressing the development of teaching, learning and leading at KPS. Collaborative Planning Days provided for all staff four times across the year. Stages meet to discuss all aspects of teaching and learning and plan together. QTSS also enables the processes of the PDP through allowing release to observe, plan, mentor, coach as appropriate within the process. Executive Planning Days at year's end for 2019
Socio-economic background	\$25,956	Employment of STEM Instructional leader, and resourcing of extensive STEM program to allow all students equitable access to modern technologies and leading edge teaching and learning. Additional funds used in student support to overcome financial hardship.
Support for beginning teachers	\$25,000	Beginning teachers provided access to coaching and mentoring with experienced staff. Additional release time afforded to ensure all beginning teachers have the ability to plan and administer learning effectively.

Support for beginning teachers	\$25,000	Additionally, BT funds have allowed all beginning teachers to complete the accreditation process and ensure practice is analysed against the professional standards. Access to high quality professional learning such as L3 is also supported by these funds.
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Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	222	248	271	281
Girls	225	226	237	245

Student attendance profile

School				
Year	2015	2016	2017	2018
K	96.2	94.1	95.5	95.6
1	93	95	93.4	93.6
2	92.7	92.2	95.5	93.8
3	93.3	94.1	94.6	95.3
4	93.6	93.3	93.4	92.9
5	95.5	93.7	92.7	93.4
6	93.6	93.3	93.7	91.1
All Years	94	93.7	94.2	93.6
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

In 2018, Kiama Public School renewed its focus on attendance in line with the introduction of the Wellbeing component of the 2018–2020 school plan. This began with inviting our local Home School Liaison Officer (HSLO) into our school to brief staff on departmental requirements, and support our executive in revisiting our school's procedures for implementing the Department's Attendance Policies. The revised local procedures have ensured that the community is briefed on expectations through our communication channels, that teaching staff follow up absence with families in a consistent and timely manner, and that the executive staff and Principal also interact with the policy to promote improvement in attendance. All parties have responsibilities under this initiative to ensure that the

attendance of our students is held in the utmost regard.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	20.63
Teacher of Reading Recovery	0.53
Learning and Support Teacher(s)	0.7
Teacher Librarian	1
School Administration and Support Staff	3.96

*Full Time Equivalent

One of our classroom teachers identifies as being of Aboriginal or Torres Strait Islander descent.

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	40

Professional learning and teacher accreditation

All teachers at Kiama Public School access rich professional learning through the Annual Performance and Development Process. In addition to accessing professional learning, this framework also ensures all staff have high quality coaching, collegial observations and meaningful relationships with their supervisors to ensure ongoing professional development. The processes of the Performance and Development Framework link closely, and are guided by the Professional Standards for Teachers. At Kiama Public School, all PDPs link back to the goals and directions of the School's Strategic Plan. Second to the PDP, all staff are accredited by NESA – the NSW Education Standards Authority. Their processes also require ongoing professional development against the standards. In 2019, all of our teaching staff met the accreditation requirements of NESA, and three also managed to increase the level they were accredited at, moving from provisional/conditional, to proficient.

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	76,865
Revenue	4,364,257
Appropriation	4,098,809
Sale of Goods and Services	7,921
Grants and Contributions	254,237
Gain and Loss	0
Other Revenue	300
Investment Income	2,990
Expenses	-4,142,774
Recurrent Expenses	-4,142,774
Employee Related	-3,674,923
Operating Expenses	-467,851
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	221,483
Balance Carried Forward	298,349

Across the period of 2018, conservative spending in areas allowed us as a school to carry forward a healthier amount to begin the 2019 school year. 2018 saw the commencement of a new School Administrative Manager, and a Relieving Principal. It also saw the implementation of a new budgeting and finance tool across the state, as well as new Human Resources System to track associated spending.

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	3,554,581
Base Per Capita	98,232
Base Location	5,654
Other Base	3,450,696
Equity Total	159,587
Equity Aboriginal	10,185
Equity Socio economic	26,527
Equity Language	14,235
Equity Disability	108,640
Targeted Total	98,159
Other Total	144,959
Grand Total	3,957,287

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.

Gauging our performance through NAPLAN was made difficult in 2018 by our transition to the online platform of NAPLAN. It was an enormous undertaking to move to the online platform in 2018, which was an achievement in itself. Only one quarter of the state managed to achieve this. The new testing platform is improved and adaptive, and allows students to drill deeper into finding their capabilities. Given only 25% of the state's schools attempted this new model yet it compares key data across the entire state, it is difficult to obtain accurate comparison data. In 2018, schools were encouraged to focus on the information data can provide internally, rather than making measures across schools and states, as the standardised benefit of the testing is somewhat lost if different contingents of the country are sitting different versions of the tests. As such, in 2018 we reflect on our achievements in implementing our pedagogical directions, with a view to continually monitor our scores in NAPLAN as the online testing takes on more and more schools across the country over a planned three year transition.

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

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

Year 3

Historically using the paper based assessment, student achievement in Year 3 was measured using Bands 1–6 for the NAPLAN assessment. Band 6 being the highest scoring band for Year 3.

In Reading, 1.2% of students achieved a Band 10. This is significantly higher than the state average achieving the top band. 63.9% of students achieved in Bands 4–6.

In Spelling, 1.2% of students achieved a Band 10. This is significantly higher than the state average achieving the top band. 61.6% of students achieved in Bands 4–6.

In Writing, 81% of students achieved in Bands 4–6.

In Grammar and Punctuation, 1.2% of students achieved a Band 10. This is significantly higher than the state average achieving the top band. 66.1% of students achieved in Bands 4–6.

Year 5

In Reading, 1.4% of students achieved a Band 10, 1.4% achieved a Band 9. This is higher than the state average within the top two bands. 62.5% of Year 5 students achieved in the top five bands.

In Spelling, 1.4% of students achieved a Band 10. 54.2% of Year 5 students achieved in the top five bands.

In Writing, 33.3% of Year 5 students achieved in the top five bands.

In Grammar and Punctuation, 2.8% of students achieved a Band 10, 5.6% achieved a band 9. 61.1% of Year 5 students achieved in the top five bands.

Year 3

Historically using the paper based assessment, student achievement in Year 3 was measured using Bands 1–6 for the NAPLAN assessment. Band 6 being the highest scoring band for Year 3. In Numeracy, 80.2% of students achieved in Bands 4–6.

Year 5

In Numeracy, 59.1% of students achieved in the top five bands.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

The *Premier's Priorities: Improving education results* prompts schools to aim for an improvement of 30% for students scoring in the top two bands in NAPLAN, and The *State Priorities: Better services – Improving Aboriginal education outcomes* prompts schools to aim for an improvement of 30% for Aboriginal students scoring in the top two bands in NAPLAN. As explained in the NAPLAN explanation, ascertaining accurate data from this year's NAPLAN for Kiama was difficult, owing to reduced reliability on previous years. Overall we saw a 1.57% decrease in students scoring in the top two bands in NAPLAN. We experienced a 17% decrease for Aboriginal students scoring in the top two bands in NAPLAN this year, however over the last four years, this particular priority measure is still experiencing positive growth.

Parent/caregiver, student, teacher satisfaction

In 2018, we ran a number of key survey initiatives to gauge Parent/Caregiver, student and teacher satisfaction. We also combine this information with anecdotal observation to determine levels of satisfaction in our communities in order to determine strengths and weaknesses for our school.

Parent/Caregiver

Late in 2017, survey data indicated our Parent/Caregiver community would like to see changes made to our reporting and interview systems at Kiama Public School. As a result of this, in 2018, we made structural changes which saw the replacement of an interim report with a structured two week face to face interview period. It also saw a shift in the reporting schedule, moving from the traditional Term 2 and 4, into Term 1 and 3. We measured satisfaction with this move in an attempt to evaluate community perspective. The results indicated there was no strong preference for either of the two reporting time frame options, but it was obvious that the community most certainly appreciated the introduction of a formalised and structured interview period, and as such we will retain this moving into 2019.

Later in 2018, when considering making changes to the provision of time afforded to Special Religious

Education, and Special Education in Ethics we consulted the community regarding perception. In considering reducing the weekly time afforded to SRE and SEE, whilst still remaining within departmental policy guidelines, less than a third of the community felt that the current arrangement should remain. This information was used when guiding subsequent decisions.

Our and PandC are engaged and active, contributing greatly as evidenced in the earlier report from the community. Finally, engagement with our Facebook has continually improved. With now over 800 page follows, growing engagement and reach with posts as identified by our 'insights' module, we can reasonably ascertain our community is engaged, proud, and largely satisfied with our school.

Staff Surveys

In 2018, we commissioned a number of staff surveys to gauge levels of satisfaction in certain areas. The same reporting survey as described above was implemented for staff. Interestingly, the results were very similar. They highlighted that there was no strong preference for Term 1 and 3, or 2 and 4, but did show that staff also appreciated an early and structured opportunity to open dialogue with the community through parent/teacher interviews. Surveys implemented regarding various staff development evenings concerning wellbeing, and pedagogical practice helps us inform future directions within. In 2018, we measured wellbeing of staff through a PERMA workplace profiler. In 2018 it was only able to provide a baseline measure, but it will allow us to compare staff satisfaction over time. We also surveyed our staff in other concepts such as technology availability and use to ensure purchasing and professional learning is aligned with need and satisfaction.

The 2018 People Matters surveys provide valuable insights into not only our school's functioning, but also the state of the NSW Department of Education and Public Service in general. In 2018, we had 19 staff respondents. Areas where we excelled in comparison to wider public sector and departmental trends were in feedback to staff, motivation, training, innovation and pride. Areas the survey data suggests we can work on are cooperation between teams, senior managers leading effective change, and management modeling values of our organisation effectively.

Students

At Kiama Public School, we also seek the opinions of our students. In 2018, we assisted our PandC to implement a student survey regarding student use and satisfaction with our school canteen to have information reflective of their satisfaction to guide planning. It was able to provide valuable information regarding periods of usage as well as items of interest to students and their families. Students also exercised democratic voice in assisting to design and deliver on projects such as murals and beautification projects in 2018.

Policy requirements

Aboriginal education

Some key progress in 2018 was the development of a fully revitalised Aboriginal education team of 6 members, student involvement in a Community of Schools Excursion Program, Participation in local Sorry Day and NAIDOC celebrations, the beginning of a community mural project with local elder and Aboriginal and non-Aboriginal students, and additional resourcing for classes in providing texts and maps to support learning. All Aboriginal students have PLPs completed and monitored and other school wide processes such as L3 systems and NAPLAN analysis separate Aboriginal students to ensure progress in essential elements of teaching and learning. A visiting incursion provided Virtual Reality Opportunities for all students to experience Aboriginal Culture. Members of our Aboriginal Education Team attended every local meeting of the Aboriginal Education Consultative Group to consult the community and engage in issues relevant to Aboriginal Education. We have also started developing a new internal website at Kiama Public School linking the many resources available within our school, as well as those online, to the new Australian Curriculum documents to ensure perspectives are included regularly in learning. At every formal ceremony, staff and students acknowledge country, and to precede every singing of the National Anthem at our Primary Assemblies, the first verse is sung in Dharawal.

Multicultural and anti-racism education

In 2018, our school Anti Racism Contact Officer (ARCO) led all staff through the Department's Anti Racism Policy and revisited school procedures. Cross cultural perspectives are visible in all curriculum planning documents and implemented in our classrooms. Involvement in the KidsMatter Professional Learning Package prompted staff to consider personally how their teaching and learning programs and daily practices are culturally inclusive. The same professional learning also prompted executive staff to consider the physical environment of our school, and ideas proposed, such as having welcome signs at the entry to our school in different languages, have been carried forward into planning.