

Kinchela Public School

Annual Report

2018



"Learning in Harmony"

2303

Introduction

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

Kylie Nicholson

Principal

Throughout 2018, Kinchela PS had several major disruptions in staffing due to illness. Ms Kristina Georgi relieved as principal for the first term and Mrs Christie Williams relieved in the position for the remainder of the year. Even though we faced major change, the staff worked together to provide the best possible learning outcomes for the students.

The school provided a range of learning and social experiences so that children could achieve in a variety of academic, sporting, cultural and social activities. This was significantly supported by our community of schools working together to provide learning opportunities for our students.

2018 saw the school continue its involvement with the Early Action for Success initiative. This initiative provides additional support in literacy and numeracy for students in Kindergarten to Year Two. The school was provided with an Instructional Leader one day per fortnight and provided support to the classroom teacher as well as delivering professional learning across the whole school.

It has been a difficult year for staff, students and parents and I wish to thank them for their support.

Kylie Nicholson

Principal

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School background

School vision statement

Kinchela Public School is a community focused on recognising and responding to the diverse needs of students. We endeavour to provide students with the foundation they need to survive in an ever changing world, through the provision of quality learning experiences and a highly motivated staff.

School context

Kinchela Public School is located 20 km from South West Rocks and 25 km north of Kempsey. The school community is focused on recognising and responding to the diverse needs of all students across our whole school community.

With a FOEI of 140 the school is well resourced and staffed. Our staff currently consists of two full time teaching positions and a permanent part time teacher 2 days per week.

We currently have a permanent Aboriginal Education Officer who works with all students to promote Aboriginal culture and traditions. Our SLSO position is currently 3 days per week and we have a technology teacher 1 day per week.

Our clear focus is to create an engaging learning environment for students, build on the capacity of all staff and strengthen the culture of the school.

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.

Learning Culture: At Kinchela Public School, the school culture is strongly focused on learning and ongoing improvement through the school community. Progress in learning and achievement is identified and acknowledged. Individual student needs are catered for through individual programming. There is evidence that the school collects and analyses information to inform and support student's successful transitions and the school seeks to collaborate with parents of students whose continuity of learning is at risk. Emphasis was placed on individual's responsibility for learning, and measuring progress against self-directed goals. There is area for improvement and this is an ongoing goal for 2019. Student well being has been another area of concentration this year, and has been reflected in a developing culture of trust and cooperation.

Teaching: Our teachers this year worked towards our Strategic Direction within the school plan. Writing was our focus and we have made some progress within this area. More attention needs to be given to this focus to ensure that we continue to strive for excellence and positive student learning outcomes. Student progress, measured through achievement data will continue to be refined and used to drive excellence in teaching. 2019 will focus on teaching staff developing their skills further and deepening their understanding of effective feedback and its effect on student learning.

School based professional learning strongly supports our school priorities and strategic directions in the delivery of quality teaching and learning. Vital to our engagement in quality teaching has been the effectual focus on professional learning and our commitment to working with our other network connections. All staff have embraced the opportunities to deliver, participate and effect cultural change through quality and contextually relevant professional learning and high quality discussions.

Leadership: Professional learning in the school emphasises developing effective instructional leadership, management skills and leadership attributes to facilitate whole school improvement. Staff, students, parents and the wider community are welcomed and engaged, where possible, in the development of our school vision. The school is well resourced and school tasks are allocated to relevant staff to ensure it is fair and equitable for all. We are implementing a new self-assessment process that will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

Strategic Direction 1

Inspired and passionate teachers

Purpose

To develop highly skilled, passionate teachers who inspire life-long learning through collaborative, evidence based reflective practice.

Teachers understand effective feedback and when and how to use it within a culture of continuous improvement.

Overall summary of progress

Kinchela Public School staff have worked consistently over 2018 to expand and deepen the knowledge base of all staff to work adaptively and responsively to student individual needs. Staff confidently implemented skills obtained through professional development to enhance student learning. Whilst this was successful, the school now faces the prospect of new teaching staff, which will lead to a change in direction due to their teaching experience.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
School assessment against the School Excellence Framework (SEF) indicates movement from: <ul style="list-style-type: none">• Delivering to Sustaining and Growing within the Teaching domain element of <i>Effective Classroom practice</i> (explicit teaching & feedback); and• Sustaining and Growing to Excelling in the Teaching domain elements of <i>Data Use in Teaching and Data Use in Planning</i>.		Due to the absence of the Principal, the teaching and learning of some teaching staff was hindered. Programs showed evidence of data to drive teaching and learning, although the measurement of teacher growth according to AITSL and the Visible Learning surveys was not completed. This will be a focus of 2019 with the implementation of mentoring sessions and the use of effective feedback to ensure teaching staff develop a consistency of teacher judgement.
Literacy and Numeracy All students in Year 5 achieve equal to or greater than expected growth in numeracy in Naplan. Naplan results in writing for both Year 3 and Year 5 demonstrate a shift from 50% currently achieving results in the Top 3 bands to 60% (plus 3).	Professional development was provided through Staff Development Days and after school. Costs were minimal and professional development funds were utilised in other areas of teacher development e.g. Sue Larkey workshops, LaST workshops.	NAPLAN results show a minor improvement and shift in writing.

Next Steps

At Kinchela Public School we will be focussing on supporting the teaching staff to confidently use evidence based practice assessment data to share, monitor and evaluate student progress aligned to literacy and numeracy progressions. We will establish a framework for professional learning conversations and implement mentoring sessions. Professional development will be provided on the types of evidence needed for mentoring sessions and scheduled at least once per term, including Consistent Teacher Judgement sessions around writing.

Strategic Direction 2

Reflective responsible learners

Purpose

To ensure all students have a strong foundation and confidence in their abilities to reflect and respond to how they learn, what they are learning and why it matters.

Students will fulfil their potential to be adaptive, responsible, contributing citizens who connect, succeed and thrive.

Overall summary of progress

Classrooms and teachers have been working towards learning programs explicitly incorporating Learning Intentions and Success Criteria in literacy and numeracy. Students are beginning to articulate the Learning Intentions and are displaying understanding.

There has been a continued development and implementation of a whole school behaviour management system. Students have embraced leadership opportunities and are continuing to initiate lunchtime activities.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All students, teachers and parents understand the skills and dispositions required for effective learning.	The school receives a small amount of funding through QTSS. These funds were utilised to develop teachers and students in the use of learning maps.	Teachers trialled the use of Learning Maps in the classroom. Students were reluctant to embrace this particular change, at this time. In 2019 students will again be introduced to the Learning Map idea and implementation will be introduced in Term 2.
School self evaluation against the SEF indicates movement from: • Delivering to Sustaining and Growing in the theme of <i>Behaviour in the Learning domain of Wellbeing</i> ; and from • Delivering to Sustaining and Growing in the theme of <i>Student Engagement within the Learning domain of Assessment</i> .	\$535.00 The Principal and Student Learning Officer revitalised the Student Discipline Policy and the Anti Bullying Policy in 2018.	The School Discipline Policy and the Anti Bullying policy were implemented into the school resulting in a significant reduction in adverse student behaviour.

Next Steps

In 2019 staff have expressed interest in focussing on student agency. Kinchela Public School will investigate the environment in which our students learn, considering the possibilities around flexible learning spaces and the type of learning. Staff will investigate the initial use of inquiry planning units to staff project based learning in all classrooms.

By the end of 2019 teachers will be engaging with inquiry planning to address student agency in all settings and classroom environments are set up to promote risk taking, problem solving and independent work.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>Kinchela Public School has an Aboriginal Education Officer full time (\$67042.00) and an additional \$1600.00 in Aboriginal funding which is utilised to assist our students.</p> <ul style="list-style-type: none"> • Aboriginal background loading (\$1 600.00) 	<p>All Aboriginal students have purposeful and achievable Individual Learning Plans. Our Aboriginal Education Officer monitors all plans and advises parents on their child's progress throughout the year.</p>
Low level adjustment for disability	<p>The school received \$13351.00.00 in this area. \$10411.00 is utilised in staffing, our permanent part time teacher works as our Learning and Support Teacher, supporting our students. \$2939.00 is utilised on the employment of a School Learning and Support Officer.</p>	<p>Students have been identified who will require further support into 2019. This will be provided by our Learning and Support Teacher, School Learning and Support Officer and extra teaching staff.</p>
Quality Teaching, Successful Students (QTSS)	<p>This funding of \$4789.00 was provided to the school and has been utilised by staff to further their development in our key areas of Literacy and Numeracy.</p>	<p>Teachers have shown an improvement in their lesson planning, which has encouraged students to develop stronger skills in the area of Literacy and Numeracy. Mentoring conversations were not implemented, but have been scheduled for 2019.</p>
Socio-economic background	<p>The school received \$28519.00 in funding in this area. \$10411.00 is utilised in funding our Learning and Support Teacher, with \$18108.00 consumed in the employment of a second teacher to support the learning of students in both classrooms.</p>	<p>Students were supported by the employment of a School Learning and Support officer and a second teacher being utilised in the classrooms to support our STEM program.</p>
Early Action for Success	<p>Kinchela Public School has an Instructional Leader for 1 day per fortnight. This position supports the implementation of Literacy and Numeracy in the K-3 classroom.</p>	<p>Students have shown an improvement in their Literacy and Numeracy skills. Data collected supports their steady progression throughout the year.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	10	8	11	15
Girls	22	18	17	12

Enrolments were steady in 2018. We have had several families move from the area, thus a fall in enrolment numbers. Kinchela Public School is projected to have 24 students in 2019.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	98.1	95	97.2	89.7
1	92.2	96.8	97	96.6
2	96.9	85.3	94.2	93.6
3	90.6	98.6	93.4	95
4	92.3	91.7	79.8	82.4
5	92.7	93	93.5	92
6	94.5	97.9	88.2	89.2
All Years	93.5	94.4	91.4	90.9
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

At Kinchela PS non attendance is monitored daily and follows DoE policy of parent notification, follow up and referral when necessary. A small minority of students have attendance issues, some due to distance needed to travel to school. Students are encouraged to attend school and consistently reminded of the importance of being part of our school community.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	1.4
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	1.9

*Full Time Equivalent

Kinchela PS enjoys a staff of 3 qualified teachers, a full time Aboriginal Education Officer, 2 Student Learning and Support officers, an Officer Manager three and half days per week, Technology and STEM teacher 1 day per week and a General Assistant for one day per week.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	0

Professional learning and teacher accreditation

We have 3 teachers at proficient level working at Kinchela Public School. All teachers are participating in professional development to further build on their skills. The composition of teaching staff has changed in the last two years, with several teachers moving on to different areas in their professions.

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	55,290
Revenue	656,734
Appropriation	642,550
Sale of Goods and Services	0
Grants and Contributions	13,368
Gain and Loss	0
Other Revenue	0
Investment Income	816
Expenses	-586,103
Recurrent Expenses	-586,103
Employee Related	-539,223
Operating Expenses	-46,879
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	70,632
Balance Carried Forward	125,922

Kinchela Public School's financial management processes and governance structures meet financial policy requirements. All financial and staffing decisions are within our budget and expenditure is carefully monitored to ensure we stay within our SBAR allocations.

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	451,316
Base Per Capita	5,414
Base Location	9,634
Other Base	436,268
Equity Total	110,512
Equity Aboriginal	68,642
Equity Socio economic	28,519
Equity Language	0
Equity Disability	13,351
Targeted Total	11,422
Other Total	4,796
Grand Total	578,046

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.

Due to the small cohort size and to maintain the privacy of the student results, there is no reporting of statistical data from NAPLAN

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.

Due to the small cohort size and to maintain the privacy of the student results, there is no reporting of statistical data from NAPLAN

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belief in students that we are all working and living together in harmony and how important it is to accept people from all nationalities and races. Teaching staff use many opportunities to encourage students to be accepting and caring for their fellow students and for members of our community.

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.

Our School uses both internal and external assessment to track and monitor student growth and identify improvement areas as well as students at risk. Kinchela PS has also started working with the ACARA Literacy and Numeracy Progressions as a means of monitoring students achievement and next steps.

Parent/caregiver, student, teacher satisfaction

In 2018 the school continued to seek the opinions of parents, students and teachers about the school. Due to the instability of staff during 2018, surveys were not conducted. Many conversations were undertaken instead to gauge the opinions of our staff, students and parents. Their responses are presented below:

- * The students are the school's main concern;
- * The school caters for the needs of all students;
- * The school is continually looking for ways to improve what it does;
- * When necessary, the school makes important changes to what it does.

Policy requirements

Aboriginal education

Kinchela PS is privileged to have a full time Aboriginal Education Officer who assists the school to meet the needs of our Aboriginal students., currently at 9 students. Aboriginal perspectives are embedded throughout teaching and learning units across the curriculum so that all students gain an understanding.

Multicultural and anti-racism education

Here at Kinchela Public School we strive to instil the