

# Kitchener Public School

## Annual Report



2018



2315

## Introduction

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

Cathy Vogt

Principal (relieving)

## School contact details

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## Message from the Principal

2018 was another year of great progress for the students, staff and community of Kitchener Public School. Starting the school year with 82 students, we were able to establish four classes, allowing the school to cater for the needs of our students in a smaller classroom environment.

Our highly dedicated staff collaborate to ensure an inclusive, supportive environment is provided for all students. Students have displayed great progress from this approach, with a willingness to learn and participate in a growing range of educational opportunities being provided to allow students to consolidate their learning. This included 16 students in years 2 to 6 graduating from Children's University in the Great Hall at the University of Newcastle.

Future-focused learning strategies has increased engagement in staff and students, across K–6, and will continue to be embedded in everyday teaching practice through a continued focus on Real, Engaging, Authentic, Learning (REAL) Projects, peer critique and our involvement with the Cessnock Academy of STEM Excellence (CASE).

Staff continued to attend e-SCOPE (Engaging Small Schools in Online Programming and Evaluation) stage meetings, with two staff members taking on executive roles. This has assisted in creating strong links with staff to develop teaching skills and extend their connections within the local community of schools.

Our community engagement continues to be a focal point, with strong links being developed between the school and families. Regular contact between the school and home through interviews, new parent workshops, events, surveys and the development of a welfare policy team has allowed for a stronger parent participation in the school and understanding of school requirements.

Links with Cessnock High, our feeder high school, has continued to grow. Our Year 6 students transition process ran successfully throughout the year, Aboriginal Education was strengthened with the involvement of a Youth Express Aboriginal Education Officer continuing the cultural program each week in the school as well as our involvement with CASE. Kitchener Public School is well positioned to continue to build upon the positive progress that we have made for 2019 and beyond.

Broader community links included setting up a Breakfast Club, with funding from The Cessnock League's Club as well as receiving an Environmental Schools' Grant from the Cessnock City Council to purchase a greenhouse to propagate seedlings.

I certify that the information provided in this report provides a balanced and genuine account of the school's achievements and areas of development for the future.

Cathy Vogt Principal (relieving)

# School background

## School vision statement

**Empowering all in an engaging environment.**

## School context

Kitchener Public School is a small school, situated on the outskirts of Cessnock. As a proud member of the Cessnock Community of Great Public Schools (CCGPS) we aim to deliver high quality, engaging learning opportunities for all members of our school community.

A strong and committed staff lead future-focused teaching and learning, preparing our students for success today, tomorrow and into the future.

The school enjoys strong links with similar schools in the Cessnock area, with many connections through professional learning, teaching and learning, sporting and cultural activities. Links with the wider community are continually being developed in order to provide greater opportunities for our students.

The school is considered to be delivering in terms of value-added measures for K–2 and 5–7, with 3–5 consisting of a small cohort which restricts reporting. Percentages of students in the top two skill bands has plateaued and will continue to be a focus for the school.

Time and resources have been invested into developing teacher's skills, consistency and evolving classroom practice.

Key programs from the 2018–20 Strategic Plan that will remain and grow include Early Action for Success, REAL projects, Peer Critique, Science, Technology, Engineering and Mathematics (STEM), Behavioural Reading and POD, MiniLit, L3 and a K–6 focus on developing number sense.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued. This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

In the domain of **Learning** : Teachers collect and use assessment data that monitors achievements and identifies gaps in learning to inform planning for particular student groups and individual students.

– Expectations of behaviour are co-developed with students, staff and the community and are designed to ensure effective conditions for learning.

In the domain of **Teaching** : The school identifies expertise within its staff and draws on this to further develop its professional learning community. Areas for development in teacher expertise are identified and addressed. Teachers are supported to trial innovative or evidence based, future-focused practices.

– Teachers access and engage in professional learning that builds skills in the analysis, interpretation and use of student progress and achievement data.

In the domain of **Leading** : The school regularly solicits and addresses feedback on school performance from students, staff, parents and the broader school community.

– The leadership team actively supports change that leads to improvement, creating opportunities where feedback about the impact of change can be shared and monitored.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

## Strategic Direction 1

### Engaged Learners

#### Purpose

Innovative and stimulating learning environments are underpinned by high expectations and quality teaching practices to provide a differentiated curriculum that is flexible, relevant and dynamic to meet the needs of engaged learners.

#### Overall summary of progress

A strong Personal Development Plan (PDP) process, linked to the school's Strategic Plan was developed. The accreditation process for current proficient teaching staff was monitored with one teacher successfully attaining proficient accreditation.

Professional learning targeted peer critique in art and writing, learning progressions, REAL project based learning and PDHPE incorporated into literacy and numeracy.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased percentage of students demonstrating expected growth in literacy and numeracy measures in NAPLAN.	LST identify students for specific intervention and support, including Behavioural Reading and POD for literacy intervention.	Due to a small year 5 cohort, reporting on NAPLAN cannot be provided.
At least 80% of students demonstrating expected growth in learning progressions (K–6).	Staff provided with release to work with the Instructional Leader on entering data.  \$2000 casual relief	79% of students in K–2 achieved L3 reading levels, 76% achieved expected growth in Creating Texts with 67% showing expected growth in Quantifying Numbers. Year 2 showed consistent growth, above 80%, in all areas. Data from years 3–6 was not collected as regularly and will be a focus in 2019.

#### Next Steps

Staff utilise feedback to assess impact and quality of teaching and learning experiences.

Students build skills to self assess utilising writing rubrics and literacy and numeracy progressions with a focus on resilience, capabilities and competency.

## Strategic Direction 2

### Effective Relationships

#### Purpose

Fostering an inclusive environment that promotes opportunities for all members of the school community to be valued and supported, resulting in the successful improvement and development of the students, staff and the wider community ensuring effective relationships.

#### Overall summary of progress

Students, staff and community members were provided with 'a voice' due to opportunities to collaborate and participate in decision making to review and update Positive Behaviour for Learning welfare practices. These included a reward system, a flowchart for consequences, a Check-in/ Check-out card and restorative justice plans for behaviour management.

Opportunities for students were provided to enhance teaching and learning experiences in all areas of the curriculum both in school and the wider community. Staff expertise was identified and drawn on to further develop professional learning, across the school, in the areas of peer critique, REAL projects, PDHPE and Learning Progressions.

A breakfast club was made possible thanks to funding from the Cessnock Leagues Club and ran every Tuesday morning during semester two. Strawberries from the school's edible garden which was created with a grant from Austar Coal Mine was a welcome addition to breakfast cereal.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased student attendance rates to be at, or above, State averages across all grades.		Student attendance has decreased across the school due to some individual student attendance significantly impacting upon overall school percentage. Year 1 (95%), Year 2 (93.7%) and Year 5 (95.2%) are above state average.
Decrease in percentage of students with behavioural referrals across all grades using 2017 baseline data (per capita).	Rewards Days – \$4000  Sentral subscription – \$1000	Behaviour referrals were relatively similar in 2018, from 2017. There was a 20% drop in behaviour referrals in semester 2, 2018, compared with semester 1. Conversations monitoring wellbeing recorded by teachers on SENTRAL, were up by 71% in 2018.

#### Next Steps

Implement a whole school integrated approach to student wellbeing including an agreed upon process for awards and consequences, a K–6 Mindfulness program for all areas of the school community and negotiated observations of classroom practice to improve professional knowledge.

### Strategic Direction 3

#### Empowered Community

#### Purpose

Embedding a sense of ownership and responsibility in all students, staff and the wider community. Creating a sense of purpose and excitement in all endeavours leading to an empowered community prepared for sustained success.

#### Overall summary of progress

A strong commitment to fortnightly Learning Support Team meetings, by all staff, ensured that the academic and social needs of students continued to be met during 2018.

Community links were strengthened in order to provide a diverse range of experiences and opportunities including excursions with other schools, Children's University, CASE, REAL project based learning and the small schools' e-SCOPE network.

Surveys and 2018 evaluations were analysed, by staff, to determine 'where to next' in 2019.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increasing numbers of parents/carers displaying knowledge and understanding of students learning and how best to support their child as measured through feedback sourced from formal and informal surveys.	\$6000 Teacher Relief, including parent interviews and PLSP organisation.	Community Spiral of Inquiry surveys indicated that 80% of parents and carers who returned these knew their child's next learning step in both literacy and numeracy.
Increased percentage of students demonstrate expected growth across all equity groups within the school.	0.6 SLSO (school funded) \$2000 Resources and Subscriptions (including BR, POD and computer software)	All equity groups within the school were well represented in expected growth. Moving students into the top 2 skill bands remains an area for the school to concentrate on.

#### Next Steps

Workshop opportunities to increase parent and carers knowledge in the areas of technology, including Cyber Safety, REAL projects and SMART goal setting.

Student reports are personalised, providing clear and specific information about student growth and improvement measures.



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$10 773	<p>Assistance provided for Aboriginal students to attend excursions and extra-curricular activities.</p> <p>Aboriginal teaching focus through creating links with partner high school Youth Express to develop identity and pride in Aboriginal culture.</p> <p>Continuation of Aboriginal Education Team and Sista Speak.</p> <p>SLSO employed to support students across all KLAS.</p>
<b>Low level adjustment for disability</b>	\$42 682	<p>Engagement of LAST to work with targeted students to support in-class needs.</p> <p>SLSO employed to support students across school.</p> <p>Resources purchased to provide for learning requirements of all students.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	\$13 326	Funding utilised to support professional learning for teachers provided by identified staff within school and data support associated with EAFS.
<b>Socio-economic background</b>	\$87 407	School staffing allocation supplemented to transfer Principal's teaching load enabling more efficient management of the school, targeted training and development of staff, consistency for students and flexibility, including support initiatives, to provide for student needs.
<b>Early Action for Success</b>	Staffing Allocation – 0.6 Instructional Leader	Three tiered model of intervention utilised to determine students requiring extra support with their learning. Appropriate interventions are formulated to address these specific needs through a focus on mentoring and supporting K–2 staff. PLAN2 data, focusing on Learning Progressions is collected and analysed, allowing for specific plans to be developed and implemented by the Support Team.



## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	37	40	40	46
Girls	45	38	33	36

In 2018, the school started with 82 students which enabled us to create four classes. The student enrolment comprised of 46 males and 36 females. Nine students identified as Indigenous. A nearby housing development started which enabled our numbers to hold as some students moved to different locations during the year. New families, who moved into the area, enrolled their children in our school and this will positively impact upon future enrolments.

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	98.1	94.4	97.1	84.2
1	93.5	94	95.8	95
2	93.5	94.7	94.7	93.7
3	95	94.4	92.6	89.2
4	94	94.2	93.3	92.2
5	92.1	96.1	91.6	95.2
6	91.5	89.4	90.1	86.6
All Years	94	94	93.4	90.4
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

### Management of non-attendance

Attendance is regularly reviewed within the school.

Students who are absent from school after two days are monitored by the classroom teacher, with families contacted on the third day. Further contact with parents is made by the principal if required.

The SAM sends home absent letter reminders weekly for unexplained absences. This also includes partial attendances.

The principal meets with the HSLO when required to discuss strategies for students with attendance concerns.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	3.56
Learning and Support Teacher(s)	0.3
Teacher Librarian	0.2
School Administration and Support Staff	1.41

\*Full Time Equivalent

Kitchener Public School had one identified Indigenous staff member in 2018. All staff members had an increased understanding of Aboriginal Education and Indigenous Affairs through leadership and pedagogical practices that embedded Aboriginal perspectives into the curriculum.

Our commitment to Aboriginal Education continues to be supported through our strong links with our partner high school and the continuation of an education program run weekly, throughout the year, with a focus on the 'Culture Strong' initiative run by Youth Express.

We also maintain our commitment and involvement with the Korreil Wonnai AECG. We remain committed to continue to generate positive and meaningful relationships with Aboriginal parents and community members in order to close the gap and promote Aboriginal Education at Kitchener Public School.

Our classroom teachers remained relatively stable. One new teacher joined the school in a job share position with another member of staff who was successful in gaining a position as an Instructional Leader two days per week.

The substantive principal was successful in gaining a relieving principal role at another school for Semester 2. This resulted in the school's Instructional Leader



assuming the relieving principal role, to maintain stability across the school. A new Instructional Leader was appointed in the relieving position for the remainder of 2018.

### 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

All professional learning funds were spent in terms of audit requirements and linked to Department of Education objectives, teacher identified reviews and our 2018–2020 strategic plan. All staff undertook professional development in 2018. Money was spent in the areas of syllabus implementation, student/staff wellbeing and student centred, future-focused learning. The whole school focus of improving literacy outcomes continued, with EAfS strategies, L3 and the Tamworth Operational Directive Writing Initiative throughout the school.

Staff presented professional learning undertaken, at school, to upskill other staff in the areas of PDHPE, peer critique, REAL projects and technology. S1 and S3 staff attended Project Nest – a future-focused conference led by Kurri Kurri High School that supported the implementation of Real Projects within the school. This will continue to be a focus, K–6, in 2019.

e–SCOPE was strengthened within the CCGPS Small Schools Network through the establishment of an executive team to lead stages. All staff participated in collaborative practices around CTJ and shared relevant stage professional learning. Staff also underwent training, through iPLAY, to increase knowledge and understanding of Fundamental Movement Skills and moving while learning, to cater for student's different learning styles.

In 2018 Kitchener Public School had no beginning teachers under employment. One teacher was accredited as proficient during the year and all other teachers worked towards maintaining accreditation at the proficient level. The relieving principal completed the 16 Leadership Credential Modules during semester two.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	119,727
<b>Revenue</b>	1,028,107
Appropriation	1,004,040
Sale of Goods and Services	1,364
Grants and Contributions	21,886
Gain and Loss	0
Other Revenue	0
Investment Income	816
<b>Expenses</b>	-1,031,046
Recurrent Expenses	-1,031,046
Employee Related	-918,949
Operating Expenses	-112,097
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	-2,939
<b>Balance Carried Forward</b>	116,788

The three financial summary tables cover 13 months (from 1 December 2017 to 31 December 2018). The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

The principal and School Administration Manager (SAM) worked together through regular communication and meetings to ensure financial management processes and governance structures were met, following financial policy requirements of the Department of Education. Time was also spent in upskilling the principal and SAM, in training and development, to ensure that the new financial structures were implemented correctly.

Funds were used throughout the year to implement technology in the school with the purchase of two interactive work stations and replacing the five existing interactive whiteboards in learning spaces. The school entered into a three year agreement with five other schools to fund a deputy principal to implement STEM, and committed funds to ongoing training and development opportunities for all staff to maintain teaching standards and learning opportunities for our students.

Intended use of funds available will be to ensure stability in our teaching with the employment of an

above establishment teacher and ongoing training and development opportunities, with an emphasis on future focused learning. Upgrading technology for student use will continue to be prioritised.

## Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	738,370
Base Per Capita	14,116
Base Location	1,719
Other Base	722,536
<b>Equity Total</b>	140,862
Equity Aboriginal	10,773
Equity Socio economic	87,407
Equity Language	0
Equity Disability	42,682
<b>Targeted Total</b>	0
<b>Other Total</b>	110,117
<b>Grand Total</b>	989,349

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

## School performance

### NAPLAN

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

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

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students

who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

Due to the small number of students in year 5, NAPLAN results in Literacy cannot be provided in the 2018 Annual Report.

Due to the small number of students in year 5, NAPLAN results in Numeracy cannot be provided in the 2018 Annual Report.

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.

Kitchener Public School is committed to improving education results for Aboriginal students within the school, aligned with the Premier's Priorities and State Priorities. Funding and specific support has been provided to Aboriginal and Torres Strait Islander students to ensure they engage with the school and the curriculum, with links being created between school and home. An SLSO is employed to work with these students within the classroom and to provide interventionist support for literacy and numeracy when needed. This will remain an ongoing focus at Kitchener Public School



## Parent/caregiver, student, teacher satisfaction

In 2018 the school sought the opinions of parents, students and teachers through a variety of formal and informal measurements. This included the use of 'Spiral of Inquiry' student and community surveys, and student evaluation surveys. The 'Spiral of Inquiry' survey was conducted in Term 4 and displayed continued positive growth in student attitudes towards their learning, awareness of why they were learning as well as future

goals. Students surveyed displayed a positive connection with the school and their learning as well as strong relationships across the school. The main area that they indicated they wanted to continue in the school was through continued social interactions with excursions and events. REAL projects in 3–6 was also an area of positive comments.

The parent survey indicated a continued improvement in parent understanding of what their child was achieving and an increased knowledge, through effective communication, on initiatives at Kitchener Public School. Staff reported that interactions with parents and carers were positive and that they valued the frequent informal and formal opportunities for discussion. Parent surveys reported areas for improvement for the school would be a musical or play, more anti-bullying programs, more parental involvement and more activities between smaller schools.

Staff reported a strong connection to the school, with all staff feeling that their contribution was important and valued. Staff were happy with the level of Professional Development and support that they had received throughout the year and had clear goals to achieve for the future in their careers through the Personal Development Plan process. Evaluations for Early Action for Success and Learning Support indicated that staff felt that initiatives such as Behavioural Reading, POD, MiniLit, L3, TEN, the in-school speech program and in-class mentoring and support had made a positive impact on student and teacher needs.



## Policy requirements

### Aboriginal education

Kitchener Public School has worked closely with our Cessnock Community of Great Public Schools to ensure that our Aboriginal students are fully involved in as many local events as possible. We have an integrated approach to Aboriginal culture across all Key Learning Areas. Aboriginal perspectives and beliefs are emphasised throughout units of work in Literacy, HSIE, Science and Creative Arts. Our Aboriginal students

academic results continue to display improvement overall. Social, sporting and creative achievements across all stage levels continue to be a focus.

All staff, students, the community and other small schools were involved in celebrations related to NAIDOC Week. These included a smoking ceremony, traditional games, cooking, dance and art. Weekly lessons were conducted for all students with the aim of increasing knowledge of Aboriginal culture, and included a 'Culture Strong' program presented by a member of Youth Express from Cessnock High School and the development of a yarning circle as an outdoor learning space.

During 2018 a Junior Aboriginal Education Team (AET) was developed within the school, led by an Indigenous teacher. This allowed our Indigenous students an opportunity to have a voice within the school and strengthen their own knowledge regarding their traditions and history. This was supported by the Korreil Wonnai AECG president, who assisted with the development of the Junior AET. Members from the AET took part in opportunities with the Aboriginal dance group including performing at the CCGPS STEM conference held at Crowne Plaza.

Sista Speak was also implemented by the Indigenous teacher, allowing an opportunity for our female students in Stages 2 and 3 to develop their own identities and strengthen relationships.

Kitchener Public School was well represented at the Korreil Wonnai AECG Kullaburra awards in partnership with the CCGPS Aboriginal Education Committee. Students received awards for school based achievements, outstanding attendance and school leadership.

The AET leaders for 2019 were announced and presented with their badges at the 2018 Presentation Awards Evening as part of the school's student leadership team.



### Multicultural and anti-racism education

Aspects of different cultures are recognised at Kitchener Public School. Perspectives and attitudes required for a culturally diverse society are integrated throughout our curriculum within programs. Our links with Children's University allowed us to access

multicultural visits from Asian and African cultures. This served to expose our students to different cultures that reside in Australia and build an awareness of the differences between their culture and the cultures of other countries.

Stage 3 students developed links with young mothers at the 'Beehive', in Kenya. This included skyping each other to talk about their different cultures, fundraising at Kitchener and the creation of a fictional text that was shared with the young mothers and their babies. This also promoted an awareness of different cultures within our school and the wider community.

No incidents of racism were recorded throughout the year.