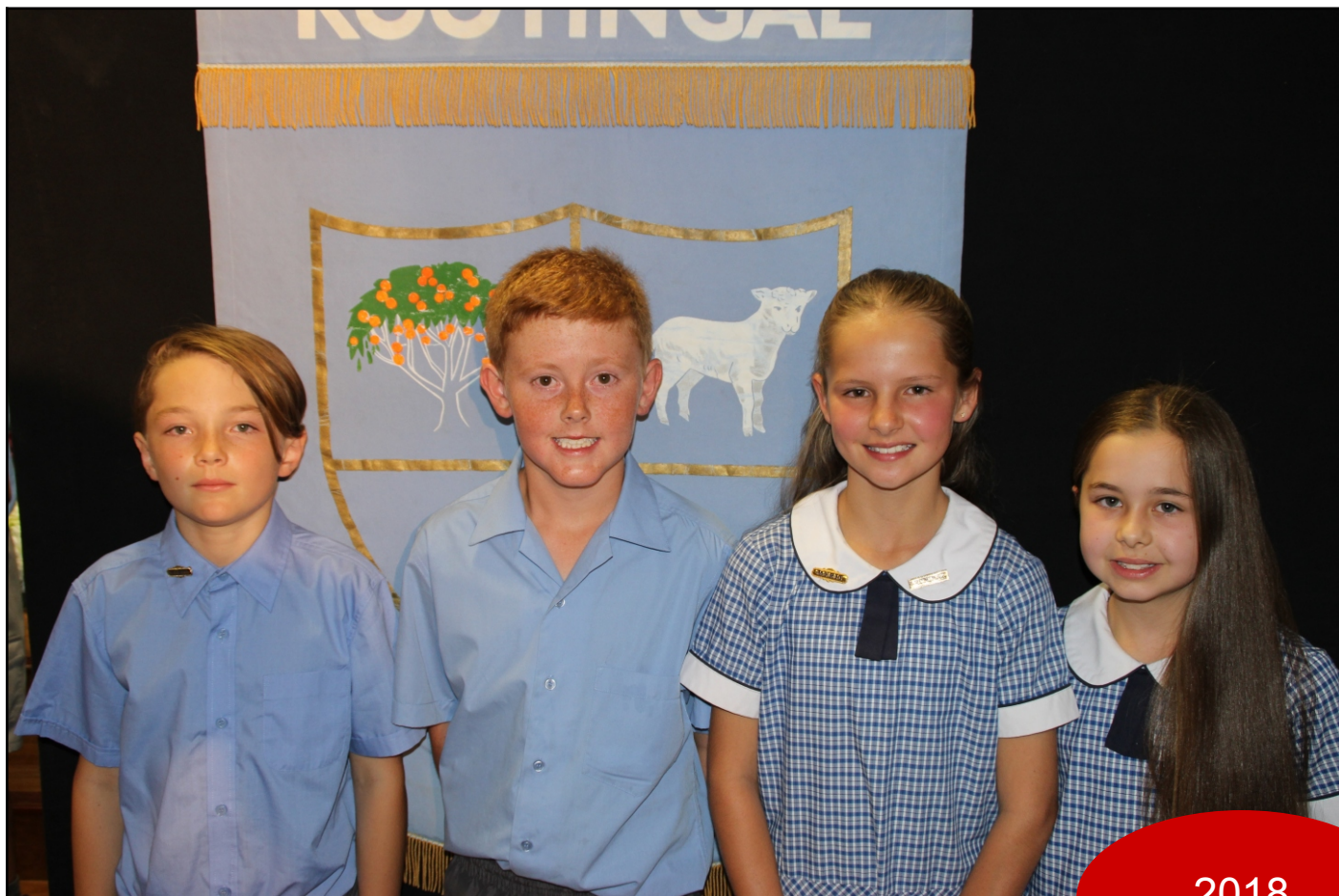


# Kootingal Public School

## Annual Report



2018



2327

## Introduction

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

Cara Cracknell

Principal

## School contact details

Kootingal Public School

Denman Avenue

KOOTINGAL, 2352

[www.kootingal-p.schools.nsw.edu.au](http://www.kootingal-p.schools.nsw.edu.au)

[kootingal-p.school@det.nsw.edu.au](mailto:kootingal-p.school@det.nsw.edu.au)

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## School background

### School vision statement

A culture of sustainable practice that offers a diverse curriculum catering for all needs, with an embedded understanding of caring for each other, learning for life and achieving together. This is underpinned by building the capacity of all teaching staff to deliver the highest quality of teaching programs in a supportive learning environment. We value community participation and encourage family involvement in our children's learning, creating a supportive partnership with the school.

### School context

Kootingal Public School is a small school located at the foothills of the Moonbi Ranges. The township of Kootingal is very well serviced and the school enjoys reciprocal partnerships with the many business houses, churches, volunteer organisations and sporting groups.

Current enrolment is 186. A new housing estate with 126 blocks to be sold is located 200m from the school's front gate. Kootingal Public School also has 24% ATSI students.

Staffing mix is experienced with New Scheme teachers. Our Principal is non-classroom based and is supported by two Assistant Principal positions. SAS staffing is small with a SAM, SAO, General Assistant and a permanent part-time SLSO (Learning and Support and Integration funding). School currently has 8 classes with larger numbers supported in the infants area.

The school has the following allocations:

- 4 days Learning and Support Teacher
- 1 day School Counsellor.

Kootingal Public School is a leader in the education of technology with a two class sets of iPads and laptops, full school wifi access and Smart Boards in all teaching spaces.

Kootingal Public School embraces its banner statement of *Caring, Learning and Achieving Together* with programs such as a Breakfast Club, Positive Behaviour for Learning, Buddy program and Before and After School Care with Sherpa Kids.

## 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, Kootingal Public School is delivering. Kootingal Public School actively plans for student transitions with a hand-over strategy utilised from one teacher to the next teacher each year. The attendance of students is carefully monitored with prompt action taking place to address concerns. Kootingal Public School has a whole school approach to student wellbeing with a focus on the explicit teaching of expectations of behaviour across school settings. Kootingal Public School reports to families each term with alternating formal reports and Parent Teacher Interviews. As a school, internal and external assessment data is collated and used to plot student achievement.

In the domain of Teaching, Kootingal Public School is delivering. As a school, all staff undertake professional learning in the collation, analysis, interpretation and use of data to support their teaching practice. The executive team, uses student progress and achievement data to inform key decisions, particularly in relation to intervention programs and use

of equity funding. All professional learning is centred on the school plan and the programs that drive the school.

In the domain of Leading, Kootingal Public School is sustaining and growing. As a school, the facilities are utilised and changed according to need. This flexibility assists the school to meet the needs of the students and the community. Planning is undertaken throughout the year to meet the needs of the school, to maximise resources and implement the school plan. Processes are continually refined to ensure services and information are easily accessible by staff, students and community.

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

### Diverse Curriculum

#### Purpose

Through implementing a diverse curriculum, KPS caters for all students. We aim to provide students with varied experiences, providing for a well-rounded education that fosters an appreciation of different learning platforms, cultures and creative pursuits. This will ensure we bring to light the uniqueness of each individual student, promote the transference of knowledge from different key learning areas and ensures all students are given opportunities to develop strengths, overcome weaknesses and perform to their full potential.

#### Overall summary of progress

Kootingal Public School continues to experience great traction with furthering the pursuits of creative and performing arts across the school and in the community. Our students flock to extra curricular activities that denote creative and performing arts with strong contingents in major productions and musical ensembles, and continuation into secondary settings. Our community actively support our school and students through their attendance at school events and monetary support of subsidised extra curricular activities. Our P&C, in particular, value our continued participation in the creative and performing arts area. Our professional learning of staff in the area of creative and performing arts however is off track. This is due to the key personnel leaving the school.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All staff competently and confidently program, teach and evaluate Creative and Practical Arts syllabus.		Personnel driving the initiative left the school resulting in an inability to continue with this project in 2018.
As demonstrated via surveys, students and community members indicate connection with, have ongoing strong support and foresee future participation in creative and performing arts.	P&C subsidising of cultural excursions by \$1500.  Socio-economic background (\$40 000)	Equitable engagement, enrichment and participation by students across K-2. Encouraging students to become more widely involved in cultural events. Kindergarten and Year 1 classes based English program on Josephine Wants to Dance. This incorporated the construction of informative texts based on Australian animals with extension into other rich texts, such as Possum Magic, Edward the Emu, Edwina the Emu and Koalaloo, and visual arts activities, charcoal drawings, newspaper koalas, dot kangaroos.

#### Next Steps

1. Identification of key personnel to deliver professional learning to staff in the area of creative and performing arts.

## Strategic Direction 2

### Teacher Quality

#### Purpose

At KPS, we develop the capacity of each individual teacher to ensure the best delivery of the curriculum. This leads to improved student outcomes, setting up students to succeed and become well-informed, active citizens of their community.

#### Overall summary of progress

Kootingal Public School continues to forge ahead in its reading, writing and differentiation initiatives. With programs such as L3 and Focus on Reading paramount to our continued student achievement, it is vital that we continue to fund these programs coupled with scheduled professional learning. Our student reading data is assisted with five weekly snapshots. From this data, Kootingal Public School is able to provide immediate interventions when students are not meeting the expected benchmark. Further tightening of the writing process and its assessment has provided Kootingal Public School with a far greater validity in its writing data. This has been a major improvement in our ability to analyse the data across the school from years 2–6, then plan and teach according to need.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Differentiation is clearly evident in all teaching programs for targeted school focus areas and is evident through classroom observational data.		Differentiation is clearly evident in the teaching and learning programs of classroom teachers. This is coupled with identification of students performing below expected levels and the design, implementation and evaluation of learning and support plans to support students requiring additional support.
To increase the number of students achieving in the proficient bands of reading by one per year for 3 years.	\$4 500 Socioeconomic funding	<p>Focus on Reading training in 2018 was very disjointed, lacked continuity and momentum in learning. It didn't feel as successful as the 2017 training year. However, teaching staff felt that its completion was better this way due to other competing professional learning commitments (L3).</p> <p>In 2018, classroom teachers provided school-based trainer with plans for teaching of Focus on Reading concepts.</p>
To increase the number of students achieving in the proficient bands of writing by one per year for 3 years.	\$15 000 Socioeconomic funding	<p>Staff are more receptive to working in the classroom as opposed to working in a paired situation with our professional practitioner. In classrooms, students are receiving the benefits of the professional practitioner's teaching expertise, particularly in the use of the metacognition strategies.</p> <p>Focus in 2018 moved to years 2 and 4 in preparation for NAPLAN 2019.</p> <p>Established longitudinal data collection with set writing tasks set for each term across the school years 2–6. Procedures put in place to support staff in data entry.</p> <p>Further support for classroom teachers with a review of the task administration, marking and data submission procedure. Hence, a marking guide document was developed in response to staff</p>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
To increase the number of students achieving in the proficient bands of writing by one per year for 3 years.		concerns.
Increase the number of students exiting Kindergarten at or beyond the L3 benchmark from 62% in 2017 to 64% in 2020.	Allocation of 0.6 for an Instructional Leader. 0.4 funded out of Socio Economic (\$40 000) and 0.2 funded from school based initiatives.	<p>Implementation of the L3 strategy changed the pedagogical practice of all classroom teachers. This in turn changed the learning dynamics of the classroom and the environment.</p> <p>Rich texts were used to develop students' writing. Rich texts have been influential in developing students' inferential comprehension and vocabulary. It has also assisted in the writing of informative, persuasive and imaginative texts.</p>

## Next Steps

1. Continuation of L3 ongoing professional learning in 2019.
2. Regular scheduling of Focus on Reading professional learning in 2019 during regular staff meeting and Staff Development Day agendas.
3. Continuation of writing program in 2019 with the focus on the explicit teaching of the mechanics of writing and the collation of data as a longitudinal study of student writing.
4. Explicit teaching of writing assessment tool and the feedback to students of writing data to formulate goals for further development.



## Strategic Direction 3

### Student Wellbeing

#### Purpose

At KPS, we recognise that all children are individuals. We aim to provide social, emotional and academic support to enable all children to achieve the level of which they are capable. All children have the right to access the curriculum and all teachers are committed to working in collaboration with parents and the community to ensure the appropriate accommodations and adjustments support the learning and wellbeing needs of each student.

#### Overall summary of progress

Kootingal Public School's Positive Behaviour for Learning (PBL) program gained greater traction in 2018. PBL is thoroughly embedded in to the teaching and learning at Kootingal Public School with a proactive team that collates and analyses data and communicates this data to the school staff and community. While PBL is strong and evidence of differentiation to support individual students is prominent within the school, Kootingal Public School did not seek the feedback from community and students in the Tell Them From Me survey.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
In the Tell Them from Me survey, there is an increase in student responses indicating they have a greater sense of belonging at Kootingal Public School.		Kootingal Public School did not participate in the Tell Them From Me Survey in 2018. This process is off track due to a focus on PBL and the other strategic directions. PBL team will coordinate in 2019.
The school K–6 has strong evidence of differentiation that supports and caters for the individual needs of students with interventions in place to support students not meeting benchmarks.		<p>Teachers lead the reviews of student Individual Learning Programs (ILPs) with decisions made as to whether to continue focused student support. Evidence from ILPs supported decisions for Nationally Consistent Collection of Data (NCCD).</p> <p>Staff independently identified students, areas of need and primary area of need for NCCD. Staff identified the documentation used to support the professional judgement for NCCD.</p> <p>Staff competently program for differentiation using evidence to support knowledge and areas of need.</p>

#### Next Steps

1. Completion of the Tell Them From Me Survey in 2019.
2. Investigation of the requirements and professional learning for PBL in classrooms, as well as the playground, in 2019.



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$44,598	<p>The allocation was devoted to the employment of our Instructional Leader and the employment of an additional School Learning and Support Officer (SLSO) .</p> <p>The employment of the Instructional Leader was pivotal in the change of pedagogy in the infants classroom. The Instructional Leader assisted with this change, attending professional learning with all staff, analysis of reading data and assisting classroom teachers to set targets for children at risk.</p> <p>The employment of the SLSO was pivotal in the delivery of the reading intervention program MiniLit and reading fluency groups. As a result of the delivery of these reading intervention programs, Kootingal Public School tailored the reading intervention program to the students. This ensured that each student referred to the Learning and Support team was assessed and matched to the correct intervention program for their needs. Data indicates an improvement in student outcomes with growth in both word attack skills and reading fluency for each student as well as exit strategies for students to keep progressing. Aboriginal students have priority when competing demands are known.</p>
<b>Low level adjustment for disability</b>	\$29,337	<p>The employment of the SLSO was pivotal in the delivery of the reading intervention program MiniLit and specialist assistance in the K–1 classrooms. Through the use of the MiniLit program, our data indicates an improvement in student outcomes with growth in both word attack skills.</p> <p>The SLSO is pivotal in assisting in the K–1 classrooms with the prescribed programs, knowing the routines and children's needs.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	\$33,108	<p>Kootingal Public School utilised the additional staffing as a way to support students in the middle bands of NAPLAN in Numeracy. This additional support was based on small group withdrawal and focused on the skills required to move students into the proficient bands as identified through data analysis.</p>
<b>Socio–economic background</b>	\$97,098	<p>The total socio–economic funding allocation was devoted to the employment of specialist Music teacher under the Strategic Direction Diverse Curriculum, the employment of a specialist consultation in the area of writing for years 3–6, training for our Focus on Reading school–based trainer, L3 professional learning and mathematics resources.</p> <p>The writing program delivered by Dr Kate Bricknell demonstrated the simplest of means</p>

<b>Socio-economic background</b>	<p>\$97,098</p>	<p>to achieve value added results through the use of rubrics when explicitly teaching writing. As a result, staff now have longitudinal data collection with set writing tasks set for each term across the school years 2–6. Procedures have been put in place to support staff in data entry. Further support for classroom teachers with a review of the task administration, marking and data submission procedure. Hence, a marking guide document was developed in response to staff concerns.</p> <p>In Focus on Reading, our school-based trainer provided the professional learning for all classroom teachers in Module 3 with preparations for Module 4 underway. As this program is rolled out across the school, new staff are coming in and being trained at the same time as existing staff.</p> <p>The use of these funds enabled all K–2 staff to undertake L3 training in response to increasing the number of students exiting year 2 at the required benchmark. This training has changed the pedagogical practices within these classrooms with better student outcomes in reading evident.</p> <p>Mathematics resources purchased enabled each classroom to have a set of resources available to meet the needs of students. These resources are specific to the stage of students.</p>
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## Student information

### Student enrolment profile

	Enrolments			
Students	2015	2016	2017	2018
Boys	88	101	107	108
Girls	92	83	85	80

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	92.7	95.6	95.1	90.5
1	95.5	94.1	92.2	94.7
2	93.7	95.2	93.7	91.4
3	95.7	91.3	94.5	92.2
4	93.1	94.6	93.5	95.7
5	93.9	94.5	94.5	93.3
6	95.7	94.8	95.3	93.3
All Years	94.4	94.3	94.1	92.9
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

In 2018, Kootingal Public School used a third-party software package with a text messaging service. Parents are quick to respond to the text messaging service. Students with attendance patterns of concern were raised at Learning and Support Team meetings. Overall, attendance at Kootingal Public School is slightly below the State average.

Kootingal Public School follows the Department of Education policy in ensuring that absenteeism is followed up within the required timelines.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	2
Classroom Teacher(s)	6.95
Teacher of Reading Recovery	0.32
Learning and Support Teacher(s)	0.8
Teacher Librarian	0.4
School Administration and Support Staff	2.04

\*Full Time Equivalent

At Kootingal Public School, one staff member identifies as being of Indigenous 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	

### Professional learning and teacher accreditation

Kootingal Public School's professional learning and teacher accreditation processes are in line with state policies. The school's management plan reflects the resources, including human time and dollars, that has been allocated to professional learning. Please refer to strategic directions 2 and 3.

All staff are accredited at Proficient level. Higher accreditation is promoted, however at this point staff have chosen not to pursue higher levels of accreditation.

## 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>	201,731
<b>Revenue</b>	2,004,689
Appropriation	1,897,060
Sale of Goods and Services	18,967
Grants and Contributions	86,965
Gain and Loss	0
Other Revenue	0
Investment Income	1,697
<b>Expenses</b>	-1,824,034
Recurrent Expenses	-1,824,034
Employee Related	-1,632,956
Operating Expenses	-191,078
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	180,655
<b>Balance Carried Forward</b>	382,386

In 2018, Kootingal Public School was heavily supported by its P&C with the funding of new technology for years 3–6, specialised furniture for infants classrooms, subsidies of cultural and sporting excursions and comprehensive reading texts. In total, the P&C provided over \$30 000 in funding to Kootingal Public School. This level of funding from our P&C enabled the school to save for further capital improvements in 2019.

In 2019, Kootingal Public School will look to replace interactive technology in all classrooms.

### 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>	1,490,733
Base Per Capita	37,127
Base Location	3,994
Other Base	1,449,613
<b>Equity Total</b>	254,323
Equity Aboriginal	44,598
Equity Socio economic	97,098
Equity Language	0
Equity Disability	112,627
<b>Targeted Total</b>	25,609
<b>Other Total</b>	67,749
<b>Grand Total</b>	1,838,414

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

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

## School performance

### NAPLAN

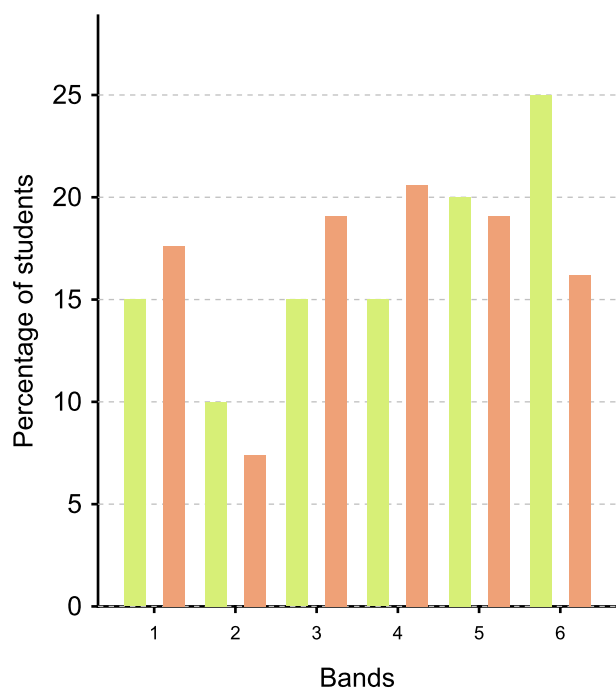
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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

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

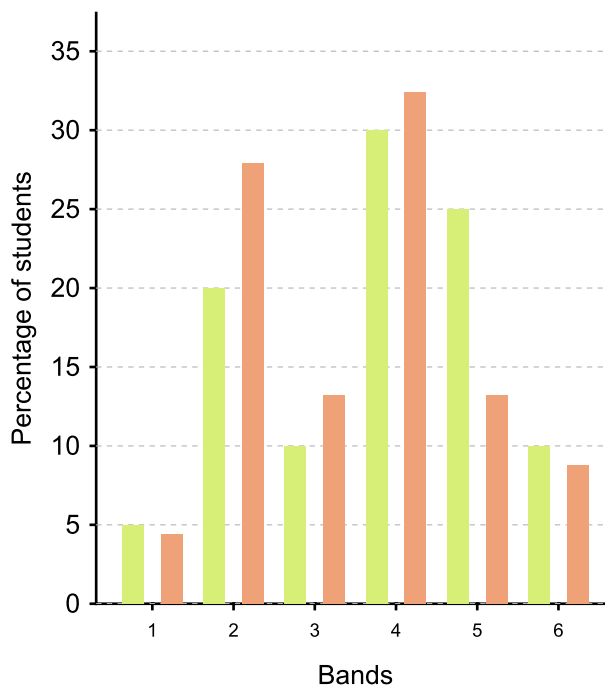
In Literacy, it is evident Kootingal Public School is continuing its achievement in all aspects with results greater than that of the previous three years. This is particularly evident in the Year 3 cohort. In Year 5, our best results were in reading and writing. This is due to the increased focus within our current school plan of the Focus on Reading and Writing program initiatives.

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



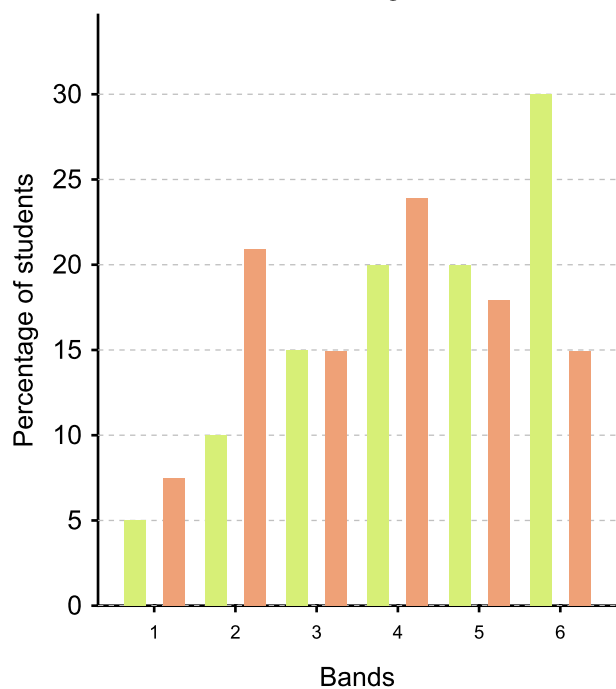
Percentage in Bands  
School Average 2016-2018

**Percentage in bands:**  
Year 3 Spelling



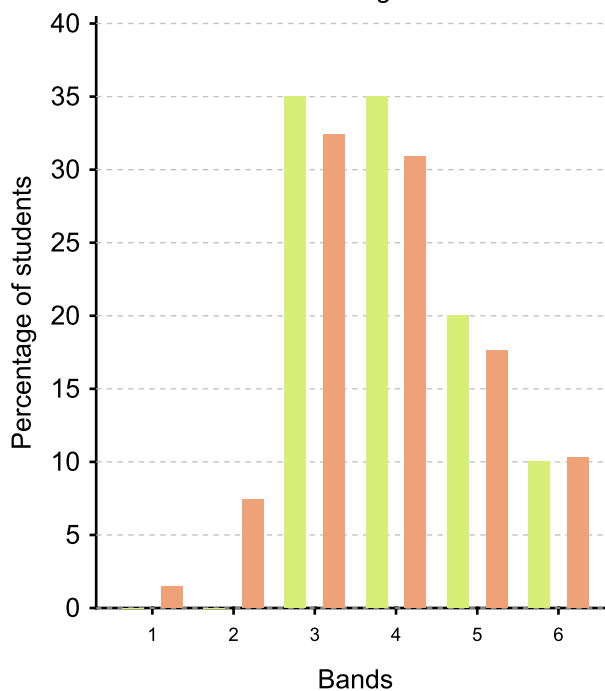
Percentage in Bands  
School Average 2016-2018

**Percentage in bands:**  
Year 3 Reading



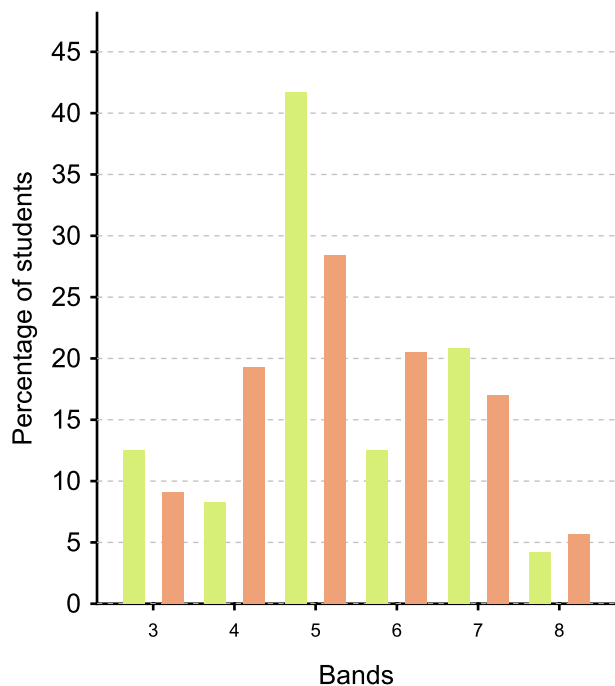
Percentage in Bands  
School Average 2016-2018

**Percentage in bands:**  
Year 3 Writing

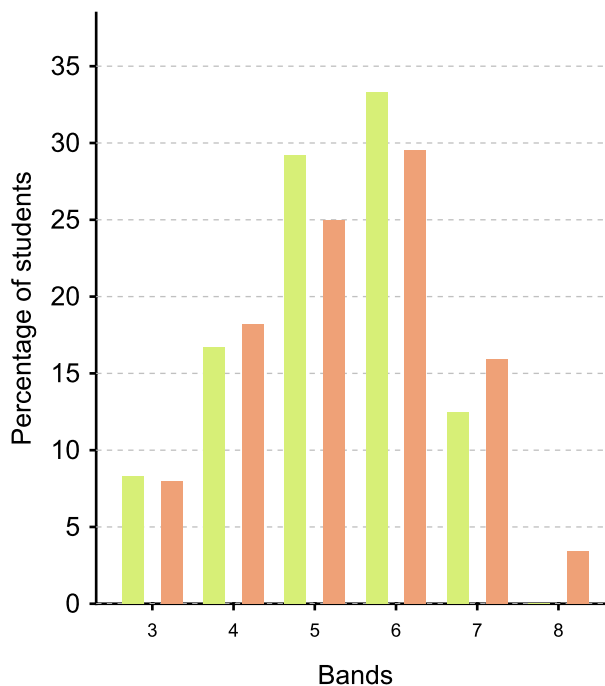


Percentage in Bands  
School Average 2016-2018

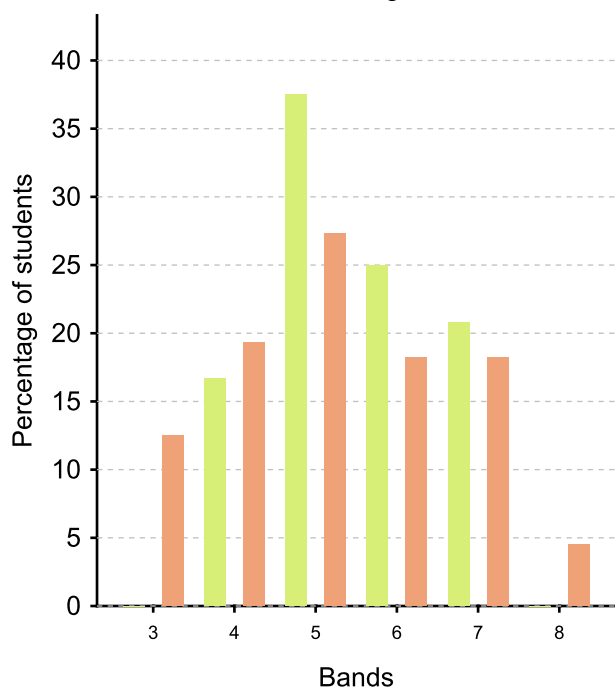
**Percentage in bands:**  
Year 5 Grammar & Punctuation



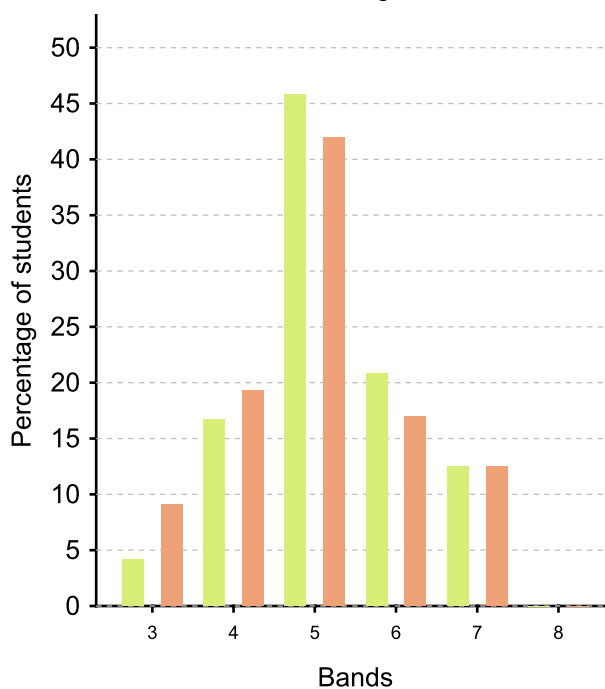
**Percentage in bands:**  
Year 5 Spelling



**Percentage in bands:**  
Year 5 Reading



**Percentage in bands:**  
Year 5 Writing



In NAPLAN Numeracy, both years 3 and 5 demonstrate our need to further our initiatives in moving our students from the middle bands to proficient bands. It is envisaged, our program of extension and enrichment in Mathematics will achieve this in 2019.

bands for reading and numeracy in NAPLAN compared to 22.2% in 2017.

## Parent/caregiver, student, teacher satisfaction

In 2018, Kootingal Public School conducted a survey regarding the communication of PBL to our broader school community. In total, our community were pleased with our level of communication and it is at a level as to what our school community expects. Our community wish to continue to see the use of our text messaging service and Facebook page as a means of communicating our PBL message. Our community also wish to see further signage across the school and a return of the banner stating the PBL focus for the week at the front of the school.

## Policy requirements

### Aboriginal education

NAIDOC week was recognised in 2018 with the presentation of weekly awards by Aboriginal Education Officer of Tamworth High School, Ms Kellie Allan. Each class conducted its own NAIDOC Week celebration in 2018.

Aboriginal perspectives are embedded in class teaching and learning programs. All formal occasions include the Acknowledgement of Country as per the prescribed protocols.

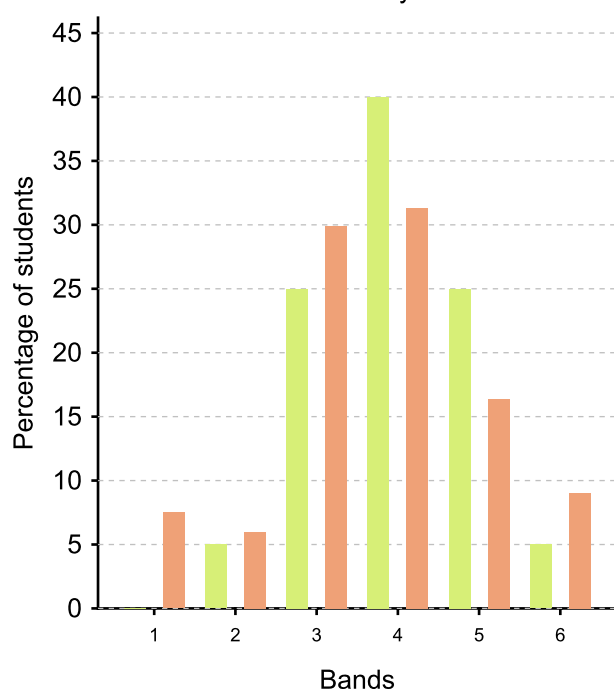
### Multicultural and anti-racism education

As a part of the K-6 music program, students participated in the Count Me In program. Class music lessons were conducted with Mrs Walsh focusing on music and musical instruments from different countries. Kootingal Public School also celebrated Harmony Day in 2018 with each individual class producing food from their country of choice for a market stall concept of sharing across the school.

Multi-cultural perspectives are a fundamental component of school practices ensuring an inclusive school community and racism-free learning and working environment. Students attended weekly religious education lessons and combined Easter, Education Week and Christmas assemblies.

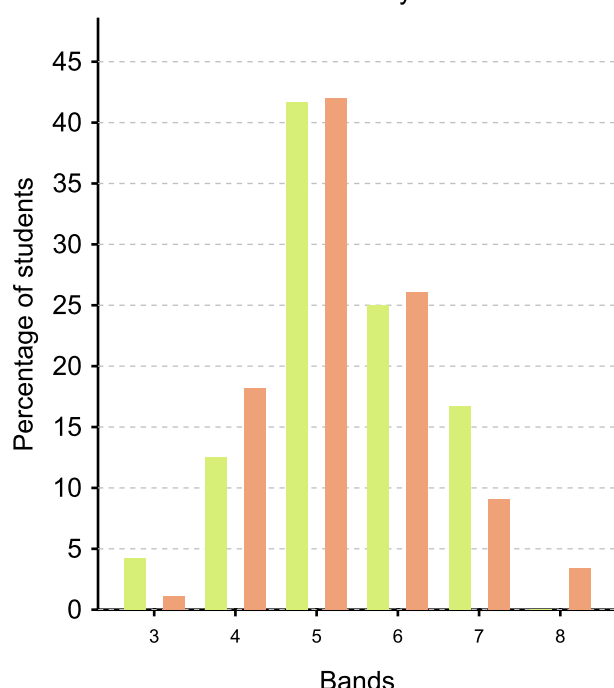
Kootingal Public School also has anti-bullying programs that are taught throughout PDHPE and a trained Anti Racism Contact Officer (ARCO) in Mrs Nicole Chegwyn.

**Percentage in bands:**  
Year 3 Numeracy



Percentage in Bands  
School Average 2016-2018

**Percentage in bands:**  
Year 5 Numeracy



Percentage in Bands  
School Average 2016-2018

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

In 2018, Kootingal Public School had 28.41% of students across years 3 and 5 achieve in the top two