

Kyogle Public School Annual Report



2018



2349

Introduction

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

Drew Green

Principal

School contact details

Kyogle Public School

192 Summerland Way

Kyogle, 2474

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

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

6632 1200

School background

School vision statement

Kyogle Public School will empower all students to embrace learning, achieve their personal best and build their social, emotional and physical well-being.

School context

The students are drawn from diverse backgrounds with a wide range of abilities and achievements represented in each year group from Kindergarten to Year six. Kyogle Public School has 14% of students identify as Aboriginal or Torres Strait Islander. The school is organised into six teams consisting of three Stage teams, Learning and Support team, Aboriginal Education team and a Positive Behaviour and Learning (PBL) team. Each Stage team is led by an Assistant Principal. Kyogle Public also has curriculum teams led by teachers. Kyogle Public School has embraced the Stronger Smarter Institute's way of thinking and philosophy in developing relationships and connections within the school and community.

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.

Learning Domain

In Learning Culture, Wellbeing, Curriculum, Assessment, Reporting and Student Performance Measures we are Sustaining and Growing.

Teaching Domain

In Effective Classroom Practice, Professional Standards and Learning and Development we are Sustaining and Growing. We are Delivering in Data Skills and Use.

Leading Domain

In Educational Leadership, School Planning, Implementation and Reporting, School Resources and Management Practices and Processes we are Sustaining and Growing.

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

Teaching and Learning

Purpose

Our purpose is to deliver quality teaching practice that is engaging and evidenced based, leading to improve educational outcomes for all our students.

Overall summary of progress

Students are actively engaged in their learning, seeking support when needed. Staff provide appropriate learning activities, that reflect differentiation to meet individual student needs. Parents and carers are invited to participate actively to discuss the future directions of our school in respect to student learning, as well as participate in surveys. School leaders support teachers in the development of learning programs to meet student needs, as well as becoming leaders of learning to address individual staff members' needs and the Australian Professional Standards for Teaching.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase in teachers skill, confidence and ability using data to optimise student learning. Increase the amount of students that achieve expected growth in literacy and numeracy.	Lesson observations	There been an increase of teachers using effective strategies learnt during professional development in their teaching practise. 85% of students displayed a more thorough understanding of stage appropriate numerical concepts. Lessons were observed and feedback provided by a staff member of choice. LaST to check data has been entered.

Next Steps

Identify staff needs and understanding and support with appropriate Professional Learning.

Strategic Direction 2

Wellbeing

Purpose

Our purpose is to provide a school wide collective responsibility for personalising student learning and success with high levels of student, staff and community engagement and achievement. As a result students will connect, succeed and thrive.

Overall summary of progress

We have continued to make significant progress in developing our school wide focus on Positive Behaviour for Learning (PBL). We have been able to promote positive student well being and improve the learning culture across our school. There is a more consistent approach to teaching and learning, appropriate behaviours and with the management of inappropriate behaviours.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of teachers analysing student behaviour by using the resource– EBS4 to analyse a student. Increase in the use and value (survey to ask staff is it useful/valuable) of Aboriginal language and culture within the school.	– survey results – organise entertainment for students	– Analyse looking for key focus needs or areas. – How successful was the party in rewarding positive behaviour

Next Steps

Look at negative behaviour systems and adjust to improve changes in behaviour.

Strategic Direction 3

Leading

Purpose

Our purpose is to increase internal leadership and its impact.

Overall summary of progress

To implement a consistent and high quality infrastructure to support students and staff learning. To further develop leadership capacity of staff in a supportive, collaborative culture where teachers engage in professional development aligned to the National Standards for teachers. Students have access to more leading opportunities across the school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase amount of students actively participating in leadership opportunities. Professional development plans show increased evidence of understanding and adoption of the annual performance and development cycle.	Surveys/Meetings	Evaluation of Professional Development Plan.

Next Steps

Address a lack of consistency around Running Records across the school.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Our Equity Loading Funding for Aboriginal Background results in \$48 662. This is used to employ an Aboriginal Community Liaison Officer.	Focuses include Aboriginal Education, student attendance, AECG formation.
Low level adjustment for disability	\$223 757 Executive meetings. Learning Support Teachers employed.	Placements in classes for the following year allow for the best possible support for students identified with higher needs.
Quality Teaching, Successful Students (QTSS)	\$51 848 Extra release. Mentor support.	Was there a measurable effect from the support provided? New teachers showed good development and understanding of classroom processes and curriculum.
Socio-economic background	\$221 579 Learning Support Teachers employed.	Modernisation of old learning spaces has effected learning time and some students behaviour. We have restful places to work.
Support for beginning teachers	\$14 000 Extra release. Mentor Support.	Extra release was found to be invaluable in preparing new teachers for their busy professional life. Being able to seek advice , listen, share and trial ideas has been most productive in individuals development.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	166	157	141	149
Girls	156	158	160	171

Student attendance profile

School				
Year	2015	2016	2017	2018
K	86.8	86.5	85.8	87.3
1	92.7	94.5	91.4	86.9
2	94.3	92.3	94.7	91
3	91.9	94.4	92.9	93.3
4	90.8	91.6	93.4	91.3
5	94.4	89.7	92.1	94
6	91.8	92.7	93.5	90.6
All Years	91.8	91.6	92.2	90.7
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

Kyogle Public School has an electronic attendance and non-attendance system monitored on Ebs4. Unexplained absences are flagged with letters sent to parents. After three days of students being away unjustified, teachers contact parents/carers. The principal reviews attendance reports on a weekly basis. Ongoing issues or concerns regarding attendance are referred to the Home School Liaison Officer and the Learning and Support Team.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	11.54
Teacher of Reading Recovery	0.53
Learning and Support Teacher(s)	1.5
Teacher Librarian	0.8
School Counsellor	1
School Administration and Support Staff	3.02

*Full Time Equivalent

There is one permanent Aboriginal teacher and one temporary Aboriginal Support Teacher employed at our school.

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

Professional learning during 2018 has been needs driven and as such is very flexible and supportive of the individual. Literacy and Numeracy; as our core subjects remained high on the professional learning list.

Proficient Teacher Accreditation is still sought after by four of our teachers.

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	469,687
Revenue	3,738,554
Appropriation	3,596,596
Sale of Goods and Services	4,057
Grants and Contributions	133,844
Gain and Loss	0
Other Revenue	0
Investment Income	4,056
Expenses	-3,432,837
Recurrent Expenses	-3,432,837
Employee Related	-3,079,772
Operating Expenses	-353,066
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	305,716
Balance Carried Forward	775,403

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

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	2,329,320
Base Per Capita	58,204
Base Location	23,170
Other Base	2,247,947
Equity Total	489,606
Equity Aboriginal	45,590
Equity Socio economic	221,579
Equity Language	2,584
Equity Disability	219,852
Targeted Total	448,804
Other Total	211,156
Grand Total	3,478,886

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

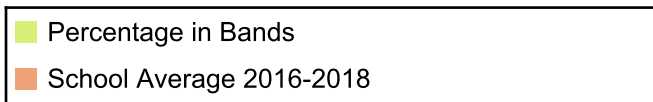
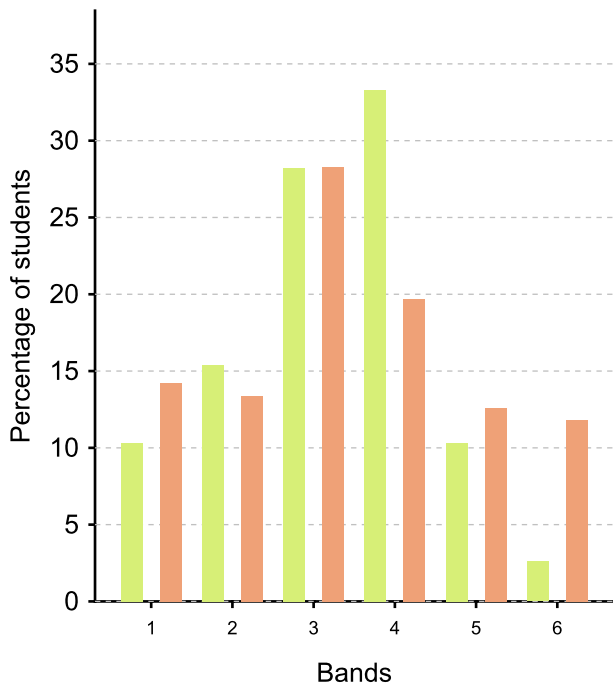
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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.

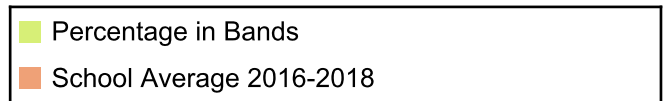
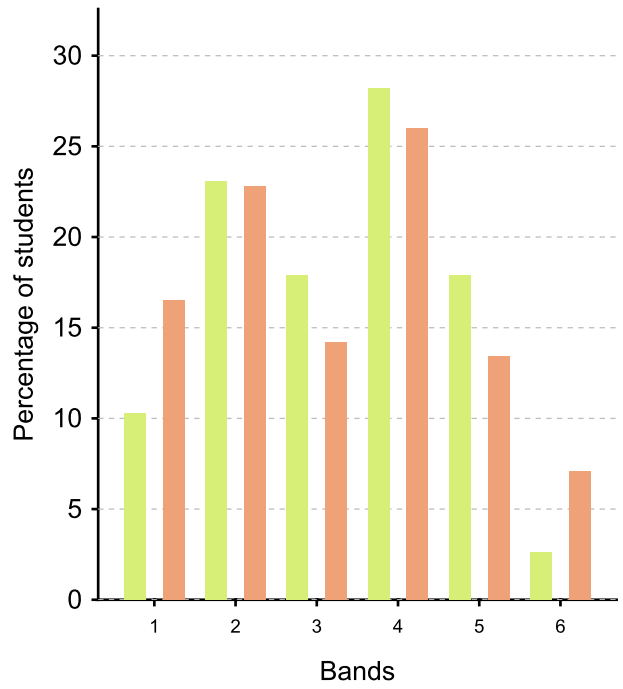
Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats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

Kyogle Public School shows positive growth across the majority of areas in Literacy. Writing: State average 47.6. School average 52.4. Spelling: State average 79.7. School average 89.1. Reading: State average 82.7. School average 91.6. Grammar and Punctuation State average 68.3. School Average 37.2.

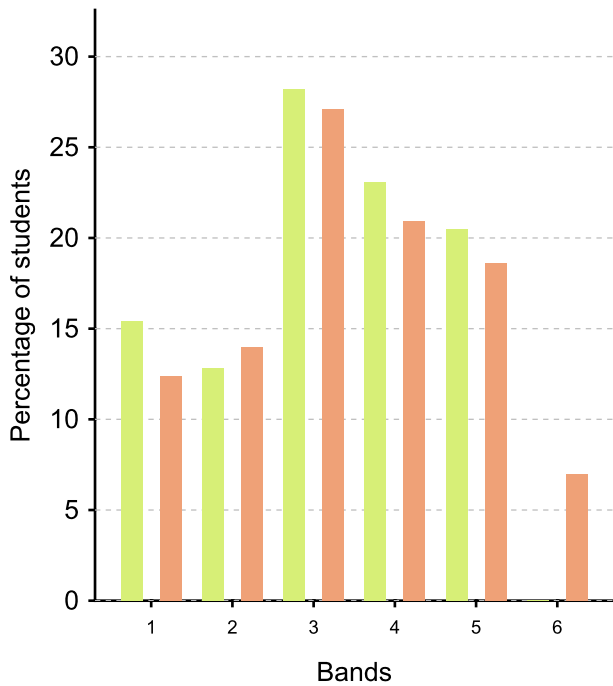
Percentage in bands:
Year 3 Grammar & Punctuation



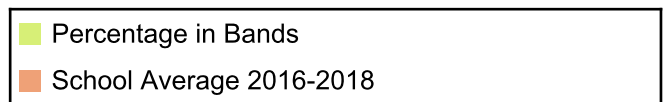
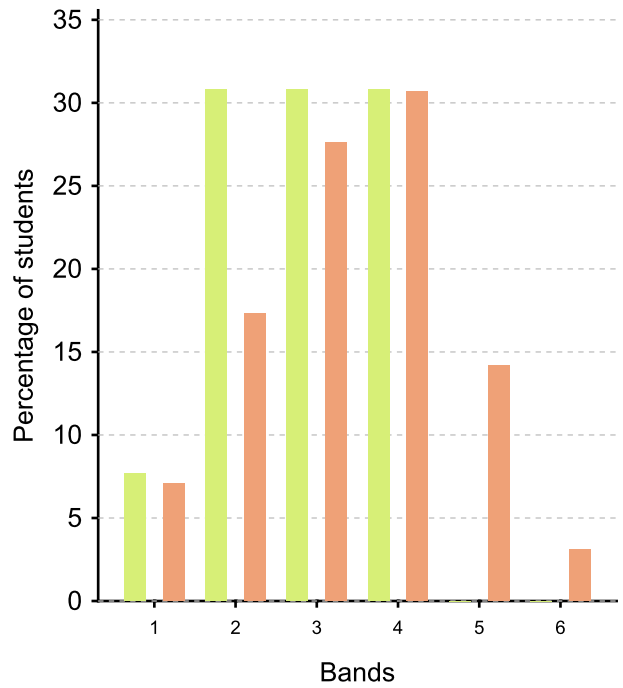
Percentage in bands:
Year 3 Spelling



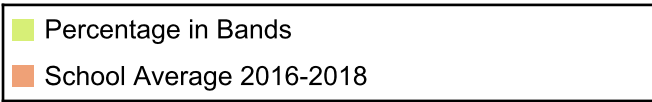
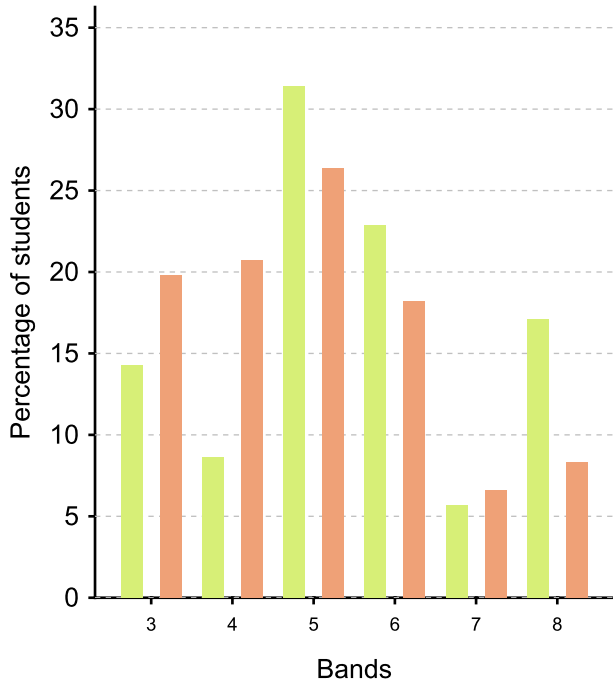
Percentage in bands:
Year 3 Reading



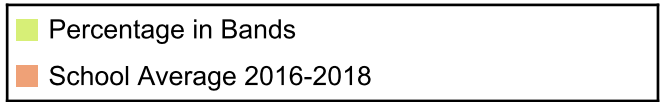
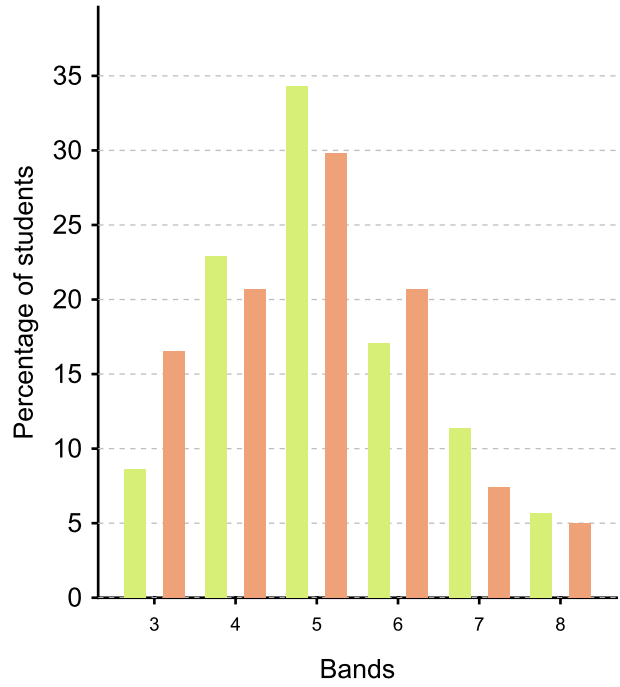
Percentage in bands:
Year 3 Writing



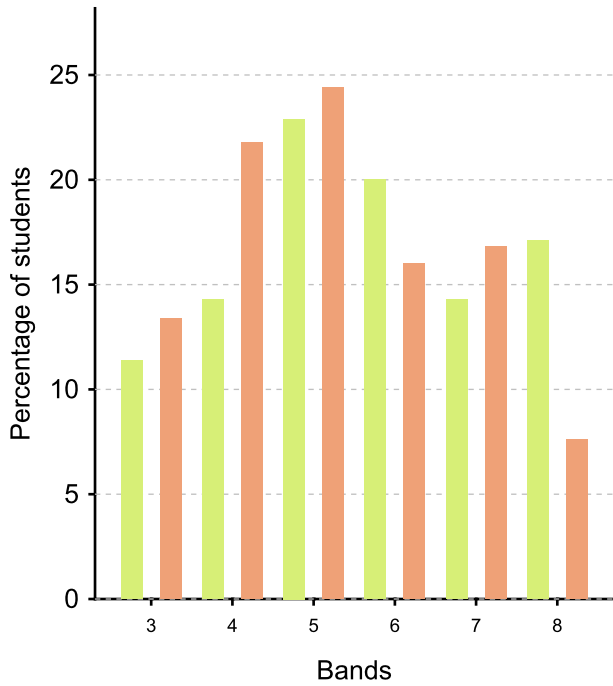
Percentage in bands:
Year 5 Grammar & Punctuation



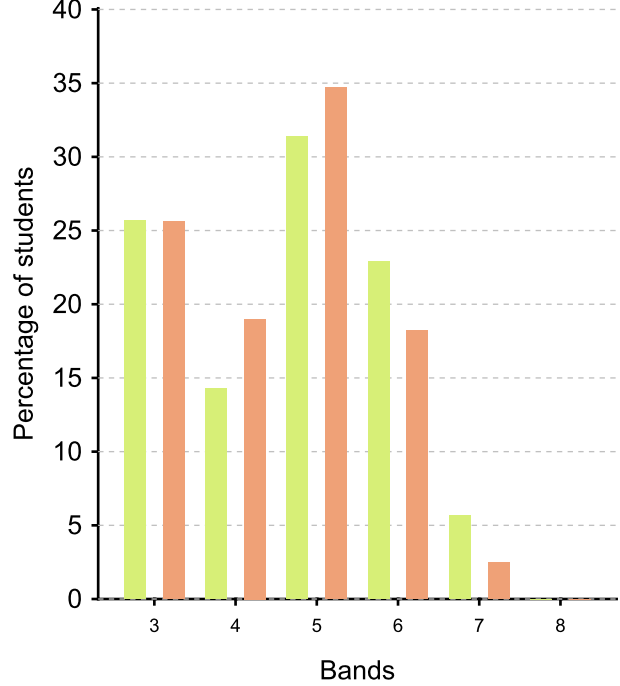
Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 5 Writing



Kyogle Public School showed positive growth in Numeracy. State average 93.1. School average 95.3.

Parent/caregiver, student, teacher satisfaction

Our P&C is our parental voice and enables us to gather information around parental satisfaction. Staff meetings and staff development days along with a receptive executive available for confidential conversations is how we measure teacher satisfaction. Students have their SRC and weekly classroom Yarning circles to offer their opinion.

As a result of these data gathering opportunities it was determined that all parties were positive about the school and felt that the school worked hard to meet the educational and social needs of its students.

Policy requirements

Aboriginal education

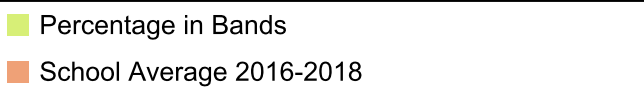
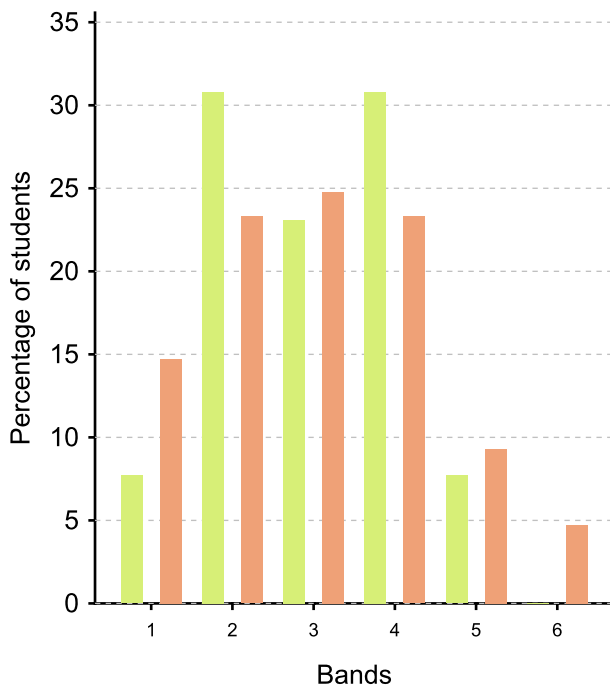
At Kyogle Public School we are committed to improving Aboriginal students educational and social outcomes. Our Aboriginal team holds fortnightly meetings. We also hold an Aboriginal only meeting which the principal attends once a term with the agenda driven by the attendees.

All students have a Personalised Learning Plan. Acknowledgement of Country occurs at each assembly and significant school events. Our curriculum contains Aboriginal perspectives and Aboriginal education is embedded in classroom practise.

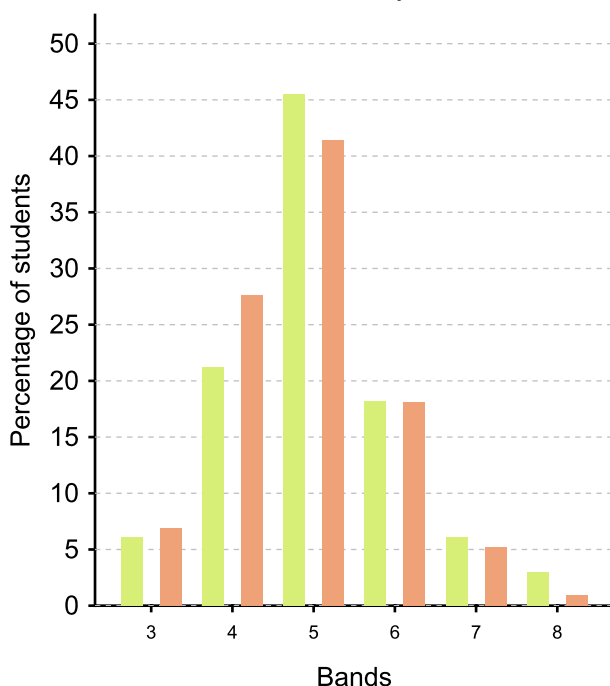
Multicultural and anti-racism education

At Kyogle Public School we ensure that the Multicultural Education Policy is embedded an all areas of the curriculum as it is a vital component of school life at Kyogle. Our programs allow all students to identify as Australians with a democratic multicultural society. This ensures teaching practises that value the backgrounds of all students and which promotes tolerance and intercultural understanding. Our annual Harmony Day supports this understanding.

Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Numeracy



Reports are formally provided twice yearly. These are supported by two scheduled meetings with parents. Term one meetings with teachers is based around sharing an understanding of the child and creating some common goals. The second meeting is based on the Semester one report as a conversation starter and a projection of, where to next.