

Killara Public School Annual Report



2018



3918

Introduction

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

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Principal

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Message from the Principal

2018 was a very successful year for Killara Public School as the school community continued to thrive and enjoy a high level of engagement in student learning. The school saw significant improvements to the physical environment with the end of a building project including eight new flexible learning spaces and a new basketball court in the playground.

Through consultation with the school community, a vision for the school was developed with the three strategic directions 'Wellbeing', 'Personalised Learning' and 'Future–Focused Learning'.

The school improved processes for adjusting learning programs for students with additional needs including training for staff, effective processes for the learning support team, regular case meetings and transition planning. Learning programs for high achieving students were improved with the introduction of an enrichment program and ability based numeracy groups in grades 3–6.

The school continued to implement the positive behaviour for learning program with classroom lessons related to the school's core values. Staff attended the DoE anti–bullying conference and professional learning was focussed on supporting students' wellbeing.

The school's focus on future–focused learning was developed through collaborative planning opportunities for staff and regular co–teaching. This was supported by the flexible nature of our new classrooms. A whole school focus on project–based learning saw students across the school working on real–life problems, demonstrating collaborative working practices and deep learning.

The school continued to enjoy a high level community engagement and a large number of school events that were well attended. We were active in the Killara Schools' Partnership, participating in a number of student and staff events. The school thanks the P&C and the community for its ongoing support of the school and its events.

School background

School vision statement

To prepare students for tomorrow's world and achieve their potential through the provision of quality learning programs that are personalised, future-focused and promote a strong sense of wellbeing.

To provide students with a balanced curriculum that's enriched through opportunity alongside high expectations to ensure engagement in learning and high-level student achievement.

To provide a quality school environment that is well resourced where leadership is visible and teaching programs are enriched through personalised professional learning for staff.

School context

Killara Public School is a primary school in the northern suburbs of Sydney with an enrolment of 422 students across 17 classes.

At Killara Public School we inspire students through high quality educational programs delivered by professional and supportive staff. The teachers are highly skilled and passionate, achieving the best learning outcomes for each student.

We have quality literacy and numeracy programs developed through a collaborative approach to teaching and learning and a deep knowledge of the learning continuum. Student learning is enriched by high expectations and personalised learning in an integrated, engaging environment.

Our decision making processes are built around our core values of Responsibility, Respect and Resilience and the strong sense of community is celebrated as a key strength of the school.

The Positive Behaviour for Learning (PBL) values are embedded into our school culture and explicitly taught in all classrooms.

We have strong bonds with our local community including connections with the Killara Partnership of Schools and an engaged parent body which has high expectations 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 and participated in an external validation. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated that in the School Excellence Framework (SEF) domain of 'Learning', overall we rated as Sustaining and Growing. Specifically, we rated as Sustaining and Growing in the Learning Culture, Wellbeing and Reporting elements; and Delivering in the Curriculum, Assessment and Student Performance Measures elements.

For the element Learning Culture, the school builds educational aspiration and ongoing performance improvement throughout the community. The school has strong relationships with parents and the community and are committed to work together to make learning progress. KPS also has processes and supports which are developed collaboratively for students with additional needs including transition planning. The school also has consistent processes for attendance monitoring resulting in improved attendance rates for students identified at risk.

A strategic and planned approach to whole school wellbeing processes includes a focus on the wellbeing of students so that they can connect, succeed and thrive. Well developed and evidence–based approaches, programs and assessments are utilised by the school through the school's implementation of Positive Behaviour for Learning (PBL), demonstrating the school's ability to celebrate positive, respectful relationships allowing optimum conditions for student learning.

Through regular collaborative planning for quality teaching, lesson delivery and assessment, the school provides equitable academic opportunities for all students. The school has processes for collaborative planning, resulting in teaching and learning programs that describe what students are expected to know, understand and do. Curriculum delivery is differentiated and includes a high level of parent consultation. The school is currently on a journey to develop dynamic teaching and learning programs and build alliances with other schools through our strategic direction 'Future–Focused Learning'.

For the Assessment element, the school implements a school wide framework outlining assessment practices for monitoring and reporting across the curriculum. It shows that assessment is a tool that supports learning across the school and a whole school assessment strategy is in place to monitor student learning.

2018 saw improvements made to the school's reporting to parents. Student reports are clear and provide parents with personalised information about individual student learning goals and reports provide opportunities for consultation with parents where feedback is sought to ensure reporting is accessible to parents.

For the element Student Performance Measures, and in reference to SCOUT value add reports, the school is reported to be achieving above the average school in K–3 value add and around the same for students 3–5. NAPLAN data shows the majority of students achieving in the top two bands for numeracy and reading however, not for Year 5 in writing. The school has identified growth targets in the area of numeracy and student progress data, both external and internal, is collected by the school. Future directions will see improved analysis and cross checking of data to inform teaching programs

Our self–assessment and the external validation 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

Personalised Learning

Purpose

To develop targeted learning programs, experiences and opportunities for every student to be confident in their ability and develop high-level skills balanced with a strong foundation in literacy and numeracy.

Overall summary of progress

The school implemented a whole school focus on teaching writing which included an introduction to the Learning Progressions in the area of writing. All staff were involved in professional learning provided by the Primary English Teachers' Association Australia. This followed with a focus on explicit teaching of sentence structure and grammar.

Stage teams worked collaboratively to improve the differentiation of numeracy programs with a focus on high achieving students. In Years 3–6, ability based numeracy groups were implemented, allowing high achieving students to be challenged and extended.

An enrichment program was trialled in term four whereby high achieving students worked on personal interest projects.

A review of the student reports to parents was conducted with changes made to ensure reports clearly communicated information to parents about student learning and individual learning goals. An additional parent teacher interview was introduced to provide parents with feedback about student progress on individual learning goals.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase the number of Year Three and Year Five students achieving proficiency in NAPLAN Writing.	Teacher Professional Learning \$3500 Additional Learning Programs \$30000 Teaching Resources \$5000	In 2018, 68% of year 3 students achieved proficiency and 24% achieved proficiency. This data was unreliable due to discrepancies resulting from schools who completed NAPLAN online.
Increase the percentage of K–2 students achieving beyond cluster milestones in the Writing Progressions.	As above	The school reporting data showed that in 2017 34% on kinder, 57% of Year 1 and 25% of Year 2 achieved above stage outcomes in Writing Representing. In 2018 11% of kinder, 45% of Year 1 and 35% of Year 2 students achieved above stage outcomes.
Increase the percentage of high achieving Year Five students (top 25%) achieving expected growth in NAPLAN Numeracy.	Additional Learning Programs for high achieving students \$10000	From 2017 to 2018 the school saw an increase from 61% to 90% of the top 25% of students meeting expected growth.

Next Steps

Continued focus on the teaching of writing across K–6 including tracking of student achievement using the Learning Progressions and application of 'Learning Sprints' to improve student writing outcomes.

Develop effective process for the identification of gifted and talented students and further development of the enrichment program to support high achieving students in a variety of areas of the curriculum.

Strategic Direction 2

Future-Focused Learning

Purpose

To develop learning programs with a focus on innovation and flexibility to prepare students for rewarding lives as engaged global citizens in a complex and dynamic society.

Overall summary of progress

With a whole school commitment to future-focused learning, teachers developed their understanding of project-based learning whereby students work on deep and real-life problems, often collaboratively with their peers. All students worked on at least one project with senior students working collaboratively within the co-teaching model.

A scope and sequence of future-focused skills was developed which included a combination of inquiry and project units of work as well as the introduction of the learning dispositions.

The school began utilising a spare classroom as a Makerspace. This includes a range of technology, resources for STEAM and design learning, flexible furniture for collaborative learning tasks and space for co-teaching across grades.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased evidence of future-focused learning skills in teaching programs.	Teacher Professional Learning and Planning \$10000	An analysis of K-2 teaching programs showed increased evidence of collaborative learning tasks. Stage 2 teaching programs showed evidence of design thinking and student directed problem solving. Stage 3 programs showed increased collaborative working tasks and a sustained task with authentic student product.
Increased evidence of future-focused learning skills in assessment tasks.	Teacher collaborative planning time \$8000	An analysis of assessment tasks showed that kinder programs had an increase in student reflection tasks. For Stage 1 assessment tasks, rubrics included problem solving and communication. Stage 2 assessment tasks showed increased student choice around the communication of their product and Stage 3 assessment tasks included student driven criteria, use of ICT and collaborative learning tasks.
Improved survey results, demonstrating parent understanding of future-focused skills and dispositions.		Parents were surveyed through parent focus groups and asked about their understanding of future-focused learning. Parents reported that they felt project-based learning prepared students for the future as it involved collaboration and problem solving.

Next Steps

Continue to implement scope and sequence and provide quality opportunities for project-based learning.

Whole school focus on Learning Dispositions.

Improved resources for Makerspace including technology for creative and problem-solving learning.

Strategic Direction 3

Collective Wellbeing

Purpose

To develop partnerships and programs that strengthen social, emotional, cognitive and physical development to create a positive effect on engagement and success in learning across the school community.

Overall summary of progress

The school continued to implement positive behaviour for learning strategies including a reward system for school values and introduced classroom lessons related to the values across all school settings. The school improved its documentation of non-desirable behaviour including tracking of minor and major behaviour.

Staff were involved in professional learning related to teaching students with additional needs. Professional learning included a focus on sensory strategies for emotional regulation and a focus on teaching students with autism.

An effective process for the school's Learning Support Team was developed and implemented resulting in strategic support for teachers and students and collaborative practices for supporting student needs. An effective transition program was implemented to support students K-6 transition to the new school year.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase the percentage of students who report a positive sense of belonging in the Tell The From Me survey.	Additional staffing for inclusion support \$20000 Teaching resources \$5000	In 2018, the school saw a decrease from 71% to 66% of students reporting that they are socially engaged and involved in school activities, giving a positive sense of belonging.
Increase the percentage of students who report as being interested and motivated in the Tell Them From Me survey.		The school saw a decline from 72% to 66% of students who reported as being interested and motivated at school.
Reduced number of negative behaviour incidents recorded in Sentral.	Professional Learning for PBL \$2000	The data for negative behaviour incidents recorded through Sentral shows 40 incidents in term 1, 57 in term 2, 41 in term 3 and 21 in term 4. .

Next Steps

Improved use of positive behaviour for learning data to address current issues.

Further professional learning on teaching students with additional needs.

Development of a whole school PDHPE scope and sequence along with the implementation of anti-bullying strategies.

Develop genuine opportunities for student leadership including SRC, Year 6 and the student leadership team.

Key Initiatives	Resources (annual)	Impact achieved this year
English language proficiency	\$30878	Intensive EALD programs for students newly arrived in Australia. Targeted in-class support provided by a student learning support officer for students from a language background other than English.
Low level adjustment for disability	\$24123	Targeted support and the implementation of personalised learning and support plans from learning support teacher and student learning support officer. Additional staffing resources provided to implement individualised programs.
Quality Teaching, Successful Students (QTSS)	\$78501	QTSS funding was used to create a non-teaching executive position. This role led the implementation of the school plan including professional learning across the
Socio-economic background	\$1783	This funding was used to finance students who could not afford school expenses and to subsidise families needing support with multiple children's expenses.
Support for beginning teachers	No beginning support allocation in 2018	Early career teachers were supported through the provision of additional TPL and opportunities to observe teaching across grades. Early career teachers were also involved in a quality teaching rounds project.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	207	240	238	230
Girls	177	200	209	198

Student attendance profile

School				
Year	2015	2016	2017	2018
K	96.3	96.6	97.2	96.6
1	96.6	96.9	96.2	95.2
2	96	96.3	95.8	96.5
3	96	95.9	96.7	95.9
4	95.7	96.8	97.3	96.4
5	96.5	96.8	97	96.6
6	94.8	96.5	97.8	96.3
All Years	96	96.5	96.8	96.2
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 monitored regularly by the Learning Support Team whereby students with attendance rates less than 85% are flagged. Attendance plans are implemented where necessary and the school works in partnership with parents to ensure high attendance rates. The makes referrals to the Home School Liaison Officer (HSLO) as required.

Class sizes

Class	Total
KRED	19
KGREEN	20
KBLUE	19
1BLUE	21
2/1PURPLE	23
1RED	21
1GREEN	20
2BLUE	26
2RED	26
3RED	31
3BLUE	31
4RED	27
4BLUE	28
5RED	25
5BLUE	26
6RED	31
6BLUE	31

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	15.17
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.8
Teacher ESL	1
School Administration and Support Staff	3.32

*Full Time Equivalent

The school does not have any staff who report as having Aboriginal heritage.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	85
Postgraduate degree	15

Professional learning and teacher accreditation

Teacher professional learning opportunities were provided to all staff to address whole school priorities and individual professional development. The Department of Education's funds allow teacher release from class and payment of course fees. The school's professional learning program included weekly team meetings, school development days, external workshops, collaborative planning, meetings and conferences.

In 2018, three staff members were working towards gaining accreditation at Proficient and 6 early career teachers were maintaining accreditation at Proficient.

All staff completed Personal Development Plans (PDPs) to allow them to reflect on their teaching practice and to develop goals and plan and work toward their achievement.

Professional learning was also accessed through the Killara Schools Partnership, involving participation with local primary and secondary schools in Growth Coaching and Quality Teaching Rounds.

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	403,004
Revenue	3,799,642
Appropriation	3,312,245
Sale of Goods and Services	-420
Grants and Contributions	476,125
Gain and Loss	0
Other Revenue	2,125
Investment Income	9,567
Expenses	-3,626,831
Recurrent Expenses	-3,626,831
Employee Related	-3,087,934
Operating Expenses	-538,897
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	172,811
Balance Carried Forward	575,815

The school's leadership team work together to form the financial priorities in the school. A financial summary is presented to the community at the P&C AGM each February. Regular finance monitoring is undertaken by the finance committee made up of the principal, SAM and leadership team.

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	2,873,019
Base Per Capita	86,436
Base Location	0
Other Base	2,786,583
Equity Total	212,954
Equity Aboriginal	0
Equity Socio economic	1,783
Equity Language	134,991
Equity Disability	76,180
Targeted Total	67,343
Other Total	80,344
Grand Total	3,233,660

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.

Please see below graphs representing school achievement in NAPLAN Literacy components including Grammar and Punctuation, Reading, Spelling and Writing for years 3 and 5.

Please see below graphs representing school achievement in NAPLAN Numeracy for years 3 and 5.

In the areas of Reading and Numeracy (the premier's Priority areas) the school has seen an upward trend from 2016 to 2018 and an increase from 67.8% to 71.83% of students achieving in the top two bands.

Parent/caregiver, student, teacher satisfaction

In 2018 the school undertook parent consultation to gain parent perspectives and have input in the school's strategic directions and programs. The school values parent input and provides many opportunities for parents to share what they like about the school and make suggestions for improvement.

Through the development of the school's strategic directions and school plan, a number of parent focus groups were held. Some key findings are as follows:

– Priorities for student learning to prepare them for the future include resilience, self awareness, critical thinking, emotional intelligence, communication skills, collaborative working skills, responsible use of technology and cultural awareness and sensitivity.

– To ensure quality education experiences for all students parents would like to see an extension program for high achieving students, resourcing for programs to support students who aren't meeting learning outcomes, deep knowledge about students' learning styles and achievement and effective communication with parents about individual student learning needs

– Some changes our parent community would like to see in teaching and learning include more outdoor learning, more flexibility in lesson delivery, improved ICT resources, support for students with additional needs and professional development for teachers to support their passions and individuality.

– In 2020, the parents would like to see well resourced classrooms, ICT for each student, pleasant outdoor spaces, happy students, flexible learning spaces and updated existing buildings.

As a result of the consultation with the whole school community the school developed a vision that includes the strategic directions Personalised Learning, Collective Wellbeing and Future-Focused Learning. Under these strategic directions, the following processes are being implemented in 2019:

– A whole school focus on Learning Dispositions.

– Wellbeing Week to promote classroom and staff strategies that promote wellbeing across the school.

– Enrichment program for high achieving students targeting general ability, literacy and numeracy outcomes.

– The introduction of a second parent teacher interview to enhance communication with parents.

– Continued funding of SLSOs and additional funds for Learning and Support Teacher time.

– A Playground master plan and investment in improving the school's outdoor spaces.

Policy requirements

Aboriginal education

The implementation of strategies to improve the delivery of Aboriginal Education in the K–6 curriculum remains a priority at Killara Public School. Although in 2018 KPS has no students who identify as Aboriginal, Indigenous perspectives are embedded in the conceptual programs delivered to all students from Kindergarten to Year 6.

Multicultural and anti-racism education

Multicultural programs at Killara Public School are inclusive of all cultures, fostering an understanding of culture, race, diversity racism and active citizenship in a multicultural society. The school has 63% of students from a Language Background Other Than English (LBOTE). With the two largest community language groups at Killara Public School being Mandarin and Cantonese. Parent and community engagement has been strengthened through the participation and involvement of a volunteer parent group who each year organise a Lunar New Year celebration for our community. In 2018 a directory of parents representing each language group has been developed to support new families to the school and parents who are not fluent speakers of English.

Participation in the Multicultural Perspectives Public Speaking competition by all students and the celebration of Harmony Day also gives students a better understanding of our multicultural society.

A teacher, who is trained in Anti-Racism is appointed each year to deal with any parent, student or staff complaints regarding racism.

The annual EALD teacher allocation is filled by a full time teacher to assist students from an LBOTE background to our country. In addition to this student learning support officers are appointed to classes to assist students from a LBOTE background and a part time teacher is employed to provide targeted support to students who are newly arrived in Australia.