

Kemblawarra Public School

Annual Report



2018



4083

Introduction

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

Rebeka Schroder

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4274 2024

School background

School vision statement

The vision of the Kemblawarra Public School learning community is to enable all students to achieve their personal goals and to develop their talents and capacities to their full potential –socially, emotionally, physically, spiritually and academically.

We envision that all students will develop a sense of self-worth, achieve social discipline and gain joy and satisfaction from belonging to and being a valued member of the school and wider community so that they can make the best contribution to the community in which they live. We are committed to supporting an environment that creates the joy of learning.

Our school values support our core business of improving student growth. We strive to be the best we can be and our values 'Safe, Respect and Responsible', drive our school culture.

School context

Kemblawarra Public School is a dynamic primary school that provides a quality education for preschool, mainstream and support class students. We are a member of the Warrawong Community of Schools (CoS) and situated in the Illawarra region.

Our enrolments include 80 K–6 students, 35 Support Class students. Our Kemblawarra Public School Preschool includes 70 students and runs on a 5 day fortnight enrolment system. We currently have 4 Mainstream classes, 3 Support Classes, 2 Emotional Disturbance Support Classes and 2 Preschool Classes. The school has 35 Aboriginal students currently enrolled.

Our school focus is to excel in a best practice mind set and method of delivery through all teaching and learning cycles to improve student outcomes. Staff, parents and students work together so that all students are provided with opportunities to achieve success in learning and to develop their sense of self-worth, individual accountability, self-confidence, optimism, respect for others, and the achievement of personal excellence.

Kemblawarra Public School strives for excellence and high teaching and learning expectations through all curriculum areas, in particular literacy and numeracy with the inclusion of technology. The school has a strong focus on school improvement, individual learning needs and meeting those learning needs to best support student growth and development.

Kemblawarra Public School provides a selection of extracurricular activities including choir, public speaking and a variety of sporting opportunities and gifted and talented opportunities.

Our school continues to be part of the Early Action for Success (EAfS) initiative to improve students' performance in literacy and numeracy.

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.

Within the "Learning" domain the school is continually working towards developing a school culture strongly focused on learning, the building of educational aspiration and ongoing performance improvement throughout the school community. Students, teachers and caregivers work together ensuring that all students make learning progress. The sharing of Individualised Education Plans to all stakeholders and the joint creation of Personalised Learning Pathways for Aboriginal students indicates the commitment of the community to ensure individualised learning progress. The school works closely with families to ensure strong transition programs are available for all students. The schools Attendance Committee has implemented systematic processes that ensure student absences do not impact on learning outcomes. The staff are continually working towards developing a strategic and planned approach to whole school wellbeing processes that support the wellbeing of all students so that they can connect, succeed, thrive and learn. Small class

structures allow all staff to access the opportunity to build rapport with specific students forming strong relationships. The school welfare policy details all aspects of our whole school approach to student wellbeing and engagement. Teacher programs are developed and evaluated to ensure that curriculum provision is provided using evidence-based teaching practices to meet the changing requirements of the students. Programs include differentiation within each classroom. Formative assessment is integrated into teaching practice in all classrooms. As an Early Action for Success school, Kemblawarra is using the Literacy and Numeracy Learning Progressions as a tool to measure student growth and to capture information about student learning. School assessment data is analysed and explicitly presented to staff on a regular basis. Student's progress is reported through mandatory reports each semester, feedback discussion with families and learning journals. The school accesses and analyses a variety of internal and external data to identify individual growth and development for all students.

Within the 'Teaching' domain teachers are committed to identifying, understanding and implementing effective teaching methods, with the highest priority given to evidence-based teaching strategies. Teachers collaborate through stage and learning support meetings to share curriculum knowledge, student data including progress and achievement, and strategies to meet the needs of all students. PBL is accessed as a holistic approach across the school when managing challenging behaviours to create a positive environment for learning. Student assessment data is used to identify student achievements and progress, in order to reflect on teaching effectiveness and inform future school directions. All class teachers are provided with teacher professional learning to build their skills in assessment analysis, interpretation and the use of student progress and achievement data. Performance and Development Plans and the Australian Professional Standards for Teachers are used to set personal goals, reflect on practice and plan for professional development to improve performance and student outcomes. All teachers undertake professional learning in literacy and numeracy skills and knowledge. Quality observations and feedback are used as critical reflection tools to improve teaching and learning practices. Beginning teachers and new staff are mentored and supported through an induction process. Technology and learning spaces are accessed to enhance the quality of student learning.

Within the 'Leading' domain the school leadership team model instructional leadership and support a culture of high expectations and community engagement, resulting in sustained and measurable whole school improvement. The leadership team ensures that the implementation of syllabuses and reporting processes meet the NESA and Department of Education requirements. Aspiring leaders are provided with opportunities to participate in professional development that has an emphasis on effective instructional leadership and leadership attributes to facilitate whole school improvement and to build a strong line of leaders. Parents and community members are continuously encouraged to engage in a range of school-related activities which help build the school as a cohesive educational community. The school plan is at the core of continuous improvement efforts, with the schools vision and strategic directions evident within school management and teaching practices. Resources are strategically distributed and accessible to achieve improved student outcomes and high quality service delivery. The school is staffed to ensure effective teaching and learning can occur and quality learning environment support student learning. The priorities in the school plan drive financial decisions and support is given to all leaders to implement relevant strategies created in their management action plans. Technology is effectively used to enhance learning. The use of school facilities by our community delivers benefits to our students, improves student outcomes and strengthens partnerships within our community. Strategic financial management is used to gain efficiencies and maximise resources available to implement the school plan. The leadership team analyses school community feedback.

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

Curriculum–Quality Teaching and Learning

Purpose

Our purpose is to create and maintain a whole school approach to professional and quality teaching and learning experiences for staff and students. Our focus is directed towards meeting the educational needs of all students to create and maintain high standards of literacy and numeracy across all Key Learning Areas with an emphasis on learning for the future.

Overall summary of progress

Language, Learning and Literacy (L3 training) was completed by Early Stage 1 and Stage 1 teachers and will continue with L3 ongoing professional learning in 2019. The Instructional Leader continues to monitor and track data and support teachers to deliver strategies for explicit instruction in reading and writing in small groups. 100% of K–2 students showed progress in reading having accessed L3. Best Start was administered to all Kindergarten students.

A number of strategies and programs were implemented to support students in Years 3–6 in Literacy. This included the Focus on Reading 'Super 6' comprehension strategies, Writing in the Middle Years and the Words their Way program.

The Literacy and Numeracy progressions were introduced to the staff as part of the Early Action for Success initiative. Staff were trained in using the progressions and tracked students using 4 of the Literacy sub elements and 3 of the Numeracy sub elements.

The Aboriginal Education Officer continues to deliver teacher designed individualised learning programs for targeted students not meeting expected outcomes in Literacy and Numeracy.

Learning journals were distributed by all teachers in term 1 and term 3 to provide parents with an understanding of their child's learning within the classroom. All students not meeting their stage outcome for Literacy and Numeracy have an Individual Education Plan developed and sent home to the parents / caregivers.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Students have significantly improved their literacy and numeracy skills and an increased percentage of students are meeting the proficient standard or above for NAPLAN results in all areas for literacy and numeracy.	Literacy Resources \$20 000 Furniture \$10 000 Library Resources \$5 000 Nummary Resources \$10 000 Other KLA \$5 000 Technology \$15 000	Analysis of L3 data, at the end of 2018 showed that in reading; Kindergarten students were as follows; 47% of students off track, 53% of students on track. Year 1 students were as follows; 62% of students off track, 38% of students on track. In comparison to 2017 where the same cohort of students results were; 50% of students off track, 50% of students on track. Year 2 students are as follows; 50% of students are off track, 50% of students on track. In comparison to 2017 where the same cohort of students results were; 67% of students on track with 33% of students off track. All the students who are not meeting stage expectations are being supported by IL, LST, AEO, SLSOs and volunteers. Class teacher works as the interventionist on Mondays to support. The results from the 2018 NAPLAN analysis are as follows; 62.5% of Year 3 students achieved at or above

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Students have significantly improved their literacy and numeracy skills and an increased percentage of students are meeting the proficient standard or above for NAPLAN results in all areas for literacy and numeracy.</p>		<p>national minimum standard in reading.</p> <p>75% of Year 3 students achieved at or above national minimum standard in writing.</p> <p>50% of Year 3 students achieved at or above national minimum standard in numeracy.</p> <p>93.7% of Year 5 students achieved at or above national minimum standard in reading. In comparison to their Year 3 results from 2016 where 80% of Year 3 students achieved above national minimum standard in reading.</p> <p>93.7% of Year 5 students achieved at or above national minimum standard in writing. In comparison to their Year 3 results from 2016 where 100% of Year 3 students achieved at or above national minimum standard in writing.</p> <p>93.3% of Year 5 students achieved at or above national minimum standard in numeracy. In comparison to their Year 3 results from 2016 where 90% of Year 3 students achieved above national minimum standard in numeracy.</p>
<p>Teachers are effectively implementing evidence based pedagogies and are effectively using collaborative and reflective practices within their programing. Teachers are supported by their leaders and accessing Professional Development opportunities.</p>	<p>L3 Training 20 000</p>	<p>The Early Stage 1 and Stage 1 teachers completed their final year of Language, Learning and Literacy (L3 training). Teachers were accredited and will continue to access ongoing professional learning in L3. Teachers delivered lessons to their students in small groups with explicit instruction targeting students at their point of need. Data was entered every 5 weeks and analysed by teachers to help inform and plan future teaching and planning. 100% of K–2 students showed progress in reading having accessed L3. Focus on Reading 'Super 6' comprehension strategies were implemented in 3–6 via reciprocal reading. Students gained confidence using the strategies to comprehend and engage with texts. Teachers used common language which can be transferred as students progress across classes and/or stages.</p> <p>Staff were inserviced in the Words their Way spelling program and it was implemented in years 3–6 in Term 2. Learning was differentiated to meet students needs and the majority of students showed growth in spelling.</p> <p>Four teachers attended external training for the National Literacy and Numeracy Progressions and all staff were in–serviced by the Executive staff. Following our Early Action for Success requirements, K–2 teachers tracked students in 4 sub elements for Literacy and 3 sub elements for Numeracy. In addition all 3–6 teachers tracked their students in the same sub elements. Using the progressions, teachers were able to differentiate lessons, set student goals and work towards meeting syllabus outcomes. L3, K–2 and TEN data results show an increase in student growth for literacy and numeracy.</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Teachers are effectively implementing evidence based pedagogies and are effectively using collaborative and reflective practices within their programing. Teachers are supported by their leaders and accessing Professional Development opportunities.		The Learning Support Teacher completed the Teaching English Language Learners (TELL) to support the needs of our English as Second Language students.

Next Steps

Ongoing Professional Learning and implementation of L3. New early stage 1 and stage 1 teachers to commence L3 training. Continue with data meetings led by the Instructional Leader as part of being an Early Action for Success school.

Use of progressions to assess students and as a method to monitor student growth.

NAPLAN analysis and groups formed based on results. This leads to targeted individuals and groups for intervention by LS teacher and support staff.

2019 Kemblawarra Public School will undertake NAPLAN online for years 3 and 5.

Continuing with reciprocal readers and Instructional Leader to develop resourcing.

Ensure that all classes are using the Words their Way spelling program.

Strategic Direction 2

Connect and Communicate

Purpose

Calm, safe and structured environments promote successful learning opportunities. Our purpose is to sustain a whole school culture and wellbeing process that supports the welfare of all staff and students so they can connect, succeed, thrive and learn. The early years are critical for establishing self-esteem, resilience, healthy growth and the capacity to learn.

Overall summary of progress

The school attendance committee has been working diligently to support families of students with 80% or less attendance rates. Procedures have become well established and are followed in accordance with the school attendance policy. All families of students who need support are provided with the opportunity to meet with the school to formulate an attendance plan to improve their students attendance. Alternative avenues of support are provided to families including the Smith Family, Care South, the Home School Liaison Officer, Coomaditchie Homework Centre and other government departments including FACS and Housing.

The Preschool to year 2 and years 3–6 assemblies continue to be held on alternative weeks. The structure of assemblies are reviewed on a termly basis and are designed to limit the time away from the classroom.

PBL has started its ongoing implementation of non-classroom settings. The PBL team meet every two weeks. Reward / acknowledgement systems remain for this year with a new system to be created and implemented in 2019 based on data collected throughout 2018..

The Jump in Joeys pilot program continues with excellent feedback from the community and school staff. The program includes the integration of P–2 students on a weekly basis during initiatives such as a revised PBL program, fitness, sport, library, whole school assemblies and P–2 gala days with the Community of Schools. Part of this program continues to include reverse kindergarten integration on a weekly basis.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Staff are entirely committed to and effectively utilising our whole school approach of Positive Behaviour for Learning (PBL) within their daily teaching programs.	PBL 15 000	To improve professional development staff meet on a fortnightly basis to review and revise PBL practices within the school. The internal and external coaches share strategies, resources and programs to strengthen behavioural strategies to be implemented across the whole school. Data was collected to measure free and frequent rewards throughout the implementation of PBL. Data collection is ongoing to maintain a continuum of measurable behaviour across the school which aligns with our school database systems. Term 3 saw the introduction of PBL to staff with the coaches attending initial training. The school matrix of expected behaviours was created and slowly introduced to all students P–6 by the use of common language and temporary signage. 2019 will see the implementation of lesson plans within the classrooms.
A significant decrease in the number of negative playground/play based behaviour incidents P–6. A significant increase in the number of positive incidents being recorded.	Resources \$2000	PBL data analysis will be implemented early in 2019 where behaviour incidents recorded will be analysed and strategies put in place based on areas of high negative incidents. During 2018 there was a emphasis to create a strong, successful buddy program and social skills program available during all breaks. Students reflected on any negative behaviours recorded discussing better

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
A significant decrease in the number of negative playground/play based behaviour incidents P–6. A significant increase in the number of positive incidents being recorded.		choices for their actions. The buddy program allows an alternative environment for those students who struggle to make correct behaviour choices in the unstructured play areas. Both programs were successful to explicitly teach students appropriate choices, strategies to assist in decision making and social skills.
Steady increase of whole school attendance each year to assist students in reaching their full potential.	Attendance \$5000	Strategies to improve school attendance have yielded a school wide trend of a 3% increase in attendance rates compared to 2017. Targeted students have shown improvement of varying degrees in their attendance rates. Strong ties have been formed with outside supports and agencies aiding families in ensuring their children attend school regularly. These include the Smith Family, Care South, the Home School Liaison Officer, Coomaditchie homework centre and other government departments including FACS and Housing.
Preschool students better prepared socially and academically for transition to Kindergarten. An increase in students transitioning to Kindergarten at KPS from preschool.	Transition \$ 5000	Prior to 2018 the preschool program was isolated. Throughout 2018 the Jump in Joeys program was piloted with the integration of P–2 students on a weekly basis. The success from this program has seen an 80% increase in Kindergarten enrolments from our preschool. The enrolments for the Jump in Joeys program for 2020 is currently a third of the overall preschool enrolments. The program includes P–2 initiatives such as a revised PBL program, fitness, sport, library, whole school assemblies and P–2 gala days with the Community of Schools. Part of this program continues to include reverse kindergarten integration on a weekly basis. We participated in a CoS Public Speaking competition.

Next Steps

2019 will see the implementation of lesson plans within the classrooms for Positive Behaviour for Learning. PBL data analysis will be implemented early in 2019 where behaviour incidents recorded will be analysed and strategies put in place based on areas of high negative incidents.

Steady increase of whole school attendance each year to assist students in reaching their full potential. The school attendance committee will monitor progress.

Preschool students better prepared socially and academically for transition to Kindergarten. An increase in students transitioning to Kindergarten at KPS from preschool.

Continue to strengthen connections with outside agencies. These include the Smith Family, Care South, the Home School Liaison Officer, Coomaditchie Homework Centre and other government departments including FACS and Housing.

Strategic Direction 3

Community and Leadership

Purpose

To maintain a high performance culture, with a clear focus on student progress, achievement and educational growth, encompassing the support of all stake holders. We strive for effective leadership in line with exemplary behaviour and evidence-based knowledge to significantly enhance the outcomes of student achievement and staff confidence.

Overall summary of progress

The PATCH program had 5 successfully graduates. Parent Hub processes were refined to allow for quality fundraisers to take place in order to maximise funds. The parent hub partnered with the SRC to make appropriate purchases based on the needs of Kemblawarra Public School. A school floor runner was purchased for the school hall. The Smith Family, Learning for Life scholarship allocations offered to our school was filled during 2018. Families benefitting from the scholarship were able to appropriately purchase full school uniform for their children, purchase school resources and attend all excursions.

School systems were implemented to track students wearing full school uniform each day, and rewards systems were used as incentives to encourage students. Full uniform was implemented as the expectation for all students attending Kemblawarra Public School including the Preschool. There was a significant increase of parent participation at school events. This was tracked by collecting information around attendance at each event. The Peer Support Program commenced in Term 3, ran by the year 6 students providing opportunities for student leadership. All year 6 students were provided with an opportunity to lead sessions with all classes engaged.

All staff completed the annual PDP cycle using the Growth Coaching Model. All mandatory professional learning is completed, tracked or scheduled by the executive team and tracked through a process by the SAO.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased community participation during all specialised school programs and events.	Catering \$ 1000	<p>The PATCH program had 7 initial participants with 5 successfully graduating. A number of these graduates volunteered to continue their support in the K–2 classrooms during 2018. Students benefited from additional support in reading and this intervention contributed to their development of reading strategies. These at risk students continue to be tracked and monitored.</p> <p>There was a significant increase of parent participation at school events. This was tracked by collecting information around attendance at each event analysed and filed.</p> <p>The Fathering program was reviewed and evaluated by the school and organisation. The outcome being that the current model would not work with our school context. This may be an optional program to be considered for the future.</p>
Staff actively participate in purposeful self identified TPL which links to the School Plan and a functional, systematic whole school PDP process.	PDP \$15 000	<p>100% of school staff completed the PDP evaluation of their SMART goals including planning for their 2019 goals using the Growth Coaching Model.</p> <p>A casual teacher induction package was created and it was updated by the Instructional Leader every term including behaviour systems, class profiles and timetables. The casual teacher package is located in the main office and the AP support is responsible for providing it to all new</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Staff actively participate in purposeful self identified TPL which links to the School Plan and a functional, systematic whole school PDP process.</p>		<p>casual staff. A casual teacher feedback form is also provided to all casual staff as a form of handover to the teacher.</p> <p>A Teacher Professional Learning monitoring process has been implemented. The SAO is given all certificates and accreditation details to input in to the TPL folder found in the AP/LS Office. This is reviewed by the SAO each term. 100% of staff have completed the mandatory annual training for 2018. The scope and sequence for TPL reflects the 2018 training schedule provided by the SED.</p> <p>Executive staff held a meeting every week to discuss school business and develop leadership opportunities for all staff. Opportunities provided during 2018 included – Roles and responsibility group leaders, strategic direction group leaders, Joining the dots initiative referral and other KLA leaders.</p>

Next Steps

Continue to structure community engagement team through the roles and responsibilities leadership groups.

Continue to strengthen Partnerships through PATCH, Parent Hub, Coomaditchie Homework Centre and Smith Family.

Create a team to create, implement and monitor the Reconciliation Action Plan (RAP)

PDP using growth coaching model aligned with the growth coaching model.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$7400 \$67042 • Aboriginal background loading (\$ 74442.00) • Aboriginal background loading (\$74 442.00)	Employment of full time Aboriginal Education Officer. Delivers teacher designed programs to targeted students for point of need support in Literacy and Numeracy. These students have shown growth in all aspects of Literacy and Numeracy. AEO guides and mentors school decisions based on inclusive cultural perspectives. Through students surveys the impact is that 93% of Aboriginal students feel good about their culture at school and agree that teachers have a good understanding of their culture.
English language proficiency	• English language proficiency (\$ 6227.00) • English language proficiency (\$6 227.00)	The appointment of an above establishment teacher has allowed smaller class sizes leading to additional support for all students. Smaller ability groups within these classes allow for individualised teaching at point of need for all students leading to an increase in student growth for aspects of literacy and numeracy. All students that require additional support are accessing an interventionist teacher and support program with the AEO.
Low level adjustment for disability	• Low level adjustment for disability (\$ 70772.00) • Low level adjustment for disability (\$70 772.00)	The appointment of an above establishment teacher has allowed smaller class sizes leading to additional support for all students. Smaller ability groups within these classes allow for individualised teaching at point of need for all students leading to an increase in student growth for aspects of literacy and numeracy. All students who require and IEP have access to quality adjustments. The Learning Support Teacher provides additional intervention for students at risk and not meeting their stage outcomes.
Quality Teaching, Successful Students (QTSS)	• Quality Teaching, Successful Students (QTSS) (\$ 37272.00) • Quality Teaching, Successful Students (QTSS) (\$37 272.00)	The appointment of an above establishment teacher has allowed smaller class sizes leading to additional support for all students. Smaller ability groups within these classes allow for individualised teaching at point of need for all students leading to an increase in student growth for aspects of literacy and numeracy. All teachers have been provided a half day collaborative planning day each term with their supervisor. All teachers have had access to an off class IL for the implementation of quality literacy and numeracy strategies. All staff have been mentored and access to an off class AP with special education experience around behaviour management strategies. All teachers have participated in peer observations.
Support for beginning teachers		One beginner teacher was provided support in the form of mentoring during release from face to face teaching on a weekly basis. During this time the teacher was given support to be able to obtain their accreditation, develop strategies and lesson sequences to better provide opportunities for their students to reach their desired outcomes.

Targeted student support for refugees and new arrivals

In 2018 there were 3 NAP students arriving throughout the year. These students attracted 0.2 allocation each for a specified time. Each student was given individualised literacy intervention and small group numeracy intervention provided by the LS teacher.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	46	59	64	62
Girls	49	42	41	38

All classes in 2018 were multi-aged, mixed ability. The two preschool classes, not shown in table above, provided learning through play opportunities in line with the Early Years Learning Framework (EYLF) for children who had reached the age of four, or who turned four by the end of July. There are five special education support classes including one Autism class, two Multi-Categorical classes and two Emotional Disturbance classes, each supporting multi-aged, mixed ability students. Both mainstream and support class students are provided with opportunities to integrate and combine to allow for ability levelled groups for numeracy, sport and some creative art subjects where appropriate.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	79.7	89	85.9	93.2
1	90.9	82.4	86.8	86.5
2	84.7	92.6	85.3	87.8
3	87.4	89.3	91.1	86.7
4	79.1	91	95.1	91.1
5	85.6	90.8	88.6	95.2
6	88.1	93.3	90.7	89.3
All Years	86.1	90	89.4	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

Kemblawarra Public School revised its attendance processes as part of the Strategic Direction, Connect and Communicate. The process consisted of streamlining a clear approach and documentation processes of addressing student nonattendance as well as offering positive incentives for being at school. The Attendance Committee together with the Learning Support Team worked closely with our families, staff, the Home School Liaison Officer and the Smith Family 'Learning for Life scholarship initiative' to ensure that families were being supported. An emphasis was given to the importance of attendance and communicated using a variety of platforms including social media, events and displayed around the school to share with and educate the local community.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	2
Classroom Teacher(s)	9.38
Teacher of Reading Recovery	0.21
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.2
School Administration and Support Staff	9.66

*Full Time Equivalent

The school had 13.95 teaching positions allocated in 2018. This includes 3 teaching executives and an additional 10 permanent, full-time teaching positions. The school also had 1 School Administrative Manager, 1 Aboriginal Education Officer and 7 permanent School Learning Support Officers.

The Australian Education Regulation 2014 requires schools to report on Aboriginal composition of their workforce. In 2018 there were 5 permanent Aboriginal members of staff, including 3 full time teaching positions, an administration position, an Aboriginal Educational Officer and two temporarily appointed SLSO/Para-professional staff. 23% of the school workforce is Aboriginal.

Kemblawarra Public School and Preschool has retained 100% of permanent teaching staff from 2017. As an Early Action for Success school, we were allocated the position of an Instructional Leader for 3 years which continues to be filled by Mirjana Gjorseska until the end of 2019. The vacant position of School Learning Support Officer was filled by Julie Trickett through the transfer procedure during Semester 2.

Management of non-attendance

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	45

Professional learning and teacher accreditation

Significant funds have been spent on teacher and staff professional learning throughout the year. A significant expense was dedicated to quality teaching. This included Language, Learning and Literacy (L3), PLAN2 – How-to technical guide for using PLAN2, Teaching Students with Significant Reading and Writing Difficulties, Get Reading Right, Focus on Reading, Teaching English Language Learners (TELL), Programming and assessment for learning and development and early careers teachers. Courses related to school leadership, finance and system processes training were attended by administrative and executive staff. Courses and professional development relating to compliance, policies and procedures were attended by all staff. Two teachers attended training courses in PBL. Teachers and staff attended training in effective early literacy and numeracy skills, quality improvement plans and programming, SWS School Website Service, technology, wellbeing and behaviour management. One teacher participated in 'joining the dots' a regional initiative in action research.

During 2018, Kemblawarra Public School had 4 New Scheme teachers working towards their NSW Institute of Teachers Accreditation. There were an additional 16 permanent and temporary New Scheme teachers maintaining their NSW Institute of Teachers accreditation at proficient level.

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	332,190
Revenue	2,768,985
Appropriation	2,743,880
Sale of Goods and Services	-7,202
Grants and Contributions	30,260
Gain and Loss	0
Other Revenue	0
Investment Income	2,046
Expenses	-2,771,037
Recurrent Expenses	-2,771,037
Employee Related	-2,525,098
Operating Expenses	-245,938
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	-2,052
Balance Carried Forward	330,138

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.

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	862,244
Base Per Capita	28,827
Base Location	0
Other Base	833,417
Equity Total	379,755
Equity Aboriginal	74,442
Equity Socio economic	228,314
Equity Language	6,227
Equity Disability	70,772
Targeted Total	915,686
Other Total	467,421
Grand Total	2,625,106

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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.

62.5% of Year 3 students achieved at or above national minimum standard in reading, 50% of Year 3 students achieved above national minimum standard in reading.

12.5% of Year 3 students achieved the top 2 band (Bands 5&6) in reading.

75% of Year 3 students achieved at or above national

minimum standard in writing, 62.5% of Year 3 students achieved above national minimum standard in writing.

62.5% of Year 3 students achieved at or above national minimum standard in spelling, 50% of Year 3 students achieved above national minimum standard in spelling.

87.5% of Year 3 students achieved at or above national minimum standard in punctuation and grammar, 50% of Year 3 students achieved above national minimum standard in punctuation and grammar.

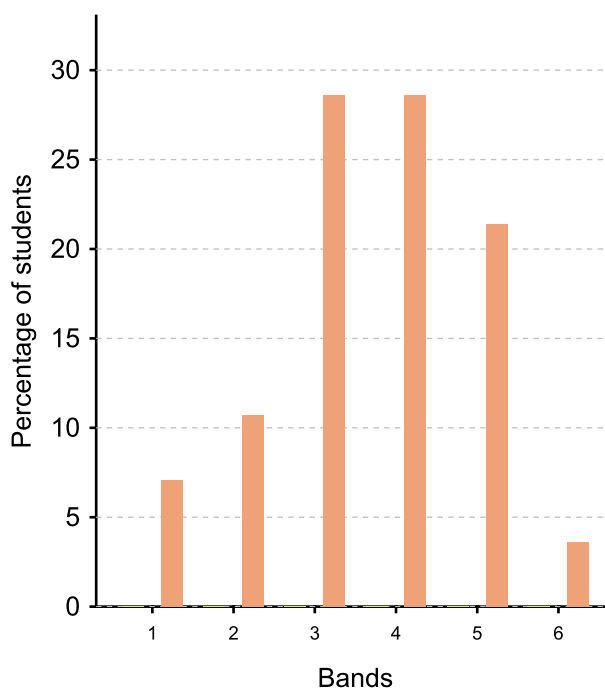
93.7% of Year 5 students achieved at or above national minimum standard in reading.

93.7% of Year 5 students achieved at or above national minimum standard in writing.

100% of Year 5 students achieved at or above national minimum standard in spelling.

62.5% of Year 5 students achieved at or above national minimum standard in grammar and punctuation.

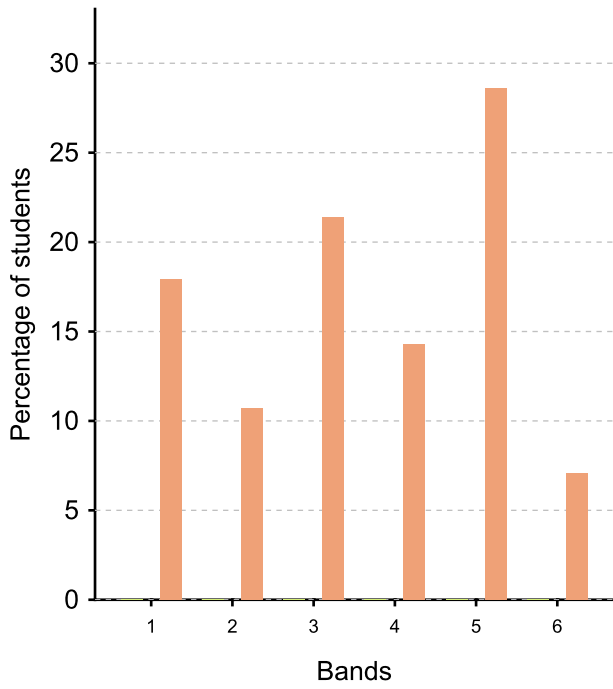
Percentage in bands:
Year 3 Grammar & Punctuation



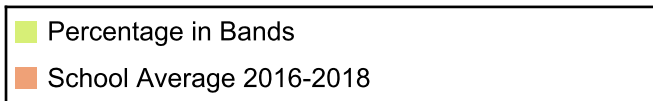
■ Percentage in Bands
■ School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	0.0	0.0	0.0	0.0
School avg 2016-2018	7.1	10.7	28.6	28.6	21.4	3.6

**Percentage in bands:
Year 3 Reading**

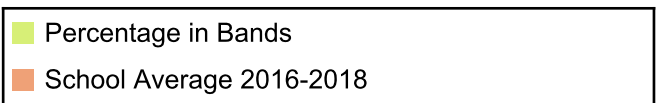
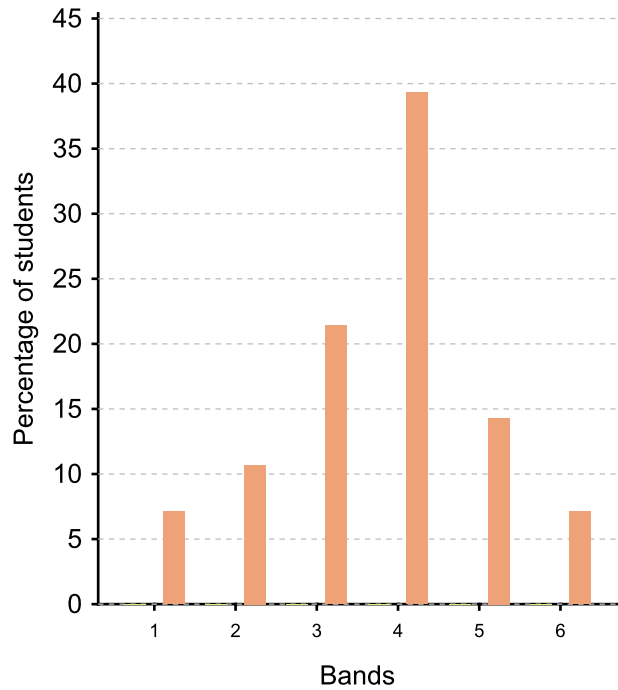


Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	0.0	0.0	0.0	0.0
School avg 2016-2018	10.7	25	10.7	10.7	28.6	14.3



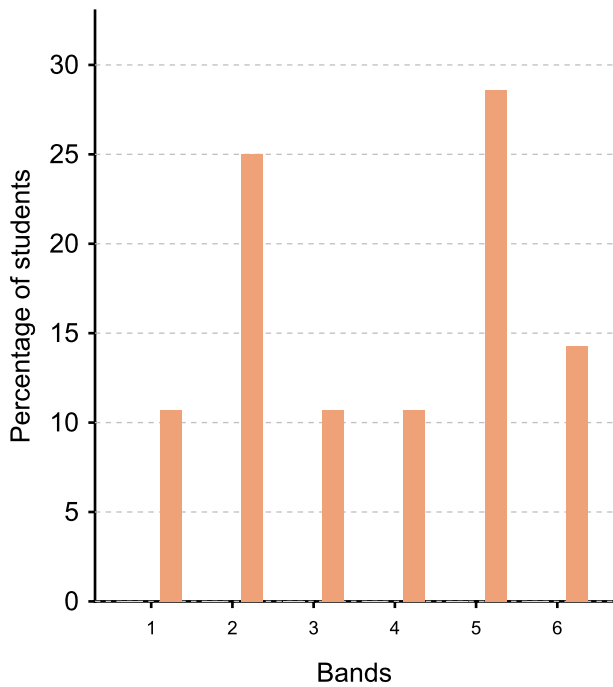
Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	0.0	0.0	0.0	0.0
School avg 2016-2018	17.9	10.7	21.4	14.3	28.6	7.1

**Percentage in bands:
Year 3 Writing**

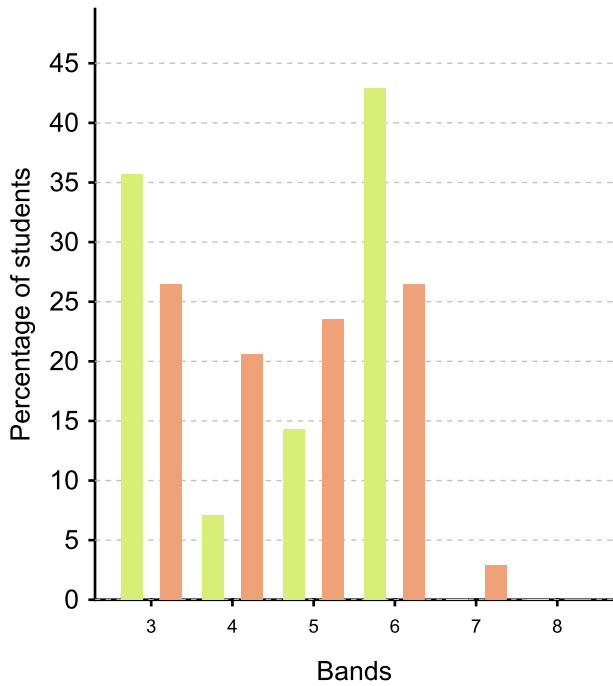


Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	0.0	0.0	0.0	0.0
School avg 2016-2018	7.1	10.7	21.4	39.3	14.3	7.1

**Percentage in bands:
Year 3 Spelling**



Percentage in bands:
Year 5 Grammar & Punctuation

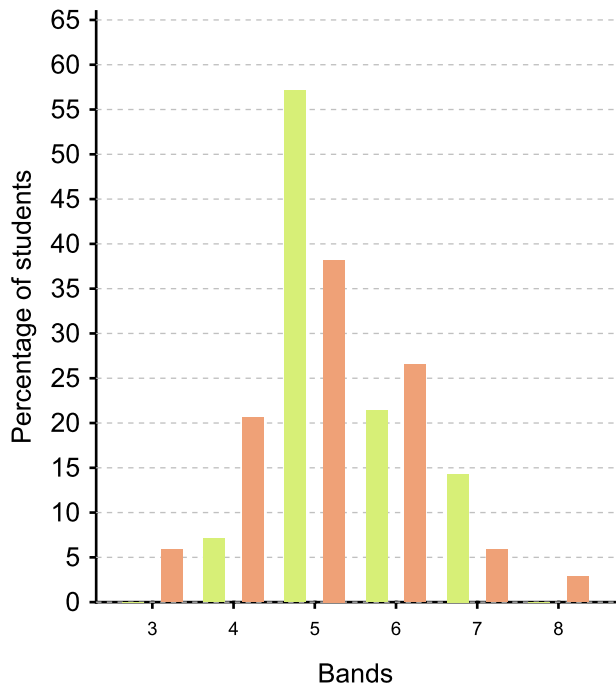


■ Percentage in Bands
■ School Average 2016-2018

Band	3	4	5	6	7	8
Percentage of students	35.7	7.1	14.3	42.9	0.0	0.0
School avg 2016-2018	26.5	20.6	23.5	26.5	2.9	0

Band	3	4	5	6	7	8
Percentage of students	0.0	28.6	50.0	7.1	7.1	7.1
School avg 2016-2018	5.9	32.4	38.2	14.7	5.9	2.9

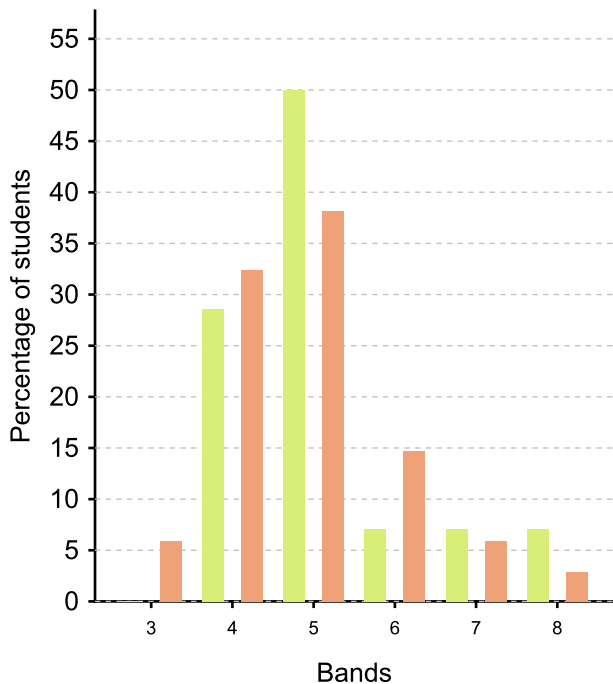
Percentage in bands:
Year 5 Spelling



■ Percentage in Bands
■ School Average 2016-2018

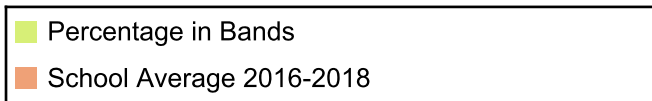
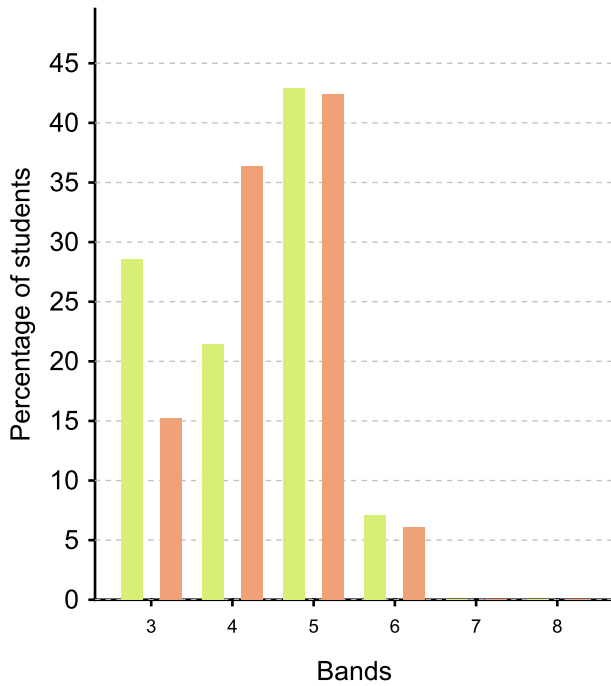
Band	3	4	5	6	7	8
Percentage of students	0.0	7.1	57.1	21.4	14.3	0.0
School avg 2016-2018	5.9	20.6	38.2	26.5	5.9	2.9

Percentage in bands:
Year 5 Reading



■ Percentage in Bands
■ School Average 2016-2018

Percentage in bands:
Year 5 Writing

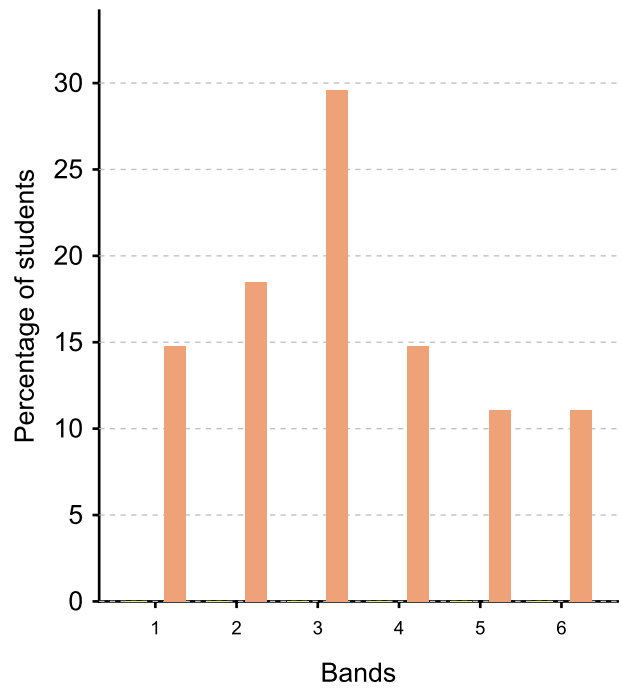


Band	3	4	5	6	7	8
Percentage of students	28.6	21.4	42.9	7.1	0.0	0.0
School avg 2016-2018	15.2	36.4	42.4	6.1	0	0

50% of Year 3 students achieved at or above national minimum standard in numeracy, 50% of Year 3 students achieved above national minimum standard in numeracy.

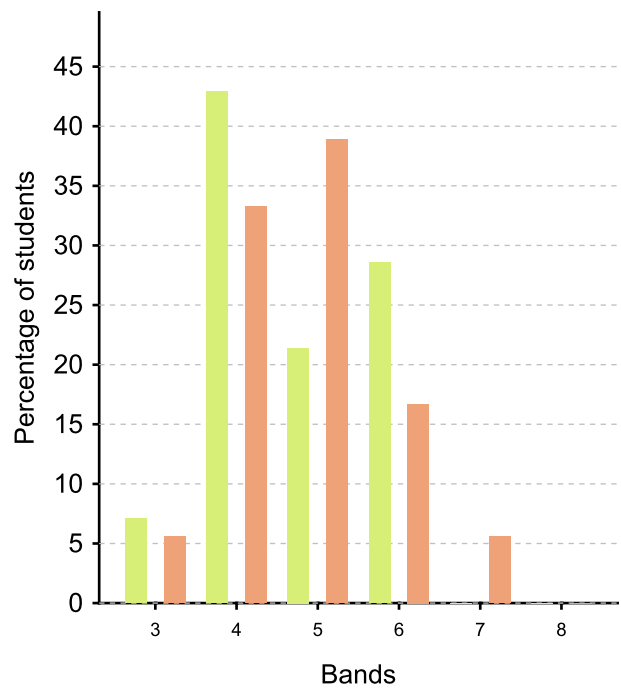
93.3% of Year 5 students achieved at or above national minimum standard in numeracy.

Percentage in bands:
Year 3 Numeracy



Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	0.0	0.0	0.0	0.0
School avg 2016-2018	14.8	18.5	29.6	14.8	11.1	11.1

Percentage in bands:
Year 5 Numeracy



Band	3	4	5	6	7	8
Percentage of students	7.1	42.9	21.4	28.6	0.0	0.0
School avg 2016-2018	5.6	33.3	38.9	16.7	5.6	0

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 10% of Aboriginal students achieved results in the top 2 bands in reading and numeracy

Parent/caregiver, student, teacher satisfaction

Evidence provided from the *Tell Them From Me* Survey indicated that students at Kemblawarra Public School are interested and motivated higher than the average for other government schools in NSW. 73 per cent of students experience a positive sense of belonging and feel accepted and valued by their peers and by others at school. 78 per cent of students experience positive relationships and have friends at school they can trust and who encourage them to make positive choices. 92 per cent of our Aboriginal students feel good about their culture when they are at school. 91 per cent of the student body and 100 per cent of girls value schooling outcomes and believe that schooling is useful in their everyday life and will have a strong bearing on their future compared to 97 per cent in the state. While 86 per cent of students feel school staff emphasis academic skill and hold high expectations for all students to succeed.

Policy requirements

Aboriginal education

Kemblawarra Public School is proud of our Indigenous heritage and continually seeks opportunities to embrace, promote and celebrate our cultural identity. We are committed to ensuring that teaching practices and opportunities are provided to allow Aboriginal and Torres Strait Islander students to achieve and excel in every aspect of their education and well-being.

Kemblawarra Public School promotes respect for all Aboriginal people. Actions were implemented as part of the schools Aboriginal Education program and comply with the Aboriginal Education and Training policy. These were presented in the following ways:

- Warrawong High School joined us in our whole school celebrations for our NAIDOC Week. Students and staff participated in Aboriginal cultural activities. This continues to be a successful annual event. Parents were invited to participate in specific activities during the week to nurture and enhance parent and community engagement.
- All Aboriginal students continue to have Personalised Learning Plans (PLPs), which are

developed in consultation with the student, parents/caregivers, AEO and the classroom teacher. There is a strong emphasis on the creation and monitoring of academic goals and creating a joint ownership and responsibility for the student's learning.

- A PLP BBQ afternoon with teachers and staff allowed the opportunity to meet and make connections with our Aboriginal families and to make joint educational plans and goals for their children attending the school.
- Integration of Aboriginal perspectives across key learning areas so students can develop deep knowledge and understanding about Australia's first people. This continues to be included in the introduction of units within the new History and Geography key learning areas incorporating the First Fleets and Australia's Indigenous History.
- Continued role of Aboriginal Education Officer, Karen Armstrong, held within the school.
- Regular Staff representation at the Wollongong Aboriginal Education Consultative Group (AECG) meetings demonstrating our school commitment to the local Indigenous community.
- The AEO supports Literacy & Numeracy programs throughout each day to targeted Aboriginal students. Individualised programs were created to improve reading and writing, together with numeracy skills.
- The AEO facilitates the Sista Speak program with a classroom teacher. It is being run for the Stage 3 girls. This program is designed to inspire and motivate young women and Aboriginal women. At Kemblawarra we believe in sharing cultural perspectives and therefore these sessions are all inclusive. It emphasises the importance of education and raises awareness around diverse career paths available with specific focus on self-esteem, culture and leadership.
- Increased number of students now attend the Homework club jointly facilitated by a successful partnership between the Smith Family and Coomaditchie Community Centre and regularly attended and supported by AEO.
- AEO has been and will continue to work with our Pre School and K-6 classes delivering cultural perspective lessons weekly.
- Kemblawarra has a Yarning circle space between the school and preschool that is being used for Yarn ups, reading and a safe meeting space. This space is to be developed with community consultation to have an increased cultural perspective and nurture connection to Country and spiritual significance for students and staff.
- Community Engagement Officers (COE) links families with early literacy and numeracy skills and connects learning from school to home to improve student outcomes.
- Holistic Wednesdays are embedded in our preschool with a cultural perspective being a core learning component.

Multicultural and anti-racism education

At Kemblawarra Public School, the staff and students pride themselves on being a caring and cultural, multicultural community with students and families from many nationalities contributing to our rich school culture. Teachers include multicultural perspectives throughout their programs and ensure they are inclusive of all cultures.

In 2018 all students P–6 were involved in Harmony Day celebrations. The whole school came together and classes celebrated Australia's cultural diversity through activities that focused on inclusiveness, respect and belonging.

We have an Anti–Racism Officer (ARCO) Mirjana Gjorseska who is very proactive in her role. She is a trusted person whom individuals and groups could bring complaints and incidents they have in regards to racism. In 2018, Kemblawarra Public School had zero complaints made in regards to racism.

In week 10, term two, classes P– 6 celebrated NAIDOC week. Students had planned activities that promoted cultural awareness. Guest speakers from the local community were invited and they spoke about significant changes that happened within their lives. Students were all engaged and had a better understanding of the Aboriginal heritage and culture.

Our Learning and Support Teacher (LST) Nicola Josevski had the opportunity to attend EAL/D and Positive Behaviour for learning training. The knowledge gained was used to work with ESL and EAL/D students. EAL/D support focuses on early intervention for new arrival students and emerging students.

In line with the School Plan, Kemblawarra Public School has become a Positive Behaviour for Learning school. The internal and external coaches attended training and the implementation process was initiated for all non–classroom settings.