

Kent Road Public School

Annual Report



2018



4160

Introduction

The Annual Report for **2018** is provided to the community of Kent Road 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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School background

School vision statement

Kent Road Public School aims to prepare each student to live a rewarding life as an engaged citizen in a complex and dynamic society. The school provides a welcoming, supportive learning environment in which every student is known, valued and challenged, and in which strong school partnerships ensure a clear, shared purpose.

School context

Kent Road Public School is located in a north–western suburb of Sydney, close to Macquarie University and Macquarie Business Park.

The school values inclusivity and celebrates diversity. Students represent a broad mix of cultural backgrounds with 70% of students having a language background other than English.

Kent Road Public School holds high expectations and is continually seeking to improve. The school offers rich, innovative programs, differentiated to meet the needs of individual students and designed to equip students to be future ready.

The school is a Positive Behaviour for Learning school, in which students demonstrate the values of respect, responsibility and engaged learning.

The school is currently undertaking a planning process for a major building upgrade which will be undertaken over the next three years delivering state of the art facilities for Kent Road students and the 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

In Learning the school has demonstrated:

- commitment to ensure all students make learning progress.
- partnerships with parents and students which support clear improvement aims and planning for learning.
- high expectations are held for all students.
- the curriculum is enhanced by learning alliances with other schools and organisations.
- students' learning is monitored to ensure continued challenge and maximum learning.
- teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices.
- processes are in place to collect and analyse information to inform and support students' successful transitions.
- teaching and learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning.
- attendance data is regularly analysed and is used to inform planning.
- whole of school and personalised attendance approaches are improving regular attendance rates for all students, including those at risk.
- every student can identify a staff member to whom they can confidently turn for advice and assistance at school.
- positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school.
- its high performing teaching staff, as measured against the Australian Professional Standards, demonstrates capacities which are continually built to ensure every student experiences high quality teaching. The leadership team has participated in capacity development programs and implements principles of evaluative thinking, continually monitoring the impact of programs and approaches used by all teachers, and improves practice as required.

- teaching staff demonstrate and share their expertise within the school and with other schools. All teachers have expert contemporary content knowledge and deploy effective teaching strategies. The school trials innovative practices and has processes in place to evaluate, refine and scale success.

LEADING

In leadership the school has demonstrated:

- the leadership team maintains a focus on distributed instructional leadership to sustain a culture of effective, evidence-based teaching and ongoing improvement so that every student makes measurable learning progress and gaps in student achievement decrease.
- the leadership team develops processes to collaboratively review teaching practices to affirm quality and to challenge and address underperformance.
- teaching and non-teaching staff proactively seek to improve their performance. The school supports collaborative performance development and efforts to continuously monitor improvement.
- it is recognised as excellent and responsive by its community because it uses best practice to embed a culture of high expectations, and effectively caters for the range of equity issues in the school.
- the leadership team actively supports change that leads to improvement, creating opportunities where feedback about the impact of change can be shared and monitored.
- the leadership team embeds clear processes, with accompanying timelines and milestones, to direct school activity towards effective implementation of the school plan. Staff understand what they need to do to help address the school plan's strategic directions and meet the school's improvement measures.
- processes are in place to systematically and regularly monitor a range of indicators to gauge the impact of its plan and to inform changes to the implementation that support its ultimate success. The annual report contains data that measures the impact of the plan in terms of student learning progress.
- the leadership team takes a creative approach to use of the physical environment to ensure that it optimises learning, within the constraints of the school design and setting.

ENGAGING

In engaging the school community, the school has demonstrated:

- the leadership team measures school community (parent and student) satisfaction and shares its analysis and actions in response to the findings with its community.
- management practices and processes are responsive to school community feedback. There is a whole school approach to improving service delivery and parent and/or student experience.
- our self-assessment process assists 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

Building a Thinking and Learning Culture

Purpose

To develop student capacity to become innovative learners who demonstrate resilience and a growth mindset, built upon strong foundations of literacy and numeracy.

Overall summary of progress

All teachers undertook extensive professional learning in strategies to develop a Growth Mindset. Students in all classes participated in activities to develop their understanding and resilience. Student feedback reflected an understanding of the benefits of a growth mindset over a fixed mindset.

Differentiated learning was evident across all grades, particularly in literacy and numeracy, and significant student progress was evident. Teachers are developing a deeper understanding of the learning progressions and becoming more confident in their application. Focus on Reading modules were presented to all teachers, resulting in a greater focus on utilising the Super Six Comprehension Strategies in Reading.

The implementation of project based learning and the STEM Action Research Project was a highlight for students, parents and teachers. Students demonstrated a deep understanding of the Design Thinking Framework and had the opportunity to apply this thinking to a range of topics, to work with experts from industry and to present their projects to the community.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Pre and post data reflects increased understanding and implementation of Growth Mindset principles throughout the school.	Growth Mindset professional learning at staff development day term two presented by James Anderson.	Annual surveys reflect: 94% of students in Years Four, Five and Six believed their understanding of Growth Mindset had developed significantly; 97% of teachers feel confident to develop Growth Mindset strategies; and 94% of parents understand and support a Growth Mindset approach.
Increase the proportion of students in the top two bands of NAPLAN across all areas of literacy and numeracy by 10%.	Teachers employed to deliver ability groupings in Mathematics and spelling. Learning Support Team intervention/referral New teaching staff received training in school wide writing program.	Teachers trained in Focus on Reading comprehension strategies. Numeracy, spelling and reading on track to meet the 10% increase in the top 2 bands of NAPLAN.
Teaching and learning programs reflect consistent programming of STEAM across all grades.	3D printers purchased STEAM School Leaders (4 Teachers) attended STEAM Design Thinking Framework Action Research Project.	STEAM programmed in science across Kindergarten to Year 6. STEAM Action Research Project successfully completed in Stage 3 and the implementation of STEAM Projects across all grades.

Next Steps

Students will continue to engage in activities to develop a positive mindset and resilience to adjust to unknown and challenging situations.

Differentiated learning will be linked with assessment.

In 2019 the school will participate in the Makers Pedagogy Project, linking 3D printing with the Design Thinking Framework.



Strategic Direction 2

Building a Connected Culture

Purpose

To develop quality processes and practices which foster a culture of collaboration and innovative learning through effective community partnerships.

Overall summary of progress

Established a new school website increasing the channels of communication within the school community. Online content regularly maintained and up-to-date.

Online interview scheduling increased parent efficiency and attendance.

Continued parent involvement in school events reflects a high level of satisfaction across the school community.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased community participation and engagement by 10%.	Survey form Purchase of online interview scheduling service	78% of parents attended the Kindergarten Connections program, forming solid connections with other parents and school staff. A high level of attendance by parents indicates the importance of supporting their student's learning
Increased and effective online presence that improves communication with the wider school community.	New School Website Service deployed. Staff training in maintaining website.	Very positive feedback from parents and teachers on new website design and navigation. Verbal feedback from parents indicates a high level of satisfaction with the implementation of new technology platforms to improve the way we communicate across the school and community.
Surveys indicate students and staff demonstrate increased understandings through interaction with professional networks, shared knowledge and experiences.	Survey form	Feedback and attendance from all initiatives indicates a positive impact on student engagement in the global and rural and remote community with plans to continue the initiatives.

Next Steps

Continue to maintain the school's presence in the community using the online platforms of communication and in-school events related to student learning.

Student wellbeing program (Strong Minds) will be implemented in 2019 for the students, staff and school community.

Establishment of Kent Road Public School Kindergarten Open Sessions (over 3 weeks in Term 2) to form solid connections with parents and school staff.



Strategic Direction 3

Building a Leading Culture

Purpose

To develop capabilities and competencies of staff through quality professional development that results in a workforce of the highest calibre, future focused learning, and where every student is known and valued.

Overall summary of progress

All staff currently hold and successfully maintaining the appropriate level of Teacher Accreditation as required by New South Wales Education Standards Authority through their ongoing involvement in targeted teacher professional development.

Teams of staff were formed to lead and deliver teacher training to enhance the learning outcomes of all students in the areas of reading comprehension and STEAM.

All grades have implemented learning programs with a direct focus on providing future focused learning environments and settings. Co-teaching has begun across the school with modifications to learning programs and existing buildings to help cater for this greater level of teacher, student and community collaboration and engagement.

The development of data collection tools (school based professional development evaluation and staff survey) to gain a greater understanding of the needs of the workforce to target future training and development.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% staff develop and reflect on their own practice using their Professional Development Plans to enable staff to improve their practice every year.	Teacher Professional Learning aligned to PDP goals and School targets.	All staff developed a Performance and Development Plan (PDP) and participated in professional learning, mentoring and performance reviews to improve their practices.
100% teachers meet and maintain Australian Professional Standards and work towards levels of accreditation.	Teacher Accreditation support meetings. Teacher professional learning	Professional development provided to all staff to assist in maintaining accreditation status. Staff supported in achieving proficiency. 100% of all staff submitting accreditation were successful.
100% teachers show evidence of future focused teaching and learning in their teaching, and engage in collaborative planning and assessment processes.	STEM Race Day resources (ramps, bunting) Grade planning and evaluation sessions. Online collaboration tools.	STEAM Grade Leaders reviewed and ensured the completion of STEAM projects in each grade. Staff up-skilled in the delivery of STEAM projects and initiatives. STEM Race Day implemented successfully engaging a large proportion of the entire school community. The majority of teaching and learning plans collaboratively planned, evaluated and modified. There is now a wide use of online collaborative platforms across the school, including Google Drive and Microsoft One Note.
Increase the percentage of teacher satisfaction with school leadership by 5% each year.	Staff survey	Initial year of implementation. Survey data provided by staff will be used to direct improvements in second and third year of School Plan.

Next Steps

Further re-modelling of learning programs and classroom spaces to increase the opportunities for co-teaching and student collaboration.

Reflect of survey and evaluation data to continue to provide opportunities for staff to build their capacity and strive for higher levels of Teacher Accreditation.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$644	<p>Students were supported by differentiated learning in Literacy and Numeracy. Personalised learning plans were developed in consultation with parents to identify areas of need and support strategies.</p> <p>Whole school programs were implemented to develop cultural understanding of Aboriginal culture, language and art. Year Six student leaders participated in the mini Mungo Leadership Conference and visited rural and remote areas of New South Wales.</p>
English language proficiency	\$419,846	<p>Four full time EAL/D teachers were employed to provide support for students from a non-English speaking background, and new arrivals. The EAL/D team engaged in professional development to better understand how to consistently assess EAL/D students across all grades. EAL/D resources were reviewed and updated.</p>
Low level adjustment for disability	\$86,571	<p>Throughout 2018 School Learning Support Officers (SLSOs) and support teachers provided one to one and small group assistance to identified students through targeted programs including minilit, maqlit, mulitlit, peer reading, phonics, maths groups, Spelling Mastery. Students participated in both extension programs and support programs. A speech pathologist was employed through Macquarie University to lead a team of trainee speech pathologists to assess speech and language needs, develop a program of support and provide professional learning for teachers.</p>
Quality Teaching, Successful Students (QTSS)	\$112,086	<p>Funds were committed to allow an Assistant Principal to be non-teaching throughout 2018, enabling a co-ordinated approach to mentoring teachers, initiating and monitoring teaching programs and supporting the effective integration of ICT across all grades.</p>
Support for beginning teachers	\$68,251	<p>Targeted support was provided to beginning teachers through regular professional learning and a mentoring program. Teachers supported teachers through the accreditation process, with six teachers achieving accreditation at proficient level.</p>
Targeted student support for refugees and new arrivals	NAP teacher allocation (1.2) semester two	<p>Teachers were employed for a total of six days per week throughout semester two to provide individualised English support for newly arrived students.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	277	322	330	372
Girls	251	273	316	375

Enrolments at Kent Road Public School continue to show steady growth reflecting the increase in housing availability and the number of school age students in the local area.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	95.8	94.7	95.9	96
1	95.6	95.4	95.5	95
2	94.1	96.3	96	95
3	95.1	96.7	96.2	95.4
4	95	96	96.3	94.7
5	94.7	95.2	94.9	96.1
6	95.7	95	93.8	93.9
All Years	95.2	95.7	95.7	95.2
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

The information in the tables above indicates student attendance patterns as compared to state wide averages. School attendance is above the state average in all grades.

Attendance is closely monitored. The school works closely with families to ensure regular attendance for all students. Information regarding the importance of regular school attendance is provided through school

newsletters. Students whose attendance is causing concern are referred to the Learning and Support Team to identify strategies to address the learning needs of the student.

The school's increasing multicultural population sees many families travelling overseas for extended periods of time to reconnect with family.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	29.72
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.5
Teacher Librarian	1.2
Teacher ESL	3.6
School Counsellor	1
School Administration and Support Staff	4.47

*Full Time Equivalent

The Australian Education Regulation, 2014, requires schools to report on the Aboriginal composition of their workforce. In 2018 there were no staff members at Kent Road PS who identified as Aboriginal or Torres Strait Islander.

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	10

Professional learning and teacher accreditation

Staff at Kent Road Public School undertook a range of professional learning activities in 2018. All staff completed mandatory compliance training in the scheduled areas. Professional development was linked closely to the school's strategic directions. All teachers included a focus on the strategic directions in their

professional development plans (PDP). The PDP process has fostered collegial mentoring and reflection on best practice.

Professional learning included Growth Mindset, the Design Thinking Framework, Focus on Reading, Sydney Theatre Company's School Drama Program, Beginner Teacher network and future focused classrooms.

Six teachers completed their 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	491,027
Revenue	6,834,993
Appropriation	6,148,929
Sale of Goods and Services	54,628
Grants and Contributions	603,171
Gain and Loss	0
Other Revenue	18,450
Investment Income	9,815
Expenses	-6,203,321
Recurrent Expenses	-6,203,321
Employee Related	-5,298,985
Operating Expenses	-904,336
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	631,672
Balance Carried Forward	1,122,699

At Kent Road Public School the budget is aligned to the school's strategic directions to ensure the effective delivery of programs.

Expenditure is monitored and reviewed each month.

Funds were used to provide a mentoring program for early career teachers, to purchase technology resources and playground equipment.

The school will undertake a major building upgrade in 2019/2020. The school has committed funds to undertake major projects such as a playground and classroom upgrade to areas of the school not included in the building work.

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	4,862,138
Base Per Capita	124,917
Base Location	0
Other Base	4,737,222
Equity Total	516,261
Equity Aboriginal	644
Equity Socio economic	9,200
Equity Language	419,846
Equity Disability	86,571
Targeted Total	54,306
Other Total	294,863
Grand Total	5,727,568

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

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

School performance

NAPLAN

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

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

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

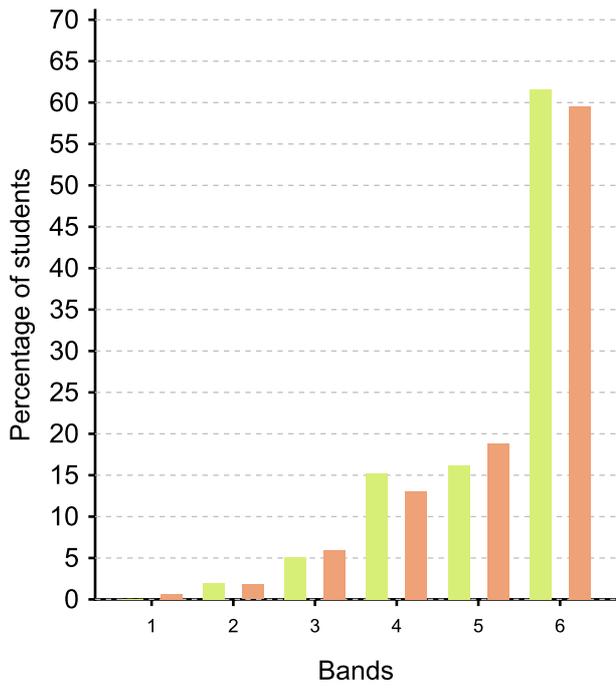
In 2018, our Literacy results show the percentage of students in Year 3 and Year 5 at proficiency (top two bands) was considerably higher than the state averages.

Year 3 excelled in Literacy, with 100% achieving at Proficient (at or above the minimum standard) in writing (up from 78%), 98% in grammar and punctuation (up from 84%), 98% in spelling (up from 75%) and 99% in reading (up from 71%).

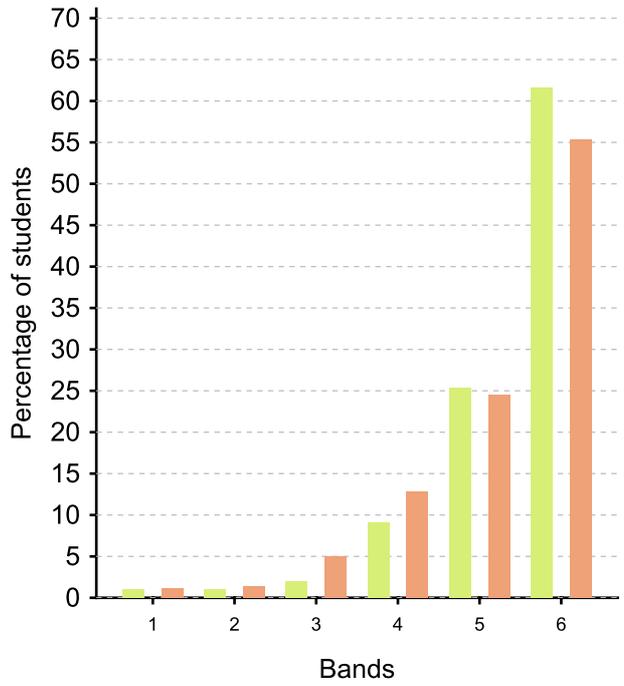
In addition students in Year 5 also achieved strong results in Literacy, with the percentage of students achieving at proficient (at or above the minimum standard) in writing at 96%, in grammar and punctuation at 97.3%, in spelling at 98.7% and in reading at 98.7%.

A clear upward or steady trend in all areas of Literacy has been achieved as a school in 2018. A focus for future improvement will be to continue to grow the percentage of students in Year 3 and Year 5 in the top two bands in each area of Literacy.

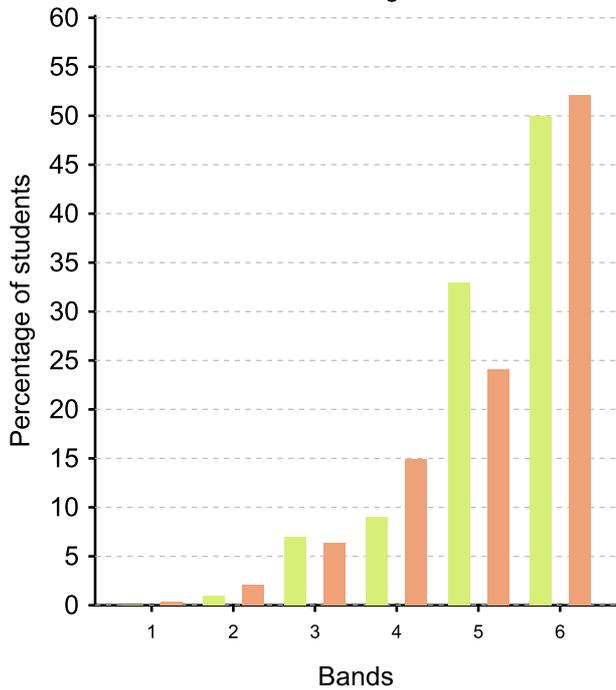
Percentage in bands:
Year 3 Grammar & Punctuation



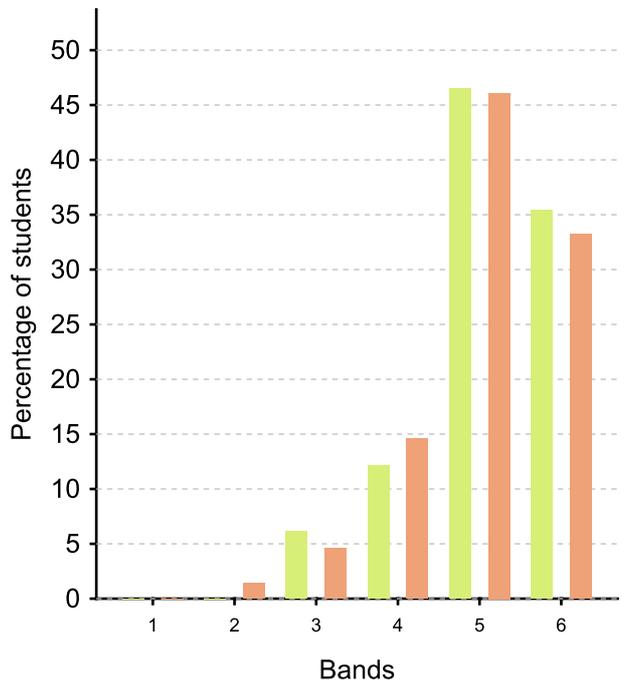
Percentage in bands:
Year 3 Spelling



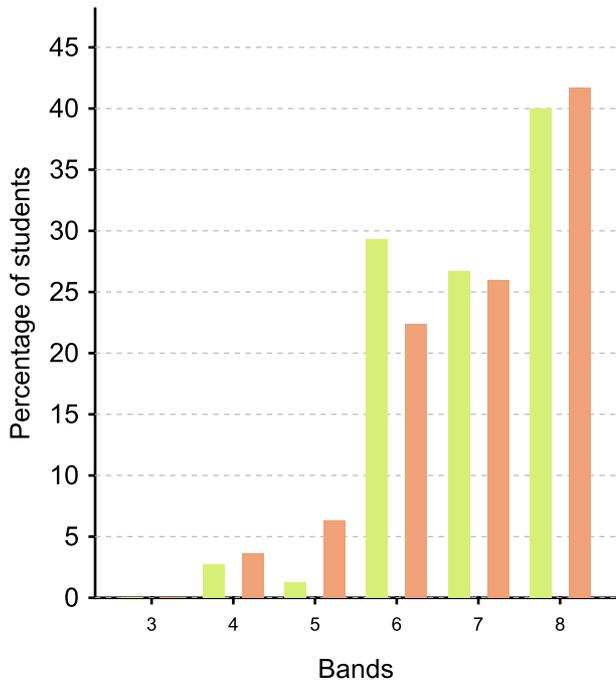
Percentage in bands:
Year 3 Reading



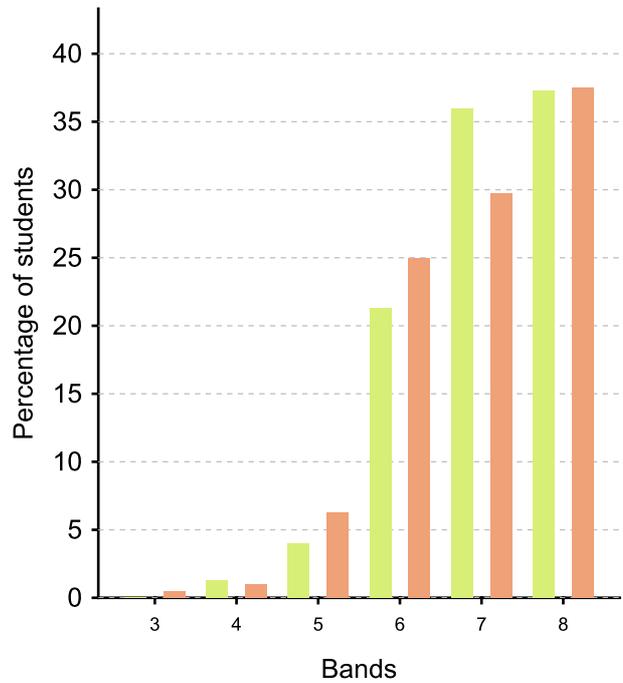
Percentage in bands:
Year 3 Writing



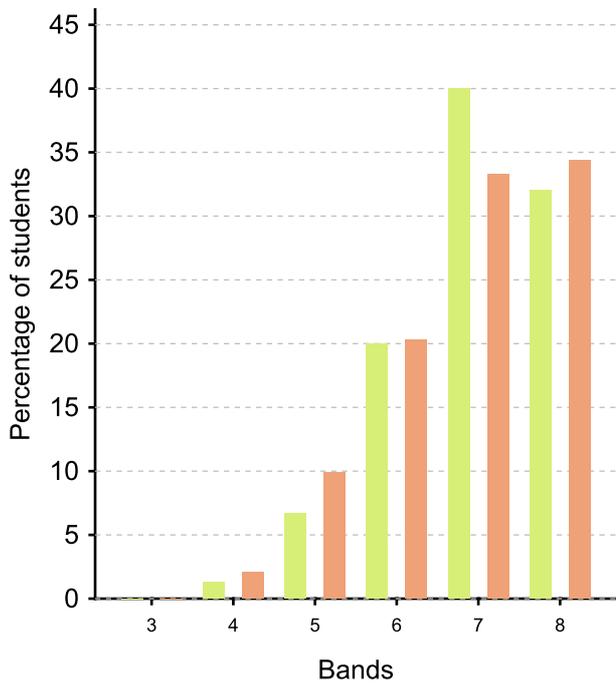
Percentage in bands:
Year 5 Grammar & Punctuation



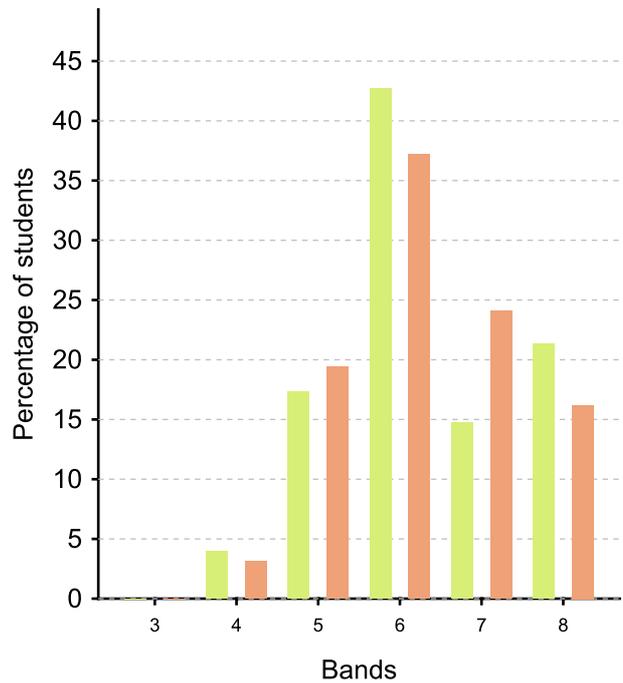
Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 5 Writing



NAPLAN numeracy results were positive in 2018.

Year 3 (71%) and Year 5 (63%) were placed in the top two bands in numeracy and 94% of Year 3 students and 100% of Year 5 students achieving proficient (at or above the minimum standard).

A highlight was the positive upward trend in Year 5

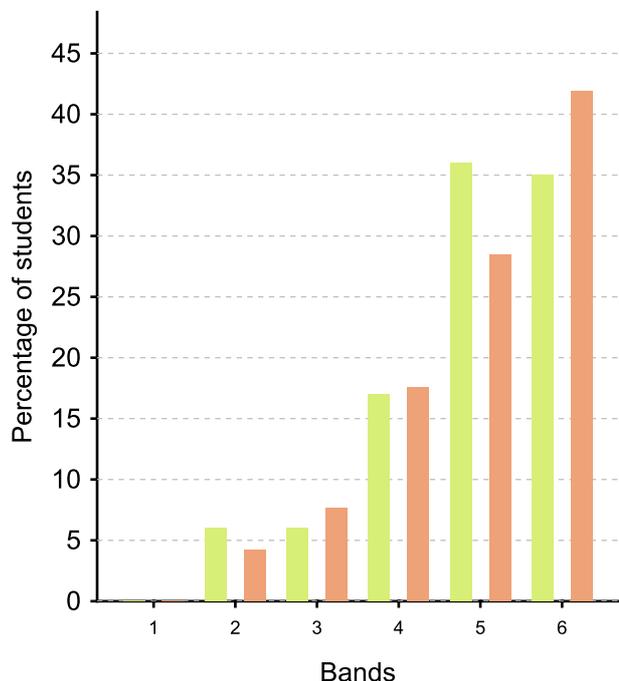
achievement compared to the state and similar school groups.

A target for future improvement will be to increase the percentage of Year 5 students achieving expected growth.

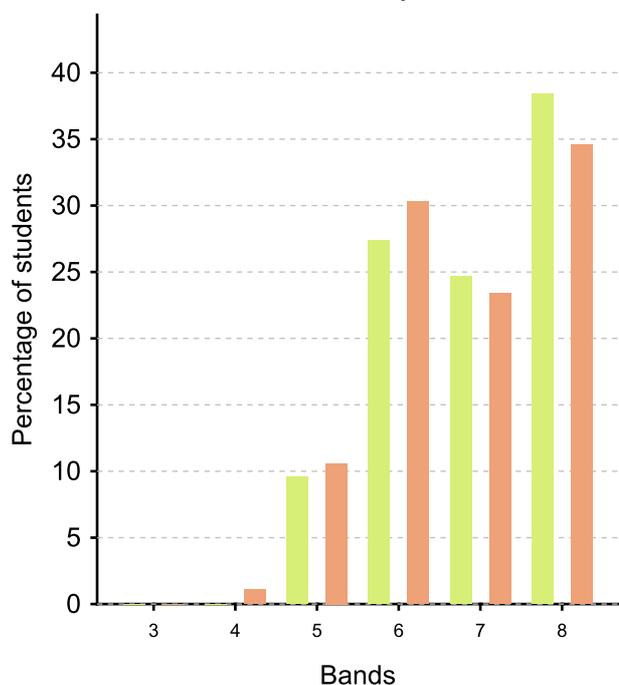
The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

In 2018, in accordance with the *Premier's priorities: improving education results*, schools are required to report on their student performance for the top two NAPLAN bands in reading and numeracy. At Kent Road Public School, in Year 3, 80% of students were in the top two bands for reading and 72% in numeracy. In Year 5, 73% of students were in the top two bands for reading and 62% in numeracy.

Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Numeracy



Parent/caregiver, student, teacher satisfaction

In Term Four, students in Years Four–Six, all parents and teachers were invited to participate in an online survey to ascertain their satisfaction with school procedures and initiatives.

Students, parents and teachers were overwhelmingly positive in their satisfaction with school initiatives.

Students

- 99% agreed Kent Road Public School is a good school, teachers at Kent Road Public School help students to do their best, and the school rules are fair;
- 97% of students surveyed felt confident that if they required help they would be able to access it and there was a wide range of activities offered at the school including sport, choir, debating, STEM and technology.

Parents

- 100% of parents surveyed believe the school teaches and promotes positive values;
- 99% of parents agreed that Kent Road Public School is a good school which is friendly, tolerant and accepting of all;
- 97% of parents felt the school has a strong commitment to learning, encourages students and parents to be involved in school activities and they feel confident in approaching their child's teacher.

Teachers

- 100% of teachers agree or strongly agree the school is committed to supporting all students to reach their potential; that the school is a friendly and tolerant environment which welcomes all families; all teachers believe students are well behaved and respectful. The school has a strong focus on literacy and numeracy, and offers a range of initiatives to enrich learning including STEM, performing arts and sport.



Policy requirements

Aboriginal education

Aboriginal perspectives were taught across all key learning areas, Kindergarten–Year Six, ensuring all students learn about Aboriginal history and culture as well as contemporary issues in a meaningful context. Eight Year Six student leaders attended the Mungo Youth conference in April and 22 Year Six students travelled to outback NSW towns of Menindee, Broken Hill and Wentworth in September, meeting with local Aboriginal people and developing their understanding. These students led the National Aboriginal and Islander Day Observance Committee (NAIDOC) Week activities for their younger peers reflecting on their experience and understanding.



Multicultural and anti-racism education

In 2018 approximately 70% of students had a language background other than English representing a diverse range of cultural backgrounds. The school actively works to promote a welcoming, inclusive and racism-free environment.

Some of the initiatives utilised to support our students include:

- English as a Language or Dialect (EALD) program to support students to develop their oral and written language skills
- New Arrivals Program (NAP) to support newly arrived students
- parent workshops
- Harmony Day