

Kotara South Public School

Annual Report

2018



4203

Introduction

The Annual Report for **2018** is provided to the community of Kotara South 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

Kotara South Public School bonds professional, caring and dynamic staff to grow minds of the future through collaborative practice. Our students are connected to quality literacy and numeracy opportunities that inspire learning in and beyond the classroom.

School context

Kotara South Public School (KSPS) is a community-based school that ensures all students reach the highest possible outcomes in all aspects of their education. It is a school that values the contributions of all stakeholders and is recognised for its high standards and ability to adapt to current community needs. KSPS is located in the central suburbs of Newcastle. The local area is undergoing a period of renewal as the housing stock changes and increasing numbers of young families move into the school zone.

Many of the students come from families with established connections to the school. Kotara South Public School has 333 students from 236 families. Of the 309 mainstream students 55% are boys and 45% girls. The school has 3% Aboriginal enrolment and 8% of students who speak a language background other than English (LBOTE) at home. Assessment data indicates that most students perform at or above stage expectations in each Key Learning Area.

Kotara South Public School's teaching staff bring high level professional and personal skills, and are well supported by experienced office staff and highly skilled school learning support officers. The school is the base for Itinerant Hearing Support services in the Newcastle area. Kotara South Public School is an active member of the Kotara Community of Schools (CoS) of 7 schools that combine resources, expertise and professional learning to benefit all. The school has 2 specialist units: a hearing support unit (HSU) with 8 students enrolled and an Early Intervention Unit for up to 16 preschool aged students with a diagnosed disability.

There is a continued focus on increasing the academic growth of all students as they progress from Year 3 to Year 5, and onto Year 7, through differentiation of curricula to explicitly meet individual needs, interests and abilities.

The school has a motivated and supportive community who bring high expectations and enthusiasm to see the school thrive. The school is proudly involved in projects developed in partnership with CoS schools and Muloobinbah Aboriginal Education Consultative Group (AECG).

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.

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

Learning: Following on from our self assessment against the School Excellence Framework, KSPS has determined the next steps to be to consolidate the high quality learning and teaching across all teachers in all classrooms. Developing a strong language of success for both teachers and students will be a focus. We are applying for a regional writing project for 2018 and the aim is to consolidate the pedagogical approach to writing, vocabulary and comprehension. In the 2017–2020 School Plan, *Strategic Direction 1 will be: Quality Learners; flexible thinkers*. This will strongly focus on students being able to collaborate, communicate, critically reflect and be creative problem solvers across all KLA's.

Teaching: Following on from our self assessment against the School Excellence Framework, KSPS has determined the next steps to be to continue to support teachers with strong systems and processes in the classroom, across the community of schools and in their own professional learning. The continued support of the Professional Learning and Development Plans (PDP's) and the mentoring of the teaching in rooms, will enable all staff across the school to maintain an environment that is rich, stimulating and engaging and relevant. Teachers will also be maintaining Teacher Accreditation from 2018 onward. In the 2017–2020 School Plan *Strategic Direction 2 will be Quality teachers; innovative practices*. The development, growth and continuance of quality practices using innovative strategies will be our focus.

Leading: Following on from our self assessment against the School Excellence Framework, KSPS has determined the next steps to be for all stakeholders to have a strong understanding of the school's organisational structure and school plan. This would also incorporate the school community having direct input to move our school from delivering to sustaining and growing, with having stronger executive leadership as central to building school capacity. In the 2017–2020 School Plan *Strategic Direction 3 will be Quality school: collaborative communities*.

The school is active in soliciting feedback from parents, staff and students on school performance and utilises this information to design and deliver programs and activities to support the goals of the school. The feedback received from families is at all times positive with them demonstrating a high regard for the school. Community engagement and involvement is regarded as critically important in building a strong learning partnership and many opportunities exist for families to work within the school. The school offers a strong transition to school program which leads to a newly developed 6–7 transition program.

As the leadership of the new principal strengthens and the school develops the capacity of staff to engage with and be part of the focus group, we will move towards achieving, sustaining and growing.

The focus for the next three year planning cycle is for all stakeholders within the school to have a plan of an organisational structure whereby school teams have a direct relationship and line of sight to the school management plan, milestones, budgets and reporting, with a stronger emphasis on data and how it drives the school plan.

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

QUALITY LEARNERS FLEXIBLE THINKERS

Purpose

To develop strong foundations in literacy and numeracy. Our future focused learners will have the ability to adapt, connect and become responsible citizens. Using the skillset of collaboration, communication, critical thinking and creativity, students will engage in real life learning experiences.

Overall summary of progress

From the professional learning and teaching done to improve achievement, high expectations and excellence there has been a culture of change strongly built amongst the staff, students and community. There is an understanding that KSPS is preparing students for a different workforce and ensuring that students can collaborate, critically think, create and communicate within their learning.

The learning for staff in this area has been through Future Focused Learning strategies, flexible spaces and teaching pedagogies. Staff have rebuilt a culture of high expectations through the start of setting success criteria and goal setting for students through a tiered approach to learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All Aboriginal students set high level goals and track their improvement in literacy and numeracy.		
All classrooms reflect evidence based practices (feedback, learning intentions, success criteria and collaborative practice)		
Increase the number of students in the top two bands in literacy and numeracy.		

Next Steps

Continuing in 2018 and beyond, the focus is to continue growth across writing, reading and numeracy. This is explicitly planned for with tiered intervention, differentiation strategies and explicit teaching. Strong professional learning for all staff will continue in a continuous cycle of self improvement.

Strategic Direction 2

QUALITY TEACHERS INNOVATIVE PRACTICES

Purpose

To ensure explicit quality pedagogies are evident in all learning environments. Using formative assessment measures, teachers develop ongoing differentiated learning programs. School wide data identifies progress and future directions.

Overall summary of progress

Throughout 2018, all staff, executive and principal built teacher capacity through focused professional learning and development. We have started setting strong foundations in a culture where every staff member is engaged actively learning through a series of targeted and individualize teacher professional learning workshops. This was primarily focused on Mathematics Building Blocks for Numeracy and pedagogical improvement in the HOW we teach, in ongoing, school target focused and evidence-based learning underpinned by the Quality Teaching Framework.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All teaching practices and programs reflect DoE / school / NESA requirements.		
All students are tracked and receive differentiated teaching using the literacy and numeracy progressions. .		

Next Steps

Continue to grow, plan, monitor, deliver and evaluate strong learning and teaching for all students at KSPS.

Strategic Direction 3

QUALITY LEADERS COLLABORATIVE TEAMS

Purpose

To ensure collaboration underpins our whole school culture. Teams that are proactive, strategic and systematic work together to develop a growth mindset with authentic opportunities for continual improvement.

Overall summary of progress

Continuing in 2018 and beyond, the focus is to continue growth across writing, reading and numeracy. This is explicitly planned for with tiered intervention, differentiation strategies and explicit teaching. Strong professional learning for all staff will continue in a continuous cycle of self improvement.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Teachers develop high level goals and provide evidence of their impact.		
All teachers have authentic leadership roles to drive school improvement.		

Next Steps

Continue to grow, plan, monitor, deliver and evaluate strong learning and teaching for all students at KSPS.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Expenditure on staffing, SLSO support for Literacy and Numeracy.	All students have been engaged in strong connections to culture, finding voice and high impact learning for Literacy and Numeracy.
Low level adjustment for disability	Expenditure son SLSO employment for supporting students with Literacy and Numeracy.	Staff were trained for supporting student learning with the use of SLSO for Multilit.
Quality Teaching, Successful Students (QTSS)	Funds were used for the employment of an Intervention Teacher	The Intervention teacher supported to Intervention teacher to focus on the improvement of Literacy and Numeracy across the school.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	163	160	167	182
Girls	139	127	133	145

KSPS has enjoyed a steady increase in enrollment due to the growth in the surrounding suburbs. This will continue into 2020 and beyond due to housing types changing.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	97.1	95.8	96	96.2
1	93.8	97.2	95.8	94.6
2	95.5	95	94.9	95.2
3	94.1	95	95	95.5
4	95.7	93.9	93.8	96.2
5	94.3	96.9	94.7	94.1
6	94.5	95.6	94.9	93.3
All Years	94.9	95.5	95.1	94.9
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

Management of non-attendance

Kotara South uses a range of strategies to combat poor attendance. The most effective being regular phone calls and contacts with parents. There are a variety of communication options for parents to contact the school. Phone, e,mail, SMS, Parent Portal app, email, notes and phones call.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	16.04
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.8
School Administration and Support Staff	4.32

*Full Time Equivalent

We employ an Aboriginal consultant to the school for various points throughout the year.

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	2

Professional learning and teacher accreditation

Staff at KSPS enjoy weekly professional learning opportunities that cover a range of topics from our School Excellence Framework content. This aligns directly to our School Plan and individual staff PDP's. This is scheduled in a term roster and takes place in our shared learning space in the Library

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	227,853
Revenue	3,828,469
Appropriation	3,644,751
Sale of Goods and Services	14,328
Grants and Contributions	166,341
Gain and Loss	0
Other Revenue	0
Investment Income	3,048
Expenses	-3,409,144
Recurrent Expenses	-3,409,144
Employee Related	-3,128,248
Operating Expenses	-280,896
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	419,324
Balance Carried Forward	647,178

In 2018 we continued to employ high quality staff to promote strong learning of Literacy and Numeracy. The employment of an Intervention teacher for K–2 is planned for 2019

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	2,334,765
Base Per Capita	59,341
Base Location	0
Other Base	2,275,424
Equity Total	128,007
Equity Aboriginal	9,207
Equity Socio economic	17,057
Equity Language	1,184
Equity Disability	100,558
Targeted Total	425,750
Other Total	406,139
Grand Total	3,294,661

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.

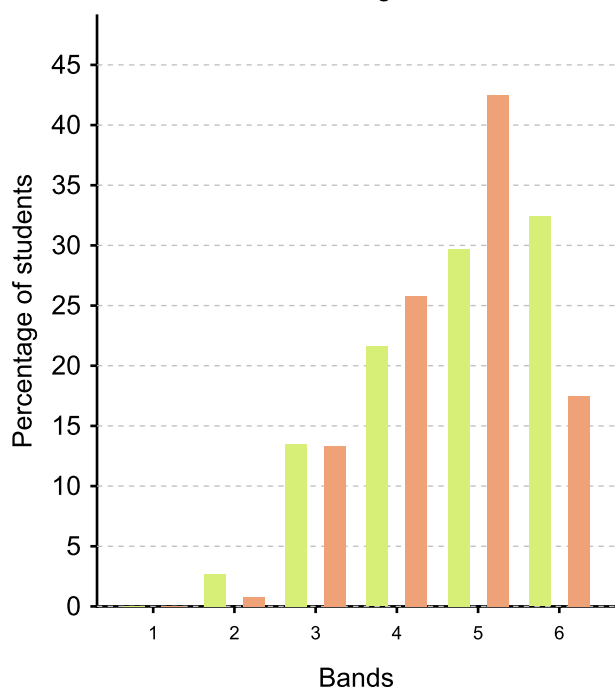
From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

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 year 3 and year 5 Writing, on average over 77% of students were above the national minimum average.

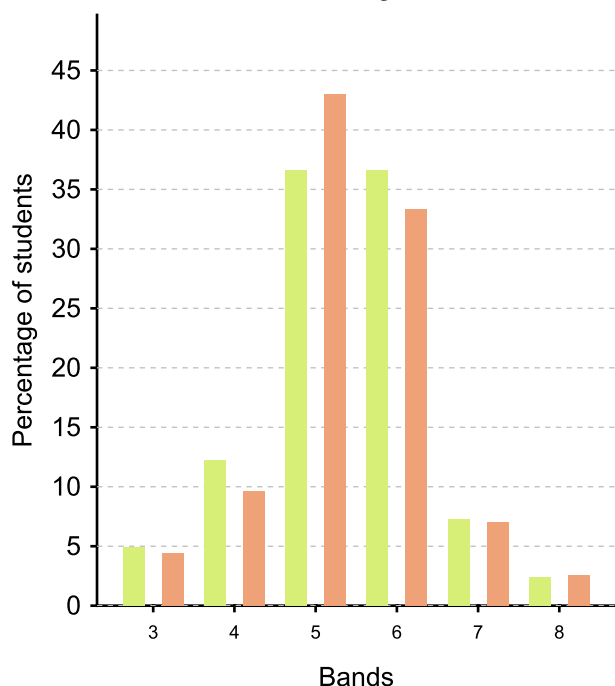
The expected growth for year 5 students in all areas of Literacy was on average more than 1 band or 52 points for 66% of students in the grade.

Percentage in bands:
Year 3 Writing



Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 5 Writing



Percentage in Bands
School Average 2016-2018

In Numeracy 67% of students in year 3 were in the top 2 bands. In year 5, 40% of students were in the top two bands.

In both Literacy and Numeracy students at Kotara

South Public School met the Premier's Priorities with more than half the students achieving results in the top two bands, including our Aboriginal students.. We have met the needs of all learners by identifying specific areas of need, differentiating the curriculum and supporting students learning with specific intervention teacher support and school support learning officers.

Parent/caregiver, student, teacher satisfaction

At points throughout the year parents were surveyed on satisfaction of school learning: literacy and numeracy.

Parent responses reflected above satisfactory with how literacy and numeracy were being taught. Over 92% of parents surveyed said that the amount of time spent on Literacy and Numeracy was adequate.

Policy requirements

Aboriginal education

Aboriginal students at KSPS are being encouraged to find their voice and have strong input into learning and culture at our school. During the year the students formed an Aboriginal Education Committee comprising of all Aboriginal students in the school. These students regularly meet, plan and complete cultural learning and various activities across the year. They also monitor and develop learning for students related to the NAIDOC theme each year.

Multicultural and anti-racism education

Our school enjoys a multicultural approach to learning and teaching. With different cultures enrolled at our school, students are encouraged to share their identity, beliefs and cultural experiences with the school each year. One such occasion was the whale and shark parade we had through the junior cola. The crowd sang along to 'Baby Shark do do do doo Baby Shark do do do Parents and students alike marveled at the spectacle.