

Kambora Public School

Annual Report



2018



4515

Introduction

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

School vision statement

At Kambora Public School, we develop the whole child through a quality differentiated, student learning environment. We promote equity and excellence in a creative, collaborative and connected learning environment. Kambora Public School inspires a passion for lifelong learning that will equip all students with the skills and experiences to become active, informed and engaged global citizens.

School context

Kambora Public School is set amongst bushland on the homelands of the Guringai people, adjacent to Garrigal National Park.

The school enjoys a unique design with integrated, flexible learning spaces, connected classrooms and expansive playgrounds.

Kambora students thrive in an inclusive, nurturing environment where every student is known, heard, valued and cared for.

With emphasis on future–focussed learning along with a strong focus on student growth and improvement in literacy and numeracy, students are encouraged to take risks with their learning through personal goal setting, supported by an engaging and challenging concept–based, integrated curriculum.

Participation in extra curricula activities including sport, dance, music, debating, public speaking, as well as school service, is widely encouraged.

With support and encouragement of an active P&C and school community, the school is well resourced to support new and emerging technologies and future–focused pedagogies.

Kambora Public School encourages and welcomes parent and community participation as an integral part of student learning and school growth.

Kambora Public School enjoys close links with other primary and secondary schools through partnerships in the Warringah Community of Schools.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self–assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self–assessment using the School Excellence Framework and participated in an external validation. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process are as indicated:–

On 6th September, 2018, our school participated in External Validation. The performance and educational delivery at Kambora Public School was mapped against the Schools Excellence Framework Version 2.

This year marks the commencement of a new three year, strategic planning cycle. At Kambora PS we are undertaking a program of consolidation, growth and development, as we build upon projects from the 2015–2018 planning cycle. Our focus concentrates on Quality Teaching, Leading and Learning, Future–Focused Learners and Wellbeing and Connectedness.

At Kambora Public School our aim is to develop the total child as a literate, independent, risk–taking, engaged, global citizen who can confidently take his or her place in the 21st century, supported by our academic aspirations of: Inspire ~ Create ~ Innovate, along with our Wellbeing values of: Respect ~ Responsibility ~ Personal Best.

In the domain of **Learning** the results of this process indicated that in the School Excellence Framework V2 domain of Learning: evidence supplied, supports an overall determination of **Sustaining and Growing**. Further in depth analysis supports the following findings:–In the elements of *Learning Culture, Wellbeing, Curriculum and Assessment* evidence supports a finding of Excelling. In the elements of *Reporting and Student Performance Measures*, evidence supports a finding of Sustaining and Growing. Whilst the school is excelling in most elements of this domain, in line with our strong culture of continuous improvement, staff constantly strive to build on both student and staff skills and performance in line with the teaching and learning cycle. The school has developed a strong learning culture that reflects a highly collaborative staff who know their curriculum and assessment strategies, and who plan quality differentiated programs that are engaging and challenging for students. The whole–school approach to improving student learning excellence, is as much about staff understanding, as it is about student demonstration of outcomes, as evidence by increased student achievement and engagement through the use of teaching and learning strategies that focus on individual student learning, whilst continually develop their skill sets. The impact of Visible Learning in our school combined with Integrated Conceptual Programming, TEN and Future Focussed Learning, has provided a learning environment in which students have the confidence to take risks with, and have greater ownership of their learning. Through Visible Learning, staff are effectively aligning Hattie's research and evidence–based teaching practices to engage and deliver innovative learning. The integration of technology as a platform for learning, including the use of Google Classroom and the SeeSaw app, enables staff to tailor and track individual student learning. With a strong focus on continuous assessment that drives the learning throughout, *Assessment as Learning* is integrated into teaching and learning across the school and has led to greater student engagement. This is a key component of integrated conceptual units that include scenario–based Authentic Assessment tasks whereby students relate their leaning to real world experiences and problem–solve real world experiences. This formative assessment not only affirms student learning but guides teacher programming and practice. Data from these assessments is used by the executive and staff to track student performance at regular intervals, reflecting positive value–added results in both internal assessments as well as, NAPLAN results. The Transition To, Through and Beyond School program at Kambora PS, reflects a highly supportive school environment in which students and parents feel encouraged, supported and informed about educational choices they make at key transition points on their educational journey. This forms part of our strategically, planned approach to whole school wellbeing that supports the wellbeing of all students, so they can connect, succeed, thrive and learn at Kambora PS and is demonstrated by our committed staff who work collaboratively to ensure this. The PBL (Positive Behaviour Learning) program, is also part of this strategically planned approach to whole–school wellbeing focusing on providing optimum conditions for student learning across the whole school. Through PBL, Kambora continues to implement evidence based change to whole school practices in order to meet the cognitive, social, emotional physical and spiritual wellbeing of all students so they can connect, succeed, thrive and learn within a school community that shares the collective responsibility for student engagement and learning. Through this approach to wellbeing, clearly defined behavioural expectations have ensured the creation of a positive teaching and learning environment. Engaging in strong collaborations between parents, students and the community to inform and support the continuity of learning for all students, the school has developed strong partnerships that have allowed the school to strive for excellence and create a strong learning culture through a clear understanding of community aspirations and the starting of common educational goals with high expectations for success.

In the domain of **Teaching** analysis of the Schools Excellence Framework V2 against evidence supplied, supports an

overall determination of **Sustaining and Growing**. Further in depth analysis supports the following findings:—In the elements of *Effective Classroom Practice* and *Professional Standards*, evidence supports a finding of Excelling. In the elements of *Data Skills and Use* and *Learning and Development*, evidence supports a finding of Sustaining and Growing. Further to these determinations, our evidence indicates that at Kambora PS, all teachers are committed to identifying, understanding and implementing the most effective teaching methods, with a high priority given to a whole school evidence based teaching approach to continuous learning, where learning is optimised for all students. Student progress is continuously tracked and monitored within and across grades to both inform teaching and learning and identify student learning goals. Stage team leaders regularly analyse this student data with team members when planning assessment and learning, in order to ensure consistency of teacher judgement across stages and grades. At Kambora PS, our whole school approach to professional learning links the school's strategic directions with professional standards, ensuring that evidence-based teaching and learning strategies are effectively employed across the school thus, allowing for the creation of culture of continuous improvement in which staff continuously reflect, review, revise and develop programs to meet the needs of their current students. Through participation in the 'Tell Them From Me Survey', staff findings indicated that they highly valued the collaborative nature of working with colleagues to developing cross-curricular and common learning opportunities. Data is also used and analysed by the leadership team to inform staff teaching and learning, as well as, to engage with parents and the community to reflect on student progress and develop plans and strategies for improvement. Comprehensive data analysis of the TTFM results reflecting on the effectiveness of the PBL program was used by the school executive and wellbeing team to refine the whole school approach to wellbeing in order to improve student outcomes and ensure optimum conditions for learning. The capacities of all staff were built through school-based Teacher Professional Learning in order to monitor and improve student wellbeing through reflection and evaluation of our wellbeing programs. Staff Professional Development Plans, demonstrate whole school provision of mentoring and coaching support to ensure ongoing development and improvement and contain SMART goals that are linked to the school's Strategic Plan and align with the Performance and Development Framework. The staff whole school PDP goal, targets STEAM, ensuring that all teachers have embedded this within their teaching and learning. Staff regularly engage in targeted professional learning in line with this goal, where lead teachers share their knowledge and skills; thus ensuring that teachers feel supported to trial innovative future-focused practices, along with the integration of current and emerging technology in their classrooms. The school has embedded and explicit systems for collaboration, classroom observation, the modelling of effective practice and feedback to drive and sustain ongoing, school-wide improvement in teaching practice and student outcomes. The Visible Learning project has enabled a particular focus on improved teaching methods in Literacy and Numeracy, with professional learning activities focused on building teachers' understandings of effective teaching strategies. The TEN (Targeting Early Numeracy) program has provided the opportunity to identify staff expertise and develop staff capacities whilst providing mentoring and coaching support to staff to ensure the ongoing development and improvement of all teachers in Numeracy.

In the domain of **Leading** analysis of the Schools Excellence Framework V2 against evidence supplied, supports an overall determination of **Sustaining and Growing**. Further in depth analysis supports the following findings:—In the elements of *Educational Leadership*, *School Resources* evidence supports a finding of Excelling as assessed by the panel, whilst *Implementation* and *Reporting*, evidence supports a finding of Sustaining and Growing. Further to these determinations, the evidence supports our findings that the school leadership team models instructional leadership and supports a culture of high expectations and community engagement focussing on sustainable, whole school improvement. Kambora Public School is committed to the development of leadership skills in all staff and students and is committed to developing a culture of high expectations and community engagement. Staff have purposeful leadership roles based on professional expertise and have demonstrated this through successfully relieving in higher duties, presenting professional learning sessions to both staff and colleagues from other schools and representing the school at middle management levels. The school's succession planning and leadership development are designed to drive sustained and measurable whole school improvement. Professional learning in the school is led by the executive team, comprising of the principal and assistant principals, in line with the school's three key strategic directions of: Quality Teaching, Future Focussed Learning and Wellbeing. Emphasis is on the development of effective instructional leadership, management skills and leadership attributes to facilitate whole school improvement and build a strong pipeline of leaders.

The leadership team worked collaboratively to develop the school 2018–20 strategic plan. Integral to this is the promotion of a culture of continuous improvement aligned to student achievement where students are active, informed, engaged confident and creative citizens of the 21st century with access to high quality education and staff professional learning that supports consistent, evidence-based judgement that builds and promotes excellence aligned with a shared understanding of the school's focus and directions.

Our self-assessment and the external validation process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

Strategic Direction 1

Quality Teaching, Leading and Learning

Purpose

To create confident, challenged and engaged lifelong learners, both students and staff, who set individual learning goals within a culture of continuous improvement.

Overall summary of progress

As part of the External Validation process, Visible Learning's impact was assessed along with evidence of Peer Assessment. Greater evidence of peer assessment was found in most classes. This has included using the Seesaw app, microphones for recoding reading and providing feedback when marking peers' writing. This will need to be continued to be monitored in 2019.

Staff established benchmarks for cluster exit levels for each Stage/Year. Existing in-school assessments for Reading 3–6 were refined.

Staff were trained in using SCOUT software in order to analyse Naplan data. They worked collaboratively to create google slides to outline areas of difficulties with the question sample. These are used as teaching resources to focus on areas of difficulties.

Executive attend TPL on Learning Progressions, with all staff completing the first 2 Online Learning Modules.

The new Best Start assessment and the related software will be implemented in 2019. Extended testing time has been made to assist with this implementation

Early Stage One teachers attended Best Start training, with targeted teachers from each stage attending PLAN 2 introductory training to facilitate improvement in the understanding of literacy and numeracy performance.

Two Assistant Principals took part in Quality Teaching rounds with staff from Terrey Hills Public School. As both schools have been part of the WCS's Visible Learning Project, observations will provide further ideas and feedback on our Visible Teaching practices and help us as a school to reflect and improve our teaching.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|--|--|---|
| Increase the percentage of students showing growth against external indicators including NAPLAN and Learning Progressions. | Teacher Release – \$4000 – Beginning teachers | 4 x Beginning teachers attended 'Seven Steps Writing' Workshops All staff are implementing Seven Steps writing into their teaching and learning programs. . Students are peer assessing in writing. Learning goals are being implemented successfully in writing and numeracy across the school. Assessment Folders have been introduced that will be passed on with each student. These will contain SENA, NEALE, Running Records, Writing samples, Spelling tests and other diagnostic information to track student progress. |
| Increase the percentage of students indicating that they are engaged in their learning and who feel their needs are being met. | QTSS Funding to release executive staff member to analyse data from TTFM Quality Teaching, Successful Students (QTSS) (\$4500.00) | TTFM surveys conducted at the beginning and end of the year. The comparative trend data 2017–2018 shows less bullying and increased advocacy leading to more positive behaviours, positive student–teacher relations, a positive learning climate resulting in a large increase in interest and motivation. |
| | | |

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|---|--|--|
| Sustained use of Visible Learning is evident in staff programs and teaching practice that reflects collaboration and Quality Teaching strategies. | Beginning teacher funds \$5000 – VL conference Beginning teacher mentoring/ release – programming and planning – \$24,000 | Visible Learning elements are evident in all staff programs in Numeracy, Reading and Writing. Five staff attended the Visible Learning Conference with John Hattie and Doug Fisher. |
| All staff use the Quality Teaching Framework in their professional practice. | beginning teacher funds – \$1000 | 2X staff accredited at Proficient – NESAS 4 x staff working towards Highly Accomplished/Lead teacher |
| | QTSS Funding – \$2000 | Two Assistant Principals took part in Quality Teaching rounds with staff from Terrey Hills Public School |

Next Steps

The Visible Learning Program will continue to be part of Teaching Professional Learning sessions. Sharing of new ideas and resources will allow for continual professional dialogue around best teaching practice based on research-based evidence. Many staff are already members of social network pages that share Visible Learning resources, videos and the latest work by John Hattie. Staff Peer Mentors will assist new staff with implementing Visible Learning into classrooms. New staff will attend Visible Learning training sessions either within school or as part of Warringah Community Of Schools' (WCS) training.

In order to promote continued community engagement in our Visible Learning journey will include learning goals on homework Years 1–6 and celebrate student achievement in school newsletters.

With the introduction of Learning Progressions, teachers will need to determine how 'Bump It Up Walls' and student checklists be revised to align with these. This will need to be a gradual process, as teachers gain an understanding of the Learning Progressions and how to use them to monitor student progress and development.

NAPLAN analysis will clearly drive teaching and learning in Semester 1, as staff identify key priorities for improvement in literacy and numeracy.

Problem Solving in Numeracy was one area that will be a focus in 2019. The impact of the school magazine on improving Reading will be analysed in greater detail in 2019 term 1 SDD when teachers are on their new classes. The school magazine will continue to be used in classes 2–6 in 2019.

In 2019, Quality Teaching Rounds will be extended to other Kambora staff and will build on the lesson observations that have already been implemented with staff.

Strategic Direction 2

Future – Focussed Learners

Purpose

Inspiring and engaging learners through creative and innovative future-focused learning and teaching practices, supported by 21st century fluencies and the integration of current and emerging technologies.

Overall summary of progress

The many technological changes that have occurred at Kambora PS over the past six years have meant that teachers have had to adapt the way teaching and learning is implemented in the classroom and to think of alternative ways teaching and learning assessments could meet the needs of all students.

Students are now integrating technology to demonstrate their understandings of key concepts by completing tasks that require 21st century skills that link to real world scenarios. These assessments allow students to display what they have learnt and what has been taught using different platforms. This has been successfully implemented through the continuous improvement efforts of the leadership team to actively support and lead change, that has consequently led to improved student outcomes.

Teachers have revised, reviewed and developed their teaching and learning programs to include different forms of technology that facilitate learning and meet the needs of different students at Kambora PS. Our school continues to deliver and implement innovative practices to improve students outcomes, engagement and motivation.

Each stage team leader and the Future Focussed team is responsible for leading staff to review, revise and develop units that integrate STEAM and current and emerging technologies. This contributes to our focus of continuous improvement of teaching and learning.

Teacher Professional Learning sessions allowed staff to explore different technologies within the school and discuss how to best integrate it into their classrooms. As a result teachers become more confident with using and programming these technologies. Staff also developed their knowledge of the use of cloud based programs to store and extract data.

Flexible learning spaces are being used in most classrooms throughout the school. Staff have found that Flexible Learning Spaces support them in considering the physical, social and intellectual abilities and characteristics of individual students. Teachers draw on a range of effective strategies to enhance students learning and Flexible Spaces have become a part of this toolbox at Kambora, allowing students to be easily grouped and move between whole group, small group, partner and individual work and responding to their needs.

Consistent school-wide assessment is used in the form of Authentic Assessment tasks within the Conceptual Units to demonstrate learning and understanding of key concepts. These have a strong focus on the integration of new and emerging technologies to engage and support student learning.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|---|--|--|
| Increased numbers of students are more engaged, in 21st Century learning. | Exec release 1 day – QTSS – \$500 | TTFM survey results indicate that the majority of students are proactively engaged in their learning through challenging and connected activities and assessments. |
| Increased numbers of staff demonstrate knowledge and understanding of digital technologies. | Sphero Robots – 5 @ \$189 each = \$945 3D printer – \$700 8 X teacher release days for planning Term – \$4000 2 STEAM activities Modern Teaching Aides – Lego Robotics course – \$178 | Considerable funds were spent over 2018 to ensure that staff were had the skills and confident to integrate technology into their teaching and learning programs. |

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|---|--|---|
| Increased numbers of staff demonstrate knowledge and understanding of digital technologies. | Sphero Course – \$4000 – beginning teacher | Considerable funds were spent over 2018 to ensure that staff were had the skills and confident to integrate technology into their teaching and learning programs. |
| 100% of staff teaching and learning programs contain Conceptual Units with embedded STEAM activities. | Beginning teacher & school supplementary funding Teacher Release – \$5000 | Staff Collaboratively plan and design integrated units that are engaging, meaningful and challenging. Students learn through explicitly designed quality learning experiences that are designed to suit the needs of students |
| | Resource purchases – \$1000 – school funds | Staff have adopted the use of Flexible learning spaces to enhance the strong learning culture of the school The fluidity of the spaces allows them to support a wider range of different teaching and learning activities. These learning spaces allow the skills of the 21st Century Skills such as collaboration, communication and problem solving to be a part of everyday activities. |
| | Staff TPL \$500 – exec release | Staff have worked collaboratively to develop ICT Scope and Sequence. |

Next Steps

in 2019, the school will continue to be at the forefront of the integration of technology into teaching and learning. The technology team is looking to develop a Coding/ Programming Continuum. This will need to be dynamic and constantly reviewed as new and emerging technologies continues to become available. Eg. BeeBots in Kindy and Stage 1; Lego Robotics and Spheros Stage 2 and Gaming in Stage 3.

As Chromebooks has been recently successfully implemented within our Stage 2 classrooms, we would like to see Year 2 students engaging with them. This will allow a smooth transition into Stage 2 and improve familiarity with the G Suite programs and Apps.

The school will continue to foster partnerships with parents and experienced ICT communities and university groups to improve our technology and robotics program. We would look at partnering up with UNSW to make effective connections that will allow us to provide expertise within robotics.

The school will continue to promote and use an integrated approach to quality teaching, curriculum planning and delivery through collaborative planning, teaching and assessment that promotes learning excellence and responsiveness in meeting the needs of all students. 100% of staff teaching and learning programs will contain quality differentiated conceptual units that continuously reference best practice, future focused teaching and learning and embed new and emerging technologies to cater for all students developing learning needs.

Strategic Direction 3

Wellbeing and Connectedness

Purpose

A connected community focussing on open communication and the wellbeing of all, in which every child is known, valued and cared for.

Overall summary of progress

In 2019, all students participated in Cyber Safety lessons to support online wellbeing and ensured that they understood their roles and responsibilities as connected Global Citizens and the importance of online safety and security.

Stage 3 students all have defined leadership roles and responsibilities. Year 6 Buddies have supported the transition to school for Kindergarten 2018 students. The School LED sign displays weekly Mindset quote to community.

The 'Playground Pals' program is being utilised in both the K–2 and 3–6 playgrounds. Two Year 6 students are rostered each day to be 'Playground Pals'. They each wear High–Vis vests so that they are easily identified to all students and are the first 'port-of-call' for minor playground issues. They then resolve the issue or refer students on to the teacher on duty. This gives students voice in helping their peers and helps build positive and respectful relationships between students.

A series of TPL sessions based around The Wellbeing Framework for Schools was undertaken to build the capacities of all staff in regard to reflection, evaluation and improvement of our Wellbeing Programs. Staff used the Wellbeing Self Assessment Tool to evaluate the impact of PBL in order to refine the whole school approach to wellbeing.

The PBL committee introduced a new approach to positive behaviours using the PBL model. School rules were revised incorporating these values and expectations. Staff revised and updated discipline and reward systems across the school. The expectations were explicitly taught and were clear to the students. Procedures for dealing with both inappropriate and positive behaviour were made clear to all staff to ensure consistency. Targeted Stage 3 students reviewed PBL (Positive Behaviour Learning) behaviours in Playground, Classrooms, PSSA and Assembly settings.

There has been increased staff and student participation in Warringah Community of Schools (WCS) activities.

The WCS Aboriginal Reference group continues to plan and develop professional competence in Aboriginal Education across our schools. All schools participated in the Great Kindness Challenge and agreed that this improved student wellbeing in their schools. Beginning teachers have benefitted from participation in the WCS – Davidson HS initiative . Professional dialogue resulting from these sessions has provided the basis for growth and development in pedagogy amongst beginning teachers. This has been reflected in teacher confidence when programming and planning and in teacher practice within the classroom.

The Leadership Camp at the beginning of the year provided opportunities for the Year 6 leaders from participating primary school to develop their skills into a collaborative group. The Year 9 high school students mentored the Year 6 students and assisted with their leadership skill development and also discussed high school expectations, enabling them to bond with their peer support leaders for the following year. At the camp, the Student Leadership Team developed a school based project to implement in school. The Leadership team then presented their project to students and staff through the SRC.

The Public Speaking competition initiated by Miss Clarke, continued to grow this year with an extremely high standard of participation.

The Stage 2 Enrichment was a success with the coordination now handed off to WCS middle managers.

Participation by Kambora students in activities involving our feeder high school, as well as, our community of schools, The Warringah Community of Schools (WCS) assists in ensuring that Kambora students' transition to high school is highly supported and that they and their parents feel comfortable with the continuity of their learning, continuing to foster the inclusivity and sense of belonging developed at Kambora PS.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|---|-------------------------------|-----------------------------|
|---|-------------------------------|-----------------------------|

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|--|---|---|
| Decrease % of reported incidents and recorded negative behaviours | 1 X teacher release – \$500 – to analyse data from TTFM and playground behaviour books. | Behaviour data for the past 3 years was analysed along with student, parent and teacher surveys regarding PBL at Kambora. |
| Increased student engagement in student wellbeing programs that reflect increased student voice and understanding of school systems. | | <p>Targeted Stage 3 students reviewed PBL (Positive Behaviour Learning) behaviours in Playground, Classrooms, PSSA and Assembly settings.</p> <p>The Student Leadership team to attended WCS Leadership Camp & devised a school-based project to be implemented and run by students in conjunction with Student Representative Council (SRC)</p> <p>Year 5 students begin leadership preparation by assisting with the setup and running of Kindergarten Playgroup.</p> |
| Increased % of staff engaging in Warringah Community of Schools activities as participants, presenters and mentors. | QTSS Funding – \$1000 Literacy & Numeracy funding – \$1000 | <p>4 x Kambora Staff are active members of the WCS Aboriginal Reference group. Executive team members have run meetings and coordinated our annual excursion.</p> <p>The WCS Public Speaking Competition was developed and run by one of our teachers who saw the need for our students to work and make connections beyond our school, thus developing student networks that continue to high school. It is run with the assistance of Year 10 students from Davidson HS. (</p> <p>Stage 3 staff participate in the running of the Leadership Camp</p> <p>Kambora Staff have engaged in shared TPL sessions and quality teaching rounds with other schools in our network.</p> |
| Improvement of the effectiveness of whole-school wellbeing systems. | | |

Next Steps

in 2019, we hope to finalise the PBL review and implement new strategies into school behavioural settings.

so that all students feel supported. in order to achieve this, we will continue meeting with senior-student groups to help co-develop the language of the behavioural expectations in line with our three core values across all school settings. Once the language is finalised we will roll out new signage to school settings to ensure transparency and consistency of behavioural expectations for students.

To continue our commitment to engage with our community we will hold Parent Information nights in early 2019 to inform and educate the wider community on the PBL Program, our values and behavioural expectations. This will also involve regular communication through our monthly newsletter (e-news).

To ensure ongoing review and reflection of our Wellbeing focus, we will regularly compile and analyse data through

continued use of the Tell Them from Me (TTFM) survey as well as PBL focussed surveys (Survey Monkey) for students, staff and parents. This data collection will also include the use of PBL analysis tools such as the Self-Assessment Survey (SAS), School-Wide Evaluation Tool (SET) and Benchmarks of Quality (BoQ) resources.

The Wellbeing Team will work collaboratively with our new School councillor to assist with the implementation of positive change to school-wide wellbeing program. Staff will continue to work collaboratively with colleagues within the Warringah Community of Schools.

| Key Initiatives | Resources (annual) | Impact achieved this year |
|---|--|--|
| English language proficiency | English Language Proficiency funding = \$7807 pa | Extra teachers has enabled the formation of smaller classes that provide increased opportunities for students to have greater support to achieve progress against learning continuum. |
| Low level adjustment for disability | <p>LAST teacher employed 2 days per week to target student support in Literacy and Numeracy.</p> <p>\$11 626 – used to employ specialist K–2 Reading teacher to work specifically with students requiring assistance.</p> <ul style="list-style-type: none"> • Low level adjustment for disability (\$ 53271.00) • Low level adjustment for disability (\$53 271.00) | <p>Increased EAL/D students' English language proficiency and increased confidence to participate in mainstream learning activities</p> <p>Additional teacher and teachers' aides continuously review student progress with classroom teachers & executive.</p> <p>Improved student engagement and achievement as a result of:–</p> <p>Additional teacher employed for Stages 1&has enabled smaller classes and increased student engagement and learning opportunities</p> <p>LAST teachers providing targeted students with intensive support in Literacy and Numeracy</p> |
| Quality Teaching, Successful Students (QTSS) | <p>QTSS Funding = \$38 314 used for teacher release</p> <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$38 314.00) | <p>The school utilised this funding to provide comprehensive and focused support for executive and key project coordinators to successfully analyse, document and plan for the school's External Validation. The panel were impressed with the documentation and presentation bumping the school's analysis against the SEF V2 up in several categories.</p> <p>Two Assistants Principals successfully participated in Quality Teaching rounds with executive staff from Terrey Hills PS in order to plan for 2019</p> |
| Socio–economic background | <p>Socio–economic background</p> <p>\$3 488.00</p> <ul style="list-style-type: none"> • Socio–economic background (\$3 488.00) | <p>Funds expended to support improved student outcomes in Literacy and Numeracy by the employment of additional classroom teacher</p> |
| Support for beginning teachers | <p>Funds expended –</p> <p>Support for beginning teachers –\$ 55 000</p> <ul style="list-style-type: none"> • Support for beginning teachers (\$10 000.00) | <p>Beginning teachers have received significant release throughout the year to attend workshops, plan and program with mentors and supervisors and develop professional learning goals.</p> |

Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2015 | 2016 | 2017 | 2018 |
| Boys | 87 | 100 | 114 | 138 |
| Girls | 91 | 94 | 103 | 110 |

Student enrolment shows an increasing trend. In 2018, the school saw an unprecedented number of sibling enrolling in Kindergarten, enabling the formation of three Kindergarten Classes.

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2015 | 2016 | 2017 | 2018 |
| K | 93.5 | 96.3 | 96.1 | 95.3 |
| 1 | 93.8 | 97.1 | 95.5 | 95.2 |
| 2 | 96.9 | 95.6 | 92.4 | 96.5 |
| 3 | 96.9 | 96.5 | 93.5 | 93.1 |
| 4 | 94.5 | 95.4 | 96.8 | 93.6 |
| 5 | 97.7 | 95.6 | 93.6 | 95.6 |
| 6 | 95.4 | 94.5 | 95.5 | 93.7 |
| All Years | 95.2 | 96.1 | 94.8 | 94.8 |
| 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

Student attendance is discussed by the staff as part of weekly Wellbeing meetings. The school liaises with the DoE Home School Liaison Officer for advice on students with significant attendance issues. Attendance issues are addressed in line with DoE guidelines

Students are required to submit a written explanation for all absences. Absentee rates are monitored regularly by the Home School Liaison Officer.

Permission to be absent from school for longer than 15 days for reasons other than illness, such as family vacations outside set vacation times, must be applied for in writing and an exemption from attendance certificate will be issued. Staff mark electronic class rolls using Ebs4 at 10am each morning. The office monitors absences. Each Tuesday in the staff wellbeing meeting a member of the school executive team is responsible for presenting the absentee rolls for the previous week. Unexplained and frequent absences are discussed and executive follow up with parents where necessary.

Workforce information

Workforce composition

| Position | FTE* |
|---|------|
| Principal(s) | 1 |
| Assistant Principal(s) | 2 |
| Classroom Teacher(s) | 9.19 |
| Learning and Support Teacher(s) | 0.4 |
| Teacher Librarian | 0.6 |
| School Administration and Support Staff | 2.42 |

*Full Time Equivalent

The school currently does not employ any staff who identify as being Aboriginal.

In 2018, the school, with assistance from the community funded two additional classes in order to better support the development of literacy and numeracy skills in early years,

There was a total of 17 staff. This comprised of 12 full-time classroom teachers and four part time teachers. Part time teachers included the teacher librarian, Japanese language teacher and two learning and support teachers. The school also had a part time school psychologist. The school combined parts of the Resources Allocation funding to engage additional classroom teachers in order to keep class numbers low in the K–2 area, thus providing students with increased opportunities to develop their literacy and numeracy skills. School Administrative staff comprise a full time School Administrative Manager, a full time School Administrative Assistant, a part time general assistant and a part time–library assistant. Several School Learning and Support Officers are employed to assist student learning. The school did not have any Aboriginal staff employed in 2018.

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 | |

Professional learning and teacher accreditation

Kambora staff engage in a program of continuous professional learning in line with the school's Strategic Plan, Key Strategic Directions and PDPs. Professional development has focussed primarily around support for and mentoring of beginning teachers, Visible learning, Wellbeing and future focussed learning. Staff have attended workshops on Hatties' Visible Learning, the integration of coding and robotics into the Science curriculum and improvements in Literacy and Numeracy outcomes for students.

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 | 180,021 |
| Revenue | 2,335,453 |
| Appropriation | 2,060,407 |
| Sale of Goods and Services | 10,248 |
| Grants and Contributions | 262,628 |
| Gain and Loss | 0 |
| Other Revenue | 0 |
| Investment Income | 2,169 |
| Expenses | -2,170,920 |
| Recurrent Expenses | -2,170,920 |
| Employee Related | -1,868,072 |
| Operating Expenses | -302,849 |
| Capital Expenses | 0 |
| Employee Related | 0 |
| Operating Expenses | 0 |
| SURPLUS / DEFICIT FOR THE YEAR | 164,533 |
| Balance Carried Forward | 344,553 |

Funds expended related to staffing, casual and sick leave, and school based initiative. Staff professional

learning and beginning teacher support, in line with the schools' strategic plan are covered within this expenditure.

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 | 1,795,788 |
| Base Per Capita | 41,961 |
| Base Location | 0 |
| Other Base | 1,753,827 |
| Equity Total | 64,565 |
| Equity Aboriginal | 0 |
| Equity Socio economic | 3,488 |
| Equity Language | 7,807 |
| Equity Disability | 53,271 |
| Targeted Total | 45,430 |
| Other Total | 38,441 |
| Grand Total | 1,944,223 |

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 Reading 75% of students achieved in the top two bands, meeting the Premier's Priority.

Year 3 Grammar & Punctuation the majority of students scored in the top three bands. The school is implementing strategies to move students achieving in Bands 2, 3 and 4 into higher bands.

Year 3 Spelling over 60% of students achieving in the top two bands. In 2019 the school will focus on moving students in the middle bands, as well as the lower bands.

Year 3 Writing, almost 80% of students in the top three bands (including Band 7).

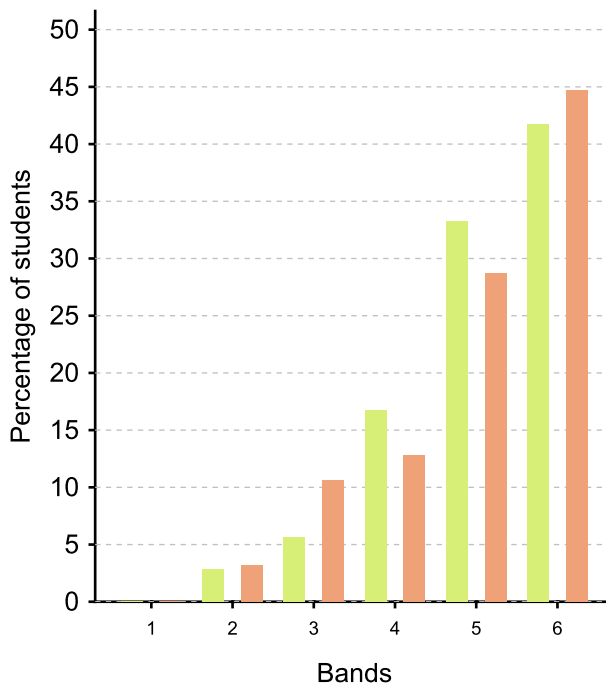
In Year 5 Reading, almost 60% of students achieving in the top two bands. We aim to push students up from Band 6 to 7 or 8 in 2019.

In Year 5 Grammar & Punctuation, over 80% of students scored in the top three bands.

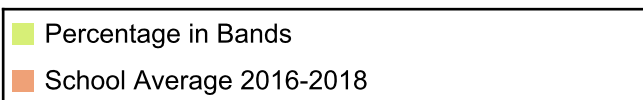
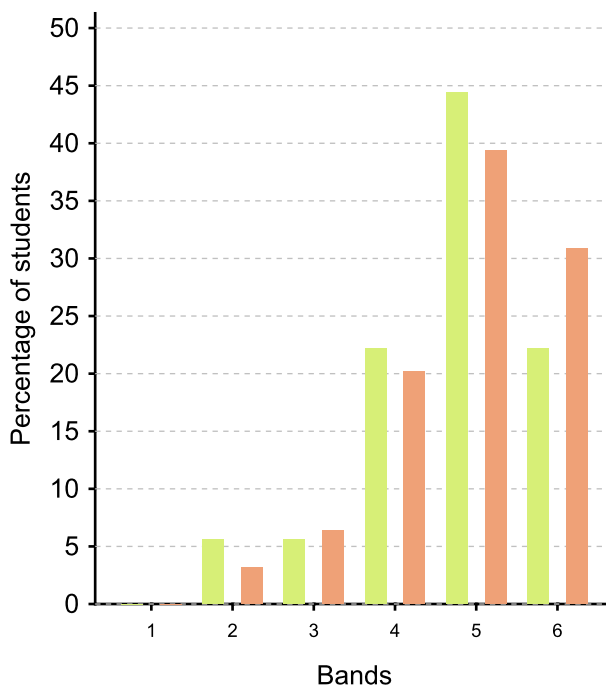
In Year 5 Spelling, almost 60% of students achieved in the top two bands. In 2019 the school will aim to focus on students in the middle and lower bands.

In Year 5 Writing, almost 70% of students achieved either Band 6 and 7. The school will aim to push more students in the top band in 2019.

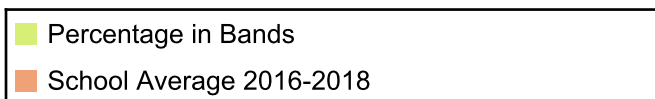
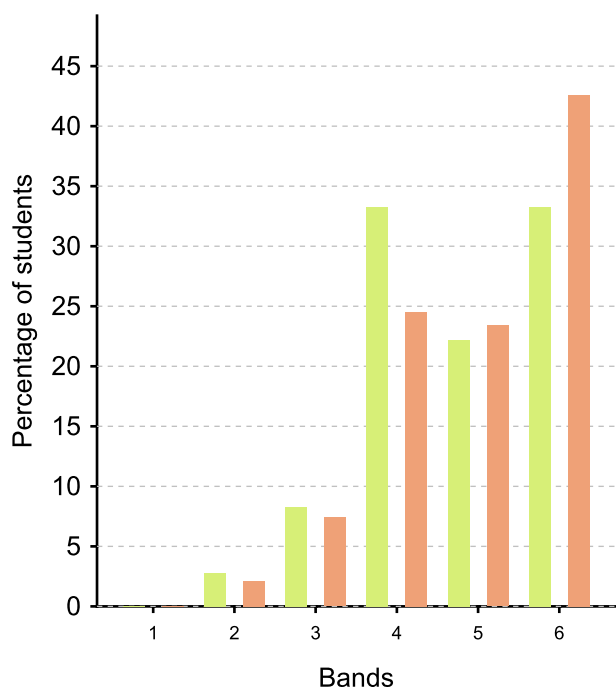
**Percentage in bands:
Year 3 Reading**



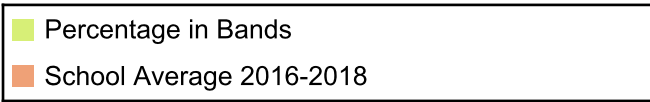
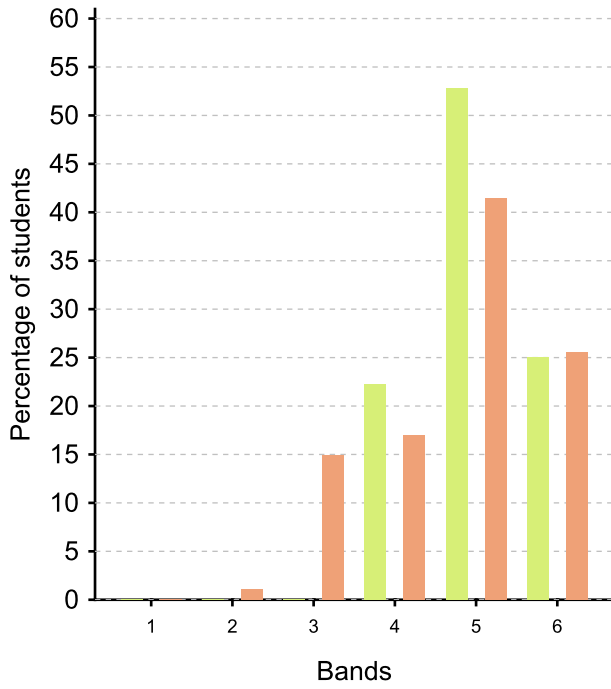
**Percentage in bands:
Year 3 Spelling**



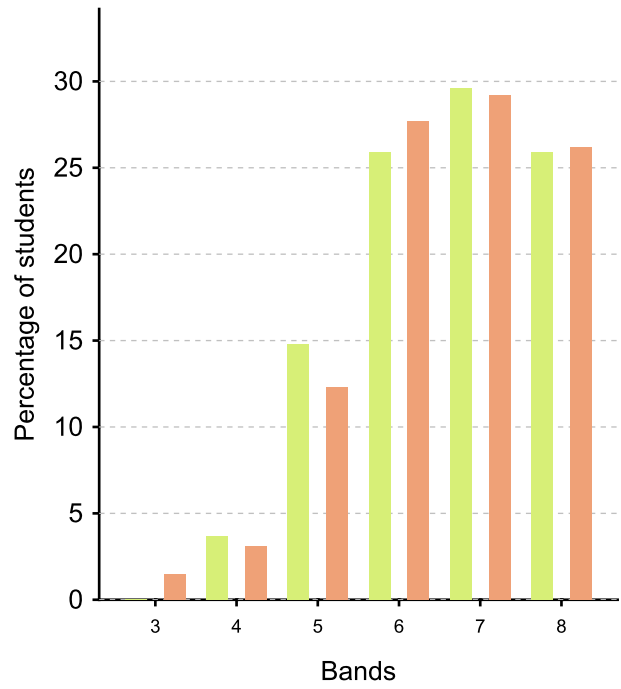
**Percentage in bands:
Year 3 Grammar & Punctuation**



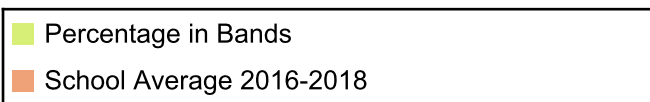
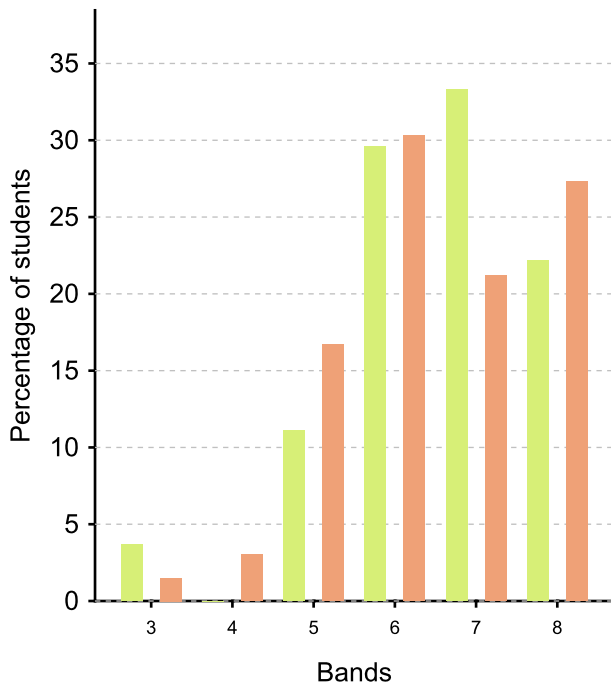
Percentage in bands:
Year 3 Writing



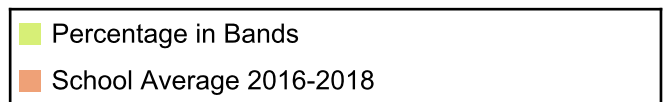
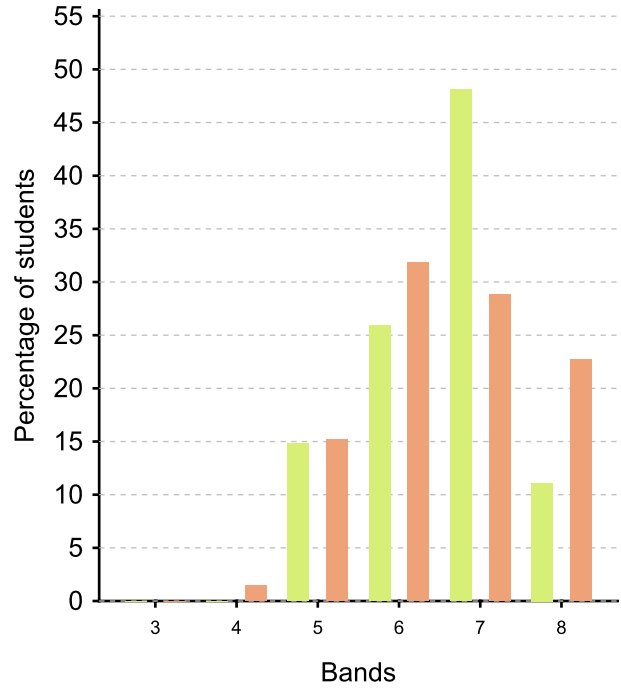
Percentage in bands:
Year 5 Reading



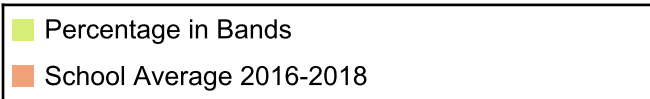
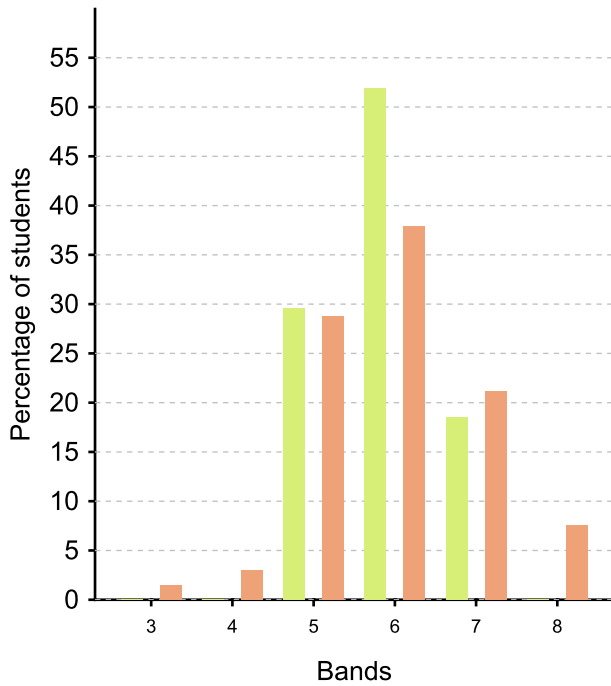
Percentage in bands:
Year 5 Grammar & Punctuation



Percentage in bands:
Year 5 Spelling



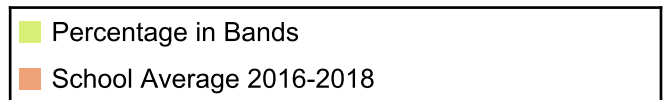
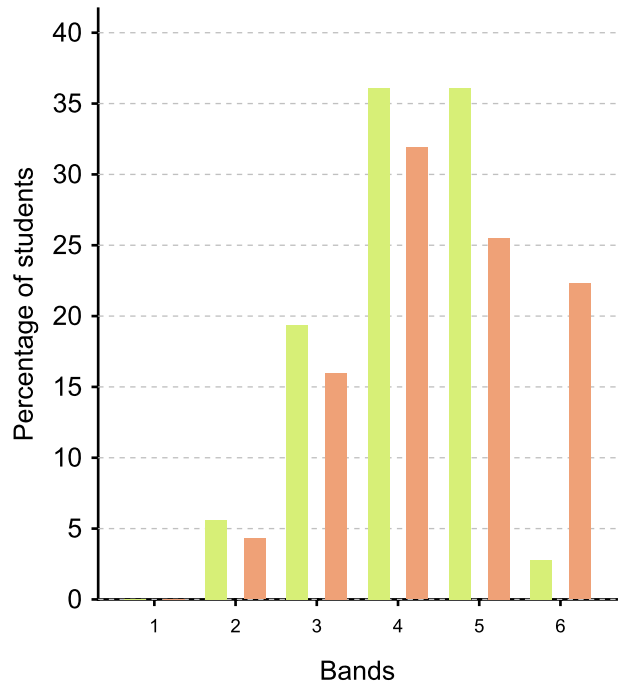
Percentage in bands:
Year 5 Writing



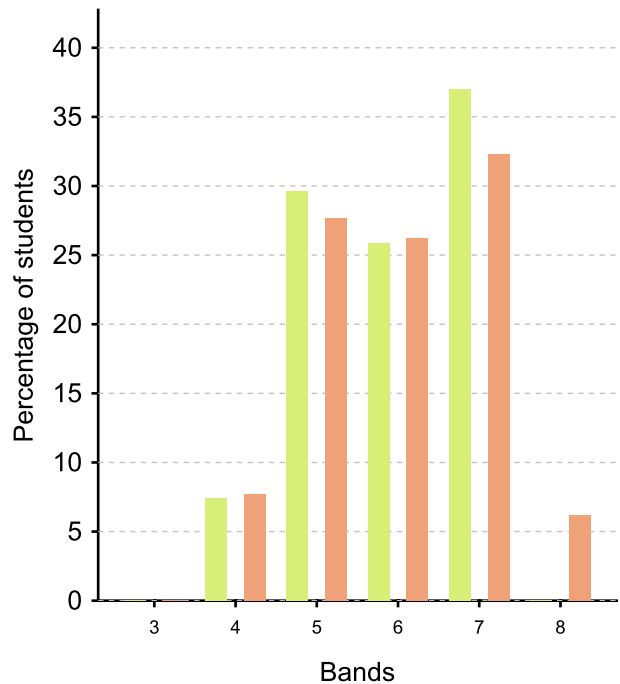
Year 3 students performed well in the top three bands in Numeracy with the majority of students performing bands 4 and 5. The school will aim to push more students up to Band 6 as this was a decrease from the previous year's achievement.

Year 5 students had over 90% of students in bands 5, 6 and 7. The school is working towards moving these students up a band with view to achieving 80% of students performing in the top two bands. performance was slightly improved on the previous year.

Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Numeracy



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.>

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With a significant focus on embedded literacy across the curriculum, Kambora students are showing significant improvements in school-based assessments. The Learning and Support teachers are focussing on Literacy and Numeracy support for those students who need additional assistance in understanding concepts.

Parent/caregiver, student, teacher satisfaction

In order to continue to improve, the school holds review sessions with parents. Feedback from these sessions informs and guides future programs.

In 2018, The school actively sought feedback from parents, on our 'Welcome to School' Program. The findings from this was used to inform and guide future management practices and processes within the program. At Kambora PS, our Transition to School Program reflects processes that are continuously responsive to school community feedback. Our whole school approach to improving this and ensuring parents are comfortable with their choices, reflects a streamlined, flexible processes that delivers quality information and to supports parental engagement and satisfaction. Of 24 Kindergarten parents who completed the survey, 85% agreed that their child felt happy about coming to school, with 82% stating that their child had settled well into school. 100% of parents agreed that the Year 6 played a key role in their children settling into school.

In 2018, the school participated again in the 'Tell Them From Me Survey'. The TTFM Survey was set up to include some specific open ended questions to solicit feedback and measure satisfaction from parents and students in response to our school values. The resulting responses showed that although the PBL values were known, they no longer held the impact they initially had; with identified negative responses from both students and parents. This data analysis showed a need to refine the whole school approach to wellbeing in order to improve student outcomes. 79 students completed the Tell Them From Me survey. 88% of students indicated that they were socially engaged, compared with 85% across the state. 91% of students valued school and what they are learning at school is directly related to their long-term success, and this view is reflected in their classroom and school behaviour. Students were interested in what they are learning and engaged in their learning.

Policy requirements

Aboriginal education

Kambora school sits on the homelands of the Guringai nation. As Kambora PS does not have any students or community members who identify as being Aboriginal, it is extremely important that students and staff at Kambora PS develop a depth of understanding about the land on which the school is built and an understanding of Aboriginal heritage. Class programs aim to promote quality teaching and the incorporation of

Aboriginal content across KLAS. This are evident in Yearly Cross Curriculum Perspectives that are included in all teachers' programs.

Kambora students participated in the 'Stomp Out The Gap'. We concluded our NAIDOC celebrations with the Great Book Swap, raising funds for the Indigenous Literacy Foundation.

The Kambora student leadership team attended the Warringah Community of Schools (WCS) Primary Schools Leadership Camp at Narrabeen, early in the year. Mr Dave Lardner, Aboriginal Education Officer opened the camp with a workshop about 'Welcome to Country'. Each school team developed an understanding about the importance of belonging to country and Aboriginal heritage. Schools used this information to write their own unique 'Acknowledgement of Country' to be used in their school.

In 2018, the WCS Aboriginal Reference Group met once a term, under the guidance of Mr Dave Lardner. Mr Lardner worked with staff in WCS schools to raise the understandings and knowledge of local Aboriginal heritage and to ensure that schools are embedding Aboriginal perspectives into programming and planning, as well as school plans. The annual WCS student excursion saw high school students mentor primary school students on a visit to sacred sites at West Head. Again, Mr Dave Lardner was invaluable to students and teachers, passing on his knowledge .

Multicultural and anti-racism education

Through values taught in the PBL program that encourage respect, responsibility and personal best for all, Kambora students are developing an understanding of inclusivity and respect.

Kambora celebrates Harmony Day. Students demonstrated cultural respect for everyone who calls Australia home by wearing orange clothing. The students participated in buddy activities that strengthened their understanding of how Australians from diverse backgrounds equally belong to this nation and enrich it and created anti-bullying posters.

K-5 students participate in weekly Japanese language lessons supported by the school community, teach students about Japanese language and culture. This year, Japanese students from Davidson High School again visited to assist in language classes as part of the DHS ISET program. Kambora Students benefited from this interaction during class and at lunchtime as it provided them with the opportunity to practice speaking Japanese.