

# Kyeemagh Infants School

## Annual Report



2018



5141



## Introduction

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

Rebecca Ferguson

Principal

## School contact details

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## School background

### School vision statement

The vision of Kyeemagh Public School is to be a school of choice in the area. Each student's unique way of learning is catered to by delivering high quality education resulting in our young people being prepared for achieving their best in a complex and dynamic world.

### School context

Our students come to school bringing with them a range of prior to school learning experiences. They demonstrate a variety of talents, interests and learning needs, so it is always very satisfying to see the students engaging daily in learning and continuously aiming to achieve their potential.

More than 60% of our student population is from language backgrounds other than English, with the main groups being Japanese, Arabic and Greek, followed by a large array of various cultural groups.

Resources and learning experiences are tailored to ensure the application of high quality early intervention and acceleration programs. These programs promote early learning success and lay solid foundations for future learning.

The school community is an active partner as well as participant in school programs and events. Families are proactive in the development of strong partnerships and programs within the school.

The school community exemplifies:

- Strong school, home and community partnerships to promote learning success;
- All students have skills and talents to share;
- Co-operation, respect and resilience are fundamental to educating the whole child;
- Quality teaching and learning are the foundation of all our efforts to foster love of learning;
- Every student is capable of leadership; and
- School is a safe and happy place where students build strong learning foundations.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

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

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

The results of this process indicated the following results:

The school is **working towards delivering** in most areas of the Learning domain.

Learning culture of the school is developing as one in which each individual student is expected to learn and grow. Teachers have been developing skills so they can identify, track and plan for student achievement while meeting the requirements of the department and NESA. Teacher experience with effective differentiation of the curriculum differs throughout the school; however, all funded students have individual learning plans developed in conjunction with parents. Teachers have been developing skills in effective assessment practices that provides whole school data in literacy, aligning with Strategic Direction 1. Effective reporting to parents via written reports and formal interviews demonstrates the school's compliance with departmental requirements. Student wellbeing underpins all student/ teacher interactions and is being further supported through the implementation of the PBL project and the Learning Support Team project.

Further directions to improve our levels in the pursuit of excellence for the school are:

- The implementation of Quality Teaching Rounds to improve on our learning culture and formative assessment linked with learning progressions to effectively measure student growth;



- Identification and analysis of data sources to refine and drive improvement of practices in wellbeing;
- Staff training in NAPLAN Online is required as the school progresses to include Years 3–6, providing external evidence of student growth.

The school is **delivering** in most areas of the Teaching domain.

Excellence in Teaching is achieved through teachers demonstrating personal responsibility for their own improvement in practices. Highly engaging lessons are planned and delivered through the incorporation of evidence-based practices. Our current school plan builds upon teacher expertise, focussing on quality professional learning for all teachers, to develop a strong learning culture for all. The incorporation of PBL into whole school classroom and non-classroom spaces has supported both teachers and students in creating a positive learning environments. Additionally, professional learning in the learning progressions is building the teachers skills in analysing student achievement data so consistent professional judgements can be made about student learning. All staff have demonstrated a willingness to improve currency of knowledge in technology through usage of newly purchased technology resources within classroom practice.

Further directions to improve our levels in the pursuit of excellence for the school are:

- School requires further development of internal measuring systems to ensure data is available for interpretation;
- Whole school professional learning in Formative Assessment and data interpretation linked with literacy and numeracy progressions;
- Teachers engagement in reflective practice focussing on explicit teaching strategies with evidence of this being embedded into all teaching and learning programs.

The school is **delivering** in all areas of the Leading domain.

For Excellence in Leading to be achieved, strategic vision should enable self-sustaining cultural change that fosters high expectations throughout every facet of the school. Baseline data was limited or did not exist in many areas of the school so establishing how the school was performing was the first challenge. Changes in school organisational structures and compliance levels have progressed positively this year as ensuring the school met departmental standards and policy requirements was the priority for Semester 1. As a small school, the school has a close relationship with the community; however, feedback on school performance was not formally sought and data was insufficient to use to gauge growth or impact. Opportunities for input into the development of the current school management plan were provided to staff and community in Term 1 2018. This input directly influenced strategic directions. School resources are used effectively and provide support for the students and families during school hours as well as outside of school hours. All staff behave in an ethical, professional manner and demonstrate respectful relationships with all members of the school community.

Further directions to improve our levels in the pursuit of excellence for the school are:

- Continue to build a culture of high expectations through reviewing of teaching practices (QTF) and encouraging teachers to seek high levels of accreditation;
- Effectively allocate times to collaboratively reflect upon milestones in greater depth;
- Greater incorporation of technology as a learning tool integrated into all lessons;
- Continued consultative management of the rebuild project;
- Further opportunities for the community to provide feedback on satisfaction levels.

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

Strong learning culture

### Purpose

To be a centre of excellence in education through building a strong learning culture reflecting the needs of the individual allowing all to connect, succeed, thrive and learn.

To promote excellence and equity with a focus on quality learning environments which support students in acquisition, development and application of higher order thinking resulting in learners who are able to apply core skills in literacy and numeracy to collaborate and communicate successfully through creative and critical thinking.

### Overall summary of progress

Throughout 2018, the school made some pleasing gains towards the development of a strong learning culture. Base line data was collected throughout the year for the three projects attached to this strategic direction. Teachers actively engaged in variety of professional learning programs to support their currency of content knowledge enhancing learning opportunities for students. Teachers built on their skills in analysis of data through the implementation of the literacy progressions and all staff actively participated in development of whole school discipline system.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased levels of individual student growth in literacy and numeracy as measured through internal and external evidence.	\$4000 funds were budgeted for staff training.	Kindergarten teacher participated in L3 training.  Use of LANSAs to support teacher learning.  All staff were trained in the use of PLAN2 software.  Students levels were identified and tracked in the literacy progression element "Understanding texts".  Language of Literacy Progressions are evident in End of Year reports.
Increased proportion of students reporting a belonging, expectations for success and advocacy at school.	\$5000 funds were budgeted for staff training.	All staff attended Universal training in PBL.  Student involved in development of school rules and expectations.  Whole school rules and expectations were developed and communicated to the community.
Increased proportion of staff using contemporary learning strategies in agile learning environments that focus on evidence based teaching practices and individual student progress.	\$1500 funds were budgeted for staff training. .	All staff involved in online training and development of flexible classroom spaces.  Student feedback indicated greater levels of choice in learning spaces.

### Next Steps

Literacy and Numeracy Project

- Further training in literacy programs for Stage 1 with a focus on phonics.
- All students continuing to be tracked in the Literacy Progressions sub-elements of "Understanding Texts" and "Creating Texts".
- All students to be SENA data to be entered into PLAN2 and tracked in Numeracy Progressions element of "Quantifying numbers", "Additive strategies" and "Multiplicative strategies".



#### Positive Behaviour for Learning Project

- Information session for parents in PBL
- Promotion of PBL in the wider community
- Analyse welfare data to target areas of need

#### Learning Support Team Project

- Establishment of processes for successful NCCD data collection



## Strategic Direction 2

### Connectedness

#### Purpose

To foster strong relationships with school and wider community where all members are valued.

To implement transparency in decision making and lead the school through significant cultural change.

To build capacity in skills and attitudes for our students to be informed and capable future global citizens.

#### Overall summary of progress

Throughout the year, the school has continued to strengthen relationships with its local community, including the development of relationships with local schools. School principal participated in regular meetings as part of the Project Reference Group. Decision around the requirements for learning spaces and facilities were discussed during these meetings. Staff visited "new build" sites to develop greater understanding of learning spaces and teaching pedagogy in Future Focused Learning spaces.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Survey show increased levels of parent and teacher satisfaction and ongoing support of the school.		Tell Them From Me (TTFM) survey implemented.  TTFM evidence showed higher than average levels in Parents feeling welcome and informed , inclusivity of students and that the school supported the learning of all students.
Increasing enrolments and positive student transition data show confidence in the schools transition to K–6 environment.	\$200 budgeted for open days and information flyer creation.	Student cohort for 2019 is anticipated to increase by 20%.
Survey data/ focus groups shows successful transitions and management of the site to a new school with increased learning opportunities for all students.		Successful reclassification to K–6 in 2018 and engagement of highly skilled temporary teacher for Year 3 in 2019.
Project based learning rubrics show improved student outcomes in History and Geography as assessed against the syllabus.		Initial training for all teacher in Project Based Learning.

#### Next Steps

##### Communication Strategy

- Investigation and implementation of communication systems sharing student work with home.

##### Rebuild Strategy

- Continued management of increasing enrolments and available learning spaces.

##### Innovative Learning Project

- Development and trial of Project Based Learning in History and Geography.
- Professional learning in formative assessment practices which demonstrate student learning in the project based history and geography units.
- Parent workshop on innovative learning.



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<p>\$696</p> <p>Engagement of Aboriginal performer to increase student awareness and understanding of Aboriginal cultural.</p> <p>Purchase of resource to increase student understanding of Aboriginal culture.</p>	Student gained deeper knowledge of Aboriginal culture and could articulate their own understanding.
<b>English language proficiency</b>	<p>\$47, 650</p> <p>Support teacher employed 2 days per week.</p> <p>In addition, SLSO employed 20 days to support EAL/D needs.</p>	<p>EAL/D information incorporated into yearly student report to parent.</p> <p>Increase levels of English with 90% students at the end of the year increasing their level in the EAL/D survey.</p>
<b>Low level adjustment for disability</b>	<p>\$26,757</p> <p>Teacher employed 1 day per week.</p> <p>SLSO employed 20 days to support learning needs of targeted students.</p>	Data from LST evaluated to determine effectiveness of support allocation.
<b>Quality Teaching, Successful Students (QTSS)</b>	<p>\$10,724</p> <p>Funds used to employ casual teachers to cover school staff attending training or completing observations.</p>	Teachers observed peers within their own and other school to reflect and improve on practice.
<b>Socio-economic background</b>	<p>\$2772</p> <p>SLSO employed 9 days to support learning needs of targeted students.</p>	Targeted students received additional support within classrooms and playground resulting in individual students applying greater focus to their learning.



## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	27	29	28	27
Girls	25	32	28	32

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	96.8	95.9	93.3	95.8
1	96.3	95.6	95.1	90.6
2	97.1	96.3	96	89.8
All Years	96.7	96	94.4	92.2
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
All Years	94.1	94.1	94.1	93.6

### Management of non-attendance

School record of attendance is noted everyday.

Parent receive notification if they have not provided a reason for a student absence. This includes partial absences.

Home School Liaison Officer is available to support with families having difficulty with maintaining strong attendance levels. Any student who falls below 85% are referred to the Learning Support Team and closely monitored.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	2.4
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.17
School Administration and Support Staff	1.41

\*Full Time Equivalent

No staff member identifies 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	0

### Professional learning and teacher accreditation

The teaching staff and non-teaching staff at Kyeemagh Public School participated in a range of professional learning experiences in 2018 designed to build their capacity to achieve priorities set out in the school management plan and system requirements.

This included but was not limited to:

- Unpacking literacy and Numeracy Progressions
- ALAN and PLAN2
- Positive Behaviour for Learning – Universal Training
- English syllabus implementation – Writing quality programs
- Science Syllabus – Introduction to new syllabus (series of sessions)
- Mandatory training – Child Protection, Corruption prevention, Code of Conduct, CPR and anaphylaxis
- Quality Teaching Framework review
- History K–6 – Inquiry in the classroom

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.



	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	105,431
<b>Revenue</b>	893,262
Appropriation	849,266
Sale of Goods and Services	3,001
Grants and Contributions	40,014
Gain and Loss	0
Other Revenue	0
Investment Income	981
<b>Expenses</b>	-780,997
Recurrent Expenses	-780,997
Employee Related	-689,611
Operating Expenses	-91,386
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	112,265
<b>Balance Carried Forward</b>	217,696

The school received significant number of grants and gifts via the P&C. This funding is being held into 2019 to purchase further technology and reading materials for older students (Year 3 and beyond) supporting learning in the classrooms.

Additional funds were received in a grant for the establishment of the OOSH. These funds are being used in 2019 to install a kitchen in the hub.

### Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	621,029
Base Per Capita	10,829
Base Location	0
Other Base	610,200
<b>Equity Total</b>	77,875
Equity Aboriginal	696
Equity Socio economic	2,772
Equity Language	47,650
Equity Disability	26,757
<b>Targeted Total</b>	49,164
<b>Other Total</b>	11,106
<b>Grand Total</b>	759,173

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.

## Parent/caregiver, student, teacher satisfaction

### Parent Satisfaction

Parents indicated:

- High levels of satisfaction with feeling welcome within the school environment.
- High levels of satisfaction with teacher openness and availability to discuss concerns about their child.
- Extremely high levels of satisfaction with the levels of inclusiveness for all children.

### Student Satisfaction

Students indicated:

- Enjoyed participating in reading lessons.
- Enjoyed opportunities to work with friends on different tasks.
- Class library requires a greater numbers of books.

### Staff Satisfaction

Staff indicated:

- Increased satisfaction with systems and structures.
- high levels of satisfaction with professional learning opportunities.
- Clearer understanding of the school's strategic directions and how they can help drive the plan.



# Policy requirements

## Aboriginal education

Aboriginal Education is embedded throughout all learning area. Specific events held during NAIDOC week provided exposure and understanding of Aboriginal and Torres Strait Islander culture for all non-indigenous students. Students participated in class based activities linked with cross curriculum priorities throughout all learning areas.

## Multicultural and anti-racism education

Kyeemagh Public School is committed to developing understanding and tolerance of cultural and religious diversity. Our school population has 54% of the student population with English as an Additional Language/Dialect with families coming from 9 different language backgrounds.

The school participates in whole school events celebrating diversity such as Harmony Day activities. Due to the multicultural nature of the school, food has been used as a way to encourage students to learn about other cultures.

Translation services are available for families who have limited English.