

Kegworth Public School

2019 Annual Report



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Introduction

The Annual Report for 2019 is provided to the community of Kegworth 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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Message from the principal

We warmly welcome you to Kegworth Public School...

I would like to begin this year's Annual Report by acknowledging the Gadigal people who are the Traditional Custodians of the Land. I would also like to pay respect to the Elders both past, present and emerging and extend that respect to other Aboriginals.

Our 2019 Annual Report is about celebration. The celebration of collective achievements by everyone in our school community – our students, staff and our parents. It reflects the development of small and big gains, hard work, consistent efforts and the pursuit of excellence – not only in the academic arena, but in cultural, sporting, citizenship and personal growth.

Does this mean that our school has achieved everything that we set out to do in 2019? Not completely but what this report acknowledges is that we experienced success in a majority of areas, that we continue to learn and try harder in other areas and that it confirms to us that we're on the right track for future success.

As a school, we continue to strive to improve the academic results of all of students in all of the Key Learning Areas with a major focus areas on English and Mathematics. The regular collection of data and tracking of progress for individual students and year groups, assists us to continuously monitor and target areas of concern with regards to student academic improvement.

The implementation of **formative assessment** strategies by teaching staff have enabled our students to feel supported as they challenged themselves from 'mild to spicy' tasks in their learning. Our students are fast becoming active and responsible learners, reflecting frequently on their own learning and efforts, but also as an instructional resource for each other in the learning process.

Teaching our students the concept of a **Growth Mindset** in the learning process, enables our students to become more reflective of their own efforts in order to achieve success. Identifying their own strengths and weaknesses and those of others around them, our students have developed the concept of "not being able to do that – "yet".

Positive Behaviour for Learning underpins everything we do at Kegworth and continues to grow from strength to strength. The reinforcement of the school's expectations of 'Courtesy, Care and Commitment' supported through the matrix of school rules, in and out of the classroom is embedded with a common language across the school setting. Our positive reward system continues to be successful, with an ever increasing number of students receiving tokens, K25, K50 and K100 awards – with some students working towards their next cycle of K100s. The provision of allowing students to accumulate their awards from one year into the next, has allowed 101 students to gain a second K100 award and 10 students achieving their third cycle of K100 during 2019. This shows that our students continue to demonstrate the expected and appropriate behaviours at school, on an individual basis.

In addition to the pursuit of individual success, our students have shown exceptional team work in their sport houses as well. Students from all year groups have followed the required rules and are rewarded with playground tokens to work

towards the collective goal of the "PBL party" at the end of each term. Clearly, the incentives of pizza, ice-blocks or extra playtime had nothing to do with it!

Digital Technology continues to flourish within our school. Students work individually or collaboratively, engaging in learning activities and projects through coding, electronics and robotics. The purchase of more blue bots, makey makers, lego electronic kits, to name but a few, are preparing our students for the digital future, that we can only imagine. The purchase of additional laptops for our senior students and Ipads for our junior students, have enhanced teacher and student learning in the classroom. With future plans for many more resources to be purchased to support digital technology related learning activities, we are certainly excited about the next year ahead.

Our school's **Music Program** continues to flourish with performances at the Opera House and Town Hall, various competitions, in addition to a wide variety of school and community based events. The continuation of our Music specialist classroom program, in addition to our existing music performance ensembles, enhances learning and the musical expertise of an ever increasing number of students. School incursion performances such as 'Musica Viva' and 'Jazz for Young People', exposed our students to a variety of musical genre including, jazz, swing and the blues. It is no doubt that our students receive the very best of musical appreciation, tuition and opportunities.

Our most sincere thanks are extended to our Music conductors, tutors, teachers and hardworking parent music committee for their tireless efforts and dedication to ensure that our music program continues to fruition.

Our bi-annual **Performing Arts Concert** this year known as "Korigin" was once again amazing this year. Our shows continue to get better and better! It's an extraordinary event that showcases the talents of each and every student as they step out on that stage for their moment to shine! And whilst that moment may be brief, the lead up to the day, coupled with a lot of nervous energy, fun and sheer excitement of performing on a stage leaves a special and long lasting memory that is immeasurable for each and every one of our students, let alone our parents, carers and staff.

The school's **Environmental Program** focuses on sustainability to reduce, reuse & recycle was kicked into overdrive this year. The continuation of the Envirobank collection by the school, saw over 35000 cans and bottles being saved from landfill alone, in just one year by one school community. The collection of soft plastics through Plastic Free July, plastic lids to support "Lids for Kids – which recycles these lids to make prosthetic limbs for children, and more recently the collection and recycling of toothbrushes, encourages and demonstrates the ability for our Kegworth kids to become eco warriors, developing a social conscience and care for our environment.

This year, we also saw the introduction of Kegworth's 'Cool Carry Bags' which encourages our school community to borrow and bring back our calico bags instead of using unfriendly plastic bags. Next year, we will see another significant change with the introduction of reusable containers and cutlery in the classroom and the Canteen for lunch orders.

It is our obligation, to continue to teach our students and their families how a change in their thinking by performing such simple habits, can have such a huge impact on our environment which ultimately sets us all up for a better future.

Multiculturalism incorporating our Community language Italian program continues to grow and thrive. Who can forget this year's Harmony Day activities and delicious morning tea celebrating the diversity of cultures that makes Kegworth so special. All of our students have enjoyed undertaking many new learning opportunities through this unique program at our school.

Aboriginal Education continues to encourage understanding and improved knowledge of Aboriginal history, culture and heritage at our school. The 'Acknowledgment of Country' remains an important part of each school and community assemblies and meetings, showing respect to the elders both past and present.

The most significant event was the creation and opening of the school's Gadigal Friendship Garden, earlier this year. The creation of an edible garden brought our school community together. And who can forget the remarkable opening ceremony performed by local Aboriginal, David (Guringai) who provided a traditional acknowledgement to country and the spiritual smoking ceremony, which was very special moment indeed for Kegworth, that is still talked about till this day.

Our students participate in significant calendar events including "Sorry Day", "Reconciliation Week", "NAIDOC Week" in addition to participation in Koori Art, Deadly Kids awards, Indigenous breakfasts and Aboriginal cultural days, to name but a few. The sharing of cultural knowledge, making connections, appreciating and learning about Indigenous culture and history is clearly valued at our school.

In the **sporting arena** – our Kegworth students continue to engage in a variety of sporting programs. All of our students have participated in school Gymnastics, weekly and PSSA sport and Fundamental Movement Skills. The provision of AFL, NRL and Cricket workshops and Gala days throughout the year, proved to be successful with an increasing number of students participating, and with some of our teams then qualifying for regionals finals in a number of sports. Our students have actively participated in sporting carnivals for Swimming, Cross Country and Athletics Carnival, providing many opportunities for a number of our students to qualify and then participate in Zone Regionals carnivals, as a result. With the assistance of the P&C, this year we purchased new sport banners to clearly identify each of our sport houses at

the various carnivals, in addition to new school sport shirts for students to wear when participating and representing our school at zone regional events.

Some of our students this year, were fortunate enough to join the **Tournament of Minds** (or TOM) team. This new initiative saw a small group of 7 students from stages 2 and 3 work tirelessly and collaboratively, often having to think creatively and critically and often "outside of the box", over an extensive period of time – mostly meeting after school, at lunchtimes and on weekends to create and problem solve to produce a presentation that was to be judged in the local TOM Competition.

As a result, the TOM team were very successful in their endeavours and then qualified for the TOM State finals where they received an Honours award which was such an exciting and amazing achievement! We can only imagine what next years' TOM team will bring!

Another new initiative, supported through the P&C was the creation of the **"Kegworth Times"** and school's **Press Gang**. The Kegworth Times was created to empower students to produce an online newspaper that would provide engaging stories about local news, stories, opinions, sport and entertainment for our Kegworth community. What initially, started off with only small group of interested students has now grown substantially over the past 2 terms with almost 40 budding journalists!

In addition to reading the regular online posts, another unexpected but fantastic achievement was that The Kegworth Times was nominated as a finalist in the Upper Primary category for the ATOM (Australian Teachers of Media) National Competition AND then of course, actually winning the award! I have never been so proud and thrilled for these well deserving students. And seeing such excitement from our Press Gang kids when the announcement was actually made. It reminded me and I likened it to the same feeling experienced when Sydney was announced around the world to host the 2000 Olympic Games – unbelievable! Can't wait to see what next year will bring.

How lucky we are at Kegworth to have these wonderful learning opportunities available to our students. All our students should be congratulated for their efforts in achieving success, not only in academic areas but in the many extra curricular activities that they take on with great enthusiasm. Thank you too, to the teachers and parents who put in their own time and effort to ensure that these programs and opportunities are provided.

We have always been very fortunate to have such a dedicated Kegworth school community. Our thanks are extended to our fantastic parent community. The daily support and time provided by a number of our parents and carers in either class and school programs throughout each week is always appreciated by students and teachers alike. The generosity and support of our enthusiastic P&C, who continue to work diligently and collectively with the school to ensure that programs and projects come to completion is invaluable. Our students continue to benefit from the many new learning resources supported financially through the P&C to enhance our changing curriculum requirements. The long and anticipated Senior Playground Toilet upgrade was finally realised and was a major project highlight for our P&C this year. Transforming this sad area into its current shiny, new and very hygienic space was no mean feat and required an extensive amount of work behind the scenes by our P&C with grant applications, financial contributions from building fund donations and our previous KOOSHC committee, finally saw this all come to fruition and how very grateful we all are that it did!

There is and continues to be a strong partnership between the school and the P&C. Without their assistance, many of our school projects, would never be realised. And for this, on behalf of the students and teachers, I sincerely thank you and look forward to many more exciting projects to come!

This year, we will be losing a number of our Kegworth families who have been instrumental over the years as long time parent supporters of our school. There are always too many to mention each individual by name but we would like to sincerely thank you all for the time and support that you have generously provided to our school over the years. There are never enough words to express our thanks for the dedication, tireless work and continued support that many of you have provided to our school. It has always been greatly appreciated and is indicative of the valued partnership that Kegworth school has with its parent community. On behalf of the school community, I wish you and your families all the very best for the future.

Thank you to the fabulous Kegworth staff, for always having our students' best interests at heart. The genuine care that is shown each and every day, the inspirational teaching and learning lessons developed and for always wanting and striving to achieve the very best for each and every student – even when things may appear to be quite challenging at times, never ceases to amaze me. Thank you for your ongoing support, enthusiasm, good humour, resilience, dedication and professionalism throughout this year. You continue to be super stars!

As we reflect on the year that has gone by ever so quickly, we are already excited for the new experiences and the challenges that the next new year will bring. Please take the time to explore some of the school's achievements outlined in this report. We encourage you and your child to take up the 'Kegworth experience' and look forward to seeing you as part of our school community in the future.

Belinda Perih – Principal

Message from the school community

This time last year we were eagerly anticipating the inaugural **Comedy for Kegworth** night and it was just as fantastic as we had expected. So many people reporting that they laughed till their faces ached. A humungous thank you to **Karen Laing** for organising that and so many other fund-raising events during the year. I don't want to steal her thunder because she has prepared a separate fund-raising report but I will say I don't know what we would do without you, Karen.

There's been Christmas trees for sale, an Easter egg guessing competition, Mothers and Fathers Day stalls, Bunnings BBQs and another month of Royal Hotel meat raffle proceeds to raise money.

But our major event on both the fun and fund-raising calendar is the **AUTUMN FARE**

- A huge thank you to FARE coordinator **Robert Khoury**, Karen Laing (again!) and the team behind them who ran yet another fantastic FARE
- Thanks to everyone in the school community who donated time, money or alcohol, or chopped, rolled, staffed stalls, bought bread rolls, organised volunteers, solicited donations, counted money and everything else that's required to make a FARE a success
- The FARE raised over \$38,000 for our school community.

From last year's FARE takings, we set aside money to co-fund **classroom air conditioners** for all the downstairs classrooms. We were all very excited when we heard last December that we had a matching grant from the NSW government, but pretty disappointed to still be waiting for that money to materialise a year later.

This year's FARE money has been spent on **digital technology** – coding and robotics classroom resources for Years K–6 – and a contribution to a **specialist Visual Arts teacher** for the school, with some reserved for Senior Playground re-development.

We were also lucky enough to be successful in our grant application for \$50,000 towards the **Senior Playground Toilet block refurbishment**. I think it was the third time lucky, after both the P&C and the KOOSHC committee had applied unsuccessfully in the past. Together with the \$21,000 we had from donations to the Building Fund and \$8,000 from the KOOSHC committee, this was enough to engage a builder and finally upgrade the toilet block to its current shiny, hygienic state. School Principal, Belinda Perih made a huge contribution by directly self-managing the project and not going through the tender process via the Department's Asset Management Unit. Thank you to the families who made donations to the Building Fund over the last few years and made the upgrade possible.

A really exciting development this year has been the start-up on-line newspaper, the **Kegworth Times**, initiated by **Cat Rodie** and run by her and her indefatigable team of junior reporters, the Press Gang. It's full of interesting and entertaining articles, reports, jokes, and photos, about school events, current affairs, our local community and more. The Kegworth Times recently won an award for best primary school newspaper in Australia, and we are all basking in the glow of their terrific achievement.

Uniform Room – Thanks to **Lucie Micallef** and her team for another great year in the uniform room. This is a really key part of what the P&C does for the school community, is an excellent fund-raiser and is a lot of hard work for Lucie and she does it in such a calm, confident and capable way. Thanks Lucie!

The P&C has a new **Sport sub-committee** this year (thanks Tessa Morrison!), looking to promote both in-school and out of school activity for our school community. This year we funded new shirts for zone reps to wear, Kegworth banners for zone carnivals, and the fabulous sport house banners that made their first appearance at the Athletics Carnival.

The **Sustainability sub-committee** has been working hard to make Kegworth a more sustainable school. One of their initiatives this year was the installation of a bush tucker garden at the school. Thanks to P&C member Sara Kjaersgaard for successfully obtaining a Woolworths Junior Landcare grant and everyone who collected recyclable cans and plastic bottles – all those 10 cents helped fund this garden! The committee is also working on reducing the use of single use plastic around the school, and the latest news is that lovely parent Ash Kinchin has donated a dishwasher to the canteen so we can have more washing up and fewer disposable utensils.

KOOSHC partnership – We continued our partnership with the KOOSHC committee as it transitioned management of before and after school care at Kegworth from a parent-run organisation to a private provider, Team Kids. The outgoing committee, led by **Philippa Scott**, contributed some of its wind-up funds to the senior toilet block refurbishment and the rest to the P&C to be used for senior playground redevelopment. An **infrastructure subcommittee** is working towards developing a master plan for the Senior Playground project. Watch this space in 2020!

Music Committee – More than 60 students have been involved in the band and string ensembles this year, an increase of 50% in the number of participants compared to last year. They performed at the Opera House (strings and recorders), the NSW Band Festival, Mothers Day and Fathers Day breakfasts, music night and other school events. Music

committee hosted another successful Halloween disco for the kids and the annual Trivia Night for some parent-focused fun and frivolity. Thank you to **Ali Guerreiro** for her leadership of the music committee this year.

School banking has successfully continued each week, under the leadership of **Rachel Leach**.

Many thanks to **Leon Berkelmans, P&C Treasurer** this year for his accounting skills, and willingness to trek over to my house in far-distant Haberfield to co-sign P&C payments.

Thanks also go to **Dustin Blagg** and his excellent minute-taking skills as **P&C Secretary**, always getting agendas out on time and keeping us administratively on track.

And finally, thank you to **school executive – Belinda Perih, Phil Toovey, Josie Giardina, Carole Green, Lisa Williams, and the Kegworth teachers and admin staff**, all of whom support our kids, the P&C and our school community in the classroom and outside it.

Jennifer Vincent – 2019 P&C President

Message from the students

Hi I'm Marlowe: Every time I walk into the gates of this wonderful school with my little sister, Sadie, I am happy to know that she will get as good of an education as I did in Kindy, thanks to the brilliant teachers. They have taught my siblings and I so many things and still are, and I believe that those fantastic educational skills will never stop assisting Kegworth for many years to come. A fond memory of Kindy was when I got into my classroom, K-Green. My eyes instantly darted to the container of textas and paper, for there was and still is nothing better than having a good old draw. Instead of going over to other kids and 'chatting', I plonked myself down on the chair and began my masterpiece – a few 'stick' people. My vocabulary, mathematical abilities and even pronunciation has developed so much since I started seven years ago. I remember not even being able to spell "book"! Now, spelling is one of my strongest subjects and that is all thanks to my fantastic teachers.

Hi I'm Juliet: When I started at Kegworth I felt nervous, but those butterflies in my tummy soon flew away when my Kindy teacher, Ms Weeks showed me around the classroom and introduced me to some kids whom I immediately made friends with, and to this day we are still friends. This is the case with everyone. We all make friends immediately at Kegworth and often keep those buddies for a very, very long time. Speaking of buddies, at Kegworth a big Year 6 kid will help you around the place and play with you to help you get comfortable at "Big School."

Juliet has told you about how she has come so far education-wise, so I'd like to back her statement up by telling you about the progress of my education, too. I have gone from being able to count to ten to getting a distinction in Mathematics, or telling a story about a ladybug's life in a few words to getting the 'Kegworth Writing Award'. And while not everyone gets awards like this, their improvements in their intelligence definitely deserves one. And all this is once again, because of our amazing teachers.

One of our big school rules or themes, is "Courtesy, Care and Commitment". It came along around the end of Year 4 for me, so just as 2017 was coming to a close. It promotes kindness, which is the care part, speaking politely and listening to others, which is the courtesy part and finally finishing the things you start, putting your best effort in to not just work, but everything school related and dedication to really just following "**The Three C's!**"

It also introduced a reward system which uses things called K25's, K50's and K100's. What happens is that your teacher gives you a K25 at the end of the week, if you are exceptionally good at something that week. Once you get two K25's, you'll be given a K50. See? Pretty simple. $25 + 25 = 50$. And it's the same with K50's and K100's. Two K50's is a K100!

At Kegworth we have heaps of great opportunities to have amazing experiences, such as numerous sporting events, lots of excursions and incursions, school shows, Book Week and the Halloween Disco! Our sporting events include the Cross-Country run, the Athletics Carnival, and the Swimming Carnival. These are great if you like to be active.

Excursions and incursions are always changing, so we can't tell you what they will be, but we can tell you what they have been. We have gone to Featherdale Wildlife Park, the movies, the School Spectacular and camps! Book Week is where you get to dress up as your favourite character from a book and parade around the school with your class. A book show is held in the Assembly Hall that is great for the smaller kids. And finally, the Halloween Disco! It's where you come to school dressed up as something scary and get to dance, win prizes and eat food!

Now you know a little bit more about Kegworth. It's a place made to make memories. It's a place to make lifelong friends. It's a place to be awarded and recognised for your efforts in and out of the classroom. It's a place to never stop learning. It's really just a fantastic place to be!

Juliet and Marlowe – Year 6 student representatives

School background

School vision statement

At Kegworth Public School, we are committed to creating a safe, caring and inclusive environment where all students can reach their true potential, experience success and develop as creative, resourceful and responsible citizens.

School context

Kegworth Public School services students from the local community and beyond. Established in 1887, the school has developed its reputation for providing quality service, high educational opportunities and a welcoming, inclusive environment. Our school fosters a culture which enables our students to develop as active, responsible learners, able to participate in an ever changing and technologically demanding society.

Our vision statement reflects the value the school community places on learning and on the welfare of its students.

Located in the inner city, Kegworth supports students from Pre–School to Year 6.

The school has a population of 381, with a K – 6 enrolment of 346 students. The school culture is made up from a number of cultures including **4.8%** Indigenous students and **29.5%** of students are from language backgrounds other than English.

The school currently comprises of 14 classes. With increasing student enrolments, the school can grow to support up to 15 classes comfortably. Quality programs include creative and performing arts programs, comprehensive sporting and environmental education programs, Community Language program in Italian and specialist programs in Music and Digital Technologies.

Our school has a standing reputation in the community for scholarship, student well-being and behaviour, and the commitment of all teaching and ancillary staff to the welfare and development of all students.

Kegworth's school expectations are:

"Courtesy, Care and Commitment"

Kegworth's school motto is:

"Commitment, Excellence and Success for the Future"



Self-assessment and school achievement

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

Strategic Direction 1

DATA DRIVEN STUDENT ACHIEVEMENT

Purpose

For students and teachers:

- To provide a whole school approach to support students to have the greatest impact on their learning
- To acquire strong skills in literacy & numeracy through best practice, data analysis and implementation
- To use Formative Assessment strategies to identify their own learning needs

Improvement Measures

Increase the percentage of students achieving at least 1 year's growth in literacy (reading, spelling, grammar & punctuation)

Increase the percentage of students achieving at least 1 year's growth in numeracy

Increase growth of students in Years K – 6 in Literacy, as determined by the school's based assessment model

Increase growth of students in Years K – 6 in Numeracy, as determined by the school's based assessment model

Increase the percentage of students achieving in the top 2 bands of NAPLAN reading, writing and numeracy.

PDP's observations, teacher feedback and programs show increasing confidence and use of data in collection and analysis to modify teaching practice (as appropriate to their role)

Progress towards achieving improvement measures

Process 1: Data analysis and implementation to inform practice & planning

Develop teacher expertise in the analysis of data and how to reflect and respond to it

Evaluation	Funds Expended (Resources)
<p>All class teaching staff participated in the implementation of the "Whole School Assessment Model" to assess student learning progress throughout this year.</p> <p>Teachers assessed student progress at regular intervals using class based and standardised assessments in English and Mathematics. These included: Best Start, PAT Early Years online (Yrs K – 2), Running Reading Records (Yrs K – 2), Probe Comprehension (Years 2 – 6), Soundwaves (Yrs 1 & 2), PAT Spelling, Grammar and Punctuation (Yrs 3 – 6), SENA testing (Yrs K – 2), PAT Maths (Yrs 2 – 6), NAPLAN (Yrs 3 & 5) and school based Writing moderation assessments (Yrs K – 6).</p> <p>In 2019, PAT Early Years online testing was introduced for Years K – 2 students. This data will now provide the school with longitudinal data on student progress over time.</p> <p>Class teachers are quickly developing in their skills to Incorporate data analysis as part of their planning for learning. In most cases, student assessment data is monitored and analysed by class teachers and / or stage groups to inform planning for differentiation and / or future programming for teaching-learning tasks. The inclusion of 'mild to spicy' student learning tasks in English and Mathematics support the varying needs within each classroom. Students who have shown little progress are referred by class teachers to the school's Learning Support Team to seek additional advice and support.</p> <p>Kindergarten teachers began to use PLAN 2 using aspects of literacy and</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• English – resource (\$1240.91)• Teacher relief (\$1500.00)

Progress towards achieving improvement measures

numeracy progressions to record and track student progress over this year.

The collection and analysis of whole school data reflects achievements and gaps in student learning in each year group. Data trends are presented and discussed with staff to celebrate whole school achievements and identify future areas of development. This assists the school to inform key decisions with school improvement targets and professional learning needs for the following year.

Process 2: Feedback for Learning

Draw on current research to inform teaching practices in the classroom and improve learning outcomes

Use assessment strategies to enhance feedback and learning discussions in the classroom

Evaluation	Funds Expended (Resources)
<p>During Term 1, based on an analysis of school wide data from various sources, the school identified the need to upskill staff in the recognised approaches to teaching writing with a main focus on 'Guided Writing'.</p> <p>Professional learning sessions focussed on where Guided Writing fits into the teaching of writing and how a Guided Writing lesson should be structured. Teachers examined evidence based research such as 'The Gradual Release of Responsibility' model (Pearson and Gallagher), 'The Deliberate Acts of Teaching' (Effective Literacy Practice NZMoE), and the work of Dr. Alison Davis. Teachers were asked to identify how they implement the Deliberate Acts of Teaching, the barriers they perceive to teaching Guided Writing, the impact of Guided Writing on student achievement and how to effectively plan for Guided Writing.</p> <p>Professional learning sessions included:</p> <ul style="list-style-type: none"> • observing 'expert teachers' through videos delivering high quality Guided Writing lessons (x 3); • professional discussions and deconstruction of lessons with other colleagues; • lesson observation of teachers, teaching a Guided Writing lesson by their stage leader; • completion of deliverables in the form weekly lesson plans (x 6) and • professional readings (x2) and completion of a reflection task on each of the readings. <p>Upskilling of teachers in this area provided for greater confidence in delivering Guided Writing in the classroom. Further evidence of success will be obtained through NAPLAN Writing results and school based writing moderation data to see if student achievement has improved, over time.</p> <p>During Terms 2 and 3, 'Making a Impact on Mathematics: developing of culture of thinking' was explored and developed. Teaching staff were engaged in a series of professional learning sessions where 'thinking skills' were embedded into the curriculum and become an essential component of lessons so that student learning outcomes improve as students developed sophisticated thinking skills and learnt how to approach problems and new learning.</p> <p>Using the NSW K – 6 Mathematics syllabus, teaching staff explored current brain research around 'thinking skills' and the connections made to the 'Critical and Creative Thinking' – general capability. In stage groups, teachers mapped 'Critical and Creative Thinking' content for stage based Mathematics units, discussing and planning how they will embed thinking around these elements.</p> <p>Teaching staff:</p> <ul style="list-style-type: none"> • reviewed and discussed evidence based research by Ron Ron Ritchart through the Visible Thinking movement (in addition to others eg. Hattie); 	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Professional learning funds – teacher relief (\$3000.00)

Progress towards achieving improvement measures

- developed a Term 3 Scope and Sequence, mapping Working Mathematically outcomes and Critical and Creative Thinking (CCT) (general capability) and incorporating 'Thinking Moves';
- explored sessions on 'Math's Talks' in order to teach vocabulary that allows students to engage in rigorous conversation, problem solving and inquiry. Formative assessment processes are also embedded in Maths Talks;
- Observed a range of Maths Talks sessions, in stage groups or with a learning partner, paying particular attention to question stems used, other questioning employed, thinking moves observed, mathematical thinking and CCT;
- planned their own "Maths Talk" which was observed by a critical friend and
- shared and discussed their learning with other staff in professional learning sessions.

At the end of the term, staff were required to complete reflections for future planning and evaluation in this area. Many staff indicated that their knowledge, skill and confidence in student questioning had elicited a greater student response during Math Talks lessons in the classroom.

Process 3: Scope & Sequences

English and Mathematics scope & sequences to be updated and / or created and implemented

Evaluation	Funds Expended (Resources)
During this year, majority of work was completed on updating the school's K – 6 Mathematics as well as aspects of K – 6 Spelling, Grammar and Punctuation Scope & Sequences.	

Next Steps

Further progress is planned towards the updating and re development of the school's K – 6 English Scope & Sequence.

Continued work on whole school assessment model including the use of data in the classroom.

Continued implementation of PLAN 2 by Kindergarten teachers.

Professional learning in 2020 will include Effective Reading: Phonics, Phonological Awareness and Vocabulary for Yrs K – 2 teaching staff.

Whole staff professional learning in 'Talk for Writing' approach (developed by Pie Corbett) will be undertaken in Term 3 – 2 x days. This approach enables children to imitate orally the language they need for a particular topic, before reading and analysing it, and then writing their own version.

Strategic Direction 2

FUTURE LEARNING

Purpose

For students and teachers:

- To embed consistent practice, share expertise and develop skills and strategies in ICT, Digital Technologies and STEM (Science, Technology, Engineering and Mathematics)

Improvement Measures

An increase in teacher confidence in using STEM and ICT across the curriculum

An increased proportion of STEM units are embedded in all class teaching programs

Increased proportion of teachers using ICT across a range of Key Learning Areas

An increase in the number of students using digital technologies to produce quality products that support learning

Progress towards achieving improvement measures

Process 1: Embedding STEM into the curriculum

Identify and implement quality STEM programs that be integrated across the curriculum

Evaluation	Funds Expended (Resources)
At the end of Term 2, teaching staff participated in collaborative planning and programming sessions to develop stage based Science units in line with the newly developed K – 6 Science scope & sequence. Teaching staff were released off class to collaboratively develop and plan units and investigate appropriate resources that could support STEM integration across a number of KLAs.	Funding Sources: <ul style="list-style-type: none">Teaching Resources (\$2000.00)Professional Learning (\$3500.00)

Process 2: Embedding ICT into the curriculum

Develop and enhance ICT skills for student and staff to enhance quality learning across Key Learning Areas

Evaluation	Funds Expended (Resources)
<p>During Semester 2, a K – 6 Digital Technology Scope & sequence was developed.</p> <p>Staff professional learning using Google Classroom was undertaken to collaboratively develop the school's 'Faculty' shared drive.</p> <p>Resources purchased for Digital Technology supported coding and robotics lessons in the Learning Hub. Additional ICT hardware including an additional set of student laptops (S3) and Ipads (ES1) supported mobile learning and the integration of ICT across KLAs, in the classroom.</p>	Funding Sources: <ul style="list-style-type: none">Teacher relief (\$1500.00)P&C funding (\$17119.00)ICT teaching resources (\$24320.00)

Next Steps

Presentation of K – 6 Digital Technology Scope & Sequence to all teaching staff. Continued professional learning and staff utilisation of Google Classroom – "Faculty" shared drive.

Purchase of additional laptops and Ipads for classroom use and digital technology resources for Learning Hub. Purchase of flexible learning furniture for refurbishment of Learning Hub and Library student areas

Strategic Direction 3

COLLECTIVE WELLBEING

Purpose

For students, staff and parent community:

- To promote positive individual and collective wellbeing necessary to support academic & social development through a growth mindset approach
- To focus on giving students voice to develop active and connected learners who thrive, succeed and contribute positively throughout life

Improvement Measures

Increase the number of students who can identify someone at the school who is an advocate – providing encouragement, support and advice

Increase the number of students who consistently reflect the school's values through compliance (ie: SENTRAL) with school behavioural expectations and rules

Increased positive parent responses to school communication systems and procedures

Progress towards achieving improvement measures

Process 1: Policy Development

Anti – Bullying procedures are reviewed and updated

Learning and Support Team procedures are reviewed and updated

Communication procedures are reviewed and updated

Evaluation	Funds Expended (Resources)
<p>The school's communication processes were reviewed to streamline school communication to maximise communication effectiveness and improve service delivery for our parent community. The TTFM parent survey results were reviewed over time, to identify areas of development and strength. Effective school communication, in written and or verbal form was considered. These include:</p> <p>Useful Communication types at school:</p> <ul style="list-style-type: none">• Informal meetings: 2019 = Very useful = 54% / useful = 39% / somewhat useful = 7%• Formal interviews: 2019 = Very useful = 66% / useful = 26% / somewhat useful = 9• Telephone: 2019 = Very useful = 26% / useful = 52% / somewhat useful = 16% / not useful = 6%• School reports: 2019 = Very useful = 43% / useful = 33% / somewhat useful = 21% / not useful = 3%• Emails: 2019 = Very useful = 34% / useful = 47% / somewhat useful = 12% / not useful = 7% <p>Useful Communication about school news:</p> <ul style="list-style-type: none">• Text: 2019 = Very useful = 27% / useful = 26% / somewhat useful = 16% / not useful = 7% / N/A = 24%• Social media: 2019 = Very useful = 9% / useful = 31% / somewhat useful = 38% / not useful = 19% / N/A = 3%• School website: 2019 = Very useful = 7% / useful = 26% / somewhat useful = 40% / not useful = 27%• School Newsletter: 2019 = Very useful = 41% / useful = 41% / somewhat useful = 13% / not useful = 4%• P&C: 2019 = Very useful = 54% / useful = 39% / somewhat useful = 7% /	

Progress towards achieving improvement measures

not useful = 7% / N/A = 24%

• Emails: 2019 = Very useful = 30% / useful = 49% / somewhat useful = 16% / not useful = 6% / N/A = 0%

Further work is required in this area including more data collection re: school communication and effective service delivery to support parent communication needs.

Process 2: Positive Behaviour for Learning

Further establishment of PBL policy and processes to enhance consistent approaches across the school

Growth Mindset embedded into wellbeing strategies

Evaluation	Funds Expended (Resources)
<p>At the beginning of 2019:</p> <ul style="list-style-type: none"> • a new PBL team was formed – this included teaching staff as year group representatives, 1 x executive, 1 x parent representative and the school principal, led by an experienced teacher • new PBL team members attend PBL professional courses including: "PBL Reload training" (4 x new staff attended) • PBL school audit was conducted, in consultation with the DoE PBL advisor; • PBL Action Plan was developed to include areas of improvement (from audit findings) <p>Data from the audit revealed that:</p> <ul style="list-style-type: none"> • 86% of students and 75% of staff could list the PBL school wide expectations of "Courtesy, Care and Commitment" • 71% of staff have taught the school rules and behaviour expectations this year. • 75% of staff have given a tangible reward ie: token or certificate in the past 2 months and • 93% of students had received a tangible reward in the past 2 months. <p>To ensure the continuity of PBL success at the school, the team must:</p> <ul style="list-style-type: none"> • establish at least 1 x PBL whole staff professional learning session each term; • schedule 2 x PBL team meetings per term – weeks 2 and 6; • review and update the current school matrix of rules for teaching and non teaching areas; • update school signage to best reflect PBL teaching focus; • review flowcharts for minor and major incidents; • update the recording of minor and major incidents on Sentral school system; • regularly collect Sentral data and analyse for areas of success and or of concern for development; • develop K – 6 teaching lessons to support the explicit teaching of expected behaviour in identifies areas of concern; • communicate PBL updates regularly throughout the year to students, staff and parent community. 	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Professional Learning – portion of funds (\$2500.00)

Next Steps

To continue with PBL action plan and improvement directions in 2020.

To review and update school's Communication, Anti Bullying, Learning Support Team and Enrolment Policies, with selected staff members and community members.

On completion, communicate updated policies to staff and parent community. Upload new policies on school website for reference by school community.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> Aboriginal background loading (\$11 902.00) 	<p>Individualised and differentiated learning plans were developed to identify and set specific learning goals. These plans were reviewed with parents and carers throughout the year to ensure that the achievements of Aboriginal students match or better the outcomes of all students.</p> <p>Student financial assistance to support students with workbooks, incursion / excursion and uniform requirements.</p> <p>Employment of SLSO to provide additional support to ATSI students for literacy and numeracy support in the classroom.</p> <p>Excursion costs for annual cultural day, Koori Art and NAIDOC week celebrations – cultural activities planned to support Aboriginal content and perspectives embedded in the school curriculum.</p> <p>Aboriginal Breakfasts for ATSI students, parents and carers and staff to build and strengthen relationships and learning about Aboriginal culture and experiences.</p>
English language proficiency	Funding Sources: <ul style="list-style-type: none"> English language proficiency (\$22 940.00) 	<p>EAL/D teacher employed for 2 days per week to develop and implement a range of teaching and learning programs to support students from non –English speaking backgrounds. Students were either supported through in class support or small group withdrawal. Newly arrived EAL/D students received intensive English language instruction.</p>
Low level adjustment for disability	<p>\$53 358 – Learning and Support Teacher (0.5 FTE)</p> <p>\$ 21 791 – Flexible funding</p> Funding Sources: <ul style="list-style-type: none"> Low level adjustment for disability (\$75.00) 	<p>Employment of Learning and Support Teacher (LaST) to design and implement targeted learning programs for students with identified learning needs. LaST program supports either individual students or small groups of students with either in–class support and withdrawal support, dependent upon need.</p> <p>Funding used to employ SLSOs to support student learning in either literacy and / or numeracy programs. Identified students supported to enhance student engagement in learning.</p>
Quality Teaching, Successful Students (QTSS)	Funding Sources: <ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$59 868.00) 	<p>QTSS funding was utilised by Assistant Principals to provide support to stage and specialist teachers. Release time was used for classroom lesson observations and feedback, demonstration lessons, mentoring, planning and evaluation of school data, in addition to the development of school and stage based programs and professional learning, in line with the schools' strategic plan.</p>
Socio–economic background	Funding Sources: <ul style="list-style-type: none"> Socio–economic background (\$6 973.00) 	<p>Funding used to employ SLSOs to support and enhance learning and engagement in literacy and / or numeracy programs for identified students.</p>

Support for beginning teachers	Funding Sources: <ul style="list-style-type: none"> • Support for beginning teachers (\$14 130.00) 	Funds were used to provide additional time for beginning teacher to engage in reduced teaching load for planning, programming, assessing and reporting. Funds also supported external professional learning opportunities as well as planned time each week for mentoring with other colleagues and stage leader.
Targeted student support for refugees and new arrivals	Funding Sources: <ul style="list-style-type: none"> • Targeted student support for refugees and new arrivals (\$31 270.00) 	Funds received were used to employ EAL/D teacher for additional day to provide intensive English language programs for newly arrived students.



Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	168	165	158	177
Girls	150	164	161	166

Student attendance profile

School				
Year	2016	2017	2018	2019
K	96.3	95.9	96.4	94.9
1	95.7	94.7	92.5	94.3
2	95.6	93.9	93.8	94.5
3	95.6	95.1	96	94.4
4	96.2	95.3	94.6	94.7
5	96.8	95	92.4	94.8
6	94.9	93.6	95.7	92.2
All Years	95.9	94.8	94.5	94.4
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	13.83
Teacher of Reading Recovery	0.2
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.8
School Administration and Support Staff	4.12
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	375,749
Revenue	3,490,423
Appropriation	3,181,511
Sale of Goods and Services	28,484
Grants and contributions	263,755
Investment income	1,043
Other revenue	15,630
Expenses	-3,302,909
Employee related	-2,910,478
Operating expenses	-392,431
Surplus / deficit for the year	187,514

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	48,220
Equity Total	116,963
Equity - Aboriginal	11,902
Equity - Socio-economic	6,973
Equity - Language	22,940
Equity - Disability	75,149
Base Total	2,464,412
Base - Per Capita	77,020
Base - Location	0
Base - Other	2,387,392
Other Total	457,745
Grand Total	3,087,340

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.

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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the [myschool](https://myschool.edu.au) website.

Parent/caregiver, student, teacher satisfaction

During Term 3, 2019, the opinions of parents, students and teachers were sought about the school through the "Tell Them From Me" (TTFM) online surveys. All school community members were given the opportunity to comment on aspects of school life that they considered we do well at Kegworth Public School and areas they considered we could improve on.

Students:

The Tell Them From Me Primary School Survey includes nine measures of student engagement, categorised as social, institutional and intellectual engagement. For each aspect of engagement, students were asked to indicate the extent to which they agreed or disagreed with a number of statements, such as "I get along well with others at the school". Their scores were scaled on a 10-point scale, and students with scores above 6.0 were considered engaged. Years 4 – 6 students were asked to participate of which 109 students completed the survey on October 2019.

Social Engagement: Students who are socially engaged are actively involved in the life of the school; their friends are there and they are involved in sports or other extra-curricular activities. This involvement can give them a sense of belonging at school and increase academic motivation. The percentage of Kegworth students that were socially engaged compared with NSW Govt norms for students at the year levels assessed in this school, are as follows:

- * Sense of belonging at school: KPS = 70% NSW Govt norm = 81%
- * Participation in sports and clubs: KPS = 85% NSW Govt norm = 83%
- * Positive relationships: KPS = 84% NSW Govt norm = 85%

Institutional Engagement: Students who value schooling outcomes and meet the formal rules of schooling are considered institutionally engaged. These students feel that 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 and their effort in doing homework. KPS levels of institutional engagement are as follows:

- * Value schooling outcomes: KPS = 95% NSW Govt norm = 96%
- * Positive school behaviour: KPS = 90% NSW Govt norm = 83%
- * Homework behaviour: KPS = 44% NSW Govt norm = 63%

Intellectual Engagement: Some students meet the institutional demands of school, but they are not truly engaged in their learning. Intellectual engagement entails a serious emotional and cognitive investment in learning, using higher-order thinking skills to increase understanding, solve complex problems, and construct new knowledge. It is closely tied to the quality of instruction offered at school as there is an interaction between a teacher's approach to instruction and student motivation. Results for KPS on the three measures of intellectual engagement:

- * Interest and motivation: KPS = 67% NSW Govt norm = 78%
- * Effort: KPS = 95% NSW Govt norm = 88%
- * Quality Instruction: KPS = 97% NSW Govt norm = 93%

Drivers of Engagement: Research by The Learning Bar found that there were considerable differences among schools in their levels of engagement and only some of this variation was attributable to students' family backgrounds. Five school-level factors were consistently related to student engagement: quality instruction, teacher student relations, classroom learning climate, teacher expectations for success and student advocacy. The average scores on a ten-point scale for each factor for KPS compared with NSW Govt norms for students at the year levels assessed in this school are indicated below:

- * Effective Learning Time: KPS mean = 8.4 / NSW Govt mean = 8.2
- * Relevance: KPS mean = 8.0 / NSW Govt mean = 7.9
- * Rigour: KPS mean = 8.6 / NSW Govt mean = 8.2
- * Bully – Victim: KPS mean = 39% / NSW Govt mean = 36%
- * Advocacy at School: KPS mean = 8.0 / NSW Govt mean = 7.7

* Positive Teacher Student Relations: KPS mean = 8.6 / NSW Govt mean = 8.4

* Positive Teacher Student Relations: KPS mean = 8.6 / NSW Govt mean = 8.4

* Positive Learning Climate: KPS mean = 7.1 / NSW Govt mean = 7.2

* Expectations for Success: KPS mean = 8.3 / NSW Govt mean = 8.7

What schools can do:

* All students need an advocate – someone at school who consistently provides encouragement and to whom they can turn to advice. School staff need to identify students showing early signs of disengagement and regularly monitor their progress. Identified students need to be monitored & checked in on regularly, by staff who frequently come into contact with them.

* A substantial number of students have poor literacy skills. Majority of these students did not learn to read well in their foundation years (i.e. first 3 years) These students need intervention aimed at improving their basic reading and math skills. Identified students need short term and / or long term plans to support school success. This is supported with referrals to the school's Learning Support Team, after staff consultation with parents and caregivers.

* A number of students who are disengaged may suffer from anxiety. The school can support student with anxiety by supporting programs designed to improve student resilience, by tackling issues with bullying and school safety and by building family school partnerships.

Parents and Caregivers:

The Partners in Learning Parent survey is a comprehensive questionnaire covering parents' perceptions about their children's experiences at home and at school. The survey scores measures on a ten point scale. Seventy (70) respondents from the parent community responded to the survey between September and October 2019.

1. **Parents feel welcome at the school:** KPS mean = 7.5 / NSW Govt mean = 7.4

2. **Parents are informed:** KPS mean = 6.5 / NSW Govt mean = 6.6

3. **Parent supports learning at home:** KPS mean = 6.5 / NSW Govt mean = 6.3

4. **School supports learning:** KPS mean = 6.8 / NSW Govt Mean = 7.3

5. **School strongly supports positive behaviour:** KPS mean = 7.8 / NSW Govt Mean = 7.7

6. **School supports safety at school:** KPS mean = 7.4 / NSW Govt mean = 7.4

7. **School was seen to be inclusive:** KPS mean = 6.6 / NSW Govt mean = 6.7

8. **Would recommend school to other parents:**

– Strongly Agree = 36%

– Agree = 47%

– Neither Agree nor Disagree = 13%

– Disagree = 3%

– Strongly Disagree = 1%

Staff

The "Dimensions of Classroom and School Practices" is based on the learning model followed by the Outward Bound program. This model is described in John Hattie's book – Visible Learning. The scores for each of the four dimensions of Classroom and School Practices are scored on a ten point scale. Nineteen (19) KPS teachers responded to this survey during October 2019.

* Challenging and Visible Goals – KPS mean = 7.9 / NSW Govt mean = 7.5

* Overcoming Obstacles to Learning – KPS mean = 8.2 / NSW Govt mean = 7.7

* Quality Feedback – KPS mean = 7.5 / NSW Govt mean = 7.3

* Planned Learning Opportunities – KPS mean = 8.2 / NSW Govt mean = 7.6

KPS teachers were also surveyed against the Eight Drivers of Student Learning

* Leadership: KPS mean = 8.3 / NSW Govt mean = 7.1

* Collaboration: KPS mean = 8.3 / NSW Govt mean = 7.8

* Learning Culture: KPS mean = 8.3 / NSW Govt mean = 8.0

* Data Informs Practice: KPS mean = 8.1 / NSW Govt mean = 7.8

* Teaching Strategies: KPS mean = 8.4 / NSW Govt mean = 7.9

* Technology: KPS mean = 6.3 / NSW Govt mean = 6.7

* Inclusive school: KPS mean = 8.5 / NSW Govt mean = 8.2

* Parent involvement: KPS mean = 7.3 / NSW Govt mean = 6.8

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Kegworth has commemorated many significant events during 2019 including "Sorry Day", "Reconciliation Week" and "NAIDOC Week". To commemorate Reconciliation Week, students in Years K – 6 had the opportunity to attend Boomali Art Centre to learn aboriginal songs, dance and weavings. During NAIDOC Week, all K – 6 students were given the opportunity to learn and understand components of Aboriginal dance with Uncle Terry. Each class learnt an aboriginal dance incorporating story telling and aboriginal language that was then shared with the remainder of the school community at a special assembly.

Later in the year, Years K – 2 students had the exciting opportunity to be entertained by Aunt Wendy's Mob, learning aboriginal songs, dance and stories. All of these events proved to be successful in fostering a deeper understanding and appreciation of Aboriginal and Torres Strait Islander culture. The monitoring and reviewing of Personalised Learning Plans (P.L.P.'s) for each identified ATSI student in the school continued throughout 2019. Meetings were held with classroom teachers, parents and students to discuss goals achieved and new goals to work towards, once again, fostering the partnership between home and school.

Participation in the DoE's "Koori Art Exhibition" once again proved to be successful with three pieces of art work being created by Kindergarten & Stage 1, Stage 2 and Stage 3 students. The pieces were exhibited at the Powerhouse Museum and are now hanging in prominent spaces in the school corridors for all to enjoy.

Each year an Aboriginal student is recognised for a "Deadly Kids Doing Well Award" celebrating high application, attendance and effort in school activities. The school continues to look for many opportunities to support and foster positive partnerships with our Indigenous students and their families.

We extend our thanks and sincere gratitude to one of our Aboriginal parents – Nicole Ferguson, who spent endless hours of her time at the school, sharing her skills and knowledge by teaching our Aboriginal students how to do 'dot painting'. Nicole, along with a group of Aboriginal students, revitalised one of the school's existing canvases and transformed it into an incredible piece of Aboriginal artwork, which now hangs proudly in the school's main walkway for all to enjoy.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

Kegworth participated in the annual Multicultural Public Speaking Competition, with all students in Years 3–6 writing a speech and presenting it to their class about a range of topics the lead them to reflect on and demonstrate their knowledge of multicultural issues. Class winners were selected at the school's "Speak Off" to participate in stage group

finals. Selected student finalists then presented their speeches at the local area finals.

Multicultural perspectives were delivered through the History and Geography curriculum and English programs across all year groups, in addition to the school's Community Language Program (Italian) to students in Years K – 3. Students develop an understanding, tolerance and respect about the similarities and differences between themselves, others and a variety of communities and cultures.

Harmony Day is celebrated at the school annually on 21st March. This year, in addition to class activities, our students, parents and staff enjoyed a 'multicultural feast' as students were encouraged to bring a plate of food that best represented their home culture, to share with the school community. Students and staff are also encouraged to dress in their national dress or wear 'orange' clothing on this day as orange the representative colour of Harmony.

