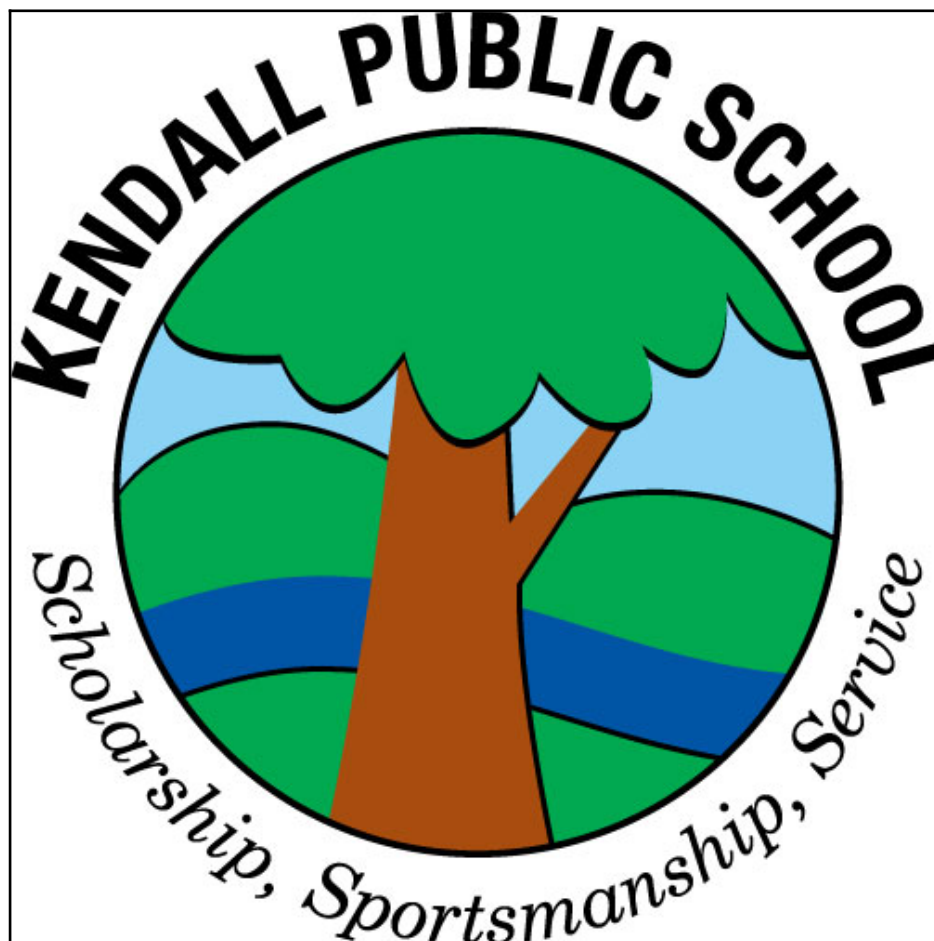


# Kendall Public School

## 2019 Annual Report



## Introduction

The Annual Report for 2019 is provided to the community of Kendall 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.

### School contact details

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## School background

### School vision statement

Kendall Public School, in partnership with our community, has a focus on quality and continuous improvement. Our educational environment promotes belonging, equity and excellence. We provide opportunities for every student to become a caring, socially responsible, confident, creative and successful learner and citizen.

### School context

Kendall Public School is located in the Camden Haven area 30km south of Port Macquarie. The school has a strong commitment to providing outstanding learning experiences for every student within a caring environment.

The school is experiencing growth with 223 students enrolled in 2018, an increase of 18% in the past two years. 6% of students identify as Aboriginal. School funding for socio-economic background is based on a Family Occupation and Education Index (FOEI) of 110.

The school has a non teaching Principal, a non teaching Deputy Principal, 2 Assistant Principals and 7 classroom teachers. Additional teachers are employed through an allocation for Release from Face to Face, Learning Support, Library, and Literacy and Numeracy Intervention. The Administration staff comprises two full time office staff and 1 GA (0.5). All are permanent. The school currently has 4 School Learning Support Officers (SLSO) engaged to support students with targeted funding and school initiatives.

There is a high level of parent/carers participation throughout the year, including classroom helpers, school initiatives, fundraising and support.

The school works in partnership with the Camden Haven Community of Schools to enhance learning opportunities for students and staff.

## 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>

### Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Excelling

## Strategic Direction 1

### Innovative Teaching and Learning

#### Purpose

To provide all staff with an opportunity to identify, understand and implement the most effective teaching methods based on evidence-based teaching, quality professional learning and collaboration. We will promote learning excellence and responsiveness in meeting the needs of all students through an integrated approach to quality teaching, curriculum planning and delivery, and assessment.

#### Improvement Measures

- Increase the number of students in the top two NAPLAN bands for reading and numeracy from 27% in 2017 to 33% by 2019 and 35% by 2020.
- Increase the proportion of Aboriginal students in the top two NAPLAN bands for reading and numeracy by 30%.
- To move 8% of tracked students in reading and numeracy from national minimum standard to above minimum standard
- In the domain of Teaching we will develop sufficient evidence to demonstrate and validate achievement in the elements of Learning and Development and Data Skills and Use to move the school from Delivering in 2017 to Sustaining & Growing by 2020.

#### Overall summary of progress

- The average number of students achieving in the top two NAPLAN bands for reading and numeracy across Years 3 and 5 was 22%.
- The number of Aboriginal students completing NAPLAN was too low for valid data in 2019.
- In reading, 58% of tracked students moved from national minimum standard to above minimum standard.
- In numeracy, 41% of tracked students moved from national minimum standard to above minimum standard.
- The elements of Learning and Development and Data Skills and Use were both assessed at Sustaining and Growing in 2019.

#### Progress towards achieving improvement measures

##### Process 1: Collaborative Practice

Explicit systems are established for collaboration and professional learning. This includes negotiated observations of classroom teaching practice with feedback to improve professional knowledge and practice. Professional learning is aligned to the school plan, and its impact on the quality of teaching and student learning outcomes is evaluated.

Evaluation	Funds Expended (Resources)
Collaborative planning across Stage teams has supported teachers to develop teaching and learning programs, share resources and develop consistent judgement around student assessment. Mentoring sessions have provided teachers with individual support to enhance their teaching practice. Classroom observations demonstrated consistent implementation of learning goals and success criteria in Writing and Numeracy. Various tools are used to display these in classrooms. Teachers refer to these goals and criteria to provide explicit feedback to students. Students are becoming more confident in articulating their learning goals and reflecting on their progress.	\$36,000 casual teachers

##### Process 2: Data Use in Teaching

Student assessment data is regularly used school-wide to identify student achievements and progress, in order to reflect on teaching effectiveness and inform future school directions.

Evaluation	Funds Expended (Resources)

## Progress towards achieving improvement measures

Analysis of student assessment data shows improved alignment between external and internal data in Writing and Numeracy. Stage planning days have provided teachers with time to moderate work samples resulting in increased consistency of teacher judgement. Teachers' understanding of explicit feedback and goal setting for students is reflected in student report comments which provided parents with information on their child's progress and areas for development .

## Strategic Direction 2

### Effective Leadership

#### Purpose

To ensure the school plan is at the core of continuous improvement efforts and supports a culture of high expectations and community engagement, resulting in sustained and measurable whole school improvement.

#### Improvement Measures

In the domain of Leading we will develop sufficient evidence to demonstrate and validate achievement in the elements of School Planning, Implementation and Reporting and Educational Leadership to move the school from Delivering in 2017 to Sustaining & Growing by 2020.

#### Overall summary of progress

During our self-assessment process, school staff identified sufficient evidence across all themes to make the following on-balance judgements:

School Planning, Implementation and Reporting – Sustaining and Growing.

Educational Leadership – Sustaining and Growing.

#### Progress towards achieving improvement measures

##### Process 1: Leadership Capacity

Develop a culture of shared and distributed leadership that builds the capacity of staff to understand and actively support continuous school improvement.

Evaluation	Funds Expended (Resources)
<p>The 3 Strategic Direction Project Teams met twice per term throughout the year to review the progress and impact of 2019 initiatives. In Term 4 the teams also reviewed the Practices and Products identified in the School Plan to evaluate progress and identify focus areas for 2020. All staff had input into the identification of 2020 priorities as we move to the final year of the school plan implementation.</p> <p>Staff have reviewed the progress made on their 2019 PDP goals and completed the documentation as required. Some goals will be ongoing as we continue into the final year of the 2018–2020 School Plan.</p>	

##### Process 2: Community Engagement

The school will engage the school community in reflecting on student performance data and will regularly solicit and address feedback on school performance.

Evaluation	Funds Expended (Resources)
<p>School events have been supported with strong parent attendance and gained excellent feedback throughout the year. In particular the end of Term 1 event which combined Grandparents' Day, Easter Hat Parade, Anzac Service and Book Fair was very well received. Book Week, Father's Day Breakfast and school sporting carnivals were also strongly supported. Students, parents and teachers participated in the Tell Them From Me surveys with results to be published in the Annual Report.</p>	\$35,000 Staffing

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$12,030	Staff were released to meet with parents, carers and students to develop Personalised Learning Plans. Individual goals were identified with an increased understanding of individual student needs, parents' priorities and cultural knowledge evident. Three members of staff participated in the Connecting to Country program conducted by the local Lands Council and AECG. 50% of teachers have now completed this training, supporting an increased understanding of Aboriginal culture and the implications for educators. Recognition of NAIDOC through whole school activities further broadened student understanding of Aboriginal culture.
<b>Low level adjustment for disability</b>	Total \$115,856 Staffing \$85,373 Flexible \$30,483	Addition staffing supported the continuation of ability-based literacy and numeracy groups across all grades. Individual learning needs of all students were met in an equitable manner within a flexible organisational structure. Students experienced greater success with their learning and self-esteem. Individual learning plans were developed for students with a disability. Progress on identified goals was monitored throughout the year.
<b>Quality Teaching, Successful Students (QTSS)</b>	\$39,592	A mentoring program was introduced across K-6 with Executive staff released to work with teachers individually on a rotational basis throughout the year. The additional support focussing on the ongoing improvement of teaching practice was valued by teachers.
<b>Socio-economic background</b>	\$105, 546	The employment of a part-time Community Engagement Officer continued to ensure effective communication and partnerships with the whole-school community. Releasing teaching staff twice per term to work collaboratively and conduct lesson observations enhanced the quality and consistency of teaching practice. Students were supported to participate in various PSSA sporting opportunities including local knockout competitions and representative carnivals. Addition teaching staff supported the continuation of ability-based literacy and numeracy groups across all grades. Individual learning needs of all students were met in an equitable manner within a flexible organisational structure. Students experienced greater success with their learning and self-esteem.



## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	96	106	122	122
Girls	93	97	103	107

### Student attendance profile

School				
Year	2016	2017	2018	2019
K	87.3	93.8	93	94
1	92.3	94.7	90.6	93.4
2	93	95.2	90.7	89.4
3	92.3	94.1	93.1	93.3
4	93.6	94.2	90.8	93.5
5	92.1	94.2	92.3	93.6
6	92.7	94	92.9	94.5
All Years	92	94.3	92	93.2
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
Deputy Principal(s)	1
Assistant Principal(s)	2
Classroom Teacher(s)	8.15
Teacher of Reading Recovery	0.32
Learning and Support Teacher(s)	0.8
Teacher Librarian	0.6
School Administration and Support Staff	2.52

\*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 <sup>1</sup>	2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 <b>Actual</b> (\$)
<b>Opening Balance</b>	521,030
<b>Revenue</b>	2,622,737
Appropriation	2,562,964
Grants and contributions	57,959
Investment income	1,814
<b>Expenses</b>	-2,652,361
Employee related	-2,223,478
Operating expenses	-428,883
<b>Surplus / deficit for the year</b>	-29,624

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 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	195,672
<b>Equity Total</b>	233,432
Equity - Aboriginal	12,030
Equity - Socio-economic	105,546
Equity - Language	0
Equity - Disability	115,856
<b>Base Total</b>	1,712,263
Base - Per Capita	52,794
Base - Location	5,708
Base - Other	1,653,761
<b>Other Total</b>	294,823
<b>Grand Total</b>	2,436,190

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](https://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 website.

## Parent/caregiver, student, teacher satisfaction

Students, parents and teachers completed the 'Tell Them From Me' online survey. A summary of responses is presented below.

### Students

Responses from students in Years 4–6 were generally equal to or above NSW government norms.

- 72% of students feel accepted and valued by their peers and others at school
- 93% valued school outcomes and believed that education would benefit them personally and economically.
- 74% were interested and motivated in their learning and 91% tried hard to succeed.
- 93% believed their behaviour was positive as they were not disruptive or inappropriate in their actions.
- 54% of students do homework with a positive attitude and in a timely matter compared to 63% for NSW.
- 88% of students had positive relationships with their friends who they trusted and who encouraged them to make positive choices.
- 85% of students had a high rate of participation in school sports while 64% had a high rate of participation in extra-curricular activities.
- 60% of students rated their level of perseverance high, whilst 32% rated it medium and 8% low.
- 91% agreed or strongly agreed that they try to improve; 64% set challenges and 70% like challenging goals.
- 86% agreed or strongly agreed that their teacher tells them what is expected and 84% that the teacher set clear goals.

### Parents

22 respondents completed the survey in 2019. The parent survey examined seven measures about the extent to which parents feel the school supports learning and positive behaviour and promotes a safe and inclusive environment. These measures were: parents feel welcome, inclusive school, safety at school, school supports positive behaviour, school supports learning, parents support learning at home and parents are informed. The measures were scored on a ten-point scale where a score of 0 indicates strong disagreement; 10 indicates strong agreement; 5 is a neutral position (neither agree nor disagree).

Evidence of school improvement from 2018–2019:

- The school mean increased in all seven measures compared to 2018.
- In 2019 the school mean was above NSW mean in 6 measures, compared to 2018 where it was below NSW mean in all 7 measures.
- Across a total of 41 descriptors, 23 were above NSW means compared to 12 in 2018;
- 40 descriptors have a mean score above that in the 2018 survey; the only descriptor below 2018 is 'parents ask about any challenges their child might have at school'

Individual responses which had a mean score of 8.0 or above were:

- I feel welcome when I visit the school.
- I can easily speak with my child's teachers.
- Written information from the school is in clear, plain language.
- The school's administrative staff are helpful when I have a question or problem.
- Teachers show an interest in my child's learning.
- My child is encouraged to do his or her best work.
- Teachers expect my child to pay attention in class.
- My child is clear about the rules for school behaviour.
- My child feels safe going to and from school.
- Parents encourage their child to do well at school.
- Parents praise their child for doing well at school.

### Teachers

The teacher survey examined eight drivers of student learning and four dimensions of classroom and school practices. Areas of strength where our school mean was equal to or above NSW Government norms were: leadership, collaboration, data informs practice, teaching strategies, challenging and visible goals, planned learning opportunities, quality feedback and overcoming obstacles to learning. Areas which our school means fell below NSW norms were: learning culture, technology, parent involvement and inclusive school. 100% of respondents indicated that school leaders are leading improvement and change, and clearly communicate their strategic vision and values for our school.

# 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.

## 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.