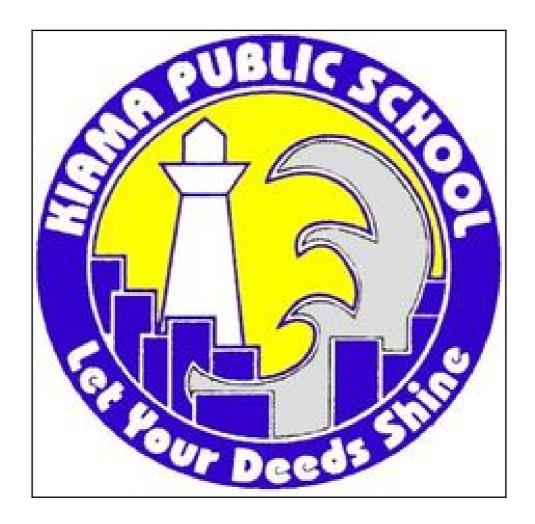# Kiama Public School

2019 Annual Report

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Introduction

The Annual Report for 2019 is provided to the community of Kiama 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

A community working together in a dynamic, engaging learning environment. Developing and empowering individuals to fulfill their potential as we prepare for the future.

The school community values the traditional with a clear focus on what is required for the future. The P&C and broader community run their own Facebook page displaying their pride in the school – "We Love Kiama Public School". This encompasses high expectations from the community to achieve excellent results with a nurturing view to develop youth ready not only for high school but for a future passion for learning. All staff recognise and agree that as a school we have a priority to foster in every child that they can achieve and improve themselves through education and learning.

The wider community has developed our school values – "Respect, Responsibility and Resilience" as the foundation of learning and personal growth.

School context

We are part of the Kiama Community of Schools, situated in the South Coast area of NSW. A relatively high socio economic community – FOEI 52 (ICSEA 1062). KPS has recently increased student numbers to 530 students and 21 classes.

The school prides itself on a strong culture of providing quality learning and showcases an excellent school band, choir, dance ensemble, drama productions and public speaking/debating. Extra curricular activities are a corner stone of the school. Sport and physical activity is a defining aspect of our school. We offer a broad range of in–school and representative sporting opportunities. We have strong connections with our district and regional PSSA.

The school has developed a strong Science, Technology, Engineering and Mathematics (STEM) program that is a model of excellence in public education. We were recently awarded a place in the nation's top 40 innovative schools. Every student has opportunities to use flexible learning spaces across the school to enrich their learning. These include the outdoor kitchen, the garden, the science room, the library, and more. The garden is an extensive agricultural program where students produce, manage and build gardens and nurture and care for animals. An outdoor kitchen supports students' lessons across the curriculum.

The library has become a pioneering space for STEM, and teacher professional learning in our school. This space includes infrastructure to support 3D printing and robotics. Coding and computational thinking characterise learning in these experiences. Technology is a valued component embedded in classroom practices. Students have access to iPads, laptops and mixed technology resources with Wi–Fi access across the school. Our school has BYOD technology in Stage 3.

These activities are founded on a culture of high expectations and academic excellence. The school boasts outstanding academic results and classrooms foster student development based on Positive Learning practices. We meet the needs of all our students through individualised programs and support.

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

Explicit Teaching and Feedback

Purpose

To develop pedagogical content knowledge and empower teachers to ensure all students learn and achieve curriculum outcomes.

To create a whole school approach that ensures the most effective evidence–based teaching methods optimise learning progress for all students, across the full range of abilities.

To provide explicit, specific and timely formative feedback related to learning intentions and defined success criteria, to both students and parents.

Improvement Measures

Naplan data shows an increase of 2+% of students in top two bands for each NAPLAN assessment over the period of the plan.

Increase the percentage of students demonstrating expected growth on internal and external measures against syllabus standards in Mathematics.

100% of teaching and learning programs show evidence of best practice Mathematics strategies.

Progress towards achieving improvement measures

Process 1: Draw on research to develop and implement effective pedagogy and practices in teaching Mathematics.

Evaluation	Funds Expended (Resources)
In 2019 the Mathematics committee refined the school's scope and sequence to include units of learning that catered for across stage and composite classes. Once a term, stage groups collaboratively developed units of learning and created assessment tasks that were used as part of the formative assessment schedule. Two information sessions were delivered for K–2 parents on Additive Strategies in order to support their children's learning at home.	$3665.53

Process 2: Explore aspects of How2Learn pedagogies to promote effective learning habits.

Evaluation	Funds Expended (Resources)
Teacher professional learning in How2Learn was completed in 2019. Teachers are demonstrating their understanding of the pedagogies in a consistent approach to language and vocabulary when discussing learning habits. To further build teachers' understanding in how to engage students and develop their language of learning, the school will work with the external provider, Challenge Learning in 2020.	Staff professional learning meetings.

Process 3: Investigate and commence the implementation of a whole school approach to Literacy and Numeracy assessment and programming.

Evaluation	Funds Expended (Resources)
In 2019, stage teams used the Learning Progressions to track students' progress in Numeracy on PLAN2. There was a focus on the use of learning intentions and success criteria in mathematics and literacy to provide students with clarity about what they are learning and how they knew they would be successful. In Mathematics, open ended assessment tasks were developed to enable students to demonstrate a range of skills and understanding.	**Funding Sources:** • Quality Teaching, Successful Students (QTSS) ($41475.00)

Progress towards achieving improvement measures	
Strategic Direction Team 1 drafted a scope and sequence for English, for trial implementation in 2020.	

Strategic Direction 2

Innovation

Purpose

"It is entirely possible that the most important function of education in the years ahead will be to prepare our future citizens for citizenship in a world only barely imaginable today" – DEC Education for a Changing World Symposium, 2017.

To develop a future–focused learning culture where creativity, collaboration and risk taking is fostered.

To identify expertise within our staff, student and community bodies, and draw on this to further develop effective programs and opportunities within our school and wider community.

Improvement Measures

Increased percentage of teaching staff will have demonstrated the learning delivered in STEM professional development within their practice.

100% of students have experienced innovative STEM activities within their classes.

100% of staff and students have access to suitable and equitable technology.

Progress towards achieving improvement measures

Process 1: Students and teachers will be problem solvers around all aspects of technology, including trouble shooting simple IT issues. Processes are in place to support regular and frequent use of technology K–6.

Evaluation	Funds Expended (Resources)
In 2019 the IT team developed a procedures document and shared with staff for implementation. As a result staff are reporting and resolving technology problems in an efficient manner, enabling increased use of technology to support teaching, learning and admin systems. New administrative processes support the regular and frequent use of technology K–6.	

Process 2: Teachers will experience Professional Development to ensure they have embedded innovative teaching practices in their regular classroom pedagogy. Resources are shared fairly and equitably across all teachers and classes K–6.

Evaluation	Funds Expended (Resources)
Classroom teachers participated in cooperative teaching with an external provider. This program focused on supporting teachers to integrate Robotics and coding into units of learning. Additional resources were purchased to support learning and equitable access for all classes K–6. These resources included additional ipads, laptops, spheros and green screen technology. Mobile charging stations were ordered and installed to aid efficiency in resource use. The cycle of upgrading IWBs in classrooms continued throughout 2019. Makers Empire software was purchased to support cooperative teaching in library.	$25465.75

Process 3: There is a progression of skills and experiences through the school K–6.

Evaluation	Funds Expended (Resources)
In 2019, the school developed a scope and sequence of ICT skills to support the progression of experiences being taught K–6. Selected students participated in enrichment groups to further build on their knowledge and use	$2701.78

Progress towards achieving improvement measures	
of innovative technologies. The school accessed the Department of Education's STEM share kits to inform resource purchases and explore emerging practices in technology.	

Strategic Direction 3

Wellbeing For All

Purpose

To create an increasingly positive culture where there is a school wide collective responsibility for student wellbeing and success which is shared by parents, staff and students.

As a school we value the wellbeing of all students, staff and community members.

Improvement Measures

Further improve student attendance at school from 2017 baseline. Achieve ongoing reductions in partial attendance.

Increase in range of acknowledgment and feedback provided to students to reinforce positive behaviour and expectations at school. Reduction in student incident reports relative to student population against baseline harvested Sentral wellbeing data.

Increase parent attendance at class information sessions, parent teacher interviews and other school events against baseline data.

Experience overall increase in Workplace wellbeing as indicated by the PERMA Workplace profiler from baseline measure at implementation of plan.

Progress towards achieving improvement measures

Process 1: Implement a whole school integrated approach to student wellbeing in which students can connect, succeed and thrive at each stage of their schooling.

Evaluation	Funds Expended (Resources)
Professional learning for staff supported the implementation, K–6, of peer sociograms. Staff utilised sociograms to monitor and support student wellbeing. Student success in progress and achievement was celebrated by increasing positive contact opportunities with parents and caregivers. Students participated in a whole school mascot design competition as a way of promoting their connection to school and our wellbeing processes. Students' designs were collected and analysed for ideas to present to staff, students and community in 2020 in when designing a new positive behaviour recognition system.	

Process 2: Review wellbeing procedure across the school starting, with teachers and then students and the community.

Evaluation	Funds Expended (Resources)
In 2019, staff participated in professional learning on a functional approach to behaviour in order to develop a consistent approach to behaviour management. Staff differentiated major and minor incidents when developing a new referral system to communicate and refer concerning behaviours with other teachers and Executive. This review of whole school procedures resulted in creation of a behaviour flowchart to support consistency in teacher actions.	$3049.14

Process 3: Provide resources and skills in resilience and mental health for students and staff.

Evaluation	Funds Expended (Resources)
A School Support Officer (SSO), employed through the Chaplain Program, was engaged in 2019. The SSO supported small group social skills activities	

Progress towards achieving improvement measures	
both in–class and on the playground for students with additional needs K–6.	

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	**Funding Sources:** • Aboriginal background loading ($1 179.00)	Increased verbal positive students feedback about engagement in School Cultural Immersion Program. Increased consultation local Aboriginal community members. Anecdotal feedback from staff on NAIDOC week and Reconciliation Week highlighted the need to look at new ways of engaging students and staff with these significant weeks. The Aboriginal and Torres Strait Islander Education Team will focus on this in 2020. Increase borrowing of resources with Aboriginal Perspectives from staff.
English language proficiency	**Funding Sources:** • English language proficiency ($5 681.00) • Targeted student support for refugees and new arrivals ($19 610.00)	EAL/D teacher appointed 0.2FTE to support students engaged in the New Arrival initiative. EAL/D students are progressing through the continuum clusters and ESL scales as evidenced through PLAN data analysis and EAL/D data analysis.
Low level adjustment for disability	**Funding Sources:** • Low level adjustment for disability ($74 701.00)	0.7FTE Learning and Support Teacher appointed to support learning needs of students across the school. The Learning and Support Teacher also led the Learning and Support Team. 4 School Learning and Support Officers employed to support the individual needs of students within our school. Sensory resources purchased for students in need. These resources were successfully implemented in teaching and learning spaces.
Quality Teaching, Successful Students (QTSS)	0.896 FTE Staffing Allocation – $94 017 **Funding Sources:** • Quality Teaching, Successful Students (QTSS) ($94 017.00)	100% of teaching staff engaged in numerous Collaborative Planning Days throughout the year to discuss all aspects of teaching and learning and engage in consistent teacher judgement sessions. These sessions encouraged consistency of content taught in classrooms and promoted best practice in teaching and learning. 100% of teaching staff engaged in coaching/mentoring practices with their supervisor to devise, implement and review Performance Development Plans. These plans were linked to both personal goals and school goals. Plans were revised at the end of the school year and will be built upon when undertaking the PDP cycle in 2020.
Socio–economic background	**Funding Sources:** • Socio–economic background ($27 928.00)	All students of Kiama Public School engaged in teaching and learning program with the appointed STEM/Robotics facilitator. Resources of STEM/Robotics program and equipment to provide students with equitable access to modern technologies and leading edge teaching and learning. This program will

Socio–economic background	**Funding Sources:** • Socio–economic background ($27 928.00)	continue to be implemented in 2020, with the anticipation to transition to an integrated classroom approach facilitated by teaching staff in 2021. Financial assistance provided to families in need. Resources to support teaching and learning for students purchased and utilised in the classrooms/learning spaces. Additional teaching staff employed as needed to support students in teaching and learning.
Support for beginning teachers	Beginning Teachers Funding **Funding Sources:** • Support for beginning teachers ($18 399.00)	100% of Beginning Teachers engaged in regular coaching/mentoring practices. This resulted in all beginning teachers successfully completing their Accreditation at a Proficient level with the New South Wales Education Standards Authority. 100% of Beginning Teachers engaged in professional learning conferences designed around their Professional Development Plan goals. 100% of Beginning Teachers and mentors engaged in Synthetic Phonics professional learning. This learning was then delivered to students in teaching and learning activities each morning. 100% of Beginning Teachers and mentors engaged in Positive Behaviour for Learning professional learning. This learning has subsequently been shared with the staff and the school is currently developing a consistent approach to respond to student behaviours. 100% of Beginning Teachers successfully completed their initial year of professional learning in Literacy, Language and Learning pedagogies. This professional learning will continue in 2020 to enable the Beginning Teachers to successfully obtain their qualification.

Student information

Student enrolment profile

	Enrolments			
Students	**2016**	**2017**	**2018**	**2019**
Boys	248	271	281	293
Girls	226	237	245	242

Student attendance profile

School				
Year	**2016**	**2017**	**2018**	**2019**
K	94.1	95.5	95.6	93.8
1	95	93.4	93.6	93.4
2	92.2	95.5	93.8	94.1
3	94.1	94.6	95.3	93.8
4	93.3	93.4	92.9	94.1
5	93.7	92.7	93.4	94
6	93.3	93.7	91.1	92.3
All Years	93.7	94.2	93.6	93.7
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)	4
Classroom Teacher(s)	19.66
Teacher of Reading Recovery	0.53
Learning and Support Teacher(s)	0.7
Teacher Librarian	1
School Administration and Support Staff	3.96

*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	298,349
Revenue	4,538,334
Appropriation	4,337,153
Sale of Goods and Services	4,618
Grants and contributions	193,048
Investment income	2,815
Other revenue	700
Expenses	-4,305,130
Employee related	-3,955,173
Operating expenses	-349,957
Surplus / deficit for the year	233,204

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	116,701
Equity Total	164,879
Equity - Aboriginal	10,396
Equity - Socio-economic	27,928
Equity - Language	5,681
Equity - Disability	120,874
Base Total	3,690,455
Base - Per Capita	123,420
Base - Location	6,039
Base - Other	3,560,997
Other Total	267,360
Grand Total	4,239,394

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 website.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. This year, Kiama Public School used *Tell Them From Me* to collect this information.

Tell Them From Me is an online survey system devised by The Learning Bar that helps schools capture the views of students, teachers and parents.

The Department of Education, through the Centre for Education Statistics and Evaluation (CESE), has engaged The Learning Bar to offer its student feedback survey, its *Focus on Learning* teacher survey and its *Partners in Learning* parent survey to NSW government schools.

In 2019, 197 students participated in the Tell Them From Me Student Feedback Surveys.

*88% students have friends at school they can trust and who encourage them to make positive choices. (NSW Govt Norm: 85%)

*50% of students have a high rate of participation in art, drama, music groups, extracurricular activities. (NSW Govt Norm: 55%)

* 82% of students have a high rate of participation in sports with an instructor at school, other than in a physical education class (NSW Govt Norm: 83%)

* 86% of students feel they display positive behaviour at school (NSW Govt Norm: 83%)

* 72% of students agree or strongly agree that they are proud of their school

* 90% of students can identify at least one teacher who they can confidently turn to for advice, support and assistance.

*80% of students believe their teacher explicitly teaches the school values and expectations

Perspectives of Parents

The Partners in Learning Parent Survey is based on a comprehensive questionnaire covering several aspects of parents' perceptions of their children's experiences at home and school. It is based primarily on Joyce Epstein's framework for fostering positive relations between the school and the community.

The survey was scored on a ten–point scale. A score of 0 indicates strong disagreement; 10 indicates strong agreement; 5 is a neutral position (neither agree nor disagree).

In 2019, our school had 25 respondents who completed the parent survey between 12 September 2019 and 22 October 2019.

Results for the survey are as follows:

* Parents support learning at home: 6.0 (Govt Norm: 6.3)

* Parents feel welcome: 7.4 (NSW Govt Norm: 7.4)

* Parents are informed: 6.1 (NSW Govt Norm: 6.6)

* School supports positive behaviour: 8.0 (NSW Govt Norm: 7.7)

* School supports child's behaviour 6.8 (NSW Govt Norm 6.4)

* 91% of parents would recommend Kiama Public School to other parents

Teacher Satisfaction

In 2019, our teaching staff were invited to participate in the People Matter Survey. This survey is open to all employees across the NSW. The survey was coordinated by the Public Survey Commission working in collaboration with public sector departments and agencies.

Results for the survey are as follows:

* 91% of staff believe their job gives them a feeling of personal accomplishment (Public Sector Score: 76%)

* 77% believe senior managers provide clear direction for the future of the organisation (Public Sector Score: 51%)

* 73% believe senior managers listen to employees (Public Sector Score: 44%)

* 95% understand what is expected of them to do well in their role (Public Sector Score: 90%)

* 91% of employees believe our work group strives to achieve customer satisfaction (Public Sector Score: 86%)

* 100% of staff have a performance development plan that outlines individual objectives

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.