

# Kinchela Public School

## 2019 Annual Report



2303

## Introduction

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

Kinchela Public School is a small school that recognises the talents and achievements of all students. We encourage participation in activities and acknowledge the contributions that students and their families make. Our school ensures that education is valued, that children want to learn and that they enjoy the trust of the teachers. We actively promote practices that ensure students are aware of the rights of others in sharing in the life of the school. The school has high expectations of all students and values the provision of a wide variety of learning opportunities at the school – academic, social, sporting and in the performing arts. I am proud of our students and their achievements. The staff have been committed to the massive changes we have faced this year and have worked tirelessly to implement the reforms around education in NSW. Our clear focus is on creating a learning environment that is engaging for students whilst continuing to build upon the pedagogical capacity of staff to motivate and respond to the needs of the children in our care. Our goal is to strengthen the culture of our school, one that is supportive, engaging and challenging for our students. I certify that the information provided in this report is a result of school self-assessment and reflection. A review process has been undertaken with staff, parents and students and provides a balanced and genuine account of the school's achievements and areas for development.

Kylie Nicholson

Principal

## School background

### School vision statement

Kinchela Public School is a community focused on recognising and responding to the diverse needs of students. We endeavour to provide students with the foundation they need to survive in an ever changing world, through the provision of quality learning experiences and a highly motivated staff.

### School context

Kinchela Public School is located 20 km from South West Rocks and 25 km north of Kempsey. The school community is focused on recognising and responding to the diverse needs of all students across our whole school community.

With a FOEI of 138 the school is well resourced and staffed. Our staff currently consists of two full time teaching positions and a permanent part time teacher 2 days per week.

We currently have a permanent Aboriginal Education Officer who works with all students to promote Aboriginal culture and traditions. Our SLSO position is currently 3 days per week and we have a technology teacher 1 day per week.

Our clear focus is to create an engaging learning environment for students, build on the capacity of all staff and strengthen the culture of the school.

## 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

Inspired and passionate teachers

### Purpose

To develop highly skilled, passionate teachers who inspire life-long learning through collaborative, evidence based reflective practice.

Teachers understand effective feedback and when and how to use it within a culture of continuous improvement.

### Improvement Measures

School assessment against the School Excellence Framework (SEF) indicates movement from:

- Delivering to Sustaining and Growing within the Teaching domain element of *Effective Classroom practice* (explicit teaching & feedback); and
- Sustaining and Growing to Excelling in the Teaching domain elements of *Data Use in Teaching and Data Use in Planning*.

#### Literacy and Numeracy

All students in Year 5 achieve equal to or greater than expected growth in numeracy in Naplan.

Naplan results in writing for both Year 3 and Year 5 demonstrate a shift from 50% currently achieving results in the Top 3 bands to 60% (plus 3).

### Progress towards achieving improvement measures

**Process 1:** Teachers confidently use evidence based practice assessment data to share, monitor and evaluate student progress aligned to literacy and numeracy progressions.

Building teacher capacity through collaborative practice based processes and reflective practices.

Evaluation	Funds Expended (Resources)
<p>Staff have been involved in professional conversations around the direction of student learning across the school. We have been working towards improving our assessment schedules, implementation of Learning intentions and success criteria and utilising PLAN 2 for the whole school. This will be a focus of our professional discussions, teacher programs and Performance and Development discussions for 2020.</p> <p>We have utilised PLAN 2, Early Action for Success monitoring and class observations to ensure staff are focused on the improvement of student learning outcomes.</p>	<p>Staff attendance at Visible learning professional development. \$1388.00.</p>

**Process 2:** A mentoring program to be established to ensure the improvement of consistent teacher judgement throughout the school. This will be refined in 2019 for implementation in 2020

Evaluation	Funds Expended (Resources)
<p>The mentoring program for Kinchela Public School has been delayed in its introduction as we endeavour to assist new staff develop their teaching practice, refine their skills and perform the duties required by teaching staff. We felt this was necessary and will begin implementation in the 2020 school year.</p>	

## Strategic Direction 2

Reflective responsible learners

### Purpose

To ensure all students have a strong foundation and confidence in their abilities to reflect and respond to how they learn, what they are learning and why it matters.

Students will fulfil their potential to be adaptive, responsible, contributing citizens who connect, succeed and thrive.

### Improvement Measures

All students, teachers and parents understand the skills and dispositions required for effective learning.

School self evaluation against the SEF indicates movement from:

- Delivering to Sustaining and Growing in the theme of *Behaviour in the Learning domain of Wellbeing*; and from
- Delivering to Sustaining and Growing in the theme of *Student Engagement within the Learning domain of Assessment*.

### Progress towards achieving improvement measures

#### Process 1: Assessment Capable Learners

Students develop skills to think creatively and critically to solve problems collaboratively.

Teachers provide responsive and engaging curriculum and learning opportunities through STEM.

Learning Maps provide students with a forum to plan, monitor and evaluate their learning.

Teachers explicitly teach and reinforce the learning dispositions required to enable effective learning.

Evaluation	Funds Expended (Resources)
<p>Teachers have implemented changes in how students are making decisions around their learning. This is still in the early stages and will be continued with more focus in 2020.</p> <p>Teachers are now engaging in the planning process to address student agency in all settings. Classroom environments are set up to promote risk taking, problem solving and independent work.</p> <p>Students felt that flexible seating was not an efficient way for them to progress in their learning. They decided to work in groups of their own choosing for projects and this has been successful. In 2020 we will continue further with inquiry/project based learning to address students agency.</p>	<p>Teaching staff have attended 2 Visible Learning sessions to develop their skills in student agency and Growth Mindsets. \$1254.00 was allocated for staff to attend. This training is continuing on into 2020.</p>

#### Process 2: Wellbeing Framework

PBL– Positive Behaviour for Learning systems and practices ensure optimum conditions for student learning across the whole school.

Evaluation	Funds Expended (Resources)
<p>The staff decided that PBL would be delayed due to the introduction of Visible Learning techniques and Growth Mindsets into the classroom. It was felt that due to limited staff being available to implement 2 major programs in 2019, the PBL program will be assessed again in 2020, and a decision will be made in regards to its implementation.</p>	<p>Investigations were carried out during staff meetings, along with professional discussions around the necessity to develop and implement this program. This was at no cost to the school.</p>

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	Aboriginal background loading  <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Aboriginal background loading (\$70 375.00)</li> </ul>	These funds are utilised in the employment of a full time Aboriginal Education Officer, Alwyn Kelly.  Alwyn is responsible for our Aboriginal students, cultural projects, AECG meetings, assisting all students in the classroom and playground. He also supervised the rejuvenation of our Rotunda, an area for students to focus on their cultural learning activities.
<b>Low level adjustment for disability</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Socio-economic background (\$16 057.00)</li> </ul>	From evaluation of the L3 data, PLAN2 and consistent teacher judgement it was determined that the use of the SLSO in the classroom was both effective and beneficial. The percentage of behavioural incidents was reduced, resulting in improved learning outcomes for all students.
<b>Quality Teaching, Successful Students (QTSS)</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Quality Teaching, Successful Students (QTSS) (\$5 016.00)</li> </ul>	QTSS Release funding is being utilised to support our classroom teachers in the development of their teaching practice. With the strengthening of these skills we will see continued improvement in student learning and achievements..
<b>Socio-economic background</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Socio-economic background (\$16 373.00)</li> </ul>	All teachers have implemented explicit teaching in their daily practice as evidenced by peer observations and programs. All teachers are involved in regular professional dialogue to refine best practice and are involved in regular classroom observations. Teachers actively seek support to improve best practice as evidenced by observational reflections.
<b>Early Action for Success</b>	This resource is at a nil cost to the school.	Our Instructional Leader has provided us with the support to enable us to fulfil the professional development needed for our teachers to improve student learning outcomes by implementation of the Learning Progressions across the school K-6.

## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	8	11	15	15
Girls	18	17	12	12

### Student attendance profile

School				
Year	2016	2017	2018	2019
K	95	97.2	89.7	94.3
1	96.8	97	96.6	97.6
2	85.3	94.2	93.6	85.3
3	98.6	93.4	95	92.7
4	91.7	79.8	82.4	91.8
5	93	93.5	92	95
6	97.9	88.2	89.2	85.6
All Years	94.4	91.4	90.9	90.8
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
Classroom Teacher(s)	0.53
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	1.7

\*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 Actual (\$)
<b>Opening Balance</b>	125,922
<b>Revenue</b>	543,364
Appropriation	521,620
Sale of Goods and Services	79
Grants and contributions	12,032
Investment income	646
Other revenue	8,987
<b>Expenses</b>	-620,638
Employee related	-557,873
Operating expenses	-62,765
<b>Surplus / deficit for the year</b>	-77,274

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>	0
<b>Equity Total</b>	113,476
Equity - Aboriginal	70,375
Equity - Socio-economic	27,044
Equity - Language	0
Equity - Disability	16,057
<b>Base Total</b>	365,795
Base - Per Capita	6,335
Base - Location	9,549
Base - Other	349,910
<b>Other Total</b>	17,056
<b>Grand Total</b>	496,327

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](https://myschool.edu.au) website.

## Parent/caregiver, student, teacher satisfaction

In 2019 the school sought the opinions of parents, staff and students in relation to various aspects of the school's operation. Their responses are summarized below

95% of parents surveyed believed the school was providing students with the opportunities to grow and prosper. Parents were happy with the way the school communicates through the School Stream app, although feel the newsletter should be distributed in a paper copy, as people have missed events happening at the school.

Teachers were surveyed in relation to progress of our school plan and how it is supporting their professional practice. Responses indicated strength in areas of quality teaching in Literacy and Numeracy, Creative Arts and STEM. Staff felt the school needs to focus on building resilience in our students. This will be a focus of the Visible Learning professional development that is continuing in 2020.

# 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.

Personalised Learning Pathways (PLPs) was mandatory for all Aboriginal students and teachers were provided time and support to plan and carry out these important meetings with families. Our Aboriginal Education Officer continues to fulfill important duties relating to increased Aboriginal education outcomes by ringing families when students are absent and ensuring that Aboriginal students wellbeing is well catered for throughout the school and wider community. Any needs to do with nutrition, health, personal hygiene, mental wellness and clothing.

## 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.

Kinchela Public School is a place where respect, tolerance and understanding of different cultures is valued. The school ensures that it remains inclusive by implementing teaching programs that encompass multicultural perspectives. Students participate in Harmony Day, where they recognise and respect the diverse cultural backgrounds of our Australian population. Students are also immersed in other cultures through English texts and studies in Geography. An anti-racism officer is elected from among the staff and their role is to be accessible to staff and students in the event of issues regarding racism.