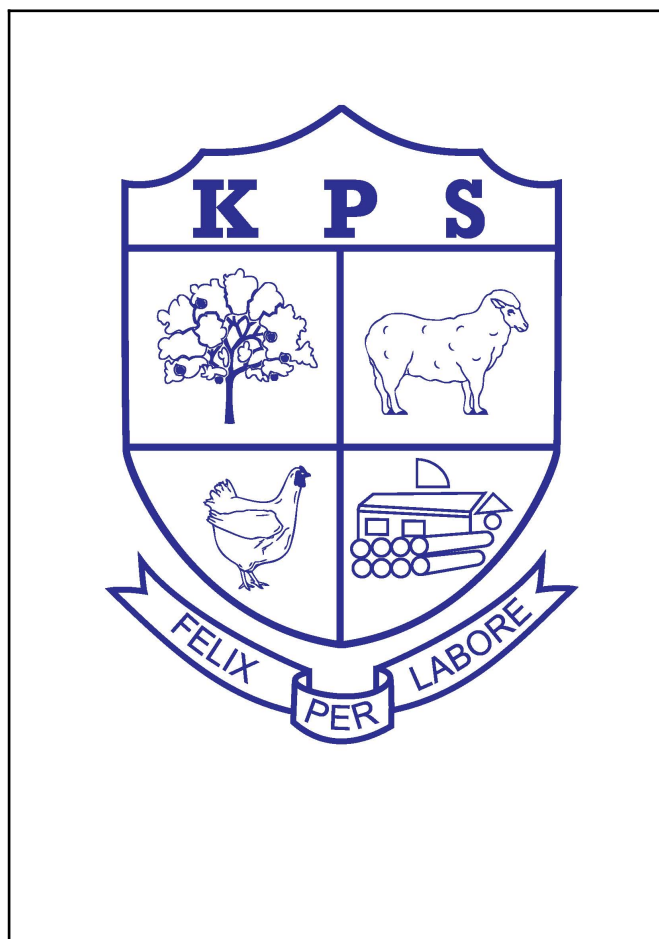


Kootingal Public School

2019 Annual Report



Introduction

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

Kootingal Public School
Denman Avenue
KOOTINGAL, 2352
www.kootingal-p.schools.nsw.edu.au
kootingal-p.school@det.nsw.edu.au
6760 3332

School background

School vision statement

A culture of sustainable practice that offers a diverse curriculum catering for all needs, with an embedded understanding of caring for each other, learning for life and achieving together. This is underpinned by building the capacity of all teaching staff to deliver the highest quality of teaching programs in a supportive learning environment. We value community participation and encourage family involvement in our children's learning, creating a supportive partnership with the school.

School context

Kootingal Public School is a small school located at the foothills of the Moonbi Ranges. The township of Kootingal is very well serviced and the school enjoys reciprocal partnerships with the many business houses, churches, volunteer organisations and sporting groups.

Current enrolment is 186. A new housing estate with 126 blocks to be sold is located 200m from the school's front gate. Kootingal Public School also has 24% ATSI students.

Staffing mix is experienced with New Scheme teachers. Our Principal is non-classroom based and is supported by two Assistant Principal positions. SAS staffing is small with a SAM, SAO, General Assistant and a permanent part-time SLSO (Learning and Support and Integration funding). School currently has 8 classes.

The school has the following allocations:

- 4 days Learning and Support Teacher
- 1 day School Counsellor.

Kootingal Public School is a leader in the education of technology with a two class sets of iPads and laptops, full school wifi access and Smart Boards in all teaching spaces.

Kootingal Public School embraces its banner statement of *Caring, Learning and Achieving Together* with programs such as a Breakfast Club, Positive Behaviour for Learning, Buddy program and Before and After School Care with Sherpa Kids.

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 and participated in an external validation. 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. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/school-excellence>

Self-assessment using the School Excellence Framework

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

Strategic Direction 1

Diverse Curriculum

Purpose

Through implementing a diverse curriculum, KPS caters for all students. We aim to provide students with varied experiences, providing for a well-rounded education that fosters an appreciation of different learning platforms, cultures and creative pursuits. This will ensure we bring to light the uniqueness of each individual student, promote the transference of knowledge from different key learning areas and ensures all students are given opportunities to develop strengths, overcome weaknesses and perform to their full potential.

Improvement Measures

All staff competently and confidently program, teach and evaluate Creative and Practical Arts syllabus.

As demonstrated via surveys, students and community members indicate connection with, have ongoing strong support and foresee future participation in creative and performing arts.

Overall summary of progress

Both students and the broader school community still indicate ongoing support for the creative and performing arts at Kootungal Public School. This was evidenced by the specific questions in the Tell Them From Me survey of *What programs/initiatives have you enjoyed at Kootungal Public School this year?* and *What programs/initiatives would you like to see at Kootungal Public School?* Of the students who responded in years 4 – 6, 63% indicated they had enjoyed the creative and performing arts programs offered at Kootungal Public School. Student participation in private music tuition also increased in number throughout the year through ongoing promotion of the service, the range of instrument tuition and the ability to utilise government subsidies of the Creative Kids voucher for tuition.

For our broader school community, there is an ongoing commitment to financially support student access to quality live professional performances and participation in arts-based events, such as CAPERS.

Progress towards achieving improvement measures

Process 1: Creative and Performing Arts Syllabus

Teachers engage with the Creative and Performing Arts syllabus to develop a deeper knowledge and understanding of making, performing and appreciating the various art forms and their link to the literacy concepts from Focus on Reading.

| Evaluation | Funds Expended (Resources) |
|--|----------------------------|
| This milestone is currently not on track with professional learning centred on literacy and student wellbeing. Further investigation is required as to ongoing available support for the teaching of creative and performing arts. | |

Process 2: Student Connections with the Arts

Student connections to themselves, texts and the world are enriched through the provision of additional opportunities in the area of arts education.

| Evaluation | Funds Expended (Resources) |
|--|---|
| Kootungal Public School subsidised the transportation and part of the ticket cost for all students to access professional live dramatic performances. This was ably supported through the funds raised in Clothing Pool put back directly to students' families, with a blanket cost of \$12 per student. This cost saw more students accessing these performances in greater numbers. | Socioeconomic Background Equity Funding – \$62000 for employment of a teachers to deliver the creative and performing arts program across the school K–6. |
| 2019 saw the successful participation and engagement of students with the Tamworth Conservatorium of Music programs. All students in Year 2 were | School and Community Funds – \$5000 Subsidies of the live |

Progress towards achieving improvement measures

fully subsidised to participate in the djembe program and all Aboriginal male students in years 5 and 6 were fully subsidised to participate in the didgeridoo program. Our student engagement in these programs was high with students eager to participate each week and perform for their peers and wider school community. The highlight was the performance of our male Aboriginal students during the Presentation Night ceremony playing their didgeridoos.

performance programs.

Aboriginal Background Equity Funding – \$4000 to engage the Tamworth Conservatorium of Music to deliver the djembe and didgeridoo programs.

Next Steps

1. Continue relationship with the Tamworth Conservatorium of Music to deliver the djembe and didgeridoo programs to year 2 students and male Aboriginal students in years 5 and 6 respectively.
2. Look to expand participation of students in dance through entry into the North West Dance Festival as evidenced by the Tell Them From Me Survey responses for more dance opportunities.

Strategic Direction 2

Teacher Quality

Purpose

At KPS, we develop the capacity of each individual teacher to ensure the best delivery of the curriculum. This leads to improved student outcomes, setting up students to succeed and become well-informed, active citizens of their community.

Improvement Measures

Differentiation is clearly evident in all teaching programs for targeted school focus areas and is evident through classroom observational data.

To increase the number of students achieving in the proficient bands of reading by one per year for 3 years.

To increase the number of students achieving in the proficient bands of writing by one per year for 3 years.

Increase the number of students exiting Kindergarten at or beyond the L3 benchmark from 62% in 2017 to 64% in 2020.

Overall summary of progress

Kootenai Public School continues to forge ahead in its reading, writing and differentiation initiatives. Our programs of L3 and Focus on Reading and the longitudinal study of writing continued to gain momentum with all staff now confident in their delivery and direct relationship with student achievement. Students that are not performing at expected benchmarks are easily identified with appropriate interventions put in place to support them. Data gained from the longitudinal study of writing is valid and consistent, enabling direct teaching that is specific to the needs of the students at that point in time. It is also serving to highlight areas across the school from years 2 to 6 that are consistent or require improvement.

Differentiation is clearly evident in the teaching and learning programs of classroom teachers. This is coupled with identification of students performing below expected levels and the design, implementation and evaluation of learning and support plans to support students requiring additional support.

Progress towards achieving improvement measures

Process 1: Focus on Reading

Ongoing professional learning by teachers with school-based trainer and use of the Super 6 *Focus on Reading* strategies K–6.

| Evaluation | Funds Expended (Resources) |
|--|---|
| Focus on Reading professional learning continued in 2019 across the school K–6. Unlike 2018, professional learning was not as disjointed due to a reduction in other training commitments. In 2019, classroom teachers provided school-based trainer with plans for teaching of Focus on Reading concepts as well as collegial sharing during specific meetings. Professional learning also moved into vocabulary work through the Primary English Teachers Association Australia. | Socioeconomic Background Funding – \$4500 for Focus on Reading School Based Trainer and professional learning |

Process 2: Instructional Leadership

Teachers increase knowledge and implementation of syllabus documents, evidence-based pedagogical practices and learning progressions.

| Evaluation | Funds Expended (Resources) |
|---|--|
| Students achieving in the proficient bands of NAPLAN remain consistent. However, it has increased since 2016. Improved wording of the improvement measure is required to ensure consistency across the time period. | Aboriginal Background Funding – 0.4 Instructional Leader \$40000 and SLSO \$6000 |

Progress towards achieving improvement measures

Students achieving the expected reading benchmark upon exiting Kindergarten has increased. In 2019, Kootingal Public School surpassed the improvement measure of 64% with 66% of students achieving benchmark.

Process 3: English and Mathematics Teams

Focus on the development of school protocols, practices and programs to support teachers in the delivery of syllabus documents.

| Evaluation | Funds Expended (Resources) |
|--|--|
| <p>The Mathematics team focused on the provision of consistent documentation of pedagogy across the school K–6. The team developed a template for all teaching and learning programs while adjusting the scope and sequence to better meet the needs of our students in alignment with syllabus requirements. The team also developed consistent assessment and programming practices across the school K–6. All materials developed were uploaded to OneDrive for accessibility by all staff at any point in time. This provision promoted awareness across the school and was backed by policy and procedure.</p> <p>While textual concepts was aspirational, the need to have the consistent delivery of the English syllabus was greater. A survey of textual concepts was conducted and found basic knowledge of the concepts was had by teachers. However, the driver for the teaching of English and the need to ensure consistency in the teaching of genre and the meeting of text type requirements was more important than providing professional learning in textual concepts. This also facilitated our year 2–6 writing program and the ability to teach across Key Learning Areas, saving time across the curriculum.</p> | Socioeconomic Background Funding – \$11000 |

Process 4: Whole School Writing Program

Teachers increase knowledge and implementation of evidence-based pedagogical practices, and collect and analyse student performance data associated with writing.

| Evaluation | Funds Expended (Resources) |
|---|--|
| <p>The number of students achieving in the proficient bands of NAPLAN remain consistent. However, the percentage of students achieving in the proficient bands of NAPLAN has increased since 2016. Better wording of the improvement measure is required to ensure consistency across the time period.</p> <p>The writing program continued to gain momentum across the school in years 2–6 with greater consistency in student data and enhanced understanding of all classroom teachers in the delivery of writing. The delivery of each termly task was enhanced through the provision of a script for classroom teachers, reflecting the delivery practices of the NAPLAN writing task.</p> | Socioeconomic Background Funding – \$11000 |

Next Steps

1. Review the progress to the changes made in the English scope and sequence.
2. Continue professional learning of the textual concepts by the English team in preparation for professional learning with the whole staff.
3. Plan for the professional learning of all staff in Mathematics and consider improvement measures for Mathematics before 2021.

Strategic Direction 3

Student Wellbeing

Purpose

At KPS, we recognise that all children are individuals. We aim to provide social, emotional and academic support to enable all children to achieve the level of which they are capable. All children have the right to access the curriculum and all teachers are committed to working in collaboration with parents and the community to ensure the appropriate accommodations and adjustments support the learning and wellbeing needs of each student.

Improvement Measures

In the Tell Them from Me survey, there is an increase in student responses indicating they have a greater sense of belonging at Kootingal Public School.

The school K–6 has strong evidence of differentiation that supports and caters for the individual needs of students with interventions in place to support students not meeting benchmarks.

Progress towards achieving improvement measures

Process 1: PBL

Teachers increase knowledge and implement evidence-based positive behaviour for learning practices with lessons, and collect, analyse and respond to student behaviour.

| Evaluation | Funds Expended (Resources) |
|--|----------------------------|
| The PBL team had two staff members trained in 2019 in the implementation of positive behaviour for learning practices in the classroom. While as a school we are ready for this implementation, the planning did not occur in 2019 as the Tamworth area did not have the services of an AP Positive Behaviour for Learning and it was felt we required this support before launch. Once support is achieved at the AP level, Kootingal Public School will move to classrooms implementation. | |

Process 2: ILPs and PLPs

Teachers increase knowledge and implementation of evidence-based pedagogical practices to support students with complex needs, and collect and analyse student performance data in association to their educational, social and emotional needs.

| Evaluation | Funds Expended (Resources) |
|---|---|
| Teachers led the reviews of student Individual Learning Programs (ILPs) with decisions made as to whether to continue focused student support. Evidence from ILPs supported decisions for Nationally Consistent Collection of Data (NCCD). Staff independently identified students, areas of need and primary area of need for NCCD. Staff identified the documentation used to support the professional judgement for NCCD. Staff competently program for differentiation using evidence to support knowledge and areas of need. | Socioeconomic Background – Employment of CAPA teacher provides additional release for staff \$62000 |

Process 3: Wellbeing Framework

Staff of Kootingal Public School will increase their knowledge of the Wellbeing Framework with an examination of the school's current practices against the Framework.

| Evaluation | Funds Expended (Resources) |
|---|----------------------------|
| Students in years 4–6 completed the Tell Them From Me survey. Survey responses were examined by the Executive team. Action plan not developed as yet. | |

Next Steps

1. Plan for implementation of PBL in classrooms in 2021.
2. Completion of the Tell Them From Me survey in 2020 to examine consistency in results from 2019.
3. Develop action plan from 2019 Tell Them From Me survey results.

| Key Initiatives | Resources (annual) | Impact achieved this year |
|---|--------------------|--|
| Aboriginal background loading | \$46183 | <p>The allocation was devoted to the employment of our Instructional Leader and the employment of an additional School Learning and Support Officer (SLSO). The employment of the Instructional Leader in 2019 supported the continued change of pedagogy in the infants classrooms. The Instructional Leader supported staff in their second year of L3 training, analysis of reading data and assisting classroom teachers to set targets for children at risk.</p> <p>The employment of the SLSO was pivotal in the delivery of the reading intervention program MiniLit and reading fluency groups. As a result of the delivery of these reading intervention programs, Kootinjal Public School tailored the reading intervention program to the students. This ensured that each student referred to the Learning and Support team was assessed and matched to the correct intervention program for their needs. Data indicates an improvement in student outcomes with growth in both word attack skills and reading fluency for each student as well as exit strategies for students to keep progressing. Aboriginal students have priority when competing demands are known.</p> |
| Low level adjustment for disability | \$29337 | <p>The employment of an SLSO was pivotal in the delivery of the reading intervention program MiniLit and specialist assistance in the K–1 classrooms. Through the use of the MiniLit program, our data indicates an improvement in student outcomes with growth in both word attack skills.</p> <p>The SLSO is pivotal in assisting in the K–1 classrooms with the prescribed programs, knowing the routines and children's needs. Main focus of the SLSO in the K–1 classrooms is early intervention with identified students at risk of not meeting benchmarks.</p> |
| Quality Teaching, Successful Students (QTSS) | \$33189 | <p>QTSS funding was used to support the development of enrichment and extension programs in Mathematics for both stage 2 and 3. This support was based on group withdrawal during Mathematics lessons and focused on the skills being performed at a higher level in the classroom and possibly at the stage above.</p> |
| Socio-economic background | \$118030 | <p>The total socio-economic funding allocation was devoted to the employment of specialist creative and performing arts teacher under the Strategic Direction Diverse Curriculum, the employment of specialist consultation in the area of English and writing for years 2–6, training for our Focus on Reading school-based trainer, and L3 professional learning.</p> <p>The music program from 2018 was expanded into creative and performing arts in 2019.</p> <p>The employment of a specialist in the area of</p> |

| | | |
|----------------------------------|----------|--|
| Socio-economic background | \$118030 | <p>English assisted in the development of a scope and sequence document that ensured consistency in the teaching of genre and the meeting of text type requirements. This also facilitated our year 2–6 writing program and the ability to teach across Key Learning Areas, saving time across the curriculum.</p> <p>In Focus on Reading, our school-based trainer provided the professional learning for all classroom teachers in Module 4. Our school-based trainer also attended and facilitated the training of staff in vocabulary through the Primary English Teachers Association Australia (PETAA). The use of these funds enabled all K–2 staff to continue their second year of L3 training in response to increasing the number of students exiting year 2 at the required benchmark.</p> |
|----------------------------------|----------|--|

Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2016 | 2017 | 2018 | 2019 |
| Boys | 101 | 107 | 108 | 104 |
| Girls | 83 | 85 | 80 | 81 |

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2016 | 2017 | 2018 | 2019 |
| K | 95.6 | 95.1 | 90.5 | 94.2 |
| 1 | 94.1 | 92.2 | 94.7 | 92.6 |
| 2 | 95.2 | 93.7 | 91.4 | 93.6 |
| 3 | 91.3 | 94.5 | 92.2 | 94.1 |
| 4 | 94.6 | 93.5 | 95.7 | 93.7 |
| 5 | 94.5 | 94.5 | 93.3 | 95 |
| 6 | 94.8 | 95.3 | 93.3 | 92.6 |
| All Years | 94.3 | 94.1 | 92.9 | 93.6 |
| 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) | 2 |
| Classroom Teacher(s) | 6.95 |
| Teacher of Reading Recovery | 0.32 |
| Learning and Support Teacher(s) | 0.8 |
| Teacher Librarian | 0.4 |
| School Administration and Support Staff | 2.04 |

*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 | 382,386 |
| Revenue | 2,036,198 |
| Appropriation | 1,965,630 |
| Sale of Goods and Services | 20,536 |
| Grants and contributions | 47,991 |
| Investment income | 1,841 |
| Other revenue | 200 |
| Expenses | -2,090,525 |
| Employee related | -1,823,422 |
| Operating expenses | -267,103 |
| Surplus / deficit for the year | -54,327 |

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.

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 | 0 |
| Equity Total | 278,923 |
| Equity - Aboriginal | 46,183 |
| Equity - Socio-economic | 118,030 |
| Equity - Language | 0 |
| Equity - Disability | 114,710 |
| Base Total | 1,501,072 |
| Base - Per Capita | 44,112 |
| Base - Location | 3,981 |
| Base - Other | 1,452,979 |
| Other Total | 116,918 |
| Grand Total | 1,896,912 |

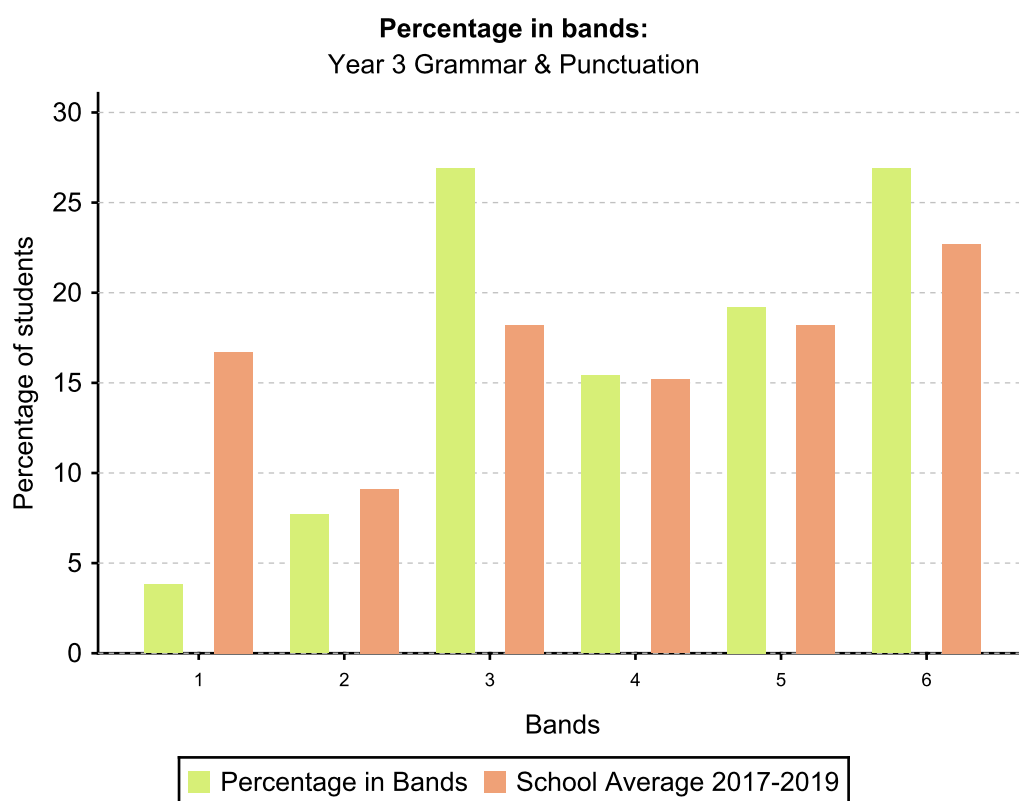
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

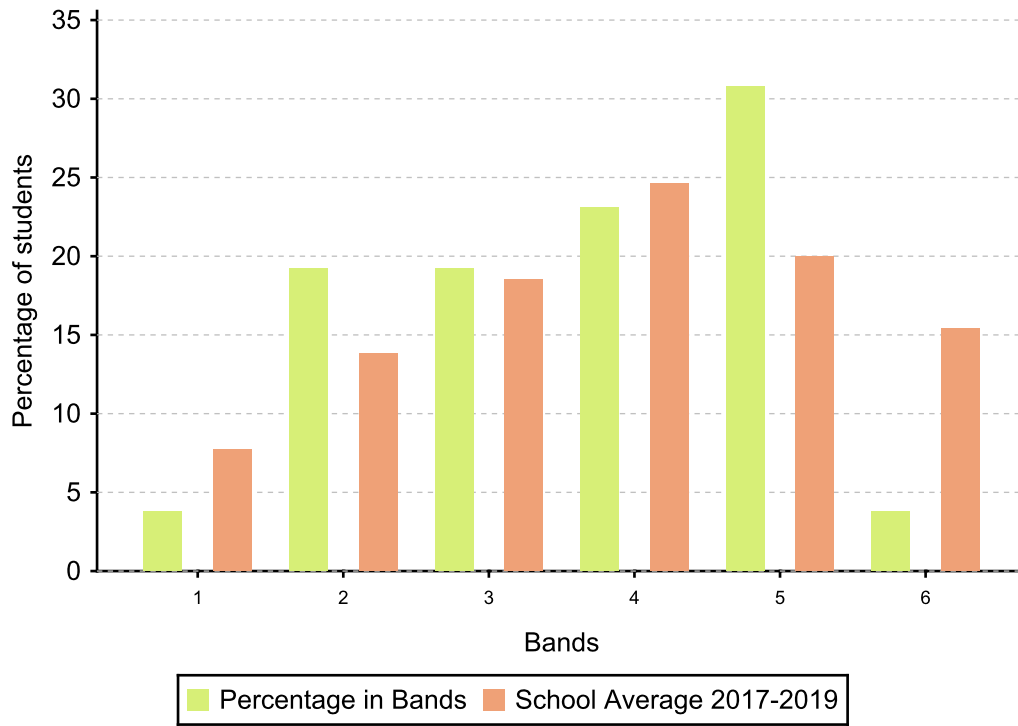
Literacy and Numeracy Graphs



| Band | 1 | 2 | 3 | 4 | 5 | 6 |
|------------------------|------|-----|------|------|------|------|
| Percentage of students | 3.8 | 7.7 | 26.9 | 15.4 | 19.2 | 26.9 |
| School avg 2017-2019 | 16.7 | 9.1 | 18.2 | 15.2 | 18.2 | 22.7 |

Percentage in bands:

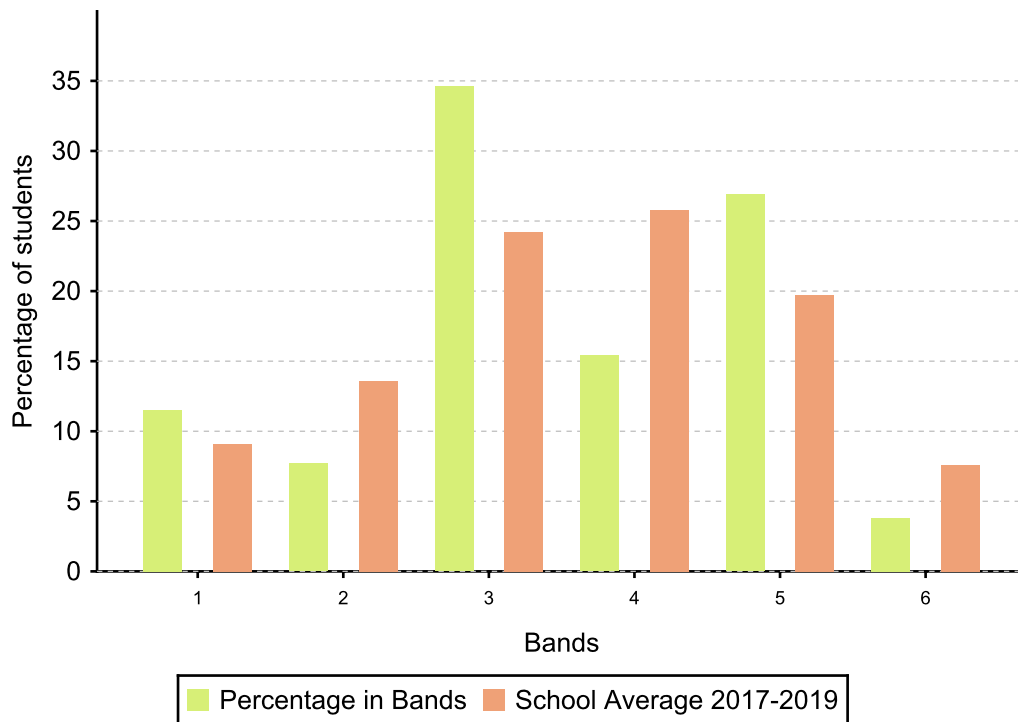
Year 3 Reading



| Band | 1 | 2 | 3 | 4 | 5 | 6 |
|------------------------|-----|------|------|------|------|------|
| Percentage of students | 3.8 | 19.2 | 19.2 | 23.1 | 30.8 | 3.8 |
| School avg 2017-2019 | 7.7 | 13.8 | 18.5 | 24.6 | 20 | 15.4 |

Percentage in bands:

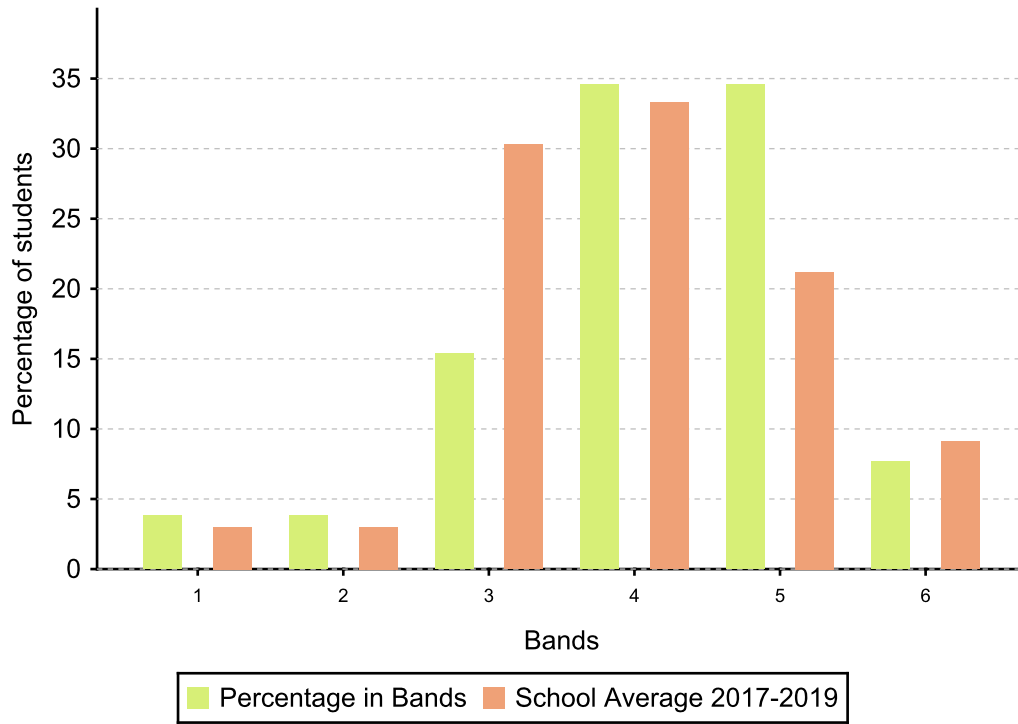
Year 3 Spelling



| Band | 1 | 2 | 3 | 4 | 5 | 6 |
|------------------------|------|------|------|------|------|-----|
| Percentage of students | 11.5 | 7.7 | 34.6 | 15.4 | 26.9 | 3.8 |
| School avg 2017-2019 | 9.1 | 13.6 | 24.2 | 25.8 | 19.7 | 7.6 |

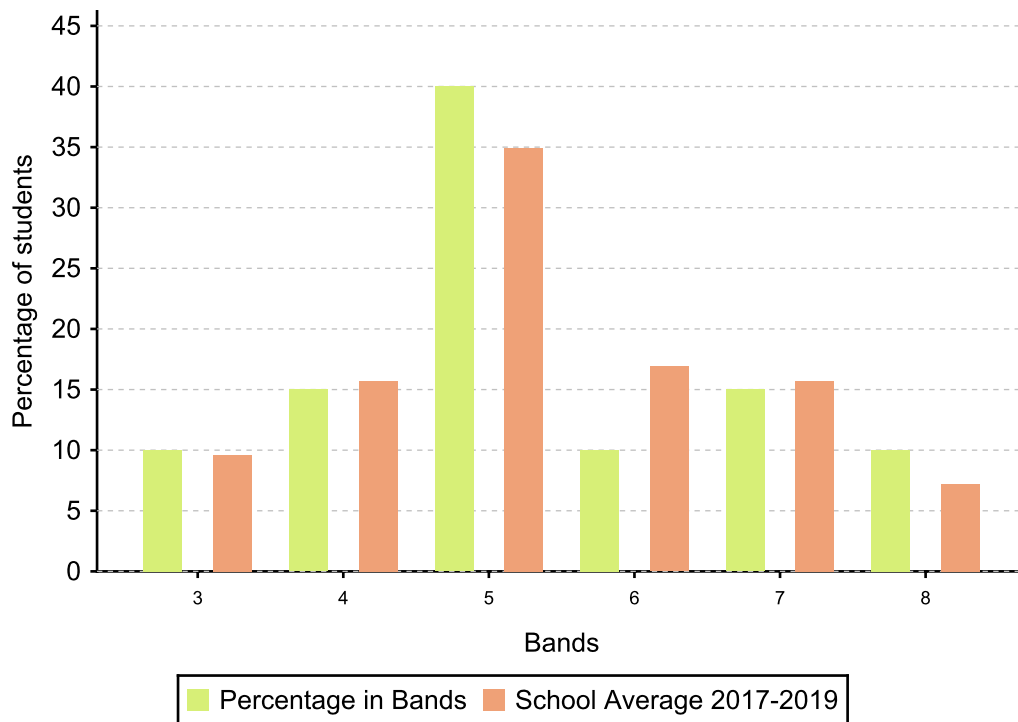
Percentage in bands:

Year 3 Writing



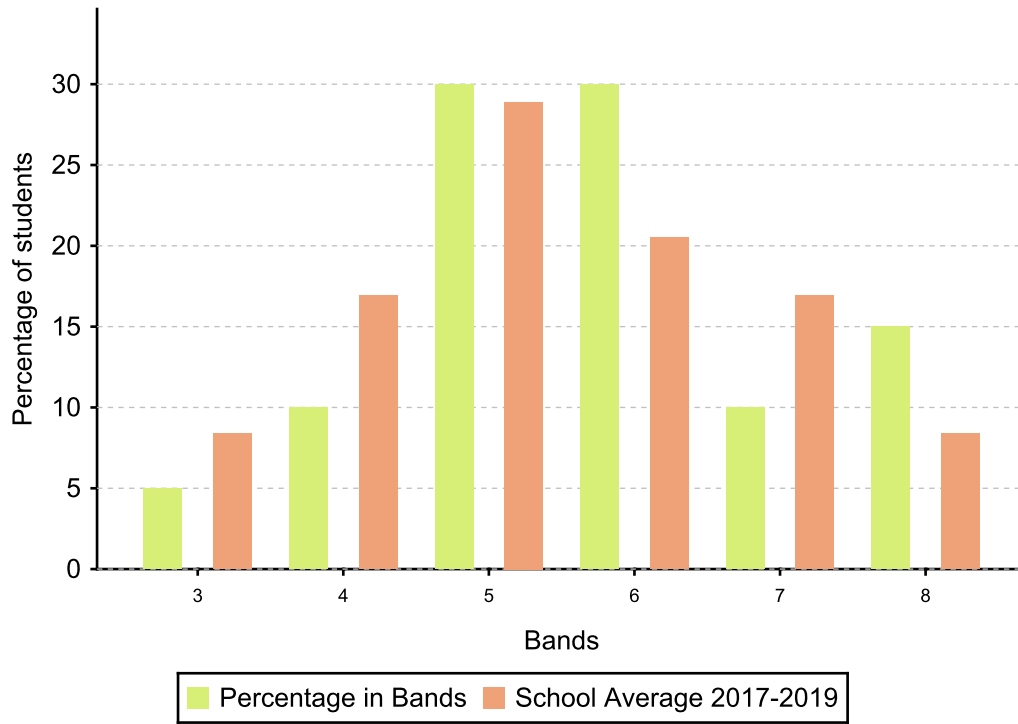
| Band | 1 | 2 | 3 | 4 | 5 | 6 |
|------------------------|-----|-----|------|------|------|-----|
| Percentage of students | 3.8 | 3.8 | 15.4 | 34.6 | 34.6 | 7.7 |
| School avg 2017-2019 | 3 | 3 | 30.3 | 33.3 | 21.2 | 9.1 |

Percentage in bands: Year 5 Grammar & Punctuation



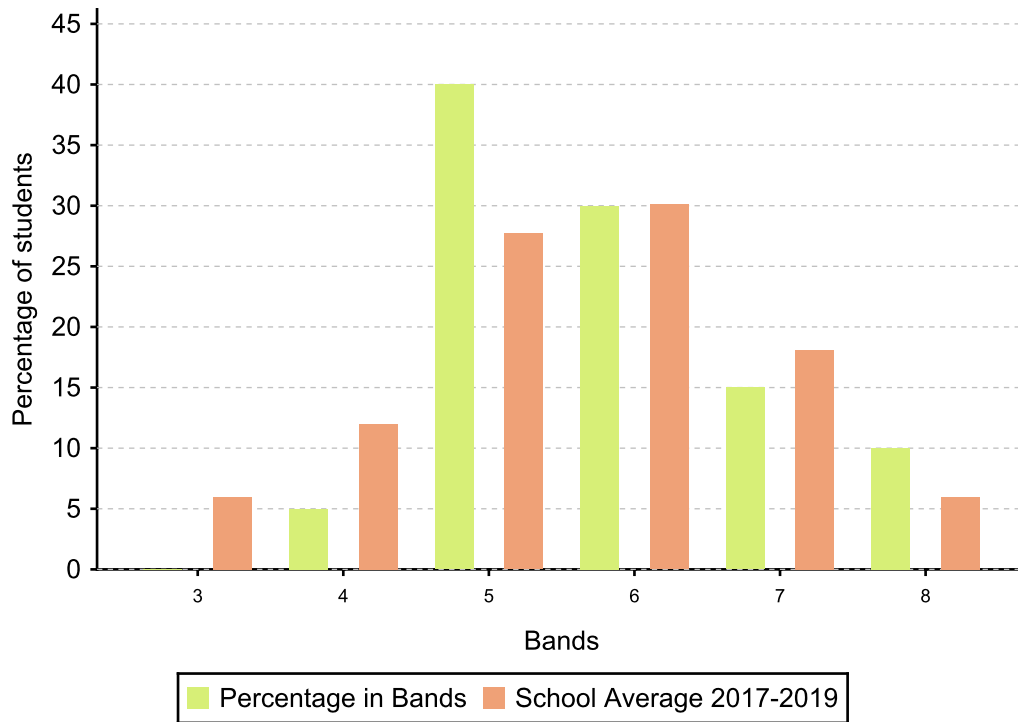
| Band | 3 | 4 | 5 | 6 | 7 | 8 |
|------------------------|------|------|------|------|------|------|
| Percentage of students | 10.0 | 15.0 | 40.0 | 10.0 | 15.0 | 10.0 |
| School avg 2017-2019 | 9.6 | 15.7 | 34.9 | 16.9 | 15.7 | 7.2 |

Percentage in bands:
Year 5 Reading



| Band | 3 | 4 | 5 | 6 | 7 | 8 |
|------------------------|-----|------|------|------|------|------|
| Percentage of students | 5.0 | 10.0 | 30.0 | 30.0 | 10.0 | 15.0 |
| School avg 2017-2019 | 8.4 | 16.9 | 28.9 | 20.5 | 16.9 | 8.4 |

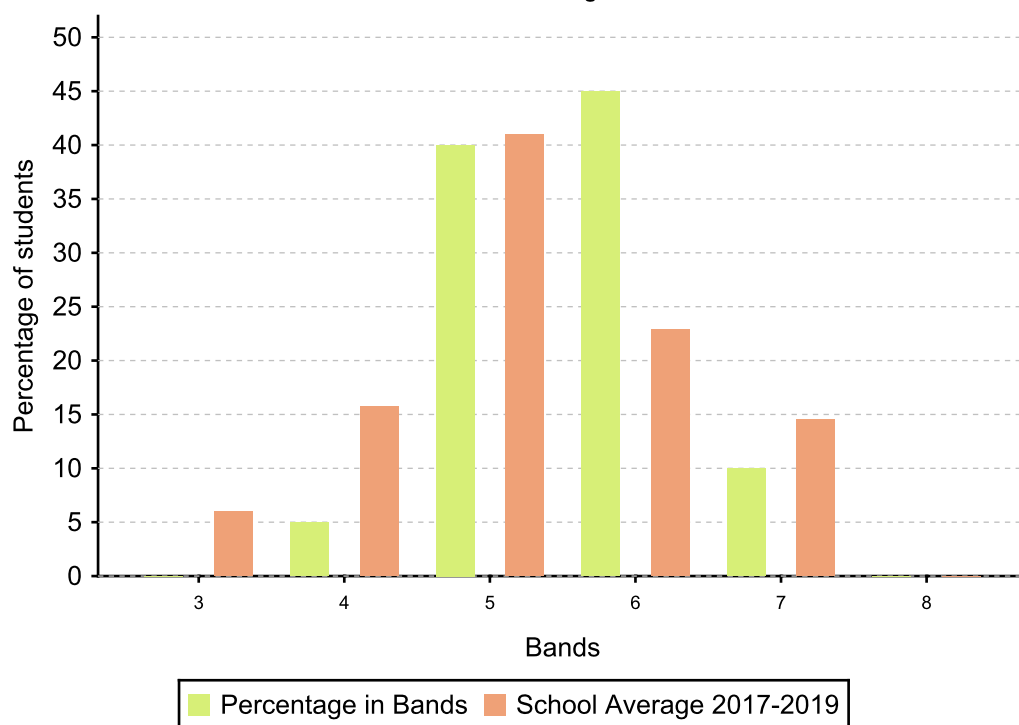
Percentage in bands:
Year 5 Spelling



| Band | 3 | 4 | 5 | 6 | 7 | 8 |
|------------------------|-----|-----|------|------|------|------|
| Percentage of students | 0.0 | 5.0 | 40.0 | 30.0 | 15.0 | 10.0 |
| School avg 2017-2019 | 6 | 12 | 27.7 | 30.1 | 18.1 | 6 |

Percentage in bands:

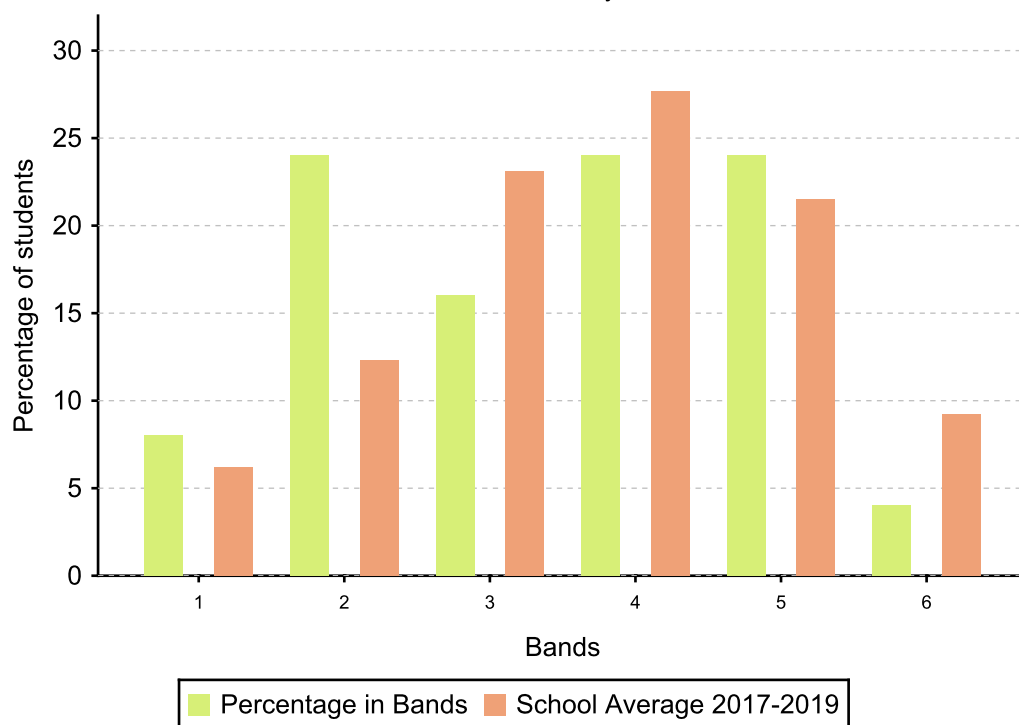
Year 5 Writing



| Band | 3 | 4 | 5 | 6 | 7 | 8 |
|------------------------|-----|------|------|------|------|-----|
| Percentage of students | 0.0 | 5.0 | 40.0 | 45.0 | 10.0 | 0.0 |
| School avg 2017-2019 | 6 | 15.7 | 41 | 22.9 | 14.5 | 0 |

Percentage in bands:

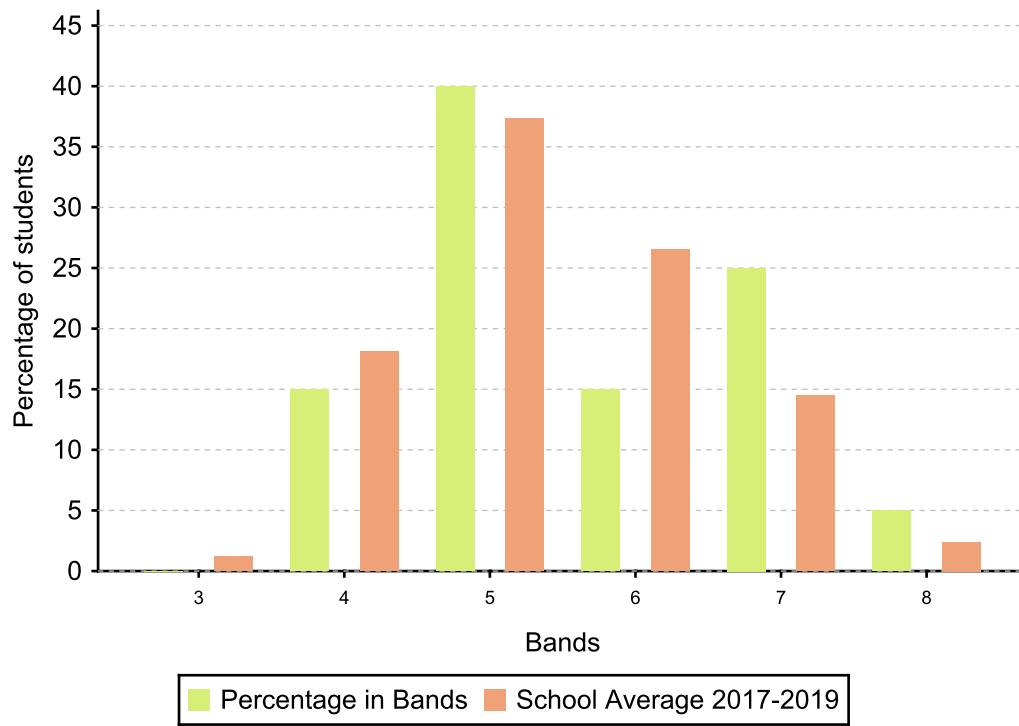
Year 3 Numeracy



| Band | 1 | 2 | 3 | 4 | 5 | 6 |
|------------------------|-----|------|------|------|------|-----|
| Percentage of students | 8.0 | 24.0 | 16.0 | 24.0 | 24.0 | 4.0 |
| School avg 2017-2019 | 6.2 | 12.3 | 23.1 | 27.7 | 21.5 | 9.2 |

Percentage in bands:

Year 5 Numeracy



| Band | 3 | 4 | 5 | 6 | 7 | 8 |
|------------------------|-----|------|------|------|------|-----|
| Percentage of students | 0.0 | 15.0 | 40.0 | 15.0 | 25.0 | 5.0 |
| School avg 2017-2019 | 1.2 | 18.1 | 37.3 | 26.5 | 14.5 | 2.4 |

Parent/caregiver, student, teacher satisfaction

In 2019, Kootingal Public School used the Tell Them From Me survey to seek the opinions of our school community about the school. However, due to insufficient responses, we were unable to use this data to inform practices. From 2018, our community wished to see further PBL signage across the school and a return of the banner stating the PBL focus for the week at the front of the school. In 2019, the school surveyed the school community regarding the types of signage they wished to see across the school. This data will be used in 2020 to design and install permanent PBL signage across the school.

Kootingal Public School students show a high level of engagement stating 98% of students participate in school sports and clubs and 87% of students have positive relationships. Of the school factors that are associated with student engagement, expectations of success is the highest scoring factor followed closely by quality instruction.

Staff indicated via the Tell Them From Me survey they found the Learning and Support release from face to face (RFF) time beneficial with two thirds of teachers indicating they used the combined RFF time to program and work collaboratively with their stage colleague.

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.