

Kyogle Public School

2019 Annual Report



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Introduction

The Annual Report for 2019 is provided to the community of Kyogle Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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School background

School vision statement

Kyogle Public School will empower all students to embrace learning, achieve their personal best and build their social, emotional and physical well-being.

School context

The students are drawn from diverse backgrounds with a wide range of abilities and achievements represented in each year group from Kindergarten to Year six. Kyogle Public School has 14% of students identify as Aboriginal or Torres Strait Islander. The school is organised into six teams consisting of three Stage teams, Learning and Support team, Aboriginal Education team and a Positive Behaviour and Learning (PBL) team. Each Stage team is led by an Assistant Principal. Kyogle Public also has curriculum teams led by teachers. Kyogle Public School has embraced the Stronger Smarter Institute's way of thinking and philosophy in developing relationships and connections within the school and community.

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	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
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	Delivering
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	Sustaining and Growing

Strategic Direction 1

Teaching and Learning

Purpose

Our purpose is to deliver quality teaching practice that is engaging and evidenced based, leading to improve educational outcomes for all our students.

Improvement Measures

All staff have a PDP which reflects a commitment to quality ongoing professional learning and the professional teaching standards.

All students receive teaching that caters for their individual learning needs.

Increase in teachers skill, confidence and ability using data to optimise student learning.

Increase the amount of students that achieve expected growth in literacy and numeracy.

Progress towards achieving improvement measures

Process 1: Literacy and Numeracy Professional Learning: Draw on current research to implement effective evidence-based teaching methods in all classrooms.

Evaluation	Funds Expended (Resources)
Due to the success of the programs implemented this year these programs have lead to the conclusion of continuing to implement PL time in stages for working collaboratively to improve our literacy and numeracy outcomes.	RFF time Visiting Instructional Leader

Process 2: Plan, Program, Practice: Use consistent and reliable evidence to provide learning and feedback that is personalised and responsive to individual learners.

Evaluation	Funds Expended (Resources)
Students effectively mapped against learning progressions. Classes formed for 2020 that can cater for appropriate group work to provide remedial strategies or extend student's learning.	Stage meetings, Exec meetings

Strategic Direction 2

Wellbeing

Purpose

Our purpose is to provide a school wide collective responsibility for personalising student learning and success with high levels of student, staff and community engagement and achievement. As a result students will connect, succeed and thrive.

Improvement Measures

100% of teachers analysing student behaviour by using the resource– EBS4 and PBL to analyse a student.

Deliver Aboriginal language and culture across the school.

Progress towards achieving improvement measures

Process 1: Wellbeing:

Increase sense of student belonging through initiatives such as Positive Behaviour for Learning (PBL) and EBS4

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">– Analysis and follow up PBL lessons based on key focus needs or areas, though EBS4 data, meant an improvement in major behaviour issues.– After feed back from staff, parents and community minor changes were made and the new PBL, Reward System will be implemented next year.	<ul style="list-style-type: none">– survey results– organise entertainment for students <p>Survey</p>

Process 2: Aboriginal Education:

The School plans for and monitors a language and culture nest whole school program to enrich student wellbeing and engagement. (AECG)

Evaluation	Funds Expended (Resources)
The AECG has been re-established from community members and they are actively supporting our designing process of the Yarning Circle and Bush Tucker Garden..	Time School funds
The Language and Culture Nest Program was implemented in all Early Stage 1 and Stage 1 classrooms. It will continue with the Stage 2 and Stage 3	Language and Culture Nest Program Funding

Strategic Direction 3

Leading

Purpose

Our purpose is to increase internal leadership and its impact.

Improvement Measures

Increase amount of students actively participating in leadership opportunities.

Professional development plans show increased evidence of understanding and adoption of the annual performance and development cycle.

Progress towards achieving improvement measures

Process 1: Students:

Develop student leadership skills through SRC.

Evaluation	Funds Expended (Resources)
Reflect on 2019 what needs to change for 2020. Peer Support Program was successfully implemented with our Year 6 students learning some great leadership skills. Improved consistency of student behaviour and the use of language to express feelings towards other was noted. The program will continue into 2020.	Meeting time and space. Peers Support Program

Process 2: Staff:

Engage all staff in personalised professional learning through a range of strategies focussing on feedback, self-reflection and evaluation.

Evaluation	Funds Expended (Resources)
Professional development plans show increased evidence of understanding and adoption of the annual performance and development cycle. Evaluation of Professional Development Plans, lead to discussions for 2020 planning for the school. Collaborative PL sessions around literacy and numeracy will be established. 100% of the Curriculum teams implemented an educational activity across the whole school.. The teams will continue in 2020.	Surveys/meetings

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Fortnightly meetings Funding Sources: • Aboriginal background loading (\$48 662.00)	Aboriginal language program implemented into Stage 1 with future planning of rolling out language program in Stage 2 and 3 next year. Employment of an Aboriginal Liaison Officer budgeted for 2020
Low level adjustment for disability	Executive meetings. Funding Sources: • Low level adjustment for disability (\$226 846.00)	Placements in classes for the following year allow for the best possible support for students identified with higher needs.
Quality Teaching, Successful Students (QTSS)	Funding Sources: • Quality Teaching, Successful Students (QTSS) (\$57 840.00)	Have those targeted for support showed appropriate development over the year. How else could this support have been distributed for greater impact.
Socio-economic background	Funding Sources: • Socio-economic background (\$254 575.00)	Employment of additional staff to cater for the needs of students has lead to improved confidence in students learning and less behavioural problems for teachers to deal with.
Support for beginning teachers	Funding Sources: • Support for beginning teachers (\$32 529.00)	Professional development of new scheme teachers has lead to improved teaching and confidence in delivering quality lessons.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	157	141	149	148
Girls	158	160	171	159

Student attendance profile

School				
Year	2016	2017	2018	2019
K	86.5	85.8	87.3	85.8
1	94.5	91.4	86.9	89.8
2	92.3	94.7	91	90
3	94.4	92.9	93.3	92.1
4	91.6	93.4	91.3	91.8
5	89.7	92.1	94	90.3
6	92.7	93.5	90.6	91.2
All Years	91.6	92.2	90.7	90.3
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	10.55
Teacher of Reading Recovery	0.53
Learning and Support Teacher(s)	1.5
Teacher Librarian	0.6
School Counsellor	1
School Administration and Support Staff	3.02

*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	775,403
Revenue	3,648,211
Appropriation	3,515,558
Sale of Goods and Services	4,152
Grants and contributions	124,851
Investment income	3,649
Expenses	-3,723,877
Employee related	-3,223,203
Operating expenses	-500,673
Surplus / deficit for the year	-75,665

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	393,761
Equity Total	530,083
Equity - Aboriginal	48,662
Equity - Socio-economic	254,575
Equity - Language	0
Equity - Disability	226,846
Base Total	2,214,253
Base - Per Capita	75,084
Base - Location	25,792
Base - Other	2,113,377
Other Total	303,616
Grand Total	3,441,713

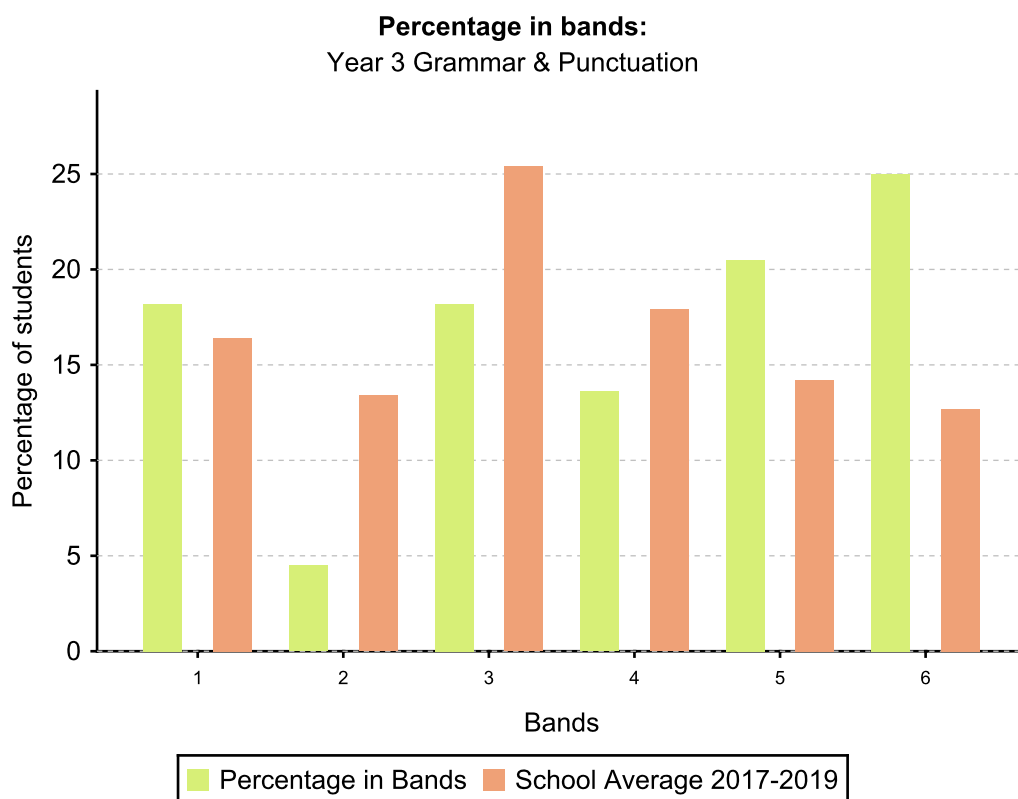
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School performance - NAPLAN

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.

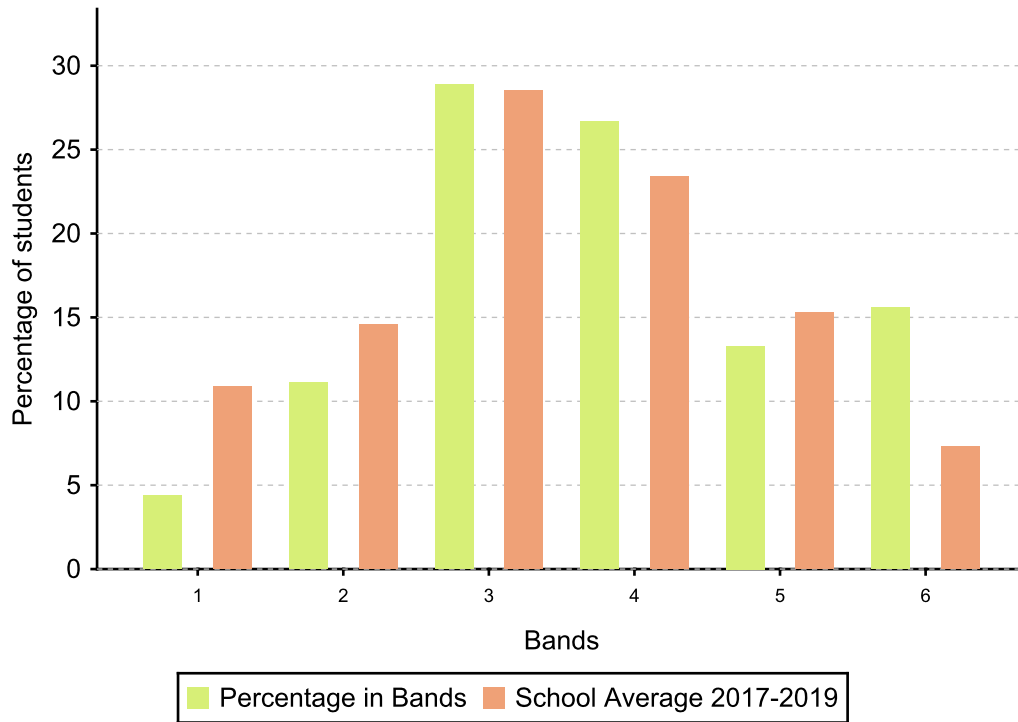
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison 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



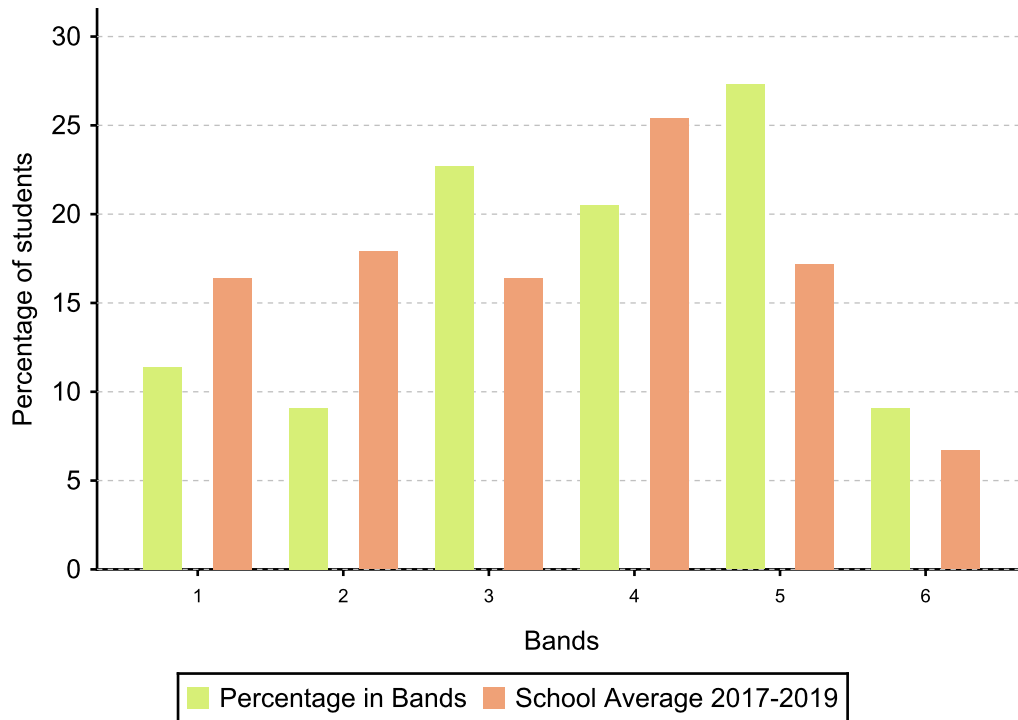
Band	1	2	3	4	5	6
Percentage of students	18.2	4.5	18.2	13.6	20.5	25.0
School avg 2017-2019	16.4	13.4	25.4	17.9	14.2	12.7

**Percentage in bands:
Year 3 Reading**



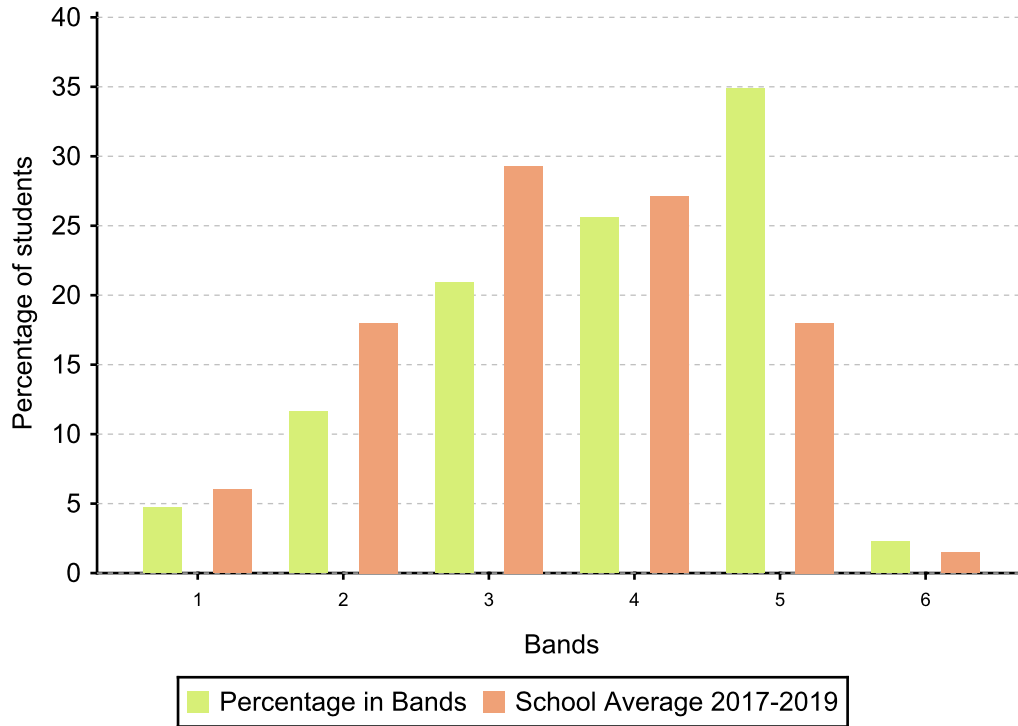
Band	1	2	3	4	5	6
Percentage of students	4.4	11.1	28.9	26.7	13.3	15.6
School avg 2017-2019	10.9	14.6	28.5	23.4	15.3	7.3

**Percentage in bands:
Year 3 Spelling**



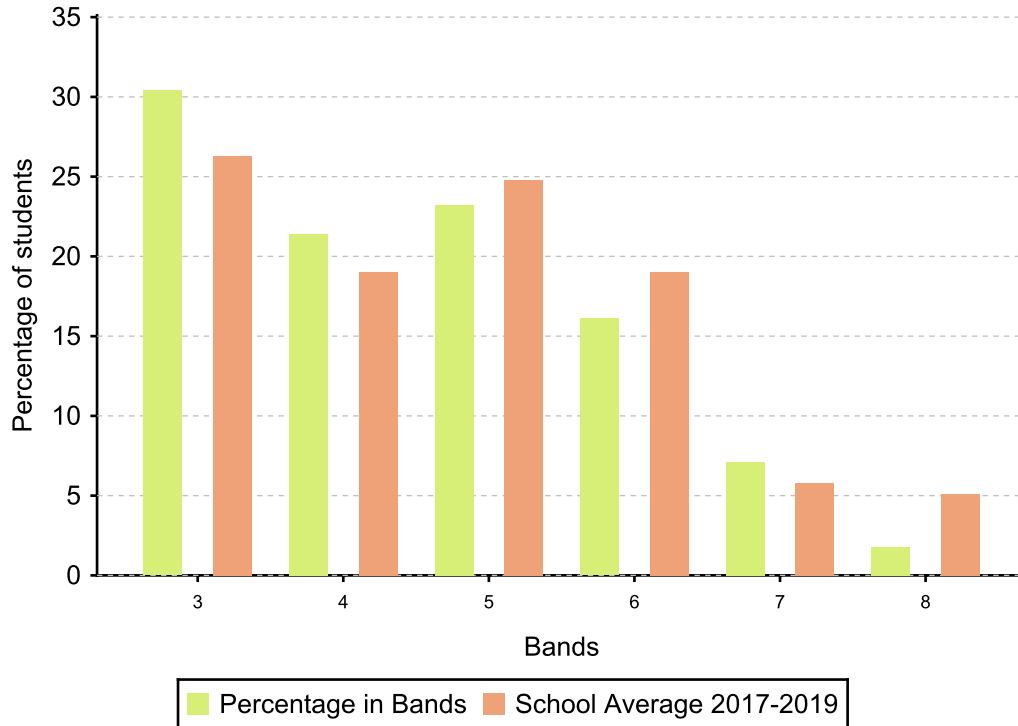
Band	1	2	3	4	5	6
Percentage of students	11.4	9.1	22.7	20.5	27.3	9.1
School avg 2017-2019	16.4	17.9	16.4	25.4	17.2	6.7

Percentage in bands:
Year 3 Writing



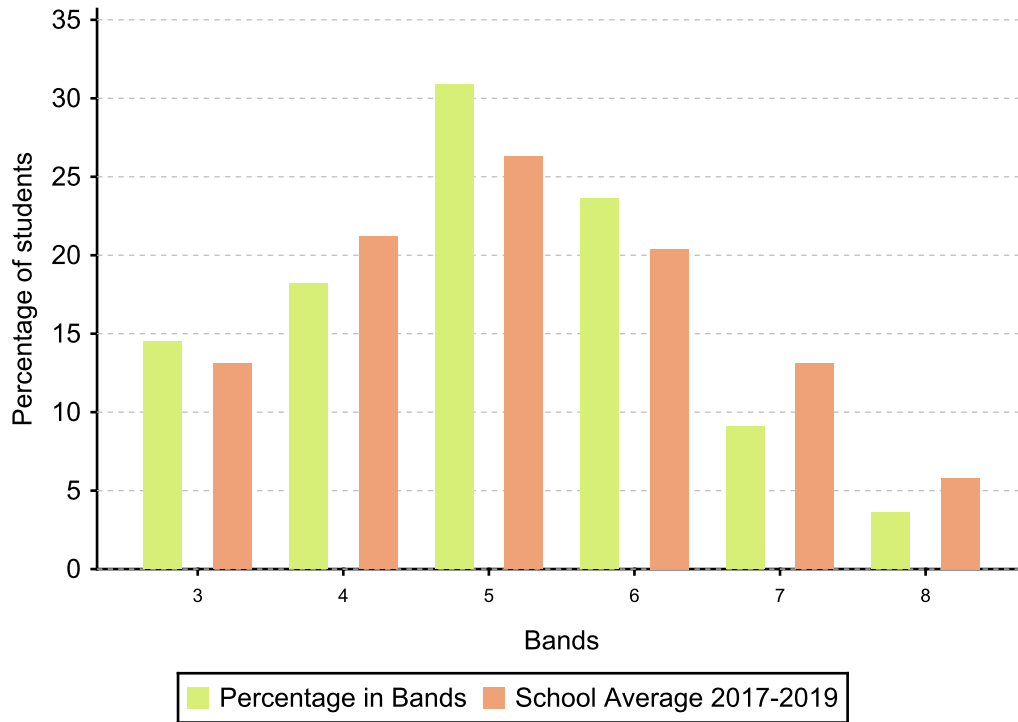
Band	1	2	3	4	5	6
Percentage of students	4.7	11.6	20.9	25.6	34.9	2.3
School avg 2017-2019	6	18	29.3	27.1	18	1.5

Percentage in bands:
Year 5 Grammar & Punctuation



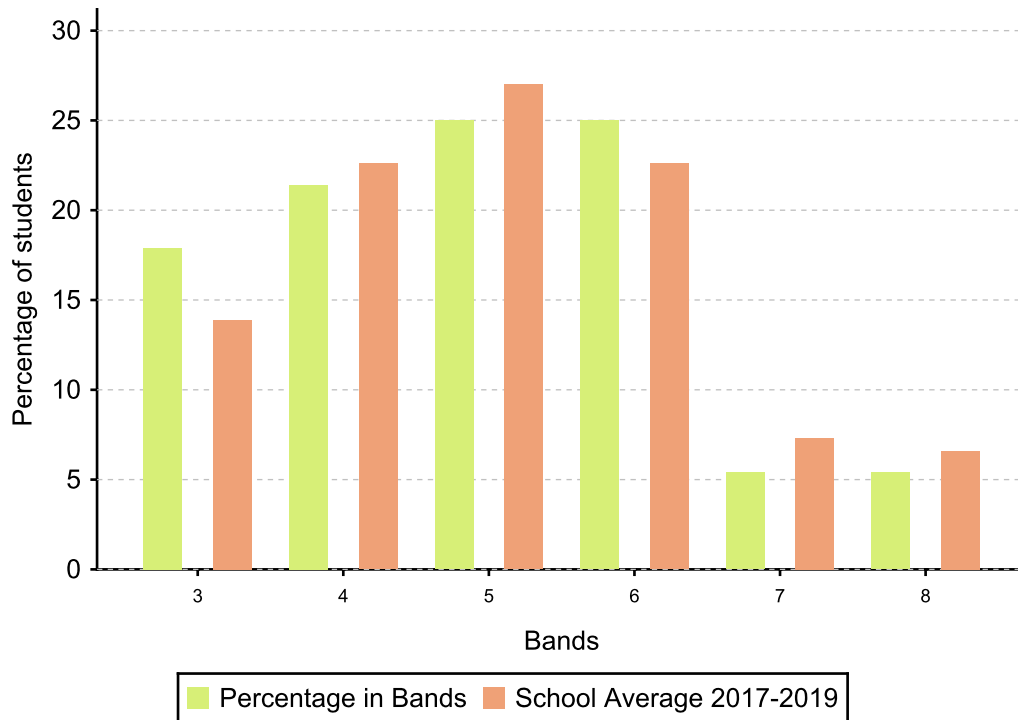
Band	3	4	5	6	7	8
Percentage of students	30.4	21.4	23.2	16.1	7.1	1.8
School avg 2017-2019	26.3	19	24.8	19	5.8	5.1

Percentage in bands:
Year 5 Reading



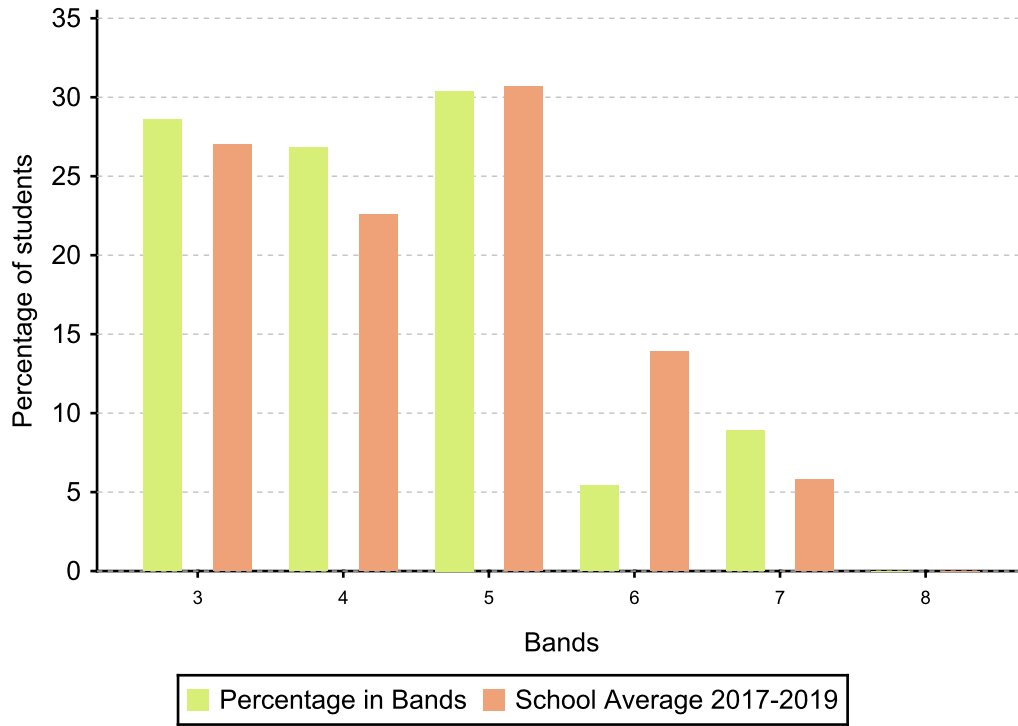
Band	3	4	5	6	7	8
Percentage of students	14.5	18.2	30.9	23.6	9.1	3.6
School avg 2017-2019	13.1	21.2	26.3	20.4	13.1	5.8

Percentage in bands:
Year 5 Spelling



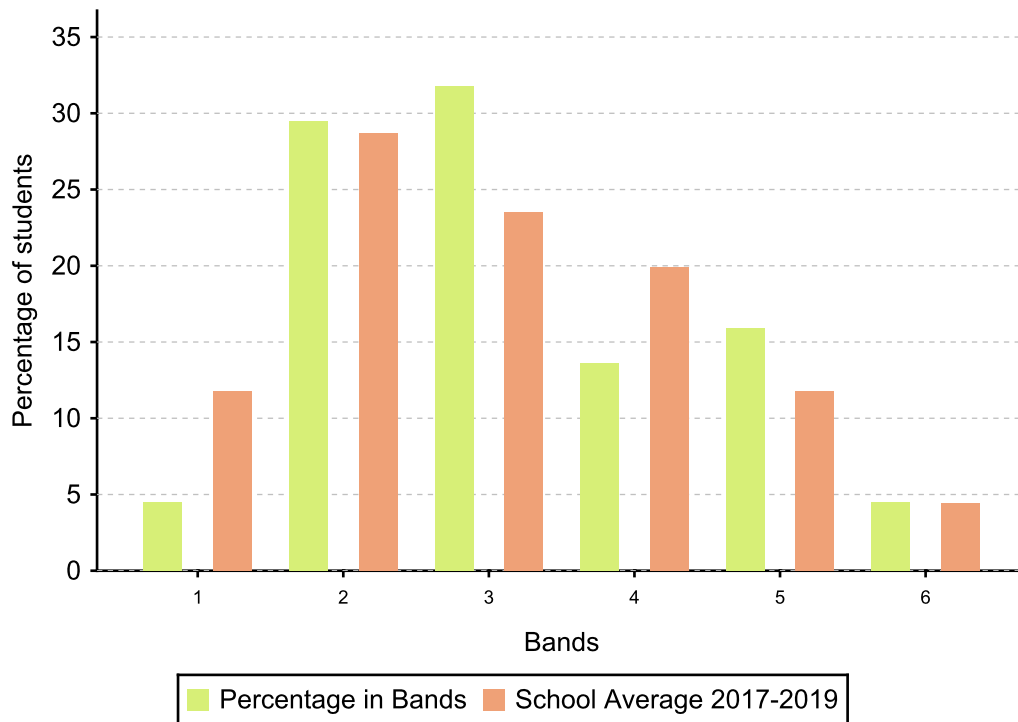
Band	3	4	5	6	7	8
Percentage of students	17.9	21.4	25.0	25.0	5.4	5.4
School avg 2017-2019	13.9	22.6	27	22.6	7.3	6.6

Percentage in bands:
Year 5 Writing



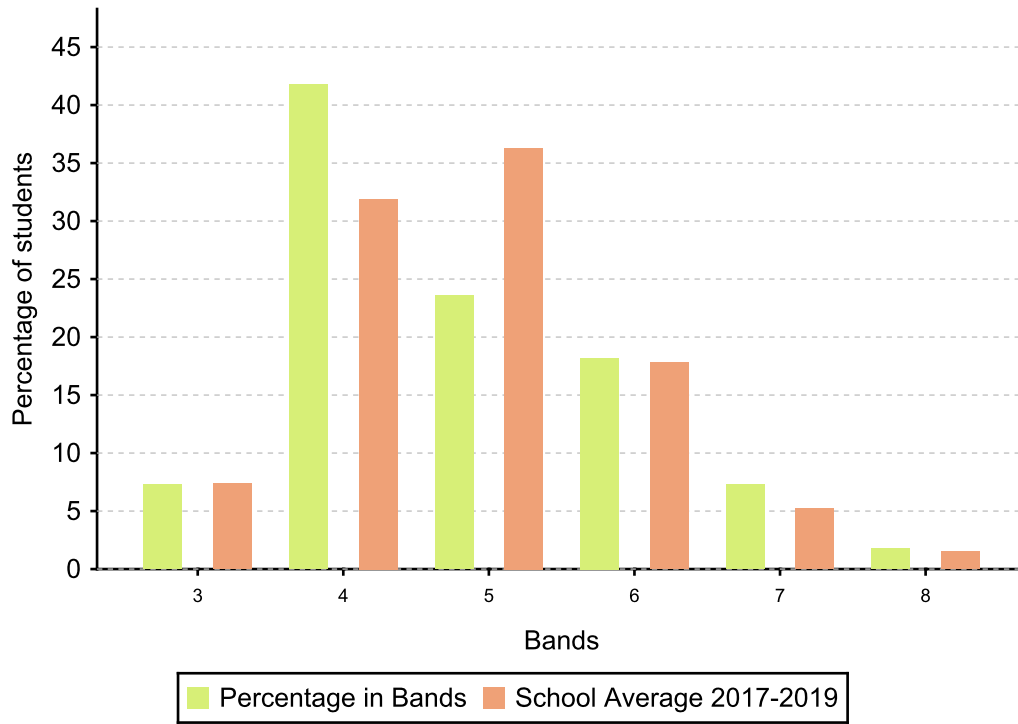
Band	3	4	5	6	7	8
Percentage of students	28.6	26.8	30.4	5.4	8.9	0.0
School avg 2017-2019	27	22.6	30.7	13.9	5.8	0

Percentage in bands:
Year 3 Numeracy



Band	1	2	3	4	5	6
Percentage of students	4.5	29.5	31.8	13.6	15.9	4.5
School avg 2017-2019	11.8	28.7	23.5	19.9	11.8	4.4

Percentage in bands:
Year 5 Numeracy



Band	3	4	5	6	7	8
Percentage of students	7.3	41.8	23.6	18.2	7.3	1.8
School avg 2017-2019	7.4	31.9	36.3	17.8	5.2	1.5

Parent/caregiver, student, teacher satisfaction

The school gladly accepts feedback from parents and community via a number of sources, most predominantly our active P&C and surveys. With the inclusion of electronic surveys, as well as paper surveys, we had an increase of 600% response rate.

Things identified as our school's strengths were: Parents and community feeling welcome in the school, Parents and carers feeling as though they can talk to their child's teacher about his/her progress and Parents and carers feeling pleased that their child attends this school.

Areas for improvement included: the school having higher expectations of its students, parents needing more adequate notice of school events and the school letting community know about any major changes it is considering and asking for ideas about it.

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.