

Killara Public School

2019 Annual Report



3918

Introduction

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

In 2019 the school enjoyed another successful year where the education of students and the community thrived.

In the area of personalised learning the school's learning support team worked in partnership with parents to develop personalised learning plans for students with additional needs and disabilities. With the financial support of the P&C we were able to implement a successful enrichment program focused on providing high achieving and gifted and talented students with opportunities to extend their learning in the areas of literacy, numeracy, science and technology and presentation skills. A whole school focus on the teaching of writing saw a focus on teaching grammar skills and all students plotted on the learning progressions in the area of writing.

The school's priority of future-focused learning continued student and staff learning on project-based learning and design thinking. A showcase of student projects and the school initiative was celebrated during education week. Our staff were trained in movie making and resources including 3D printers were purchased for our MakerSpace.

In the area of wellbeing the school continued to implement the school's core values of respect, responsibility and resilience through the positive behaviour for learning program. The free and frequent token system was introduced with a number of very positive reward days for our students. Across the school we began to introduce the zones of regulation program as a framework to support emotional regulation.

Extra-curricular activities as well as sport and music programs continued to be strengths in the school. These were showcased at a large number of performance opportunities including within school and at external events.

The school environment continued to improve its physical environment with significant improvements made to the students' play space. With the financial support of the P&C and a grant from the state government, softfall and artificial turf significantly improved the playground equipment area. The school also developed a 'friendship garden' near the front entrance to the school. The oval was turfed which improved the field significantly. In addition, the K-2 buildings were painted externally, the admin bathroom and staffroom renovated.

Pip Fox

School background

School vision statement

To prepare students for tomorrow's world and achieve their potential through the provision of quality learning programs that are personalised, future-focused and promote a strong sense of wellbeing.

To provide students with a balanced curriculum that's enriched through opportunity alongside high expectations to ensure engagement in learning and high-level student achievement.

To provide a quality school environment that is well resourced where leadership is visible and teaching programs are enriched through personalised professional learning for staff.

School context

Killara Public School is a primary school in the northern suburbs of Sydney with an enrolment of 440 students across 17 classes.

At Killara Public School we inspire students through high quality educational programs delivered by professional and supportive staff. The teachers are highly skilled and passionate, achieving the best learning outcomes for each student.

We have quality literacy and numeracy programs developed through a collaborative approach to teaching and learning and a deep knowledge of the learning continuum. Student learning is enriched by high expectations and personalised learning in an integrated, engaging environment.

Our decision making processes are built around our core values of Responsibility, Respect and Resilience and the strong sense of community is celebrated as a key strength of the school.

The Positive Behaviour for Learning (PBL) values are embedded into our school culture and explicitly taught in all classrooms.

We have strong bonds with our local community including connections with the Killara Partnership of Schools and an engaged parent body which has high expectations 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>

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

Strategic Direction 1

Personalised Learning

Purpose

To develop targeted learning programs, experiences and opportunities for every student to be confident in their ability and develop high-level skills balanced with a strong foundation in literacy and numeracy.

Improvement Measures

Increase the number of Year Three and Year Five students achieving proficiency in NAPLAN Writing.

100% of students in K–6 achieving individual writing goals which are based on the Writing Progressions.

Increase the percentage of high achieving Year Five students (top 25%) achieving growth in PAT Maths Assessment.

Progress towards achieving improvement measures

Process 1: Whole school focus on teaching writing including effective use of assessment data for differentiation and capacity building of all students.

Evaluation	Funds Expended (Resources)
The leadership team successfully implemented one learning sprint where we implemented the sentence a day program across the school. Class teachers also successfully used the learning progressions to track student achievement in the area of writing.	\$5000 – learning sprints professional learning for school leaders. \$2000 – professional learning and release for team leader and teacher to engage with learning progressions.

Process 2: Whole school focus on effective use of assessment data for differentiation and capacity building of all students with a particular focus on high achieving and gifted and talented students.

Evaluation	Funds Expended (Resources)
Identification criteria was trialled with the learning support team to identify gifted and talented students.	

Process 3: Integrated use of evidence-based, visible learning strategies.

Evaluation	Funds Expended (Resources)
Successful professional learning and mentoring of staff to provide quality feedback.	Use of school development day time to implement whole staff professional learning.

Process 4: Regular informative reporting of student achievement and individual learning goals to parents.

Evaluation	Funds Expended (Resources)
A successful reporting program for providing parents with quality feedback was provided to parents. This included two written reports, two parent teacher interviews, three-way interviews for students in stage 3 and personalised reports for students with personalised learning and support plans.	\$8000 – release provided for staff to provide quality and detailed feedback to parents, including three-way interviews for students in stage 3.

Process 5: Engaging and effective enrichment program integrated for high ability students.

Evaluation	Funds Expended (Resources)
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Progress towards achieving improvement measures

A successful enrichment program was implemented targeted the learning areas of writing, numeracy, STEM and personal interest projects.

\$4000 – staffing for enrichment program.

Process 6: Develop teacher capacity to make adjustments and develop individual learning plans for students with additional needs.

Evaluation	Funds Expended (Resources)
All students with additional learning needs have adjustment plans developed in consultation with parents and the learning and support teacher.	\$24000 – additional staffing for learning and support teacher. \$4000 – release for case meetings with parents.

Strategic Direction 2

Future-Focused Learning

Purpose

To develop learning programs with a focus on innovation and flexibility to prepare students for rewarding lives as engaged global citizens in a complex and dynamic society.

Improvement Measures

Increased evidence of future-focused learning skills in teaching programs.

Increased evidence of future-focused learning skills in assessment tasks.

Improved survey results, demonstrating parent understanding of future-focused skills and dispositions.

Progress towards achieving improvement measures

Process 1: Whole school focus on future-focused skills and dispositions so that they are understood and embedded in learning programs.

Evaluation	Funds Expended (Resources)
Learning dispositions are displayed around the school and all staff have been provided with professional learning. Learning dispositions are used as a reference point to discuss learning habits.	\$1500 key staff professional learning on learning dispositions. Staff development day allocation of time for whole staff professional learning on learning dispositions.

Process 2: A whole school focus on project-based learning including the use of engaging and meaningful use of ICT to promote students as creators.

Evaluation	Funds Expended (Resources)
Successful implementation of project-based learning across the school which was supported by further professional learning of teaching strategies.	\$2500 whole staff professional learning of project based learning and 'Design Thinking' implemented by 'Minds Wide Open'.

Process 3: The development of a Makerspace where students have the resources and opportunity to apply future-focussed skills to collaboratively design and create projects.

Evaluation	Funds Expended (Resources)
Successful purchase of additional ICT for makerspace. As a result, there is evidence of learning projects focused on creative use technology.	\$5000 purchase of 6 3D printers. \$3000 purchase of video making resources. \$1500 professional learning for staff on movie making.

Strategic Direction 3

Collective Wellbeing

Purpose

To develop partnerships and programs that strengthen social, emotional, cognitive and physical development to create a positive effect on engagement and success in learning across the school community.

Improvement Measures

Increase the percentage of students who report a positive sense of belonging in the Tell The From Me survey.

Increase the percentage of students who report as being interested and motivated in the Tell Them From Me survey.

Reduced number of negative behaviour incidents recorded in Sentral.

Progress towards achieving improvement measures

Process 1: Whole school Positive Behaviour for Learning project to develop positive education programs, focused on consistent expectations across all school settings.

Evaluation	Funds Expended (Resources)
An overview of PBL expectations was developed in the form of a matrix, including classroom expectations. A professional learning meeting was held with the staff and a successful free and frequent reward system was implemented using tokens and experiences for rewards.	\$5000 – professional learning for PBL committee – classroom behaviour expectations. \$1000 – resources for free and frequent token system.

Process 2: Implementation of effective student leadership opportunities including student leaders and student representative council.

Evaluation	Funds Expended (Resources)
Improved leadership opportunities for senior students included a range of leadership roles. All students in year 6 had a leadership role in addition to the student leaders regularly meeting with the principal and supporting school programs including the free and frequent reward system. Improved processes for the student representative council were implemented with genuine consultation on school events including fundraisers.	\$500 – student leaders attendance at GRIP leadership conference.

Process 3: Implementation of effective Learning Support Team processes including identification of students and differentiation of learning programs.

Evaluation	Funds Expended (Resources)
Clear and successful processes were implemented by the learning support team to support students with additional needs. In addition to an effective referral system, a case meeting and transition schedule was developed to support regular consultation and transition support needs.	\$24000 additional learning and support staffing. \$3000 case meetings with parents.

Process 4: Whole school approach to student welfare and consistent programs K–6 including an anti-bullying strategy K–6.

Evaluation	Funds Expended (Resources)
A draft anti-bullying plan was developed and is ready for consultation with the P&C and school community.	\$2000 – release for staff to review and refine scope and sequence and

Progress towards achieving improvement measures

A draft anti-bullying plan was developed and is ready for consultation with the P&C and school community.

develop anti-bullying plan.

Process 5: Development of outdoor learning play spaces including the implementation of a playground master plan.

Evaluation	Funds Expended (Resources)
Playground designs received and will require review in 2020.	\$5000 playground designs.

Process 6: Research and trial a languages program.

Evaluation	Funds Expended (Resources)
This is still under review and will be trialled by the school in the future.	

Key Initiatives	Resources (annual)	Impact achieved this year
English language proficiency	<p>\$32021 – supplement EALD staffing including employment of SLSO and additional teacher.</p> <p>\$60000 – employ teacher for intensive new arrivals programs.</p>	In 2019, the school implemented a range of programs to support students learning English as a second language. Learning programs included small group explicit teaching, support in class, whole class team teaching and the provision of professional learning for all staff.
Low level adjustment for disability	<p>\$24123 – supplement staffing for learning and support teacher.</p> <p>\$122983 – employment of SLSOs.</p>	The school implemented a range of individualised programs and supports for students with additional needs and disability.
Quality Teaching, Successful Students (QTSS)	\$74808 – funded non-teaching assistant principal position.	The non-teaching time for assistant principals enabled them to be active in leading aspects of the school plan. All members of the leadership team were responsible for leading teams of staff who implemented the processes in the school plan.
Socio-economic background	\$1365 – excursion and fee support for students from low socio-economic backgrounds.	The school implements a policy whereby all students are engaged in all learning activities. This funding assists the school to implement this policy.
Support for beginning teachers	\$49711 – staffing of beginning teacher mentor and release for beginning teachers to attend weekly professional learning sessions.	<p>in 2019 KPS implemented a very successful beginning teacher program which was facilitated by a school leader. The program included weekly professional learning activities along with opportunities to observe others and receive feedback on their teaching.</p> <p>The school also implemented a series of 'TPL Tasters' where staff were invited to attend short, informal professional learning. This was very well attended by many of the staff.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	240	238	230	226
Girls	200	209	198	206

Student attendance profile

School				
Year	2016	2017	2018	2019
K	96.6	97.2	96.6	95.2
1	96.9	96.2	95.2	95.4
2	96.3	95.8	96.5	95.2
3	95.9	96.7	95.9	95.9
4	96.8	97.3	96.4	94.5
5	96.8	97	96.6	96.1
6	96.5	97.8	96.3	96.5
All Years	96.5	96.8	96.2	95.5
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)	4
Classroom Teacher(s)	15.12
Teacher of Reading Recovery	0.2
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.8
Teacher ESL	1
School Administration and Support Staff	3.32

*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	575,815
Revenue	4,391,127
Appropriation	3,502,236
Sale of Goods and Services	807
Grants and contributions	874,973
Investment income	8,336
Other revenue	4,775
Expenses	-4,286,414
Employee related	-3,514,298
Operating expenses	-772,115
Surplus / deficit for the year	104,714

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	26,462
Equity Total	218,445
Equity - Aboriginal	0
Equity - Socio-economic	1,365
Equity - Language	138,737
Equity - Disability	78,344
Base Total	2,923,723
Base - Per Capita	100,425
Base - Location	0
Base - Other	2,823,297
Other Total	191,199
Grand Total	3,359,828

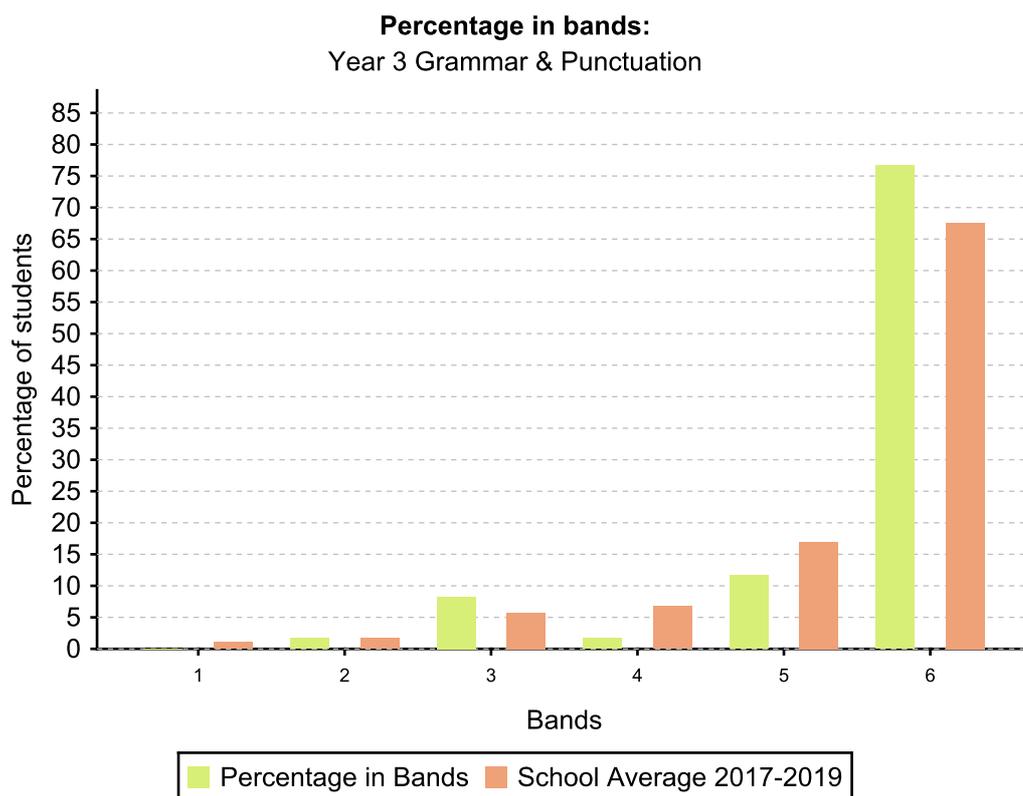
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

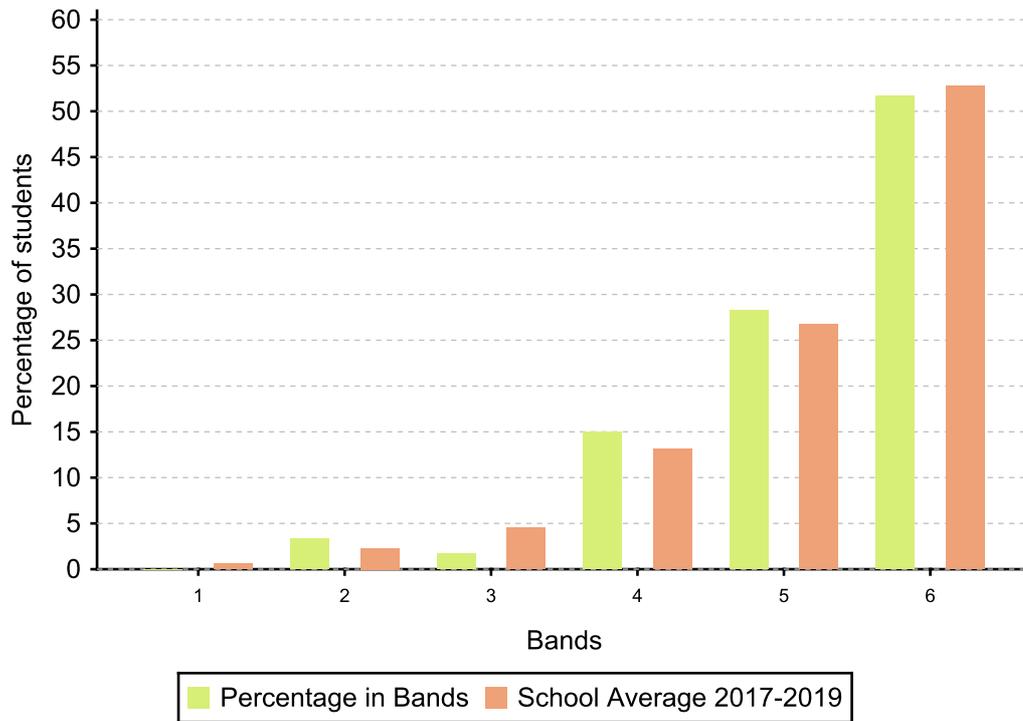
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison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



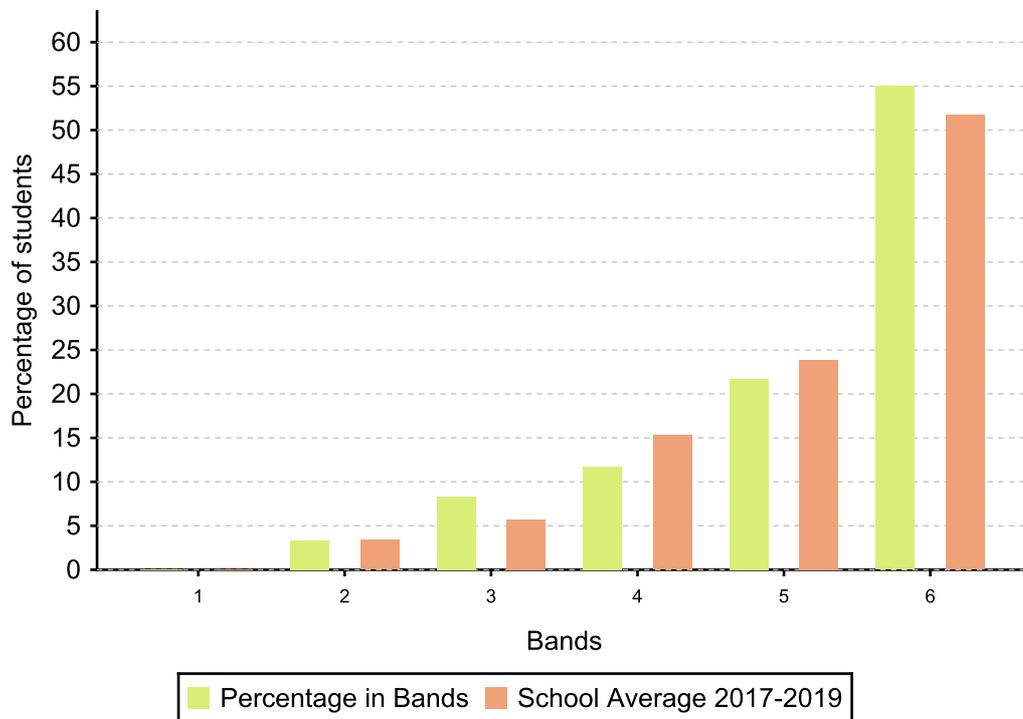
Band	1	2	3	4	5	6
Percentage of students	0.0	1.7	8.3	1.7	11.7	76.7
School avg 2017-2019	1.1	1.7	5.7	6.8	17	67.6

**Percentage in bands:
Year 3 Reading**



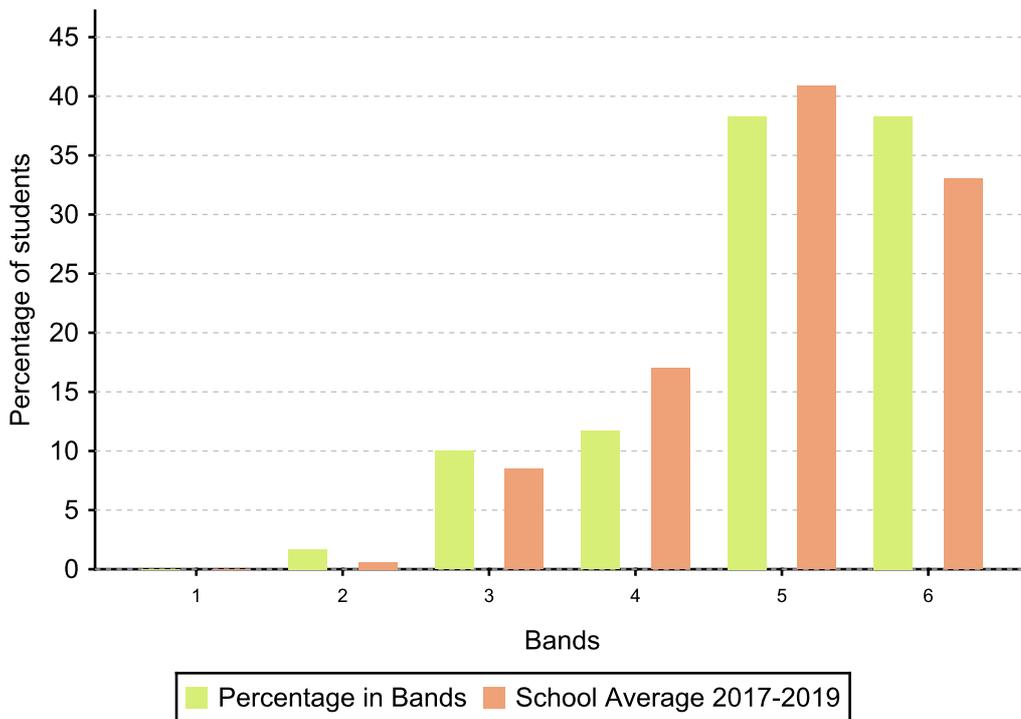
Band	1	2	3	4	5	6
Percentage of students	0.0	3.3	1.7	15.0	28.3	51.7
School avg 2017-2019	0.6	2.3	4.5	13.1	26.7	52.8

**Percentage in bands:
Year 3 Spelling**



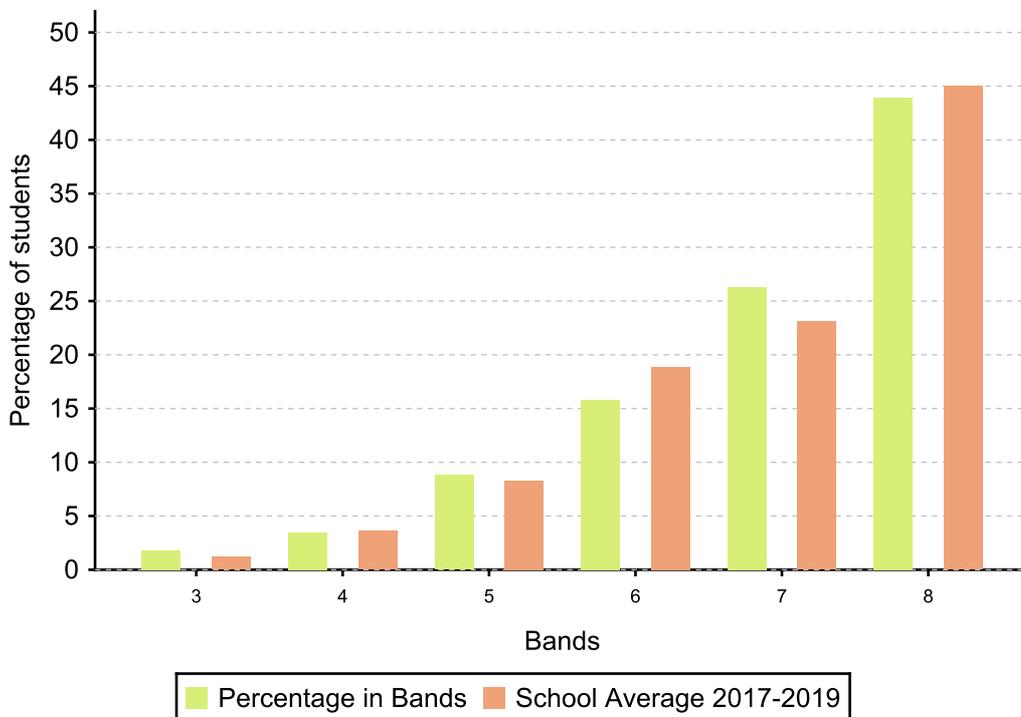
Band	1	2	3	4	5	6
Percentage of students	0.0	3.3	8.3	11.7	21.7	55.0
School avg 2017-2019	0	3.4	5.7	15.3	23.9	51.7

Percentage in bands:
Year 3 Writing



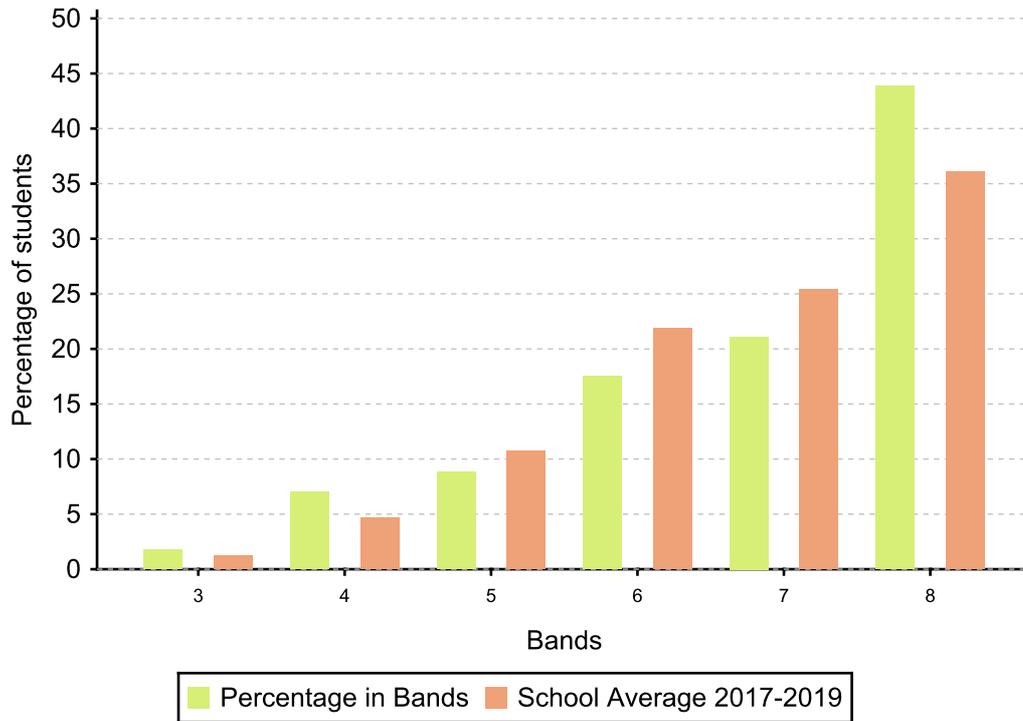
Band	1	2	3	4	5	6
Percentage of students	0.0	1.7	10.0	11.7	38.3	38.3
School avg 2017-2019	0	0.6	8.5	17	40.9	33

Percentage in bands:
Year 5 Grammar & Punctuation



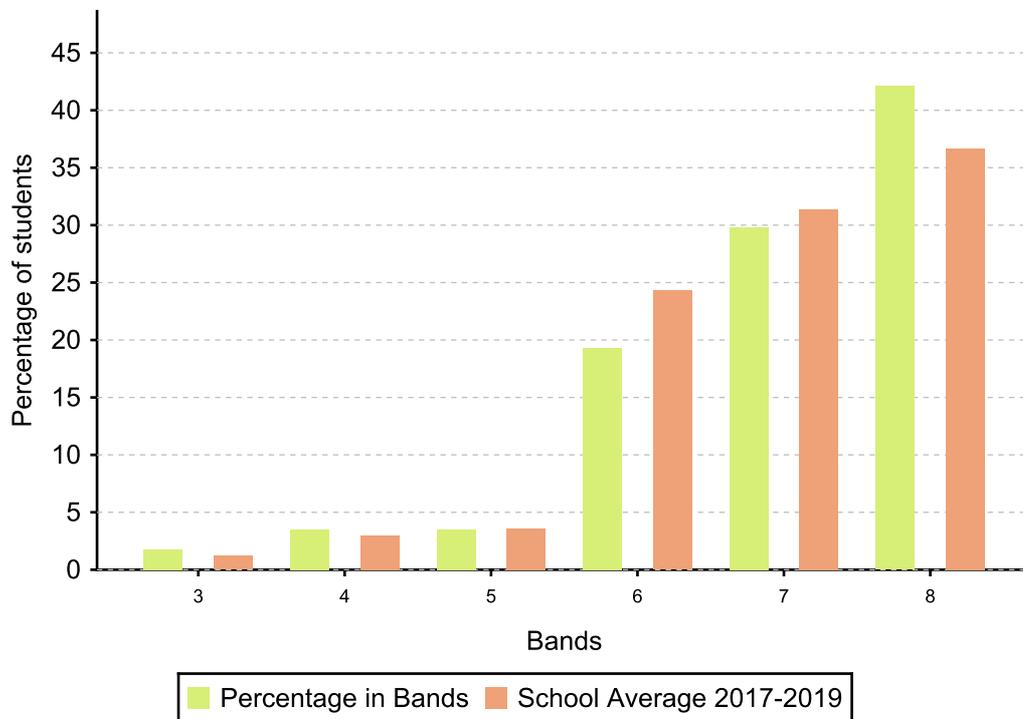
Band	3	4	5	6	7	8
Percentage of students	1.8	3.5	8.8	15.8	26.3	43.9
School avg 2017-2019	1.2	3.6	8.3	18.9	23.1	45

**Percentage in bands:
Year 5 Reading**



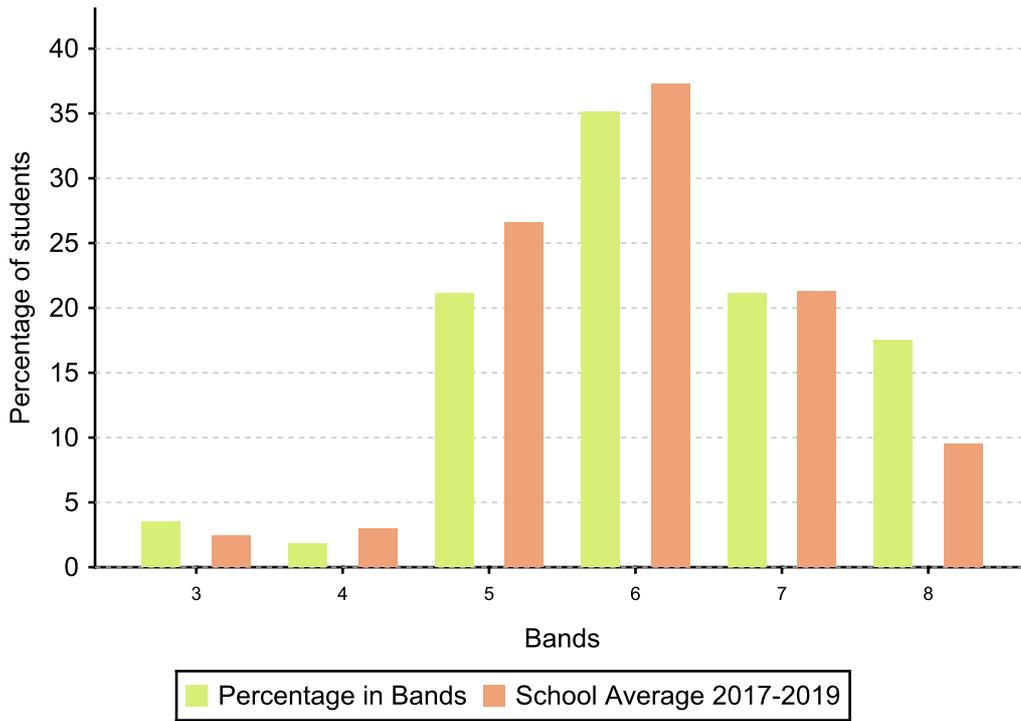
Band	3	4	5	6	7	8
Percentage of students	1.8	7.0	8.8	17.5	21.1	43.9
School avg 2017-2019	1.2	4.7	10.7	21.9	25.4	36.1

**Percentage in bands:
Year 5 Spelling**



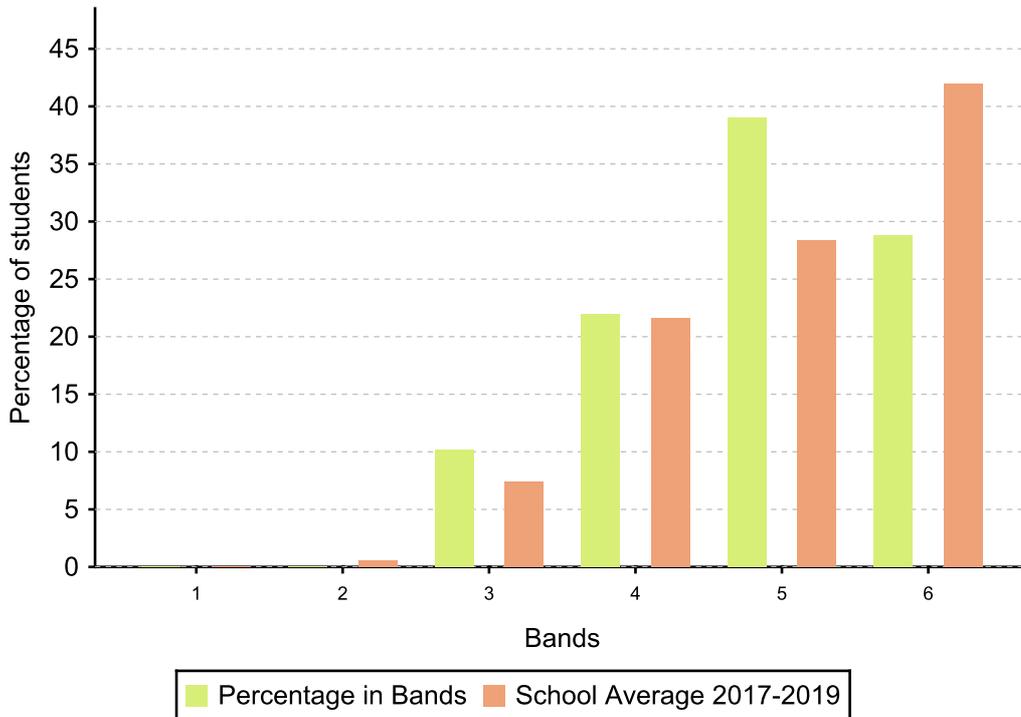
Band	3	4	5	6	7	8
Percentage of students	1.8	3.5	3.5	19.3	29.8	42.1
School avg 2017-2019	1.2	3.0	3.6	24.3	31.4	36.7

Percentage in bands:
Year 5 Writing



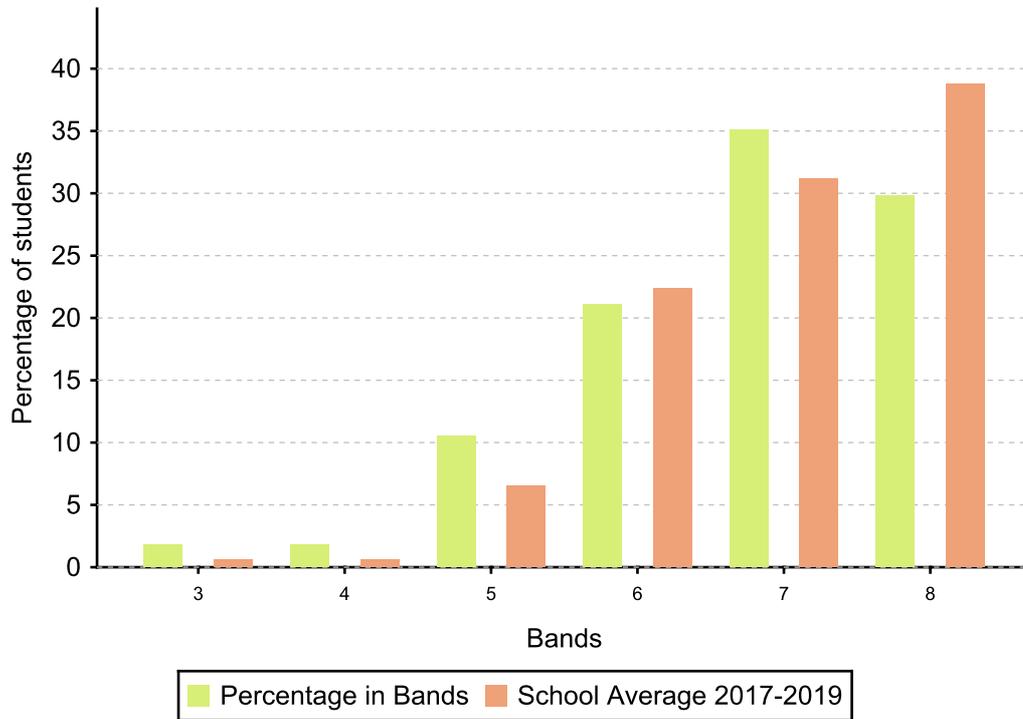
Band	3	4	5	6	7	8
Percentage of students	3.5	1.8	21.1	35.1	21.1	17.5
School avg 2017-2019	2.4	3	26.6	37.3	21.3	9.5

Percentage in bands:
Year 3 Numeracy



Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	10.2	22.0	39.0	28.8
School avg 2017-2019	0	0.6	7.4	21.6	28.4	42

Percentage in bands:
Year 5 Numeracy



Band	3	4	5	6	7	8
Percentage of students	1.8	1.8	10.5	21.1	35.1	29.8
School avg 2017-2019	0.6	0.6	6.5	22.4	31.2	38.8

Parent/caregiver, student, teacher satisfaction

In 2019 the school asked parents to complete the 'Partners in Learning' Parent Survey which covers several aspects of parents' perceptions of their children's experiences at home and school. The survey also provides feedback to schools about the extent to which parents feel the school supports learning and positive behaviour and promotes a safe and inclusive environment.

In regards to parents feeling welcome, the majority of parents reported that they feel welcome when they visit the school., they can easily speak with their child's teacher and feel well informed about school activities. They also reported that teachers listen to their concerns, written information from the school is in clear, plain language and the school's administrative staff are helpful. A less majority reported that they don't feel they can easily speak with the principal and parent activities aren't scheduled at times when they can attend.

When asked about feeling informed, the majority of parents reported that reports on their child's progress were written in terms they understand and teachers would inform them if there were concerns with their child's behaviour . A less majority reported that they felt informed about their child's progress in school subjects, their social and emotional development and opportunities concerning their child's future. In addition, 82% reported that they regularly attend parent teacher meetings and regularly talked with their child's teacher about learning or behaviour. 72% of parents reported that they weren't involved in school committees.

Following the survey, areas for future development include increasing the parental involvement in school committees. Parents also reported low score in the 'parent support learning at home' section. A focus may be to assist the dialogue at home so that parents talk more about how important school work is, talk about feelings towards other children at school and taking an interest in children's school assignments.

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.