

Kotara South Public School

2019 Annual Report



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Introduction

The Annual Report for 2019 is provided to the community of Kotara South 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

Kotara South Public School

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School background

School vision statement

Kotara South Public School bonds professional, caring and dynamic staff to grow minds of the future through collaborative practice. Our students are connected to quality literacy and numeracy opportunities that inspire learning in and beyond the classroom.

School context

Kotara South Public School (KSPS) is a community-based school that ensures all students reach the highest possible outcomes in all aspects of their education. It is a school that values the contributions of all stakeholders and is recognised for its high standards and ability to adapt to current community needs. KSPS is located in the central suburbs of Newcastle. The local area is undergoing a period of renewal as the housing stock changes and increasing numbers of young families move into the school zone.

Many of the students come from families with established connections to the school. Kotara South Public School has 333 students from 236 families. Of the 309 mainstream students 55% are boys and 45% girls. The school has 3% Aboriginal enrolment and 8% of students who speak a language background other than English (LBOTE) at home. Assessment data indicates that most students perform at or above stage expectations in each Key Learning Area.

Kotara South Public School's teaching staff bring high level professional and personal skills, and are well supported by experienced office staff and highly skilled school learning support officers. The school is the base for Itinerant Hearing Support services in the Newcastle area. Kotara South Public School is an active member of the Kotara Community of Schools (CoS) of 7 schools that combine resources, expertise and professional learning to benefit all. The school has 2 specialist units: a hearing support unit (HSU) with 8 students enrolled and an Early Intervention Unit for up to 16 preschool aged students with a diagnosed disability.

There is a continued focus on increasing the academic growth of all students as they progress from Year 3 to Year 5, and onto Year 7, through differentiation of curricula to explicitly meet individual needs, interests and abilities.

The school has a motivated and supportive community who bring high expectations and enthusiasm to see the school thrive. The school is proudly involved in projects developed in partnership with CoS schools and Muloobinbah Aboriginal Education Consultative Group (AECG).

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	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
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

QUALITY LEARNERS FLEXIBLE THINKERS

Purpose

To develop strong foundations in literacy and numeracy. Our future focused learners will have the ability to adapt, connect and become responsible citizens. Using the skillset of collaboration, communication, critical thinking and creativity, students will engage in real life learning experiences.

Improvement Measures

All Aboriginal students set high level goals and track their improvement in literacy and numeracy.

All classrooms reflect evidence based practices (feedback, learning intentions, success criteria and collaborative practice)

Increase the number of students in the top two bands in literacy and numeracy.

Overall summary of progress

From the professional learning and teaching done to improve achievement, high expectations and excellence there has been a culture of change strongly built amongst the staff, students and community. There is an understanding that KSPS is preparing students for a different workforce and ensuring that students can collaborate, critically think, create and communicate within their learning.

The learning for staff in this area has been through Future Focused Learning strategies, flexible spaces and teaching pedagogies. Staff have rebuilt a culture of high expectations through the start of setting success criteria and goal setting for students through a tiered approach to learning.

Progress towards achieving improvement measures

Process 1: Quality Pedagogy

Student awareness of learning intentions, success criteria and their 'where to next' within the cycle of learning in literacy and numeracy.

Evaluation	Funds Expended (Resources)
All students are showing progression of learning. Teachers share the criteria for student success and create opportunities for learners to receive feedback in a continuous cycle of improvement.	Teacher release Funding Sources: <ul style="list-style-type: none">• Quality Teaching, Successful Students (QTSS) (\$5000.00)

Process 2: Evidence Based Practice

Differentiated practice, feedback and data analysis that address student needs.

Evaluation	Funds Expended (Resources)
Review of KSPS Teacher survey about reading Tracking and feedback from Professional Learning Teacher observations reviewed. Review of KSPS Teacher survey about their confidence to improve reading improvement. Tracking and feedback from Professional Learning to plan for 2020	Literacy and Numeracy Progressions & training through P-2 Initiatives Officer K-2 Effective Reading- Online Modules X1 Funding Sources: <ul style="list-style-type: none">• Quality Teaching, Successful Students (QTSS) (\$2000.00)

Next Steps

Next Steps

Continuing in 2019 and beyond, the focus is to continue growth across writing, reading and numeracy. This is explicitly planned for with tiered intervention, differentiation strategies and explicit teaching. Strong professional learning for all staff will continue in a continuous cycle of self improvement.

The School Excellence Survey and What Works Best Data indicates we are tracking in sustaining and growing across all area in SD1– Excellence in Learning and tracking towards School excellence against the SEF for 2020. Our next steps are to tracking and feedback from Professional Learning to plan for 2020.

Strategic Direction 2

QUALITY TEACHERS INNOVATIVE PRACTICES

Purpose

To ensure explicit quality pedagogies are evident in all learning environments. Using formative assessment measures, teachers develop ongoing differentiated learning programs. School wide data identifies progress and future directions.

Improvement Measures

All teaching practices and programs reflect DoE / school / NESA requirements.

All students are tracked and receive differentiated teaching using the literacy and numeracy progressions. .

Overall summary of progress

Throughout 2019, all staff, executive and principal built teacher capacity through focused professional learning and development. We have started setting strong foundations in a culture where every staff member is engaged actively learning through a series of targeted and individualize teacher professional learning workshops. This was primarily focused on Mathematics Building Blocks for Numeracy and pedagogical improvement in the HOW we teach, in ongoing, school target focused and evidence-based learning underpinned by the Quality Teaching Framework.

Progress towards achieving improvement measures

Process 1: Professional Learning

Scaffolded explicit teacher professional learning that builds capacity around pedagogy and program requirements.

Evaluation	Funds Expended (Resources)
Data Source: MyPL: Ongoing collection of literacy data. Progression evidence. Staff and student reading survey which TTFM	School staff

Process 2: Data Analysis

Teachers develop quality data collection processes to collaboratively plan, analyse, evaluate and reflect on student progress and teaching practice.

Evaluation	Funds Expended (Resources)
Lowest ever year of suspensions recorded. (Only 1 for the entire year) Clear systems established for reporting Minor and Major behavior. Sentral data showed more consistency across the entire school with valid data. Flowchart chart established and being implemented Reward system established – Focus on a team approach.	school staff

Process 3: Assessment and Feedback

Assessment and feedback practices developed to reflect learning intentions and the learning progressions.

Evaluation	Funds Expended (Resources)
Review of KSPS Teacher survey about reading Tracking and feedback from Professional Learning Teacher observations reviewed. Review of KSPS Teacher survey about their confidence to improve reading improvement.	School staff, LST

Next Steps

Our next steps are to tracking and feedback from Professional Learning to plan for 2020.

Strategic Direction 3

QUALITY LEADERS COLLABORATIVE TEAMS

Purpose

To ensure collaboration underpins our whole school culture. Teams that are proactive, strategic and systematic work together to develop a growth mindset with authentic opportunities for continual improvement.

Improvement Measures

Teachers develop high level goals and provide evidence of their impact.

All teachers have authentic leadership roles to drive school improvement.

Overall summary of progress

Continuing in 2019 and beyond, the focus is to continue growth across writing, reading and numeracy. This is explicitly planned for with tiered intervention, differentiation strategies and explicit teaching. Strong professional learning for all staff will continue in a continuous cycle of self improvement

Progress towards achieving improvement measures

Process 1: Professional Capacity Building

High quality teacher professional learning with a consistent approach to evidence based practice to ensure continuous growth.

Evaluation	Funds Expended (Resources)
An increase in staff undertaking authentic leadership roles, identified on their PDPs and tracked through role statements. SEF 2019 review indicates some elements of excellence All staff have reached the school-wide goal of improving in reading pedagogy	Professional Learning Budget EquityLow level adjustment Funding Sources: <ul style="list-style-type: none">• Low level adjustment for disability (\$1000.00)

Process 2: Leadership

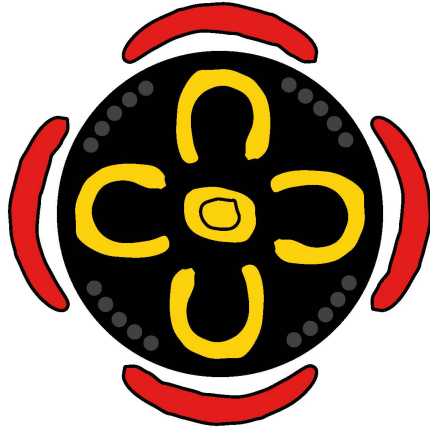
Develop whole school practices and process that build a culture of high expectations and distributive leadership.

Evaluation	Funds Expended (Resources)
Data showed that our community are very happy with our communication a visual presence through surveys and verbal feedback. Aboriginal Education review indicated that all of our families were satisfied with our 2019 Aboriginal Education Strategy.	Software Platforms utilised.

Next Steps

Processes 1, 2 activities and evaluations are evidence of our progress and will build our foundation into 2020. We will review against the SEF to obtain School Excellence in Strategic Direction 3.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>Local Aboriginal Elders (free of charge)</p> <p>Aboriginal funding – hospitality</p> <p>Hire of artistic designer for graphic/logo development</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Aboriginal background loading (\$2 000.00) • Aboriginal background loading (\$85.00) 	Highly successful program. Students have for our KSPS AEC.
Low level adjustment for disability	<p>LLA for Disability</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Low level adjustment for disability (\$18 000.00) 	<p>This area incorporates the permanent 0.7 FTE LAST position and additional positions created to support students with learning difficulties. A range of assessment tools (EduCheck, Benchmarking F&P and PM, PAT online Reading and Mathematics, SENA testing, Spelling Mastery, NAPLAN) have been utilised to demonstrate growth and record achievement of targeted students. Of particular note is the growth in skills in Mathematics of our Year 5 students after 2 years of support (new program). NAPLAN data showed no student in the lower bands for the first time and some of our supported students even gaining the higher mid level bands. Data from all support programs have been analysed and 2020 plans drafted to ensure targeted supports are utilised fully from the beginning of the year. IEPs and PLPs have been evaluated and shared with relevant stakeholders. Targeted intervention programs and directions in literacy and numeracy for 2020 have been drafted.</p>
Quality Teaching, Successful Students (QTSS)	<p>QTSS</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$65 000.00) 	<p>Quality Teaching, Successful Students (QTSS) fund are used to facilitate professional learning and collaboration between teachers and executive staff. The focus of this collaboration is improving teacher quality through the observation of practice and provision of feedback.</p>



Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	160	167	182	169
Girls	127	133	145	160

Student attendance profile

School				
Year	2016	2017	2018	2019
K	95.8	96	96.2	96.2
1	97.2	95.8	94.6	94.3
2	95	94.9	95.2	95.5
3	95	95	95.5	95.6
4	93.9	93.8	96.2	93.8
5	96.9	94.7	94.1	95.4
6	95.6	94.9	93.3	93.1
All Years	95.5	95.1	94.9	94.9
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)	16.14
Teacher of Reading Recovery	0.2
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.8
School Counsellor	1
School Administration and Support Staff	4.32

*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	647,178
Revenue	3,811,350
Appropriation	3,639,751
Sale of Goods and Services	14,606
Grants and contributions	153,937
Investment income	3,056
Expenses	-3,741,931
Employee related	-3,397,844
Operating expenses	-344,087
Surplus / deficit for the year	69,419

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	385,212
Equity Total	130,733
Equity - Aboriginal	12,085
Equity - Socio-economic	15,448
Equity - Language	819
Equity - Disability	102,380
Base Total	2,380,502
Base - Per Capita	77,937
Base - Location	0
Base - Other	2,302,565
Other Total	646,860
Grand Total	3,543,308

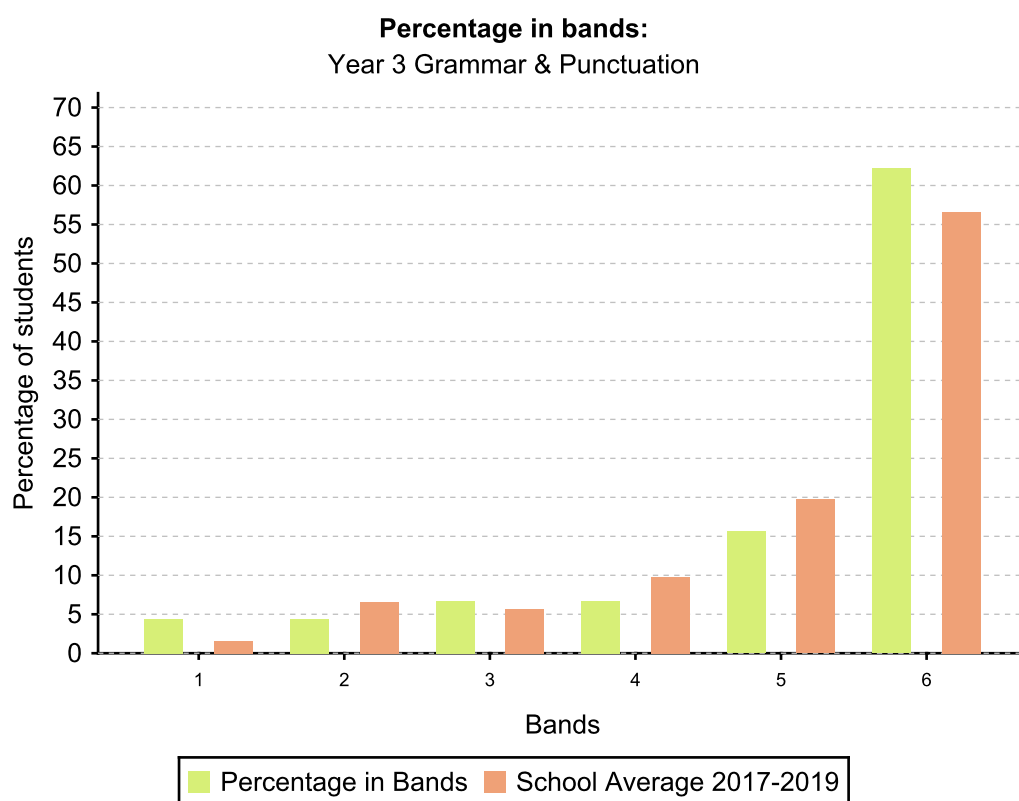
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School performance - NAPLAN

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.

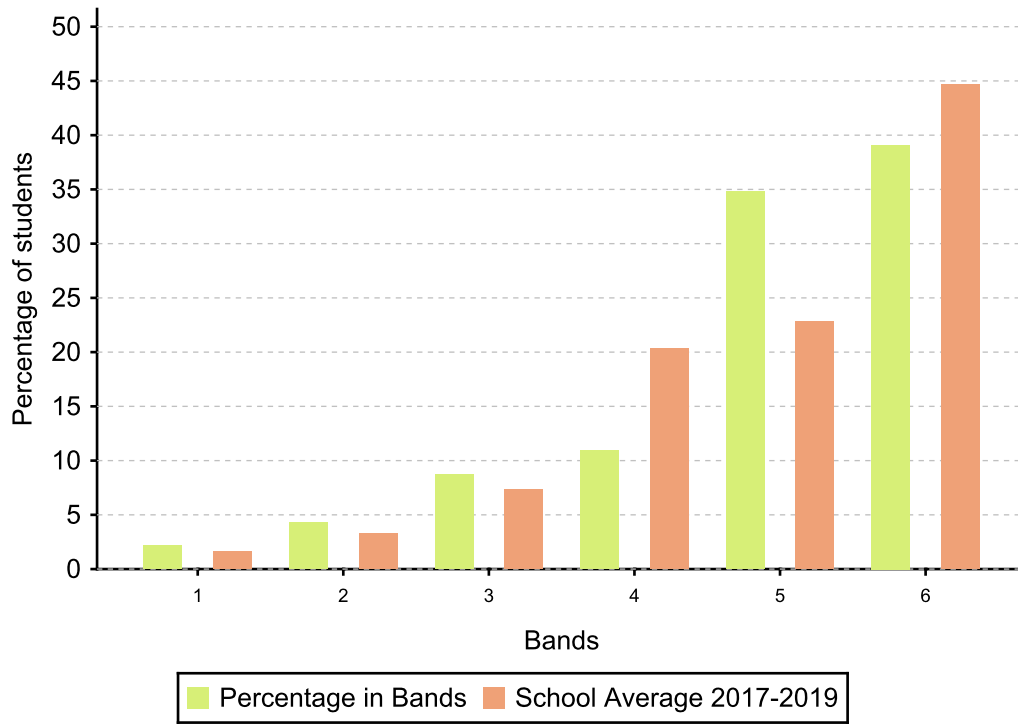
Literacy and Numeracy Graphs



Band	1	2	3	4	5	6
Percentage of students	4.4	4.4	6.7	6.7	15.6	62.2
School avg 2017-2019	1.6	6.6	5.7	9.8	19.7	56.6

Percentage in bands:

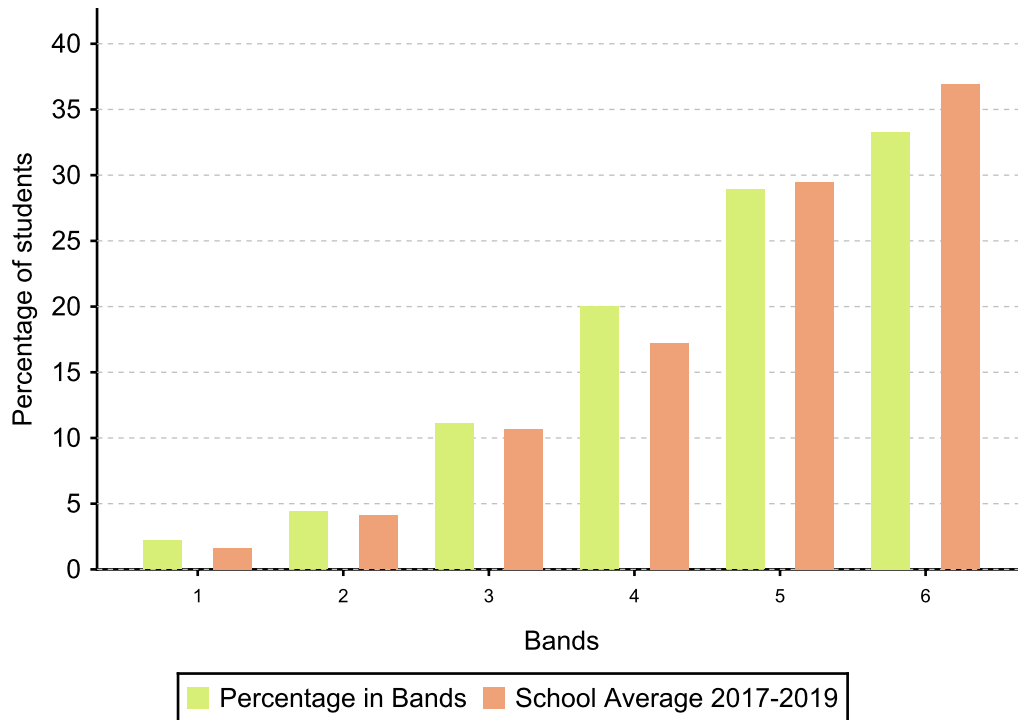
Year 3 Reading



Band	1	2	3	4	5	6
Percentage of students	2.2	4.3	8.7	10.9	34.8	39.1
School avg 2017-2019	1.6	3.3	7.3	20.3	22.8	44.7

Percentage in bands:

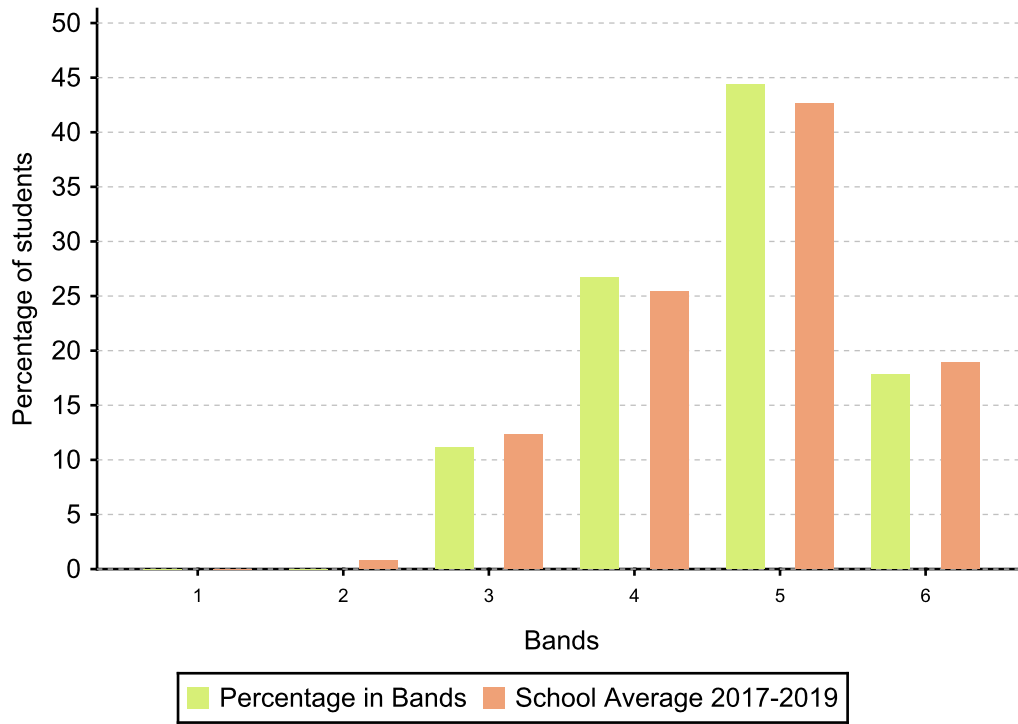
Year 3 Spelling



Band	1	2	3	4	5	6
Percentage of students	2.2	4.4	11.1	20.0	28.9	33.3
School avg 2017-2019	1.6	4.1	10.7	17.2	29.5	36.9

Percentage in bands:

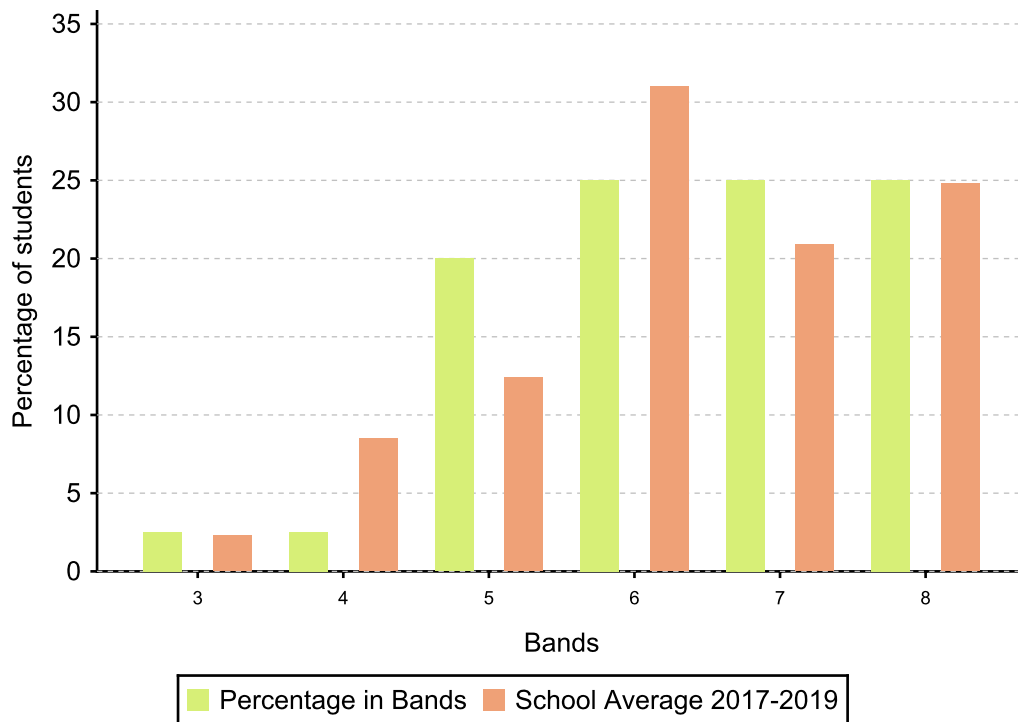
Year 3 Writing



Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	11.1	26.7	44.4	17.8
School avg 2017-2019	0	0.8	12.3	25.4	42.6	18.9

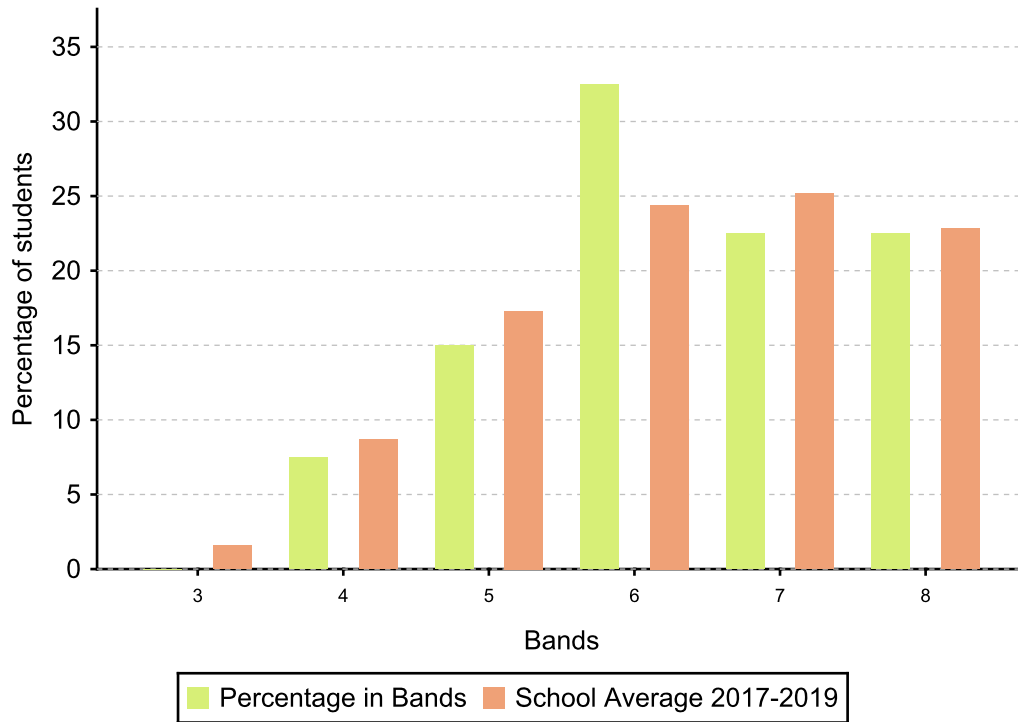
Percentage in bands:

Year 5 Grammar & Punctuation



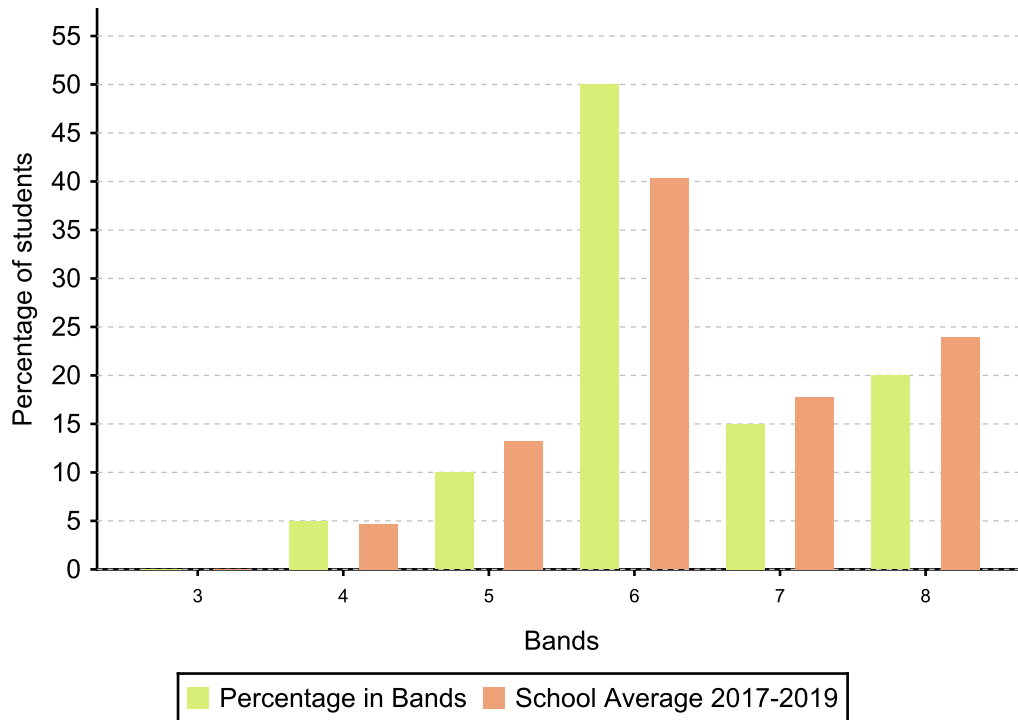
Band	3	4	5	6	7	8
Percentage of students	2.5	2.5	20.0	25.0	25.0	25.0
School avg 2017-2019	2.3	8.5	12.4	31	20.9	24.8

Percentage in bands:
Year 5 Reading



Band	3	4	5	6	7	8
Percentage of students	0.0	7.5	15.0	32.5	22.5	22.5
School avg 2017-2019	1.6	8.7	17.3	24.4	25.2	22.8

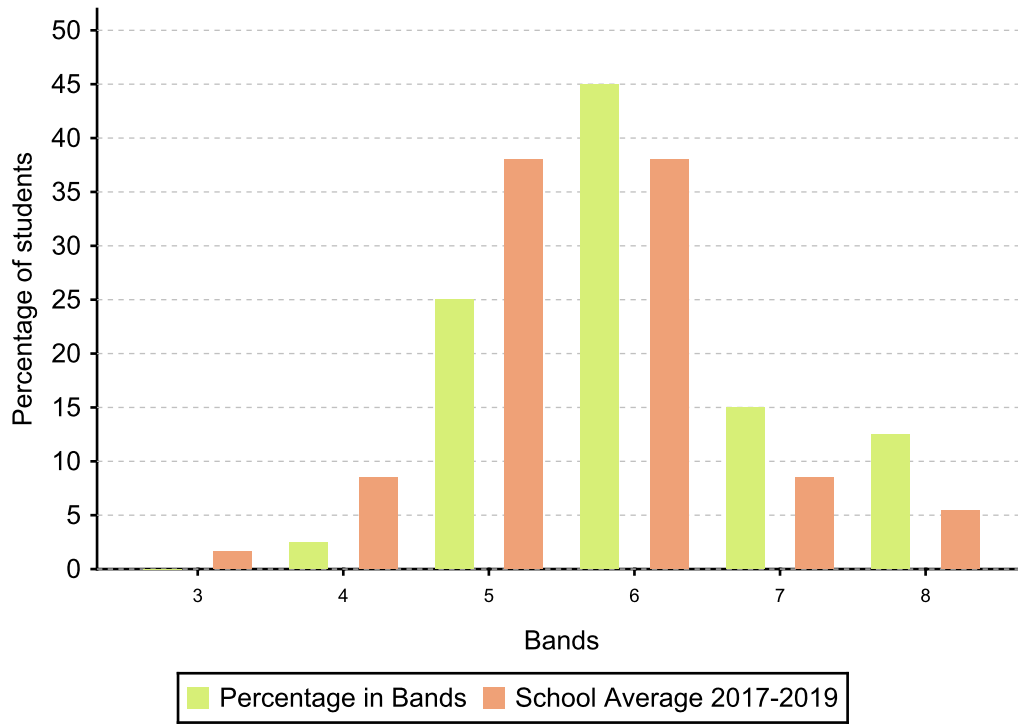
Percentage in bands:
Year 5 Spelling



Band	3	4	5	6	7	8
Percentage of students	0.0	5.0	10.0	50.0	15.0	20.0
School avg 2017-2019	0	4.7	13.2	40.3	17.8	24

Percentage in bands:

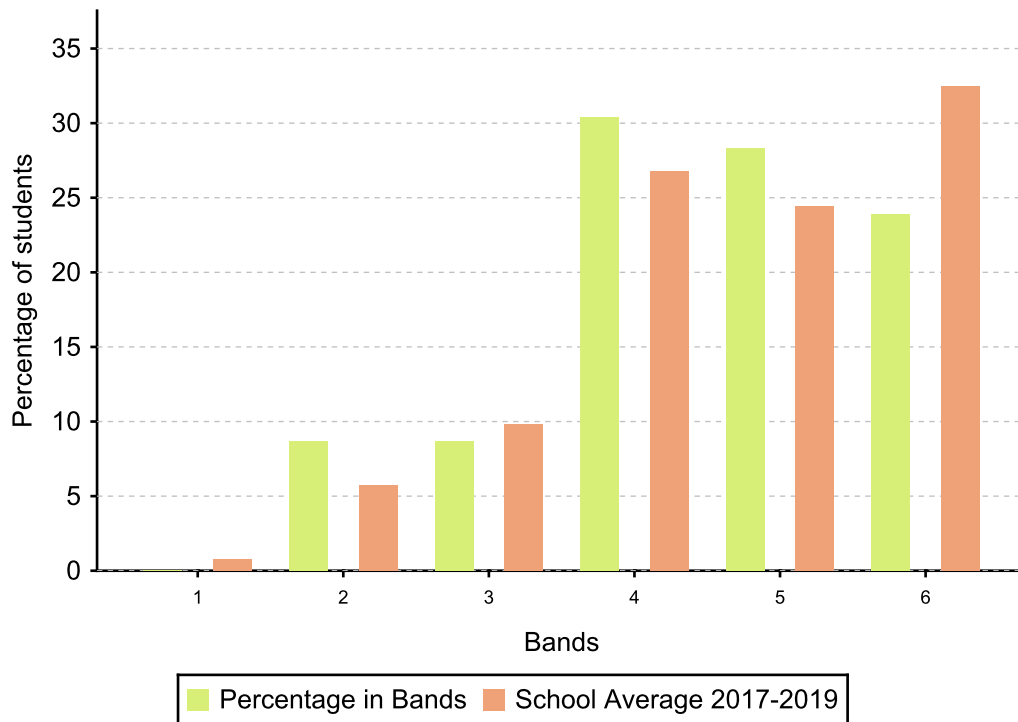
Year 5 Writing



Band	3	4	5	6	7	8
Percentage of students	0.0	2.5	25.0	45.0	15.0	12.5
School avg 2017-2019	1.6	8.5	38	38	8.5	5.4

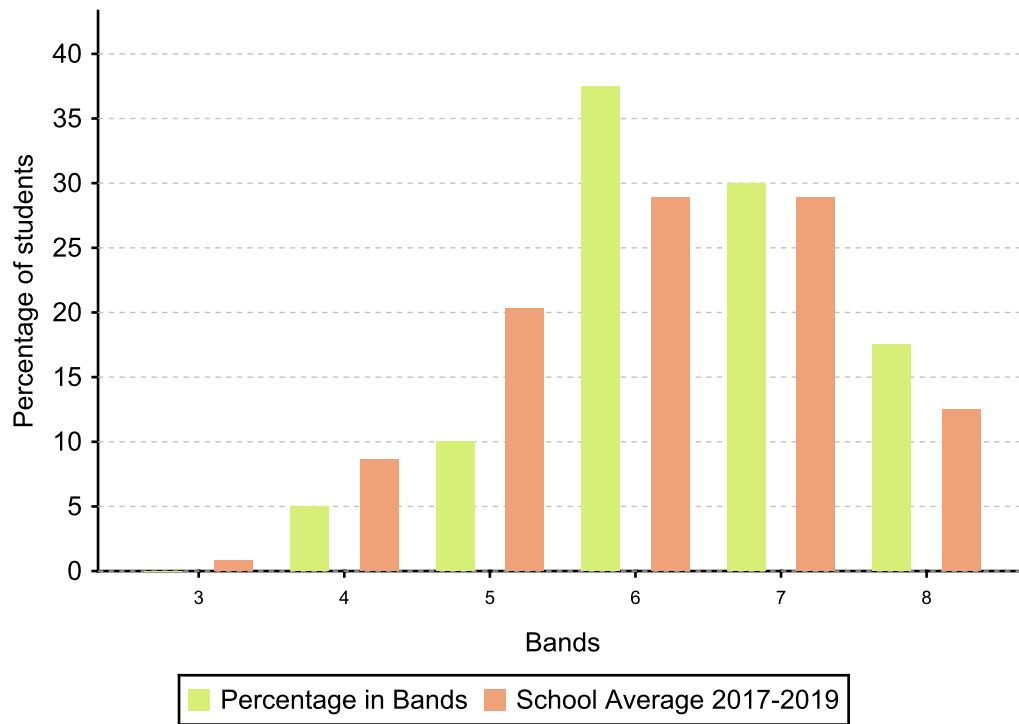
Percentage in bands:

Year 3 Numeracy



Band	1	2	3	4	5	6
Percentage of students	0.0	8.7	8.7	30.4	28.3	23.9
School avg 2017-2019	0.8	5.7	9.8	26.8	24.4	32.5

Percentage in bands:
Year 5 Numeracy



Band	3	4	5	6	7	8
Percentage of students	0.0	5.0	10.0	37.5	30.0	17.5
School avg 2017-2019	0.8	8.6	20.3	28.9	28.9	12.5

Parent/caregiver, student, teacher satisfaction

Annual parent survey response indicate that 88% of the community agreed or strongly agreed that they were satisfied with Kotara South Public School Public School. Tell Them From Me survey indicated that 74% of students had a high sense of belonging, 88% of students reported positive relationships at school and 91% valued learning at Belair Public School. 88.89% of staff reported they felt encouraged to improve the work they do, 88.23% felt proud to say they worked for the organisation and 88.33% said their job gave them a feeling of personal accomplishment.

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.