

Kyeemagh Public School

2019 Annual Report



5141

Introduction

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

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

School contact details

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School background

School vision statement

The vision of Kyeemagh Public School is to be a school of choice in the area. Each student's unique way of learning is catered to by delivering high quality education resulting in our young people being prepared for achieving their best in a complex and dynamic world.

School context

Our students come to school bringing with them a range of learning experiences. They demonstrate a variety of talents, interests and learning needs, so it is always very satisfying to see the students engaging daily in learning and continuously aiming to achieve their potential.

More than 60% of our student population is from language backgrounds other than English, with the main groups being Japanese, Arabic and Greek, followed by a large array of various cultural groups.

Resources and learning experiences are tailored to ensure the application of high quality early intervention and acceleration programs. These programs promote early learning success and lay solid foundations for future learning.

The school community is an active partner as well as participant in school programs and events. Families are proactive in the development of strong partnerships and programs within the school.

The school community exemplifies:

- Strong school, home and community partnerships to promote learning success;
- All students have skills and talents to share;
- Co-operation, respect and resilience are fundamental to educating the whole child;
- Quality teaching and learning are the foundation of all our efforts to foster love of learning;
- Every student is capable of leadership; and
- School is a safe and happy place where students build strong learning foundations.

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	Delivering
LEARNING: Wellbeing	Delivering
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

Strong learning culture

Purpose

To be a centre of excellence in education through building a strong learning culture reflecting the needs of the individual allowing all to connect, succeed, thrive and learn.

To promote excellence and equity with a focus on quality learning environments which support students in acquisition, development and application of higher order thinking resulting in learners who are able to apply core skills in literacy and numeracy to collaborate and communicate successfully through creative and critical thinking.

Improvement Measures

Increased levels of individual student growth in literacy and numeracy as measured through internal and external evidence.

Increased proportion of students reporting a belonging, expectations for success and advocacy at school.

Increased proportion of staff using contemporary learning strategies in agile learning environments that focus on evidence based teaching practices and individual student progress.

Progress towards achieving improvement measures

Process 1: Embedding Literacy and Numeracy progressions into teaching programs

- Teachers use evidence based learning strategies in flexible learning environments and utilize the learning progressions to plan, assess and monitor student progress.

Evaluation	Funds Expended (Resources)
<p>All teachers worked with Assistant Principal to develop assessment tasks with consistent teacher judgement on the students' achievements across the learning progressions in the area of Understanding Texts.</p> <p>Student reports contain personalised information about individual achievement including development in literacy and numeracy progressions. Improved levels of Consistent Teacher Judgement with use of rubrics however, with 80% of completion of final assessments for students. 70% of class reports demonstrated use of progressions terminology, with a focus for consistent use over all classes for 2020.</p>	<p>Professional Learning Funds Expended \$10 000</p> <ul style="list-style-type: none">PLAN2Literacy and Numeracy Progressions

Process 2: PBL project

- Incorporation of PBL into whole school wellbeing policy including establishing expectations, educate students and staff consistency in following PBL strategies.

Evaluation	Funds Expended (Resources)
<p>PBL rules and expectations are explicitly, consistently and supportively applied throughout the school. All classes and playground areas have posters of rules and are referred to by staff. Tiered Fidelity Inventory (TFI) Trends shows an increase of 6% for 2019.</p> <p>Goals for 2020 are to be determined from the TFI.</p>	<p>PBL Training and Programming \$2000</p> <p>PBL – TFI</p>

Process 3: Learning Support Team Project

- Establishment of Learning Support Team and quality ILPs, classroom supports and parental engagement.
- Use of flexible learning strategies to support individual student needs.

Evaluation	Funds Expended (Resources)

Progress towards achieving improvement measures

Data review of student support through analysis of LST minutes shows that 25% of students were discussed during LST meetings, 13% students on NCCD with 8% receiving Integration Funding Support. Focus areas for 2020 will be behaviour as determined from analysis. Target students identified from data.

2020 goals are for targeted training for LAST in reading interventions and whole school tracking of student growth through PAT and ALAN.

Funds to release teachers for IEP development and review meetings – \$2500

Strategic Direction 2

Connectedness

Purpose

To foster strong relationships with school and wider community where all members are valued.

To implement transparency in decision making and lead the school through significant cultural change.

To build capacity in skills and attitudes for our students to be informed and capable future global citizens.

Improvement Measures

Survey show increased levels of parent and teacher satisfaction and ongoing support of the school.

Increasing enrolments and positive student transition data show confidence in the schools transition to K–6 environment.

Survey data/ focus groups shows successful transitions and management of the site to a new school with increased learning opportunities for all students.

Project based learning rubrics show improved student outcomes in History and Geography as assessed against the syllabus.

Progress towards achieving improvement measures

Process 1: Communication strategy

- Establishment and advertisement of social media accounts to share information with school community
- Promotion of wider community involvement in all aspects of student learning programs

Evaluation	Funds Expended (Resources)
<p>Tell Them From Me survey indicates parent perception of their capacity for involvement has change from previous years. Parents indicate they continue to be welcome in the school; however, there has been a decline in the levels where they feel informed. Teachers have indicated that there was a decline of parent involvement in 2019. A goal for 2020 is to have greater parent participation within the classrooms.</p> <p>The school needs to promote the increased use of School Enews and classroom sharing apps such as SeeSaw. This is a goal for 2020. Facebook and Instagram have had increases in participation. Further review of these platforms to occur in 2020.</p>	TTFM survey

Process 2: Rebuild Strategy

- Managing increasing enrolments
- Managing work site issues

Evaluation	Funds Expended (Resources)
<p>Teachers demonstrated confidence in flexible spaces with each class trialling different classroom configurations in line with the Flexible Learning by Design professional learning. Student feedback indicates positive interactions with spaces and enjoyed making choices around where they learn best.</p> <p>Due to a larger proportion of students leaving due to changes in family circumstances, student retention rate for 2019 was 80%. The school saw an increase number of student enrolments in Kindergarten 2020 with continued growth of local student families choosing to enrol at Kyeemagh PS.</p>	Professional Learning Funds – \$2000

Process 3: Innovative learning

Progress towards achieving improvement measures

Process 3: • Project based learning in History and Geography providing authentic learning experiences

Evaluation	Funds Expended (Resources)
<p>All classes undertake Project Based Learning tasks supported by Instructional Leader (IL). Program reflects differentiation of tasks and linked with syllabus outcomes. Student worksamples are moderated during Professional Learning session. Evidence of differentiation through links between program and student work samples.</p> <p>Anecdotal teacher feedback indicated students highly engaged in project based learning. Teachers reported their increased confidence in developing lessons in Project Based Learning however requested further professional learning to support further growth in confidence. Further professional learning in this area to be scheduled for 2020.</p>	<p>Teacher release for observations and funding attached to IL – \$10,000 QTSS funds</p>

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> • Aboriginal background loading (\$0.00) 	Aboriginal Education and its priorities are supported through integration within all subject areas.
English language proficiency	<p>Additional teacher supporting the acquisition of English for targeted students.</p> Funding Sources: <ul style="list-style-type: none"> • English language proficiency (\$39 052.00) 	Student progress in EAL/D incorporated into yearly student report to parent. Progression reflected in English comments.
Low level adjustment for disability	<p>Additional teacher to support students with disability.</p> Funding Sources: <ul style="list-style-type: none"> • Low level adjustment for disability (\$7 934.00) 	<p>25% of students received additional support through targeting of LST. Behaviour plans were developed for 13% of students, health care plans were developed for 6% of students and Individual Education Plans were developed for 8% of students.</p> <p>Target for 2020 is to increase identification of students with additional needs and increased levels of individual planning supporting targeted students.</p>
Quality Teaching, Successful Students (QTSS)	<p>Additional staffing as Instructional Leadership led by executive teachers.</p> Funding Sources: <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$10 778.00) 	<p>Feedback from teachers attached to the Project Based Learning project determined the value of the process and provided guidance for determining innovations in practice for the following year.</p> <p>2020 target area is whole school understanding of, and Stage 2 participation in, Quality Teaching Rounds.</p>
Socio-economic background	<p>Additional SLSO engaged to support students.</p> Funding Sources: <ul style="list-style-type: none"> • Socio-economic background (\$2 968.00) 	Students with socio-economic needs are supported equitably across the school.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	29	28	27	34
Girls	32	28	32	37

Student attendance profile

School				
Year	2016	2017	2018	2019
K	95.9	93.3	95.8	90.4
1	95.6	95.1	90.6	94.6
2	96.3	96	89.8	92.4
3				93.2
All Years	96	94.4	92.2	92.5
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				93
All Years	94.1	94.1	93.6	93

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	2.4
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.17
School Administration and Support Staff	1.41

*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.

Professional Learning for 2019 focussed on capacity building of staff in curriculum knowledge as well as the development of systems for the implementation and tracking of students performance. Working closely with School Services: Learning, Teaching and Leading Team, policy and procedures around curriculum implementation were reviewed and updated to meet NESA requirements., providing equitable academic opportunities for all students.

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	217,696
Revenue	1,095,375
Appropriation	1,051,705
Sale of Goods and Services	-270
Grants and contributions	42,646
Investment income	1,193
Other revenue	100
Expenses	-1,008,025
Employee related	-895,739
Operating expenses	-112,287
Surplus / deficit for the year	87,349

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	118,393
Equity Total	71,298
Equity - Aboriginal	0
Equity - Socio-economic	2,968
Equity - Language	39,052
Equity - Disability	29,278
Base Total	652,554
Base - Per Capita	13,844
Base - Location	0
Base - Other	638,710
Other Total	28,938
Grand Total	871,183

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.

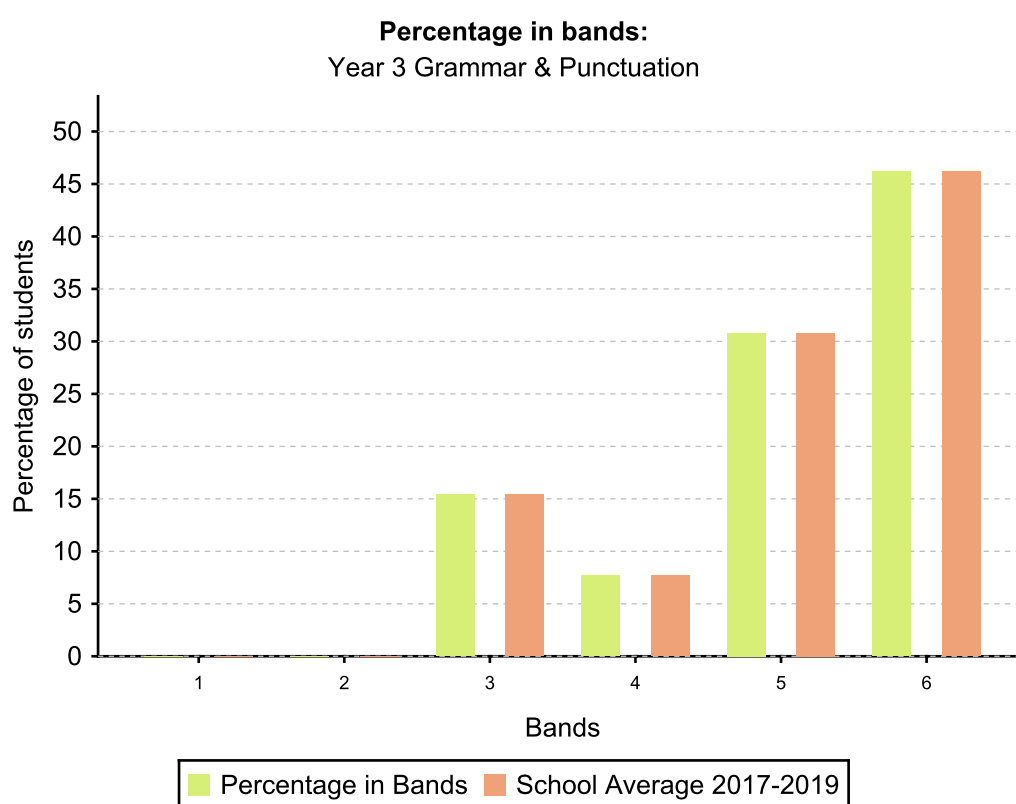
School performance - NAPLAN

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.

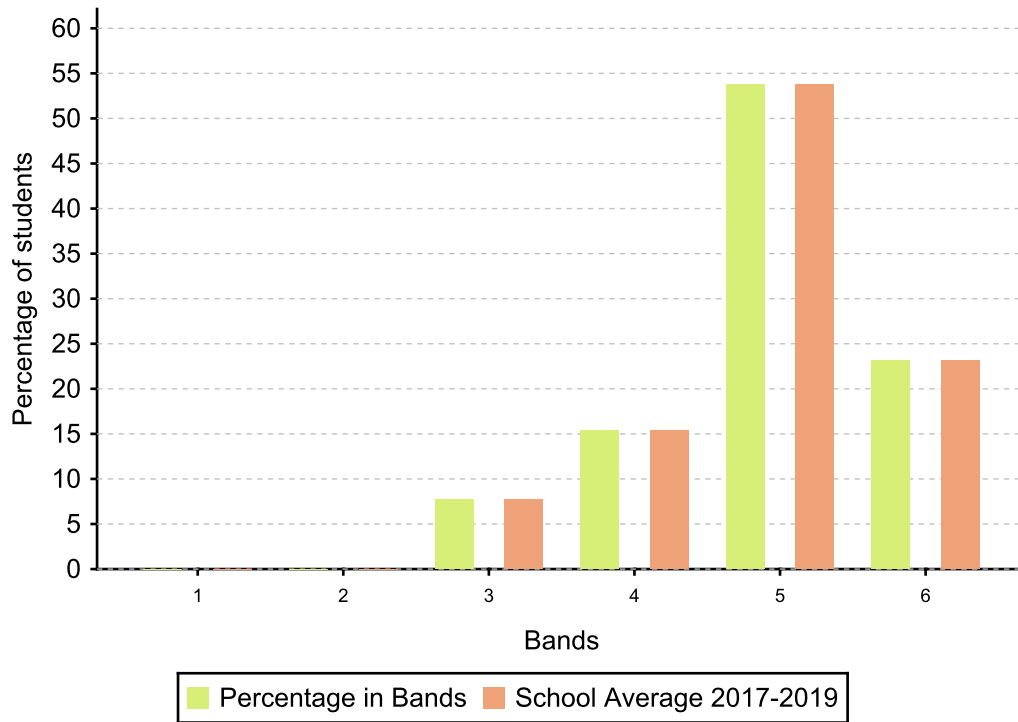
Literacy and Numeracy Graphs

Literacy data – The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a cohort, summary statistics or graphical representation of student performance is not available.



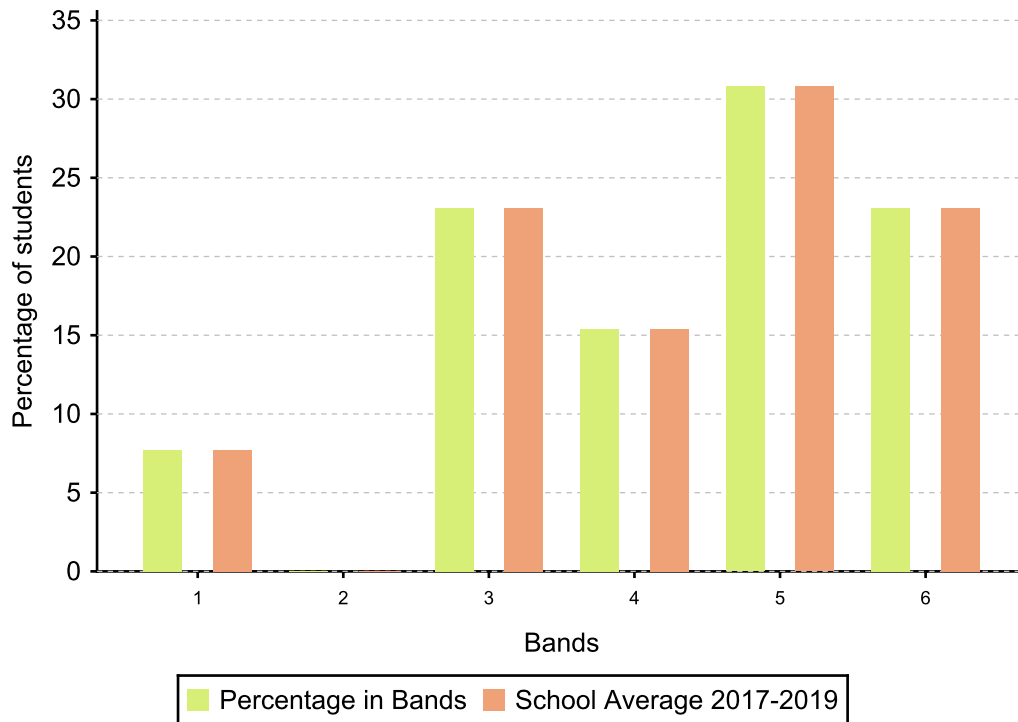
Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	15.4	7.7	30.8	46.2
School avg 2017-2019	0	0	15.4	7.7	30.8	46.2

Percentage in bands:
Year 3 Reading



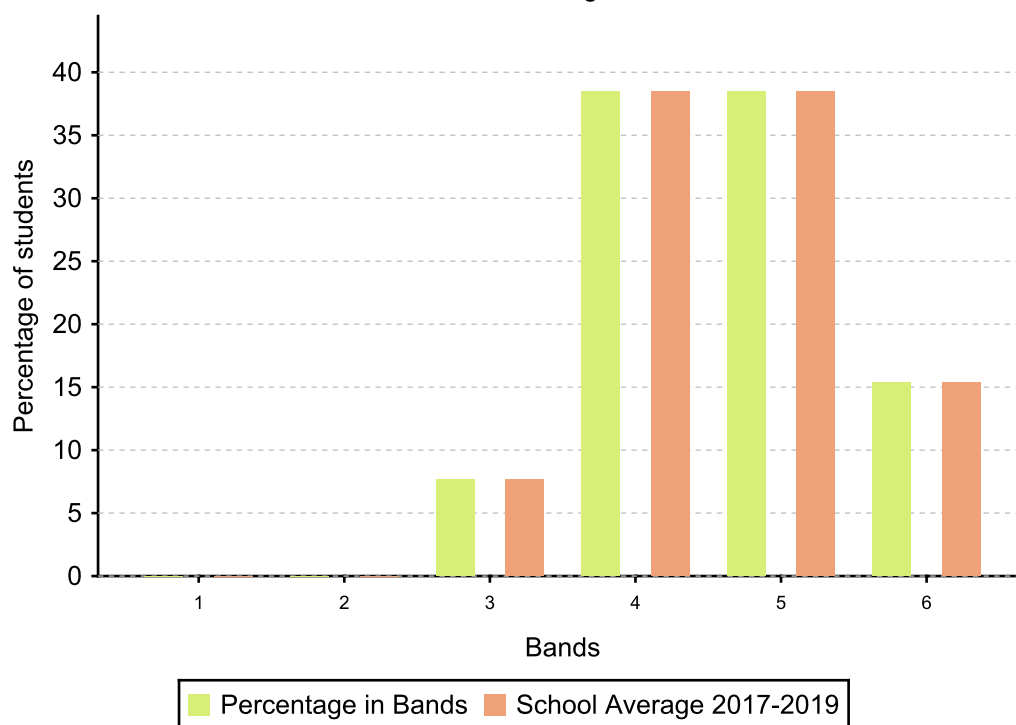
Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	7.7	15.4	53.8	23.1
School avg 2017-2019	0	0	7.7	15.4	53.8	23.1

Percentage in bands:
Year 3 Spelling



Band	1	2	3	4	5	6
Percentage of students	7.7	0.0	23.1	15.4	30.8	23.1
School avg 2017-2019	7.7	0	23.1	15.4	30.8	23.1

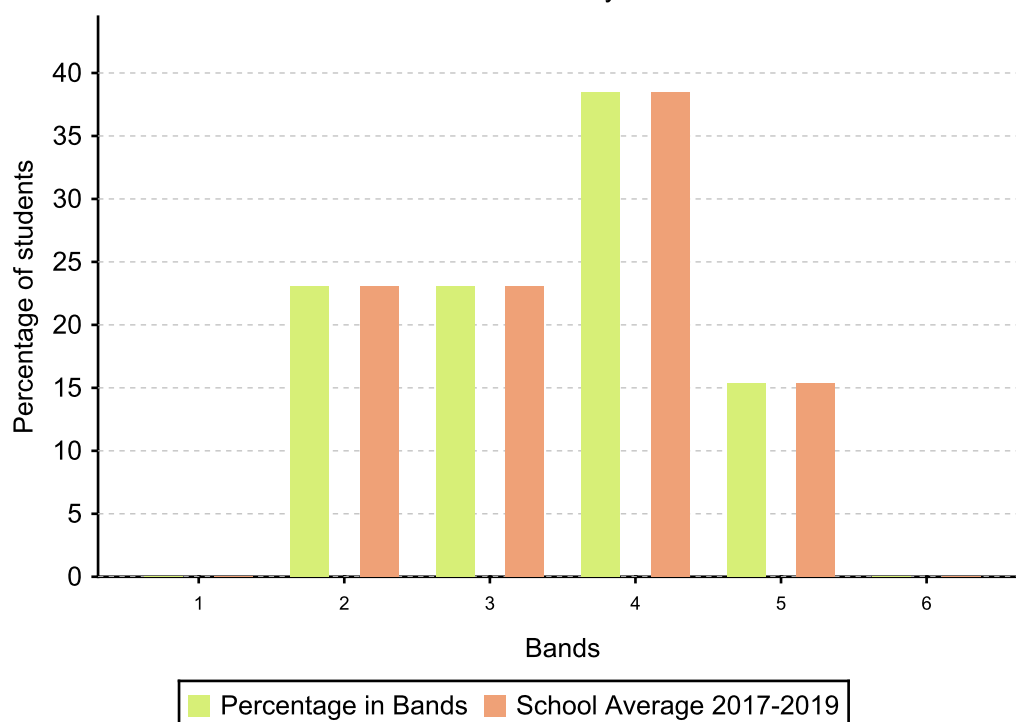
Percentage in bands:
Year 3 Writing



Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	7.7	38.5	38.5	15.4
School avg 2017-2019	0	0	7.7	38.5	38.5	15.4

Numeracy data – The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a cohort, summary statistics or graphical representation of student performance is not available.

Percentage in bands:
Year 3 Numeracy



Band	1	2	3	4	5	6
Percentage of students	0.0	23.1	23.1	38.5	15.4	0.0
School avg 2017-2019	0	23.1	23.1	38.5	15.4	0

Parent/caregiver, student, teacher satisfaction

Parents, teachers and students were surveyed as part of the annual review.

Parents indicated:

- They feel welcome when they visit the school.
- They can speak easily with their child's class teacher.
- They want further information on their child's social and emotional development.

Students indicated:

- They enjoyed robotics kits during STEM lessons..
- They enjoyed Project Based Learning activities.
- They would like more opportunities to use technology in their learning.

Teachers indicated:

- High levels of inclusiveness for students with special learning needs.
- Clearer expectations for classroom behaviour tied to PBL.
- They like greater consistency of teacher judgement when assessing student samples.

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.

Throughout the year, Kyeemagh PS strengthened links with Aboriginal culture through participation in NAIDOC Week activities at school as well as learning directly through Aboriginal Elders during an excursion to La Perouse.

The school also connected with the Metropolitan Local Aboriginal Land Council to perform a smoking ceremony on site in preparation of building works in 2020.

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.

Kyeemagh PS does not tolerate racism or discrimination and follow the Department of Education's Anti-Racism Policy.

Multicultural events are always encouraged at Kyeemagh PS. Involvement from our local community resulted with special lunch days in which the students experienced food from different cultures attached to the school throughout the year. These events were highly attended.

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.

Kyeemagh PS provide programs that enable students learning English as an additional language or dialect (EAL/D) to develop their English language and literacy skills so that they are able to fully participate in schooling and achieve equitable educational outcomes.

Target support is provided to beginning language learners and additional classroom support is provided to students who are emerging, developing and consolidating English language acquisition.