

2020 Annual Report

Kangaloon Public School



2255

Introduction

The Annual Report for 2020 is provided to the community of Kangaloon 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 vision

At Kangaloon Public School our commitment is to ensure that quality teaching and learning are the focus of our classrooms. We assist students to fully develop their talents and capacities and aspire to be the best that they can be.

School context

Kangaloon Public School is situated in the Southern Highlands of New South Wales, a ten minute drive along picturesque scenic roads from Robertson and Bowral. Our current population consists of 29 students and 4 staff.

At Kangaloon Public School we have a strong, committed Parents and Citizens Association that is keen to work to improve the school for their children. The school and community work together as partners in providing excellence in education and promoting good citizenship.

We believe that all children can learn and are committed to fostering success by providing students with the knowledge, understanding, skills and values to become active citizens. Our commitment is to ensure that quality teaching and learning are the focus of our classrooms. We assist students to develop the foundations for lifelong learning and prepare them for transition to high school. We aim to provide an education that engages students in a range of interesting and challenging educational programs.

We provide a safe, secure, disciplined and quality learning environment.

We ensure that the students have appropriate information and communication technologies skills to meet their educational needs.

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our school plan and annual report. Every five years, our school undergoes an external validation process.

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

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

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Excelling
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Excelling
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 Learning

Purpose

All students at Kangaloon Public School are to become more skilled, effective and confident learners to ensure growth in student learning outcomes, supported by our school community.

Improvement Measures

Increased proportion of students achieving above expected growth in literacy and numeracy.

Students demonstrate an understanding that they are actively involved in their own learning journey, thinking creatively and independently towards achieving personalised learning goals and create challenges.

Student growth data is collaboratively analysed and is embedded into classroom practice

Progress towards achieving improvement measures

Process 1: Literacy and numeracy lessons are differentiated to tailor instruction to meet individual students needs and is recorded in a whole school data base..

Evaluation	Funds Expended (Resources)
School data shows strong student progress and achievement on internal measures and is greater in numeracy than students at statistically similar schools on external measures of PAT and Check In assessment and within one point in reading.	nil

Process 2: Students are actively engaged and are able to articulate their learning goals as they progress in their learning.

Evaluation	Funds Expended (Resources)
Short term learning goals are now being developed as the expectation is that students will achieve these goals quickly and move onto the next goal.	nil

Process 3: School wide data base informs teachers of students progress through regular monitoring to maximise learning.

Evaluation	Funds Expended (Resources)
Teachers becoming increasing aware that how the data is used to inform teaching is the important part of data collection. The creation of a school wide data base has made is easier to monitor student progress. In 2021 we will move to monitoring students using the numeracy progressions which will also inform student goal setting.	nil

Strategic Direction 2

Quality Teaching shared with BBLC

Purpose

To build the capacity of teachers through shared expertise and professional learning to respond to the needs of every learner in literacy and numeracy.

Improvement Measures

Increased proportion of students displaying a minimum of one years growth in aspects of literacy and numeracy.

All staff use their individualised PDPs to engage in professional dialogue and collaborative practice through the Challenge Project.

Teachers use student assessment data to develop and implement plans for continuous student improvement.

Progress towards achieving improvement measures

Process 1: Collaborative Practice

Planned combined professional learning meetings across BBLC Weeks 4 & 8 each term. Collegial development of teaching and learning programs and sharing of resources.

Evaluation	Funds Expended (Resources)
Due to the restrictions in place due to COVID 19 we were unable to continue meeting face-to-face as a network group. We were still able to assess students using PAT and compare their results with other similar schools. Consistent Teacher Judgement also continued using writing samples from a common writing task across all schools in the Bong Bong group. Teacher met via Zoom to discuss results and moderate students work.	nil

Process 2: Using data to inform practice

Collection of baseline data and collaborative planning across schools to inform teachers of students progress..

Evaluation	Funds Expended (Resources)
Completing External Validation emphasised and supported the need to use the data that is collected to inform teaching and the need to develop Individual Learning Plans for both students in need of additional support and students who require extension in 2021.	

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$10 000 Sustainable Schools Grant.	<p>The Bush Tucker Garden has been completed with the collaboration of the local Aboriginal Community, the Aboriginal Community Officer (Wingecarribee Shire Council) and National Parks and Wildlife.</p> <p>Students gained awareness and knowledge of Aboriginal culture especially how food was collected and how plants were used for food and medicine.</p>
Low level adjustment for disability	\$10 938.00 +	<p>Learning Support across the school supported students especially in the return to school after Learning from Home. Whole school data records showing increase in reading levels of all targeted students and external data places Kangaloon students 1% below the state in reading and above the state in mathematics.</p>
Quality Teaching, Successful Students (QTSS)	0.053 = \$5797.00	<p>Whole school data records showing increase in reading levels of all targeted students and external data places Kangaloon students above the state in mathematics and allowed teachers to deliver quality lessons targeted at individual student needs.</p>
Socio-economic background	\$2255.00	<p>All students across the school had equal and equitable access to all learning programs.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	16	17	18	18
Girls	16	13	11	13

Student attendance profile

School				
Year	2017	2018	2019	2020
K	96.7	98.4	95.1	92.2
1	95.9	97.5	95	96.2
2	93.1	92.1	98.4	92.6
3	94.3	95.2	96.6	94.3
4	96	91.6	97.7	94.1
5	93.9	95	91	95
6	92.8	96	95.5	93.4
All Years	94.6	95	95.8	93.9
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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)	1.31
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.9

*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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	123,016
Revenue	514,002
Appropriation	506,416
Sale of Goods and Services	1,098
Grants and contributions	6,367
Investment income	121
Expenses	-486,761
Employee related	-432,243
Operating expenses	-54,519
Surplus / deficit for the year	27,240
Closing Balance	150,256

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.

	2020 Approved SBA (\$)
Targeted Total	0
Equity Total	17,292
Equity - Aboriginal	788
Equity - Socio-economic	2,255
Equity - Language	0
Equity - Disability	14,250
Base Total	461,785
Base - Per Capita	6,975
Base - Location	1,210
Base - Other	453,600
Other Total	16,696
Grand Total	495,772

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

Parent/caregiver, student, teacher satisfaction

Parents were surveyed at the end of 2020 to gather their views and ideas about Kangaloon Public Schools culture of high expectations for students, parents participation in their child's learning and what we can be doing better at Kangaloon Public School. Nearly half of our parents completed the survey which showed 88.9% of parents deem the school to have a culture of high expectations for student learning, are confident in ways to help their children learn and adequate opportunity to discuss their child's learning with the classroom teacher. 77.8% felt that they were well informed about their child's learning and one parent would like greater clarity about homework expectations.

Students were surveyed with the Tell Them From Me Survey and an internal survey to gauge students interest and engagement in their learning. The internal survey showed that most students feel that Kangaloon Public School offers a variety of activities to engage students, however some students felt that their was not enough challenge in their learning. Tell Them From Me surveys showed that 83% of students felt that they have a voice at school, 92% report they have expectation for success and only 40% feel they have a positive sense of belonging.

Due to the small cohort of teachers it would be impossible to maintain anonymity of results. Staff meet regularly and all views and ideas are used to maintain a collaborative work environment.

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.