

2020 Annual Report

Kellyville Public School



2274

Introduction

The Annual Report for 2020 is provided to the community of Kellyville 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

2020 brought challenges and opportunities for everyone at Kellyville Public School. As the year progressed the teaching staff met the challenge of switching their teaching to an online mode within 48 hours to make sure every child was accessing learning from home. This was a mammoth task that the staff were able to achieve through their dedication to the students to make sure the continuation of their teaching programs were maintained. The uncertainty of the year prevented organised sport, dance, singing and other creative arts performances from proceeding. This challenge gave us the opportunity to focus on how we best implement the curriculum and support wellbeing both during online learning and on the return to school.

I thank the parents of our school for respecting and supporting us with the challenges, restrictions and changes that were made regarding COVID-19 so that all children and staff at Kellyville Public School remained safe and healthy.

2020 was the last year of our school's 3-year plan *Excellence in learning, Excellence in teaching and Excellence in leading*. In this report, aspects of the school's progress measures are mapped against the School Excellence Framework. During the latter part of the year a deep reflection of the school was conducted through a Situational Analysis. From this, the new school plan 2021- 2024 was developed and will be implemented in 2021.

As Principal of Kellyville Public School, I am honoured to lead such an outstanding school. I commend and thank our students, dedicated teaching, support and administrative staff, families and the wider community for their commitment, support and care of the school throughout 2020.

School vision

At Kellyville Public School we are committed to excellence in education. We encourage and expect our students to be respectful, safe learners. Within an inclusive, engaging and supportive school environment we nurture students to become confident, happy and successful learners. Our students are encouraged to be creative and critical thinkers as well as excellent problem solvers, aspiring to the challenge and motivated to succeed. They are taught to be responsible for their own learning and to understand the pathways needed to enhance their individual educational progress. As a community, we strive to create lifelong learners and articulate, active and responsible global and local citizens.

School context

Kellyville Public School is situated in north western Sydney and is part of The Hills Network of schools. In 2018, the school has an enrolment of over 780 students. Students at Kellyville are from a diverse population with approximately 41% of students being from 52 different language speaking backgrounds.

Our teaching staff combines a dynamic mix of early career and experienced teachers. Kellyville Public School has a long and proud tradition of providing quality public education to the Kellyville Community. Quality teaching together with meaningful digital technology is used to engage students, leading to successful learning.

Kellyville Public School embraces the philosophy of equal opportunities for all by catering for gifted and talented students, together with students with special learning needs. Alongside our many and varied extension programs, our school is committed to continuous improvement in teaching and learning for all students.

The school has an active P&C membership and a collaborative relationship with the parent community and local primary and high schools.

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>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Excelling
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Excelling
TEACHING: Effective classroom practice	Excelling
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Excelling
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

Strategic Direction 1

Excellence in Learning

Purpose

At Kellyville Public School we aspire for all students to become responsible, articulate, self-motivated learners who are able to work independently and collaboratively. Through a collective approach to high expectations, high engagement and high achievement, our purpose is to build the capacity of all students to connect, succeed and thrive. Through student wellbeing and innovative and engaging classroom teaching programs, students will be able to self-assess and monitor their own learning.

Improvement Measures

Wellbeing

There will be increase in students applying strategies to regulate their social and emotional wellbeing needs.

Future Focused Learning

Students show engagement and improved results in Science and Technology.

Growth 5-7, Continued Excellence K-5

Valued added data from K-5 continues to show Excelling and 5-7 is Sustaining and Growing in literacy and numeracy.

Progress towards achieving improvement measures

Process 1: Wellbeing

Students will participate and engage in the Be You program to improve their own personal wellbeing.

Evaluation	Funds Expended (Resources)
Students participated in the Be You program and results from the student survey indicated that the students did not make connections between the lessons taught and their own wellbeing.	\$5000

Process 2: Future Focused Learning

Students will participate and engage in STEM programs and continue to develop their skills in inquiry based learning.

Evaluation	Funds Expended (Resources)
Students continued to be actively involved in inquiry-based learning. They utilise a range of thinking processes to support them during inquiry learning. All students are utilising a laptop throughout the week to facilitate independent, self-directed learning.	\$85000

Process 3: Growth 5-7, Continued Excellence K-5

Students will be engaged in differentiated and authentic learning experiences that foster creativity, communication, collaboration and critical thinking. Students will self direct their learning and set achievable learning goals to improve their personal growth.

Evaluation	Funds Expended (Resources)
Students completed learning sprints if their teacher identified the need. All students set learning goals in numeracy and literacy. Once a goal was achieved, they would determine a new goal.	\$10000

Strategic Direction 2

Excellence in Teaching

Purpose

Student learning is underpinned by quality teaching where a high level of professionalism and commitment is evident in all classrooms. At Kellyville Public School our purpose is to build the capacity of all staff, through professional learning to deliver a collaborative practice of sustained high expectations and shared responsibility for student engagement and learning. This will be achieved through the leadership of quality teaching practices, differentiated learning, quality assessment, meaningful feedback and measurable growth performance.

Improvement Measures

Wellbeing

Teachers will have completed Professional Learning in order to implement the Kidsmatter Program.

Future Focused Learning

Teaching and Learning Programs reflect evidence of STEM and future focused learning initiatives.

Growth 5-7, Continued Excellence K-5

Teachers will use Learning Sprints in literacy and numeracy with increased confidence to achieve growth for targeted students.

Progress towards achieving improvement measures

Process 1: Wellbeing

Teachers will implement, coordinate and run the Be You program.

Evaluation	Funds Expended (Resources)
Teachers implemented the Be You and Smiling Minds Mindfulness Program to support student wellbeing and academic growth. Stage 2 continued to implement wellbeing journals for their students, providing further tools to support wellbeing.	\$5000

Process 2: Future Focused Learning

Teachers will use their knowledge of the 4 pillars of STEM to implement STEM initiatives and inquiry based learning projects across the school.

Evaluation	Funds Expended (Resources)
STEM programs were integrated into classroom programs as opposed to being taught separately as an RFF program. Teachers utilised their knowledge to enhance inquiry based learning projects across the school. Feedback from students indicated increased engagement with the subject focus.	\$85000

Process 3: Growth 5-7. Continue Excellence K-5

Teachers will collect data to drive growth across the school using learning sprints and differentiated teaching programs.

Evaluation	Funds Expended (Resources)
Teachers met in stage teams to discuss student performance data and student growth. Teachers continued to identify at risk students and they	\$10000

Progress towards achieving improvement measures

developed learning sprints to support their learning, in Literacy and Numeracy. Learning Sprints data showed growth in performance for these students.

Strategic Direction 3

Excellence in Leading

Purpose

The school leadership team model instructional leadership and support a culture of high expectations and community engagement, resulting in sustained and measureable whole school improvement. The leadership team ensures research, evidence-based strategies and innovative thinking are used when designing and implementing the school initiatives. The leadership team fosters teacher collective efficacy to promote continuous improvement across the school.

Improvement Measures

Wellbeing

Leaders will receive an increase in positive comments about students and stage teams and have less welfare referrals. Students tracked over the three year cycle.

Future Focused Learning

Leaders will continue to provide instructional leadership in the delivery of current evidenced based practice.

Growth 5-7, Continued Excellence K-5

Leaders will provide instructional leadership to support students and staff in achieving growth.

Progress towards achieving improvement measures

Process 1: Wellbeing

Leaders will actively monitor and maintain wellbeing data.

Evaluation	Funds Expended (Resources)
The school needs to continue to implement wellbeing initiatives across the school for students and teaching staff to ensure all students and teachers connect, succeed and thrive. Wellbeing terminology/ language implementation needs to be consistent across the school. Students should be encouraged to utilise strategies taught to them.	\$5000

Process 2: Future Focused Learning

Leaders will inspire and mentor staff in the implementation of STEM initiatives and inquiry based programs.

Evaluation	Funds Expended (Resources)
Leaders successfully mentored staff in the implementation of STEM lessons. As these programs were integrated into classroom programs, as opposed to having STEM as a RFF lesson.	\$85000

Process 3: Growth 5-7, Continued Excellence K-5

Leaders will monitor student performance data collected by teachers and drive programs for continuous improvement.

Evaluation	Funds Expended (Resources)
Leaders monitored student performance data to ensure all students across the grade were being provided with maximum learning support. Leaders identified that high potential students will require more support in the future.	\$10000

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: • Aboriginal background loading (\$4 188.00)	Funding was allocated to support Aboriginal students in 2020. All Aboriginal students have a Personal Learning Pathway (PLP) and are making progress across the curriculum.
English language proficiency	Funding Sources: • English language proficiency (\$281 795.00)	Students with a language background other than English were supported throughout the year with additional teacher support and withdrawal for specific targeted needs.
Low level adjustment for disability	Funding Sources: • Low level adjustment for disability (\$137 383.00)	Student Learning Support Officers (SLSO) were employed to support the needs of students in the classroom and playground to improve student academic performance and social development.
Quality Teaching, Successful Students (QTSS)	Funding Sources: • Quality Teaching, Successful Students (QTSS) (\$137 386.00)	All staff were given additional release time to observe the teaching lessons of other staff, allowing staff to collegially plan units of work and for Executive staff to provide support. Two off class APs were utilised to support new and beginning teachers.
Socio-economic background	Funding Sources: • Socio-economic background (\$22 193.00)	Student Learning Support Officers (SLSO) were employed to support the needs of students in the classroom and playground to improve student academic performance and social development.
Support for beginning teachers	Funding Sources: • Support for beginning teachers (\$33 337.00)	Funding was provided for beginning teachers. These teachers were given additional release from face to face to assist them with classroom teaching, creating teaching and learning programs and writing school reports. Beginning teachers were provided with a mentor and were given in-class support. They were provided with ongoing feedback and support that was embedded in the collaborative practices of the school. This involved observing the lesson, team teaching and demonstrating lessons. Meetings were held regularly to discuss specific needs. The mentor and beginning teacher had collegial discussions about effective classroom management strategies, student engagement and formation of effective relationships with parents and the wider community.
Targeted student support for refugees and new arrivals	Funding Sources: • Targeted support for refugees and new arrivals (\$2 123.00)	Student Learning Support Officers (SLSO) were employed to support the needs of students in the classroom and playground to improve student academic performance and social development.

Student information

Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	356	407	399	405
Girls	370	379	369	376

Student attendance profile

School				
Year	2017	2018	2019	2020
K	94.7	96.4	93.9	94.3
1	94.5	95	94.4	93.4
2	94.7	95.5	93.9	94.4
3	94.5	95.7	94.8	93
4	94.1	94.9	94.1	92.8
5	94.5	95	94	94.1
6	93.6	94.1	91.9	92
All Years	94.4	95.3	93.9	93.5
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
Deputy Principal(s)	2
Assistant Principal(s)	4
Classroom Teacher(s)	29.94
Literacy and Numeracy Intervention	0.53
Learning and Support Teacher(s)	0.8
Teacher Librarian	1.4
Teacher ESL	2.2
School Administration and Support Staff	4.67

*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	918,692
Revenue	6,813,434
Appropriation	6,339,207
Sale of Goods and Services	115,908
Grants and contributions	353,440
Investment income	3,623
Other revenue	1,255
Expenses	-7,223,857
Employee related	-6,139,326
Operating expenses	-1,084,531
Surplus / deficit for the year	-410,423
Closing Balance	508,269

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	123,611
Equity Total	445,559
Equity - Aboriginal	4,188
Equity - Socio-economic	22,193
Equity - Language	281,795
Equity - Disability	137,383
Base Total	5,333,677
Base - Per Capita	184,707
Base - Location	0
Base - Other	5,148,969
Other Total	328,446
Grand Total	6,231,293

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

Each year schools are required to seek the opinions of parents, students and teachers about the school. The parents, students and teachers participated in the Tell Them From Me Survey. Their responses are presented below.

Students

Students were asked various questions about school life. 92% of students stated that they do not get into trouble at school for disruptive or inappropriate behaviour. Students stated that important concepts are taught well, class time is used efficiently, and homework and evaluations support class objectives (8.1). 68% of students stated that they felt accepted and valued by their peers and by others at the school.

Parents

Parents indicated that written information from the school is in clear, plain language (7.3). They also indicated that the parent activities are scheduled at times when they can attend (6.0). Parents stated that their child is clear about the rules for school behaviour (8.9). Parents also stated that their child feels safe at school (7.2).

Teachers

Teachers indicated that school leaders have helped them create new learning opportunities for students (8.3). They also indicated that school leaders have supported them during stressful times (8.9). They also stated that teachers in our school share their lesson plans and other material with them (9.2). Teachers set high expectations for student learning (9.1) and monitor progress of individual students (9.4).

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.