

2020 Annual Report

Kendall Public School



2280

Introduction

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

Kendall Public School, in partnership with our community, has a focus on quality and continuous improvement. Our educational environment promotes belonging, equity and excellence. We provide opportunities for every student to become a caring, socially responsible, confident, creative and successful learner and citizen.

School context

Kendall Public School is located in the Camden Haven area 30km south of Port Macquarie. The school has a strong commitment to providing outstanding learning experiences for every student within a caring environment.

The school is experiencing growth with 223 students enrolled in 2018, an increase of 18% in the past two years. 6% of students identify as Aboriginal. School funding for socio-economic background is based on a Family Occupation and Education Index (FOEI) of 110.

The school has a non teaching Principal, a non teaching Deputy Principal, 2 Assistant Principals and 7 classroom teachers. Additional teachers are employed through an allocation for Release from Face to Face, Learning Support, Library, and Literacy and Numeracy Intervention. The Administration staff comprises two full time office staff and 1 GA (0.5). All are permanent. The school currently has 4 School Learning Support Officers (SLSO) engaged to support students with targeted funding and school initiatives.

There is a high level of parent/carers participation throughout the year, including classroom helpers, school initiatives, fundraising and support.

The school works in partnership with the Camden Haven Community of Schools to enhance learning opportunities for students and staff.

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	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
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	Excelling
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	Excelling

Strategic Direction 1

Innovative Teaching and Learning

Purpose

To provide all staff with an opportunity to identify, understand and implement the most effective teaching methods based on evidence-based teaching, quality professional learning and collaboration. We will promote learning excellence and responsiveness in meeting the needs of all students through an integrated approach to quality teaching, curriculum planning and delivery, and assessment.

Improvement Measures

- Increase the number of students in the top two NAPLAN bands for reading and numeracy from 27% in 2017 to 33% by 2019 and 35% by 2020.
- Increase the proportion of Aboriginal students in the top two NAPLAN bands for reading and numeracy by 30%.
- To move 8% of tracked students in reading and numeracy from national minimum standard to above minimum standard
- In the domain of Teaching we will develop sufficient evidence to demonstrate and validate achievement in the elements of Learning and Development and Data Skills and Use to move the school from Delivering in 2017 to Sustaining & Growing by 2020.

Progress towards achieving improvement measures

Process 1: Collaborative Practice

Explicit systems are established for collaboration and professional learning. This includes negotiated observations of classroom teaching practice with feedback to improve professional knowledge and practice. Professional learning is aligned to the school plan, and its impact on the quality of teaching and student learning outcomes is evaluated.

Evaluation	Funds Expended (Resources)
<p>*Teaching and learning programs include learning goals and success criteria as evidenced by supervision and monitoring of class programs, feedback from supervisors, classroom observations and learning walks.</p> <p>*Students are engaged, self-directed, autonomous learners as evidenced by learning walks and self-reflection on learning goals.</p> <ul style="list-style-type: none">• Teachers felt that Feedback to their students to support improved student learning needed to be a continuous process.• Visible Learning Goals for students were put in place through mentoring sessions.	<p>\$36 000 Casual teachers</p> <p>Casual Teachers 8.5 days per term</p>

Process 2: Data Use in Teaching

Student assessment data is regularly used school-wide to identify student achievements and progress, in order to reflect on teaching effectiveness and inform future school directions.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• School data shows that student progress and achievement on internal measures is consistent with progress and achievement on external measures.• Students are aware of, and most are showing, expected growth on internal school progress and achievement data.	<p>Stage Planning</p> <p>PL Meetings</p>

Strategic Direction 2

Effective Leadership

Purpose

To ensure the school plan is at the core of continuous improvement efforts and supports a culture of high expectations and community engagement, resulting in sustained and measurable whole school improvement.

Improvement Measures

In the domain of Leading we will develop sufficient evidence to demonstrate and validate achievement in the elements of School Planning, Implementation and Reporting and Educational Leadership to move the school from Delivering in 2017 to Sustaining & Growing by 2020.

Progress towards achieving improvement measures

Process 1: Leadership Capacity

Develop a culture of shared and distributed leadership that builds the capacity of staff to understand and actively support continuous school improvement.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• All staff identified PDP goals which align with their roles, responsibilities, school priorities, APTS and SEF.• Individual meetings supported the development of more relevant and personalised PDPs.• Teachers and supervisors reported a high level of support and positive professional dialogue.• Project milestones remained on track following the adjustments made due to the COVID-19 restrictions.• Mentoring sessions have supported teachers to maintain focus on their goals, make adjustments to their PLPs.	PL Meetings

Process 2: Community Engagement

The school will engage the school community in reflecting on student performance data and will regularly solicit and address feedback on school performance.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• 100% of parents attended planning meetings for IFS and Supported Learning students.• 100% of Aboriginal students have a PLP in place identifying their family history, support networks, wellbeing, cultural links, attendance, strengths, areas of interest and goals for 2020.• 43% of parents accepted the invitation to attend these planning meetings;• Planned community events and school activities that would have normally gone ahead were cancelled due to COVID 19 restrictions throughout 2020.	Casual relief 4 days

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$31493	<p>COVID-19 had a massive impact on the implementation of school planning for this year. Planned use of funds was interrupted as a result in most areas.</p> <p>Staff were released to meet with parents, carers and students to develop Personalised Learning Plans. Individual goals were identified with an increased understanding of individual student needs, parents' priorities and cultural knowledge evident. Three members of staff were to participate in the Connecting to Country program conducted by the local Lands Council and AECG, however COVID restrictions did not allow this to take place. 50% of teachers would have completed this training, which would continue to support an increased understanding of Aboriginal culture and the implications for educators. Recognition of NAIDOC through whole school activities further broadened student understanding of Aboriginal culture</p>
Low level adjustment for disability	<p>Total \$123 713</p> <p>Staffing \$89 664</p> <p>Flexible \$34 018</p>	<p>COVID-19 had a massive impact on the implementation of school planning for this year. Planned use of funds was interrupted as a result in most areas.</p> <p>Additional staffing supported the continuation of ability-based literacy and numeracy groups across all grades. Individual learning needs of all students were met in an equitable manner within a flexible organisational structure. Students experienced greater success with their learning and self-esteem. Individual learning plans were developed for students with a disability. Progress on identified goals was monitored throughout the year.</p>
Quality Teaching, Successful Students (QTSS)	QTSS Staffing \$40, 691	<p>COVID-19 had a massive impact on the implementation of school planning for this year. Planned use of funds was interrupted as a result in most areas.</p> <p>A mentoring program was introduced across K-6 with Executive staff released to work with teachers individually on a rotational basis throughout the year. The additional support focussing on the ongoing improvement of teaching practice was valued by teachers.</p>
Socio-economic background	\$140 378	<p>COVID-19 had a massive impact on the implementation of school planning for this year. Planned use of funds was interrupted as a result in most areas.</p> <p>The employment of a part-time Community Engagement Officer continued to ensure effective communication and partnerships with the whole-school community. Releasing teaching staff twice per term to work collaboratively and conduct lesson observations enhanced the quality and consistency of teaching practice. Additional teaching staff supported the continuation of</p>

Socio-economic background	\$140 378	ability-based literacy and numeracy groups across all grades. Individual learning needs of all students were met in an equitable manner within a flexible organisational structure. Students experienced greater success with their learning and self-esteem.
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Student information

Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	106	122	122	116
Girls	97	103	107	105

Student attendance profile

School				
Year	2017	2018	2019	2020
K	93.8	93	94	93.5
1	94.7	90.6	93.4	92
2	95.2	90.7	89.4	93.9
3	94.1	93.1	93.3	93.9
4	94.2	90.8	93.5	93.9
5	94.2	92.3	93.6	94
6	94	92.9	94.5	96.2
All Years	94.3	92	93.2	94
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)	1
Assistant Principal(s)	2
Classroom Teacher(s)	9.23
Literacy and Numeracy Intervention	0.32
Learning and Support Teacher(s)	0.8
Teacher Librarian	0.6
School Administration and Support Staff	3.62

*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	491,406
Revenue	2,844,303
Appropriation	2,798,516
Grants and contributions	34,540
Investment income	622
Other revenue	10,625
Expenses	-2,829,218
Employee related	-2,552,133
Operating expenses	-277,085
Surplus / deficit for the year	15,085
Closing Balance	506,490

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	207,672
Equity Total	290,819
Equity - Aboriginal	20,575
Equity - Socio-economic	148,718
Equity - Language	0
Equity - Disability	121,525
Base Total	1,970,343
Base - Per Capita	55,075
Base - Location	6,143
Base - Other	1,909,125
Other Total	293,734
Grand Total	2,762,568

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

Students, parents and teachers completed the 'Tell Them From Me' online survey. A summary of responses is presented below.

Students

Responses were equal to or above NSW government norms in these aspects:

- 81% of students feel accepted and valued by their peers and others at school (State = 81%)
- 89% were interested and motivated in their learning and 91% tried hard to succeed. (State = 78%)
- 95% believed their behaviour was positive as they were not disruptive or inappropriate in their actions. (State = 83%)
- 70% of students rated their level of perseverance high, whilst 28% rated it medium and 2% low. (State = 48%/42%/10%)
- 26% indicated they were victims of bullying, evenly balanced between girls and boys. (State = 36%)

On a scale of 0-10 (0= strong disagreement, 5= neutral, 10 = strong agreement) the following responses were given:

- 8.4 - Effective Learning Time: important concepts are taught well, class time is used effectively and homework supports class objectives. (State = 8.2)
- 8.3 - Advocacy: students feel they have someone at school who consistently provides encouragement and can be turned to for advice. (State = 7.7)
- 9.0 - Expectations for Success: school staff emphasise academic skills and hold high expectations for all students to succeed. (State = 8.7))

All aspects showed improvements on 2019 responses. The most significant improvements were:

- Positive sense of belonging - increase from 72% to 81%
- Interested and motivated - increase from 74% to 89%
- Victims of bullying - reduced from 35% to 23%
- High perseverance - increased for 60% to 70%

Parents

41 descriptors - 34 equal to or above NSW means compared to 23 in 2019 and 12 in 2018.

School mean is equal to or above NSW mean in all seven measures. In 2018 the school mean was below NSW mean in all seven measures and in 2019 in one measure.

Individual responses which had a mean score of 8.0 or above were:

- *I can easily speak with my child's teachers.*
- *Written information from the school is in clear, plain language.*
- *The school's administrative staff are helpful when I have a question or problem.*
- *Reports on my child's progress are written in terms I understand.*
- *Teachers expect my child to pay attention in class.*
- *My child is clear about the rules for school behaviour.*
- *My child feels safe at school.*
- *My child feels safe going to and from school.*
- *School staff take an active role in making sure all students are included in school activities.*
- *Parents encourage their child to do well at school.*
- *Parents praise their child for doing well at school.*

No responses had a mean score of 5.0 or below

Individual responses which had a mean score of between 5.0 and 6.0 indicating areas for improvement were:

- *Parent activities are scheduled at times when I can attend.*

Teachers

The teacher survey examined eight drivers of student learning and four dimensions of classroom and school practices. Areas of strength where our school mean was equal to or above NSW Government norms were: leadership, collaboration, data informs practice, teaching strategies, technology, inclusive school, challenging and visible goals, planned learning opportunities, quality feedback and overcoming obstacles to learning. Areas which our school means fell below NSW norms were: learning culture and parent involvement. 92% of respondents indicated that school leaders

are leading improvement and change, and clearly communicate their strategic vision and values for our school.

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.