

2020 Annual Report

Kinchela Public School



“Learning in Harmony”

2303

Introduction

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

Kinchela Public School is a community focused on recognising and responding to the diverse needs of students. We endeavour to provide students with the foundation they need to survive in an ever changing world, through the provision of quality learning experiences and a highly motivated staff.

School context

Kinchela Public School is located 20 km from South West Rocks and 25 km north of Kempsey. The school community is focused on recognising and responding to the diverse needs of all students across our whole school community.

With a FOEI of 138 the school is well resourced and staffed. Our staff currently consists of two full time teaching positions and a permanent part time teacher 2 days per week.

We currently have a permanent Aboriginal Education Officer who works with all students to promote Aboriginal culture and traditions. Our SLSO position is currently 3 days per week and we have a technology teacher 1 day per week.

Our clear focus is to create an engaging learning environment for students, build on the capacity of all staff and strengthen the culture of the school.

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	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
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

Inspired and passionate teachers

Purpose

To develop highly skilled, passionate teachers who inspire life-long learning through collaborative, evidence based reflective practice.

Teachers understand effective feedback and when and how to use it within a culture of continuous improvement.

Improvement Measures

School assessment against the School Excellence Framework (SEF) indicates movement from:

- Delivering to Sustaining and Growing within the Teaching domain element of *Effective Classroom practice* (explicit teaching & feedback); and
- Sustaining and Growing to Excelling in the Teaching domain elements of *Data Use in Teaching and Data Use in Planning*.

Literacy and Numeracy

All students in Year 5 achieve equal to or greater than expected growth in numeracy in Naplan.

Naplan results in writing for both Year 3 and Year 5 demonstrate a shift from 50% currently achieving results in the Top 3 bands to 60% (plus 3).

Overall summary of progress

*The results of this process indicated that in the School Excellence Framework domain of Teaching, Kinchela Public School identified its performance as **Sustaining & Growing**.*

At Kinchela Public School, through our work on Visible Learning and Super 6, teachers continually are reflecting on their teaching practice. We have established our mentoring program, ensuring our teachers are referring to the Teaching Professional Standards, working towards proficiency and maintenance. Our Professional Development Program is well established and teaching goals are linked to our Strategic Directions and milestones in the School Plan. The leadership team works closely with our Instructional Leader to ensure teaching practice and pedagogy is embedded across the school.

As we are a small school, staff regularly participate in collaborative practice with other small schools of the Macleay. We ensure that the strategies implemented for teaching are both evidence based and effective. As a Early Action for Success school, our Instructional Leader ensures our teaching staff are developing their skills, implementing quality programs and monitoring student learning outcomes. As a staff we collaboratively discuss student learning needs, where our focus is and where there needs to be improvement to ensure student growth. The staff have recognised that to continue to improve our student's growth, utilising evidence based research will be a focus.. This will play a pivotal role in our new school plan and our participation in the Super 6.

*The results of this process indicated that in the School Excellence Framework domain of Learning, Kinchela Public School identified its performance as **Sustaining & Growing**.*

Kinchela Public School has worked hard to create a positive learning environment for all students. We have high expectations of all students, staff and community and have a commitment to enable students to improve in their learning.

The school has adopted a strong approach upon which to develop a school-wide, shared responsibility for student management and to foster a culture that promotes learning. The school is trialing a Small School Scope and Sequence which is in the early stages of implementation. Teachers are adapting this document, altering when needed to suit the learning needs of our students. By working collaboratively with other small schools we are developing a stronger relationships, improving teacher practice and improving student outcomes.

The school has a wide range of internal and external assessments to ensure students have every opportunity to achieve curriculum standards. We are a member of the Super 6 and have implemented processes to ensure consistent teacher judgement and collection of essential data to enable us to track our students throughout their years of schooling.

As we have no Year 6 students in 2020, we have given our Year 5 students opportunities to build their organisational, leadership and cooperation skills. We have an active SRC team, which is elected and changed every semester by the

students, our school is also supported by house captains and an active Environmental team.

Progress towards achieving improvement measures

Process 1: Teachers confidently use evidence based practice assessment data to share, monitor and evaluate student progress aligned to literacy and numeracy progressions.

Building teacher capacity through collaborative practice based processes and reflective practices.

Evaluation	Funds Expended (Resources)
<p>Visible learning is evident in programs and in classrooms. Learning Intentions and Success Criteria are in classrooms, but students are still learning how to articulate what they have learnt and the where to next. Term 1, 2021 will strongly focus in this area to ensure students are aware of where they need to focus to be successful in the own learning.</p> <p>Assessment has been a focus in 2020 and is being streamlined in 2021 to ensure quality data is being collected and utilised to determine the future direction of our teaching to maximise student learning outcomes.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Support for beginning teachers (\$1500.00)

Process 2: A mentoring program to be established to ensure the improvement of consistent teacher judgement throughout the school. This will be refined in 2019 for implementation in 2020

Evaluation	Funds Expended (Resources)
<p>Mentoring program was revisited in 2020 with a simplification of our process and procedures. Funds for beginning teachers was secured and was utilised to work with staff to develop their teaching pedagogy. Mentoring commenced in term 3, 2020 due to COVID and provided opportunities for staff to observe and implement different strategies around planning, programming, assessing and behaviour management.</p> <p>Professional Development around Visible Learning assisted early teachers to implement different learning strategies into their classrooms to provide quality learning opportunities for all students. Visible Learning is now an expectation in all classrooms in the school.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Support for beginning teachers (\$1000.00)

Next Steps

As a result of the External Validation process a number of recommendations were made as our next steps. These included:

In the area of Effective classroom practice we will continue to develop our teaching practices and strengthen Visible Learning throughout the school. This is giving professional development opportunities to our staff to strengthen their skills in the delivery of quality learning outcomes for our students and encouraging students to engage with their own learning.

In the domain of Learning and development we need to strengthen our 'walkthrough' processes, lesson observations and mentoring processes with all teaching staff. This will be achieved by continuing our participation in the Super 6 Schools project. We have developed policies and procedures to strengthen these areas and will provide staff with opportunities for professional development and collaboration within our small schools network throughout the year..

In relation to Curriculum we will continue to develop the STEM program throughout the school. This will enhance and strengthen our staff and student's technology skills.

Within the Learning Culture domain we are developing a shared responsibility across the school community for whole school improvement, including the implementation of student achievement targets that are continuously monitored and measured.

Strategic Direction 2

Reflective responsible learners

Purpose

To ensure all students have a strong foundation and confidence in their abilities to reflect and respond to how they learn, what they are learning and why it matters.

Students will fulfil their potential to be adaptive, responsible, contributing citizens who connect, succeed and thrive.

Improvement Measures

All students, teachers and parents understand the skills and dispositions required for effective learning.

School self evaluation against the SEF indicates movement from:

- Delivering to Sustaining and Growing in the theme of *Behaviour in the Learning domain of Wellbeing*; and from
- Delivering to Sustaining and Growing in the theme of *Student Engagement within the Learning domain of Assessment*.

Progress towards achieving improvement measures

Process 1: Assessment Capable Learners

Students develop skills to think creatively and critically to solve problems collaboratively.

Teachers provide responsive and engaging curriculum and learning opportunities through STEM.

Learning Maps provide students with a forum to plan, monitor and evaluate their learning.

Teachers explicitly teach and reinforce the learning dispositions required to enable effective learning.

Evaluation	Funds Expended (Resources)
<p>Due to COVID some aspects of this strategic direction have been delayed. In 2021, students will be given the opportunity to develop their Learning Maps and investigate how they can become more involved in their own learning.</p> <p>Teachers will continue on the Visible Learning journey explicitly teaching and reinforcing the learning dispositions that are required to enable effective learning. Students are displaying positive growth in the learning and can articulate what they are learning and why.</p>	<p>Visible Learning training for staff and principal. \$1300.00</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Professional learning (\$1300.00)

Process 2: Wellbeing Framework

PBL- Positive Behaviour for Learning systems and practices ensure optimum conditions for student learning across the whole school.

Evaluation	Funds Expended (Resources)
<p>The PBL framework was to be implemented into the school throughout 2020. With the implications of COVID throughout 2020, it was decided to delay this process until 2021. PBL is no longer supported throughout the school and other avenues around student wellbeing are being investigated. Evidence collated throughout 2020, suggests the wellbeing of our students was still a focus area we needed to prioritise for the next school planning cycle.</p>	<p>Staff training and development through the school. (casual days, resources.) \$1000.00</p>

Next Steps

A clear focus and direction on wellbeing of all stakeholders will be identified and implemented in our new school plan for 2021-2024. The school will continue with its Visible Learning journey and incorporate initiatives to ensure our students

thrive, connect and succeed.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Aboriginal background loading \$120.00 Funding Sources: <ul style="list-style-type: none"> Aboriginal background loading (\$1 200.00) 	Courses were attended with some not going ahead due to COVID. Some have been rescheduled for 2021.
Low level adjustment for disability	Low Level Adjustment for Disability 0.1 staffing allocation and \$6049.00 flexible funding	Both staff members were employed to support students with disabilities and learning difficulties throughout the 2020 school year.
Quality Teaching, Successful Students (QTSS)	\$4375 was received in this area and was utilised on teaching staff. Funding Sources: <ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$4 375.00) 	Staff were employed to ensure the school could support two classes for 2020.
Socio-economic background	This funding is allocated to a teaching staff allocation of 0.1 (\$10938) and flexible funding of \$19312, which was utilised on the employment of staff. Funding Sources: <ul style="list-style-type: none"> Socio-economic background (\$30 250.00) 	All allocations of funding in this area were used to support student learning within the school, and to maintain two classes for the 2020 school year.
Early Action for Success		The students and teachers have benefited from the assistance of our Instructional Leader. We have seen immense growth in both our teachers and students. It is evident through assessments and collection of data within the K-3 class, that students have made improvements, while it is evident that teachers are benefiting through quality instruction producing quality programs and learning activities for our students.

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	11	15	15	11
Girls	17	12	12	8

Student attendance profile

School				
Year	2017	2018	2019	2020
K	97.2	89.7	94.3	92.4
1	97	96.6	97.6	79.5
2	94.2	93.6	85.3	87.2
3	93.4	95	92.7	90
4	79.8	82.4	91.8	96
5	93.5	92	95	95.3
6	88.2	89.2	85.6	
All Years	91.4	90.9	90.8	90.8
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	
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)	0.27
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	1.7

*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	48,647
Revenue	563,828
Appropriation	558,328
Sale of Goods and Services	131
Grants and contributions	5,242
Investment income	127
Expenses	-559,225
Employee related	-521,869
Operating expenses	-37,356
Surplus / deficit for the year	4,603
Closing Balance	53,250

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	124,715
Equity - Aboriginal	77,477
Equity - Socio-economic	30,250
Equity - Language	0
Equity - Disability	16,988
Base Total	348,766
Base - Per Capita	6,494
Base - Location	9,751
Base - Other	332,521
Other Total	16,209
Grand Total	489,690

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.

STUDENTS SURVEYS

Student responses to surveys throughout 2020 were very positive. With the introduction of Visible Learning throughout the school, students were positive about their own learning, were looking at their own education and were willing to focus on their performance and how they could improve. Students were showing an understanding of what a good learner is, what do I need to improve in my learning and they are moving towards understanding the where to next in their own learning, although we are only in the early stages of this.

The school is very pleased with the student results, as we have seen a positive shift in students taking responsibility for their own learning and they understand that their education is important for their future.

PARENT SURVEYS

Parents were surveyed by a different method this year due to difficulty in gaining information from written surveys. Staff took the opportunity to speak with parents and carers at every opportunity to gain an understanding of how they felt about 2020.

COVID had a serious affect on many of our parents and carers, but 95% of parents were satisfied with the efforts of staff to provide learning opportunities for their children. Parents are happy with the school and the how their children are learning. Parents have been supportive of the efforts of staff to keep learning opportunities available for their children.

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.