

2020 Annual Report

Kingstown Public School



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Introduction

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

At Kingstown Public School new initiatives will continue to build capacity to develop a dynamic, innovative and productive learning culture. High expectations and evaluative thinking will drive ongoing school improvement.

All students will develop their capabilities to connect, succeed and thrive. They will be literate, numerate and capable users of technology. Learning programs will provide ongoing opportunities for students to be inquisitive, think deeply and have capacity to solve problems. Students will develop empathy, intercultural understanding and have the knowledge and skills to be active, informed local and global citizens.

Parents, school and the wider community will work together to develop strong, student centred partnerships which support student well-being and learning success in a caring, safe environment.

School context

Kingstown Public School is located in a rural setting in the Northern Tablelands of NSW, near the towns of Uralla and Bundarra and 66 kilometres west of Armidale. Our current enrolment is nineteen students, with nine students in the Year 5-6 class and ten students in the K-3 class.

Student wellbeing and the continuous improvement of student learning outcomes are the central focus of all school business

Kingstown Public School encourages positive and open interactions with parents and students and is committed to providing a supportive, cooperative school environment in which self-regulation, leadership and respect are fostered and create a culture of high expectations across both behavioural and academic realms of student life.

We empower every student to reach their full potential and be provided with opportunities to connect, succeed and thrive. All students are supported and encouraged to be active, invested and successful learners, through a whole school focus on visible learning, self-reflection and feedback practices.

Kingstown School is well equipped with new technologies and STEM resources and employs a specialist STEM teacher once a week. In 2019 a successful Marimba Music Program was implemented.

Global and environmental awareness is integrated across teaching units with connected classroom technology utilised to promote intercultural understanding and awareness.

We connect with local regional schools for sporting skill days, athletic and swimming carnivals each term.

Throughout the year students also participate in special event days, such as Harmony Day, Anti Bullying and History days.

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

Strategic Direction 1

Innovative and Evidence-Based Teaching

Purpose

Innovative and skilled teachers promote an inquiry driven, quality learning environment which challenges, inspires, fosters critical and creative thinking and equips our students with the skills and capabilities to be successful, curious, and learn beyond the classroom. A high expectation school environment aligned with evidence-based teaching pedagogy develops the capabilities of every teacher and every student and improves literacy and numeracy outcomes across the curriculum.

Improvement Measures

All teachers articulate, reflect upon and demonstrate improved practice in "What Works Best" and the elements of the Quality Teaching Framework. Teaching programs reflect changes in pedagogy, embed the general capabilities and include a curriculum focus on critical and creative thinking using Problem-Based Learning.

All students show added value and are assessed at or above expected growth in Naplan and Literacy and Numeracy Progressions.

Embedded, explicit systems for focussed teacher collaboration within and across schools are used to plan, implement, evaluate and target curriculum areas to improve teaching practice and student outcomes.

Progress towards achieving improvement measures

Process 1: Research Informed Pedagogy

Quality Teaching Framework & What Works Best

Build a school culture in which teachers identify and use evidence-based, quality teaching strategies to ensure high student engagement and learning success across the curriculum.

| Evaluation | Funds Expended (Resources) |
|--|--|
| <p>IMPACT: Innovative and Evidenced-Based teaching</p> <p>Researched informed pedagogy</p> <p>Professional Development Plans focused on quality teaching and improved practice. Teachers are developing a deeper awareness of evidenced-based pedagogy, the What Works Best Document and eight evidence based themes, which align with the Quality Teaching Framework and annually engage in the What Works Best Toolkit and reflection questions.</p> <p>Deep understanding of what constitutes the <i>quality</i> in quality teaching and the consistency of effective teaching strategies and improved practice is ongoing.</p> <p>Staff agreed that a refocus on evidenced-based practices (assessment, explicit teaching, collaboration and feedback) , through revisiting the Quality Teaching Rounds and ensuring all teachers had professional learning in observation criteria, would ensure consistency of practice and collaboratively driven improvement.</p> <p>Due to COVID-19, the Quality Teaching Rounds were put on hold. Teachers indicated face to face classroom observations were more valuable to small schools and these will be planned for Term One 2021. The teaching rounds would re-ignite a high expectation teaching and learning environment across alliance schools and provide a systematic and explicit observation program .</p> <p>Covid-19 regulations required the implementation of on-line teaching platforms. All teachers used Google classroom, emails and Zoom to connect with students, deliver learning and provide feedback. What became apparent</p> | <p>Funding sources combined to employ a full time teacher on K-3 class.</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$19414.00)• Aboriginal background loading (\$5516.00)• Low level adjustment for disability (\$27383.00) |

Progress towards achieving improvement measures

was the increased teacher collaboration, support, discussion and feedback around this delivery. All work was revisited when students returned as students did not meet high expectations or the standards required.

To address reading performance and increased comprehension, teachers implemented strategies from Linda Hoyt's Teaching Reading Comprehension: Explicit teaching of Reading Strategies and Scaffolding to provide students with tools for deeper understanding of what they read. This is not yet embedded across the school and across curriculum and will need further consolidation to see students actually articulating and identifying the strategies they use. There will be a planned focus on explicit, quality reading lessons for Stage 2 and Stage 3 for 2021 to improve understanding of multi-modal texts.

Process 2: Quality Collaborations

Develop and embed explicit systems to facilitate professional dialogue, collaboration, classroom observations and feedback between teachers and across Learning Alliances which lead to measurable improvements in student outcomes.

| Evaluation | Funds Expended (Resources) |
|---|----------------------------|
| <p>Due to COVID teachers did not have the the opportunities for face to face collaborations or participation in classroom observations with other alliance schools. Zoom did provide an online forum for teachers to communicate and support each other. Maintaining online communication with our own students and families and planning teaching delivery differently was our first priority and very time consuming . In Term 3, lesson observations between classes did take place, but stage collaborations between schools was discussed as being more valuable.</p> <p>Staff agreed that a refocus on evidenced-based practices (explicit teaching, collaboration and feedback) in 2021, by revisiting the Quality Teaching Rounds and ensuring all teachers had professional learning in observation criteria, would ensure an explicit system for consistency of practice, and ongoing, collaboratively driven improvement. The teaching rounds would re-ignite a high expectation teaching and learning environment, understanding of <i>quality</i> teaching and facilitate professional dialogue and feedback between teachers.</p> <p>As the Quality Teaching Rounds and Quality Teaching Model align with the What Works Best Document, they would also support planning, evaluating and reporting against the requirements for Excelling in the School Excellence Framework.</p> | |

Process 3: Effective Use of Data

Evaluative thinking and effective use of data and assessment strategies will identify the impact of teaching practices and programs on student achievement and inform planning for future learning in Literacy and Numeracy.

| Evaluation | Funds Expended (Resources) |
|---|--|
| <p>We continue to work toward systematic use of Literacy and Numeracy Learning Progressions to monitor learning progress longitudinally, differentiate teaching and track student progress and growth.</p> <p>There is greater consistency and analysis of pre and post work samples and quality assessments against success criteria, to confirm student learning progress and inform future learning goals. Moderation of stage work samples across alliance schools would further validate achievement levels. This is an area of focus in 2021 across alliance schools.</p> | <p>PAT Testing</p> <p>ICAS Assessments</p> |

Progress towards achieving improvement measures

External assessment data

External formative assessments provided baseline data for teachers around student achievement in Reading and Numeracy. Previously, Naplan was the only external, moderated assessment tests undertaken for Year 3 and Year 5 students. This is the first year students have participated in the Progressive Achievement Testing (PAT) and ICAS Tests (University Tests). These tests will be conducted annually to provide external, moderated data on student progress.

Year Three and Year Five students also participated in the adjusted Naplan Check-in Assessment Tests for Reading and Numeracy. These assessments were particularly informative, providing feedback in relation to errors, syllabus achievement and links to the learning progressions to plan forward and identify student learning goals. Implementing teaching and learning sprints into teaching programs is an area of focus.

Strategic Direction 2

Successful, Informed and Connected Students Valuing Difference and Diversity

Purpose

To develop personal values, positive relationships and key competencies which enable students to be confident, happy and successful. To broaden and enrich student experiences of their community and culturally diverse world so they become increasingly informed, connected and contributing local and global citizens.

Improvement Measures

Students are using the language of learning as evidenced in student learning journals. Learning intentions and success criteria are visible in all settings, with collaboratively constructed rubrics used for assessment and feedback purposes. They can be clearly articulated by all students.

Pre and post assessments demonstrate focussed connections with wider community have deepened student learning around cultural understanding and sustainability.

Creative technology programs in robotics, coding and drones have increased student capability in critical and creative thinking skills as evidenced on CCT continuum. Development of Seven Dispositions is informed by pre and post surveys and tracked throughout the year.

Progress towards achieving improvement measures

Process 1: Successful Learners

School wide approaches to assessment for learning practices, using visible learning and feedback strategies, supports and promotes student success in literacy and numeracy. Students are provided with experiences supporting the dispositions that promote a growth mindset.

| Evaluation | Funds Expended (Resources) |
|---|----------------------------|
| <p>Successful Learners</p> <p>Tell Them From Me measurable student data was unavailable in 2020 due to small student cohorts, however end of year student speeches from Year 6 students always provide feedback and a good indication of the teaching and learning culture at Kingstown School.</p> <p><i>It's a school of character, of high expectations, of culture. Kingstown culture. And, if I was to give advice to someone just beginning their education here, I would probably say: 'Its OK to get something wrong, because embracing mistakes is how you move on!' or: 'Set the bar high and accept feedback!' or, one very important one: 'Be the best you can be!' or, maybe even: 'It will be hard to soar like an eagle if you surround yourself with bush turkeys!', from one of the many books we've read at this school.</i></p> <p>Assessment for Learning Practices, using visible learning and success criteria rubrics are evident in most classes. Clear Learning Intentions across subjects and across the school is not yet embedded.</p> <p>Resilience of new and young students is a noted area of focus. A new wellbeing program <i>Grow Your Mind</i> and wellbeing books next year will ensure a weekly focus and promote wellbeing and mindfulness of our students.</p> | |

Process 2: Connected Citizens

Increased and authentic connections with the wider community, deepens student learning across the curriculum, builds local, global and cultural understanding, knowledge around sustainable practices, and leads to informed and active citizenship.

| Evaluation | Funds Expended |
|------------|----------------|
|------------|----------------|

Progress towards achieving improvement measures

| Evaluation | (Resources) |
|--|-------------|
| Problem Based Learning Learning units were put on hold as alliances with Landcare and external organisations were impacted with Covid-19 regulations. Students and Landcare will be working on a design project in 2021, with a focus on the environment and sustainability. | |

Process 3: Engaging with Technology

Engaging opportunities in STEM related subjects builds student and teacher confidence in new technologies and promotes critical and creative thinking.

| Evaluation | Funds Expended (Resources) |
|--|----------------------------|
| 2020 Covid-19 had all teachers and students at Kingstown using online platforms such as Google classroom, email and Zoom to connect with learning. It increased both student and teacher capacity and confidence with on line platforms. This was also the first year students participated in in line assessment- Naplan Checkin, ICAS and Progressive Achievement Tests. | |

| Key Initiatives | Resources (annual) | Impact achieved this year |
|---|--------------------|---|
| Aboriginal background loading | | <p>All students have made progress across numeracy and literacy progressions.</p> <p>Aboriginal Students 2020 Check-in Assessments</p> <p>Our three Year 3 Aboriginal students scored above SGGG and State scores in Reading and Numeracy. Higher results were evident in Numeracy, (83.3% 75% 66.7%), compared to Reading (67.6% 62.2% 62.2%). Our Year 5 Aboriginal student scored well above SSSG and State scores in Reading (70%) and Numeracy (72.5%).</p> <p>Speech therapy sessions and recommendations continue to improve individual student's progress. Aboriginal awareness programs increase student understanding of local sites and heritage.</p> |
| Low level adjustment for disability | | <p>Student support embedded in the establishment of smaller staged classes. and employment of second teacher. Identified students receive high learning support.</p> |
| Socio-economic background | | <p>Creative Arts Programs in music, dance programs funded.</p> <p>Additional teacher for staged classes , student needs and learning priorities.</p> |
| Support for beginning teachers | | <p>Kingstown School has no beginning teachers</p> |
| Targeted student support for refugees and new arrivals | | <p>Kingstown School does not have any refugee or new arrival students to receive targeted student support.</p> |

Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2017 | 2018 | 2019 | 2020 |
| Boys | 13 | 11 | 11 | 9 |
| Girls | 11 | 10 | 8 | 5 |

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2017 | 2018 | 2019 | 2020 |
| K | 89.1 | 83.8 | 97.4 | 100 |
| 1 | 86.3 | 91.6 | 96 | 96.3 |
| 2 | | 91.2 | 93.5 | 96.5 |
| 3 | 91.1 | | 94.5 | 96.3 |
| 4 | 93.5 | 92.5 | | 97.5 |
| 5 | 94.4 | 93 | 94 | 100 |
| 6 | 94.3 | 92.6 | 98.6 | 95.7 |
| All Years | 91.5 | 91.9 | 95.8 | 96.9 |
| 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 | | 93.5 | 93 | 92 |
| 3 | 94.1 | | 93 | 92.1 |
| 4 | 93.9 | 93.4 | | 92 |
| 5 | 93.8 | 93.2 | 92.8 | 92 |
| 6 | 93.3 | 92.5 | 92.1 | 91.8 |
| All Years | 93.9 | 93.3 | 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) | 0.16 |
| Learning and Support Teacher(s) | 0.2 |
| Teacher Librarian | 0.08 |
| School Administration and Support Staff | 0.7 |

*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 | 177,566 |
| Revenue | 416,273 |
| Appropriation | 403,919 |
| Grants and contributions | 11,830 |
| Investment income | 524 |
| Expenses | -401,846 |
| Employee related | -371,461 |
| Operating expenses | -30,385 |
| Surplus / deficit for the year | 14,427 |
| Closing Balance | 191,993 |

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 | 52,312 |
| Equity - Aboriginal | 5,516 |
| Equity - Socio-economic | 19,414 |
| Equity - Language | 0 |
| Equity - Disability | 27,383 |
| Base Total | 342,556 |
| Base - Per Capita | 4,570 |
| Base - Location | 13,788 |
| Base - Other | 324,198 |
| Other Total | 7,984 |
| Grand Total | 402,852 |

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

Student feedback:

Each year Year 6 students deliver a speech to the community. Students are asked what they will take with them into Secondary School from their experiences and learning at Kingstown School.

Students summed up the impact Kingstown School has had on them.

Quotes from a 2020 Year 6 leaving student speeches:

Aaron

Kingstown School is a place that I'll remember. It's a school of character, of high expectations, of culture, Kingstown culture.And, if I was to give advice to someone just beginning their education here, I would probably say, 'It's okay to get something wrong, because embracing mistakes is how you move on!' 'Set the bar high and accept feedback!' and, 'Be the best you can be!' and maybe even, 'It is hard to soar like an eagle if you surround yourself with bush turkeys!' from one of the many books we've read at this school.

Hayley

When I think of Kingstown school now, I think of a small rural school of kindness, and how all the students at Kingstown encourage each other to do better. At Kingstown all the students get along and are nice to each other. Sometimes we laugh and joke around, including the teachers. I have had a great time here with my past, and new friends. Kingstown is a fair school, and I really will miss it.

Kingstown school culture is about setting the bar high, to keep climbing the mountain no matter what. You want to get to the top. We have a very strong learning culture here, that makes you think and reflect. It's even on our class room door. Never give up because at Kingstown School we are persistent and resilient. Don't be the dead cockroach on its back'. Get up and climb your way out of the learning pit, that's the only way to succeed. Good learners take on challenges. At Kingstown the only way you're going to improve, is to listen to others for ideas, and to know that if you put more effort, time, and learning grit in, you will improve. I have learnt so many things since I have been here. I have improved heaps in spelling and maths, and I will continue to do so. I also loved art, poetry and science lessons a lot as well.

Parent feedback: "Thank you for all you have done. Kingstown School has nurtured and helped to grow the girls into students that want to thrive wherever they are."

Teacher Feedback:

Kingstown School promotes a positive and supportive learning culture. Throughout the drought, bush fires and Covid-19 we remained a collaborative team, supportive of and supported by our local community. We continue to work hard to make each and every child feel valued and be the very best they can be. Kingstown School maintains a culture of high expectations. I love how the school takes on new initiatives, particularly around sustainability, and look forward to future projects. I appreciate that this is a wonderful school to be employed as a temporary teacher. I feel valued and respected as a staff member.

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.