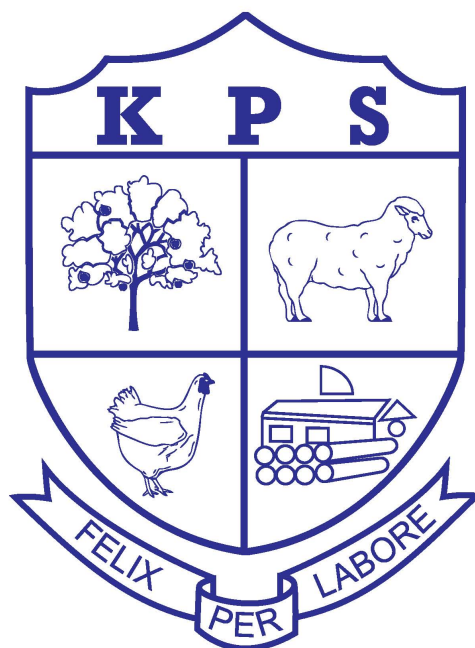


2020 Annual Report

Kootingal Public School



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Introduction

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

A culture of sustainable practice that offers a diverse curriculum catering for all needs, with an embedded understanding of caring for each other, learning for life and achieving together. This is underpinned by building the capacity of all teaching staff to deliver the highest quality of teaching programs in a supportive learning environment. We value community participation and encourage family involvement in our children's learning, creating a supportive partnership with the school.

School context

Kootingal Public School is a small school located at the foothills of the Moonbi Ranges. The township of Kootingal is very well serviced and the school enjoys reciprocal partnerships with the many business houses, churches, volunteer organisations and sporting groups.

Current enrolment is 186. A new housing estate with 126 blocks to be sold is located 200m from the school's front gate. Kootingal Public School also has 24% ATSI students.

Staffing mix is experienced with New Scheme teachers. Our Principal is non-classroom based and is supported by two Assistant Principal positions. SAS staffing is small with a SAM, SAO, General Assistant and a permanent part-time SLISO (Learning and Support and Integration funding). School currently has 8 classes.

The school has the following allocations:

- 4 days Learning and Support Teacher
- 1 day School Counsellor.

Kootingal Public School is a leader in the education of technology with a two class sets of iPads and laptops, full school wifi access and Smart Boards in all teaching spaces.

Kootingal Public School embraces its banner statement of *Caring, Learning and Achieving Together* with programs such as a Breakfast Club, Positive Behaviour for Learning, Buddy program and Before and After School Care with Sherpa Kids.

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	Delivering
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
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	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

Diverse Curriculum

Purpose

Through implementing a diverse curriculum, KPS caters for all students. We aim to provide students with varied experiences, providing for a well-rounded education that fosters an appreciation of different learning platforms, cultures and creative pursuits. This will ensure we bring to light the uniqueness of each individual student, promote the transference of knowledge from different key learning areas and ensures all students are given opportunities to develop strengths, overcome weaknesses and perform to their full potential.

Improvement Measures

All staff competently and confidently program, teach and evaluate Creative and Practical Arts syllabus.

As demonstrated via surveys, students and community members indicate connection with, have ongoing strong support and foresee future participation in creative and performing arts.

Progress towards achieving improvement measures

Process 1: Creative and Performing Arts Syllabus

Teachers engage with the Creative and Performing Arts syllabus to develop a deeper knowledge and understanding of making, performing and appreciating the various art forms and their link to the literacy concepts from Focus on Reading.

Evaluation	Funds Expended (Resources)
This milestone was not achieved as a greater focus was given to professional learning on literacy and student wellbeing. Decision made to support the teaching of creative and performing arts in the future through various third-party programs, such as Musica Viva, Music Count Us In, travelling shows etc.	

Process 2: Student Connections with the Arts

Student connections to themselves, texts and the world are enriched through the provision of additional opportunities in the area of arts education.

Evaluation	Funds Expended (Resources)
While participation rates in extra curricular activities were impacted due to COVID restrictions, Kootingal Public School had planned all activities for 2020. When able, our students were involved in the music programs of didgeridoo and djembe through the Tamworth Conservatorium of Music and private music tuition.	Socioeconomic Background Equity Funding - \$62000 for employment of a teachers to deliver the creative and performing arts program across the school K-6.
The creative and performing arts program for each class K-6 continued in 2020 despite COVID restrictions. Lessons were included in home learning packages and continued with modifications in line with COVID restrictions and department guidelines.	Aboriginal Background Equity Funding - \$7000 to engage the Tamworth Conservatorium of Music to deliver the djembe and didgeridoo programs.

Next Steps

1. Continue relationship with the Tamworth Conservatorium of Music to deliver the djembe and didgeridoo programs to year 2 students and male Aboriginal students in years 3-6 respectively.
2. Engage third-party programs to ensure continuity and support of teachers in the creative and performing arts.

Strategic Direction 2

Teacher Quality

Purpose

At KPS, we develop the capacity of each individual teacher to ensure the best delivery of the curriculum. This leads to improved student outcomes, setting up students to succeed and become well-informed, active citizens of their community.

Improvement Measures

Differentiation is clearly evident in all teaching programs for targeted school focus areas and is evident through classroom observational data.

To sustain the number of students achieving in the proficient bands of reading at 25%.

To sustain the number of students achieving in the proficient bands of writing at 25%.

Increase the number of students exiting Kindergarten at or beyond the L3 benchmark from 62% in 2017 to 64% in 2020.

Progress towards achieving improvement measures

Process 1: Focus on Reading

Ongoing professional learning by teachers with school-based trainer and use of the Super 6 *Focus on Reading* strategies K-6.

Evaluation	Funds Expended (Resources)
Our Instructional Leader continued to work throughout the school, with a heavy emphasis on pedagogical practices in K-2. Focus on Reading strategies will continue to be a focus within the school to assist the comprehension of students.	

Process 2: Instructional Leadership

Teachers increase knowledge and implementation of syllabus documents, evidence-based pedagogical practices and learning progressions.

Evaluation	Funds Expended (Resources)
Students achieving the expected reading benchmark upon exiting Kindergarten has increased. In 2020, Kootinjal Public School achieved 61% of Kindergarten student achieving the prescribed benchmark. However, while this did not meet the improvement measure of 64%, it is noted this was directly impacted by COVID and the interruption to formal learning.	Aboriginal Background Funding - 0.4 Instructional Leader \$42000 and SLSO \$6000 Socioeconomic Background Funding - \$7000 L3 Training

Process 3: English and Mathematics Teams

Focus on the development of school protocols, practices and programs to support teachers in the delivery of syllabus documents.

Evaluation	Funds Expended (Resources)
The Mathematics team focused on the review of the scope and sequence and implementation of assessment practices across the school. This led to the expansion of data practices across the whole school. This is now tracked as a longitudinal study, similar to writing. Professional development occurred that focused on the content of a Mathematics lesson. Our participation in the	

Progress towards achieving improvement measures

World of Maths program was postponed until 2021 due to COVID restrictions. Training was conducted in *QuickSmart Numeracy* for five members of staff (Mathematics Team Leader and four instructors). *QuickSmart Numeracy* was implemented for targeted students in year 4 during term 4.

Due to a continued focus on the development of writing across years 2-6, the textual concepts was delivered in term 4 with expert workshops. This was combined with the collaboration of English units of work based on the textual concepts of focus. This enabled both professional learning for all classroom staff K-6 in the textual concepts as well as improving the level of teaching and learning programs through the incorporation of cross curriculum perspectives, saving time across the curriculum.

Process 4: Whole School Writing Program

Teachers increase knowledge and implementation of evidence-based pedagogical practices, and collect and analyse student performance data associated with writing.

Evaluation	Funds Expended (Resources)
<p>In 2020, the frequency of the writing program across the school was increased. This was as a result of the review of the English Scope and Sequence. Workshops were still conducted twice each term with our resident expert colleague, however, the times of student practising their writing skills increased dramatically. Strategies included the use of 10 daily writes and weekly and/or fortnightly 'Big Writes' in years 2-6. This consistent writing practice not only enabled greater levels of consistent data, but saw student participation increase due to increased confidence and knowledge of writing practices.</p> <p>Due to the COVID pandemic, we are unable to ascertain if the improvement measure of sustaining 25% of students in the proficient bands was achieved. Kootingal Public School undertook the Check-in Assessment post COVID. However, writing was not included in this assessment.</p>	Socioeconomic Background Funding - \$13000

Next Steps

1. Continue professional learning of the textual concepts in conjunction with the development of English units of work that combine cross curriculum perspectives.
2. Further professional learning of staff in Mathematics with a focus on Mathematics in collaboration practices in 2021.
3. Commence using laptops for student writing practices in preparation for NAPLAN Online in 2021.

Strategic Direction 3

Student Wellbeing

Purpose

At KPS, we recognise that all children are individuals. We aim to provide social, emotional and academic support to enable all children to achieve the level of which they are capable. All children have the right to access the curriculum and all teachers are committed to working in collaboration with parents and the community to ensure the appropriate accommodations and adjustments support the learning and wellbeing needs of each student.

Improvement Measures

In the Tell Them from Me survey, there is an increase in student responses indicating they have a greater sense of belonging at Kootinjal Public School.

The school K-6 has strong evidence of differentiation that supports and caters for the individual needs of students with interventions in place to support students not meeting benchmarks.

Progress towards achieving improvement measures

Process 1: PBL

Teachers increase knowledge and implement evidence-based positive behaviour for learning practices with lessons, and collect, analyse and respond to student behaviour.

Evaluation	Funds Expended (Resources)
The PBL team had two staff members in 2020 trained again in the implementation of positive behaviour for learning practices in the classroom. This was coupled with training of further permanent staff and PBL team members in Universal Foundations training. This assisted the planning for implementation of PBL in classrooms in 2021. Again, communication of behaviour data was presented three times per term during weekly Communication Meetings and lessons conducted weekly via a weekly focus. Focuses of the week communicated to both students and the broader school community.	

Process 2: ILPs and PLPs

Teachers increase knowledge and implementation of evidence-based pedagogical practices to support students with complex needs, and collect and analyse student performance data in association to their educational, social and emotional needs.

Evaluation	Funds Expended (Resources)
<p>Kootinjal Public School observed twice throughout the course of 2020, the pedagogical practices of teachers in the classroom in the area of differentiation. It was clearly evident, teachers were implementing differentiation practices when observed and within their teaching and learning programs as evidence through feedback. At the teacher discretion, observations were also used as a part of their Performance Development Plan process.</p> <p>In 2020, the Learning and Support Team reviewed the process of developing learning plans for required students. The lead to the development of a new plan and recording system. Teachers continued to lead the reviews of Personalised Learning and Support Plans (PLSPs) for required students with decisions made as to whether to continue focused student support. Evidence from PLSPs supported decisions for Nationally Consistent Collection of Data (NCCD). Staff independently identified students, areas of need and primary area of need for NCCD. Staff identified the documentation used to support the professional judgement for NCCD.</p>	<p>Quality Teaching, Successful Students funding</p> <p>Socioeconomic Background - Employment of CAPA teacher provides additional release for staff \$62000</p>

Progress towards achieving improvement measures

Process 3: Wellbeing Framework

Staff of Kootingal Public School will increase their knowledge of the Wellbeing Framework with an examination of the school's current practices against the Framework.

Evaluation	Funds Expended (Resources)
All staff completed training in the Wellbeing Framework. This training was introductory in nature and did not focus on the wellbeing practices currently within Kootingal Public School. Further professional learning was completed by two members of staff in the series <i>Using the Wellbeing Framework for School Excellence</i> . This professional learning focused on the interdependent nature of wellbeing and student performance and examined the wellbeing practices already evident within a school and the ability to enhance it in a cost neutral manner. As facilitators of this professional learning, the focus is for all teaching staff to complete the training in 2021.	

Next Steps

1. Move to implementation of PBL in classrooms in 2021.
2. Professional learning of all staff in *Using the Wellbeing Framework for School Excellence*.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$62456	<p>The allocation was devoted to the employment of our Instructional Leader and the employment of an additional School Learning and Support Officer (SLSO). The employment of the Instructional Leader in 2020 continued the support of evidence-based pedagogical practices in the infants classrooms and the continued focus on Focus of Reading professional learning. The Instructional Leader supported a staff member in their first year of L3 training, continued support of L3 pedagogy, analysis of reading data and assisting classroom teachers to set targets for children at risk.</p> <p>The employment of additional SLSOs was pivotal in the delivery of the reading intervention program MiniLit and reading fluency groups. Aboriginal students have priority when competing demands are known for intervention programs. Two of the four SLSOs were also trained in QuickSmart Numeracy in preparation for 2021. Both SLSOs implemented the program in term 4 2020.</p>
Low level adjustment for disability	\$26904	<p>The employment of an SLSO was pivotal in the delivery of the reading intervention program MiniLit and specialist assistance in the K-1 classrooms. Through the use of the MiniLit program, our data indicates an improvement in student outcomes with growth in both word attack skills. The SLSO is pivotal in assisting in the K-1 classrooms with the prescribed programs, knowing the routines and children's needs. Main focus of the SLSO in the K-1 classrooms is early intervention with identified students at risk of not meeting benchmarks.</p>
Quality Teaching, Successful Students (QTSS)	\$32159	<p>QTSS funding was used to support the development of enrichment and extension programs in Mathematics and a Bump It Up program for Mathematics for both stage 2 and 3. This support was based on group withdrawal during Mathematics lessons and focused on the skills being performed at a higher level in the classroom and possibly at the stage above.</p> <p>Other time was utilised by executive staff to observe classroom lessons in line with the improvement measure of gauging differentiation practices within the classroom.</p>
Socio-economic background	\$100353	<p>The total socio-economic funding allocation was devoted to the employment of specialist creative and performing arts teacher under the Strategic Direction Diverse Curriculum, the employment of specialist consultation in the area of English and writing for years 2-6 and L3 professional learning.</p> <p>The employment of a specialist in the area of English assisted in the development of a</p>

Socio-economic background	\$100353	scope and sequence document that ensured consistency in the teaching of genre and the meeting of text type requirements. This also continued to facilitate our year 2-6 writing program. In 2020, the assistance expanded to include professional learning in the textual concepts and the further provision of collaborative planning and teaching practices for English within each stage.
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Student information

Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	107	108	104	100
Girls	85	80	81	88

Student attendance profile

School				
Year	2017	2018	2019	2020
K	95.1	90.5	94.2	91
1	92.2	94.7	92.6	87.9
2	93.7	91.4	93.6	91.5
3	94.5	92.2	94.1	92.3
4	93.5	95.7	93.7	91.1
5	94.5	93.3	95	89.3
6	95.3	93.3	92.6	95
All Years	94.1	92.9	93.6	91
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
Assistant Principal(s)	2
Classroom Teacher(s)	6.93
Literacy and Numeracy Intervention	0.32
Learning and Support Teacher(s)	0.8
Teacher Librarian	0.4
School Administration and Support Staff	2.04

*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	328,059
Revenue	2,114,953
Appropriation	2,075,210
Sale of Goods and Services	19,112
Grants and contributions	20,003
Investment income	628
Expenses	-2,202,223
Employee related	-1,948,079
Operating expenses	-254,144
Surplus / deficit for the year	-87,270
Closing Balance	240,789

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	73,206
Equity Total	279,903
Equity - Aboriginal	62,456
Equity - Socio-economic	100,353
Equity - Language	2,683
Equity - Disability	114,411
Base Total	1,552,294
Base - Per Capita	44,493
Base - Location	3,914
Base - Other	1,503,887
Other Total	105,643
Grand Total	2,011,047

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

All teachers were provided the opportunity to participate in focus group surveys as a part of the Situational Analysis for the 2021-2024 School Plan. Following the analysis of our Focus Group surveys and overlaying the elements of the What Works Best Summary report, it is evident areas of focus for Kootingal Public School staff are centred on mentoring and coaching, and collaborative and effective feedback practices. It is felt these practices will not only support teaching staff to effectively implement teaching and learning programs, but foster and develop collaborative practices that enable consistent and valid teacher judgements, support differentiation practices and support a culture of collegiality and professionalism.

Families were surveyed through the Tell Them From Me survey in 2020. However, data was suppressed due to too few responses. There were only 11 respondents who completed the parent survey.

Students were surveyed through the Tell Them From Me survey in 2020. While students feel pride about their school there was a large sense of disconnection for students during the period of time of COVID. There were also large discrepancies with students who felt they were bullied at school (46% school mean and 36% NSW Gov schools mean) and this was further stated in their positive sense of belonging in their peer relationships (63% school mean and 81% NSW Gov schools mean). Students who are interested and motivated in their learning (68% school mean and 78% NSW Gov schools mean) and value schooling outcomes (88% school mean and 96% NSW Gov schools mean) were identified as areas for development.

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.