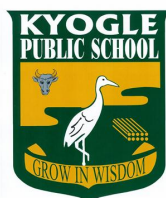# 2020 Annual Report

Kyogle Public School

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Introduction

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

Kyogle Public School will empower all students to embrace learning, achieve their personal best and build their social, emotional and physical well-being.

School context

The students are drawn from diverse backgrounds with a wide range of abilities and achievements represented in each year group from Kindergarten to Year six. Kyogle Public School has 14% of students identify as Aboriginal or Torres Strait Islander. The school is organised into six teams consisting of three Stage teams, Learning and Support team, Aboriginal Education team and a Positive Behaviour and Learning (PBL) team. Each Stage team is led by an Assistant Principal. Kyogle Public also has curriculum teams led by teachers. Kyogle Public School has embraced the Stronger Smarter Institute's way of thinking and philosophy in developing relationships and connections within the school and community.

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	Delivering
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	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

Teaching and Learning

Purpose

Our purpose is to deliver quality teaching practice that is engaging and evidenced based, leading to improve educational outcomes for all our students.

Improvement Measures

All staff have a PDP which reflects a commitment to quality ongoing professional learning and the professional teaching standards.

All students receive teaching that caters for their individual learning needs.

 Increase in teachers skill, confidence and ability using data to optimise student learning.

Increase the amount of students that achieve expected growth in literacy and numeracy.

Progress towards achieving improvement measures

Process 1:   Literacy and Numeracy Professional Learning: Draw on current research to implement effective evidence-based teaching methods in all classrooms.

Evaluation	Funds Expended (Resources)
Literacy and Numeracy goals were targeted to all stages specifically from data collated in pervious years. Staff surveys reflected increase in understanding and the ability to teach specifically to stage out comes which is reflected in PLAN 2 data. 2020 check in assessments showed an initial improvement in Comprehension, particularly inferential comprehension due to targeted PL.	Addition staffing to release all teaching staff additional hour each week, allowing 3 hours RFF and 1 hour and 20min dedicated to PL with Instructional Leader.

Process 2:   Plan, Program, Practice: Use consistent and reliable evidence to provide learning and feedback that is personalised and responsive to individual learners.

Evaluation	Funds Expended (Resources)
Staff have continued through out 2020 to Plan, program and implement the syllabus in a stage collaborative manner. This is facilitated in stage release so as to allow for collaboration. PLP goals are set at the beginning of the year and some class revisit. This has been inconsistent across the whole school.	Timetabled release

Strategic Direction 2

Wellbeing

Purpose

Our purpose is to provide a school wide collective responsibility for personalising student learning and success with high levels of student, staff and community engagement and achievement. As a result students will connect, succeed and thrive.

Improvement Measures

100% of teachers analysing student behaviour by using the resource- EBS4 and PBL to analyse a student.

Deliver Aboriginal language and culture across the school.

Progress towards achieving improvement measures

Process 1: **Wellbeing:**

Increase sense of student belonging through initiatives such as Positive Behaviour for Learning (PBL) and EBS4

Evaluation	Funds Expended (Resources)
Weekly evaluation of PBL data conducted. When target implementation of teaching expectations based on data and respect surveys incidences is implemented, occurrences of disrespect dramatically reduced in all areas of the school. The school will continue to make this focus so sustained changed can occur.	PBL meetings Executive training on Agile Leadership with focus on Respect

Process 2: **Aboriginal Education:**

The School plans for and monitors a language and culture nest whole school program to enrich student wellbeing and engagement. (AECG)

Evaluation	Funds Expended (Resources)
Staff PL focus on implementing Aboriginal perspectives in all syllabus and programs. Term 4 Aboriginal Languages resumed after a long pause and change in staffing. New AECG team has reinvigorated the schools program.	

Strategic Direction 3

Leading

Purpose

Our purpose is to increase internal leadership and its impact.

Improvement Measures

Increase amount of students actively participating in leadership opportunities.

Professional development plans show increased evidence of understanding and adoption of the annual performance and development cycle.

Progress towards achieving improvement measures

Process 1:   Students:

Develop student leadership skills through SRC.

Evaluation	Funds Expended (Resources)
SRC throughout 2020 due to Covid guidelines/restrictions has restricted our ability to support SRC. This will need to be redesigned in the future to allow for the development of leadership during face to face teaching or during remote learning.	

Process 2:   Staff:

Engage all staff in personalised professional learning through a range of strategies focussing on feedback, self-reflection and evaluation.

Evaluation	Funds Expended (Resources)
Professional learning during 2020 was deep and swift with a change to remote learning and learning and extensive amount of technology. Staff have reflected the necessity to change has shown them they are capable of changing- how to teach and deliver lessons. PDP goals as a school have been triangulated with school plans and individual plans and are 100% connected to teaching standards.	

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	$71 929	Aboriginal language program implemented into Stage 2/3 with future planning of rolling out language program in Stage 1 and 3. Employment of an Aboriginal Liaison Officer who supports the whole school through language, individual support programs for students and language programs whilst being an active member of the local AECG.
Low level adjustment for disability	$235 204 $164 076 Staffing $71 128 Flexible	Placements in classes for the following year allow for the best possible support for students identified with higher needs. Learning and support programs have effectively integrated in all Stages and have catered for students requiring adjustments that do not receive targeted funding.
Quality Teaching, Successful Students (QTSS)	$56005	Employment of additional staff to cater for the needs of students has lead to improved confidence in students learning and less behavioural problems for teachers to deal with.
Socio-economic background	$264 837	Employment of additional staff to cater for the needs of students has lead to improved confidence in students learning and less behavioural problems for teachers to deal with. A significant amount of funding has been used to supplement the Integration funding and has allowed for all 12 classes to have SLSO support in Literacy and Numeracy classes 5 days a week. Employment of additional executive to support Professional Learning and release for classroom teachers.
Support for beginning teachers	$18 856	Professional development of new scheme teachers has lead to improved teaching and confidence in delivering quality lessons. 2 out of our 3 new scheme teachers completed accreditation in 2020 with the support of our AP dedicated to working with Beginning teachers and the third teacher will complete in 2021 Term 1.

Student information

Student enrolment profile

Students	Enrolments			
	2017	**2018**	**2019**	**2020**
Boys	141	149	148	135
Girls	160	171	159	165

Student attendance profile

School				
Year	**2017**	**2018**	**2019**	**2020**
K	85.8	87.3	85.8	84.4
1	91.4	86.9	89.8	88.5
2	94.7	91	90	88.6
3	92.9	93.3	92.1	83.6
4	93.4	91.3	91.8	85.6
5	92.1	94	90.3	88.3
6	93.5	90.6	91.2	85.4
All Years	92.2	90.7	90.3	86.4
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.

Kyogle Public School 2349 (2020)

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	10.52
Literacy and Numeracy Intervention	0.53
Learning and Support Teacher(s)	1.5
Teacher Librarian	0.6
School Counsellor	1
School Administration and Support Staff	3.02

*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	699,738
Revenue	3,757,316
Appropriation	3,683,337
Sale of Goods and Services	4,897
Grants and contributions	67,864
Investment income	1,218
Expenses	-3,847,265
Employee related	-3,520,875
Operating expenses	-326,390
Surplus / deficit for the year	-89,949
Closing Balance	609,789

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	400,927
Equity Total	572,614
Equity - Aboriginal	71,929
Equity - Socio-economic	264,837
Equity - Language	644
Equity - Disability	235,204
Base Total	2,279,872
Base - Per Capita	73,835
Base - Location	26,732
Base - Other	2,179,305
Other Total	291,147
Grand Total	3,544,561

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

From surveys conducted with both staff and students there was some very clear data that was shared with staff. This led to robust conversations where teachers were able to implement school wide strategies to improve teaching practice.

Students being able to state a learning intention for the lesson rose from 54% to 96%. There was an improvement of 18% in the number of students with an understanding for the purpose of learning the lesson. The presence of a visible learning intention for the lesson improved by 25%, providing a visible lesson focus that students could refer to if needed.

Initially, 69% of students could tell us how they knew if they understood the lesson and if they had succeeded. With the implementation of making success criteria an explicit part of the lesson and having visible supports, this improved to 92%.

Parent surveys provided feedback on describing our school and the majority stated as a school we are caring, responsive, friendly and open. Parents feel the office are supportive and communication is effective with particularly the school newsletter and Class Dojo.

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.