

2020 Annual Report

Kotara South Public School



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Introduction

The Annual Report for 2020 is provided to the community of Kotara South 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.

School contact details

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School vision

Kotara South Public School bonds professional, caring and dynamic staff to grow minds of the future through collaborative practice. Our students are connected to quality literacy and numeracy opportunities that inspire learning in and beyond the classroom.

School context

Kotara South Public School (KSPS) is a community-based school that ensures all students reach the highest possible outcomes in all aspects of their education. It is a school that values the contributions of all stakeholders and is recognised for its high standards and ability to adapt to current community needs. KSPS is located in the central suburbs of Newcastle. The local area is undergoing a period of renewal as the housing stock changes and increasing numbers of young families move into the school zone.

Many of the students come from families with established connections to the school. Kotara South Public School has 333 students from 236 families. Of the 309 mainstream students 55% are boys and 45% girls. The school has 3% Aboriginal enrolment and 8% of students who speak a language background other than English (LBOTE) at home. Assessment data indicates that most students perform at or above stage expectations in each Key Learning Area.

Kotara South Public School's teaching staff bring high level professional and personal skills, and are well supported by experienced office staff and highly skilled school learning support officers. The school is the base for Itinerant Hearing Support services in the Newcastle area. Kotara South Public School is an active member of the Kotara Community of Schools (CoS) of 7 schools that combine resources, expertise and professional learning to benefit all. The school has 2 specialist units: a hearing support unit (HSU) with 8 students enrolled and an Early Intervention Unit for up to 16 preschool aged students with a diagnosed disability.

There is a continued focus on increasing the academic growth of all students as they progress from Year 3 to Year 5, and onto Year 7, through differentiation of curricula to explicitly meet individual needs, interests and abilities.

The school has a motivated and supportive community who bring high expectations and enthusiasm to see the school thrive. The school is proudly involved in projects developed in partnership with CoS schools and Muloobinbah Aboriginal Education Consultative Group (AECG).

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	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	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
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

QUALITY LEARNERS FLEXIBLE THINKERS

Purpose

To develop strong foundations in literacy and numeracy. Our future focused learners will have the ability to adapt, connect and become responsible citizens. Using the skillset of collaboration, communication, critical thinking and creativity, students will engage in real life learning experiences.

Improvement Measures

All classrooms reflect evidence based practices (feedback, learning intentions, success criteria and collaborative practice)

Increase the number of students in the top two bands in literacy and numeracy.

All Aboriginal students set high level goals and track their improvement in literacy and numeracy.

Overall summary of progress

From the professional learning and teaching done to improve achievement, high expectations and excellence there has been a culture of change strongly built amongst the staff, students and community. There is an understanding that KSPS is preparing students for a different workforce and ensuring that students can collaborate, critically think, create and communicate within their learning. The learning for staff in this area has been through Future Focused Learning strategies, flexible spaces and teaching pedagogies. Staff have rebuilt a culture of high expectations.

Progress towards achieving improvement measures

Process 1: Quality Pedagogy

Student awareness of learning intentions, success criteria and their 'where to next' within the cycle of learning in literacy and numeracy.

Evaluation	Funds Expended (Resources)
* Quality Teaching, Successful Students (QTSS) (\$5000.00)	Teacher release

Process 2: Evidence Based Practice

Differentiated practice, feedback and data analysis that address student needs.

Evaluation	Funds Expended (Resources)
* Quality Teaching, Successful Students (QTSS) (\$2000.00)	Literacy and Numeracy Progressions & training through P-2 Initiatives Officer K-2 Effective Reading- Online Modules X1

Next Steps

Continuing in 2019 and beyond, the focus is to continue growth across writing, reading and numeracy. This is explicitly planned for with tiered intervention, differentiation strategies and explicit teaching. Strong professional learning for all staff will continue in a continuous cycle of self improvement. The School Excellence Survey and What Works Best Data indicates we are tracking in sustaining and growing across all area in SD1- Excellence in Learning and tracking towards School excellence against the SEF for 2020. Our next steps are to tracking and feedback from Professional Learning to plan for 2020.

Strategic Direction 2

QUALITY TEACHERS INNOVATIVE PRACTICES

Purpose

To ensure explicit quality pedagogies are evident in all learning environments. Using formative assessment measures, teachers develop ongoing differentiated learning programs. School wide data identifies progress and future directions.

Improvement Measures

All teaching practices and programs reflect DoE / school / NESA requirements.

All students are tracked and receive differentiated teaching using the literacy and numeracy progressions. .

Overall summary of progress

Throughout 2019, all staff, executive and principal built teacher capacity through focused professional learning and development. We have started setting strong foundations in a culture where every staff member is engaged actively learning through a series of targeted and individualize teacher professional learning workshops. This was primarily focused on Mathematics Building Blocks for Numeracy and pedagogical improvement in the HOW we teach, in ongoing, school target focused and evidence-based learning underpinned by the Quality Teaching Framework.

Progress towards achieving improvement measures

Process 1: Professional Learning

Scaffolded explicit teacher professional learning that builds capacity around pedagogy and program requirements.

Evaluation	Funds Expended (Resources)
\$2000- teacher release	School staff

Process 2: Data Analysis

Teachers develop quality data collection processes to collaboratively plan, analyse, evaluate and reflect on student progress and teaching practice.

Evaluation	Funds Expended (Resources)
\$2000- teacher release	School staff- LST

Process 3: Assessment and Feedback

Assessment and feedback practices developed to reflect learning intentions and the learning progressions.

Evaluation	Funds Expended (Resources)
\$2000- teacher release	School staff - Executive and LST

Next Steps

Our next steps are to tracking and feedback from Professional Learning to plan for 2020.

Strategic Direction 3

QUALITY LEADERS COLLABORATIVE TEAMS

Purpose

To ensure collaboration underpins our whole school culture. Teams that are proactive, strategic and systematic work together to develop a growth mindset with authentic opportunities for continual improvement.

Improvement Measures

All teachers have authentic leadership roles to drive school improvement.

Teachers develop high level goals and provide evidence of their impact.

Overall summary of progress

Continuing in 2019 and beyond, the focus is to continue growth across writing, reading and numeracy. This is explicitly planned for with tiered intervention, differentiation strategies and explicit teaching. Strong professional learning for all staff will continue in a continuous cycle of self improvement

Progress towards achieving improvement measures

Process 1: Professional Capacity Building

High quality teacher professional learning with a consistent approach to evidence based practice to ensure continuous growth.

Evaluation	Funds Expended (Resources)
Low level adjustment for disability (\$10000.00)	Professional Learning Budget Equity Low level adjustment

Process 2: Leadership

Develop whole school practices and process that build a culture of high expectations and distributive leadership.

Evaluation	Funds Expended (Resources)
Subscriptions- \$8000	Sentral, Skoolbag, Facebook, Website, etc

Next Steps

Processes 1, 2 activities and evaluations are evidence of our progress and will build our foundation into 2020. We will review against the SEF to obtain School Excellence in Strategic Direction 3.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Aboriginal background loading (\$2 000.00)	Highly successful program. Students have for our KSPS AEC.
Low level adjustment for disability	Low level adjustment for disability (\$18 000.00)	This area incorporates the permanent 0.7 FTE LAST position and additional positions created to support students with learning difficulties. A range of assessment tools (EduCheck, Benchmarking F&P and PM, PAT online Reading and Mathematics, SENA testing, Spelling Mastery, NAPLAN) have been utilised to demonstrate growth and record achievement of targeted students. Of particular note is the growth in skills in Mathematics of our Year 5 students after 2 years of support (new program). NAPLAN data showed no student in the lower bands for the first time and some of our supported students even gaining the higher mid level bands. Data from all support programs have been analysed and 2020 plans drafted to ensure targeted supports are utilised fully from the beginning of the year. IEPs and PLPs have been evaluated and shared with relevant stakeholders. Targeted intervention programs and directions in literacy and
Quality Teaching, Successful Students (QTSS)	* Quality Teaching, Successful Students (QTSS) (\$65 000.00)	Quality Teaching, Successful Students (QTSS) fund are used to facilitate professional learning and collaboration between teachers and executive staff. The focus of this collaboration is improving teacher quality through the observation of practice and provision of feedback.

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	167	182	169	174
Girls	133	145	160	174

Student attendance profile

School				
Year	2017	2018	2019	2020
K	96	96.2	96.2	95.8
1	95.8	94.6	94.3	96.1
2	94.9	95.2	95.5	94.6
3	95	95.5	95.6	95.6
4	93.8	96.2	93.8	95.5
5	94.7	94.1	95.4	95.9
6	94.9	93.3	93.1	97.1
All Years	95.1	94.9	94.9	95.8
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	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)	4
Classroom Teacher(s)	16.17
Literacy and Numeracy Intervention	0.2
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.8
School Counsellor	1
School Administration and Support Staff	4.32

*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	716,597
Revenue	3,863,406
Appropriation	3,712,083
Sale of Goods and Services	14,229
Grants and contributions	136,244
Investment income	850
Expenses	-4,081,348
Employee related	-3,640,229
Operating expenses	-441,119
Surplus / deficit for the year	-217,942
Closing Balance	498,655

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	77,648
Equity Total	132,037
Equity - Aboriginal	9,531
Equity - Socio-economic	18,005
Equity - Language	1,865
Equity - Disability	102,635
Base Total	2,783,794
Base - Per Capita	80,781
Base - Location	0
Base - Other	2,703,013
Other Total	643,335
Grand Total	3,636,813

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

Annual parent survey response indicate that 88% of the community agreed or strongly agreed that they were satisfied with Kotara South Public School Public School. Our school was very proud of our International Domino Champion who won the world titles via zoom. Tell Them From Me survey indicated that 74% of students had a high sense of belonging, 88% of students reported positive relationships at school and 91% valued learning at Kotara South Public School. 88.89% of staff reported they felt encouraged to improve the work they do, 88.23% felt proud to say they worked for the organisation and 88.33% said their job gave them a feeling of personal accomplishment.

Ongoing TTFM and in-school survey data to inform parent/caregiver, student and teacher satisfaction. The use of the People Matter survey will also be included in this reflection.

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.