

Kegworth Public School Annual Report



2016



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Introduction

The Annual Report for 2016 is provided to the community of **Kegworth 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.

Belinda Perih

Principal

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Message from the Principal

Welcome to Kegworth Public School!

I would like to acknowledge the Gadigal people who are the Traditional Custodians of this Land. I would also like to pay respect to the Elders both past and present and extend that respect to other Aboriginals.

Kegworth Public School is a vibrant place of learning. Its inviting atmosphere is characterised by a sense of energy and warmth of welcome. Our school has a high academic focus. Passionate and committed staff members work collaboratively to provide quality learning programs, which cater for the individual needs of students and build positive relationships with students.

Despite being a small public school, there is a strong sense of spirit which underpins the rich and diverse learning opportunities available for all students, including environmental education, debating, public speaking, Indigenous and multicultural programs. Specialist programs include music, visual arts, community language (Italian), fundamental movement and technology.

Our school has a comprehensive student welfare focus. A dedicated Learning Support Team works toward the early identification of students with learning difficulties, ensuring that appropriate support is provided.

Student effort and achievement is regularly acknowledged through a systematic award system. Leadership opportunities are provided to students through the K – 6 Student Representative Council and Year 6 Ambassadors.

I continue to be extremely proud to be the Principal of Kegworth Public School. I value and commend the continued efforts and achievements of our students; the commitment and dedication of an experienced and talented staff and the generous contribution and genuine partnership of our supportive parent and school community.

Please take the time to explore some of the school's achievements in this report. We encourage you and your child to take up the "Kegworth experience" and look forward to you joining our school community!

Mrs Belinda Perih – Kegworth School Principal

Presidents Report

Kegworth Public School P&C – 2016

2016 has been another busy year for Kegworth Public School, and as a small public school community we can be very proud of our achievements. The P&C continues to play a key role in the school by being inclusive of all parents, students and staff and by providing a forum for information sharing between school and parents on a wide range of topics affecting our children. Our monthly meetings continue to provide opportunities for parents to discuss developments and raise any concerns. Of course we continue to wish for consistently larger turnouts at meetings, and I'm pleased that the P&C has recently surveyed parents and will hopefully learn how to more fully involve our parent and carer community.

So, what have we achieved in 2016? A year ago I sat in this meeting (very possibly in this exact same chair) and talked about hoping to have the junior playground upgrade completed in early 2016 – it's frustrating to still have to talk about it, in that there have been so many delays but I'm both relieved and delighted to sit here tonight and be able to say that we actually seem to be winning, that we are in the final planning stages of a very long and protracted process, and that in 2017 children will come to school to find a vastly improved junior playground environment. All payments for the work have now been made and current planning has work starting on December 12th and being completed before the 2017 school year begins. A big thank you goes to Belinda for her stubborn persistence in getting the best possible result for this project.

Our major fundraiser for the year, the Autumn FARE raised over \$43,000, which was a fantastic effort. I would like to acknowledge the incredible effort put in by Shonna Mulley in taking on the coordinator role for 2016 and marshalling her team of volunteers to create a fantastic FARE which generated much needed funds, again raised the profile of the school in the local community and above all was a fun day for all. We owe Shonna and everyone who helped out in any way a very big thank you for all the work they did in sometimes challenging conditions.

The Music Committee, led by Penny Dorsch, and with a lot of input by a number of very hard working parents, achieved much again this year, both in terms of student experiences and fund-raising. The children involved in bands, ensembles and choirs have had a wide range of great experiences, including attending Band Camp and playing at a range of occasions both at Kegworth and at external locations such as the Opera House and at the UNSW Band Competition. We look forward to the Music Night in early December, which is sure to be a great finale for the year.

Early this year the P&C endorsed the Kegworth Homework Policy, which was the culmination of a lot of work by a number of people over the last two years. The entire process ensured clarity on this sometimes sensitive issue.

The School Banking Program has been popular again this year and a big debt (possibly the wrongword to use???) of thanks is owed to Deb Soler and her team of volunteers for their work in operating the program every Tuesday in the school grounds and then traipsing off to the bank afterwards.

The uniform shop continues to provide an essential service to the entire Kegworth community, thanks to the excellent work of Helen Das Gupta and her team. We are very thankful for their ongoing efforts – it's a big job and I think we sometimes take for granted the work done by this great team of volunteers.

Another productive gardening working bee, well organised by Leon Berkelmans, was held in May and a lot was achieved on the day. It's actually (surprisingly?) a really satisfying experience to take part in these working bees and I would urge more people to get involved.

I'm pleased that the P&C was this year able to contribute and install a memorial plaque to acknowledge the lasting impact that Donna Aplin had on KOOSHC (before and after care service) at our school.

In September the P&C hosted the Kegworth Art Show opening night, providing pizza and a bar for the night. The event was a great success and feedback was very positive.

Michelle Casey, Jennifer Anderson, Bronwyn Edwards and others have done some tremendous work in both applying for any available grants, including receiving \$4,300 for a volunteers grant and organising for Kegworth to take the Friday night raffle ticket selling slot at the Royal for all of March 2017, and also in developing a Fundraising and Social Events plan for 2017. I'm sure that your enthusiasm and determination will lead to us being successful in raising or receiving more funds in future.

In addition to all the work just mentioned, the P&C ran a number of other fundraisers through the year including the Mother's Day and Father's Day Stalls and also organised a morning tea for our teachers on World Teacher's Day.

This is my final P&C meeting after five years of involvement in one form or another, as we are leaving the school at the end of this year. Therefore I want to finish with a few words of thanks.

To the P&C regulars: Kiri, Michelle, the Jennifers (both V and A), Deb, Sally, Leon, John, Bronwyn, and anyone else who came along to meetings throughout the year. You guys put in such an incredible amount of work and effort, and most parents wouldn't have a clue how much you do.

To Belinda: I have worked closely with you over the last couple of years and I am constantly amazed at the long hours and hard work that you put into this school, again most of which very few parents would ever know about.

Kegworth is a great school and it's been a pleasure to be involved with such a dedicated group of parents and teachers and such a great bunch of children. I wish next year's P&C Committee and indeed the entire school community all the best for 2017 and beyond.

Shaun O'Dwyer – P&C President 2016

School background

School vision statement

At Kegworth Public School we are committed to creating a safe, caring and inclusive environment where all students can reach their true potential, experience success and develop as creative, resourceful and responsible citizens. We believe:

- Students engage in learning which has pedagogical relevance and quality;
- Students have the right to learn in a respectful, nurturing and collaborative environment where they are valued;
- Parents are seen as “partners in education” and are actively encouraged to be involved;
- Teachers, parents and students value their integral role in the learning process. We:
- Are committed to excellence and have high expectations for every student;
- Make learning relevant to students, make cultural connections and engage with the community in which the students live;
- Generate a love for life-long learning, demonstrating and modelling this passion to motivate and instil in others;
- Are effective communicators with students, parents and community members;
- Have the patience, compassion and humour to support student well-being and the resilience to persevere when things are difficult;
- Have a deep understanding and expert knowledge of teaching content and pedagogy;
- Engage and work with the local school and broader communities;
- Value and demonstrate ethical and respectful behaviour in ourselves and towards others;
- Take responsibility for professional learning, value and model opportunities to improve teaching practice.

School context

Kegworth Public School services students from the local community and beyond. Established in 1887, the school has developed its reputation for providing quality service, high educational opportunities and a welcoming, inclusive environment. Our school fosters a culture which enables our students to develop as active, responsible learners, able to participate in an ever changing and technologically demanding society.

Our vision statement reflects the value the school community places on learning and on the welfare of its students.

Classified as a P3 school and located in the inner city, Kegworth supports students from Pre-School to Year 6.

The school has a population of 343, with 4% Aboriginal students and 27% of students are from language backgrounds other than English with Italian decent being the largest cultural background.

The school currently comprises of 14 classes. With increasing student enrolments, the school can comfortably grow to support up to 15 classes. Quality programs include dynamic creative and performing arts programs, comprehensive sporting and environmental education programs, Community Language (Italian) program and specialist programs in Music, Visual Arts and Information Communication and Technology.

Our school has a high reputation in the community for scholarship, student well-being and behaviour, and the commitment of all teaching and ancillary staff to the welfare and development of all students.

Kegworth’s school motto is: **“Commitment, Excellence and Success for the Future”**

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This year, our school undertook self-assessment using the School Excellence Framework. 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.

In the Learning domain, respectful relationships across the school community enable positive and conducive teaching and learning environments, which enhance and support students' development to become responsible and engaged learners. A whole-school approach to wellbeing is developed and implemented to ensure that expected standards of student behaviour are maintained in the learning environment.

The school has developed a whole school systematic process to collect, analyse and report on student performance utilising internal and external assessments. The reporting of individualised student learning achievement and improvement measures are provided in detail for parents and caregivers. Regular written and / or verbal communication processes assist parents and caregivers to understand what their children are learning. The opportunity to discuss student progress throughout the year in formal and informal settings, fosters the strong partnership between school and home.

In the Teaching domain, teaching staff collaboratively plan and review teaching and learning programs to ensure that all students are supported in the learning environment.

Differentiating the curriculum, articulating explicit learning intentions and success criteria, using formative assessment feedback to students, support a learning culture that regularly monitors student learning progress over time.

The school's leadership team demonstrate instructional leadership, promoting and modelling effective, evidence-based educational practice. The identification of staff expertise and the provision of professional opportunities enhance teacher capabilities. Teachers actively share learning with a particular focus on improved teaching methods including literacy and numeracy, with professional learning activities focused on building teachers' understandings of effective teaching strategies in these areas. Beginning and early-career teachers are provided with targeted support in areas of identified need.

The school has processes in place for teachers' performance and development. Teachers are actively engaged in planning their own professional development to improve their performance and implement professional standards and curriculum requirements.

In the Leading domain, school community members have the opportunity to engage in a wide range of school-related activities and is positive about educational provision. The school encourages and addresses feedback on school performance.

Clear processes, with accompanying timelines and milestones, direct school activity towards the effective implementation of the school plan, drawing a collection and analysis of learning and development data, to review annual school performance.

There are opportunities for students and the community to provide constructive feedback on school practices and procedures, which are responsive to school community feedback.

The school's financial and physical resources and facilities are well maintained, within the constraints of the school budget, and provide a safe environment that supports learning. Strategic financial management is used to gain efficiencies and to maximise resources available to implement the school plan.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Quality Practices & Student Achievement

Purpose

To improve student learning outcomes in Literacy and Numeracy through the development and delivery of consistent high quality teaching practices, incorporating the modes & skills from the English and Mathematics K – 10 syllabus.

Overall summary of progress

Achievements include:

- A whole school assessment model was developed and trialed throughout 2015. This model included the use of standardised & diagnostic tests in Reading (Comprehension), Spelling, Grammar and Punctuation and Mathematics as well as a range of school based assessments. Investigation and the purchasing of suitable standardised tests was also undertaken.
- A further review of the assessment model was undertaken with staff, during 2016, requiring few areas to be modified. These included the frequency of writing data to be collected over the year. Continued support for teaching staff in the moderation and assessment of student writing tasks proved to ensure greater teacher judgement in this area.
- Formative Assessment tools and strategies were developed and implemented by teaching staff in the classroom to support student assessment and differentiated learning programs.
- The introduction and training of a 'growth mindset' was enthusiastically adopted by all teaching staff. The identification of fixed or growth mindsets, supported teachers' abilities to emphasise the concept of effort vs intelligence for student learning tasks in the classroom.
- A whole school data system was implemented throughout 2016 for the inclusion of K – 6 student data.
- Years K – 2 teachers tracked student progress using PLAN to inform future planning and improved student outcomes.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>Data is gathered using the whole school assessment model in Reading, Writing and Mathematics:</p> <p>For 80% of children to be within or above their cohort level for:</p> <ul style="list-style-type: none">• Reading (K – 6);• Writing (Yrs 1 –6);• Spelling (Yrs 3– 6);• Punctuation and Grammar (Yrs 3 – 6)• Mathematics (Yrs 2 – 6) <p>We aim for the success in these improvement measures to be reflected in our NAPLAN smart data.</p>	<p>Collection of student assessment data, analysed regularly, use of class based assessments, NAPLAN, Best Start and PLAN, Count Me in Too and learning support programs.</p> <p>School based data collected at end T4 2016, includes:</p> <p>Spelling – PAT assessment</p> <ul style="list-style-type: none">• Year 3 = 89 % within or above• Year 4 = 74% within or above• Year 5 = 84% within or above• Year 6 = 76% within or above <p>Grammar & Punctuation – PAT assessment</p> <ul style="list-style-type: none">• Year 3 = 87% within or above• Year 4 = 84% within or above• Year 5 = 72% within or above• Year 6 = 74% within or above <p>Reading – PROBE</p> <ul style="list-style-type: none">• Year 2 = 84% within or above• Year 3 = 85% within or above• Year 4 = 90% within or above• Year 5 = 98% within or above• Year 6 = 95% within or above	<p>Literacy & Numeracy – \$4500</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>Data is gathered using the whole school assessment model in Reading, Writing and Mathematics:</p> <p>For 80% of children to be within or above their cohort level for:</p> <ul style="list-style-type: none"> • Reading (K – 6); • Writing (Yrs 1 –6); • Spelling (Yrs 3– 6); • Punctuation and Grammar (Yrs 3 – 6) • Mathematics (Yrs 2 – 6) <p>We aim for the success in these improvement measures to be reflected in our NAPLAN smart data.</p>	<p>Mathematics – PAT</p> <ul style="list-style-type: none"> • Year 2 = 86% within or above • Year 3 = 88% within or above • Year 4 = 63% within or above • Year 5 = 55% within or above • Year 6 = 36% within or above <p>Collaborative planning sessions enabled teachers to plan, develop and evaluate teaching programs and assessments.</p> <p>Moderating writing samples ensured teacher consistency judgement during regular stage meetings. A consistent approach and interpretation of school data to inform reporting was achieved.</p>	
<p>All staff utilising formative assessment strategies and is evident in informing class teaching learning programs.</p>	<p>The use of formative assessment tools provided teachers with fluid student groupings in literacy and numeracy.</p> <p>Students were easily identifiable as having clear, moderate or no understanding of concepts taught, using formative assessment strategies.</p> <p>Teachers were able to readily support identified students to ensure success with learning intentions. Students also received timely and regular feedback from teachers.</p> <p>Teaching staff shared successful formative assessment strategies during professional learning sessions with other staff, throughout the year.</p>	<p>\$1000</p>

Next Steps

Future directions to be undertaken to ensure the goals are achieved include:

- Implementation of revised whole school assessment model;
- Continued focus on formative assessment tools and strategies to inform planning and improve student learning outcomes;
- Implementation of growth mindset strategies with all students in the classroom environment;
- Development of a "learning culture" statement incorporating formative assessment, growth mindset and positive behaviour for learning.

Strategic Direction 2

Quality Teaching, Learning & Leadership

Purpose

To develop a school culture where staff take responsibility for:

- professional and personal learning;
- ensuring best practice;
- making connections within and beyond the school community.

Overall summary of progress

Achievements include:

- “Performance and Development Plans” (PDP) developed, implemented and review for all teaching staff;
- Establishment of classroom observation protocols and implementation of revised observation template;
- Additional and regular support for beginning teachers through mentoring and the accreditation process;
- Maintenance of teacher accreditation process for more experienced teachers and
- Continued review and strengthening of school systems to support the professional learning needs and build leadership capacity for all staff.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>All staff have individualised professional learning which are aligned to:</p> <ul style="list-style-type: none">•Australian Professional Standards for teaching;•Performance and Development Framework (P.D.F.);•New Australian Curriculum;•DEC Reforms – Great Teaching and Inspired Learning and School Excellence;•School Strategic Directions.	<p>Development and implementation of a PDP process and timelines to ensure that all staff were aware of Department expectations with regards to the PDP process.</p> <p>Teaching staff participated in professional learning sessions focused on the PDP Framework and goal setting.</p> <p>Development of plans were reviewed regularly by individual staff as per timelines. Opportunities were provided to meet with supervisors throughout the year as part of the process. Staff provided evidence to demonstrate progress of PDP.</p> <p>Classroom observations were implemented for all teaching staff where authentic feedback was provided to improve teaching and learning. Observation recording template was developed as part of the PDP process.</p> <p>Professional learning opportunities were provided for individual staff who identified areas of development to build capacity and enhance quality teaching in the classroom.</p>	\$17086

Next Steps

- Leadership team to complete "Growth Coaching Leadership Course" (Grow Coaching International);
- Performance and Development Plans for Non Teaching Staff (2017) – training of supervisors and non teaching staff in the PDP process to develop individualised plans.

Strategic Direction 3

Quality Relationships & Systems

Purpose

To develop a positive school and community environment through;

- effective organisational systems;
- the development of quality Student Welfare programs and policies, focussing on student well-being, equity and social inclusion.

Overall summary of progress

Introduction of Positive Behaviour for Learning (PBL) framework at Kegworth, including:

- Training of PBL team members – Universal Instruction T&D (2 days);
- Development of PBL school timeline and professional learning opportunities for all staff;
- Collection of PBL data to inform next steps in the process;
- Development of PBL matrix outlining behaviour expectations for all school areas;
- Provision of temporary signage in school identified areas and
- Communication and engagement of parent community through workshops and meetings e.g P&C

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Effective whole school implementation of positive student welfare programs.	<p>Introduction of Positive Behaviour for Learning framework and expectations at KPS</p> <p>This involved training of PBL team members and whole staff.</p> <p>Collection of PBL data to information areas of concern within the school</p> <p>Schools areas of concern identified and behaviour expectations developed, taught and communicated via PBL matrix and signage.</p>	<p>\$18660</p> <p>Funds taken from Professional Learning funds and school & community fund sources.</p>
<p>Development & implementation of relevant Student Welfare policies and procedures. These will include:</p> <p>Social Inclusion:</p> <ul style="list-style-type: none"> • Discipline; • Anti-Bullying; • Behaviour. <p>Student Well Being:</p> <ul style="list-style-type: none"> • Student Health; • Leadership • S.R.C; • Out of Home Care; • Values Education. <p>Student Attendance</p> <p>Learning and Support Team-student referrals;</p> <ul style="list-style-type: none"> • -ILPs and PLPs. 	<p>Development of negative consequences process – Discipline Policy, in line with the PBL framework;</p> <p>Development of minor and major incidences recording template, as per data collected over time;</p> <p>Recording well being data on SENTRAL – professional learning sessions for all staff.</p>	As above
Improved parent community	Increased participation of parent attendance in PBL	As above

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
participation and communication with the school.	<p>workshop meetings during Term 3 and 4;</p> <p>Engagement of interested parents to support PBL introductory process during Terms 3 and 4.</p> <p>PBL flyer updates (2 per term) to ensure that clear and regular communication was provided to parent community. This assisted in embedding the PBL process and ensuring its success.</p> <p>Parents felt that they had a clear understanding of what their children were learning at school (TTFM parent online survey – T4 2016)</p>	

Next Steps

- Collection and analysis of survey data for positive PBL consequences;
- Development and trial implementation of new recognition system in line with PBL framework – Discipline Policy;
- Continued PBL workshops for parent community;
- Launch of PBL expectations and school rules to school community – official kick off – T1 2017;
- Purchase of permanent PBL signage for identified areas around the school;
- Development of PBL teaching lessons, appropriate for each stage level;
- Systemic process developed for LST referrals, student health care plans, IEP and PLPs.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>Student financial assistance to support identified Aboriginal students for new workbooks, excursions and uniforms</p> <p>Personalised Learning Plans (PLP) were developed and reviewed for all Aboriginal students throughout the year, in collaboration with parents and carers.</p> <p>Aboriginal students requiring individualised learning support were supported by the school's Literacy Support teacher, for literacy and / or numeracy needs.</p>	\$6117
English language proficiency	<p>The school received a staffing allocation of two days per week (FTE 0.4) in 2016.</p> <p>The EAL/D teacher was employed for an additional day during Terms 2 and 3 to support a number of new arrival students who enrolled at the school.</p> <p>Students who required English language proficiency support were identified with targeted individualised learning program, in collaboration with class teachers and the learning support team. Students were provided with in class and withdrawal individual and / or group support.</p> <p>A portion of these funds supported the employment of the 14th class teacher for 2016.</p>	\$34460
Low level adjustment for disability	<p>Individualised Education plans were developed and reviewed for all student meeting disability criteria. Teaching staff were released to attend professional learning opportunities to build staff capacity in meeting the needs of students with disabilities.</p> <p>A portion of these funds were used to employ an additional class teacher to create a 14th class for 2016.</p>	\$64347
Quality Teaching, Successful Students (QTSS)	<p>Assistant Principals were released from face to face teaching. Release time focus included support for stage & specialist teachers including lesson observation and mentoring, planning and evaluation of data, in addition to the development of school & stage programs and scope and sequences.</p>	0.1 – staffing entitlement
Socio-economic background	<p>The employment of a literacy support teacher to provide targeted students additional assistance, in either individual or small group settings, with Mini-Lit and Multi-Lit programs.</p>	\$7788
Support for beginning teachers	<p>Beginning Teacher funding (GTIL) was used to provide release days to the beginning teacher as well as the supervisor. Focus was based on developing knowledge and understanding of curriculum, programming and classroom organisation and teacher accreditation purposes.</p>	\$13377

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	144	157	154	168
Girls	147	148	154	150

Overall, student enrolments at Kegworth is on the increase. New enrolments in Kindergarten continue to grow steadily. There continues to be a keen interest to attend the school, not only from our local community but from other families either moving into the area or non-local enrolments.

The school has not yet reached full capacity and has the flexibility to accept (at this stage) non-local enrolments.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	97.1	96.2	95.3	96.3
1	96.5	96.6	94.5	95.7
2	95.6	96.7	95	95.6
3	94.2	95.7	96.7	95.6
4	95.7	95.8	93.8	96.2
5	94.6	96.8	95.2	96.8
6	95.3	93.4	93.2	94.9
All Years	95.7	96	94.8	95.9
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Management of non-attendance

Students who have been identified at risk either due to non – attendance or frequent late to school or early leavers are identified by the school with support from the Home School Liaison Officer (H.S.L.O.).

As per Departmental policy, the school regularly monitors student attendance.

Explanations of non – attendance are requested via a weekly mail out to parents and caregivers. Further policy procedures are then followed for students whose attendance remains as a point of concern.

Class sizes

Class	Total
K-YELLOW	22
K-RED	22
K-GREEN	19
1/2G	21
1V	20
1J	20
2M	25
2H	24
3V	29
3/4W	28
4R	25
5/6W	24
5/6T	23
5R	18

Structure of classes

The table shows an outline of class sizes as reported at the 2016 class size audit conducted in March 2016.

The school maintains its commitment to the Department of Education's class size standards. Variations in class structure will occur from year to year as per student enrolments in each year group, change.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	3
Classroom Teacher(s)	13.13
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.8
Teacher of ESL	0
School Administration & Support Staff	4.12
Other Positions	0.12

*Full Time Equivalent

The school had 14 classroom teaching positions allocated in 2016. This included 3 executive staff and 11 classroom teachers.

The appointment of a permanent 'English as an Additional Language & Dialect' (EAL/D) teacher from the beginning of 2016 year proved to be successful. The employment of the school's Learning and Support Teacher (L.a.S.T.) was shared between two school's for three days per week on a term basis.

Our Release from Face to Face teacher program (R.F.F) for all K – 6 students supported our History and Music programs, employing 2 specialist teachers to teach these programs to all K – 6 students throughout each week.

The school's Visual Arts specialist program continued throughout 2016. Years K – 6 students were taught a variety visual arts methods and skills, in a team teaching situation, benefitting both students and teachers alike. This program was introduced as a result of the previous years' survey feedback from the student, staff and parent community in order to further enhance the school's existing programs. This program is supported financially by the P&C, in collaboration with parent and school funds.

The ongoing commitment of the school to support identified P – 6 students who have learning and / or behavioural needs continue to be met through the Learning Support Team (L.S.T.). Students are referred to the team to address educational concerns predominantly in Literacy and required additional support.

The school's Literacy Support Program continues to address these needs using Macquarie University's "Mini-Lit" and "Multi-Lit" reading programs, where a trained experienced classroom teacher was employed for 4 days per week utilising the school's RAM funding

allocation to assist with the withdrawal of individuals or small group teaching sessions throughout the year.

Year 1 students (identified at the end of Kindergarten) were supported through the Mini-Lit program, providing them with intensive small group withdrawal sessions, 4 times per week, focusing primarily on letter sound recognition and the blending of sounds to form real and nonsense words.

Parent and caregiver volunteers were also encouraged to support the school's literacy improvement programs. Multi-Lit training and ongoing support for all parent and caregivers were provided. Parents worked consistently with individual students from Years 3 – 5 to improve student literacy outcomes. Selected Year 6 peer volunteers were also trained in the Multi-Lit program working with individual students in Year 2, twice per week.

Close monitoring and assessing of student progress over time was undertaken by the school's Literacy Support teacher. Once again, the program proved to be successful with many students requiring a short time of individualised tuition before graduating from the program.

Out of Home Care (O.o.H.C) funding supported the literacy and numeracy needs of a small number of students enrolled at Kegworth who are currently in the care of fostered families. These students received intensive support with an experienced Student Learning Support Officer (S.L.S.O) who worked in collaboration with class teachers to support student learning needs, as identified in IEPs. Planned review meeting with carers and other external support agencies for these students throughout the year, proved to be beneficial in ensuring that students' educational, social and emotional needs were being met.

Our Teacher Librarian is employed 4 days per week and works cooperatively with class teachers in the area of English, with a focus on reading for enjoyment, in addition to focusing on promoting and reading books from the Premier's Reading Challenge list, enhancing the love of reading with all K – 6 students.

The school is also supported by the DoE with a full time Community Language (Italian) Teacher for our Community Language Program (C.L.P.) for Years K – 3 students. As the school increases in enrolments, there may be a need in the future to limit access to this program to the younger years groups only. This will be determined from year to year. Kegworth Pre-School employs a full time Pre-School teacher supported by a full time Pre-School Student Learning Support Officer (S.L.S.O.)

The Kegworth teaching staff comprises of a diverse range of teaching experiences from beginning teachers to more experienced staff, with more than 10 years or more of teaching experience. This range of experiences provides a positive team environment and school culture where mentoring and an acceptance of new ideas are recognised and valued for the benefit of all Kegworth students.

Our teaching staff are supported by one fulltime School Administrative Manager (S.A.M.), one fulltime School Administration Officer (S.A.O.) and one part time (3 days per week) School Administration Officer (S.A.O.).

A General Assistant (G.A.) is also employed at our school on a 5 day per fortnight basis. Our School Counsellor supports the school for 1 day per week.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	96
Postgraduate degree	4

Professional learning and teacher accreditation

Professional learning of all staff remains a high priority at our school. Funds expended over the year support the school's strategic directions in addition to individual teacher's performance and development needs.

Much of the school's professional learning focussed on the implementation of the English and Mathematics Syllabus and preparation for the implementation of the Positive Behaviour for Learning framework during 2016.

One teacher was provided with Beginning Teacher funds in her first year of permanent employment. Beginning teacher funds were used to support this teacher's professional needs including attendance at a range of DoE internal, online and external training sessions.

All teaching staff participated in alternate fortnightly stage and whole school professional learning sessions.

All Kegworth staff, including teaching and administrative staff, have completed all mandatory compliance training including Code of Conduct, Child Protection, CPR, asthma and anaphylaxis training and emergency care.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Income	\$
Balance brought forward	221 073.68
Global funds	222 657.84
Tied funds	178 135.24
School & community sources	205 433.48
Interest	5 047.58
Trust receipts	57 290.75
Canteen	0.00
Total income	889 638.57
Expenditure	
Teaching & learning	
Key learning areas	18 836.80
Excursions	21 681.69
Extracurricular dissections	101 357.10
Library	1 744.68
Training & development	1 149.59
Tied funds	158 029.29
Short term relief	62 293.58
Administration & office	61 319.53
School-operated canteen	0.00
Utilities	37 683.85
Maintenance	33 094.32
Trust accounts	62 244.77
Capital programs	10 047.00
Total expenditure	569 482.20
Balance carried forward	320 156.37

The information provided in the financial summary includes reporting from 1 December 2015 to 31 December 2016.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	443 237.49
(2a) Appropriation	324 356.37
(2b) Sale of Goods and Services	-2 140.00
(2c) Grants and Contributions	120 104.07
(2e) Gain and Loss	0.00
(2f) Other Revenue	543.64
(2d) Investment Income	373.41
Expenses	-251 029.53
Recurrent Expenses	-251 029.53
(3a) Employee Related	-184 904.78
(3b) Operating Expenses	-66 124.75
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	192 207.96
Balance Carried Forward	192 207.96

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2016 Actual (\$)
Base Total	2 175 641.11
Base Per Capita	17 289.31
Base Location	0.00
Other Base	2 158 351.80
Equity Total	112 712.70
Equity Aboriginal	6 116.97
Equity Socio economic	7 788.23
Equity Language	34 460.06
Equity Disability	64 347.44
Targeted Total	51 700.00
Other Total	295 662.73
Grand Total	2 635 716.54

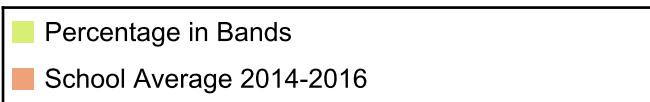
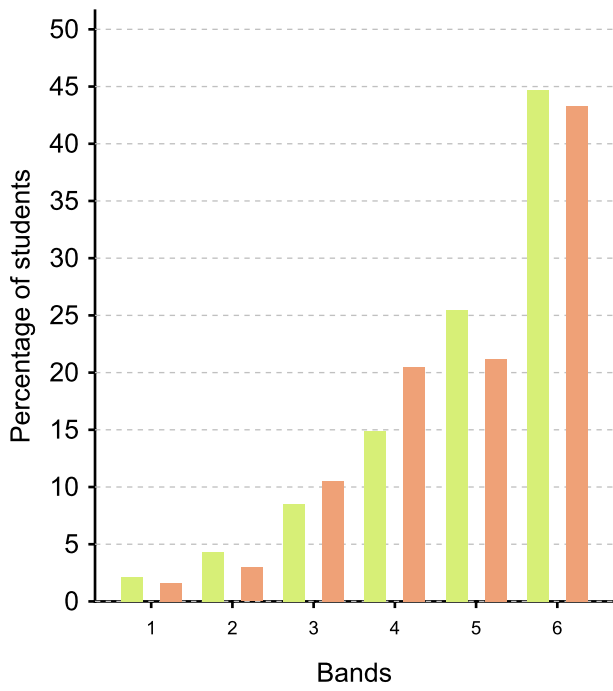
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

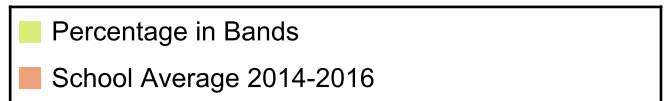
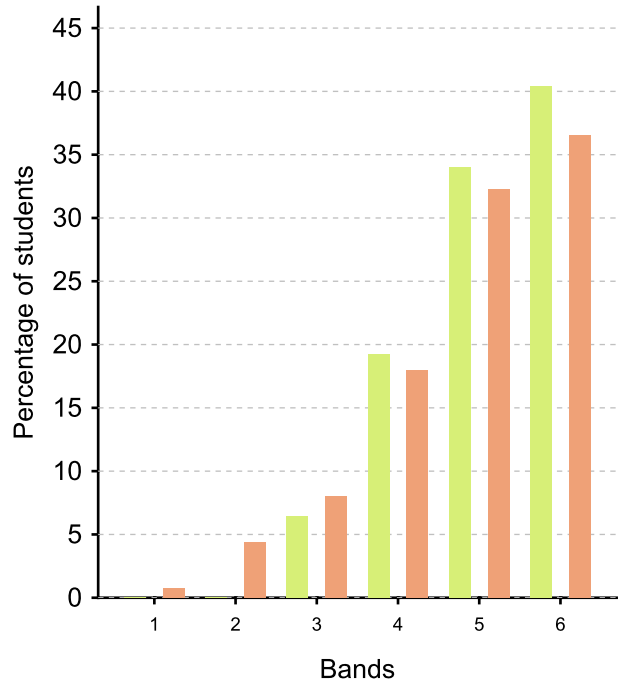
NAPLAN

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.

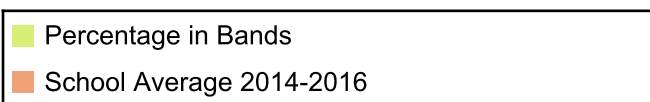
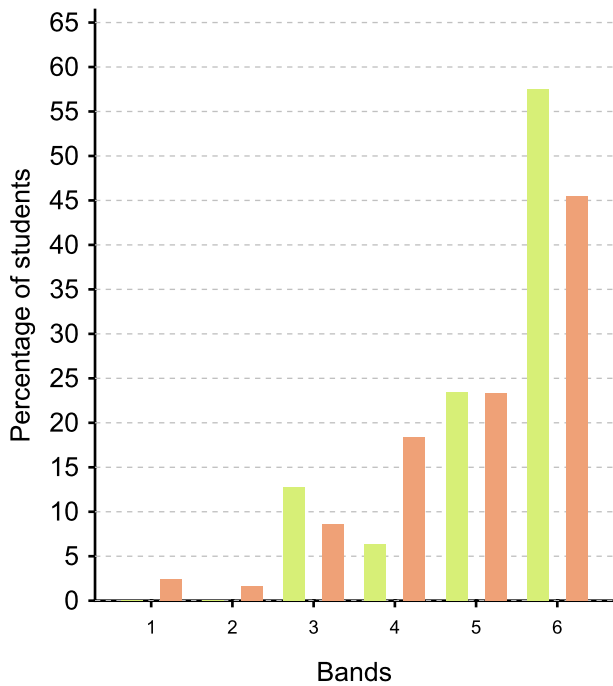
Percentage in bands:
Year 3 Reading



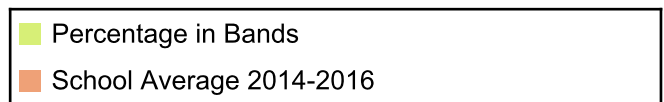
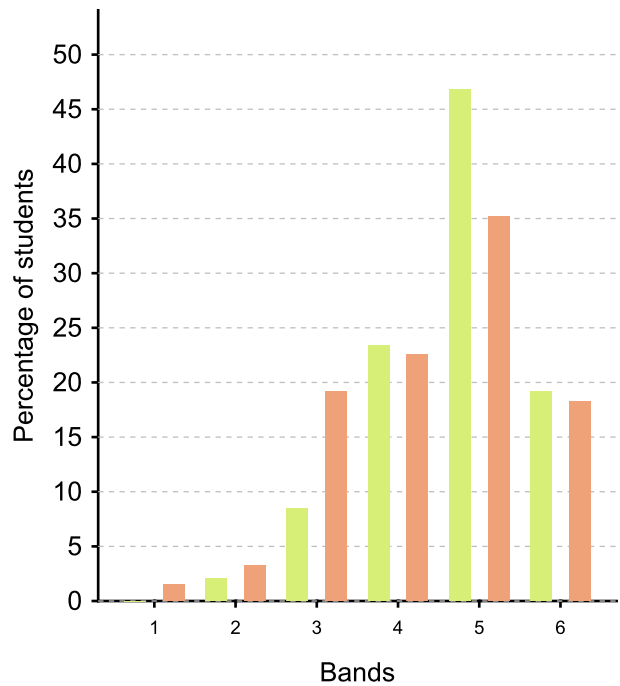
Percentage in bands:
Year 3 Spelling



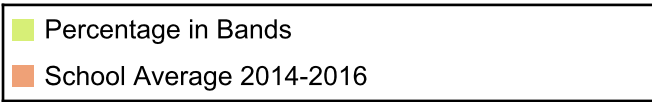
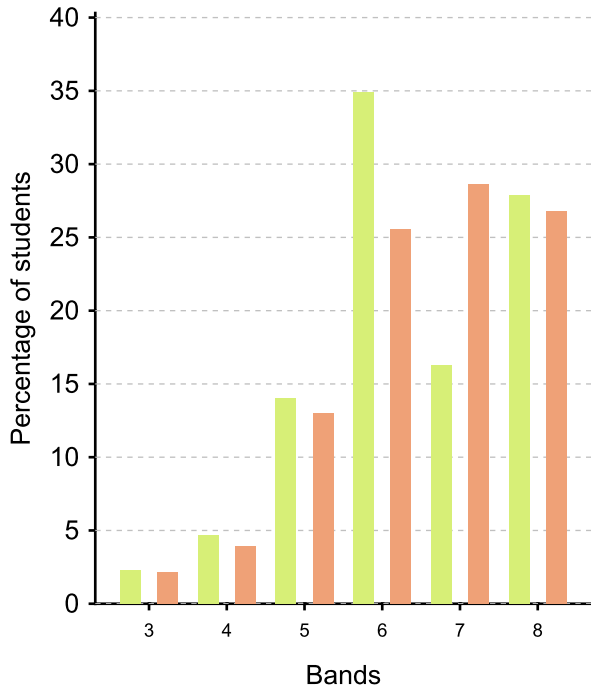
Percentage in bands:
Year 3 Grammar & Punctuation



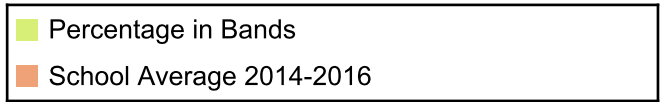
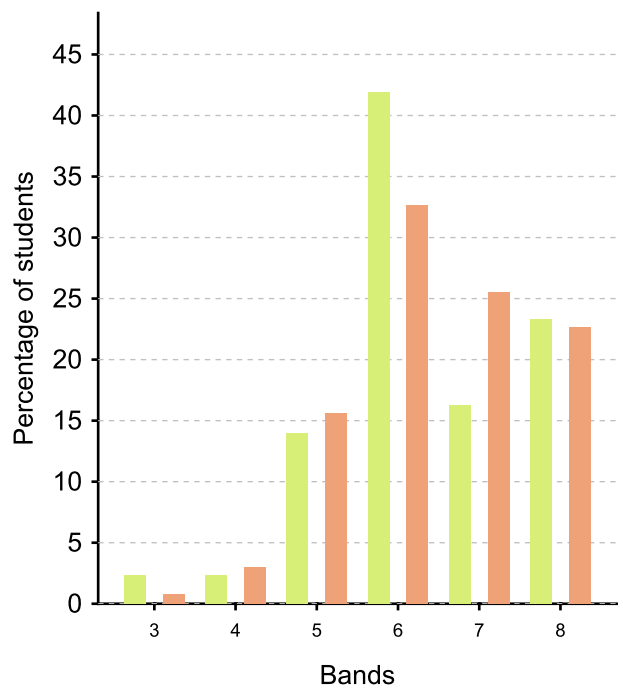
Percentage in bands:
Year 3 Writing



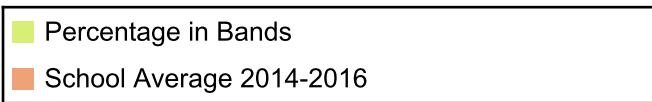
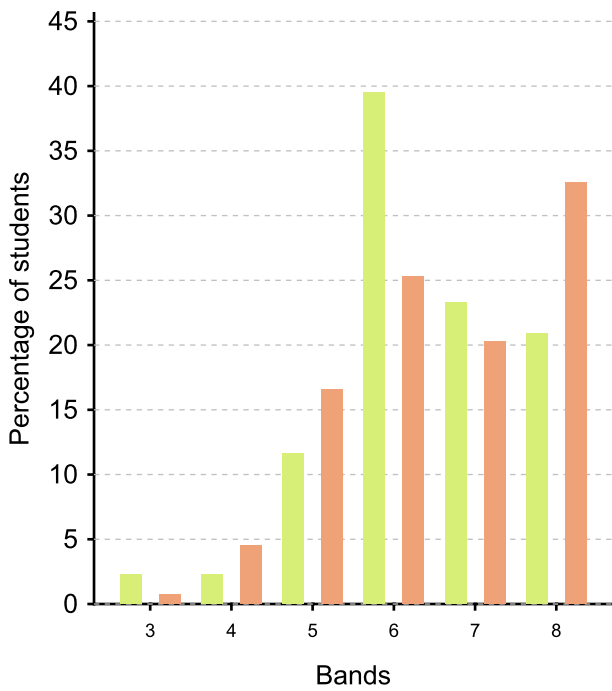
Percentage in bands:
Year 5 Grammar & Punctuation



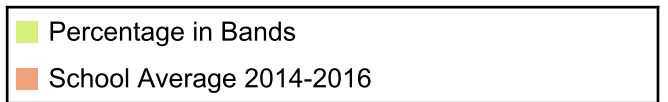
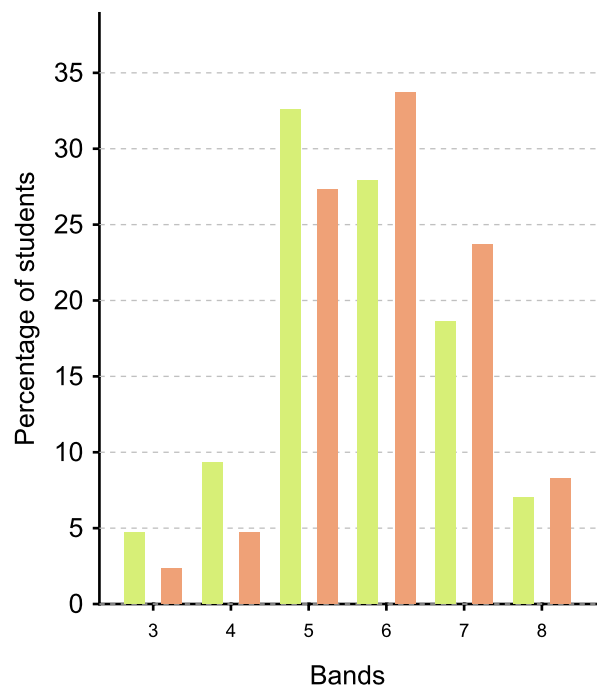
Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 5 Writing



Parent/caregiver, student, teacher satisfaction

In 2016, the school sought the opinions of parents, students and teachers about the school through the TTFM online surveys. All school community members were given the opportunity to comment on aspects of school life that they considered we do well at Kegworth Public School and areas they considered we could improve on.

Students

The *Tell Them From Me* Primary School Survey includes nine measures of student engagement, categorised as social, institutional and intellectual engagement. For each aspect of engagement, students were asked to indicate the extent to which they agreed or disagreed with a number of statements, such as "I get along well with others at the school". Their scores were scaled on a 10-point scale, and students with scores above 6.0 were considered engaged.

Social Engagement: Students who are *socially* engaged are actively involved in the life of the school; their friends are there and they are involved in sports or other extra-curricular activities. This involvement can give them a sense of belonging at school and increase academic motivation. The percentage of Kegworth students that were socially engaged compared with NSW Govt norms for students at the year levels assessed in this school, are as follows:

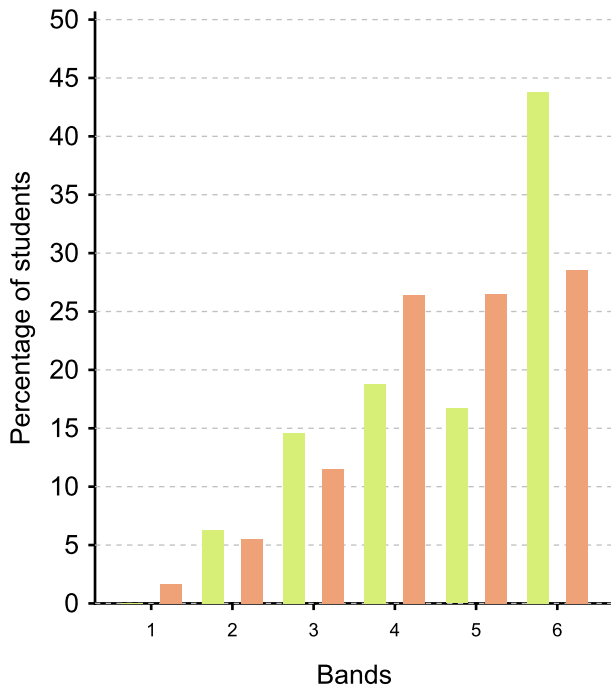
- Sense of belonging at school: KPS = 79% NSW Govt norm = 80%
- Participation in sports and clubs: KPS = 98% NSW Govt norm = 80%
- Positive relationships: KPS = 96% NSW Govt norm = 82%

Institutional Engagement: Students who value schooling outcomes and meet the formal rules of schooling are considered institutionally engaged. These students feel that what they are learning at school is directly related to their long-term success, and this view is reflected in their classroom and school behaviour and their effort in doing homework. KPS levels of institutional engagement are as follows:

- Value schooling outcomes: KPS = 98% NSW Govt norm = 97%
- Positive school behaviour: KPS = 82% NSW Govt norm = 81%
- Homework behaviour: KPS = 57% NSW Govt norm = 62%

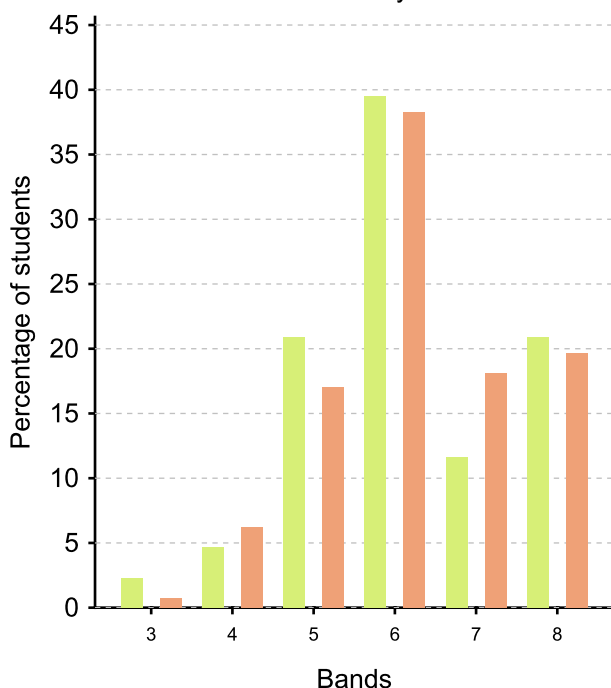
Intellectual Engagement: Some students meet the institutional demands of school, but they are not truly engaged in their learning. Intellectual engagement entails a serious emotional and cognitive investment in learning, using higher-order thinking skills to increase understanding, solve complex problems, and construct

Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2014-2016

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

new knowledge. It is closely tied to the quality of instruction offered at school as there is an interaction between a teacher's approach to instruction and student motivation. Results for KPS on the three measures of intellectual engagement:

- Interest and motivation: KPS = 80% NSW Govt norm = 79%
- Effort: KPS = 96% NSW Govt norm = 89%
- Quality Instruction: KPS = 99% NSW Govt norm = 96%

Early Signs of Disengagement: A small percentage of students display signs of disengagement during the primary school years. Some of these children exhibit intense anxiety or other psychological problems, which is sometimes characterised as "school phobia". A composite measure of student engagement derived from the nine *Tell Them From Me* measures of engagement can be used to discern the prevalence of students displaying early signs of disengagement. Information below shows the prevalence in KPS students by year groups, who display early signs of disengagement.

- Year 4: KPS mean = 3% NSW Govt mean = 11%
- Year 5: KPS mean = 5% NSW Govt mean = 12%
- Year 6: KPS mean = 4% NSW Govt mean = 14%

Equality of Engagement Outcomes: 'Equality' refers to differences in social outcomes among sub-populations, such as differences between students from low and high socio economic backgrounds. A measure of socio economic status (SES) was derived from students' reports of educational and cultural possessions in the home. Students were classified into three equal groups, which are referred to as low, middle, and high SES. The information below shows the extent of inequalities among these socio economic groups in KPS for the composite measure of engagement.

- Low SES: KPS mean = 98% NSW Govt mean = 80%
- Mid SES: KPS mean = 90% NSW Govt mean = 90%
- High SES: KPS mean = 100% NSW Govt mean = 95%

Drivers of Engagement: Research by The Learning Bar found that there were considerable differences among schools in their levels of engagement and only some of this variation was attributable to students' family backgrounds. Five school-level factors were consistently related to student engagement: quality instruction, teacher student relations, classroom learning climate, teacher expectations for success and student advocacy. The average scores on a ten-point scale for each factor for KPS compared with NSW Govt norms for students at the year levels assessed in this school are indicated below:

- Quality Instructions: KPS mean = 80% NSW Govt mean = 80%

- Teacher Student Relations: KPS mean = 90% NSW Govt mean = 85%
- Learning Climate: KPS mean = 70% NSW Govt mean = 75%
- Expectations for Success: KPS mean = 80% NSW Govt mean = 82%

Parents

The majority of parents indicated the following aspects of school life that are considered strengths of Kegworth Public School:

1. Parents feel welcome at the school, by:

- parents felt informed about their child's progress;
- student progress reports were written in terms that parents could understand;
- strong communication between the school and parent community with:

– 84% of parents indicated that parent-teacher communication were undertaken and / or made available by the teacher / school (>3-4 times per yr);

– 90 % of parents had attended school meetings / workshops organised during the year;

– 30% of parents supported the school through the involvement on a school committee.

2. School supports learning, by:

- teachers have high expectations for my child to succeed;
- teachers show an interest in my child's learning;
- my child is encouraged to do his or her best work;
- teachers take account of my child's needs, abilities, and interests and
- teachers expect my child to work hard.

3. School strongly supports positive behaviour, with:

- teachers expect my child to pay attention in class;
- teachers maintain control of their classes;
- my child is clear about the rules for school behavior and
- teachers devote their time to extra-curricular activities.

4. School supports safety at school, with:

- behaviour issues are dealt with in a timely manner;
- my child feels safe at school and
- my child feels safe going to and from school.

5. School was seen to be inclusive, by:

- teachers helping students who need extra support;
- teachers try to understand the learning needs of students with special needs;
- school staff take an active role in making sure all students are included in school activities and
- teachers help students develop positive friendships.

Parents indicated that improvements could be made in the following aspects:

- Parents would like to have greater knowledge about their child's social and emotional progress;

- Parents would like to have more school activities scheduled at times when parents are more able to attend;
- Parents could discuss more about their child's learning at home, with their child ie:
 - discuss how well their child is doing in his or her class;
 - talk about how important schoolwork is;
 - ask about any challenges your child might have at school.
- School could undertake further improvements to prevent future bullying at the school.
- Teaching staff and school to further improve in the creation of other opportunities for students who are learning at a slower pace.

Staff

The majority of staff indicated the following aspects of school life that are considered strengths of Kegworth Public School:

- strong leadership and communication of strategic vision;
- school leaders were strongly supporting improvement and change within the school;
- school strongly supports an inclusive learning environment;
- teaching practices and a strong collaboration with staff to plan, evaluate and implement effective teaching programs;
- teachers provide quality feedback to students and ensure that student progress is closely monitored;
- whole class and school student data is collected and monitored to support improved learning outcomes for students;
- professional learning opportunities are provided to improve teacher capabilities and
- professional learning is valued by all staff regardless of teacher experience level.

Staff indicated that the school could improve the following aspects:

- greater support from the parent community for the day to day teaching of students and on special days and
- improved technology and access to, within the school.

Policy requirements

Aboriginal education

Kegworth Public School has continued to encourage a broader understanding and improved knowledge of Aboriginal history, culture and heritage. The 'Acknowledgment of Country' remains an important part of each school and community assembly, showing respect to the Gadigal people of the Eora Nation.

The involvement of our Indigenous students in each assembly, delivering the "Acknowledgement of Country". The students have enjoyed taking on this leadership role.

Kegworth's Indigenous Networking Breakfasts have continued this year, ensuring that the school maintains a strong connection between students, parents and staff. The informal opportunity to connect beyond the classroom has been welcomed by all involved.

Kegworth celebrated many significant events during 2016. These included "Sorry Day", "Reconciliation Week" and "NAIDOC Week".

Our main event this year was 'NAIDOC Week'. This year, we were entertained by Tju purra who provided students with a range of Indigenous experiences such as dance and story-telling.

Each class also contributed to a large, whole school dot artwork collage depicting an aboriginal snake to commemorate Naidoc Week. Supported by one of our Indigenous parents, Candace Dower, this artwork hangs proudly in the school's Assembly hall as a constant reminder of the strong partnership between Kegworth Public School and our Indigenous community. Each of the activities and events were well received by the students, staff and parents and were successful in fostering a deeper understanding and appreciation of Aboriginal and Torres Strait Islander culture.

During "Sorry Day", one of our Indigenous families performed Aboriginal dances for Kegworth students. Lesley Reynolds, one of the stolen generation, shared his life story with students and teachers alike. This event fostered a deeper understanding, empathy and appreciation of the difficulties encountered by our Indigenous families.

The regular monitoring and reviewing of Personalised Learning Plans (P.L.P.'s) for each Indigenous student in the school continued throughout 2016. Meetings were held with classroom teachers, parents and students to discuss goals achieved and new goals to work towards, once again, fostering the partnership between home and school.

Participation in the DoE's "Koori Art Exhibition" proved to be a great success with two pieces of art work being created in 2016 by Kindergarten and Stage 2 students. The pieces were exhibited at the Power House Museum and are now hanging in prominent display spaces within the school for all to enjoy.

Stage 3 Indigenous students (x4) participated in the DoE's "Yarn Up" program at State Parliament House. Students were supported through the program to enhance their public speaking skills culminating in a presentation of a speech in the Senate. All four students were awarded with a certificate of participation and completion.

We congratulate Allen Miller, who received a Deadly Kids Doing Well Award this year. He was awarded this because of his outstanding work ethic, academic achievement and citizenship skills at school and for his participation in the Public Schools NSW, Yarn Up program, where he developed public speaking skills and delivered a speech at the NSW Parliament.

We hope to continue to participate in the programs offered to our Aboriginal students and will be looking for other worthy students to be nominated for the award in 2017.

Multicultural and anti-racism education

Kegworth approaches multicultural education from Years K – 6 through the teaching and design of programs encompassing Values Education and the concepts and principles of the Human Society and Its Environment Syllabus.

It supports Australian Identity and the recognition and acknowledgement of the global face of the modern Australian Identity.

Celebrating National Harmony Day and other days of Australian cultural importance our students participate in cultural pride and identity activities and experiences of what it means to be Australian within a multicultural context, developing positive attitudes and values in the understanding of Diversity and heritage and the richness gained in sharing, acknowledging and recognising differences and similarities in our cultural exchanges.

Multicultural Education is supported by the school's Music and Community Language (Italian) Programs and whole school performances and incursions occurring throughout the year. The school has an appointed Anti-Racism Contact officer who facilitates and resolves any concerns in a supportive and proactive manner.