

Kyeemagh Infants School Annual Report



2016



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Introduction

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

Lorrie Grant

Principal

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Message from the Principal

This report gives a snapshot of our achievements throughout the year, highlighting the strengths of our school community as well as the commitment of the talented, professional teachers and support staff. Throughout 2016 our dedicated families collaborated very strongly with the staff to strengthen our bonds to provide constant, stimulating authentic learning for every student in their academic and social development.

The teachers of Kyeemagh Public School are committed to providing quality educational programs which meet individual student needs, developing the talents of each child. All staff members actively participate in a wide range of professional learning opportunities. This year we invited our Early Stage 1 and Stage 1 parents and carers to take the opportunity to participate in educational learning by joining in the PAIR program parent training practice. They were able to learn about reading theory and providing practical assistance during home reading times.

The school provides a range of learning and social experiences so that children can achieve in a variety of academic, sporting, cultural and social activities. Successes are celebrated by the school community. The school provides a happy, safe and tolerant learning environment for all its students. Parent volunteers regularly assist in the classroom through activities such as listening to students read, supervise mathematical games, assisting in the school vegetable patch and with cooking.

Our success also rests on the support of our community and I extend my thanks to members and executive of the Parents & Citizens' Association (P&C) for their hardworking fund raising efforts. Through their hard work the school was able to purchase much needed new equipment and resources. Their contribution at our inaugural hosting of the Small Schools' Mini Olympics ensured the success of this great event.

This has been an outstanding year for demonstrating how school communities work together, with a shared vision, respectful relations and trust in each other.

Lorrie Grant

Principal

Message from the school community

This year our school adopted the motto *It takes a village to raise a child....please join our village!* What a year of achievements it has been with so much cause for celebration.

The Kyeemagh Parents and Citizens Committee (P&C) held meetings each month with additional organisational communication using our Facebook page. At meetings the P&C organised school use of government grants, school initiatives, distribution and payment of P&C funds, and fundraising activities.

The following is an overview of 2016 P& C involvement:

Successful fundraising activities such as: discos, school and Bunnings' barbecues, a cake stall, guessing competitions, raffles, Mother's and Father's Day etc. which resulted in an insurance policy to cover every child and funds to purchase equipment for all classrooms.

The committee also supported the Year 2 Graduation Ceremony and school concert; co-ordinated National Ride to School and Walk to School Day activities; led organization of school activities on Federal Election Day as well as organising the uniform shop, with packages prepared for new Kindergarten students.

Thank you to the small but dedicated, wonderful team as well as all our extended families for all your efforts during my time as P&C President.

Gina Moeke

President Kyeemagh Parents & Citizens 2016

Message from the students

On their last day at Kyeemagh, the children were all very excited, but a little sad that they were going on to 'big' school. They discussed their feelings about what their time at Kyeemagh taught them and what they remembered most about their Year Two experiences. They mentioned topics they enjoyed such as learning about India, science experiments and using computers, tablets and iPads for Reading Eggs and Mathletics. Everyone had something interesting to say about excursions, visitors to the school and the excitement of the public speaking competition. Most students felt confident about going to a new school, especially with the anticipation of having a canteen. The sports' carnival when the children came from other schools was remembered with eagerness.

The children loved have the responsibilities that came with being a 'senior' member of the school. They enjoyed looking after younger children in the playground, having their turns leading assemblies, captaining sport and relay teams as well as making sure the Australian flag was raised every day and the bell rang on time. Everyone has promised to come back for a visit.

Thank you Year Two for making the year so successful for us all.

School background

School vision statement

The vision of Kyeemagh Public School is to build strong foundations for lifelong learning in confident students who can recognise and achieve their fullest potential in order to make a positive contribution to society.

The core values that underpin all our teaching and learning activities are:

Respect

Kindness

Safety

Inclusion

Our legacy will be building the capacity of our community to embrace life and learning of the 21st Century.

This vision is held within the context of nurturing the whole child for future learning experiences.

School context

Our students come to school bringing with them a range of prior to school learning experiences. They demonstrate a variety of talents, interests and learning needs, so it is always very satisfying to see the students engaging daily in learning and continuously aiming to achieve their potential.

More than 60% of our student population is from language backgrounds other than English, with the main groups being Japanese, Arabic and Greek, followed by a large array of various cultural groups.

Resources and learning experiences are tailored to ensure the application of high quality early intervention and acceleration programs. These programs promote early learning success and lay solid foundations for future learning.

The school community is an active partner as well as participant in school programs and events. Families are proactive in the development of strong partnerships and programs within the school.

The school community exemplifies:

Strong school, home and community partnerships to promote learning success;

All students have skills and talents to share;

Co-operation, respect and resilience are fundamental to educating the whole child;

Quality teaching and learning are the foundation of all our efforts to foster love of learning;

Every student is capable of leadership; and

School is a safe and happy place where students build strong learning foundations.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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 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 2016, our school undertook self-assessment using the elements of the School Excellence Framework.

The staff has revisited, reviewed and discussed the elements of the framework, enabling it to direct our planning as well as underpin our core business and belief to ensure the academic, social, physical, emotional and intellectual growth of every child in our care.

In the domain of learning, the school is delivering, but sustaining and growing as we head towards excellence in most areas. We have focused on curriculum, particularly student engagement in Geography K–10 Syllabus integrating English K–10 and Mathematics K–10 to develop literacy and numeracy skills, knowledge and understandings in a meaningful and efficient manner, with intervention strategies in place. Student reports were evaluated as a result of data recording analysis and discussions with parents resulting in future engagement of a more efficient system in 2017, with provision to more carefully explain to them how the system works. Student wellbeing is a major priority at Kyeemagh for the whole school community with all students engaging in learning programs such as *Bounce Back!* to support their resilience, motivation and confidence.

In the domain of teaching we are delivering, and developing strategies to sustain and grow towards excellence. One integral element has been the continued use of the Performance and Development Plan (PDP) involving strong collaboration and regular professional dialogue particularly in terms of curriculum, assessment/reporting and student wellbeing. School and personal goals were monitored in this process. Staff attended sessions across a local community of schools to do compliance training and co-operatively plan, implement and evaluate cross-schools events. Strategies have been implemented to ensure program delivery K–2 is seamless and co-ordinated. The staff continues to become familiar with new NSW Syllabus documents as they are implemented.. Teaching staff ensures that innovative practices in technology and their rapid changing development occur.

In the domain of leading, with evaluation practices in place to ensure best practice that will lead to excellence in leadership, school planning, resources along with management practices. and processes.. The school maintains its strong partnerships with parents and the wider community. Through the P&C, families play an instrumental role in a range of everyday school activities and events. Parents are made to feel welcome and have developed confidence to have a voice as well as help us establish strong relations with local early childhood centres. New relationships have been forged with organisations such as Ramsgate RSL and local retailers. Groups such as Lions Club of St George continue to build relations with our school. Parent input has been important in evaluating our oral and written reporting practices. Teachers actively take on leadership roles in personal areas of expertise and interest.

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

Purpose

To build strong foundations for learning to support students to reach their full social and academic potential, as resilient, engaged and happy learners

To promote excellence and equity, and support students becoming successful 21st century learners who are confident and creative individuals and active informed citizens

Overall summary of progress

Professional learning of staff focused on the implementation of the NSW Geography K–10 Syllabus, with emphasis on understanding learning outcomes and developing a scope and sequence appropriate to needs. This ensured whole school engagement in using the documents. This was demonstrated in teaching/learning programs and feedback.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Regular record keeping reflects a reduction in playground behaviour incidents	Problems identified and strategies adjusted with more effective use of support staff. Individual behaviour plans developed as needed. High levels of parent involvement evident.	Casual salaries \$1000.00 Support Officer salaries \$4000.00
Data indicates 100% of teachers implement Kids Matter resilience program in classrooms	Bounce Back Program implemented in all classes with 100% positive feedback	Materials and photocopying \$200.00
Teacher feedback indicates enhanced student engagement in learning through whole school wellbeing programs	More students use relevant language to express concerns, etc.	
Data indicates 90% of our students achieve expected stage outcome on the PLAN learning continuum for Literacy and Numeracy	90% students meet or exceed expected outcomes for reading, 85% of students meet or exceed expected numeracy levels.	Reading Eggs \$900.00 Computer Co-ordinator time \$600.00
Increase in student participation awards for the Home Reader Programs	Purchase of additional literary and factual texts. Number of students using online home readers	Purchase new home reader texts \$1000.00
Regular and positive feedback from families on Home Reader Program	Parent attendance at PAIR Training. Number of parents using program regularly.	PAIR Library \$400.00 Copying materials and folders \$100.00

Next Steps

Engage the staff in deeper data collection analysis and tracking systems to monitor the impact of our processes.

Ensure that professional learning experiences with clear directions are directly related to system requirements and teacher PLP.

Encourage parents to initiate and participate in selecting topics empowering them to understand how children learn.

Strategic Direction 2

Purpose

To build capacity of staff through networks and communities of practice

To build quality teacher practice through strong instructional leadership, collaborative teamwork and shared professional learning

To implement a whole school approach to assessment and planning that ensures the curriculum is differentiated to engage, support and challenge students, utilising student voice in curriculum planning

Overall summary of progress

All teachers participated in setting goals for individual Professional Development Plans (PDP) in order to develop goals that were strategically aligned to the school plan and personal learning, self and career direction. A whole school approach is more evident in planning and implementing syllabus requirements and targeting individual needs. All teachers took on leadership roles in terms of personal expertise and interests. Teachers continued to develop rubrics that reflected the diverse nature of their students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Data indicates 100% of teachers demonstrate confidence and skills to implement syllabus documents	Teacher programs indicate implementation and evaluation of new syllabus documents Student work samples indicate skills, knowledge and understandings in line with new syllabus documents	Casual relief for planning and professional learning \$2000.00
Formative assessment occurs on a daily basis to guide program implementation and evaluation	Teacher comments, checklists, matrices and annotated work samples	Stationery and material resources \$100.00
School Development Day Programs and Community of School projects reflect collaborative planning	Compliance training Planning and reflection meetings	Professional training costs all staff \$1200.00
100% of units of work developed collaboratively are available for sharing	Evaluation of available resources Teacher professional dialogue Co-planning	
100% students with additional learning needs have differentiated program and are engaged in learning	IEPs developed in collaboration with support staff and parents Suitable resources selected	

Next Steps

Maintain the focus on early intervention in literacy and numeracy development.

Further teacher professional learning that continues to improve literacy and numeracy teaching.

Lead students to conduct rigid and authentic self and peer assessment using an agreed set of criteria.

Strategic Direction 3

Purpose

To foster strong relationships with parents, caregivers and the school community by providing increased opportunities for them to be involved in the school

To communicate information so the school community understands and is well informed about purposes and processes

To work collaboratively with the wider school community to ensure the continued growth and development of the school

Overall summary of progress

All families attended and supported a range of school events with a strong element of inclusion in presentations and performances.

School promotion involving our families at school and community events as well as in local preschools and long day-care centres led directly to higher Kindergarten enrolments and higher than previous retention of younger students when a graduating first child transitioned to primary classes.

Enrolment levels are steady.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increased enrolment referral from local early childhood providers.	Visits from preschool directors and carers Invitations to attend local preschools and long day-care centres	Hospitality \$20.00
Retention of students enrolled at the school from K-2.	20% increase in number of younger siblings staying in 2017 Total enrolment numbers holding	
Establish and strengthen links with the wider community	Donations of resources and services from local businesses to support school initiatives through parent involvement	

Next Steps

Maintain and modify practices as required, developing the most efficient means to maintain strong relationships.

Intensify the interest of parents in becoming involved in events and curricula activities as well as strengthen what is already established.

Provide parent and prospective parent workshops and discussion forums on current topics.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	Individual Learning Plan developed, implemented and monitored for students with specific programs devised to improve sight word knowledge, comprehension and phonemic skill in reading.	Teacher time provided \$1000.00
English language proficiency	<p>Increased English as an Additional Language or Dialect (EAL/D) support was provided for K–2 students with subsequent acceleration of English language acquisition.</p> <p>The EAL/D teacher assessed, monitored needs and assisted classroom teachers to implement learning strategies to scaffold the learning of identified students.</p>	Part time teacher salary \$28100.00
Low level adjustment for disability	<p>Students in Stage One identified with low level disability were supported in their literacy and numeracy learning through the Diamond Group Program using a differentiated curriculum designed to target specific needs of individuals.</p> <p>Academic achievement was supported in class through the provision of a LaST position one day per week with an accompanying improvement in curriculum differentiation and Individual Learning Plans (ILPs).</p>	Support Officer salaries \$24614.00
Socio–economic background	Equal access to education was supported through the provision of economic supplementation to students whose families were unable to meet commitments for excursions and textbooks.	\$1380.00

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	21	25	27	29
Girls	21	29	25	32

Student attendance profile

School				
Year	2013	2014	2015	2016
K	97.6	98.2	96.8	95.9
1	98.6	98.2	96.3	95.6
2	98.2	97.6	97.1	96.3
All Years	98.1	98.1	96.7	96
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
All Years	94.7	94.8	94	94

Workforce information

Workforce composition

Position	FTE*
Principal	1
Classroom Teacher(s)	2.29
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.17
School Administration & Support Staff	1.41
Other Positions	0

*Full Time Equivalent

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

No staff member identifies as Aboriginal.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	

Professional learning and teacher accreditation

The teaching staff and non-teaching staff of Kyeemagh Public School participated in a range of professional learning experiences in 2016 designed to build their capacity to achieve priorities as set out in the school plan and system requirements.

This included:

School Development Day sessions provided support for implementation of Geography K–10 Syllabus.

Teacher self-selection of online training modules provided some of our professional learning.

Student profiles were developed to provide curriculum differentiation and establish PDPs where required.

Full cycle of Professional Development Plans was completed for all teachers.

Compliance training activities were conducted by all staff members as required by legislation.

One new scheme teacher achieved Board of Studies Teaching and Education Standards (BoSTES) accreditation in 2016.

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.

The staff of Kyeemagh is very grateful for the financial support given to the school due to the efforts of our highly supportive school community and the hard work of the P&C team. Their contribution enabled classrooms to have new interactive whiteboards and projectors upgraded. Income retained will enable further technology improvements and assist in the installation

of a much needed PA system in 2017. P&C support to help finance a ride-on mower, led to huge reductions in cost to maintain the school grounds.

The information provided in the financial summary includes reporting from 30 November 2015 to 31 December 2016.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	155 355.50
(2a) Appropriation	144 846.84
(2b) Sale of Goods and Services	687.26
(2c) Grants and Contributions	9 773.16
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	48.24
Expenses	-60 586.06
Recurrent Expenses	-60 586.06
(3a) Employee Related	-50 187.12
(3b) Operating Expenses	-10 398.94
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	94 769.44
Balance Carried Forward	94 769.44

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	577 551.01
Base Per Capita	3 083.92
Base Location	0.00
Other Base	574 467.09
Equity Total	55 127.41
Equity Aboriginal	1 032.76
Equity Socio economic	1 380.19
Equity Language	28 100.28
Equity Disability	24 614.18
Targeted Total	74 669.99
Other Total	1 337.00
Grand Total	708 685.41

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

School-based assessment

K-2 school campuses are no longer provided with data of past students who have subsequently participated in NAPLAN. We therefore present a written statement without graphical notation in reference to our school-based information.

At Kyeemagh in 2016, literacy and numeracy achievements were monitored regularly to measure class program effectiveness and to plan for any individual variations.

100% of Kindergarten students were reading texts, with more than 70% reading beyond the benchmark set by the school. 100% of Kindergarten students performed on the numeracy continuum, with 80% achieving at figurative, facile and counting on SENA levels.

100% of our Year One students were reading independently at various levels of text decoding and comprehension, with over 90% performing beyond the set benchmark. 100% of Year One students performed on the numeracy continuum, with 86% achieving at figurative, facile and counting on SENA levels.

Across the Year Two cohort in 2016, 100% of our Year Two students were reading independently at various levels of text decoding and comprehension, with close to 90% performing beyond the set benchmark. 100% of Year Two students performed on the numeracy continuum, with 80% achieving at figurative, facile and counting on SENA levels.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below.

Parents

Parents and caregivers were asked by random questionnaire and surveys to provide feedback based on home/school communication. 100% of these parents responded in a frank and helpful manner.

Key findings indicate that:

- Parents appreciate our school policy where they know they have an open invitation to visit the classroom to participate in learning programs;
- Our weekly whole school assembly is very popular with family members due to our welcoming attitude;
- The most used communication means are the Facebook page' digital version of the weekly newsletter and SMS service; and
- The least used communication means are the hard copy of the weekly newsletter and school noticeboards.

Students

Students in Years One and Two were surveyed to gauge their opinions about their family inclusion in the school. Their responses are presented below:

- They enjoy performing and presenting their work at weekly assembly and school events;
- They are proud to show their work or read to parent visitors;
- When relatives come into class as guest speakers they can learn more about their own families; and
- Sometimes they get a bit embarrassed or nervous when parents talk to the teacher.

Teachers

Teachers regularly discuss communication strategies we use and their effectiveness.. Their reactions are summarised below:

- using a wide range of methods due to family circumstances to communicate is most effective;
- methods we use demonstrate to our school community that we are committed to working together as a team;
- formal communication through parent/teacher interviews is most effective as early in the school year as practical; and
- it is vitally important to build and maintain mutual respect by having strong, positive home/school relationships.

Policy requirements

Aboriginal education

At Kyeemagh in 2016, only one student identified as having indigenous heritage.

The school recognizes the traditional ownership of our land at assemblies and all school events.

All classes acknowledge Aboriginal culture through history study, songs, stories and art. School resources and materials include these elements.

Our school community celebrates NAIDOC Week with a range of activities that focus on the culture of the first Australians.

Multicultural and anti-racism education

Kyeemagh Public School is committed to developing understanding and tolerance of cultural and religious diversity. Our student population comprises 22 different cultural backgrounds with over 60% identifying as being from language backgrounds other than English.

Class teachers in collaboration with a part time EAL/D teacher, employ strategies to ensure that students with limited oral and written English are able to access vocabulary and support to facilitate language acquisition and equal access to the curriculum.

Translations and interpreter services are able to be accessed, where possible, for communication and discussions with families who have limited English. School community members co-operate well in this regard.

Cultural events at the school include, but are not restricted to Harmony Day, Easter, Christmas, NAIDOC Week, etc.

Asian studies feature annually in our learning, with each class focusing on one of our neighbours, with China, Japan and India highlighted in our teaching and learning activities.

division. Our large variety of herbs were very useful for those who enjoy cooking.

Other school programs

Student Leadership

Student leadership is an important component of our K–2 school. Children take on many responsibilities within the school's daily and weekly routines. They raise the flag, ring the bell and take care of equipment in the sport shed. Year Two students had opportunities to develop their leadership skills in planning and hosting assemblies and other school events such as Education Week, Book Week and the Year Two Graduation. They captain school sport and fitness teams. Their partnering with pre-schoolers for Transition To School Week were vital to the program's success. Year Two children played an integral role in the conduct of the inter-school mini Olympics, with hosting duties.

Achievements in the Arts

All students participated in *Operation Art* with works selected from each class to be exhibited in this annual state-wide initiative at Homebush. Children showcased their creative art talents at the *dance2bfit* concert and end of year concert held at the Novotel, Brighton–Le–Sands.

Kyeemagh's Got Talent

The high standard of the annual talent quest just keeps increasing with a very entertaining concert to finish off a great year with singing, dancing, playing instruments, precision hoops and even an entertaining stand-up comedian.

Kyeemagh Kitchen

The judges were very impressed as always with the delightful array of tasty dishes prepared by every student in our annual cooking competition. The guest judges were very impressed with the range of recipes and presentation of healthy menu selections prepared by the children with some adult supervision but not intervention.

Public Speaking Competition

With weekly opportunities for the children to gain speech making expertise and confidence in the classroom, our public speaking competition was held to celebrate Education Week 2016. The children impressed the guest judge with their eloquence in describing and discussing a range of topics in both prepared and impromptu forums.

Learnsapes

Our outdoor learning project again provided exemplary practices in environmental education and sustainability. Parents, students and staff worked together to maintain the vegetable garden and other outdoor learning areas. An impressive orchard was planted then nurtured with a variety of fruit trees, accompanied by watermelon and passionfruit vines. A popular maths activity was harvesting the watermelon for learning fractions and