Kegworth Public School

Annual Report

Kegworth Public School
Celebrating 130 Years - 1887-2017

2017

2270

Introduction

The Annual Report for **2017** 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 as we celebrate 130 years of quality teaching and learning!

I would like begin the Annual School Report by acknowledging 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 dynamic place of learning. Its inviting atmosphere is characterised by a sense of energy and warmth of welcome. Our school continues to strive for high academic achievement for all students. 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.

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 and community language (Italian) programs.

Our school has a comprehensive student wellbeing focus. The inclusion of a Positive Behaviour for Learning framework has provided a common language for students, staff and parents alike. The development and implementation of our school expectations – "Courtesy, Care and Commitment" underpin the matrix of developed rules in all school settings. This has already shown to have had a positive impact across the K – 6 setting with a consistent approach being adopted by staff and all students working collectively towards achieving positive rewards not only individually but for their team group as well. Student effort and achievement is regularly acknowledged in class, morning and whole school assemblies, through a systematic award system.

Kegworth is a school where all stakeholders are valued. Work is undertaken harmoniously and collaboratively to achieve the best possible outcomes for each and every child.

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!

Belinda Perih

Principal

Message from the school community

President Report – Kegworth P&C 2017

A very big thank you to everyone involved in the P&C for 2017 and all the community volunteers.

We had some amazing highlights that come to mind...

- **The FARE** –this year the FARE raised almost $40,000 which is an incredible result, especially given the weather situation. The other highlight here was the collaboration with the FARE team, coordinated by Shonna Mulley and the P&C. We have all worked incredibly hard to help the overall Kegworth community

- **130th Anniversary** and community support (tea towels) With some local political guest we have now formed great relationships and can call on these people to assist the school moving forward.

- **Woolworths Earn and Learn** – from 19,000in the previous year to 45,000. This was a massive effort and thankyou to everyone involved, especially, Karen Trish, Pip and Helen. The orders will arrive early 2018 and we look forward to the school receiving sporting equipment, books and arts and crafts.

- **Traffic and Road Safety** – We pushed Roads Maritime Services and Roads Safety to ensure that Kegworth was higher on the list regarding the Red Flashing lights for the school zones which was a great result. This was a big win as number of schools still don't have flashing light school zone signs. We continue to be challenged on a few of the other road safety and parking issues and will continue to stay focused on child safety.

- **Communication –** We have really tried this year to communicate and over communicate. We started the newsletters, and they have been well received, with positive feedback from many of the parents. The other great communication avenue is the new noticeboard. We are all being very deliberate in our communications to ensure people understand what we are doing and where the money is being spent and what impact we are having on the school.

- **Gardening Bees –** We held one gardening bee this year and with great success, we managed to uncover some families with landscape type businesses that were of great assistance. We also had the garden beds finished in the senior playground near the cottage.

- **Clean Up – P&C Shed and container** – This year we had two clean ups in this area too. After the FARE we cleaned out the shipping container (as much as we could) with the disposal of old signs, microwave and general rubbish. Late October we did the full clean out of the P&C Shed at the school and managed to completely empty and organise this space – A massive achievement for all involved. Big thank you to Karen, Rachel, Kiri, Pip, Trudi, Jennifer V.

- **Koosch** – We have ensured we have great communication and partnership across the school activities. We have part funded things both ways to support the school and will continue to stay focused on best interest for the children especially in regard to safety.

- **School Banking** –A very big thank you to all the volunteers that help run the School Banking program. This is a great initiative that encourages good financial habits for kids early and helps them understand the concept of saving. This program was kicked off by someone that was very passionate about this and made a difference –Thank you to Deb Soler who implemented the program.

- **Fundraising** – We started the year with 'March Madness' and the meat raffle events we raised over $2,500 and these were great opportunities for families to get to know each other. The Mother's Day and Father's Day stall were a fantastic opportunity for the children to make an independent purchase while raising funds for the school and these raised $3,200. The fantastic Bunnings BBQ also took place at Bunnings Ashfield, this was a great opportunity to raise money via a community event. We had many additional activities and would like to take this opportunity to thank Karen Laing who Managed the fundraising for Kegworth P&C.

Michelle Casey

P&C President 2017

President Report – Kegworth Music Committee (P&C sub committee) 2017

2017 has again been a busy year for the Kegworth Music Program. Tristan Routh, the school's music specialist teacher, broadened his role to include band conductor; and Amelia Holbert continued as the school's strings conductor.

This year, instead of Music Camp, we ran workshops at the school. This meant less organisation required beforehand and less cost involved but as children enjoyed camps so much, these options are being reviewed.

Fundraising activities included BBQs, the Trivia Night, Halloween Disco and the annual Music Night.

This year approximately 60 students participated in the strings and band program, with another 50 students participating in the school's recorder and choir ensembles.

Activities included:

- performances at school events, such as the Autumn FARE;
- performances in the community;
- performances for the school community;
- participation at competitions including UNSW band comp and Festival of Instrumental Music.

Fundraising has increased, with the Music Committee raising over $20k from the following events:

- Election BBQ;
- Trivia Night and
- Halloween Disco
- And further funds to be raised from the upcoming Music Night.

This year we worked on raising the profile of the Music Program by introducing a Mother's Day and a Father's Day breakfast at which all performing ensembles performed. These proved very popular. We have also worked on increasing the profile via Facebook and increased performances for the school community.

Thanks to all Music Committee members for their help over the year; to all parents who have volunteered to assist at fundraising events; and to all children and their parents for participating in the music program at Kegworth.

Penny Dorsch

President 2017

Message from the students

My first day at school. I remember it well. Sure, it's a little fuzzy, but some parts have stuck in my mind. My lovely teachers Kindergarten teachers, my tiny shoes slipping, my year six buddy helping me a long, and making friends that I am still friends with today.

I remember my first day with fondness. I was walking around looking for my brother. I was brought to my class with my buddy and we started playing with some blocks. At first it was scary, but then I made some friends and all was well.

Six and a half years ago, that was us. We have changed a lot as people and learned so much. I've gotten to know these walls as well as my own home. At first, the school was huge (especially big for me as I am extremely short) but now I am familiar with the fastest way to the assembly hall, and how long it takes to get from the top playground to the bottom.

I've learned a lot, and Kegworth makes it easy to do so. With a new learning approach (Positive Behaviour for Learning, or PBL) we have been as successful and fun as ever with our learning. The teachers are nice and funny, and help us learn.

As much as that was scripted, it is true. All our teachers at Kegworth have helped us learn and grow. They have helped us with our academic problems and our "lunchtime issues".

There are also lots and lots of opportunities at Kegworth. We have many music groups, two choirs, one of which is the Kookaburra choir, a choir for Years K–2 singing their hearts out with their tiny little voices, a debating team, a swimming carnival, an athletics carnival, a school library that classes spend a lesson in every week, and many more. We also have many interesting classes in our curriculum – classes like Visual Arts, Music, History and Community Languages where we learn Italian and about the area we live in. In some of our activities, we interact with other schools, debating with them and competing against them in athletics, and for Stage 3 weekly sporting sessions when we go head to head against

them in netball, soccer and occasionally other sports. Another sporting opportunity is the Paul Kelly Cup, where we play a no–tackle (bear hugs instead) AFL game against other schools.

One of my favourite events is the annual Autumn FARE. The FARE (spelt F.A.R.E. for Food, Arts, Rides, Entertainment) is a full–filled day of running around with friends buying as many lollies as you can and going on your favourite rides again and again and again.

Another thing I love about Kegworth is school show we hold every two years. There are the small groups that you need to audition for (the core cast and the dance group) but every class gets their own dance. Two years ago I was in the core cast and it was an amazing experience. I'm in it again this year and I'm currently working on memorising my lines. Stage 3 teachers work tirelessly on the script and choreography.

Another thing to participate in is the Student Representative Council. Two SRCs are elected from each class by the students, judged by speeches that they present. The SRC's then meet during lunchtime to discuss events and fundraisers that they then organise with teacher's help. This year the SRC helped organise an overnight sleep out at the school to raise funds (over $8000) to help Mission Australia help homeless people.

There is also an annual camp for Stage 3. This year we went to Canberra for two days, and it was freezing. We left on the first of June and had to be at school by 6am, so that wasn't a walk in the park so much as a walk in the dark!

At this point you may be wondering what some of the phrases we're using mean. For example, Stage 3. There is a certain school lingo that you learn when coming to school. At Kegworth, COLA, Stage 2, Crunch and Munch all mean something everyone knows. The COLA is the covered area outside in the bottom playground, and "across the road" is the senior playground we go to across the footbridge for break times. Within a month your child will be bamboozling you with our school slang.

Music camp is a camp for children in band and strings to have an opportunity to either stay overnight or come in the morning to a location with individual tutoring and special group practices. It's for one to two days, depending on which group you're in, and as well as being educational, it's a blast. I remember two years ago at music camp the people in my cabin were just sitting around, having finished our last tutoring session. Suddenly one of my cabin–mates Anna screamed, "There's a mouse! There's a mouse in the cabin!" I caught sight of a flash of grey making its way under a bunk bed. Everyone screamed and ran for the door but I, stupidly forgetting mice can climb, whizzed up my bunk bed. Our screams attracted attention pretty quickly and some adults came. Eventually they managed to awkwardly herd the mouse to the ensuite (amongst more screaming) and it made its way out through the air vent. At least, I think it did!

Well, I guess I have one or two more stories I could tell. We were at camp in Berry. We went on a bushwalk, and it was super muddy. There were leeches everywhere. About four hours later, we were at dinner listening to instructions when I see a trail of blood, at the end of which is a giant leech. I almost screamed! Yep, there was a 7cm long leech on the floor, having dropped off Tristan's leg. Everyone screamed. I remember Annabel repeating, "I'm gonna die, I'm gonna die, I'm gonna die!" over and over again.

We're both in year 6, so it's only about half a year until we're off to high school. It's amazing that six and a half years have whizzed by so quickly, and soon enough I'll be leaving Kegworth. There are so many things I'll miss: the teachers, my friends, and most of all the no–homework policy. But in all seriousness, I will definitely miss Kegworth, and this school and its people will always hold a special place in my heart.

Ah, Kegworth. I'll miss the school and all the memories I have here. All my friends here will be missed, and you can't forget those first days at school. Kegworth is a school you will remember forever.

Zoe and Louis

Year 6, 2017 – Open Day speech

School background

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 in1887, 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 standing 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 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 the Learning: Learning Culture. The school's on–balance judgement for this element is: Sustaining and Growing

There is demonstrated commitment within the school community that all students make learning progress. Partnerships with parents and students support clear improvement aims and planning for learning. The school actively plans for student transitions (e.g. into Kindergarten; Y6 to Y7; Y10to Y11). The school clearly communicates its transition activities to the school community. Attendance data is regularly analysed and is used to inform planning. Whole of school and personalised attendance approaches are improving regular attendance rates forall students, including those at risk.

In the Learning: Learning Wellbeing. The school's on–balance judgement for this element is: Sustaining and Growing

Every student can identify a staff member to whom they can confidently turn for advice and assistance at school. The school collects, analyses and uses data including valid and reliable student, parent and staff surveys/feedback to monitor and refine a whole school approach to wellbeing and engagement, to improve learning. Well–developed and evidence–based approaches, programs and assessment processes identify, regularly monitor and review individual student learning needs. Expectations of behaviour are co–developed with students, staff and the community and are designed to ensure effective conditions for learning. They are explicitly, consistently and supportively applied across the school.

In the Learning: Curriculum. The school's on–balance judgement for this element is: Sustaining and Growing

The school's curriculum provision and evidence–based teaching practices provide a high expectations framework, within which all students effectively develop their knowledge, understanding and skills. The school monitors and reviews its curriculum provision to meet changing requirements of the students. Teaching and learning programs describe expected student progression in knowledge, understanding and skill and the assessments that measure them. Teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge. Most students can articulate their learning and understand what they need to learn next to enable continuous improvement.

In the Learning: Assessment. The school's on–balance judgement for this element is: Sustaining and Growing

Teachers routinely use evidence of learning, including a range of formative assessments to inform their teaching, adapt their practice and meet learning needs of students. Assessment is a tool that supports learning across the school. Teachers use reliable assessments to capture information about student learning. Teachers share criteria for student assessment with students. Formative and summative assessments create opportunities for students to receive feedback on their learning. The school analyses summative assessment data to identify learning progress of individual students and student cohorts. Teachers use summative data to identify student learning and validate formative assessment practices.

In the Learning: Reporting. The school's on balance judgement for this element is: Delivering

The school has explicit processes to collect, analyse and report specific internal and external student and school performance data, on a regular basis. Individual student reports meet Department of Education requirements and include personalised descriptions of the student's strengths and growth. Schools provide parents/carers with information on the learning progress of their children, including reports and parent/teacher interviews as well as opportunities to discuss this progress..

In the Learning: Student Performance Measures. The school's on balance judgement for this element is: Delivering

The school's value–add trend is positive. At least 90% of students achieve at or above national minimum standards on NAPLAN reading, writing and numeracy. The school identifies growth targets for individual students, using internal progress and achievement data. School data shows that student progress and achievement on external measures is consistent with progress and achievement on internal assessments.

Growing

Teachers collaborate across faculties/stages/teams to share curriculum knowledge, data, feedback and other information about student progress and achievement, to inform the development of evidence–based programs and lessons, which meet the needs of all students. Teachers are skilled at explicit teaching techniques such as questioning and assessing to identify students' learning needs, and use a range of explicit strategies to explain and break down knowledge. Teachers respond promptly to student work. They check that students understand the feedback received and the expectations for how to improve. A school–wide approach to effective and positive classroom management is evident. Support is provided to teachers where needed, ensuring optimum learning.

Teaching: Data Skills and Use: The school's on–balance judgement for this element is: Delivering

The school promotes and demonstrates professional learning in data concepts, analysis and use of student assessment data and related tools. Teachers use data effectively to evaluate student understanding of lesson content. The leadership team comprehensively analyses student progress and achievement data for insights into student learning and discusses results with the whole staff. All teachers contribute to gathering and analysing data. Teachers review student assessment data and compare results from external assessments (e.g. NAPLAN,ICAS, PAT, HSC) with internal measures to build consistent and comparable judgement of student learning. Clear and accurate analysis of student progress and achievement data informs planning that is shared with the school community in the Annual Report.

Teaching: Professional Standards: The school's on–balance judgement for this element is: Delivering

Teachers use the Australian Professional Standards to measure themselves, reflect on their practice and plan for and monitor their own professional development to improve their performance. The school monitors the accreditation status of all staff and encourages the pursuit of higher levels of accreditation. All teachers use professional standards and PDPs to identify and monitor specific areas for development or continual improvement. Teachers are proficient in their teaching of literacy and numeracy, meeting the needs of students in their subject/stage.

Teaching: Learning and Development: The school's on–balance judgement for this element is: Delivering

Teachers engage in professional discussion and collaborate to improve teaching and learning in their classes, year groups, stages, faculties, or for particular student groups. This includes negotiated observations of classroom teaching practice, with feedback, to improve professional knowledge and practice. The school's structure and organisation ensure that direct support is available to new staff members from experienced teachers, and beginning teachers are mentored. Teachers engage in professional learning targeted to school priorities, the needs of their students, and the achievement of their professional goals. Teachers demonstrate currency of content knowledge and evidence–based teaching practice in all their teaching areas. Technology and learning spaces are utilised to enhance student learning.

Leading: Educational Leadership: The school's on–balance judgement for this element is: Delivering

The leadership team ensures that implementation of syllabuses and associated assessment and reporting processes meet NESA and Department of Education requirements, forming a sound basis for student learning. The leadership team ensures that the teacher performance and development policy is implemented in a culture of high expectations for every staff member. The leadership team undertakes annual staff performance and development reviews for teaching and non–teaching staff. Poor performance is identified and managed promptly and effectively. Parents and community members have the opportunity to engage in a range of school–related activities which help build the school as a cohesive educational community.

Leading: School Planning, Implementation and Reporting : The school's on–balance judgement for this element is: Delivering

The leadership team engages in a process of planning, implementation, monitoring and self–assessment, and leads the collaborative development of evidence–based school plans. The school plan aligns to student and system priorities and ensures responsiveness to emerging needs. Staff, students, parents and the broader school community are welcomed and engaged, where possible, in the development of the vision, values and priorities of the school. In the annual report, the school reports on the alignment of resource allocation, professional learning, and the monitoring of student data with the plan's strategic priorities.

Leading: School Resources: The school's on–balance judgement for this element is: Sustaining and Growing

The leadership team allocates non–educational administrative tasks to appropriate non–teaching staff. All staff use technology available to streamline the administrative practices of the school. Physical learning spaces are used flexibly to meet abroad range of student learning interests and needs. Technology is effectively used to enhance learning and service delivery. Use of school facilities by the local community delivers benefits to students. Strategic financial management is used to gain efficiencies and to maximise resources available to implement the school plan.

Leading: Management Practices and Processes : The school's on–balance judgement for this element is: Delivering

Administrative practices and systems effectively support school operations and teaching. Streamlined, flexible processes exist to deliver services and information and to support parental engagement and satisfaction. The leadership team measures school community (parent and student) satisfaction.

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/sef–evidence–guide

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:

- Years K –2 teachers continued to track student progress periodically during each term using literacy and numeracy continuums on PLAN
- Whole school assessment model continued to be revised. The inclusion of an additional K – 6 mid year writing moderation assessment, captured students who were underperforming in this area by classroom teachers.
- Consistency in the recording of student data from regular topic tests in Mathematics was adopted by Years 3 – 6. This provided class teachers with a snapshot of students who had achieved the concept or were still requiring support in the area being covered.
- Formative Assessment strategies were implemented by teaching staff in the classroom. Teachers included learning intentions and collaboratively developed success criteria for class lessons with student groups. The provision of quality feedback to students was also identified as a key element in this process.
- The implementation of a 'growth mindset' continues to be adopted by teaching staff. The identification of fixed or growth mindsets utilising the concept of "not yet" proved to be a powerful tool in the learning environment.
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Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Data is gathered using the whole school assessment model in Reading, Writing and Mathematics: For 80% of children to be within or above their cohort level for: • Reading (K – 6); • Writing (Yrs 1 –6); • Spelling (Yrs 3– 6); • Punctuation & Grammar (Yrs 3 – 6) • Mathematics (Yrs 2 – 6) We aim for the success in these improvement measures to be reflected in our NAPLAN smart data.	Literacy & Numeracy funding – $3600 English and Mathematics resources – $6626.00	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. School based data collected at end T4 2017, includes: **Spelling– PAT assessment** Year 3 = 86 % within or above (T4–2016 = N/A) Year 4 = 79% within or above (T4–2016 – 89%) Year 5 = 82% within or above (T4–2016 = 74%) Year 6 = 76% within or above (T4–2016 = 84%) **Grammar & Punctuation – PAT assessment** Year 3 = 82% within or above (T4–2016 = N/A) Year 4 = 90% within or above (T4–2016 = 87%) Year 5 = 78% within or above (T4–2016 = 84%) Year 6 = 76% within or above (T4–2016 = 72%) **Reading– PROBE** Year 2 = 82% within or above (T4–2016 = N/A)

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Data is gathered using the whole school assessment model in Reading, Writing and Mathematics: For 80% of children to be within or above their cohort level for: • Reading (K – 6); • Writing (Yrs 1 –6); • Spelling (Yrs 3– 6); • Punctuation & Grammar (Yrs 3 – 6) • Mathematics (Yrs 2 – 6) We aim for the success in these improvement measures to be reflected in our NAPLAN smart data.		Year 3 = 79% within or above (T4–2016 = 84%) Year 4 = 96% within or above (T4–2016 = 85%) Year 5 = 91% within or above (T4–2016 = 90%) Year 6 = 98% within or above (T4–2016 = 98%) **Mathematics– PAT** Year 2 = 73% within or above (T4–2016 = N/A) Year 3 = 78% within or above (T4–2016 = 86%) Year 4 = 82% within or above (T4–2016 = 88%) Year 5 = 63% within or above (T4–2016 = 63%) Year 6 = 58% within or above (T4–2016 = 55%) Collaborative stage planning sessions enabled teachers to plan, develop and evaluate teaching programs and assessments. Moderating writing samples ensured teacher consistency judgement during regular stage meetings. A consistent approach and interpretation of school data to inform reporting is adopted.
All staff utilising formative assessment and growth mindset strategies, evident in quality teaching and learning programs.		The use of formative assessment strategies provided teachers with fluid student groupings in literacy and numeracy. Students had a clear understanding of the learning intentions for each lesson using the WALT and WILF approach. Success criteria for lessons were collaboratively developed with students and teachers. Feedback practices to students using WMIG (what makes it good) and range of tools eg. "two stars and a wish" supported students in the learning process. Students were able to self reflect on their learning in addition to providing teachers with immediate identification of those who were achieving and / or requiring support with concepts through the use of variety of formative assessment tools e.g. traffic light system.

Next Steps

Future directions to be undertaken to ensure the goals are achieved include:
- Investigation of additional standardised tests to be undertaken to support a greater inclusion of Years K – 2 in the whole school assessment model.
- Professional learning for classroom teachers to analyse and interpret student data to better inform planning and modify teacher practice to improve student outcomes
- Professional learning and implementation of new "Learning Progressions" (PLAN2)
- Continued professional learning and implementation of formative assessment and growth mindset strategies in the classroom

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:

- Growth Coaching Leadership course" undertaken by three executive members during Semester 2
- Professional learning undertaken for supervisors of non teaching staff in the PDP process
- Performance and Development Plans (PDP) implemented for all teaching staff, including long term casual staff
- Beginning teachers are provided with ongoing support through mentoring and the accreditation process;
- Beginning teachers funds are utilised for relevant staff to provide teacher relief and /or attendance at professional learning courses
- Professional learning undertaken for pre–2004 teachers in the teacher accreditation process
- Professional learning funds are utilised to support the implementation of strategic directions in addition to the individual teacher identified goals

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All staff have individualised professional learning which are aligned to: • Australian Professional Standards for teaching; • Performance and Development Framework (P.D.F.); • NSW Curriculum; • DEC Reforms – Great Teaching and Inspired Learning and School Excellence; • School Strategic Directions.	$22189.00	Continued implementation of PDP process and timelines Development of plans were reviewed regularly by individual staff as per timelines. Professional meetings with supervisors throughout the year were undertaken as part of the process. Staff provided evidence to demonstrate progress of PDP. Classroom observations were implemented for all teaching staff where authentic feedback was provided to improve teaching and learning. Observation recording template was utilised by a number of staff as part of this process Professional learning is provided on a whole school basis. Other professional learning opportunities were made available for individual staff who identified specific goals to support their own professional learning.

Next Steps

- Growth Coaching Leadership Course to be undertaken by other executive members and or offered to teachers who are mentoring staff
- Review of PDPs to identify leadership capabilities of staff

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 Postive Behaviour for Learning (PBL) framework at Kegworth, including:

- "PBL Kick Off" day undertaken at the beginning of Term 2 to launch the PBL framework at the school
- Positive Behaviour for Learning school expectations and rules implemented consistently across all class and non class settings
- Development of class lessons to ensure school consistency in the implementation of PBL in identified settings e.g. transitions in school settings, disruptions in classrooms
- Regular review of PBL data (major and minor) to inform next steps and / or to identify areas of success
- Concept designs and costings for permanent signage was investigated in preparation for 2019
- Development of school's KPS Discipline Procedures in line with PBL.
- Regular communication and updates via school newsletter and PBL flyers to inform school community

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Effective development & implementation of positive Student Welfare programs, policies and procedures, including: **Social Inclusion:** Discipline and Anti–Bullying **Student Well Being:** Student Health, Leadership, S.R.C, Out of Home Care and Values Education **Homework – policy & procedures** **Student Attendance** **Learning and Support Team:** student LST referrals and ILPs / PLPs	$5500	Positive Behaviour for Learning framework, expectations and rules implemented at KPS Regular PBL team meetings to ensure effective implementation and consistency across school of PBL framework, expectations and rules Regular collection of PBL data to inform areas of concern and / or areas of success within the school Teaching lessons developed, modelled and taught to address identified areas of concern Concept design for permanent signage investigated for class and non–class settings KPS Discipline Procedures developed in line with DoE policy and PBL framework
Improved parent community engagement and communication with the school.		Communication survey undertaken in conjunction with P&C. Survey results supported a change in the school's approach for the dissemination of general school communication including excursions, to include email, skoolbag and e–forms Parent workshops were organised to inform school

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Improved parent community engagement and communication with the school.		community e.g. PBL and KPS Discipline Procedures Regular communication re: PBL and Discipline procedures provided to school community via P&C meetings, newsletter and / or flyers

Next Steps

- Implementation of KPS Discipline Procedures including positive and negative behaviour rewards and consequences
- Purchase of permanent PBL signage for identifed areas around the school
- Collection and analysis of school data (major and minor) to identify behaviours of concern and / or determine the level of school success
- Continued development of PBL teaching lessons, focussing on areas identified from data collection
- Identify the number of students through data collection, who consistently reflect compliance with school behavioural expectations and rules
- Review and update the school's Anti Bullying Procedures in line with the school's Discipline Procedures and DoE policies
- Review and update KPS Communication Procedures in line with DoE policy and survey results

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	$9637	Student financial assistance to support identified students with workbooks, uniforms and excursions. Personalised learning plans were developed and reviewed throughout the year with parents and carers. Literacy support personnel, including SLSO and parent tutors provided 1 – 1 and group support for identified Aboriginal students requiring academic support
English language proficiency	$13194	The school received a staffing allocation of two days per week (0.4) in 2017 Students who required English language proficiency support were identified with targeted learning program in collaboration with class teachers. Students were either withdrawn and / or provided with in class support. These funds were used to support the employment of the 14th class teacher in 2017
Low level adjustment for disability	$17635	Individual education plans were developed and reviewed for all students meeting disability criteria. These funds were used to support the employment of the 14th class teacher in 2017.
Quality Teaching, Successful Students (QTSS)	0.245 – staffing entitlement = $24886	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 based programs and work undertaken in strategic direction areas. A portion of these funds were also used to employ a specialist teacher to support an improvement writing program with identified Stage 2 and 3 students, four morning per week.
Socio–economic background	$7515	The employment of a literacy support teacher to provide targeted students with additional assistance in either individual or small group settings using Multi–Lit and Mini–Lit programs.
Support for beginning teachers	$23788	Funds were used to provide release time to support beginning teachers and / or their supervisor. Areas of focus was on developing knowledge of curriculum, programming, classroom organisation, behaviour management and resource development. Funds supported Teacher accreditation purposes and also provided access to external professional learning opportunities.

Student information

Student enrolment profile

	Enrolments			
Students	2014	2015	2016	2017
Boys	157	154	168	165
Girls	148	154	150	164

K – 6 student enrolments continue to grow steadily. During 2017, Kindergarten enrolments increased to support a 14 x class structure. A mixture of local and non local enrolments are evident within the school. At this stage, the school continues to accept non local enrolments and has not yet reached full capacity.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	96.2	95.3	96.3	95.9
1	96.6	94.5	95.7	94.7
2	96.7	95	95.6	93.9
3	95.7	96.7	95.6	95.1
4	95.8	93.8	96.2	95.3
5	96.8	95.2	96.8	95
6	93.4	93.2	94.9	93.6
All Years	96	94.8	95.9	94.8
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

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. Information regarding school attendance procedures and requirements is communicated to the parent community via school newsletters and / or Skoolbag (social media).

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
KRED	23
KGREEN	25
1C	21
1V	21
1G	22
2G	25
2E	23
3V	24
3H	24
3_4R	28
4W	29
5R	25
6W	21
6T	22

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	3
Head Teacher(s)	0
Classroom Teacher(s)	13.52
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.5
Teacher Librarian	0.8
Teacher of ESL	0.4
School Counsellor	0
School Administration & Support Staff	4.12
Other Positions	1

*Full Time Equivalent

During 2017, the school supported 14 classroom teaching positions. This included 3 executive staff and 11 classroom teachers in addition to the employment of a number of specialist teachers.

The school also supports a full time Preschool, providing 2 preschool groups that operate on a rotational 5 day fortnight routine. Kegworth Preschool employs a full time Preschool teacher supported by a full time Preschool Student Learning Support Officer (S.L.S.O.)

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. The school's 'English as an Additional Language & Dialect' (EAL/D) teacher continued to be employed for 2 days per week supporting identified students whose first language was not English.

Our Release from Face to Face teacher program (R.F.F) for all K – 6 students supported 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 2017 as another component of RFF. Years K – 6 students were taught a variety visual arts methods and skills, benefitting both students and teachers alike. This program is valued and continues to be 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 utlising 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. The employment of a Student Support Learning Officer (SLSO) and selected Year 6 peer volunteers were also trained in the Multi–Lit program working with individual students during the week. Close monitoring and assessing of student progress over time was undertaken by the

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.

The employment of an additional teacher to work intensively with identified students in Years 2 – 6 in small group situations, either through withdrawal or within class support, on a rotational basis throughout the year was adopted in 2017. Support was provided in developing skills specifically focussed for Writing.

A temporary Teacher–Librarian was employed 4 days per week, replacing the school's permanent Teacher–Librarian who elected to take leave for most of 2017. In addition to promoting and reading books from the Premier's Reading Challenge list, the Teacher – Librarian also worked collaboratively with class teachers in the area of English, with a focus on reading for enjoyment.

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.

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 full time School Administrative Manager (S.A.M.), one full time 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.

Most of the school's professional learning focussed on English and Mathematics including the review of whole school data collection and analysis, Formative Assessment and Growth Mindset implementation in addition to sessions on Wellbeing to review the school's Discipline Policy and continuation of work undertaken in Positive Behaviour for Learning (PBL).

Two teachers were provided with Beginning Teacher funds in 2017. Beginning teacher funds were used to support teacher's professional needs including attendance at a range of DoE internal, online and external training sessions and in school support from stage supervisors.

Three teachers completed mandatory teacher accreditation requirements, achieving proficiency level standards during the year.

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

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

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 **Actual** ($)
Opening Balance	192,208
Revenue	3,213,508
Appropriation	2,944,745
Sale of Goods and Services	37,601
Grants and Contributions	229,202
Gain and Loss	0
Other Revenue	0
Investment Income	1,961
Expenses	-3,218,716
Recurrent Expenses	-3,218,716
Employee Related	-2,825,792
Operating Expenses	-392,924
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	-5,208
Balance Carried Forward	187,000

Due diligence when utilising funds to support school programs and initiatives is always undertaken at Kegworth Public School. As a greater understanding of new SAP generated reports continues to be gained over time, the school budget will better reflect and support these initiatives and programs to ensure that resources are spent equitably and transparently.

Financial summary equity funding

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

	2017 **Actual** ($)
Base Total	2,349,679
Base Per Capita	49,630
Base Location	0
Other Base	2,300,048
Equity Total	139,398
Equity Aboriginal	9,637
Equity Socio economic	7,515
Equity Language	53,824
Equity Disability	68,422
Targeted Total	57,924
Other Total	307,545
Grand Total	2,854,546

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.

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
- School Average 2015-2017
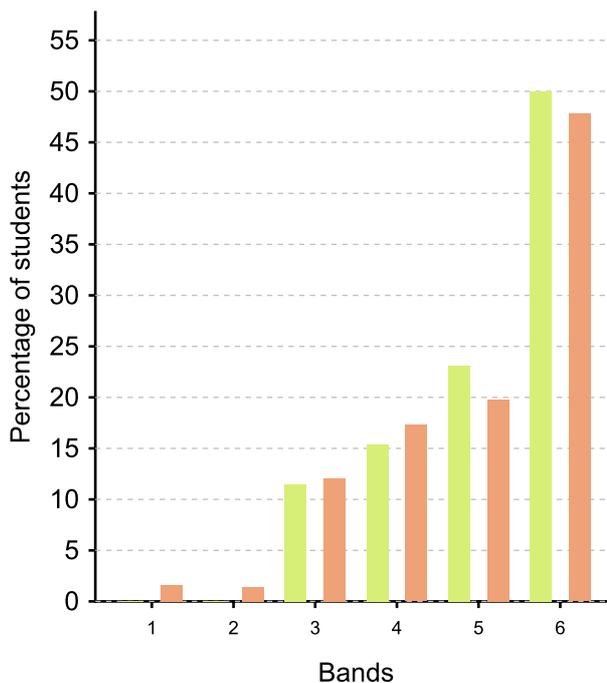
Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	11.5	15.4	23.1	50.0
School avg 2015-2017	1.6	1.4	12.1	17.3	19.8	47.8

Percentage in bands:
Year 3 Grammar & Punctuation

- Percentage in Bands
- School Average 2015-2017
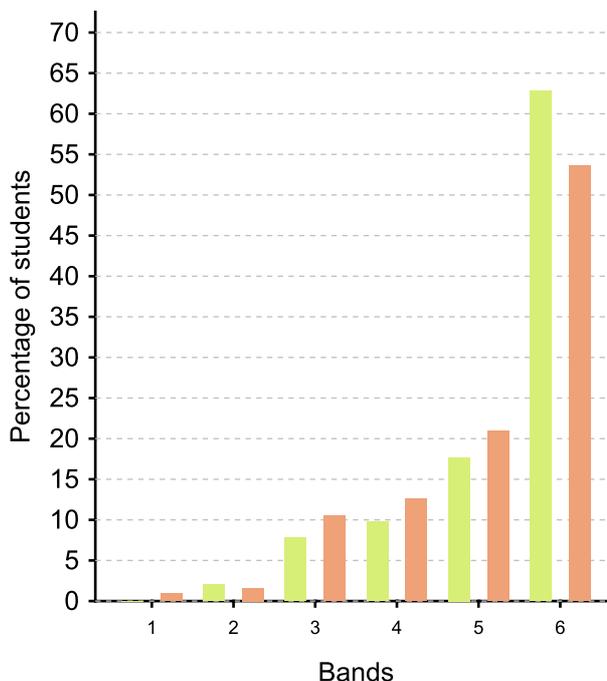
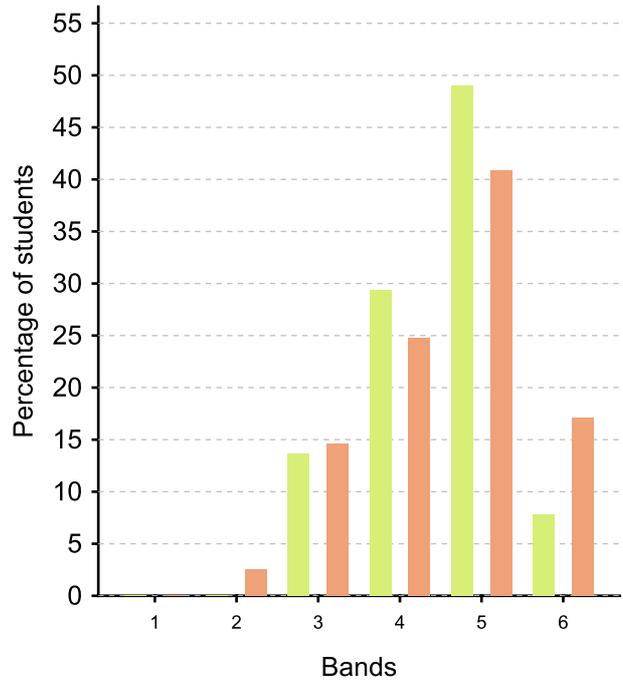| Band	1	2	3	4	5	6
Percentage of students	0.0	2.0	7.8	9.8	17.7	62.8
School avg 2015-2017	0.9	1.6	10.5	12.6	20.9	53.6

Percentage in bands:
Year 3 Writing

Percentage in bands:
Year 3 Spelling

Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	13.7	29.4	49.0	7.8
School avg 2015-2017	0.0	2.5	14.6	24.8	40.9	17.1

Band	1	2	3	4	5	6
Percentage of students	0.0	3.9	17.7	9.8	23.5	45.1
School avg 2015-2017	0.0	4.9	11.6	16.0	27.3	40.2

Percentage in bands:
Year 5 Spelling
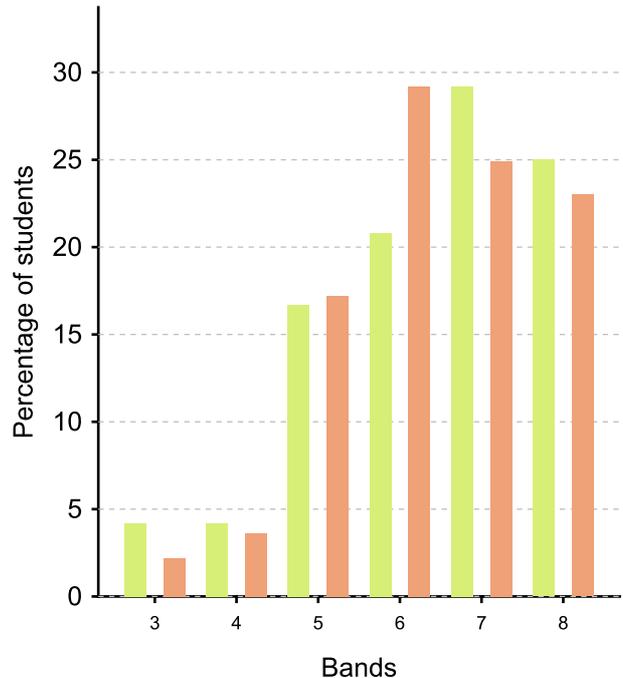
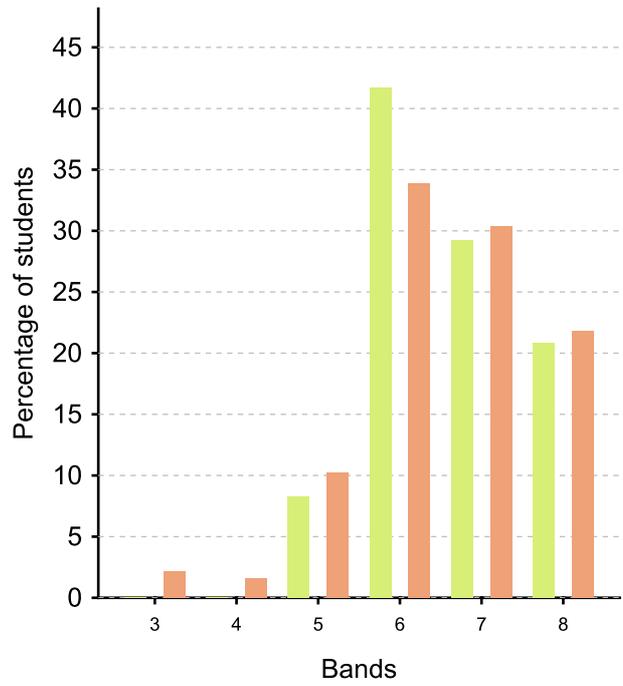| Band	3	4	5	6	7	8
Percentage of students	4.2	4.2	16.7	20.8	29.2	25.0
School avg 2015-2017	2.2	3.6	17.2	29.2	24.9	23.0

Percentage in bands:
Year 5 Reading
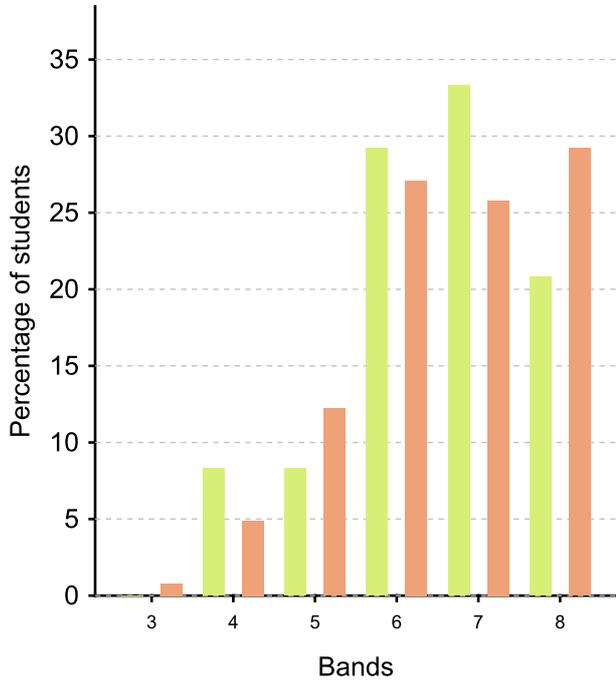
Percentage in Bands
School Average 2015-2017

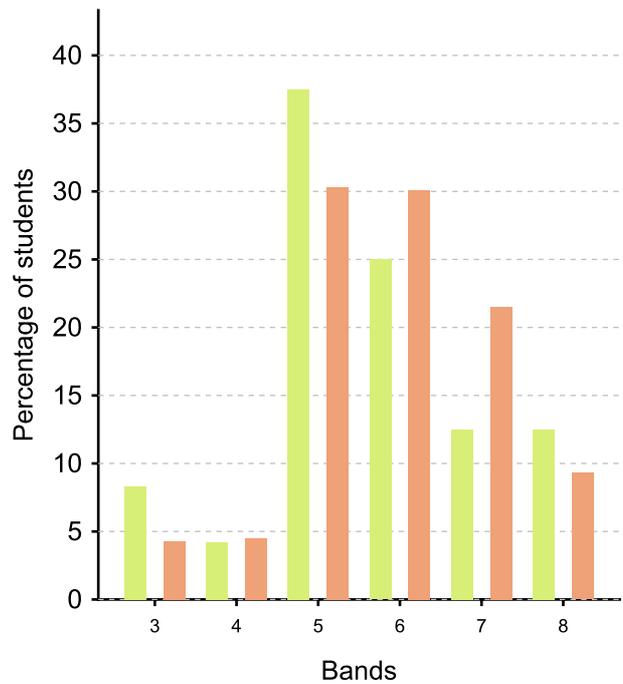| Band	3	4	5	6	7	8
Percentage of students	0.0	8.3	8.3	29.2	33.3	20.8
School avg 2015-2017	0.8	4.9	12.2	27.1	25.8	29.2

Percentage in bands:
Year 5 Grammar & Punctuation

Percentage in Bands
School Average 2015-2017

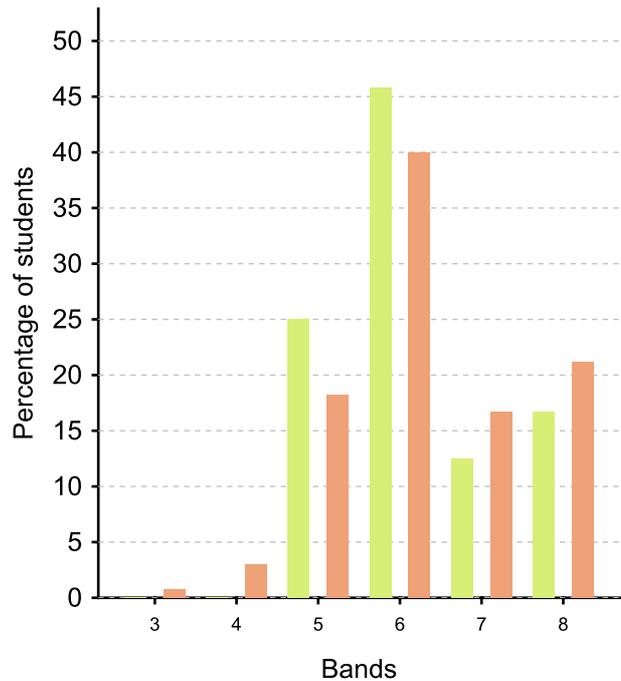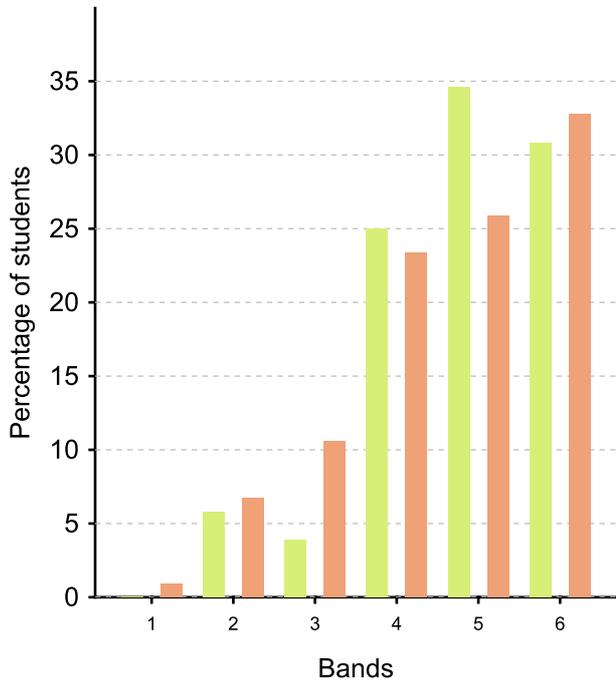| Band	3	4	5	6	7	8
Percentage of students	0.0	0.0	8.3	41.7	29.2	20.8
School avg 2015-2017	2.2	1.6	10.2	33.9	30.4	21.8

Percentage in bands:
Year 5 Writing

Percentage in Bands
School Average 2015-2017

Band	3	4	5	6	7	8
Percentage of students	8.3	4.2	37.5	25.0	12.5	12.5
School avg 2015-2017	4.3	4.5	30.3	30.1	21.5	9.3

Percentage in bands:

Year 3 Numeracy

Band	1	2	3	4	5	6
Percentage of students	0.0	5.8	3.9	25.0	34.6	30.8
School avg 2015-2017	0.9	6.7	10.6	23.4	25.9	32.8

Percentage in bands:

Year 5 Numeracy

Band	3	4	5	6	7	8
Percentage of students	0.0	0.0	25.0	45.8	12.5	16.7
School avg 2015-2017	0.8	3.0	18.2	40.0	16.7	21.2

The My School website provides detailed information and data for national literacy and numeracy testing. Go to http://www.myschool.edu.au to access the school data.

Parent/caregiver, student, teacher satisfaction

During 2017, 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 = 72% NSW Govt norm =81%

• Participation in sports and clubs: KPS = 90% NSW Govt norm =89%

• Positive relationships: KPS = 84% NSW Govt norm = 85%

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 = 95% NSW Govt norm = 96%

• Positive school behaviour: KPS = 94% NSW Govt norm = 83%

• Homework behaviour: KPS = 51% NSW Govt norm = 63%

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 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 = 86% NSW Govt norm = 78%

• Effort: KPS =96% NSW Govt norm = 88%

• Quality Instruction: KPS = 94% NSW Govt norm = 93%

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 = 10%

• Year 5: KPS mean = 4% NSW Govt mean = 11%

• Year 6: KPS mean= 5% NSW Govt mean = 12%

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= 100% NSW Govt mean = 81%

• Mid SES: KPS mean= 94% NSW Govt mean = 91%

• High SES: KPS mean = 100% NSW Govt mean = 94%

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 = 8.3 NSW Govt mean = 8.2
• Teacher Student Relations: KPS mean = 8.5 NSW Govt mean = 8.4
• Learning Climate: KPS mean = 6.7 NSW Govt mean = 7.2
• Expectations for Success: KPS mean = 8.3 NSW Govt mean = 8.7

What schools can do:

• All students need an advocate – someone at school who consistently provides encouragement

- and to whom they can turn to advice
- School staff need to identify students showing early signs of disengagement and regularly monitor their progress
- A substantial number of students have poor literacy skills. Majority of these students did not learn to read well in their foundation years (i.e. first 3 years) They need intervention aimed at improving their basic reading and math skills
- A number of students who are disengaged may suffer from anxiety. The school can support student with anxiety by supporting programs designed to improve student resilience, by tackling issues with bullying and school safety and by building family school partnerships.
- Increasing intellectual engagement of students requires change in classroom practice such as teaching arrangements, approaches to instruction, school and / or class schedules, student groupings and assessment strategies.

Parents

The Partners in Learning Parent survey is a comprehensive questionnaire covering parents' perceptions about their children's experiences at home and at school. The survey scores measures on a ten point scale. 46 of Kegworth parents and carers (22% of the parent community) responded to the survey between September and October 2017.

1. **Parents feel welcome at the school** (KPS mean 7.5 / NSW Govt mean = 7.4) by:

- feel welcome when they visit the school – KPS mean = 7.6
- can easily speak with their child's teachers – KPS mean = 8.2
- am well informed about school activities – KPS mean = 8.1
- teachers listen to concerns that I have – KPS mean = 7.7
- can easily speak with the school principal – KPS mean = 7.2
- written information from the school is in clear, plain language – KPS mean = 7.7
- parent activities are scheduled at time when I can attend – KPS mean = 5.8
- the school's administrative staff are helpful when I have a question or problem – KPS mean = 8.3

– 74% of parents indicated that parent–teacher communication were undertaken and / or made available by the teacher / school (>3–4 times per yr);

– 85% of parents had attended school meetings / workshops organised during the year;

– 29% of parents supported the school through the involvement on a school committee.

2. **School supports learning**: (KPS mean = 6.8 / NSW Govt Mean = 7.3) by:

- teachers have high expectations for my child to succeed – KPS mean = 6.8
- teachers show an interest in my child's learning –

KPS mean = 7.0
- my child is encouraged to do his or her best work – KPS mean = 7.9
- teachers take account of my child's needs, abilities, and interests – KPS mean = 7.0
- teachers expect my child to work hard – KPS mean = 7.3

3. **School strongly supports positive behaviour**: (KPS mean = 7.8 / NSW Govt Mean = 7.7) with:

- teachers expect my child to pay attention in class – KPS mean = 8.0
- teachers maintain control of their classes – KPS mean = 8.1
- my child is clear about the rules for school behaviour – KPS mean = 8.4
- teachers devote their time to extra–curricular activities – KPS mean = 6.8

4. **School supports safety at school**: (KPS mean = 7.4 / NSW Govt mean = 7.4) with:

- behaviour issues are dealt with in a timely manner – KPS mean = 6.7
- my child feels safe at school – KPS mean = 7.6
- school prevents bullying – KPS mean = 7.0
- my child feels safe going to and from school – KPS mean = 8.3

5. **School was seen to be inclusive**: (KPS mean = 6.8 / NSW Govt mean = 7.7) by:

- teachers helping students who need extra support – KPS mean = 6.6
- teachers try to understand the learning needs of students with special needs – KPS mean = 6.5
- school staff create opportunities for students who are learning at a slower pace – KPS mean = 6.7
- school staff take an active role in making sure all students are included in school activities – KPS mean = 6.8
- teachers help students develop positive friendships – KPS mean = 7.2

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

- parents would like to have more school activities scheduled at times when parents are more able to attend;
- teaching staff and school to create other opportunities for students who have special needs, need extra support or are learning at a slower pace;
- teachers to devote additional time to extra curricular activities for students;
- teacher to demonstrate higher expectations for their child to succeed;
- school could deal with behaviour issues in a more timely manner.

Staff

The "Dimensions of Classroom and School Practices" is based on the learning model followed by the Outward Bound program. This model is described in John Hattie's book – Visible Learning. The scores for each of the four dimensions of Classroom and School

Practices are scored on a ten point scale. 50% of KPS teachers responded to this survey during October 2017.

- Challenging and Visible Goals – KPS mean = 8.4 / NSW Govt mean = 7.5
- Overcoming Obstacles to Learning – KPS mean = 8.4 / NSW Govt mean = 7.6
- Quality Feedback – KPS mean = 8.2 / NSW Govt mean = 7.3
- Planned Learning Opportunities – KPS mean = 8.6 / NSW Govt mean = 7.7

KPS teachers were also surveyed against the Eight Drivers of Student Learning

- Leadership: KPS mean = 8.4 / NSW Govt mean = 7.1
- Collaboration: KPS mean = 8.7 / NSW Govt mean = 7.8
- Learning Culture: KPS mean = 8.8 / NSW Govt mean = 8.0
- Data Informs Practice: KPS mean = 8.6 / NSW Govt mean = 7.8
- Teaching Strategies: KPS mean = 8.8 / NSW Govt mean = 7.9
- Technology: KPS mean = 7.1 / NSW Govt mean = 6.7
- Inclusive school: KPS mean = 9.0 / NSW Govt mean = 8.2
- Parent involvement: KPS mean = 7.7 / NSW Govt mean = 6.8

Staff indicated that the school could improve the following aspects:

- greater support from the parent community for the day today teaching of students and on special days and
- improved technology – for students to set and track their own technological goals and for teachers to be able to give students immediate feedback on their learning,

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 celebrated many significant events during 2017. These included "Sorry Day", "Reconciliation Week" and "NAIDOC Week".

Our main event this year was 'NAIDOCWeek '. This year, we were entertained once again by Tju purra who provided students with a range of Indigenous experiences such as dance and story–telling. The activities 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 monitoring and reviewing of Personalised Learning Plans (P.L.P.'s) for each Indigenous student in the school continued throughout 2017. 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 2017 by Kindergarten and Stage 2 students. The pieces were exhibited at the Power House Museum and are now hanging in prominent spaces for all to enjoy.

The school continues to look for other opportunities to support and foster positive partnerships with our Indigenous students and their families.

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