Introduction

The Annual Report for 2017 is provided to the community of Kempsey South Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self–assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Andrew Kuchling
Principal

School contact details

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Message from the Principal

Kempsey South Public School provides an innovative and supportive learning environment in which our students access purposeful and engaging learning programs. A comprehensive Kindergarten orientation program and a strong high school transition support the smooth progression between pre–school, primary and high school.

We are a proud member of the Macleay Public Schools Community of Schools. This allows our school to leverage our own expertise with those of partner schools from across the valley to ensure we can provide the greatest access to gifted and talented programs, from Public Speaking and debating to Chess and Robotics.

The school is committed to continual improvement and our School Plan articulates priorities in the Strategic Directions of Literacy and Numeracy, Wellbeing and Community. Within these areas, school teams lead the planning and evaluation for school projects.

Our school prioritises the use of our funding to support student's learning. As such, our students enjoy smaller class sizes and at least one Student Learning Support Officer (teacher's aide) in every single classroom. In addition, our school has very close ties with inter–agencies to ensure supports are in place for our students and their families when needed.

Parent participation is actively encouraged in our school. In addition to our eight regular School and Community Open Days, Personalised Learning Plan (PLP) meetings and P&C meetings, parents and families are always warmly welcome in our school. Strong partnerships with the home has been a central tenet to our ongoing success and also a focus area for the future.
School background

School vision statement

Inspiring students to become confident adults with empathy, self–worth and aspirations.

School context

Kempsey South Public School was established in 1960. The school currently has a mix of new and older buildings, all of which are well maintained. The school currently serves a highly disadvantaged community, comprised of 75% ATSI students and a FOEI of 199.

The school enjoys very strong support from the community, working closely with a range of families and organisations to provide the maximum benefit to all students.

Kempsey South Public School had 157 students enrolled during 2017, including 2 Multi–Categorical support classes.

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 domain of Learning, significant focus has been placed on developing a school wide learning culture in which students are engaged and self motivated. With the use of learning intentions, success criteria and feedback, students are learning to take responsibility of their learning, understand the different pathways for learning and what they must do to continue to make progress and achieve set outcomes.

In the Teaching domain, strategic planning has enabled teachers teaching similar stage levels to have release together providing the perfect opportunity for them to work together to improve the teaching and learning in their year groups. This collaborative time has also provided the opportunity for staff members to co–plan units of work, implement consistent assessment tasks, engage in consistent teacher judgement and compare teaching programs and strategies. The impact of these collaborative practices has been beneficial for both teachers and students and more work in this area will continue next year.

In the domain of Leading, progress has continued to be achieved in the Leadership element. Productive relationships continue to be developed with external agencies, helping to improve educational opportunities for all students. An example of this is the relationship developed with Charles Sturt University through their Future Moves program. The Future Moves program targets students from disadvantaged backgrounds introducing them to the world of university and higher education. It encourages them to become more confident in considering tertiary study as a realistic option in their career. This program, in particular their Check It Out Day, inspired many of our students to consider university as an option for their future.

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:

Wellbeing

Purpose

Our school promotes positivity so that students feel safe to aspire.

Resilient students who feel safe to take challenges with their learning are most likely to succeed at school and in their post-academic lives. Having a positive self-image builds self-esteem, confidence and resilience in addition to building Affective Engagement in students who undertake challenges and engage in higher-order tasks.

Overall summary of progress

Throughout 2017 students from K–6 have had the opportunity to participate in a wide range of wellbeing focused programs. We started the year off with a visit from the South Sydney Rabbitohs. The Souths Cares program focused on students developing respect for themselves and those around them as well as fostering a sense of belonging for all students at our school.

As a result of continued work and consultation with the Family Referral Services students in Stage 2 and 3 have had the opportunity to participate in the 'Drum Beat' and 'Rock and Water' programs both focusing on developing the students social and emotional learning. These programs aim to raise self-awareness of personal strengths, encourage open communication and develop relationships amongst students.

One of the highlights of the year was the successful Malpa Dhalayi Doctors program. This program continues to engage students in Stage 2, educating them in the areas of nutrition, health literacy, leadership, hygiene, environmental health, well-being and identify. This year added an extra element of excitement for the students with aspects of the program being filmed and the production of a short documentary was created and aired on national television, highlighting the impact the program was having on the community and our school. This was both an exciting and unique experience for the students and one we are sure they will never forget.

2017 also saw the return of Healthy Harold and the Life Education Van. For a large percentage of students at our school this was their first experience visiting Healthy Harold. The new and improved content presented made for a valuable learning experience, helping to support students to make healthy lifestyle choices.

Progress towards achieving improvement measures

<table>
<thead>
<tr>
<th>Improvement measures (to be achieved over 3 years)</th>
<th>Funds Expended (Resources)</th>
<th>Progress achieved this year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welfare data reflects improvements in lunch behaviour attributable to Play Partners and All Stars programs</td>
<td>Lunchtime Sporting Equipment $1000 Innovative Afternoons $1500 Canteen Subsidy $2000 Senior Camp $3600 Infants Excursion $1000 End of Year Activities $1000</td>
<td>Structures put in place during lunch and afternoon tea time breaks has resulted in a positive impact on lunch behaviour. SLSO staff provide support during break times, engaging students in active sessions including soccer, touch football and skipping. Innovative sporting equipment was purchased to improve access for all students and throughout the year a range of students have helped in the distribution of the equipment, promoting leadership for students in all years. Kempsey South Public School is committed to consistently providing students with opportunities to engage in innovated teaching and learning experiences. Our Innovative Afternoons program provides students with the chance to select from a range of activities, including construction, robotics, coding and science experiments. Students are encouraged to select activities that interest them or that they would like to learn more about, providing another opportunity to develop highly engaged, self-motivated learners.</td>
</tr>
</tbody>
</table>

| Students engage in school based activities to highlight Affective Engagement | |

Printed on: 9 April, 2018

Kempsey South Public School 4196 (2017)
### Progress towards achieving improvement measures

<table>
<thead>
<tr>
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<th>Funds Expended (Resources)</th>
<th>Progress achieved this year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welfare data reflects improvements in lunch behaviour attributable to Play Partners and All Stars programs</td>
<td>School funds continue to subsidise lunch orders purchased before 9am, resulting in an increase of students arriving at school on time. The morning breakfast program continues to run from the canteen.</td>
<td>With the aim of continuing to provide students with the opportunity to access a range of experiences school funds continue to subsidise the senior camp and infants excursions. School funds also subsidise the end of year activities enabling all students to celebrate their achievements throughout the year.</td>
</tr>
<tr>
<td>Students engage in school based activities to highlight Affective Engagement</td>
<td>The school continues to keep up to date with changes in technology, ensuring that all classes have access to reliable technology to enhance lessons and learning experiences.</td>
<td></td>
</tr>
</tbody>
</table>
Next Steps

* Continue to work with inter-agencies to provide 'beyond the school' supports for students, such as the introduction of the Learning Centre proposal in 2018 in partnership with FaCS and PCYC to support our most vulnerable students.

* Prioritise teacher training in Wellbeing and continue to work closely with inter-agencies to supports our student's families.

* Continue to collect and interrogate school Wellbeing data to ensure we are responsive to the needs of our students.
Strategic Direction 2

Literacy and Numeracy

Purpose

Literacy and Numeracy

Our school differentiates the curriculum to individualise learning for all students.

Modern classrooms are learning spaces comprised of many individuals who learn best when each of their specific needs are accounted for. Highly trained teachers and SLSOs play a central role in delivering the best possible standards in education. We aim to develop learning programs that explicitly include strategies which require students to think deeply and logically, obtaining evidence to reinforce their opinions.

Overall summary of progress

2017 saw the introduction and start of the highly successful Early Action for Success program at Kempsey South. Not only did this program provide the school with an extremely valuable Instructional Leader, it also provided training for all Early Stage 1 (ES1) and Stage 1 (S1) staff. One of our ES1 teachers continued to develop her knowledge and understanding of the L3 program whilst the other was exposed to new, valuable training and development. Both S1 classroom teachers were provided with the opportunity to engage in L3 Stage 1 training which has not only improved their teaching but saw incredible growth and achievement for all students from Kindergarten to Year 2. Whilst the EAFS program is aimed at the staff and students in ES1, S1 and S2, the collaboration, professional discussions and sharing of knowledge between all staff members at Kempsey South has seen elements of this valuable program implemented in classrooms school wide.

Our commitment to raising the language, literacy and numeracy levels of all students at Kempsey South is achieved by providing our students with the most up to date valuable learning programs available. As well as the L3 training received by our ES1/S1 staff, 2 more staff members were trained in the ALNF Early Language and Literacy program resulting in 85% of staff members trained on this program. Our Reading Recover program continues to provide one on one reading support to students in Year 1 and the recent introduction of Mini Lit gives an alternative approach to improving the reading and comprehension of students in Stage 2. Quicksmart continued throughout 2017, providing a group of students in Year 5 with one on one support to improve their automatic recall of basic number facts across all four operations.

The implementation and use of Learning Intentions and Success Criteria across the school was a major focus for 2017. With the intention of developing students into self directed learners, all classrooms adopted the Visible Learning practices to further improve student development. As a result of the positive impact of these practices school wide, further professional development will continue in this area throughout 2018.

Progress towards achieving improvement measures

<table>
<thead>
<tr>
<th>Improvement measures (to be achieved over 3 years)</th>
<th>Funds Expended (Resources)</th>
<th>Progress achieved this year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Active participation by staff in Community of Schools initiatives</td>
<td>Computer Coordinator Days $2,240</td>
<td>Kempsey South Public School continues to play a significant role in the organisation of the Combined Macleay Public Schools Term 3 Staff Development Day. From facilitating the day to individual staff members presenting sessions and sharing their knowledge and understanding with schools from across the region.</td>
</tr>
<tr>
<td>School Excellence Framework reports continue to indicate higher than expected growth in student outcomes and attainment</td>
<td>Combined Macleay Public Schools Term 3 Staff Development Day $1,110</td>
<td>Our school continues to coordinate the Hastings/Macleay Computer Coordinator Days held once a term and the Annual Hastings/Macleay STEM Day.</td>
</tr>
<tr>
<td>Students participate in regular feedback sessions with teachers and peers.</td>
<td>Professional Development in:</td>
<td>To continue to achieve higher than expected growth in student outcomes and attainment school funds have been used to provide professional development to further teacher training, particularly in the areas of literacy and numeracy.</td>
</tr>
<tr>
<td></td>
<td>Introductory L3 Training $20,000</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Implementation of MiniLit $1,500</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Intervention Support Teachers $123,200</td>
<td></td>
</tr>
</tbody>
</table>
### Progress towards achieving improvement measures

<table>
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</tr>
<tr>
<td>Students participate in regular feedback sessions with teachers and peers.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>School funds have also been used to implement the highly successful MiniLit program aimed to provide students in Stage 2 with the opportunity to work in a small group to develop reading skills.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Additional teachers employed to provide intervention to small groups of students across the school. Students from Kindergarten to Year 6 have had access to intervention time throughout the year.</td>
<td></td>
</tr>
</tbody>
</table>

### Next Steps

- Train a staff member in the TENS program to improve the numeracy teaching and learning across the school.
- Classroom teachers to implement and utilise student Learning Journals with the aim of developing self directed learners who can articulate their learning journey.
- Ensure the strategic implementation of the Early Action for Success initiative by structuring classes to maximise staff eligibility to participate in this fundamentally significant training program.
Purpose

Community

Our school works hand in hand with our community to support our students.

To ensure Kempsey South Public School has real-world significance for our students and their families so that so that the education process is highly valued. Developing and maintaining genuine and productive relationships is key to becoming literate, environmental, ethical and socially aware citizens.

Overall summary of progress

Working collaboratively with the community is a major focus at Kempsey South Public School. We understand that effective partnerships are based on mutual respect and trust and an understanding that the education of the student is a shared responsibility. We always aim to develop strong partnerships with our families and the wider community to ensure the best possible learning experiences are received by the students that attend our school.

Over the past few years significant focus has been placed on developing a strong sense of purpose and belonging for the families of our school. The school is gradually developing into a centrepiece in the community and this is clearly evident from the increase in participation from parents and carers in our School and Community Open Days. One of our many successful events this year was the Mother's Day Morning Tea. This event was supported by Karen Hall from Schools and Community Centres and saw 82 visitors, including mothers, fathers, carers and grandparents, join together to celebrate Mother's Day, one of our most successful events of the year.

Parent involvement in completing student Personalised Learning Pathways (PLPs) continues to be an area that we are consistently working on. The trial of 'M Goals' worked well for student engagement and interaction with their PLP but didn't reach the parents as successfully as we had hoped. A new approach to engaging parents in the joint construction of the students PLPs will occur next year with the aim of achieving our goal of 100% of student PLPs complete.

Progress towards achieving improvement measures

<table>
<thead>
<tr>
<th>Improvement measures (to be achieved over 3 years)</th>
<th>Funds Expended (Resources)</th>
<th>Progress achieved this year</th>
</tr>
</thead>
<tbody>
<tr>
<td>The school is recognised as a central hub for the community and has productive relationships with external agencies</td>
<td>Aboriginal staffing is used to improve cultural awareness in both content and pedagogy delivered while reducing learning group sizes. $198,103</td>
<td>Our school focuses heavily on being a central part of our community. Continued focus has been placed on developing strong relationships with our parents and carers as well as extending this relationship to include external agencies.</td>
</tr>
<tr>
<td>Continuing strong participation from parents and carers in School and Community Open Days</td>
<td>Small Schools NAIDOC Festival $1,000</td>
<td>Parent and carer participation in School and Community Open Days continues to improve as a result of the focus on maintaining a positive school environment and a place where everyone feels welcome to come and celebrate the achievement of their children. The success of the School and Community Open Days can also be attributed to the partnerships developed with external agencies including the local AECG, Schools and Community Centres, Family Referral Services and Mission Australia.</td>
</tr>
<tr>
<td>100% of students have PLPs</td>
<td>Connecting to Country $1,400</td>
<td>One of our largest School and Community Open Days is our Small Schools NAIDOC Festival which involves small schools from across the region. Support from external agencies helps this event to be highly successful and cost-effective for all involved.</td>
</tr>
</tbody>
</table>

In regards to student PLPs, Kempsey South
Progress towards achieving improvement measures

<table>
<thead>
<tr>
<th>Improvement measures (to be achieved over 3 years)</th>
<th>Funds Expended (Resources)</th>
<th>Progress achieved this year</th>
</tr>
</thead>
<tbody>
<tr>
<td>The school is recognised as a central hub for the community and has productive relationships with external agencies</td>
<td></td>
<td>continues to work closely with the local AECG to support families in completing the PLP process.</td>
</tr>
<tr>
<td>Continuing strong participation from parents and carers in School and Community Open Days</td>
<td></td>
<td></td>
</tr>
<tr>
<td>100% of students have PLPs</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Next Steps

- Leverage our high success in getting families into school to support Open Days by encouraging more helpers in the classrooms for a range of activities including reading, arts, craft and cooking sessions.
- Extend the representative value of our P&C by encouraging more members from within our community.
- Continuing to build on the significance of the Combined NAIDOC day celebration by ensuring the active participation of all interested Small Schools
- Ensuring the ethos of Belonging is a tangible element within our school through participation in the Cultural Project Officer learning series, Malpa Dhalayi Doctors, BroSpeak, Dunghutti Cultural tours and Connecting to Country training events.
<table>
<thead>
<tr>
<th>Key Initiatives</th>
<th>Resources (annual)</th>
<th>Impact achieved this year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aboriginal background loading</td>
<td>$259,864</td>
<td>KSPS engaged in a number of initiatives which celebrate Indigenous traditions and culture. 2 Aboriginal Education Officers, an Aboriginal Education Worker and other ATSI staff engage with students and their families to support the schooling experience for all. The staff members also have collegial discussions with classroom teachers ensuring all staff embed culturally sensitive teaching and learning experiences and methodologies.</td>
</tr>
<tr>
<td>Low level adjustment for disability</td>
<td>$118,642</td>
<td>Additional SLSO staff members are employed to support students both in the classroom and on the playground. Additional support in the classroom enables individualised and small group learning to take place, ensuring students receive high quality teaching and learning experiences, targeted to their needs.</td>
</tr>
<tr>
<td>Quality Teaching,Successful Students (QTSS)</td>
<td>$10,056</td>
<td>Additional Intervention teachers employed to support individual students and groups of students through tiered interventions in the classroom, under the expert guidance of our DP EAFS IL.</td>
</tr>
<tr>
<td>Socio–economic background</td>
<td>$303,055</td>
<td>Students have had access to a range of classroom based resources and learning devices that help to support the development of their knowledge and understand in all key learning areas.</td>
</tr>
<tr>
<td>Support for beginning teachers</td>
<td>$26,255</td>
<td>Funding utilised to provide additional RFF and coaching / mentoring sessions for beginning teachers under our Learning Walks model of support.</td>
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</table>
Student information

Student enrolment profile

<table>
<thead>
<tr>
<th>Students</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
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<td>Boys</td>
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<td>64</td>
<td>58</td>
<td>75</td>
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<tr>
<td>Girls</td>
<td>63</td>
<td>54</td>
<td>66</td>
<td>76</td>
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Student attendance profile

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<th>School</th>
<th>Year</th>
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<th>2016</th>
<th>2017</th>
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<td>90.1</td>
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<td>84.6</td>
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<tr>
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<td>83.6</td>
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<tr>
<td>All Years</td>
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State DoE

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<th>2015</th>
<th>2016</th>
<th>2017</th>
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</thead>
<tbody>
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<td>K</td>
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<td>94.4</td>
<td>94.4</td>
<td>94.4</td>
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<td>1</td>
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<td>94.2</td>
<td>93.5</td>
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<td>93.3</td>
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<tr>
<td>All Years</td>
<td>94.8</td>
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<td>94</td>
<td>93.9</td>
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</tbody>
</table>

Class sizes

<table>
<thead>
<tr>
<th>Class</th>
<th>Total</th>
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<tbody>
<tr>
<td>K/1N</td>
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</tr>
<tr>
<td>K/1H</td>
<td>15</td>
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<tr>
<td>K-6T</td>
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</tr>
<tr>
<td>1/2F</td>
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</tr>
<tr>
<td>1/2S</td>
<td>17</td>
</tr>
<tr>
<td>3/4K</td>
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</tr>
<tr>
<td>3-6D</td>
<td>25</td>
</tr>
<tr>
<td>5/6W</td>
<td>23</td>
</tr>
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</table>

Workforce information

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>FTE*</th>
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</thead>
<tbody>
<tr>
<td>Principal</td>
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</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>1</td>
</tr>
<tr>
<td>Head Teacher(s)</td>
<td>0</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>8.24</td>
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<tr>
<td>Teacher of Reading Recovery</td>
<td>0.42</td>
</tr>
<tr>
<td>Learning &amp; Support Teacher(s)</td>
<td>0.9</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.4</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administration &amp; Support Staff</td>
<td>4.71</td>
</tr>
<tr>
<td>Other Positions</td>
<td>1</td>
</tr>
</tbody>
</table>

*Full Time Equivalent

The Australian Education Regulation 2014 requires schools to report Aboriginal composition for their workforce.

Kempsey South Public School is an equal opportunities employer. We employ four Aboriginal staff members which is greater than the number of mandated positions.

Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate degree or diploma</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate degree</td>
<td>15</td>
</tr>
</tbody>
</table>

Professional learning and teacher accreditation

In alignment with educational research demonstrating the role of teacher quality in providing the highest impact for students, our school focuses on ensuring all staff have ongoing and purposeful engagement in a range of professional learning opportunities.

Our staff have been provided with significant professional development in L3 Kindergarten as well as L3 Stage 1 training. This has been further supplemented by the 0.6 load allocation of a Deputy Principal level trainer in Instructional Leadership in order to focus our staff on their primary responsibility, providing teaching through explicit instruction.

Our staff have been trained the acclaimed ALNF Early Literacy and Language Program, with a number of new staff completing this training in 2017 with one of our Aboriginal Education Officers even starring in the training video.

All staff participated in the Macleay Staff Development forum in Term 3, self–selecting from a range of training options, from specialist sessions on Mindfulness and a Cultural Tour through to Working Effectively in Teams and using iPads in the Classroom.

Staff have self–selected and attended a range of additional training events, from Sports Coaching in Golf and Gymnastics, to attending Autism seminars and completing online training webinars in a range of curriculum areas.

In addition, a number of teachers completed their Accreditation processes, graduating to Proficient level in 2017.

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

Receipts

<table>
<thead>
<tr>
<th>Receipts</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>743,343</td>
</tr>
<tr>
<td>Global funds</td>
<td>181,401</td>
</tr>
<tr>
<td>Tied funds</td>
<td>605,498</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>3,518</td>
</tr>
<tr>
<td>Interest</td>
<td>8,342</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>8,116</td>
</tr>
<tr>
<td>Canteen</td>
<td>0</td>
</tr>
<tr>
<td>Total Receipts</td>
<td>806,875</td>
</tr>
</tbody>
</table>

Payments

<table>
<thead>
<tr>
<th>Payments</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key Learning Areas</td>
<td>21,084</td>
</tr>
<tr>
<td>Excursions</td>
<td>3,174</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>16,447</td>
</tr>
<tr>
<td>Library</td>
<td>466</td>
</tr>
<tr>
<td>Training &amp; Development</td>
<td>0</td>
</tr>
<tr>
<td>Tied Funds Payments</td>
<td>446,274</td>
</tr>
<tr>
<td>Short Term Relief</td>
<td>28,294</td>
</tr>
<tr>
<td>Administration &amp; Office</td>
<td>28,595</td>
</tr>
<tr>
<td>Canteen Payments</td>
<td>0</td>
</tr>
<tr>
<td>Utilities</td>
<td>27,210</td>
</tr>
<tr>
<td>Maintenance</td>
<td>29,345</td>
</tr>
<tr>
<td>Trust Payments</td>
<td>5,805</td>
</tr>
<tr>
<td>Capital Programs</td>
<td>0</td>
</tr>
<tr>
<td>Total Payments</td>
<td>606,694</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>943,523</td>
</tr>
</tbody>
</table>

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

Our school has a number of multi–year projects underway, tied to our school plans. Funding has been allocated to maintaining the Aboriginal Education Resource Teacher (AERT) position for the next triennium. This teaching position provides an additional resource to minimize class sizes while specifically targeting interventions that assist disadvantaged and/or indigenous students.

Funding has been allocated to the construction of a 6 bay teaching kitchen.

Our school is carrying funds from an anonymous donation of $200,000 received in 2015, for use with the construction of the kitchen learning area.

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.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.
The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as $0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

Our school is regularly audited as part of Departmental policies and adheres to all processes fully. Our financial management processes and governance structures meet financial policy requirements. Our school has regular finance meetings where the financial health of the school is discussed, along with learning projects underway within the school and the strategic approaches toward funding these to maximize student learning.

Financial summary equity funding

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

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**Table: Financial Summary**

<table>
<thead>
<tr>
<th>Description</th>
<th>2017 Actual ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Opening Balance</strong></td>
<td>0</td>
</tr>
<tr>
<td>Revenue</td>
<td>980,367</td>
</tr>
<tr>
<td>Appropriation</td>
<td>958,763</td>
</tr>
<tr>
<td>Sale of Goods and Services</td>
<td>0</td>
</tr>
<tr>
<td>Grants and Contributions</td>
<td>21,142</td>
</tr>
<tr>
<td>Gain and Loss</td>
<td>0</td>
</tr>
<tr>
<td>Other Revenue</td>
<td>0</td>
</tr>
<tr>
<td>Investment Income</td>
<td>462</td>
</tr>
<tr>
<td><strong>Expenses</strong></td>
<td>-246,172</td>
</tr>
<tr>
<td>Recurrent Expenses</td>
<td>-246,172</td>
</tr>
<tr>
<td>Employee Related</td>
<td>-202,281</td>
</tr>
<tr>
<td>Operating Expenses</td>
<td>-43,891</td>
</tr>
<tr>
<td>Capital Expenses</td>
<td>0</td>
</tr>
<tr>
<td>Employee Related</td>
<td>0</td>
</tr>
<tr>
<td>Operating Expenses</td>
<td>0</td>
</tr>
<tr>
<td><strong>SURPLUS / DEFICIT FOR THE YEAR</strong></td>
<td>734,196</td>
</tr>
<tr>
<td>Balance Carried Forward</td>
<td>734,196</td>
</tr>
</tbody>
</table>

**Table: Equity Funding**

<table>
<thead>
<tr>
<th>Description</th>
<th>2017 Actual ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Base Total</td>
<td>1,181,312</td>
</tr>
<tr>
<td>Base Per Capita</td>
<td>19,739</td>
</tr>
<tr>
<td>Base Location</td>
<td>2,047</td>
</tr>
<tr>
<td>Other Base</td>
<td>1,159,527</td>
</tr>
<tr>
<td><strong>Equity Total</strong></td>
<td>681,560</td>
</tr>
<tr>
<td>Equity Aboriginal</td>
<td>259,864</td>
</tr>
<tr>
<td>Equity Socio economic</td>
<td>303,055</td>
</tr>
<tr>
<td>Equity Language</td>
<td>0</td>
</tr>
<tr>
<td>Equity Disability</td>
<td>118,642</td>
</tr>
<tr>
<td><strong>Targeted Total</strong></td>
<td>288,493</td>
</tr>
<tr>
<td>Other Total</td>
<td>493,563</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td>2,644,928</td>
</tr>
</tbody>
</table>

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.

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**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.
Parent/caregiver, student, teacher satisfaction

Our school enjoys strong support from our families. We have been described by parents as a school that “is really part of the community. You work really close with the parents and make everyone feel welcome and important.” We are recognised within the community of being highly supportive of our students and their families.

Policy requirements

Aboriginal education

Kempsey South Public School is committed to providing quality education to Indigenous students. We are fully cognisant that a great education is the stepping stone to further success for both the individual and the community.

As a school with a significant proportion of students who identify as Indigenous (75%), we receive specific and non-specific funding to initiate a number of programs.

Each year Kempsey South Public School hosts the Macleay Small Schools NAIDOC ceremony. As detailed in the Strategic Direction 3, this day involves 9 schools and their students in addition to over 150 community members in celebrating Indigenous and Dunghuttu culture.

During Term 4, 2 Year 6 male Aboriginal students participated in the Bro Speak Program with respected elders from the community and students from 3 other local schools. Both students graduated successfully from this program, learning valuable information about their culture and representing themselves, their families and our school with pride.

Multicultural and anti-racism education

Multicultural perspectives are integrated into Literacy and Human Society and Its Environment programs. This year we celebrated Harmony Day in Term 1. Parents were invited to come to the school and participate with their children in a variety of activities that celebrate our cultural diversity. Students could come dressed out of uniform in orange or in a costume that supported cultural diversity.

Other activities included our NAIDOC day celebration involving all the small schools in the Macleay.

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.