

Kariong Public School Annual Report



2017



Kariong Public School
VIEW TO THE FUTURE

4580

Introduction

The Annual Report for **2017** is provided to the community of **Kariong 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.

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School background

School vision statement

Kariong Public School is a positive, engaging and supportive environment where all students are valued and motivated to learn. Our whole school community shows respect, responsibility, and strives to achieve their personal best.

School context

Kariong Public School was established in 1988 and has a current enrolment of 556 students, including 32 Aboriginal students and 62 students who have English as an Additional Language/Dialect (EAL/D). The school is situated west of Gosford on the Central Coast Highway and is a proud member of the Kariong Mountains Learning Community. Kariong is an excellent school, which strives every day to provide its students with *A View to the Future*. Kariong Public School has a mix of experienced staff and early career teachers and is welcoming, friendly and focused on maintaining strong partnerships between staff, parents and students. The school caters for a diverse community and is well supported by an active Parents and Citizens' Association.

A strong focus on improving literacy and numeracy outcomes and integrating technology into teaching and learning are major aspects of future school planning. The school implements Language, Learning and Literacy (L3) across Early Stage 1 and Year 1 and the Targeted Early Numeracy (TEN) program across Early Stage 1 and Stage 1. The school is a Positive Behaviour for Learning (PBL) school. We are establishing strong partnerships with our Aboriginal community and the local AECG. Our school received additional RAM funding to support Aboriginal and EAL/D students and low level adjustments for students with a disability. In Term 3 2016 our school was selected to be part of the state-wide *Bump it Up* strategy to improve student performance in reading and numeracy.

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**, our efforts have primarily focused on Curriculum and Learning, Assessment and Reporting and Student Wellbeing. There are systematic programs and practices in place to support positive student behaviour and wellbeing based on our three core values of Respect, Responsibility and Personal Best. There has been a whole school focus on consistency of implementation of the Positive Behaviour for Learning (PBL) processes with analysis of PBL data regularly shared with staff. Attention to individual learning needs has also been another positive component of our progress throughout the year. Students with high learning needs have been identified and supported through meetings with parents and individual learning plans being developed and implemented. In addition, those students identified through the Bump It Up (BIU) initiative have had their learning differentiated and closely monitored to ensure progress.

In the domain of **Teaching** the major focus areas have been Effective Classroom Practice and Learning and Development. Teachers are providing timely feedback to students on how to improve and they are regularly using student performance data to support their own teaching practices. There is a particular focus on improved teaching methods in literacy and numeracy with professional learning in L3, Focus on Reading and Mathematics Building Blocks throughout the year. Teachers are actively participating in classroom observations and executive staff have mentored and coached team members in literacy and numeracy.

In the domain of **Leading**, our priorities have been to progress Management Practices and Processes and School Planning, Implementation and Reporting. There is a strong foundation of leadership capacity building across our school with opportunities for aspirants to lead teams, participate in programs such as the Principal Credential and to build the capabilities of staff to create and maintain a dynamic school learning culture. Clear processes, with accompanying milestones, direct school activity towards the effective implementation of the school plan. In The TTFM staff survey, 89% staff agreed or strongly agreed that *School leaders in my school are leading improvement and change* and 84% agreed or strongly agreed that *School leaders clearly communicate their strategic vision and values for our school*. This year our staff, students and community enthusiastically participated in the school self-assessment process to develop our new 2018–2020 school plan.

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

Successful and creative learners with a focus on reading and numeracy

Purpose

Personalised, creative approaches to learning to be in place to ensure that every student develops a core of academic knowledge and a love of learning.

Our teachers to have high expectations for every student to facilitate excellence and equity for every learner.

Our students and staff to be confident and highly skilled in the use of ICT.

Overall summary of progress

There has been a focus on the English K–6 curriculum this year with staff professional learning in Focus on Reading program. One specialist Reading Recovery teacher has implemented intensive reading programs for Year 1 students. The Language, Learning and Literacy (L3) program has been implemented across Year 1 classes and all Kindergarten classes resulting in 73% Kindergarten students reading Level 9 texts or above. 81% Kindergarten students are reading at Cluster 4 or above. 96% Kindergarten students are using 26 words or more in their writing. The school implemented a targeted reading program for Year 2 students. All K–Year 5 students' literacy and numeracy achievements have been monitored on the PLAN continuum. Staff in Stages 2 and 3 have been trained to use PLAN and the Literacy/Numeracy Continuums to track students' reading and numeracy achievements.

Our staff have been trained in National Consistent Collection of Data (NCCD) and have collected evidence of student adjustments. Approximately 13% students have been identified as needing learning adjustments representing an increase from 10% in 2015. School Learning Support Team structures and processes are in place for student referral, attendance concerns and review meetings.

Years 5 & 6 students reported relatively higher levels of participation in extra-curricular and creative arts activities offered at school through the Tell Them from Me survey. 28% students participated in creative arts activities throughout the year: 35 students in Choir, 19 in Year 2 Dance group, 17 in Stage 2 Dance group, 18 in Stage 3 Dance Group, 30 in Stages 2&3 Drama Group, 6 in Singing group, 6 in Drumming group, 18 in PMI instrument group, 10 in Digital Art, 6 in Drawing group and 116 students (20%) in the end-of-year performance Razzle Dazzle.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|---|----------------------------|---|
| The proportion of students achieving Proficiency (top two bands) in NAPLAN in reading and numeracy to increase by 9%. | \$18,948 | 37% Year 3 and Year 5 students achieved proficiency (top two bands) in Reading and Numeracy in 2017 compared with 32% in 2016. Our school target is an improvement of 9% to 41% by 2019. The proportion of Year 3 students achieving Proficiency (top two bands) in NAPLAN in reading increased from 48% in 2015 to 55% in 2017. The proportion of Year 5 students achieving Proficiency (top two bands) in NAPLAN in reading increased from 27% in 2015 to 32% in 2017. |
| The percentage of students achieving expected growth in numeracy between Yr 3 – Yr 5 to increase from 40% to at least 50% as averaged over three years. | | The percentage of students achieving expected numeracy growth between Year 3 and Year 5 has increased to 58% as averaged over the last three years (2015–2017). |
| On the Literacy Continuum (Reading texts and Comprehension) students will | \$9237 | 73% Kindergarten students are reading Level 9 texts or above. 81% Kindergarten students are reading at Cluster 4 or above. 96% Kindergarten |

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|---|-------------------------------|---|
| achieve: <ul style="list-style-type: none">• Cluster 8 by the end of Year 2• Cluster 9 by the end of Year 3,• Cluster 10 by the end of Year 4,• Cluster 11 by the end of Year 5. | | students are using 26 words or more in their writing. Progressive Achievement Reading Tests (Sept 2017) results for: <ul style="list-style-type: none">• Year 2 – median score of 100 compared with norm of 100.• Year 3 – median score of 112 compared with norm of 110.• Year 4 – median score of 128 compared with norm of 119.• Year 5 – median score of 126 compared with norm of 125.• Year 6 – median score of 134 compared with norm of 129. |

Next Steps

Staff will continue to implement highly effective reading and numeracy strategies and programs as part of the *Bump It Up Strategy*.

A Literacy/Numeracy Leader will facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers.

Every teacher to use research-based literacy and numeracy initiatives to inform and differentiate their teaching programs.

Continuation of a range of arts programs including Dyga dance, recorder group, school Choir group, digital Art group and the specialist music teacher to provide school-based instrument tuition.

A specialist STEM teacher will work with students from Years 2–6 to develop ICT skills especially in coding and robotics.

A digital technologies/ICT scope and Sequence has been developed and will be trialled in 2018.

Strategic Direction 2

Effective whole school systems and practices

Purpose

The management of a systematic student well-being framework to ensure coherent, consistent and fair practices to support teaching.

Our students to be supported in their learning through comprehensive K–6 assessment and feedback practices to ensure high quality, evidence based teaching.

Our teachers to learn from others to add value to student learning.

Overall summary of progress

There has been sharing of a whole school vision in the teaching and tracking of reading. Staff have used various forms of assessment including SHARP reading, Progressive Assessment Tests (PAT) and NAPLAN. There was consistency in assessments and data for tracking identified students. Staff have increasingly become more confident in their use of SMART data to identify specific learning intentions with a link to sharing data on the secure school intranet. Staff reported that they felt supported in their knowledge and use of the Numeracy and Literacy Continuums.

Our school-wide focus on Positive Behaviour for Learning (PBL) has enabled our school to achieve a positive impact on school culture as reported by students, staff and parents. The implementation and management of a PBL Framework, increased PBL signage around the school, weekly PBL lessons using Glogster, use of the online Class Dojo web tool and regular celebrations of student achievements have resulted in a consistent approach to teaching and learning of appropriate behaviours in the various school contexts.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|---|-------------------------------|---|
| By 2017, over 90% students reporting positive behaviours through the <i>Tell Them from Me</i> student survey. | | Results from the TTFM student survey indicated that 1) 96% of students reported that they try hard to succeed in their learning compared with 89% in 2016 and 2) 95% of students reported positive behaviour compared with the NSW Govt norm of 86%. |
| A minimum of 85% achievement across all components of the Positive Behaviour for Learning (PBL) School-wide Evaluation Tool (SET). | | 100% achievement across all components of the Positive Behaviour for Learning (PBL) School-wide Evaluation Tool (SET). |
| By 2017, 100% staff use the Planning for Literacy and Numeracy (PLAN) continuum to monitor student achievement. | | All K–Year 5 staff use the Planning for Literacy and Numeracy (PLAN) continuum to monitor student achievement. |
| Staff feedback and evaluation on professional learning indicates high levels of satisfaction. | \$29,128 | Regular and relevant TPL activities to enhance teacher practices., including training in using SMART and ongoing FoR and L3 training. |
| By 2017, the <i>Tell Them From Me</i> staff survey indicates staff feedback on the four dimensions of Classroom and School Practices to be higher or equal to the State-wide average. | | The Tell Them From Me staff survey indicated staff feedback on the four dimensions of Classroom and School Practices to be equal to the State-wide averages. Results of the Focus on Learning Teacher Survey also indicated that Inclusive School (8.1/10), Learning Culture (7.8/10) and Teaching Strategies (7.8/10) scored the highest means. |

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|--|-------------------------------|--|
| 100% staff members have effective Performance and Development Plans (PDPs) in line with the Performance and Development Framework. | | <p>All staff completed their PDPs in Term 2, completed two lesson observations in Terms 2 and 3 and completed their personal reflection and PDP sign-off.</p> <p>100% pre-2004 teachers prepared for accreditation by 1 October 2017. All teachers accredited with NESAs by 1 Jan 2018.</p> |
| Whole school completion of the National Consistent Collection of Data. | | <p>All staff have been trained in National Consistent Collection of Data (NCCD) and have collected evidence of student adjustments. Approximately 13% students have been identified as needing learning adjustments representing an increase from 10% in 2015. School Learning Support Team structures and processes are in place for student referral, attendance concerns and review meetings.</p> |

Next Steps

Every teacher to develop a repertoire of effective strategies for classroom management and the promotion of student engagement.

A specialist Learning Support Teacher – Behaviour to commence. to support staff and students in class and in the playground.

Staff to be trained in the Kids Matter program to support student well-being initiatives already in place through the PBL program.

Evaluation of the trial K-6 Assessment schedule.

Strategic Direction 3

Strong partnerships and connections

Purpose

Our staff to make cultural connections with families to maximise student engagement and achievement.

Joint initiatives between the school and the local/global community to develop a sense of responsible citizenship.

Communication between home and school to be multifaceted and timely.

Overall summary of progress

Staff continued the use of technologically-based channels of communication using Class Dojo with the focus on keeping parents informed and engaged in the school community. There has been positive feedback from parents about the school's communication strategies including the school newsletter and a variety of social media platforms such as the website, Class Dojo and Facebook.

Parents and carers were provided with opportunities to engage in the life of the school through information sessions, open days, Razzle Dazzle performance, Grandparents Day, as well as weekly assemblies. These opportunities resulted in an increase in parent and community involvement and presence within the school. There have been a number of events with high rate of parent attendance. Approximately 100 parents and family members attended 3 parent information sessions during Education Week on Reading, World Book Online and the iWrite program presented by staff members. More than 100 parents and family members attended the School Athletics carnival at Adcock Park, Gosford.

Parents also contributed to the development of the 2018–2020 school plan with 167 parent surveys completed. Staff presented survey findings and the draft school plan to P & C meetings.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|--|-------------------------------|---|
| By 2017, 30% of parents and carers participate in school programs and initiatives. | | 66% of students had a family member attend Education Week activities. |
| Parents indicate high levels of satisfaction with home/school communication strategies such as Facebook, Class Dojos, newsletter, school notes and the Parent Planner app. | | <p>Almost 90% parents indicated that they were either satisfied or very satisfied with the way in which the school communicated with them. The most preferred communication modes were Class Dojo messages (90%), Newsletters (70%), Facebook (68%) and Parent/Teacher meetings (50%).</p> <p>Analysis of community use of the Kariong Public School website indicated ongoing high numbers of website traffic with 156 page views in the week from 4–10 December. There was an equally high number of visits to the school Facebook page with 842 page Likes in the week from 6–12 December.</p> |
| The percentage of parents/carers meeting with teachers to discuss student learning to increase from 60% in 2015 to 80% in 2017. | | 77% of parents and carers met with teachers to discuss student learning in Term 1. |
| By 2017, the <i>Tell Them From Me</i> parent survey indicates parental feedback on learning and positive behaviour to be higher or equal to the State-wide average. | | Parent survey results using the school-based Parent Survey (n=167) indicated high levels of satisfaction with parent engagement in educational programs. |

Next Steps

Our school will aim to improve parent and student experiences through staff professional learning on ways to more effectively communicate with all families including those from culturally diverse backgrounds,

We will establish effective collaborations with parents and the community to support student engagement, learning and well-being including links with local learning communities, Aboriginal communities and interagency groups.

The leadership team plans to measure school community (parent and student) satisfaction and share its analysis and actions in with the school community.

The school will provide regular opportunities for a strong student voice.

| Key Initiatives | Resources (annual) | Impact achieved this year |
|---|--------------------|--|
| Aboriginal background loading | \$20,315 | <p>A new personalised learning pathway developed, completed and implemented for all Aboriginal students. NAPLAN data for Aboriginal students shared with relevant staff.</p> <p>Analysis of NAPLAN data for iWrite students indicated that 83% of Year 3 students scored in the top two bands and 44% of Year 5 students scored in the top two bands.</p> <p>Kariong Public School won a COOINDA AECG Certificate of Excellence for our community project mural. Two of our Year 6 Aboriginal Student leaders also received Certificates of Excellence for student leadership.</p> <p>Aboriginal mural proudly displayed in the courtyard at the front of the morning assembly area.</p> |
| English language proficiency | \$20,716 | <p>62 students identified as having a Language Background other than English (LBOTE) or English as an Additional Language or Dialect (EAL/D) were supported by a specialist teacher.</p> <p>Parents/carers received an individual report reflecting progress and outcomes measured against the ESL reporting scale.</p> <p>Class teachers used strategies such as scaffolds and differentiating teaching, learning and assessment for EAL/D students. Withdrawal and collaborative EAL/D teaching modes have been used in 2017.</p> |
| Low level adjustment for disability | \$161,396 | <p>Positive Partnerships for students with Autism – meetings with parents and teachers of 14 students with autism to develop an Autism Planning Matrix.</p> <p>The School Learning and Support Team process and online referral form is embedded in practice. A Learning and Support Teacher provides direct support for students with additional learning needs through a range of strategies.</p> <p>The <i>Tell Them From Me</i> Staff survey indicated a high mean of 8.1/10 in the domain of Inclusive School with the statement <i>"I make an effort to include students with special needs in class activities"</i> having the second highest mean score of 8.6/10.</p> |
| Quality Teaching, Successful Students (QTSS) | \$9682 | <p>Increase in staff confidence to participate in the sharing of best practice teaching of reading/numeracy in professional learning sessions and stage meetings.</p> <p>Executive staff have successfully supported teachers through mentoring and coaching activities. There is an ongoing focus on improved teaching methods in reading and</p> |

| | | |
|--|------------------|---|
| <p>Quality Teaching, Successful Students (QTSS)</p> | <p>\$9682</p> | <p>numeracy through the 'Bump it Up' initiative.</p> <p>Teachers are employing a combination of the 7 strategies from the <i>What Works Best</i> document in their teaching practice.</p> <p>Teachers use data effectively to evaluate student understanding of lesson content and all teachers contribute to gathering and analysing student data.</p> |
| <p>Socio-economic background</p> | <p>\$103,575</p> | <p>Liaison with parents/carers and teachers concerning student behaviour management practices.</p> <p>Provision of in-class support to students requiring behaviour management.</p> <p>Implementation of effective systems and support for Teachers Requiring Accreditation (TRAs).</p> <p>Casual teacher observations and support.</p> <p>Collaboration with the Kariong Mountains Professional Learning Project Team.</p> <p>Student planning room, playground and classroom behaviour referrals throughout the year indicated a reduction in inappropriate behaviour from Terms 1 to 3. However there was an increase in the number of students attending Planning Room in Term 4.</p> |
| <p>Support for beginning teachers</p> | <p>\$11,258</p> | <p>Induction processes implemented and reviewed.</p> <p>Three teachers maintaining accreditation at Proficiency level.</p> <p>One teacher submitted accreditation at Proficiency level to the Principal.</p> <p>100% of pre-2004 staff are prepared for Accreditation.</p> |
| <p>Targeted student support for refugees and new arrivals</p> | <p>\$7,601</p> | <p>The provision of initial intensive English tuition for new arrival students. EAL/D teacher supported colleagues to better identify and cater for the needs of newly arrived students.</p> <p>Completion of the EAL/D School Evaluation Framework to gauge progress and map next steps</p> |
| <p>Community Consultation Project</p> | <p>\$11,576</p> | <p>There were 167 responses to the Parent Survey in February about parent involvement and communication.</p> <p>The percentage of parents/carers meeting with teachers to discuss student learning increased from 60% in 2015 to 77% in 2017.</p> <p>Multiple opportunities were provided for families to participate in their child's learning including Education Week Open Day and Razzle Dazzle performance, sporting carnivals and events, Year 6 mini fete,</p> |

| | | |
|---------------------------------------|----------|--|
| Community Consultation Project | \$11,576 | Grandparents Day and Book Week activities. |
|---------------------------------------|----------|--|

Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2014 | 2015 | 2016 | 2017 |
| Boys | 299 | 298 | 291 | 287 |
| Girls | 310 | 299 | 288 | 269 |

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2014 | 2015 | 2016 | 2017 |
| K | 96.9 | 96.2 | 94.6 | 95 |
| 1 | 94.9 | 94.5 | 94.5 | 94.2 |
| 2 | 94.9 | 94.7 | 94.1 | 95.8 |
| 3 | 94.4 | 92.5 | 95 | 94 |
| 4 | 94.8 | 93.5 | 93 | 95.3 |
| 5 | 94.3 | 93 | 92.4 | 92.7 |
| 6 | 95 | 93.8 | 93.5 | 92.2 |
| All Years | 95.1 | 94 | 93.9 | 94.2 |
| 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

Student attendance is closely monitored using recommended DoE procedures. Strategies include regular rolls checks, regular contact with parents for students with an absence of 2 days or more, provision of absence proformas for completion and attendance awards. Students whose attendance is causing concern are referred to the School Learning Support Team and referrals made to the Home School Liaison Officer (HSLO). Individual attendance improvement plans are negotiated with the Principal, parent and HSLO and review meetings held. The importance of regular attendance at school is regularly communicated to the school community.

Workforce information

Workforce composition

| Position | FTE* |
|---------------------------------------|-------|
| Principal | 1 |
| Deputy Principal(s) | 1 |
| Assistant Principal(s) | 4 |
| Head Teacher(s) | 0 |
| Classroom Teacher(s) | 20.35 |
| Teacher of Reading Recovery | 0.74 |
| Learning & Support Teacher(s) | 1.1 |
| Teacher Librarian | 1 |
| Teacher of ESL | 0 |
| School Counsellor | 1 |
| School Administration & Support Staff | 4.06 |
| Other Positions | 0 |

*Full Time Equivalent

Kariong Public School has one Aboriginal teacher. The school is forging a close relationship with the local Aboriginal Educational Consultative Group.

Teacher qualifications

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

Teacher qualifications

| Qualifications | % of staff |
|---------------------------------|------------|
| Undergraduate degree or diploma | 100 |
| Postgraduate degree | 25 |

Professional learning and teacher accreditation

Kariong Public School has expended \$29128 on staff professional learning in 2017. All staff professional learning was linked directly to the school plan and identified priority areas. All teachers were linked to one of three committees: English, Mathematics and Positive Behaviour for Learning (PBL). These committees met regularly to review and update the achievements and progress made within their priority area. School Plan updates were then reported back to staff.

Weekly staff professional learning meetings were held for one hour each Tuesday afternoon with the expectation of mandatory attendance of all staff. Focus

areas included the Bump It Up (BIU) initiative, National Consistent Collection of Data (NCCD), Mathematics Building Blocks, Focus on Reading, Science and Technology, Student Wellbeing and Positive Behaviour for Learning (PBL), analysing SMART data and developing the new 2018–2020 school plan.

Building leadership capability was a significant professional learning focus with two staff members acting in leadership roles throughout the year. One executive member attended an Aspiring DP course and commenced the Principal Credential. Another executive member was selected by merit to act in a higher position supporting schools across the state. Two executive staff members attended a leadership capability workshop and all executive staff attended a half-day workshop on Using data with confidence and a workshop on the Performance and Development Plan. The principal was trained in the external school validation process and participated in two school validations.

Stage 2 staff attended an Acknowledgement to Country workshop and four staff members were trained in conducting NAPLAN Online. Staff continued training in the Language, Learning and Literacy (L3) program.

Building staff capacity in the school's Bump It Up (BIU) initiative was a priority professional learning area with two staff members attending a two day BIU Conference in Term 1. All Stage 2 and 3 staff attended a BIU Planning Day in Term 2.

Staff participated in and led online ICT sessions through the 'Brekkie with a Techie' program. One teacher attended a Librarian Conference and two staff members attended a 2-day Early Years Literacy Intervention Conference in Term 3.

Five separate Staff Development Days (SDD) were held during 2017: one SDD was held at the beginning of each of Terms 1–3 and two additional SDDs were held after school hours in lieu of the final two days of the school year. The focus of each of these SDDs was as follows:

TERM 1 – Conference held at Kariang Mountains High School in collaboration with schools across the LMG – 'Unconference'.

TERM 2 – Mathematics Building Blocks, Focus on Reading, Student Assessments in Stage groups

TERM 3 – Evaluating Mathematics assessment tasks, Autism Spectrum Disorder (ASD)

TERM 4 – Focus on Reading, Mathematics, Reporting, CPR and Anaphylaxis Training

Kariang Public School had one teacher who submitted NSW Education Standards Authority (NESA) accreditation at Proficient level and there were three teachers maintaining accreditation at Proficient level. All pre-2004 teachers are prepared for accreditation in 2018.

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 | 321,008 |
| Revenue | 4,671,266 |
| Appropriation | 4,505,598 |
| Sale of Goods and Services | 36,622 |
| Grants and Contributions | 123,979 |
| Gain and Loss | 0 |
| Other Revenue | 0 |
| Investment Income | 5,067 |
| Expenses | -4,607,821 |
| Recurrent Expenses | -4,607,821 |
| Employee Related | -4,227,923 |
| Operating Expenses | -379,898 |
| Capital Expenses | 0 |
| Employee Related | 0 |
| Operating Expenses | 0 |
| SURPLUS / DEFICIT FOR THE YEAR | 63,446 |
| Balance Carried Forward | 384,453 |

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 | 3,655,307 |
| Base Per Capita | 88,486 |
| Base Location | 0 |
| Other Base | 3,566,821 |
| Equity Total | 341,247 |
| Equity Aboriginal | 21,688 |
| Equity Socio economic | 130,955 |
| Equity Language | 26,523 |
| Equity Disability | 162,081 |
| Targeted Total | 169,802 |
| Other Total | 226,827 |
| Grand Total | 4,393,183 |

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.

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.

Premier's Priorities: Improving education results

37% Year 3 and Year 5 students achieved proficiency (top two bands) in Reading and Numeracy in 2017 compared with 32% in 2016. Our school target is an improvement of 9% to 41% by 2019.

Parent/caregiver, student, teacher satisfaction

agreed or strongly agreed)

This year our school took part in the Tell Them From Me (TTFM) Department of Education Survey Project to capture the views of teachers and students. The surveys were administered online through The Learning Bar.

Students

140 Year 5 and 6 students participated in the online TTFM survey. Results indicated that:

- 96% of students at Kariong Public School reported that they try hard to succeed in their learning compared with 89% in 2016. The NSW Govt norm in 2017 is 88%.
- 95% of students had positive behaviour compared with 91% in 2016. The NSW Govt norm for Years 5 & 6 in 2017 is 83%.

Year 5 and 6 students reported low levels of student disengagement – Year 5 mean was 5% compared with 11% for the State and Year 6 mean was 9% compared with 12% for the state. Students scored highly in the areas of intellectual engagement, institutional engagement and social engagement.

Students reported that teachers emphasise academic skills and hold high expectations for all students to succeed. In Kariong Public School, expectations for success in the TTFM survey were rated as 8.7/10 compared with the Govt norm of 8.6/10.

Staff

37 teachers participated in the online TTFM survey between 20 Aug and 7 Sept 2017. The majority of teachers (73%) indicated that they had been teaching at Kariong Public School between 3 and 15 years.

The teacher survey included a number of questions that were organised into Eight Drivers for Student Learning. School results for each area were compared to the average score for all schools that participated in the Tell Them From Me Survey Project. The area with the lowest mean was Technology (6.1 compared with 6.7 for the State). The area with the highest mean was Inclusive School (8.1 compared with 8.2 for the State).

Some statements that scored 8.6/10 or higher included:

- I establish clear expectations for classroom behaviour (9.0/10)
- I make an effort to include students with special learning needs in class activities (8.6/10)
- I use results from formal assessment tasks to inform my lesson planning. (8.6/10)
- I set high expectations for student learning. (8.6/10)

Additional findings included:

- School leaders in my school are leading improvement and change. (89% agreed or strongly agreed)
- School leaders clearly communicate their strategic vision and values for our school. (84%

Parents/caregivers

In February 2017 parents were invited to complete a survey about communication and parent involvement to help Kariong Public School develop our new School Plan for 2018–2020. There was a very high response with 167 surveys collected over a two-week period. Surveys were completed at the Swimming Carnival, Parent/Teacher Night and online.

Over 60% of respondents were aware of the school's vision statement and 90% parents knew the school's three core values.

The majority of parents (91%) were either satisfied or very satisfied with the opportunities for parent involvement in school activities. Suggestions to increase parent involvement included increased communication about school events, assemblies and other opportunities for parents to be involved in school life and conducting a parent audit of skills that they could share with the school.

Almost 90% parents indicated that they were either satisfied or very satisfied with the way in which the school communicated with them. The most preferred communication modes were Class Dojo messages (90%), Newsletters (70%), Facebook (68%) and Parent/Teacher meetings (50%).

Parents suggested the following three areas to prepare our students to succeed in the future:

1. Building students' resilience and confidence
2. Meeting individual needs
3. Using technology.

Parents overwhelmingly preferred parent workshops to be held from 6–7 pm (66%) or 9–10 am (26%). The most popular topics for parent workshops were:

1. Curriculum expectations
2. English
3. Anti-bullying
4. Child behaviour

The survey report was presented at a P & C meeting and results were also published online in the school newsletter.

Next Steps

As a result of these findings and other school self-assessments Kariong Public School plans to:

- Strengthen student resilience and confidence building skills with the further expansion and management of student wellbeing programs including PBL and Kids Matter.
- Further develop staff and students' knowledge and understandings of digital technologies to enable them to respond innovatively to future challenges.
- Establish effective collaborations with parents and the community to support student engagement, learning and wellbeing.

Policy requirements

Aboriginal education

In November 2017 we had 32 Aboriginal students enrolled at Kariong Public School. We acknowledge the Traditional Custodians of the Land and pay respect to the Elders past, present and future at assemblies, meetings and special occasions. Kariong Public School has been involved in programs that meet the targets set by the NSW Department of Education. Every Aboriginal child is working towards meeting their personal targets by having a Personalised Learning Pathway (PLP) that has been collaboratively developed. NAIDOC day was celebrated with Dreamtime stories and various art and craft activities. Activities on the day were run by teachers, parents and students.

Our students collaborated with a local Aboriginal artist, Garry Purchase to paint a large mural that was initially hung in the Gosford Regional Gallery as part of Reconciliation Week celebrations and now hangs proudly in the school assembly area.

Further information about 2017 achievements in Aboriginal Education can be found in the Key Initiatives section of this Annual School Report.

Multicultural and anti-racism education

At Kariong Public School we recognise and value the backgrounds and cultures of all students and promote an open and tolerant attitude towards different cultures, religions and world views. Our school celebrated Harmony Day. The central message for Harmony Day was that 'everyone belongs', reinforcing the importance of inclusiveness to all Australians. Anti-racism contact officers continuously promoted anti-racism education at Kariong Public School. All complaints were resolved and no further action was required. Students in Years 3 to 6 competed in the annual Premier's Multicultural Perspectives Public Speaking Competition. Students presented their perspective on multicultural issues in front of their peers. This public speaking opportunity heightens awareness of Multicultural issues globally whilst developing students' public speaking skills.

The English as an Additional Language/Dialect (EAL/D) program at Kariong Public School provides specialist language teaching support to K to Year 6 students from linguistically diverse backgrounds, enabling them to develop their Standard Australian English language competence to ensure equitable learning outcomes.