Kariong Public School

Annual Report

2018

Kariong Public School
VIEW TO THE FUTURE

4580

Introduction

The Annual Report for **2018** 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

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.

Kariong Public School was established in 1988 and has a current enrolment of 572 students, including 34 Aboriginal students and 73 students who have a language Background other than English (LBOTE). 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 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 Cooinda AECG valuing the consultative partnerships that exist. We received additional School Based Allocation Resource (SBAR) 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.

Kariong Public School provides a variety of educational and extra–curricular experiences including a full range of PSSA teams, dance, choir, musical instruments, writing, art, public speaking, the Premier's Reading Challenge and Digital Technologies, Science, English and Mathematics competitions.

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.

The Learning Domain – school evaluation and evidence collected in 2018 highlighted the following:

Our school has a planned and systematic approach to support positive student behaviour resulting in measurable improvements in wellbeing and engagement. Analysis of the Positive Behaviour for Learning (PBL) data is regularly shared with staff and individual processes such as Check in Check out and Tier 1 and 2 strategies are in place. Teachers differentiate curriculum delivery to meet the needs of students. Our school analyses student progress and teachers respond to trends in student achievement through initiatives such as Bump it Up (BIU). Our school's value–add trend is positive and at least 35% of students achieve in the top two bands for NAPLAN reading and numeracy.

The Teaching Domain – school evaluation and evidence collected in 2018 highlighted the following:

Teachers collaborate across stages/teams to share curriculum knowledge. The Literacy/Numeracy Instructional Leader identifies, promotes and models the most effective evidence–based teaching methods such as Explicit Maths Instruction (EMI) and Focus on Reading (FoR) to explain and break down knowledge. The leadership team comprehensively analyses student progress and achievement data and discusses results with staff. All staff have professional goals in their Performance and Development Plans (PDPs). Teachers engage in classroom observations and professional discussions to improve teaching and learning. Our school identifies expertise within the staff and draws on this to further develop its professional learning community.

The Leading Domain – school evaluation and evidence collected in 2018 highlighted the following:

The principal and school leadership team which includes a dedicated leadership position of a Literacy/Numeracy Instructional Leader, actively supports change that leads to improvement. The leadership team embeds clear processes, with accompanying timelines and milestones, to direct school activity towards the effective implementation of the school plan. The leadership team uses a creative approach to the use of the school's physical resources and learning spaces to optimise learning with the creation of a dedicated Science, Technology, Engineering and Mathematics (STEM) room, computer lab and outdoor learning space – the Yarning Circle. Technology is effectively used to enhance learning and service delivery. School community (parent and student) satisfaction is measured, analysed and regularly shared.

Our self–assessment processes 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

Creative Learners (with a focus on reading and numeracy)

Purpose

1. To ensure personalised, creative approaches to learning are in place so that every student develops a love of learning and a core of academic knowledge with a focus on reading and numeracy.
2. To improve teaching practice and add value to student learning through individualised, team and shared professional learning experiences.

Major School Excellence Framework links :

Learning – Curriculum, Assessment, Reporting, Student Performance Measures

Teaching – Effective Classroom Practice, Data Skills and Use

Leading – Educational Leadership

Overall summary of progress

There has been a focus on building the capacity of teachers to implement highly effective reading, writing and numeracy programs. A Literacy/Numeracy Instructional Leader has facilitated professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific feedback between teachers.

High quality professional learning has been provided for teachers to address the diverse learning needs of students. Staff have been trained in the Seven Steps Writing program, SCOUT to analyse NAPLAN results, giving Effective Feedback and the Focus on Reading program. In numeracy staff have participated in professional learning in Maths Building Blocks, The Language of Maths and the new Literacy/Numeracy Learning Progressions.

The Language, Learning and Literacy and (L3) program has been implemented across Year 1 classes and all Kindergarten classes resulting in 89% of Kindergarten students reading Level 9 texts or above. Four staff members successfully completed a 2 year training program focussing on the implementation of L3.

90% Kindergarten students are reading at Cluster 4 or above.

92% Kindergarten students are using 26 or more words in their writing.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
The proportion of Yr 3, 5 and 7 students achieving the two top NAPLAN bands in Reading and Numeracy to increase to 38% in 2018, 41% in 2019 and 43% in 2020 : Reading Yr 7–27% to 35%, Yr 5 – 31% to 40%, Y3 – 49% to 60%, Numeracy Yr 7–22% to 30%, Yr 5 – 18% to 30%, Yr 3 – 35% to 50%. Baseline 2015–2017 data.	$19,712	36% Year 3 and Year 5 students achieved Proficiency (top two bands) in Reading and Numeracy in 2018. Our school target is an improvement of 9% to 41% by 2019.
The percentage of students achieving expected growth from 2017 to 2020 in Reading Yr 3 to Yr 5 – 54% to 60%, Yr 5 to Yr 7 – 58% to 65%; in Numeracy Yr 3 to Yr 5 – 68% to 70%, Yr 5 to Yr 7 –72% to 75%.	$95,115	The percentage of students achieving expected growth between Year 3 and Year 5 in Reading and Numeracy is 58% as averaged over the last 3 years (2016–2018).
70% Yr 3 students who achieved		60 % Year 3 students who achieved top two bands

Progress towards achieving improvement measures		
Improvement measures (to be achieved over 3 years)	**Funds Expended (Resources)**	**Progress achieved this year**
the top two NAPLAN bands in Reading and Numeracy to achieve expected growth by Year 5. Baseline 2017 data: Reading 50%, Numeracy 54%.		in Numeracy and Reading achieved expected growth by Year 5 – Reading 64%, Numeracy 55%. Baseline 2017 data: Reading 50%, Numeracy 54%

Next Steps

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

The Literacy/Numeracy Instructional Leader will continue to facilitate professional dialogue, classroom collaboration and the modelling of effective practice and timely feedback between teachers. Staff will continue to be trained in the use of the Literacy/Numeracy Learning Progressions.

The English Committee will:

- establish an English Team Drive to access essential resources such as the Kariong Public School English scope and sequences for K–6 units of work, grammar, punctuation and vocabulary
- investigate and trial a range of in–class extension activities to further differentiate learning including the multimedia program Ziptales
- develop and trial common Writing assessment rubrics for Years 1–6.

The Numeracy Committee will:

- further develop the Mathematics Team Drive for staff to share teacher resources and assessment information
- investigate and trial a range of Explicit Maths Instruction (EMI) approaches
- trial and assess the Mathematics Scope and Sequences and assessment schedules for each grade.

Strategic Direction 2

Quality Systems

Purpose

1. To ensure a coherent and consistent student well–being framework based on the foundations of Respect, Responsibility and Personal Best.
2. To develop students' knowledge and understandings of technologies to enable them to respond innovatively to future challenges and needs.

Major School Excellence Framework links:

Learning – Wellbeing

Teaching – Professional Standards, Learning and Development

Leading – School Planning, Reporting and Implementation, School Resources

Overall summary of progress

Our school's planned and systematic approach to support positive student behaviours has resulted in measurable improvements in student wellbeing. Data collected by the PBL team indicated a significant reduction in referrals to the planning room over the last 5 years. Student playground and classroom behaviour referrals throughout the year have indicated a reduction in inappropriate behaviours. Trends according to time of day and class/grade were analysed by the PBL team and specific intervention strategies were implemented such as Check In Check Out and Tier 1 and 2 programs. The weekly PBL lessons using Glogster have been reviewed and the online Class Dojos are being used by all teachers. This year our school commenced a new 3–year student wellbeing initiative that supported student engagement, learning and the emotional wellbeing of students.

ICT was a focus area for staff professional learning throughout the year both in School Development Days and weekly staff professional learning sessions. Staff participated and led four ICT sessions on Google Classroom, The Green Screen Room, Coding and STEM. 35 staff members completed an online survey on ICT with the majority of staff reporting that the school had progressed in the area of ICT infrastructure but there was still a need for more laptops and iPads. Parents/carers also completed an ICT survey with 237 surveys returned in Term 3. In addition, a group of Year 6 students participated in focus groups in Term 3. More information about the survey results can be found in the Parent/caregiver, student, teacher satisfaction section of this report.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
By 2020, the school mean for the four factors related to student engagement in the Tell Them From Me student survey to be equal or higher than the NSW Govt norm. 2017 baseline data – School mean 7.9, NSW Govt norm 8.0.	$30,889	Results from the *Tell Them From Me Student* survey related to student engagement indicated that the school mean was 7.6 (NSW mean = 8.0).
By 2020, the Tell Them From Me teacher survey indicates staff feedback on: • the four dimensions of Classroom and School Practices to be higher or equal to the State–wide average, 2017 baseline data – School mean (NSW mean); 7.4 (7.5), 7.4 (7.6), 7.1 (7.3), 7.6 (7.7). • Technology to improve from a school mean of 6.1 (2017) to at	$30,000	The *Tell Them From Me Staff* survey indicated staff feedback on the four dimensions of Classroom and School Practices were all higher than State–wide averages. 2018 data – School mean (NSW mean) Challenging goals: 7.9 (7.5) Planned learning: 7.9 (7.6) Quality Feedback: 7.8 (7.3) Overcoming Obstacles to Learning: 8.1 (7.7) The *Tell Them From Me Staff* survey indicated that Technology had improved from 6.1 (2017) to 7.1 (2018).

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
least 7.5.		The *Tell Them From Me Staff* survey indicated staff feedback on the four dimensions of Classroom and School Practices were all higher than State–wide averages. 2018 data – School mean (NSW mean) Challenging goals: 7.9 (7.5) Planned learning: 7.9 (7.6) Quality Feedback: 7.8 (7.3) Overcoming Obstacles to Learning: 8.1 (7.7) The *Tell Them From Me Staff* survey indicated that Technology had improved from 6.1 (2017) to 7.1 (2018).

Next Steps

Our school will continue to implement the Positive Behaviour for Learning (PBL) program across K–6 with a stronger emphasis on engaging in strong collaborations between students, parents and the community. Initiatives will include a PBL brochure for our school community to better understand whole school practices, the design of updated classroom posters to support the wellbeing of all students, the implementation of the Kids Matter program K–6 and strategies that support every student to identify a staff member to whom they can confidently turn for advice and assistance at school. The student wellbeing initiative that supports student engagement, learning and the emotional wellbeing of students will continue in 2019.

In the delivery of ICT our school will continue to have two specialist teachers who explicitly teach technology skills to our students in the Computer Lab and the STEM room using the school's ICT Scope and Sequence. We will provide more sets of iPads and laptops and a permanent secure laptop in the school hall. So that Year 5 and 6 students will have the option of bringing their own device to school in 2020 we will develop a Kariong Public School Bring Your Own Device (BYOD) policy with the school community. Staff professional learning will focus on Google Classroom, Animations, Coding, Team Drives and the ICT Scope and Sequence.

Strategic Direction 3

Positive Partnerships

Purpose

1. To improve parent and student experiences and enable regular two–way communication and consultation, and
2. To establish effective collaboration with parents and the community to support student engagement, learning and well–being.

Major School Excellence Framework links :

Learning – Learning Culture

Leading – Management Practices and Processes,

Overall summary of progress

Parents/carers and community members continued to contribute to the life of the school through helping in the classrooms and the library, attending assemblies, assisting with school banking and the Book Club, caring for our gardens, teaching scripture classes, supporting sporting events by driving groups of students to venues, organising the Year 6 farewell, fundraising to purchase school resources, attending excursions, helping in the canteen and supporting Kindy Clubs.

The school is very appreciative of the work of parents who contribute to and lead the P & C, and coordinate events such as the successful Kindergarten Welcome BBQ, Mothers Day Stall, Fathers Day Stall and the school discos. This year school funds and P & C funds allowed the school to implement a new 3–year student wellbeing initiative that supported student engagement, learning and the emotional wellbeing of students.

Our school leadership team measured school community satisfaction focussing on the school's delivery of Information and Communication Technology (ICT). There was a very high rate of return with 237 surveys collected during Education Week. Survey findings were analysed and findings and further actions were reported back to parents/carers in the school newsletter.

Staff are continuing links with the Kariong Mountains Local Management Group (LMG), Cooinda, the local AECG and paraprofessionals working with individual students in the school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
The percentage of parents using electronic communication such as Facebook, Class Dojos and the Parent app to increase from 40% in 2017 to 60% in 2020, using school–based data.	$29,848	There has been a significant increase in the use of Class Dojo by parents/carers from 40% in 2017 to 93% in 2018. There has been positive feedback from parents/carers about the school's electronic communication strategies, particularly the use of Facebook with 906 likes. Several posts attracted high levels of community interest with 893 views (Canberra excursion) and 1440 (staff recognition at the Central Coast Appreciation Awards).
By 2020, school–based data indicates high levels (>75%) of parent/carer engagement in activities as measured across Education Week Open Day, parent/teacher meetings and the school performance *Razzle Dazzle* using 2018 baseline data.		78% parents/carers participated in parent/teacher meetings in Term 1. 300 parents/carers and community members attended the school's Education Week Open Day. 100 parents/carers attended the Information Sessions presented by staff during Education Week. 400 parents/carers and family members attended

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
By 2020, school–based data indicates high levels (>75%) of parent/carer engagement in activities as measured across Education Week Open Day, parent/teacher meetings and the school performance *Razzle Dazzle* using 2018 baseline data.		the matinee and two evening performances of *Razzle Dazzle*.
The percentage of parents who reported very high levels of satisfaction with the way in which the school communicates with them in the school–based parent survey, to increase from 40% in 2017 to 60% in 2020.		The ICT parent survey indicated that the school could provide more information to parents about ICT as 76% of parents were not aware of our school's ICT Scope and Sequence. In addition, 69% were not quite sure that the school provided enough ICT opportunities for their child/children.

Next Steps

The school website will continue to be updated to further enhance communication about student achievements and school activities. The platform will be maintained by Adobe Experience Manager and the website will provide easy to find information for parents/carers.

In 2019 we will be measuring school and community satisfaction about our new online school newsletter to ensure that it is providing regular and relevant information to our school community.

Our leadership team will organise parent workshops and information sessions focussing on the school's ICT Scope and Sequence, Bring your Own Device guidelines for students in Years 5 and 6, Reading, Mathematics and Science, Technology, Engineering and Mathematics (STEM).

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	$24,357	All Personalised Learning Pathways (PLPs) were finalised with the majority of PLPs collaboratively completed with students and parents/carers. Student performance data for all Aboriginal and Torres Strait Islander students (n=14) from Years 3–6 indicated an average grade of C=Sound for both English and Mathematics. Two senior students won Cooinda AECG Achievement Awards and a teacher won a Certificate of Excellence. Personalised attendance approaches have been implemented to improve individual attendance rates.
English language proficiency	$31,275	70 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. Parents/carers received an individual report each semester reflecting progress and outcomes measured against the ESL reporting scale. Class teachers used strategies such as scaffolds and differentiated teaching, learning and assessment for EAL/D students.
Low level adjustment for disability	$141,796	Whole school completion of National Consistent Collection of Data (NCCD). Approximately 13% students were identified as needing learning adjustments representing an increase from 10% in 2015. The School Learning and Support Team process is embedded in practice. A Learning and Support Teacher provides direct support for students with additional learning needs through a range of strategies. The *Tell Them From Me Staff* survey reported a high mean of 8.4/10 in the domain of Inclusive School. The statement *"I make an effort to include students with special learning needs in class activities"* received the highest mean score of 9.1/10.
Quality Teaching, Successful Students (QTSS)	$120,000	Executive staff have supported teachers through coaching and mentoring practices. that best meet the full range of student needs. There is an ongoing focus on differentiation of student learning through the *Bump It Up* initiative.
Socio–economic background	$116,352	Teachers liaise with parents/carers and teachers concerning behaviour management practices across the school. The school provides in–class and in–playground support to students requiring

Socio–economic background	$116,352	specific behaviour management programs. Casual teacher observations and support is provided by the leadership team. Student planning room, playground and classroom behaviour referrals throughout the year have indicated a reduction in inappropriate behaviour. Trends according to time of day and class/grade were analysed and specific intervention strategies were implemented.
Targeted student support for refugees and new arrivals	$24,948	The provision of initial intensive English tuition for newly arrival students. The EAL/D teacher supported colleagues to better identify and cater for the needs of newly arrived students.

Student information

Student enrolment profile

	Enrolments			
Students	2015	2016	2017	2018
Boys	298	291	287	290
Girls	299	288	269	279

Student attendance profile

School				
Year	2015	2016	2017	2018
K	96.2	94.6	95	94.9
1	94.5	94.5	94.2	92.7
2	94.7	94.1	95.8	92.5
3	92.5	95	94	94.1
4	93.5	93	95.3	93.5
5	93	92.4	92.7	92.9
6	93.8	93.5	92.2	91.4
All Years	94	93.9	94.2	93.1
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

Management of non-attendance

Student attendance is closely monitored using recommended Department of Education procedures. Strategies include regular roll checks, regular contact with parents/carers of 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 are made to the Home School Liaison Officer (HSLO). Individual attendance improvement plans are negotiated with the Principal, parent/carer and HSLO and review meetings are held.

The importance of regular attendance at school is frequently communicated to the school community.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	22
Teacher of Reading Recovery	0.74
Learning and Support Teacher(s)	0.9
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	4.06

*Full Time Equivalent

Kariong Public School has two Aboriginal teachers. The school is forging a close relationship with the local Aboriginal Educational Consultative Group – Cooinda.

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 $30,889 on staff professional learning in 2018. All staff professional learning was directly linked to the 2018–20 School Plan and identified school priority areas. All teachers contributed to one of three committees: English, Mathematics and Positive Behaviour for Learning (PBL). These committees met regularly each term to review and update the achievements and progress made within their priority area. School plan updates were then reported back to staff in stage meetings and/or staff meetings.

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: Focus on Reading, the Bump It Up (BIU) initiative, Technology, Literacy and Numeracy Learning Progressions, Mathematics, Writing (Seven Steps), Compliance training including Code of Conduct, Student Wellbeing, Child Protection, PBL, CPR and SCOUT training.

Implementing highly effective writing and reading programs across the school was a major professional learning strategy. 22 staff members completed the 40–hour Focus on Reading NESA registered professional learning program. Staff also participated in Explicit Reading Instruction (ERI) and continued training in the Language, Learning and Literacy (L3) program with four staff members completing L3 training in 2018.

Information, Communication Technology (ICT) was a focus area both in the SDDs and in the weekly staff professional learning sessions. Staff participated and led 4 ICT sessions on Google Classroom, The Green Screen Room, Coding and Science, Technology, Engineering and Mathematics (STEM). Three teachers attended a 2 day ICT Conference and the STEM teacher visited a local school to learn more about robotics.

Mathematics was also a key focus area for staff professional learning with two executive attending workshops on the new learning progressions, one executive attending training on Mathematics Builder and executive staff leading a workshop on 'The language of Maths' at the Term 2 SDD. Ten staff members attended a workshop on visual mathematics and problem solving.

Building leadership capacity was a significant professional learning focus throughout the year. Two staff members were selected by merit to act in higher positions supporting schools and staff across the state. One executive attended the 2 day Deputy Principal State Conference, three executive staff attended a leadership workshop day and several staff members acted in leadership roles throughout the year. One executive staff member was selected to participate in a leadership capability program.

Five separate staff development days (SDD) were held during 2018: one SDD was held at the beginning of an additional SDD was held after school hours in lieu of the final day of the school year. The focus of each of these SDDs was as follows:

TERM 1: Focus on Reading, Induction for new staff, ICT

TERM 2: ICT, Focus on Reading, Mathematics, NAPLAN and PAT assessments

TERM 3: Understanding Dyslexia, Positive Behaviour for Learning

TERM 4: ICT, Work, Health and Safety, National Consistent Collection of Data (NCCD), Mathematics, Focus on Reading and Student Wellbeing.

All teachers are maintaining accreditation at Proficient level.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual ($)
Opening Balance	384,453
Revenue	5,117,835
Appropriation	4,915,925
Sale of Goods and Services	35,751
Grants and Contributions	160,192
Gain and Loss	0
Other Revenue	0
Investment Income	5,967
Expenses	-4,944,180
Recurrent Expenses	-4,944,180
Employee Related	-4,387,921
Operating Expenses	-556,259
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	173,655
Balance Carried Forward	558,109

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.

The school's annual financial summaries are discussed at P & C meetings.

Financial summary equity funding

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

	2018 Actual ($)
Base Total	3,929,562
Base Per Capita	107,513
Base Location	0
Other Base	3,822,049
Equity Total	313,779
Equity Aboriginal	24,357
Equity Socio economic	116,352
Equity Language	31,275
Equity Disability	141,796
Targeted Total	197,817
Other Total	283,169
Grand Total	4,724,328

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

In 2018 our school participated in NAPLAN Online.

In 2018 our school participated in NAPLAN Online.

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. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

Premier's Priorities: Improving education results

36% Year 3 and Year 5 students achieved proficiency (top two bands) in Reading and Numeracy in 2018 compared with 32% in 2016. Our school target is an improvement of 9% to 41% by 2019.

Parent/caregiver, student, teacher satisfaction

Students

In Term 4, 19 randomly selected Year 6 students completed a survey about the school's technology.

89% of the students reported that technology helped them learn better at school. 100% of students were satisfied with access to a laptop at school however 68% said that they were not satisfied with the Internet speed at school.

53% of students reported that they would prefer to bring their own device (BYOD) to school rather than have a school device. When students used the school laptops 95% students reported that their classes were more interesting and 89% said that their classes were more fun. Only 37% said that using a school laptop made their work more challenging.

Students commented that using a school laptop helped them with their research and also helped them access more information. 53% students reported that they were confident coding and a further 21% said that they were very confident coding.

The majority of students (74%) reported that they were very confident using multimedia programs such as PowerPoint. In addition, 84% students reported that they were very confident using word processing programs and 95% very confident using the Internet. 90% students said that they were either very confident (37%) or confident (53%) using databases and spreadsheets. Students were least confident using Google Classroom with the majority (42%) reporting they were only a little bit confident.

Staff

On the School Development Day in Term 1, 35 staff members completed an online survey about the school's technology using Survey Monkey. The majority of staff (68%) who completed the survey had been teaching at Kariong Public School for more than 3 years.

Staff ranked their professional learning needs with the most needed skills being Google Classroom, Coding, Robotics and Green Screen Room.

Staff reported that the school had a clear sense of direction in how to use ICT (mean score = 3.6/5) and that the school encouraged the use of ICT by all teachers (mean score = 3.4/5). However staff reported that the school did not have sufficient ICT resources (mean score = 2.2/5)

ICT skills were incorporated into student assignments and tasks either weekly (50%) or daily (38%). Student digital portfolios and artefacts were rarely used by staff – never (50%) and daily (10%).

Staff rated their ICT skills and knowledge with 40%

fairly experienced and knowledgeable and 29% quite experienced and knowledgeable. No staff members rated themselves as extremely experienced and knowledgeable.

Staff felt confident using:
- Word processing (mean score = 4.4/5)
- Emails (mean score = 4.29/5)
- SENTRAL (mean score = 4.17/5)
- File navigation (mean score = 4.14/5)
- Class Dojo (mean score = 4.09/5)

The most important factors that staff said would increase the use of ICT in the classroom were more hardware and ICT resources (58%) and more professional learning (39%).

Further feedback on the school ICT infrastructure, professional learning and the draft ICT Scope and Sequence was collected in focus groups on 25 September, 2018.

Staff reported that having the release from face to face teachers for technology and STEM was a very successful strategy to teach ICT skills. However, staff felt that they didn't fully integrate ICT into their teaching programs. Staff suggested that the ICT scope and sequence needed to be continuously modified and updated as the students' skills improved and developed.

Over the last 12 months the majority of staff reported that the school had progressed in the area of ICT infrastructure but there was a need for more laptops and iPads. The majority of staff felt that the school's wifi needed to be updated to enable faster and more reliable access.

Staff reported that they had been supported in ICT professional learning. However, they needed more professional learning time to consolidate their skills.

Parent/Caregivers

During Education Week in Term 3 parents were asked to complete a short survey about Kariong Public School's Information Communication and Technology (ICT). There was an extremely high return of surveys with 237 surveys returned. The majority (38%) of responses were from parents and carers of children in Years 1 and 2.

64% of parents said that digital technologies and ICT were either extremely important (28%) or very important (36%) to their child's learning.

31% of parents reported that their child/children used a computer or tablet to help with their school work at home every day or almost every day and 30% once or twice a week. A very high majority (98%) of parents said that their child/children had access to the Internet at home.

92% of parents reported that their child/children used either a laptop, iPad or tablet at home closely followed by a smartphone (53%) and a video gaming device

(47%).

66% of parents thought that their child enjoyed using ICT to help them to learn.76% parents were not aware of our school's new ICT Scope and Sequence for students.

71% of parents were not quite sure that Kariong PS had a clear sense of direction in how to use ICT to enhance the learning of students. 69% of parents were not quite sure that Kariong PS provided enough ICT opportunities for their child/children.

58% of parents answered 'Yes' to the question about introducing Bring Your Own Device (BYOD) to school and 28% needed more information about BYOD. Parents suggested that our school could provide more information/communication to parents about technology as well as teach more coding to our students.

Next Steps

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

- investigate strategies and options to increase the Internet speed at school to enable faster and more reliable access for students and staff
- provide further ICT professional learning for staff focussing on Google Classroom, Team Drives and Coding in stage and whole school sessions
- review the school's ICT Scope and Sequence to ensure that teaching and learning focuses on relevant skills and knowledge according to each grade/year level
- develop grade level overviews of the ICT Scope and Sequence to enhance the integration of ICT into teaching programs
- provide more class sets of iPads and laptops and a permanent secure laptop in the hall
- provide increased opportunities for students to understand and use Google Classroom
- develop a Kariong Public School Bring Your Own Device (BYOD) policy and program so that students in Years 5 and 6 will have the option to bring their own device to school in 2020.
- conduct information sessions in 2019 for parents and students in Years 4 and 5 to discuss student responsibilities, device requirements and other considerations related to the implementation of a BYOD policy in 2020
- conduct workshops for interested parents about our school technology including 'Our school's ICT Scope and Sequence' and 'Teaching Coding to Students'
- continue to have two specialist teachers who explicitly teach technology skills to our students in the Computer Lab and in the Science, Technology, Engineering and Mathematics (STEM) room.

Policy requirements

Aboriginal education

In November 2018 we had 30 Aboriginal and Torres Strait Islander students enrolled at Kariong Public School. We acknowledge the Traditional Custodians of the Land and pay respects to Elders past, present and future at assemblies. This year a new Acknowledgement of Country was collaboratively developed by staff to be used at special assemblies and gatherings.

Personalised Learning Pathways for all Aboriginal and Torres Strait Islander students have been developed, implemented and monitored. This is to ensure that all of our Aboriginal students, in the present and future, continue to successfully participate in their education and achieve positive individual outcomes. Student performance data for all Aboriginal and Torres Strait Islander students (n=14) from Years 3–6 indicated an average grade of C=Sound for both English and Mathematics.

Staff participated in professional learning sessions on 8 Ways Learning and the development of PLPs. Our school celebrated Aboriginal cultural events in partnership with the local Aboriginal community including, NAIDOC Week, Reconciliation Week and an Aboriginal Education Day for senior students. The school participated in the Indigenous Literacy Program's Great Book Swap and donated $446 to the program.

Kariong PS created a new Yarning Circle at the front of the school to celebrate this year's NAIDOC Week. The Yarning Circle is made of 12 sandstone blocks that come from a local quarry. The Yarning Circle is a safe place for all students to be heard and to respond. Classes participated in a focused PBL lesson on the use of the Yarning Circle to ensure that students share ideas and thoughts and build trust while using the Yarning Circle.

All Year 3 and 4 iWrite students (n=35 including 6 Aboriginal students) provided feedback about their experiences through a survey. 70% of the students reported that they enjoyed attending the iWrite classes a tremendous amount, 60% said that they were extremely confident and 30% quite confident in using their blog to draft and publish their writing. 43% reported that their writing had improved a tremendous amount and 49% quite a bit because of the iWrite lessons.

In 2019 our school plans to

- regenerate the rock carving in the main school quadrangle
- construct and paint a large Aboriginal mural to celebrate NAIDOC 2019
- revitalise Aboriginal resources in the school library.

Further information about 2018 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 is that 'everyone belongs', reinforcing the importance of inclusiveness to all Australians. Our participation in Harmony Day activities encouraged the integration of key values and attitudes. In 2018 Kariong students completed various activities in order to better understand Harmony Day. Students experienced craft, song and storytelling. All participating students wore the official Harmony Day colour – yellow in order to promote inclusion, interconnectedness and community participation.

Anti–racism contact officers (ARCOs) continuously promoted anti–racism education at Kariong Public School. Two additional teachers were trained as Anti–racism contact officers. 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 provided 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.