

Kenthurst Public School

2019 Annual Report



Introduction

The Annual Report for 2019 is provided to the community of Kenthurst 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.

School contact details

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School background

School vision statement

Kenthurst Public School aspires to be the best school.

'The School of Choice'.

The challenges and opportunities of the 21st Century promote equity and excellence. The school aims to provide an innovative, inclusive and engaging curriculum, which encompasses differentiated principles and encourages risk taking in relation to learning. Excellent teachers have the capacity to transform the lives of students and to inspire and nurture their development as learners, individuals and citizens. At Kenthurst, our excellent teachers are committed to providing each child with a positive and caring learning environment, giving each child every opportunity to achieve his/her personal best, in every aspect of school life.

School context

Established in 1883, Kenthurst Public School is set in a semi-rural environment in North-Western Sydney. The parents, grandparents and Kenthurst Rotary robustly support Kenthurst Public School with strong links to the history and cultural traditions of the area.

The staff are highly skilled and their expertise and deep knowledge is reflected in the teaching practice.

Enrolments have been steadily rising over the past few years, as we now consolidate the 9 classes. The projected enrolment for 2019 is 220 students with 2 and a half Kindergarten classes, increasing our classes from 9 to 10.

Our focus continues to be on high expectations in Academic Excellence with an emphasis on Technology STEAM, Sport, The Creative Arts and Technology.

All staff strive to provide students with the skills, knowledge and values necessary for success in education and in life. The school works closely with the community to discover and develop the abilities of every child. There is a strong core of parents and community members who are actively involved in the school.

Self-assessment and school achievement

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 and participated in an external validation. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Delivering
LEADING: Management practices and processes	Delivering

Strategic Direction 1

Leading the Way

Purpose

Instructional leadership supports a culture of high expectations and community engagement. High quality professional learning facilitates whole school improvement and builds a 'pipeline' of leaders. Distributed leadership maintains a focus on developing opportunities for all as well as sustaining a culture of collaborative and effective evidenced based decision making.

Improvement Measures

Sustained, positive growth as measured by the percentage of students in the top two bands in NAPLAN by 0.5% annually.

Degree of evidence based decision making in teaching, as measured by inclusion of data analysis in programming and planning documentation.

Various assessments (Fountas & Pinnell, SENA, PLAN & PAT tests) will provide data to indicate value added results and improvement levels

Tell Them From Me survey will provide feedback that school values in decision making at a school level.

Progress towards achieving improvement measures

Process 1: *Student Voice*

Students will be given opportunities to voice their ideas and opinions heard through an active SRC. Robust discussions and sound leadership, will ensure there is an authentic school representation to enable purposeful school wide decision making.

Evaluation	Funds Expended (Resources)
After discussions with the school community of Ikepe, Kenthurst students and families were asked to bring in stationery, paper and shoe boxes were assembled with the goods for the needy students in Ikepe.	Funding Sources: <ul style="list-style-type: none">• (\$200.00)

Process 2: *Learning Environments*

Develop dynamic and engaging learning environments in all classrooms, supported by deep knowledge and understanding current theoretical perspectives, quality practice and access to superior resources.

Evaluation	Funds Expended (Resources)
Multitit Training was completed with Professional Learning sessions scheduled for 2020. Resources to be purchased to support this program.	E-boards for classrooms Funding Sources: <ul style="list-style-type: none">• (\$26381.00)• English language proficiency (\$2100.00)

Process 3: *Quality Teaching and Learning*

Build teacher capacity to deliver quality teaching and learning experiences which focus on developing student capabilities in purposeful literate conversations about texts.

Evaluation	Funds Expended (Resources)
Teachers worked collaboratively in stage teams to design and implement literacy and numeracy experiences that encompassed deep thinking, innovation and creativity.	

Progress towards achieving improvement measures

Process 4: *Professional Development*

Provide targeted professional development to support Literacy.

Evaluation	Funds Expended (Resources)
Executive and stage meetings with readings provided, to support implementing the collaborative culture of learning. The third teacher (the classroom). <ul style="list-style-type: none">• Shared beliefs and understanding• Shared responsibility and accountability Executive worked with stage teams to implement Lyn Sharratt strategies	Clarity Lyn Sharratt workshop Funding Sources: <ul style="list-style-type: none">• Quality Teaching, Successful Students (QTSS) (\$4800.00)• Quality Teaching, Successful Students (QTSS) (\$800.00)

Strategic Direction 2

High Quality Teaching

Purpose

High quality teaching and assessment practices focus on using evidence and current research to inform future focused instruction that is personalised to meet the needs of all learners.

Improvement Measures

Evidence from student feedback and student work samples will inform consistency to create an engaging, relevant curriculum and sustain quality teaching.

Performance Development Plan with clear aims has been formulated. With good financial budgeting and resources fully utilised, the development plans keep pace with the development of school needs.

Sustained, positive growth as measured by the percentage of students in the top two bands in NAPLAN by 0.5% annually.

Students' errors and misunderstandings are explicitly addressed, until teachers and students are confident that mastery is demonstrated.

Progress towards achieving improvement measures

Process 1: Performance and Development Project

Words Their Way

All staff will be trained in the Words Their Way programs by observing other schools and best practice. Information sessions will be presented by external staff. Information sessions for parents will be ongoing. resources will be purchased.

Building leadership capacity and enhancing the performance appraisals process for all staff. Fostering a culture of collaborative enquiry, including planning, goal setting, reflection and the promotion of peer observation, quality feedback circles, coaching and mentoring.

Evaluation	Funds Expended (Resources)
Words their Way spelling program was implemented from Years 1–6. Kindergarten students were included in 2nd semester. PSI was used to assess students at the beginning of Semester 1 and 2. Executive delivered information session for parents, with a focus on Kindergarten, however all parents were invited to attend the session.	

Process 2: *Faces on the Data Project*

Focus on evidence based teaching of Literacy and Numeracy to place "Faces" on the data and to build alignment and consistency of good practice across all classrooms at Kenthurst Public School.

Evaluation	Funds Expended (Resources)
As a staff we decided not to continue with Faces on the Data Wall due to changes to the learning continuums. Executive attended Professional Development course with Lyn Sharratt focusing on her text – Clarity. Stage supervisors presented chapters of the text to their teams then discussed and planned how strategies would be implemented within their classrooms. Teachers are beginning to use 'Bump it up Walls' as an alternative.	Funding Sources: • (\$740.00)

Strategic Direction 3

Partnerships and connections.

Purpose

Consistent school wide expectations develop collaborative and trusting partnerships and connections based on mutual respect and understanding.

Resilient and optimistic students make informed decisions and choices for their wellbeing.

Improvement Measures

100% of teachers utilising NAPLAN item analysis and learning support materials to benefit and improve teaching programs.

Demonstrated consistency of teacher judgement of student performance in Key Learning Areas, stages and year levels.

Improved communication and sharing of student work samples and progress using technology ~ See Saw.

Progress towards achieving improvement measures

Process 1: *Positive Behaviour Learning*

Continued budgetary support and engagement with AP PBL– Coach Mentor. A team member as an Internal/External Coach who supports data–driven decision making and the development of culturally relevant and sustainable systems and practices in our school and across networks.

Evaluation	Funds Expended (Resources)
Positive Behaviour for Learning team have continued to successfully implement the schools PBL policy. It is embedded in the school culture and the impact has been overwhelmingly successful. Teachers are consistent in their management of student behaviour and PBL Data is continually and consistently collected to inform playground and classroom behaviour and needs.	

Process 2: *Parents as Partners*

Develop respectful, collaborative partnerships based on mutual trust and understanding of the education process.

Evaluation	Funds Expended (Resources)
Parents attended Parent information afternoons where detailed information was provided about the organisation of their child's stage. Parent teacher interviews were conducted and valuable information was received from the parents about their child. In collaboration with the P&C submissions for sponsorship requests were delivered to the Bendigo Bank. K–2 Assistant Principal attended local pre–schools in order to promote the school and develop strong links/partnerships.	

Process 3: *Bounce Back*

Develop confident, resilient and optimistic students who are learning to face challenges and make informed decisions for their personal well being.

Evaluation	Funds Expended (Resources)
Bounce Back classroom lessons were taught regularly school–wide. This has resulted in common values and expectations being developed. A shared	

Progress towards achieving improvement measures

language and understandings of resilience are also being developed.

Process 4: *Student Led Conferences*

Student centred SMART goals on the continuum of learning and data evidence, to create a holistic approach for every student to succeed.

Students will take ownership of their learning.

Evaluation	Funds Expended (Resources)
Student led conferences did not occur in 2019. Staff requested more professional training so they have been postponed until 2020.	

Key Initiatives	Resources (annual)	Impact achieved this year
English language proficiency	Funding Sources: • (\$39 000.00)	* Extra staff employed to assist with learning and support programs. * SLSO's employed to provide extra support to students.
Quality Teaching, Successful Students (QTSS)	Funding Sources: • (\$37 244.00)	* Executive release provided for half day each week to implement teacher mentoring program, classroom observations and staff Professional Development Plan process.
Support for beginning teachers	Funding Sources: • (\$28 260.00)	* Release for AP to provide mentoring for beginning teachers. * AP provided support for beginning teachers to complete accreditation and conduct classroom observations. * Beginning teachers provided with release to work on their accreditation.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	112	100	102	96
Girls	101	105	104	120

Student attendance profile

School				
Year	2016	2017	2018	2019
K	96	96.5	95	94
1	93.4	96.1	97	96.1
2	96.3	94.4	97.1	94.9
3	95.9	96.1	93.9	95.3
4	94.7	98	95.6	94
5	94.2	92.7	95.4	96.1
6	94.8	93.6	94.2	94.6
All Years	95.1	95.5	95.6	95
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	2
Classroom Teacher(s)	8.13
Teacher of Reading Recovery	0.32
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.6
School Administration and Support Staff	2.42

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	177,362
Revenue	2,216,245
Appropriation	2,017,346
Sale of Goods and Services	809
Grants and contributions	195,452
Investment income	2,638
Expenses	-2,272,097
Employee related	-1,882,449
Operating expenses	-389,648
Surplus / deficit for the year	-55,852

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	0
Equity Total	108,516
Equity - Aboriginal	1,374
Equity - Socio-economic	12,226
Equity - Language	18,221
Equity - Disability	76,695
Base Total	1,725,713
Base - Per Capita	48,335
Base - Location	0
Base - Other	1,677,377
Other Total	122,534
Grand Total	1,956,762

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.

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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to 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](https://myschool.edu.au) website.

Parent/caregiver, student, teacher satisfaction

In 2019 Kenthurst Public School Parent/Caregivers, Students and Teachers participated in the Tell Them From Me Survey.

Parents/Caregivers

33 respondents completed the 'Partners in Learning' parent survey. The Survey included 7 separate measures, which were scored on a 10-point scale. A score of 0 indicates strong disagreement, 10 strong agreement and 5 is a neutral position (neither agree or disagree). The results of the survey were:

Parents feel welcome – 7.5 Parents are informed – 6.2 Parents support learning at home – 6.6

School supports learning – 6.9 School supports positive behaviour – 7.9

Safety at school – 7.4 Inclusive school – 6.7

Students

67 respondents across Years 4,5 and 6 completed the student survey. This survey is designed to provide our school with insight to guide our school planning and help to identify improvement initiatives. The results of the survey were:

Effective learning time – 8.1 Relevance – 7.9 Rigour – 8.1 Advocacy at school – 7.9

Positive teacher–student relations – 8.4 Positive learning climate – 7.1 Expectations for success – 8.7

Teachers

11 respondents completed the 'Focus on Learning' teacher survey. This survey is a self-evaluative tool based on 8 drivers of student learning. The results of the survey were:

**Leadership – 6.8 Collaboration – 7.8 Learning culture – 8.0 Data Informs Practice – 7.3 Teaching Strategies – 8.0
Technology – 5.0 Inclusive School – 7.6 Parent Involvement 6.4**

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.