Kitchener Public School

2019 Annual Report

2315

Introduction

The Annual Report for 2019 is provided to the community of Kitchener 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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Message from the principal

2019 has been a year of success at Kitchener Public School, students have challenged themselves academically, and some quality school resources purchased. Students from Kitchener Public School actively participated in daily and overnight excursions as part of the small schools community which has assisted in students continuing to build relationships with other students in preparation for High School. This year saw the P&C start up again, and I am looking forward to our future endeavours together. Thank you to all the staff of Kitchener Public School. Their continued efforts and dedication assist our students to feel safe and supported whilst being encouraged to take social and academic risks. Parents and caregivers your ongoing support is appreciated and we look forward to working with you in the future.

Cat Boorer

Principal

School background

School vision statement

Empowering all in an engaging environment.

School context

Kitchener Public School is a small school, situated on the outskirts of Cessnock. As a proud member of the Cessnock Community of Great Public Schools (CCGPS) we aim to deliver high quality, engaging learning opportunities for all members of our school community.

A strong and committed staff lead future–focused teaching and learning, preparing our students for success today, tomorrow and into the future.

The school enjoys strong links with similar schools in the Cessnock area, with many connections through professional learning, teaching and learning, sporting and cultural activities. Links with the wider community are continually being developed in order to provide greater opportunities for our students.

The school is considered to be delivering in terms of value–added measures for K–2 and 5–7, with 3–5 consisting of a small cohort which restricts reporting. Percentages of students in the top two skill bands has plateaued and will continue to be a focus for the school.

Time and resources have been invested into developing teacher's skills, consistency and evolving classroom practice.

Key programs from the 2018–20 Strategic Plan that will remain and grow include Early Action for Success, REAL projects, Peer Critique, Science, Technology, Engineering and Mathematics (STEM), Behavioural Reading and POD, MiniLit, L3 and a K–6 focus on developing number sense.

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. 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.

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/school–excellence

Self-assessment using the School Excellence Framework

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

Strategic Direction 1

Engaged Learners

Purpose

Innovative and stimulating learning environments are underpinned by high expectations and quality teaching practices to provide a differentiated curriculum that is flexible, relevant and dynamic to meet the needs of engaged learners.

Improvement Measures

Increased percentage of students demonstrating expected growth in literacy and numeracy measures in NAPLAN.
At least 80% of students demonstrating expected growth in learning progressions (K–6).

Progress towards achieving improvement measures

Process 1: All teachers master and implement certain targeted practice in the teaching of numeracy and literacy to provide for the needs of their students.

Evaluation	Funds Expended (Resources)
All teachers displaying a high level of proficiency in teaching numeracy and literacy, as evident through lesson observations and class programming. Students display high levels of engagement in their learning (TTFM survey and Spirals of Inquiry) and all show growth in literacy and numeracy at or above expected growth.	– Casual teachers to allow peer observations ($5000) – Implementation of feedback survey ($500) – Communication between home and school ($500)

Process 2: Teachers draw on research, training and observations to develop and implement future–focussed teaching and learning strategies.

Evaluation	Funds Expended (Resources)
All teachers implementing future–focused teaching and learning strategies – REAL projects and STEM – into everyday lessons across KLAs. All teachers feel confident and supported in implementing the strategies.	– Teachers attend ProjectNest ($4000) – Casual teachers to allow whole staff planning time ($10,000)

Process 3: All staff demonstrate ongoing accountability for their own professional development to ensure their teaching is relevant and engaging. Accreditation is achieved and regularly monitored and reviewed.

Evaluation	Funds Expended (Resources)
All staff undertaking accreditation process relative to their position and requirement. Staff identify learning opportunities for themselves, linked to the Strategic Plan and hold a position within the school where they report back to support learning of others.	– PDP discussions – Professional Learning meetings – Professional learning courses ($5000)

Process 4: Ongoing professional learning will target:

    – Peer critique in writing

    – Learning Progressions

    – REAL project based learning

Progress towards achieving improvement measures

Process 4: – Consistency of Teacher Judgment

– Curriculum knowledge and understanding

Evaluation	Funds Expended (Resources)
Strategic plan for effective, targeted TPL provided to all staff to ensure all staff are developing their teaching skills and abilities to suit the needs of the students that they have taught.	– Whole week planning allocated –Casual teachers to allow time for class teachers to plan ($3000)

Strategic Direction 2

Effective Relationships

Purpose

Fostering an inclusive environment that promotes opportunities for all members of the school community to be valued and supported, resulting in the successful improvement and development of the students, staff and the wider community ensuring effective relationships.

Improvement Measures

Increased student attendance rates to be at, or above, State averages across all grades.

Decrease in percentage of students with behavioural referrals across all grades using 2017 baseline data (per capita).

Progress towards achieving improvement measures

Process 1: Implement a whole school integrated approach to student wellbeing in which students can engage, succeed and thrive at all stages of their schooling through:

– review of whole school behaviour systems.

– differentiated behaviour management based on age and student interest.

– review and implementation of reward systems.

– capturing the student voice.

Evaluation	Funds Expended (Resources)
* Review of data on SENTRAL will show a decrease of at least 10% in referals and incidents across the school from 2018 data. * All teachers will review behaviour management strategies to evaluate effectiveness across the school settings. * Students surveyed through TTFM to evaluate impact of behaviour systems within the school.	– Data analysis, re–purchasing of Sentral ($4000) – Professional learning costs ($2000) – Discussions and meetings allocated to behaviour with staff and parents ($2000)

Process 2: A wide and varied range of support and experiences are provided to all students to enhance their teaching and learning experiences.

Evaluation	Funds Expended (Resources)
* All students participated in a variety of extra–curricular opportunities throughout the year to develop their experiences and understanding of topics. These opportunities will include cultural, sporting and social activities and cater for ages K–6 and different interests.	– SLSO's to attend activities to provide extra support ($2000) – Extra opportunities for extra–curricula activities ($2000) – Casual teacher employment to assist ($2000)

Strategic Direction 3

Empowered Community

Purpose

Embedding a sense of ownership and responsibility in all students, staff and the wider community. Creating a sense of purpose and excitement in all endeavours leading to an empowered community prepared for sustained success.

Improvement Measures

Increasing numbers of parents/carers displaying knowledge and understanding of students learning and how best to support their child as measured through feedback sourced from formal and informal surveys.

Increased percentage of students demonstrate expected growth across all equity groups within the school.

Progress towards achieving improvement measures

Process 1: Partnerships between teachers and parents developed and consolidated to support the teaching and learning directions of the school. This will include:

– PLSP process for all students.

– Informal and formal parent meetings.

– Information seminars.

– Parent workshops.

Evaluation	Funds Expended (Resources)
* Parent survey to review effectiveness of parent support programs throughout the year, highlighting areas that we can provide support in for 2020 and future directions.	– Communication between staff and parents ($4000) – Morning and afternoon teas ($1000)

Process 2: Community links established and strengthened in order to provide a diverse range of experiences and opportunities to enhance teaching and learning within the school. This will include:

– Excursions and events with other schools in CCGPS..

– University of Newcastle.

– Children's University.

– Cessnock HIgh

– Cessnock Academy of STEM Excellence (CASE).

– REAL project based learning.

– e–SCOPE network.

Evaluation	Funds Expended (Resources)
* Review of links made within community groups to determine effectiveness of support provided to teaching and learning directions of the school, including student and parental involvement.	– P&C revamp, monthly meetings, new members, starting again ($500) – Meeting time allocated

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	– Cultural Group implementation ($8000) – Dance Group – Junior AET implemented	– Improved attendance in Indigenous students
Low level adjustment for disability	– Behavioural Reading ($8000)	– Literacy and Numeracy growth across school
Quality Teaching, Successful Students (QTSS)	– ProjectNest – Teacher observations – Planning as a whole school	– Increased attendance across whole school – All students engaged
Socio–economic background	– SLSO working with small groups with Literacy and Numeracy focus ($3000) – Girls groups implemented ($4000) – Boys group implemented ($4000)	– Higher attendance across the school – Growth across literacy and numeracy
Early Action for Success	– Instructional Leader (IL) – Professional Learning for staff members run by IL	– Growth in Literacy and Numeracy results – Increased growth in PLAN data

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	40	40	46	42
Girls	38	33	36	38

Student attendance profile

School				
Year	2016	2017	2018	2019
K	94.4	97.1	84.2	92.3
1	94	95.8	95	88.6
2	94.7	94.7	93.7	94.1
3	94.4	92.6	89.2	94.1
4	94.2	93.3	92.2	87.8
5	96.1	91.6	95.2	92.4
6	89.4	90.1	86.6	94.9
All Years	94	93.4	90.4	92
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
Classroom Teacher(s)	2.52
Learning and Support Teacher(s)	0.3
Teacher Librarian	0.2
School Administration and Support Staff	1.41

*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	116,788
Revenue	1,133,905
Appropriation	1,108,092
Sale of Goods and Services	-121
Grants and contributions	25,528
Investment income	406
Expenses	-1,178,058
Employee related	-1,098,009
Operating expenses	-80,049
Surplus / deficit for the year	-44,153

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	15,841
Equity Total	151,098
Equity - Aboriginal	9,135
Equity - Socio-economic	93,025
Equity - Language	0
Equity - Disability	48,937
Base Total	663,736
Base - Per Capita	19,240
Base - Location	1,547
Base - Other	642,949
Other Total	131,363
Grand Total	962,038

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 website.

Parent/caregiver, student, teacher satisfaction

The staff, students and teachers of Kitchener Public School have been working collaboratively to continue building a positive, safe, supportive, team focussed learning environment for all.

Through surveys we found that parents are satisfied and appreciative of our school.

" Kitchener Public School has a great feel about it, when you walk in you immediately feel welcome"

"Kitchener Public School provide a wide range of activities that cater for every students interests"

" We love that Kitchener Public School have activities on the weekend, that our community can participate in help give back to our community"

Our teachers believe:

" Wonderful opportunities for students but also for staff in whole school collaborative planning for curriculum"

" At Kitchener Public School there is support for staff at any point and any time"

Our students:

"Kitchener Public School is a great place to learn, it's a small school but we get to do big school things"

" I love using the technology and the help we get from our teachers"

" Kitchener Public School is the best place on Earth

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.