

Kelso Public School

Annual Report



2018



2275

Introduction

The Annual Report for **2018** is provided to the community of Kelso PS 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.

Lance Cooper

Principal

School contact details

Kelso Public School

19 Gilmour Street

Kelso, 2795

www.kelso-p.schools.nsw.edu.au

kelso-p.school@det.nsw.edu.au

6331 1577

School background

School vision statement

Kelso Public School provides opportunities that allows students to attain excellence through inclusive education and personalised learning. We value collaborative partnerships with the community fostering a socially cohesive school environment.

School context

Kelso Public School has a diverse population and a strong collaborative partnership with school and community.

Kelso Public School has a holistic approach to improving the educational outcomes of all its students.

The school draws students from a broad spectrum of the community, 74% of children come from the lowest 25% of the socio economic community and a significant public housing sector. 8% children come from a Non English speaking background and 35% are Aboriginal.

The school is of a modern open design staffed with teachers ranging from in their first year of teaching to highly experienced teachers established in their careers. The school runs 10 mainstream classes, an early intervention setting and 5 additional support classes catering for children right across the Bathurst community.

The school receives significant additional funding under the Resource Allocation Model is supported under the Early Action For Success program and has been part of Next Steps initiatives and National Partnerships Literacy 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.

Summary

Contact details were confirmed.

Element name 2017 School Assessment 2018 School Assessment

Learning Culture Sustaining and Growing Sustaining and Growing

Wellbeing Sustaining and Growing Sustaining and Growing

Curriculum Sustaining and Growing Sustaining and Growing

Assessment Sustaining and Growing Sustaining and Growing

Reporting Sustaining and Growing (Assessment) Delivering

Student performance measures Sustaining and Growing (Reporting) Sustaining and Growing

Effective classroom practice Sustaining and Growing Sustaining and Growing

Data skills and use Sustaining and Growing Sustaining and Growing

Professional standards Sustaining and Growing Sustaining and Growing

Learning and development Sustaining and Growing Sustaining and Growing

Educational leadership Sustaining and Growing Sustaining and Growing

School planning, implementation and reporting Sustaining and Growing Sustaining and Growing

School resources Sustaining and Growing Delivering

Management practices and processes Sustaining and Growing Delivering

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

Teaching

Purpose

Teachers demonstrate personal responsibility for improving their teaching practice in order to improve student learning. Individually and collaboratively, teachers evaluate the effectiveness of their teaching practices, including sophisticated analysis of student engagement, learning growth and outcomes, to plan for the ongoing learning of each student in their care. Teachers take shared responsibility for student improvement and contribute to a transparent learning culture, including through the observation of each other's practices.

Overall summary of progress

All staff have a strong understanding of the learning progressions and its link to the syllabus and teaching and learning cycle. Staff have consistently been entering data into PLAN2 and have utilised this to action planning for the next teaching cycle. professional learning meetings are running very well and are being driven in the most part entirely by collegial conversation, only some input and facilitation is still required. the move on quality talk and reading across stage 2/3 is developing and will need to be an ongoing during 2019.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Teachers know on a daily basis where their students learning is and where to next in the teaching and learning cycle.	30 minutes of Stage Meeting time from Week 9 Term 1	Visible Walk Audit
Staff use data informed practice based around sound researched based pedagogical practice to deliver quality teaching.	14 x Staff Meeting PL time form Week 5 Term 1	Programs
Staff individually and collegially reflect on teaching practice to meet the ever changing needs of their classrooms.	Staff Development Day Time	Work Samples
	Timperley's PL Team Meeting Time	Self-reporting
	QTSS Time	video clips of students number talks (our Prof. Jo Boaler work)
		student data – 2020 Naplan, class assessment

Next Steps

Whole School Mathematics Project – Developing Problem–Solving, Reasoning and Understandings. Executive to commence Part 6 – Building Leaders'skills in Analysis of Teacher Programing, Setting Challenging learning Tasks Swivl CPL

Strategic Direction 2

Learning

Purpose

Young people will develop foundation skills in literacy and numeracy, strong content knowledge and the ability to learn, adapt and be responsible citizens so as to engage them in rich learning experiences, developing the vital skills for flourishing – now and in future years.

Overall summary of progress

The main focus has been the implementation of embedded PBL strategies, which has been highly successful. Future focused learning has not progressed as staff have not had proper access to the resources and make a space.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Increase the percentage of students demonstrating active engagement in learning shown through a reduction in off task behaviours identified via Ebs</p> <p>100% of teachers use STEM related resources to supplement teaching and learning programs across all KLA's.</p> <p>100% of teachers use the 8 Ways of Aboriginal Learning model and Quality Teaching framework embedded within their teaching programs</p> <p>Increase students ability to be creative problem solvers utilising skills across the curriculum, with students results in NAPLAN reflecting the Premiers targets</p>	<p>Equipment for the new learning space has been ordered for 2019 implementation. This includes green screen, flexible furniture, I pads, laptops and associated security and charging stations. Overall expenditure has been \$22000.</p> <p>\$32000 has been assigned for additional in school professional learning from the IL regarding literacy, numeracy and a move toward problem solving.</p>	<p>Initial training around problem solving has begun from the IL and strong links formed to the syllabus and progressions. Staff have been introduced to the concept ready for delivery in 2019.</p> <p>As pace has been reorganised for flexible learning and integration of technology into the regular syllabus.</p>

Next Steps

All teachers will build their knowledge of future-focused teaching and how students learn, formative assessment through PL and current research so that all students are provided with intentional teaching and quality research based pedagogy so they can build the proficiency skills, which underpin the Mathematics syllabus of: problem-solving, reasoning and conceptual understandings.

Strategic Direction 3

Leadership

Purpose

Excellent leaders have a commitment to fostering a school-wide culture of high expectations and a shared sense of responsibility for student engagement, learning, development and success. Students benefit from the school's planned and proactive engagement with parents and the broader community. Leaders in excellent schools ensure that operational issues, such as resource allocation and accountability requirements, serve the overarching strategic vision of the school community.

Overall summary of progress

Strong support has been given to the curiosity and Powerful learning opportunity with exec engaging with David Hopkins and implementation has begun at school. The formation of a school wide improvement team consistent of teaching staff and SLSO staff from a broad cross section of the school has been a powerful process. The gathering of data around authentic relationships and high expectations has been a great facilitator in knowing where to begin our own in school initiatives.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of executive publicly support, articulate and actively deliver the school plan improving student outcomes, community participation and teacher engagement. Successful implementation, completion and sustainability of the Curiosity and Powerful Learning program over the next three years. Bathurst schools are actively engaged in the pause week activities for executive and aspiring executive.	\$20000 from TPL and Equity has been allocated to the implementation of CPL for training relief and accommodation/ travel. Another \$15000 has been set aside to implement school activities such as the Triads.	Training has begun, team has been grown and the first theory of action has begun implementation.

Next Steps

Identify if school wide protocols are in place, are the theories of action now embedded practice and become business as usual. There is a shift in the quality of classroom planning, student engagement, growth in the QT framework. Successful implementation, completion and sustainability of the Curiosity and Powerful Learning program over the next three years, identified at the 18 month point of the program.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading		
Low level adjustment for disability		
Quality Teaching, Successful Students (QTSS)		<p>In 2018, our school embarked on the "Curiosity and Powerful Learning" journey. This program is enabling us to reflect upon and refine our school planning.</p> <p>This program has identified a team with the knowledge and tools to embed an ongoing structure of school improvement.</p> <p>It unlocks the latest educational research through practical steps, allowing us to recognise the expertise of our staff and improving consistency across the school in teaching and learning.</p> <p>To date we have implemented identified theories of action into classroom practice, beginning with High Expectations and Harnessing Learning Intentions, Narrative and Pace.</p> <p>We have established collegial triads for teachers to enhance professional practice and will participate in Instructional Rounds within our fellow CPL school cohort to identify through appreciative inquiry, our next Theory of Action to implement across the school.</p>
Socio-economic background		<p>This year has seen a new-look team with only a few past members on board. Donna Lee Wood is our External Coach and the school staff is booked in to revisit the principles of Positive Behaviour for Learning. This will take place on 7th May in Term 2.</p> <p>This year the classroom teachers are responsible for recording all reward recipients as well as printing out their own awards. The Bronze Award Assembly has already taken place with over 90% of the students receiving an award.</p> <p>All processes are in place and we are endeavouring to embed the fidelity of Positive Behaviour for Learning with consistent practices school wide. The behaviour expected in Kindergarten, Year 6 or in the Support Unit is exactly the same.</p> <p>We are looking forward to another positive year at KPS following our High Fives.</p>
Support for beginning teachers		

Student information

Student enrolment profile

	Enrolments			
Students	2015	2016	2017	2018
Boys	141	134	133	150
Girls	133	123	131	120

Kelso PS has a highly transient population and numbers fluctuate significantly all year. Overall our numbers are slowly growing and with our smallest cohort currently in year 6 we expect a small spike in 2020 reaching our highest numbers in over 10 years. 35% of our student population identify as Aboriginal and a large proportion of our families come from a low socio economic background. Only 11% of students identify as coming from a background other than English.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	94.4	94	93.4	88
1	93.8	92.3	92.5	88
2	93.3	93.6	93.6	92
3	94.6	93	92.4	94
4	89.4	94	92.1	91.5
5	93.4	90	91.1	89.7
6	93.1	92.7	88.4	91.1
All Years	93.1	92.8	92.1	90.4
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

Our school meets on a fortnightly basis with the attendance team and HSLO discussing students who have patterns of absence, concerning quantities of absences and unexplained absences on a regular basis.

- describe how non-attendance is handled by your school
- report on the outcomes of programs designed to improve student attendance

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Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	16.32
Teacher of Reading Recovery	0.32
Learning and Support Teacher(s)	1.6
Teacher Librarian	0.6
School Counsellor	1
School Administration and Support Staff	10.12

*Full Time Equivalent

Throughout the 2018 school year 8 staff identified as being Aboriginal filling both permanent and temporary full time positions across a wide variety of settings within the school.

Of the 8 Aboriginal members 3 staff are teaching staff and the other 5 staff fit the category of support staff in various areas of the school. All 8 are women. Across the composition of positions are staff who are early career members and a balance of staff with considerable experience.

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	20

Professional learning and teacher accreditation

Our professional learning funds along with funds allocated from the RAM (Recourse allocation) supported teacher and non teaching professional learning in line with staff individual goals and whole school improvement goals. Teaching staff identified their priorities for improvement through the PDP (Personal Development Plan) process in accordance with the Performance and Development Framework. Teaching staff identified 3 goals on average for support and it was agreed that 2 of these aligned to specific

whole school improvement.

In total \$28648 was expended for teacher professional Learning with an additional \$80762 expended to specifically support beginning teachers.

Six beginning teachers received weekly additional classroom release and support through coaching from a senior teacher.. Three of these achieved accreditation at proficient with the expectation that the remaining three will achieve proficiency level in 2018. The remaining teachers are pre-2004 teachers and are deepening their understanding of the accreditation and maintenance processes. There are currently no teachers working toward accreditation beyond proficient

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	140,201
Revenue	5,395,367
Appropriation	5,322,719
Sale of Goods and Services	220
Grants and Contributions	72,114
Gain and Loss	0
Other Revenue	0
Investment Income	314
Expenses	-5,237,635
Recurrent Expenses	-5,237,635
Employee Related	-4,829,362
Operating Expenses	-408,273
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	157,732
Balance Carried Forward	297,933

	2018 Actual (\$)
Base Total	2,046,289
Base Per Capita	57,369
Base Location	2,493
Other Base	1,986,427
Equity Total	776,499
Equity Aboriginal	141,842
Equity Socio economic	401,789
Equity Language	0
Equity Disability	232,868
Targeted Total	1,278,029
Other Total	755,765
Grand Total	4,856,582

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.

Kelso PS has a strong focus on the improvement of literacy and numeracy and has expended significant RAM funding on staffing to support student improvement in these areas. Finances are monitored closely by the principal and school Business Manager. regular departmental audits are conducted to ensure appropriate use of funding. During 2017 the school transitioned to the SAP finance system and we now budget using the efpt.

Financial summary equity funding

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

School performance

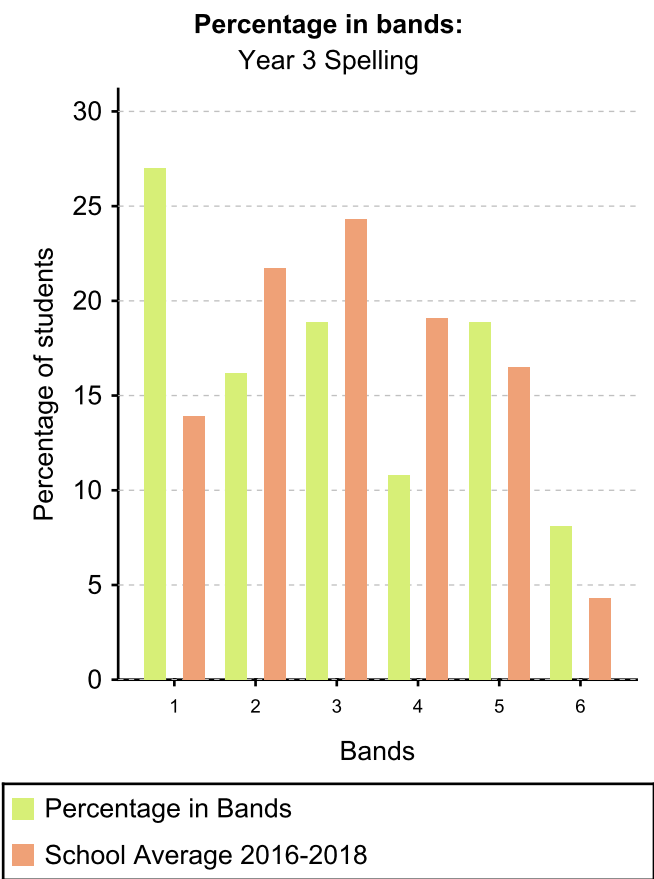
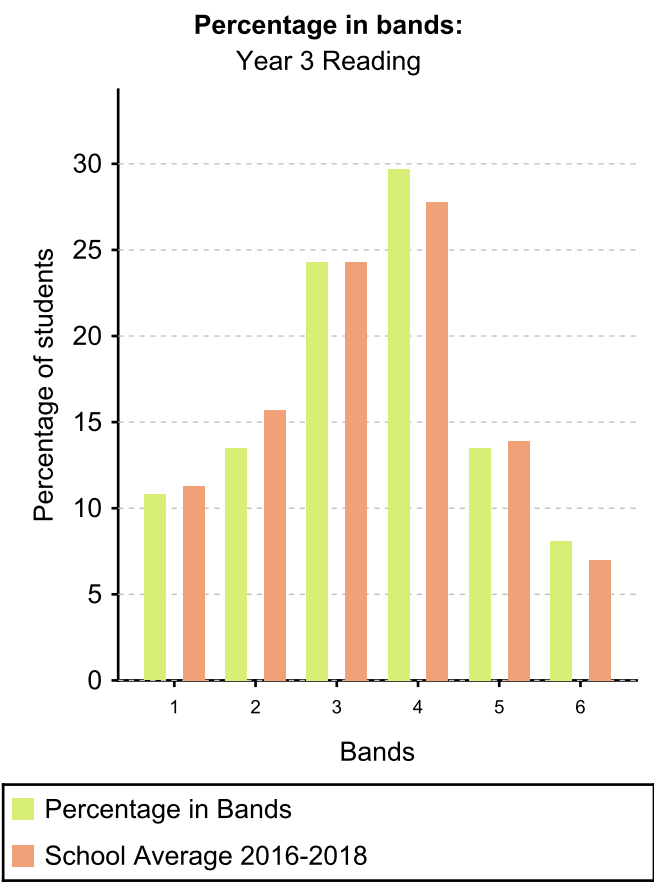
NAPLAN

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.

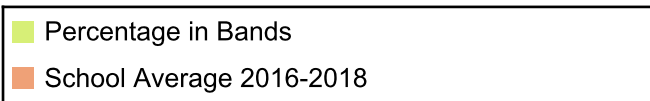
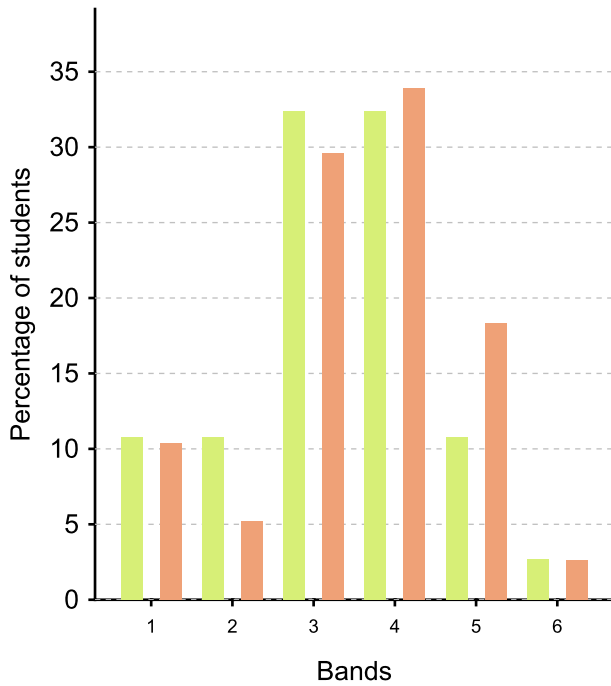
From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

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.

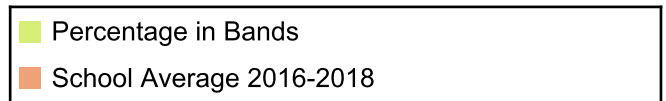
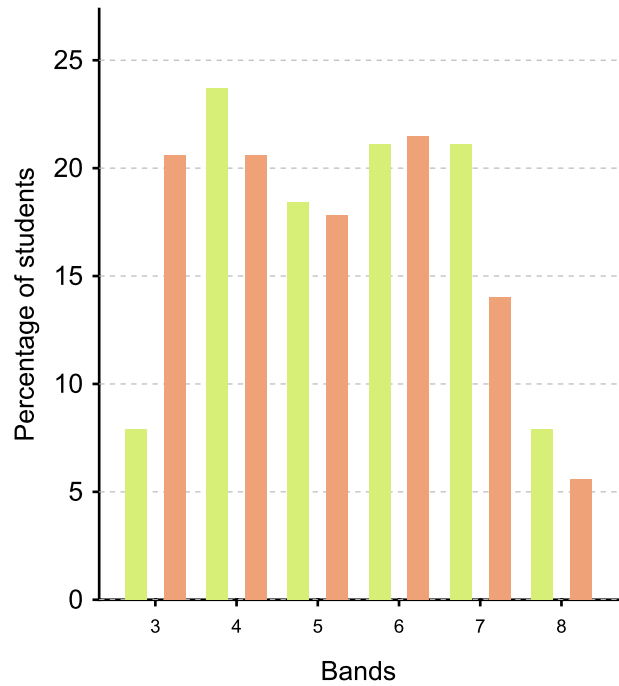
Results over the last 5 year period show a strong and steady growth for all literacy with most areas now meeting or exceeding like school groups and now approaching state with a closing of the gap. Aboriginal students in writing are now exceeding their state wide peers.



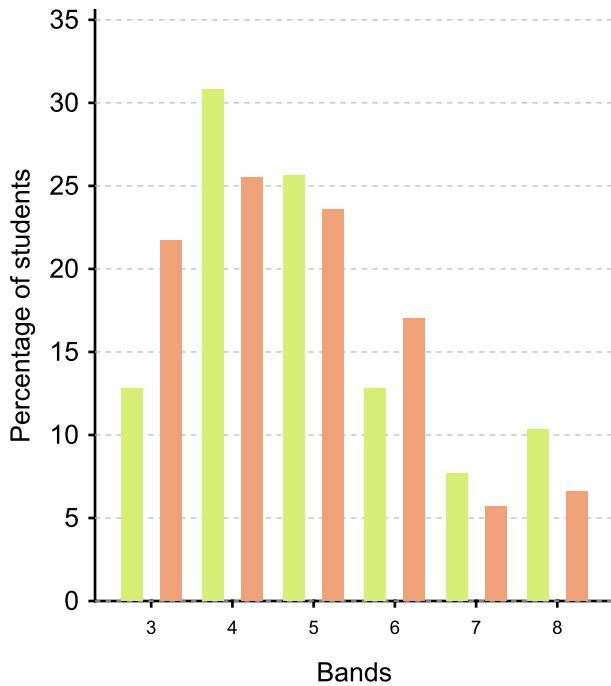
Percentage in bands:
Year 3 Writing



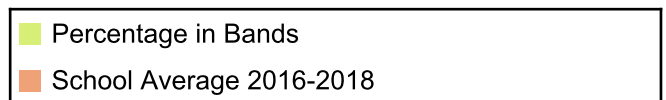
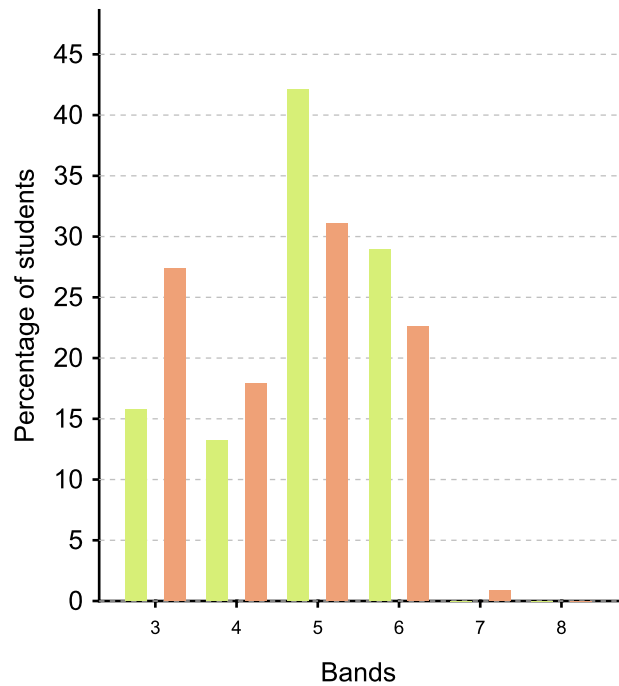
Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Reading

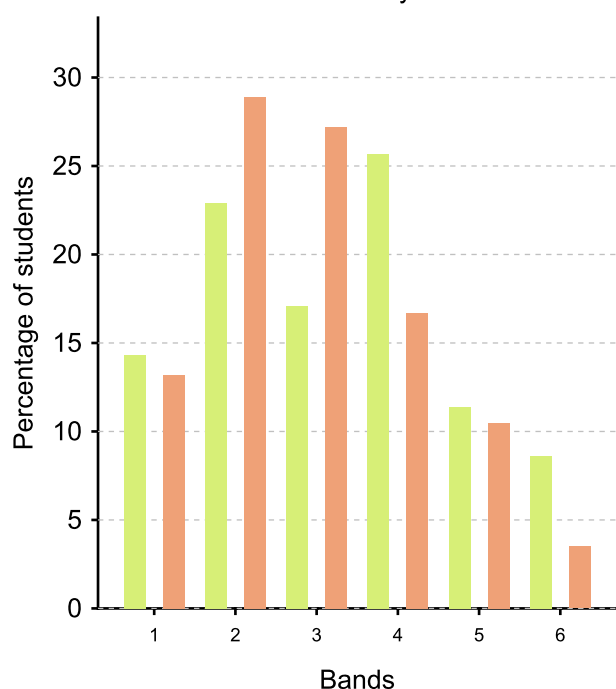


Percentage in bands:
Year 5 Writing



Numeracy has made some growth but is still lagging behind literacy. The school has an agenda for numeracy as a priority in 2019.

Percentage in bands:
Year 3 Numeracy



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.>

Aboriginal students in literacy have made exponential growth compared to their non Aboriginal peers. In terms of closing the gap in writing students are now exceeding their state wide peers. reading is making steady growth. More work is to be done in numeracy and is a school priority for 2019.

Parent/caregiver, student, teacher satisfaction

Parents feel welcome. I can easily speak with my child's teachers. 8.8, Teachers listen to concerns I have. 7.8, Written information from the school is in clear, plain language. 7.5

Parents are informed. If there were concerns with my child's behaviour at school, the teachers would inform me immediately. 6.7, I am informed about my child's behaviour at school, whether positive or negative. 6.9, The teachers would inform me if my child were not making adequate progress in school subjects. 7.5, I am well informed about my child's progress in school subjects. 7.5, I am informed about my child's social and emotional development. 6.9.

School Supports positive behaviour. Teachers expect my child to pay attention in class. 8.9, My child is clear about the rules for school behaviour. 9.3

inclusive school. Teachers help students who need extra support. 7.9, School staff create opportunities for students who are learning at a slower pace. 7.1, School staff take an active role in making sure all students are included in school activities. 7.1, Teachers help students develop positive friendships. 7.5

Teachers indicated strongly we were performing highly in all areas.

Percentage of students with a high rate of participation in sports with an instructor at school, other than in a physical education class.

83% NSW Govt Norm, 94% School Mean

Percentage of students with a high rate of participation in art, drama, or music groups; extracurricular school activities; or a school

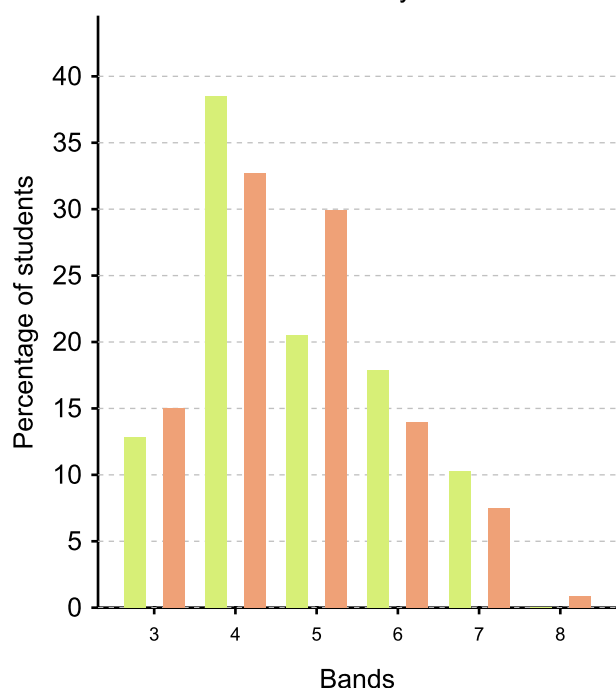
committee.

75% School Mean, 55% NSW Govt Norm

Students believe that schooling is useful in their everyday life and will have a strong bearing on their future.

98% School Mean, 96% NSW Govt Norm

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2016-2018

Students are interested and motivated in their learning.

79% School Mean, 78% NSW Govt Norm

Policy requirements

Aboriginal education

Our school continues to professionally develop staff in the '8 Ways' philosophy as a pedagogical practice. This targeted and resourced program promotes quality teaching and student engagement in learning. Aboriginal perspectives and content is included across all subjects and KLA's with specific content developed in History and Geography.

The development of a Junior AECG supports a strong sense of belonging and connect to AECG and High school as well as leadership in the coordination of a variety of events and activities designed to promote Aboriginal Culture.

Our school continues to promote inclusion and Aboriginal Culture through leadership and participation in an number of school and community events. These include; NAIDOC, Public speaking, EACG activities, combined schools awards assemble, Reconciliation week, Marbo day and Aboriginal Children's Day. Our school supports a specific Aboriginal dance group that was called upon frequently to represent Public education and Aboriginal culture at a variety of school and non school based events.

Multicultural and anti-racism education

We support specific students in language development through English as a Language Dialect (EaLD). Our school celebrates multiculturalism through the inclusion of multicultural perspectives in key learning areas. Specifically we celebrate multiculturalism on Harmony Day.

We ensure a stance on anti-racism through an elected position and specific training. (ADCO/ARCO position) Our anti-bullying and anti – racism protocols and procedures are embedded in PBL process and Discipline policy.

Other school programs

Early Action for Success is part of the department's Literacy and Numeracy Strategy. It aims to close the gap in literacy and numeracy by the end of year two and is underpinned by current research that identifies that proficiency in literacy and numeracy by the end year two is a strong antecedent to future success in learning.

At Kelso PS we are improving student outcomes in the early years through building teacher capacity, evidence-based teaching and targeted personalised learning. In 2018, the Instructional Leader worked shoulder to shoulder with teachers; she modelled and coached teachers in best practice, delivered quality

professional learning and led staff in collaborative and reflective practice.

The school was part of the 2018 trial of the new Literacy and Numeracy Progressions and PLAN 2 software. Much of the professional learning delivered by the Instructional Leader focused on building teacher knowledge and capacity in using these and mapping them to the English and Mathematics Syllabi. By the end of the year, K–2 teachers had integrated the assessments and data-collection processes into their teaching and learning cycles and were entering data for all students in the seven identified areas. The reports from PLAN 2 data were also used by the intervention team to identify students at risk and monitor growth. PLAN 2 was flagged as being an efficient and effective data-sharing tool.

A tiered needs-based intervention model continued to be implemented. Student data was collected and closely monitored, and at risk students were provided with personalised intervention and programs. The school funded a full-time interventionist, four part-time intervention SLOs and 0.2 Speech pathologist to resource this program. Individual and small group programs were designed and delivered in the areas of speech and language, auditory discrimination, visual motor integration, literacy, fine & gross-motor and numeracy.

Improvements in student outcomes were evident across the literacy and numeracy areas; 84% of K–2 students achieved at or above grade level in reading. The Year Three Naplan results also reflected this improvement with 26% of students achieving in the top two bands for Reading and 25% for numeracy. Over the last few years we have seen a trend emerging of a band of students performing more than six months ahead of grade level across all K– 2 classes which demonstrates that quality evidence-based teaching not only closes the gap but extends students.