

Kegworth Public School

Annual Report



2018



2270

Introduction

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

Belinda Perih

Principal

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Message from the Principal

Welcome to Kegworth Public School.

I would like begin the Annual School Report by acknowledging the Gadigal people who are the Traditional Custodians of this Land. I would also like to pay respect to the Elders both past, present and emerging and extend that respect to other Aboriginals.

Kegworth Public School is a dynamic place of learning. Its' inviting atmosphere is characterised by a sense of energy and warmth of welcome. Our school's priority is to strive for high academic achievement and positive wellbeing for all students. Passionate and committed staff members work collaboratively to provide quality learning programs, which cater for individual needs and builds positive relationships with students.

There is a strong sense of spirit which underpins the rich and diverse learning opportunities available for all students, including environmental education, debating, public speaking, Indigenous and multicultural programs. Specialist programs include music, visual arts, digital technologies and community language (Italian) programs.

Our school has a comprehensive student wellbeing focus. The school's Positive Behaviour for Learning framework, implementing our core expectations of "Courtesy, Care and Commitment", has provided a common and consistent language and approach for students, staff and parents alike.

This report reflects the first year of a new cycle for the school's strategic plan which brings about a range of new focus areas for the school to develop and implement, whilst complementing and refining existing programs , processes or strategies in order to achieve the best possible outcomes for each and every child.

As the Principal of Kegworth Public School, I value and commend the continued efforts and achievements of our students; the commitment and dedication of an experienced and talented staff and the generous contribution and partnership of our supportive parent and school community.

Please take the time to explore some of the school's achievements in this report. We encourage you and your child to take up the "Kegworth experience" and look forward to see you as part of our school community.

Belinda Perih

Principal

Message from the school community

A massive thank you to everyone involved in the P&C for 2018. We have had some amazing highlights this year and it was great to see some new faces along the way. Our major event on both the fun and fundraising calendar is the Autumn F.A.R.E.

- This year the FARE raised over \$44,000. The other highlight here was the collaboration between the FARE team and the P&C. We have all worked incredibly hard to help the overall Kegworth.
- So much more publicity this year, great to have Jamie Parker and Darcy Byrne along on the day too.
- A new addition was the Dunking Machine, which was a real hit and with some fantastic weather it worked well.
- A VERY big thank you to Rachel Fabian and the team behind her that ran one of the best FARE's ever, with record breaking profits for the school.

With money raised at last year's FARE, we co-funded an extra teacher to maintain Kegworth's excellent teacher-student ratio in all stages. From this year's FARE takings, we have set aside money to co-fund classroom air conditioners for all the downstairs classrooms (we are waiting on a grant from the Government to be able to go ahead) Ref – "The Cooler Classroom Funds"

Building fund – we have a tax-deductible Building Fund that we can use for building projects. Our current project is an upgrade of the sad and tired toilet block in the senior playground. We currently hold \$21,000 earmarked for that project, and we have applied for a \$50,000 Community Building Partnership Grant to be able to get started next year. Thank you to the Ricketts, Beede/Busan, van Arend, Percival/Rickerby, Reynolds, Bailey-Charteris, Ng, Ogden, Ehrlich, Lane, San Jose, Kemp, Curtis/Nicholson and Holsman families for their generous donations this year.

Coles Sports Program – The P&C team try and leverage any of the local initiatives around supporting the school, this year was the Coles Sporting Program. Thank you for all the families that shopped at Coles during the promotional period and brought in your tokens. Students in Years 3 – 6 will enjoy new AFL equipment kits suitable for both senior and junior primary whilst our younger K – 2 students received some more equipment to play with in the junior playground including new hoops, flying discs, skipping ropes, balls and so much more!

Traffic and Road Safety – We continue to stay focused on this to ensure there is adequate parking for drop off and pick up. With our focus being a safe environment for the children. (New parking signage) The P&C continue to focus on road and traffic safety as part of the children's overall wellbeing and positive learning experience at Kegworth.

Communication – We have really tried this year to communicate and over communicate. We have continued the newsletters and really tried to ensure the school community has visibility to the P&C activities and understands how to get involved. We continue to communicate via Facebook, Instagram, Newsletters and the P&C Noticeboard.

Gardening Bee – We held one gardening bee this year and with great success, thank you to Leon Berkelmans for driving this activity and project managing the day. It's great to see so many families involved and especially get the kids out to help benefit the school community – thank you!

Water refillable station – Especially as we come into these hotter months, we are very thankful for the Water Station donation from June Boxsell (Street Furniture Australia) We now have that installed near the bubblers next to the COLA. This is a great way for the children to refill water bottles and stay cool. With the great donation from June, the P&C were able to co-fund the installation of this water resource for the school.

Kegworth Art Show – A big thank you to the school community for the Best Art Show ever. A call out to Polly Pullin who helped the students with their artwork and came up with the ideas. A very special thank you to Karen Laing who organised the fantastic wine and pizzas on the night. An amazing and magical night with all the spectacular artwork and lighting. A shout out to the Kegworth Dad Band – thank you! We hope to see more performances from the KDB in 2019.

Karen has been tireless with her fund-raising efforts this year. At the beginning of the year, she was still selling 130 year tea towels, and at the end of the year we are all eagerly awaiting the first 'Comedy for Kegworth' night and some real Christmas Trees to enjoy for the festive season. In between there's been mother and fathers day stalls, an Easter egg guessing competition, and the proceeds from the Royal Hotel meat raffles for the month of September.

P&C Website – The P&C website is going through a transformation and a Big thank you to Dustin Blagg who has been doing all the design and updates. We still need to do a few final tweaks and will continue to update with news, events and community updates. Thank you, Dustin! <http://kegworthpublicschool.com/>

KOOSHC Partnership – We have had a great year partnering closer with the KOOSHC committee as we transition into 2019. One of the great outcomes of the P&C and KOOSHC collaboration has been the new COLA linking the senior toilets with the KOOSHC building. We also owe thanks to the KOOSHC committee for entirely funding the new fence on the Senior Playground. Some of you may know we have previously had some safety concerns in that space. We are very thankful to the team that helped make this happen (a big thank you to Pip and the entire committee for their support and

partnership in 2019)

Cyber Safety Education Night – The P&C (with the support of the school) recently organised to run an education evening for parents on Technology and Children. We had a fantastic turnout with over 40 parents and a really great discussion about what the school community can do around Cyber Bullying, Online Grooming and general child safety online. With such positive feedback, we will look to run another evening in 2019.

Uniform Room – We have had a great team on the Uniform room this year with Lucie Micallef taking over from Helen – thank you to both of you!

Music Committee – 41 students were involved in the band and string ensembles, rehearsing weekly. They performed at the Opera House (strings), the NSW Band Festival (where senior band scored a silver medal), mothers day and fathers day breakfasts, music night and other school events. Music committee hosted another successful Halloween disco for the kids and the annual trivia night for some parent-focused fun and frivolity.

Sustainability partnerships with the school – the Envirobank container collection initiative, free trees from Inner West Council, bush tucker garden. We thank Leah Radburn for her passion and commitment to kick this project off within the school.

School banking continued from strength to strength, helped along by Rachel Leach (co-ordinator), Lorraine Cherry-Nguyen, Justin Van Nguyen, Nikki Fasolo Karen Armstrong, Melissa Sutherland and all of those helpers along the way

Thank you to school executive Belinda Perih, Phil Toovey, Carole Green, Lisa Williams, and the Kegworth teachers and admin staff, all of whom support our kids, the P&C and our school community in the classroom and outside it.

Michelle Casey – 2018 P&C President

2018 Kegworth Music Committee (P&C sub committee)

Kegworth Music Program continues to grow from strength to strength. During 2018, Tristan Routh (band conductor) and Amelia Holbert (string conductor) started our school year by setting up their respective ensemble groups, in preparation for musical success. During 2018, sadly both Tristan and Amelia left our school to pursue other career options. This opened the door for new talent to enhance the music program in the form of Kate Whitton (band conductor) and Bridget Hall (string conductor). Both Kate and Bridget brought a wealth of musical experience, fresh ideas and a collaborative approach to their ensemble groups and the music committee.

This year, approximately 45 students participated in the band and string program with another 50 students participating in the school's recorder and choir ensembles. A significant number of experienced Year 6 students left the school's music program for high school at the end of 2017, leaving an obvious void in both band and string ensemble groups. This provided a challenge for both conductors to ensure that their ensemble groups were balanced whilst still supporting the varying musical abilities of the students within. Both Kate and Bridget rose to the challenge with gusto, enabling the junior and senior bands and string ensemble groups to flourish as the year progressed.

We welcomed Ms Pauline Findlay during Term 1 in the role of music specialist teacher, teaching all K – 6 students once a week in music curriculum. Ms Findlay also supported Miss Rosa Vaccaro with the Senior Recorder Ensemble and conducted the Senior Choir throughout the year. The establishment of a lunchtime ukele group was found to be well received by interested students using the talents of one of Kegworth parents in collaboration with Ms Findlay. During Term 2, Miss Lisa Coelho and Miss Laura Watkins established a Beginner Recorder Ensemble, consisting of mostly Year 1 and 2 students who were interested in learning the recorder. Continued interest in this lunchtime music group will ensure a succession plan for students to then join the Senior Recorder Ensemble in years to come.

- school performances at events, such as the Autumn FARE and Education Week Open Days and Art Show;
- performances in the community including local school community fetes;
- performances for the school community including Mother and Father's Day breakfasts and Preschool performances;
- participation at competitions including UNSW Band Competition, Festival of Instrumental Music (Recorders and String) and Cantabile Choir Festival.
- establishment of a lunchtime ukele group.

Fundraising efforts continue to be successful with the Music Committee raising over \$20K from a number of events. Funds raised go back into the music program to supplement the purchase of music instruments, new music repertoire and the employment of tutors during weekend workshops, in addition to the conductor fees. These events include:

- Bunnings BBQ;
- Trivia Night;

- Halloween Disco for Years K – 6 and
- Music Night.

Thanks to all of the Music Committee members and Parent ensemble coordinators – Anne Beede, Anna Curtis, Alison Duncan, Ali Guerriero, Robert Khoury, Rachel Leach, Charity Molina and Jennifer Vincent, for their continued support and hard work over the year; to all parents and caregivers who have volunteered to assist at the variety of fundraising events; to the staff of Kegworth who worked in partnership with the Music Committee to provide many musical opportunities, to the conductors and tutors who continue to teach and provide our students with the very best musicianship and opportunities; to all Kegworth children and their parents for enjoying, supporting and participating in the music program during the year.

Belinda Perih – on behalf of the 2018 Music Committee

Message from the students

The pencils scratching against pages, students laughing and playing friendly together. At Kegworth, teachers make learning enjoyable and every day you learn something new. Students are courteous and are kind towards one another, and are committed to learning and staying on the task.

I remember the day I first stepped foot inside Kegworth. I didn't think I'd be here talking to you all at this very moment. I'd seen my brothers and sisters come to Kegworth before me and I had always wanted to join them at "big school." When my parents told me the news that I would be coming to Kegworth I was extremely excited. I couldn't wait to come. On the first day of Kegworth by the time it was lunchtime I had already made loads of friends and it was a very fun and new experience for me.

I remember when I first came to Kegworth, I was very shy and scared. I didn't know what to expect and I was very nervous. Then when I entered the classroom all my nerves rushed out as soon as I met Mrs Green who greeted me. A few minutes later I had already made friends who are still my friends now. When I played in the playground with my friends I had lots of fun, this made Kindy an enjoyable experience.

A funny memory from Kindergarten was when at the end of lunchtime on my first day when we were meant to line up in our classes I didn't know where to go and sit down, so instead I sat down in a random place and starting crying for my mum. My sister found me sitting down in another class's line and showed me where I should've been lining up. For the rest of the year I knew which line to sit down in all thanks to my sister.

A funny memory from Kindy was that every single lunch, I would play the same game for the whole year and managed to not get sick of it. I thought that I would never get bored of it but Year 1 came by and I never played that game ever again. Now that I look back at that game, I wonder how I managed to survive playing that game again and again for the whole year.

A horrifying and memorable memory from my years at Kegworth was when I was in Year 4 with Ms Radburn as my teacher, every now and then we had this really silly dance we'd do which was called Popsico to a video of singing hotdog. We danced and sang along with the music. I still have nightmares to this day about that hotdog that was singing "My hands are high, my feet are low and this is how we popsico."

A funny memory from Kegworth is when I was at camp. We were on a bushwalk with Mr Toovey and it was very muddy and slippery. When we got to the top everyone starting singing, "I love candy" about 10 times until Mr Toovey got sick of our "beautiful" singing and said that's enough. It took us a while to stop singing but we eventually stopped when we saw his face change colour.

Our school is full of many different types of opportunities. We learn how to speak Italian from Kindy to Year 3, with a great teacher teaching the lessons. Kegworth has lots of activities for all ages such as the Kookaburra Choir for the Kindy's to Year 2's which practices once every week and has chances to perform. Kegworth also gives you the opportunity to perform as a group with other students. For example the band, the recorder group and the string ensemble. You have the opportunity to perform at the Opera House or The Town Hall in the junior and senior groups. There are a variety of clubs like Chess club and Worm Farm to help the plants grow healthy from the worm juice. Every year the whole school participates in either our Performing Arts Concert or the Art Show.

Kegworth has 4 different house colours that compete against each other in a variety of events such as the athletics and swimming carnival and the PBL points system. The house colours are Yellow, Blue, Red and Green. Students can earn points towards their house colours and at the end of each term whichever house colour has received the most amount of points can choose a reward such as a pizza party, watching a movie or even extra play time in the playground.

Once a year every student in Kegworth takes part in "Clean Up Australia Day" and we do things like pick up rubbish from the school or the greenway. This reduces the litter in our community. These aspects make our school extraordinary.

The staff at Kegworth Public School are very caring and are willing to help you in any way possible. Teachers at our school are committed to helping students who are having trouble with work. They will make sure you understand and will not stop teaching you until you do. Whenever you are hurt or need something the office ladies will always be there to help. They are kind and caring towards all the children, and always put the children before themselves. They'll continuously help you throughout the whole year and will not stop until the year is over. This is another reason why Kegworth is the school for you!

Kegworth has provided us with the skills and strategies required for our everyday lives and have taught us the things that we will need for the rest of our lives beyond the school years. We've learnt how to make friends and socialise with other people. We liked how the teachers engaged in our learning and helped us in whatever was needed.

Kegworth is full of learning throughout the whole school. Students are happy at Kegworth and would rather be here than anywhere else. Kegworth has provided us with so many opportunities that we wouldn't of experienced without being here at this school. This is why you should enrol your child at Kegworth Public School.

Amelia and Micah

2018 – Year 6 students

School background

School vision statement

At Kegworth Public School, we are committed to creating a safe, caring and inclusive environment where all students can reach their true potential, experience success and develop as creative, resourceful and responsible citizens.

School context

Kegworth Public School services students from the local community and beyond. Established in 1887, the school has developed its reputation for providing quality service, high educational opportunities and a welcoming, inclusive environment. Our school fosters a culture which enables our students to develop as active, responsible learners, able to participate in an ever changing and technologically demanding society.

Our vision statement reflects the value the school community places on learning and on the welfare of its students.

Located in the inner city, Kegworth supports students from Pre–School to Year 6.

The school has a population of 355, with 4.8% Indigenous students and 29.5% of students are from language backgrounds other than English with Spanish decent (4.8%) being the largest cultural background.

The school currently comprises of 14 classes. With increasing student enrolments, the school can comfortably grow to support up to 15 classes. Quality programs include creative and performing arts programs, comprehensive sporting and environmental education programs, Community Language program in Italian and specialist programs in Music and Digital Technologies.

Our school has a standing reputation in the community for scholarship, student well–being and behaviour, and the commitment of all teaching and ancillary staff to the welfare and development of all students.

Kegworths school motto is:

"Commitment, Excellence and Success for the Future"

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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicate progress achieved by the school across the domains of Learning, Teaching, and Leading as follows:

- Learning: In the domain of Learning the school's self–assessment is consistent with the evidence presented and is validated using the School Excellence Framework.
- Teaching: In the domain of Teaching the school's self–assessment is consistent with the evidence presented in 3 element/s and is validated using the School Excellence Framework. In the element of Professional standards the evidence presented indicates the school is operating at the Delivering stage.
- Leading: In the domain of Leading the school's self–assessment is consistent with the evidence presented and is validated using 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/sef-evidence-guide>

Strategic Direction 1

DATA DRIVEN STUDENT ACHIEVEMENT

Purpose

For students and teachers:

- To provide a whole school approach to support students to have the greatest impact on their learning
- To acquire strong skills in literacy & numeracy through best practice, data analysis and implementation
- To use Formative Assessment strategies to identify their own learning needs

Overall summary of progress

Achievements include:

- Whole school assessment model updated to include new standardised tests for Years K – 2 (to be implemented in 2019).
- Professional learning and training sessions in 'Learning Progressions' for Literacy & Numeracy
- Continued analysis of school and class data to inform, improve and differentiate teaching programs and practice.
- Continued implementation of formative assessment and growth mindset strategies by teaching staff in the classroom. The use of learning intentions and collaboratively developed success criteria for class lessons with student groups has proved to purposeful and successful in the learning environment. Quality feedback to students (verbal and / or written) continues to be identified as a key element.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase the percentage of students achieving at least 1 year's growth in literacy (reading, spelling, grammar & punctuation)	NAPLAN test results	Data to be collected from NAPLAN test results, showing student growth over next 3 years.
Increase the percentage of students achieving at least 1 year's growth in numeracy	NAPLAN test results	Data to be collected from NAPLAN test results, showing student growth over next 3 years.
Increase growth of students in Years K – 6 in Literacy, as determined by the school's based assessment model	Standardised tests – PAT – Spelling, Grammar Punctuation and PROBE Comprehension tests Writing Moderation – K – 6 – school based assessment task	PAT – Spelling results – Term 4 2018 Year 3 = 80% within or above (T4–2017 = N/A) Year 4 = 81% within or above (T4–2017 = 86%) Year 5 = 80% within or above (T4–2017 = 79%) Year 6 = 85% within or above (T4–2017 = 82%) PAT – Grammar & Punctuation results – Term 4 2018 Year 3 = 86% within or above (T4–2017 = N/A) Year 4 = 83% within or above (T4–2017 = 82%) Year 5 = 76% within or above (T4–2017 = 90%) Year 6 = 82% within or above (T4–2017 = 78%) Reading– PROBE results – Term 4 2018

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase growth of students in Years K – 6 in Literacy, as determined by the school's based assessment model		Year 1 = 72% within or above (T4–2017 = N/A) Year 2 = 75% within or above (T4–2017 = N/A) Year 3 = 79% within or above (T4–2017 = 82%) Year 4 = 92% within or above (T4–2017 = 79%) Year 5 = 97% within or above (T4–2017 = 96%) Year 6 = 90% within or above (T4–2017 = 91%) Writing moderation results – Term 4 2018 Year K = 79% within or above (T4 2017 = N/A) Year 1 = 80% within or above (T4–2017 = N/A) Year 2 = 86% within or above (T4–2017 = N/A) Year 3 = 73% within or above (T4–2017 = 76%) Year 4 = 70% within or above (T4–2017 = 81%) Year 5 = 78% within or above (T4–2017 = 75%) Year 6 = 90% within or above (T4–2017 = 91%)
Increase growth of students in Years K – 6 in Numeracy, as determined by the school's based assessment model	PAT – Mathematics	PAT Mathematics results – Term 4 2018 Year 2 = 96% within or above (T4–2017 = 73%) Year 3 = 55% within or above (T4–2017 = 78%) Year 4 = 77% within or above (T4–2017 = 82%) Year 5 = 59% within or above (T4–2017 = 63%) Year 6 = 50% within or above (T4–2017 = 58%)
Increase the percentage of students achieving in the top 2 bands of NAPLAN reading, writing and numeracy.	NAPLAN test results – 2018	Percentage of students in top 2 bands: Year 3: • Reading = 50% • Spelling = 55.9% • Grammar & Punctuation = 48.8% • Writing = 33.3% • Numeracy = 51.1% Year 5: • Reading = 54.9% • Spelling = 57.2% • Grammar & Punctuation = 60.0% • Writing = 11.4% • Numeracy = 60.0%
PDP's observations, teacher feedback and programs show increasing confidence and use of data in collection and analysis to modify teaching practice (as appropriate to their role)	Tell Them From Me – staff survey	Teachers were surveyed against the Eight Drivers of Student Learning. Kegworth teacher survey results in 4 of the relevant areas showed increased confidence as compared to NSW Govt means: * Collaboration: KPS mean = 8.2 / NSW Govt mean = 7.8

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
PDP's observations, teacher feedback and programs show increasing confidence and use of data in collection and analysis to modify teaching practice (as appropriate to their role)		* Learning Culture: KPS mean = 8.4 / NSW Govt mean = 8.0 * Data Informs Practice: KPS mean = 8.5 / NSW Govt mean = 7.8 * Teaching Strategies: KPS mean = 8.5 / NSW Govt mean = 7.9

Next Steps

- Years K – 2 to undertake PAT Early Years online testing in Literacy & Numeracy as per whole school assessment model.
- Continued professional learning in the analysis and interpretation of student data to better inform class planning and modify teacher practice to improve student outcomes.
- Kindergarten teachers to implement "Learning Progressions" (PLAN2) for a selected group students.
- Continued professional learning and implementation of formative assessment and growth mindset strategies in the classroom.
- Professional learning sessions using Naplan trend data to improve student achievements in identified areas requiring development.
- Professional learning sessions focussing on Writing – guided and modelled and Mathematics – numeracy & working mathematically.



Strategic Direction 2

FUTURE LEARNING

Purpose

For students and teachers:

- To embed consistent practice, share expertise and develop skills and strategies in ICT, Digital Technologies and STEM (Science, Technology, Engineering and Mathematics)

Overall summary of progress

Achievements include:

- Transformation of school library space to provide new Learning Hub for future focussed learning.
- Professional development for selected staff to develop and acquire skills and knowledge for future focussed learning.
- Resource purchases to support digital technologies the classroom.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
An increase in teacher confidence in using STEM and ICT across the curriculum	Professional Learning sessions and collaborative planning sessions – Science & Technology syllabus = \$3300	Developed K – 6 scope & sequence for new Science syllabus. Collaborative planning & programming sessions to develop stage based science units in line with new Science syllabus to be implemented in 2019
An increased proportion of STEM units are embedded in all class teaching programs		Planned science units are being integrated across KLA's
Increased proportion of teachers using ICT across a range of Key Learning Areas	School audit – relief day = \$450	School technology audit completed Action timeline and plan recorded for future purchases
An increase in the number of students using digital technologies to produce quality products that support learning	Digital Technology resource purchases: • Early S1 & S1 – Bee Bots / S2 – Makey Makers / S3 – Micro Bits = \$3000 • Stage 1 = \$5000 • Stages 2 & 3 laptops = eT4L funding	ES1 & S1 students using PC & digital tech. resources for coding lessons S1 trial – laptops / pads in classrooms to support literacy & numeracy. S2 & 3 laptops updated for classroom use. S2 & S3 students using Makey Makers & Micro Bits in Learning Hub.

Next Steps

- Implementation of planned K – 6 Science units and purchase of required resources to support student learning.
- Professional learning to support new technology component of syllabus.
- Development of K – 6 Technology scope & sequence.
- Purchase of additional digital technology resources to further support learning and accessibility for students and staff.

Strategic Direction 3

COLLECTIVE WELLBEING

Purpose

For students, staff and parent community:

- To promote positive individual and collective wellbeing necessary to support academic & social development through a growth mindset approach
- To focus on giving students voice to develop active and connected learners who thrive, succeed and contribute positively throughout life

Overall summary of progress

Achievements include:

- Purchase of permanent PBL signage to visually support schools expectations and rules – located in various points around the school.
- Creation of PBL action plan & timeline to ensure succession planning with new PBL team members & projects.
- Inclusion of extracurricular environmental activities to support positive student wellbeing at school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase the number of students who can identify someone at the school who is an advocate – providing encouragement, support and advice	Tell Them From Me – Student Survey results	Years 4, 5 & 6 students surveyed in the following aspects of social engagement. Results shown in comparison to NSW Govt mean. • Students with a positive sense of belonging at school – KPS = 74% / NSW Govt = 81% • Student with positive relationships at school – KPS 88% / NSW Govt = 85% • Students who feel there is an advocate for them at school (rating out of 10) – KPS 7.8 / NSW Govt – 7.7 • Students who feel that they have positive teacher – student relationships at school (rating out of 10) – KPS = 8.6 / NSW Govt = 8.4
Increase the number of students who consistently reflect the school's values through compliance (ie: SENTRAL) with school behavioural expectations and rules	Tell Them From Me – student survey Suspension Data collection Sentral data	Years 4, 5 & 6 students surveyed in the following aspects of social engagement. Results shown re compared to NSW Govt mean. • Students with positive behaviour at school – KPS 91% / NSW Govt – 83% Suspension school data has shown a reduction in the number of students since the consistent implementation of PBL matrix expectations & rules – 3 x students were suspended for one off major behaviour misdemeanours in the last calendar year.
Increased positive parent responses to school communication systems and procedures	Excellence in School Customer Service – 360 Reflection Tool	Survey undertaken in 2018. Survey results & baseline data are provided in details under "Parent/ caregiver, student, teacher satisfaction section of Annual Report.

Next Steps

- Implementation of KPS Discipline Procedures including revised positive and negative behaviour rewards and consequences.

- Continued collection and analysis of school data (major and minor) to identify behaviours of concern and / or determine the level of school success.
- Identify the number of students through data collection, who consistently reflect compliance with school behavioural expectations and rules.
- Investigate & consider other programs / extra curricular activities to enhance or support student positive sense of self & school belonging.
- Investigate current wellbeing programs available for consideration, and to be incorporated into KPS e.g. mindfulness, relaxation.
- Review current communication procedures in line with DoE policy and survey results



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$15319	Student financial assistance to support identified students with workbooks, uniforms and excursions. Personalised learning plans were developed and reviewed throughout the year with parents and carers. Literacy support personnel, including SLSO and parent tutors provided 1 – 1 and group support for identified Aboriginal students requiring academic support
English language proficiency	\$36497	These funds were used to support the employment of the 14th class teacher in 2018. As a result, K – 6 classes experienced a reduction of student numbers in each class and prevented a number of cross stage based classes being formed.
Low level adjustment for disability	\$71974	These funds were used to support the employment of the 14th class teacher in 2018. As a result, K – 6 classes experienced a reduction of student numbers in each class and prevented a number of cross stage based classes being formed.
Quality Teaching, Successful Students (QTSS)	\$62260	Assistant Principals were released from face to face teaching. Release time focus included support for stage & specialist teachers including lesson observation and mentoring, planning and evaluation of data, in addition to the development of school & stage based programs and work undertaken in strategic direction areas.
Socio-economic background	\$8403	Funds were used to support the employment of a literacy support teacher to provide targeted students with additional assistance in either individual or small group settings using Multi-Lit and Mini-Lit programs.



Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	154	168	165	158
Girls	154	150	164	161

Student enrolments at Kegworth continue to grown steadily. An increasing number of Kindergarten enrolments in 2018 supported a 14 x class structure. A mixture of local and non local enrolments are evident within the school. The school continues to accept non local enrolments and has not yet reached full capacity.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	95.3	96.3	95.9	96.4
1	94.5	95.7	94.7	92.5
2	95	95.6	93.9	93.8
3	96.7	95.6	95.1	96
4	93.8	96.2	95.3	94.6
5	95.2	96.8	95	92.4
6	93.2	94.9	93.6	95.7
All Years	94.8	95.9	94.8	94.5
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

Regular attendance at school is important and essential for children to achieve their educational best. Student attendance is recorded daily and monitored by class teachers. Students who have been identified at risk either due to non – attendance or frequent late to school or early leavers are identified by class teachers to the school's Learning Support Team. The Learning

Support Team and the Principal, with support from the Home School Liaison Officer (H.S.L.O.) review school attendance records identifying students at risk, then determining the best course of action to remedy.

As per Departmental policy, regular monitoring of student attendance is undertaken by the school. Information regarding school attendance procedures and requirements are communicated to the parent community via school newsletters and / or Skoolbag (social media). Explanations of non – attendance are requested via a weekly mail out to parents and caregivers. Further policy procedures are then followed for students whose attendance remains as a point of concern.

Class sizes

Class	Total
KYELLOW	20
KRED	22
KGREEN	21
12C	20
1V	20
1G	21
2W	21
2E	24
3V	23
3H	23
4W	25
4R	25
56R	28
56T	30

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	12.73
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.8
School Administration and Support Staff	4.12
Other Positions	1

*Full Time Equivalent

In 2018 the school supported a 14 class teaching positions.. This included 3 executive staff and 11 classroom teachers in addition to the employment of a number of part time specialist teachers. The school also supports a full time Preschool, providing 2 preschool groups operating on a 5 day per fortnight rotation. Kegworth Preschool employs a full time Preschool teacher supported by a full time Preschool Student Learning Support Officer (S.L.S.O.)

The employment of the school's Learning and Support Teacher (L.a.S.T.) was shared Kegworth and another school for three days per week, on a term rotation basis. The school's Release from Face to Face teacher program (R.F.F) for all K – 6 students supported Key Learning Areas of History and Music, employing 2 specialist teachers each week. The school's Visual Arts specialist program also continued throughout 2018 to supplement full time teachers RFF entitlements. Years K – 6 students were taught a variety visual arts methods and skills, benefitting both students and teachers alike. This program is valued and continues to be supported financially by the P&C, in collaboration with parent and school funds.

The ongoing commitment of the school to support identified P – 6 students who have learning and / or behavioural needs continue to be met through the Learning Support Team (L.S.T.). Students are referred to the team to address educational concerns predominantly in literacy and numeracy who required additional support.

The school's Literacy Support Program continues to address these needs using Macquarie University's 'Mini-Lit' and 'Multi-Lit' reading programs, where a trained experienced classroom teacher was employed for 4 days per week funded by the school's RAM (resource Allocation Model) to assist with the withdrawal of individuals or small group teaching sessions throughout the year. Year 1 students (identified at the end of Kindergarten) were supported through the Mini-Lit program, providing them with intensive small group withdrawal sessions, 4 times per week, focusing primarily on letter sound recognition and the blending of sounds to form real and nonsense words. Parent and caregiver volunteers were also encouraged to support the school's literacy improvement programs. Multi-Lit training and ongoing support for all parent and caregivers were provided. Parents worked consistently with individual students from Years 3 – 5 to improve student literacy outcomes. The employment of a Student Support Learning Officer (SLSO) and selected Year 6 peer volunteers were also trained in the Multi-Lit program working with individual students during the week. Close monitoring and assessing of student progress over time was undertaken by the Literacy Support teacher. Once again, the program proved to be successful with many students requiring a short time of individualised tuition before graduating from the program.

The Teacher-Librarian role was redefined during 2018 to support the establishment of the school's new Learning Hub and learning undertaken Digital Technologies. A permanent full time teacher took on the dual role of Librarian and Digital Technology

teacher. As the Librarian, this teacher promoted and read books from the Premier's Reading Challenge list, coordinated the school's stocktake and borrowing of resources through the Oliver system.

The school is also supported by the DoE with a full time Community Language (Italian) Teacher for Years K – 3 students. As the school increases in enrolments, there may be a need to re-review the year groups that will accessing this program. The Kegworth teaching staff comprises of a diverse range of teaching experiences from beginning teachers to more experienced staff, with more than 10 years or more of teaching experience. This range of experiences provides a positive team environment and school culture where mentoring and an acceptance of new ideas are welcomed and valued for the benefit of all Kegworth students.

Our teaching staff are supported by one full time School Administrative Manager (S.A.M.), one full time School Administration Officer (S.A.O.) and one part time (3 days per week) School Administration Officer (S.A.O.). A General Assistant (G.A.) is also employed at our school on a 5 day per fortnight basis. Our School Counsellor supports the school for 1.5 day per week.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	96
Postgraduate degree	4

Professional learning and teacher accreditation

Professional learning of all staff continues to be a high priority at our school. Funds expended over the year support the school's strategic directions in addition to individual teacher's performance and development needs.

Most of the school's professional learning focussed on English and Mathematics including the review of whole school data collection and analysis, Learning Progressions and the newly created PLAN 2 student tracking in literacy & numeracy. Continued professional learning sessions for all staff was undertaken to supporting new learning, procedures and processes with the school's PBL (Positive Behaviour for Learning framework).

Individual teachers attended and / or participated in a range of teacher identified online and external training sessions to support PDP goals. Teaching staff record and evaluate professional learning against teaching standards to support teacher accreditation or maintenance requirements as required by NESA.

Kegworth staff, including teaching and administrative staff, have completed mandatory compliance training including Code of Conduct, Child Protection, CPR, Asthma and anaphylaxis training and emergency care.

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	187,000
Revenue	3,232,503
Appropriation	2,907,686
Sale of Goods and Services	23,291
Grants and Contributions	301,202
Gain and Loss	0
Other Revenue	200
Investment Income	124
Expenses	-3,043,754
Recurrent Expenses	-3,043,754
Employee Related	-2,595,111
Operating Expenses	-448,643
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	188,749
Balance Carried Forward	375,749

Due diligence in utilising funds to support school programs and initiatives is always undertaken at Kegworth Public School. The school's budget is created at the beginning of each school year. Monitoring and changes to the budget are reviewed as required with the school's executive team and administrative manager.

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	2,315,961
Base Per Capita	65,310
Base Location	0
Other Base	2,250,651
Equity Total	132,193
Equity Aboriginal	15,319
Equity Socio economic	8,403
Equity Language	36,497
Equity Disability	71,974
Targeted Total	47,045
Other Total	346,005
Grand Total	2,841,204

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

NAPLAN

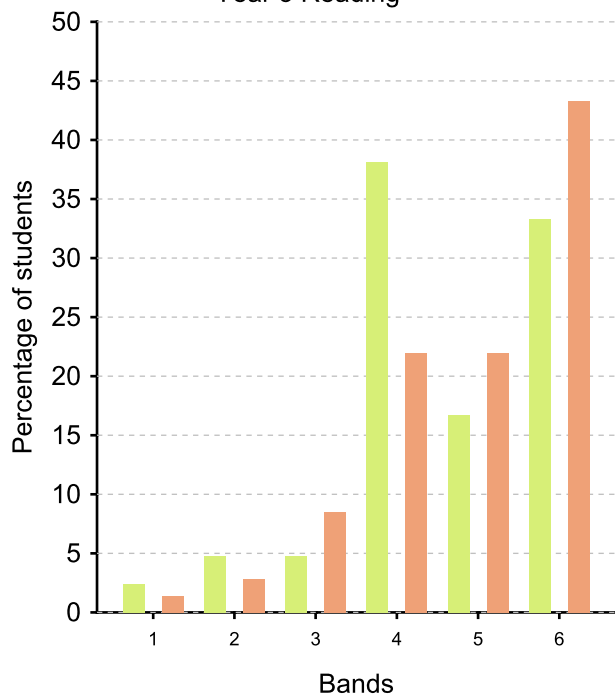
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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.

The following tables and graphs provide current Naplan results for Years 3 and 5 in the areas of reading, writing, spelling and grammar & punctuation. Average Naplan results for each band level are also represented. The school reviews and analyses this information to inform areas of strength and those requiring further development.

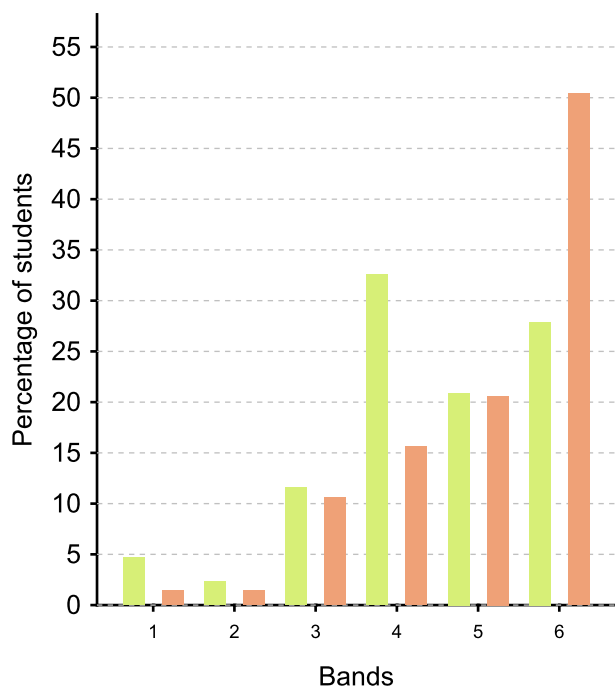
Percentage in bands:
Year 3 Reading



Percentage in Bands
School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	2.4	4.8	4.8	38.1	16.7	33.3
School avg 2016-2018	1.4	2.8	8.5	22	22	43.3

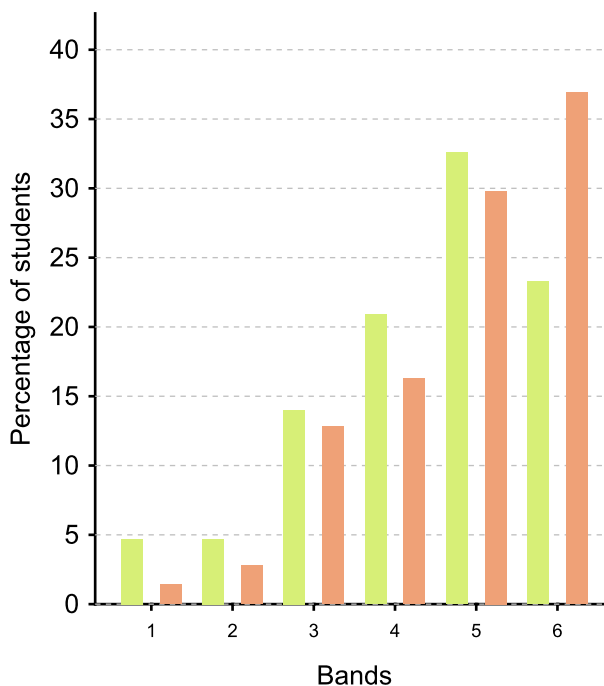
Percentage in bands:
Year 3 Grammar & Punctuation



Percentage in Bands
School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	4.7	2.3	11.6	32.6	20.9	27.9
School avg 2016-2018	1.4	1.4	10.6	15.6	20.6	50.4

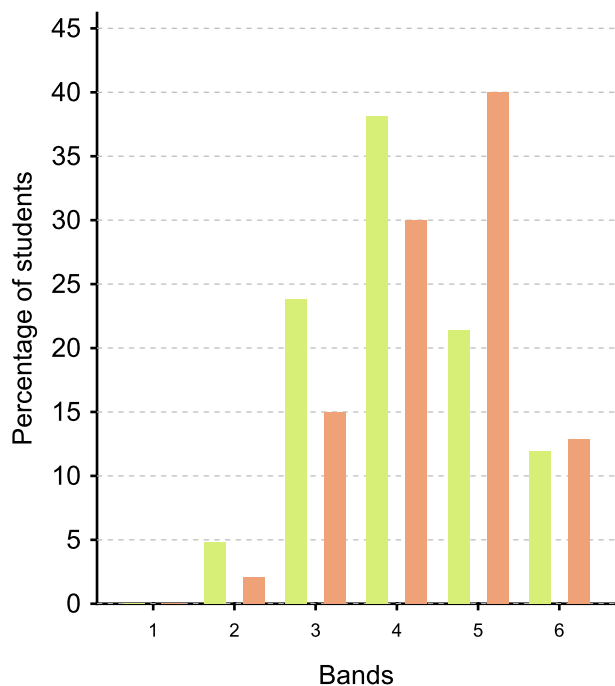
Percentage in bands:
Year 3 Spelling



Percentage in Bands
School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	4.7	4.7	14.0	20.9	32.6	23.3
School avg 2016-2018	1.4	2.8	12.8	16.3	29.8	36.9

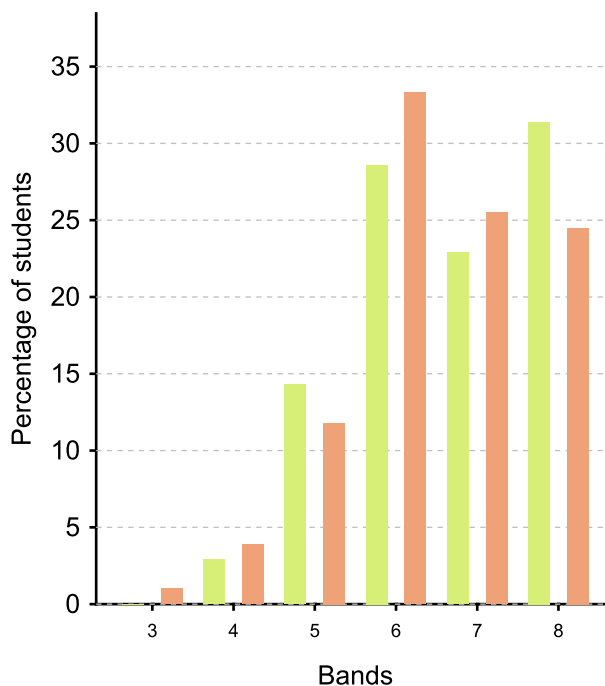
Percentage in bands:
Year 3 Writing



Percentage in Bands
School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	0.0	4.8	23.8	38.1	21.4	11.9
School avg 2016-2018	0	2.1	15	30	40	12.9

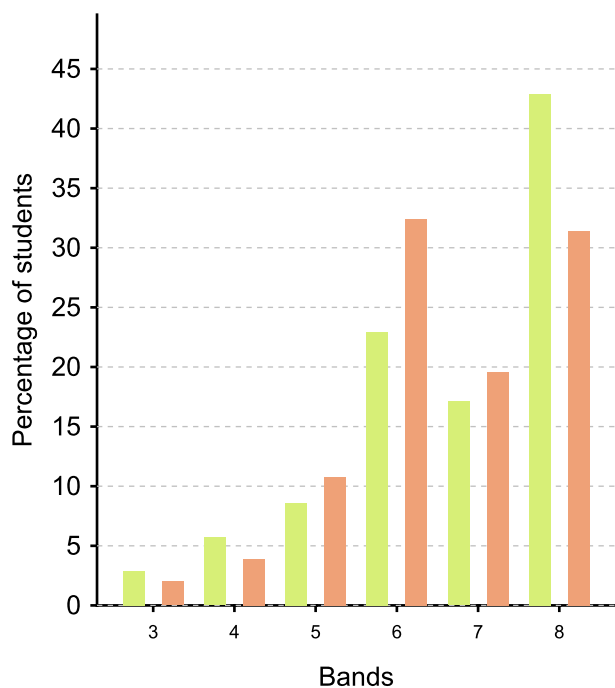
Percentage in bands:
Year 5 Reading



Percentage in Bands
School Average 2016-2018

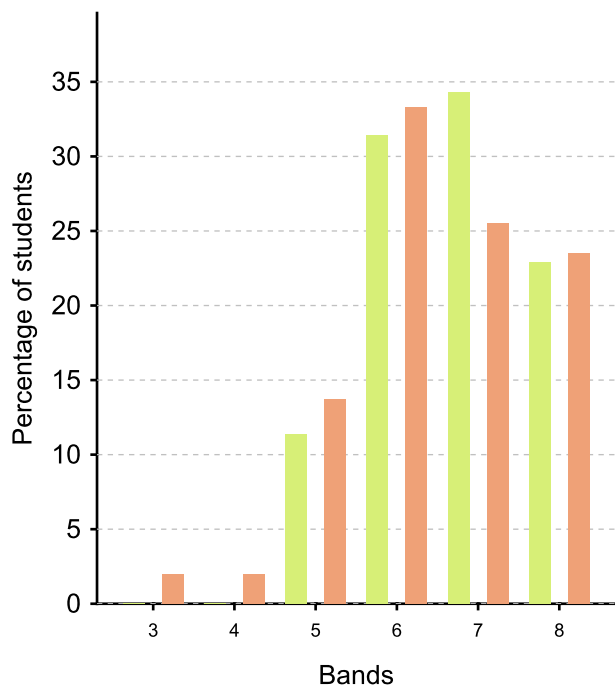
Band	3	4	5	6	7	8
Percentage of students	0.0	2.9	14.3	28.6	22.9	31.4
School avg 2016-2018	1	3.9	11.8	33.3	25.5	24.5

Percentage in bands:
Year 5 Grammar & Punctuation



Percentage in Bands
School Average 2016-2018

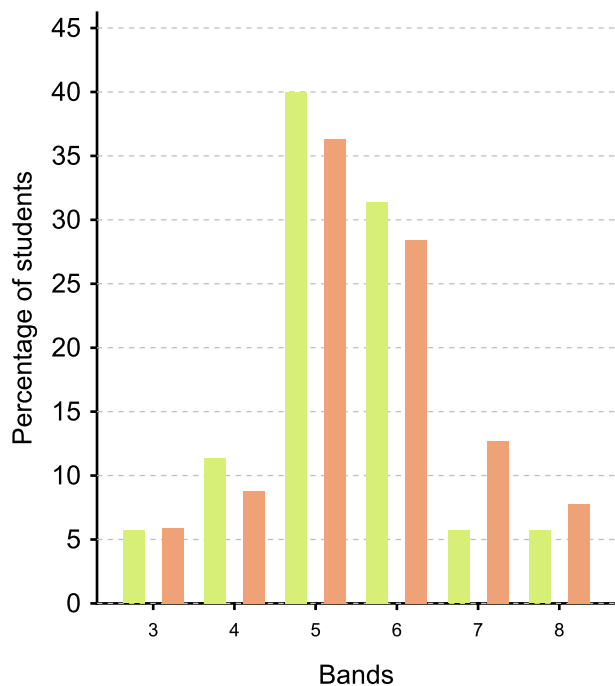
Percentage in bands:
Year 5 Spelling



Percentage in Bands
School Average 2016-2018

Band	3	4	5	6	7	8
Percentage of students	0.0	0.0	11.4	31.4	34.3	22.9
School avg 2016-2018	2	2	13.7	33.3	25.5	23.5

Percentage in bands:
Year 5 Writing

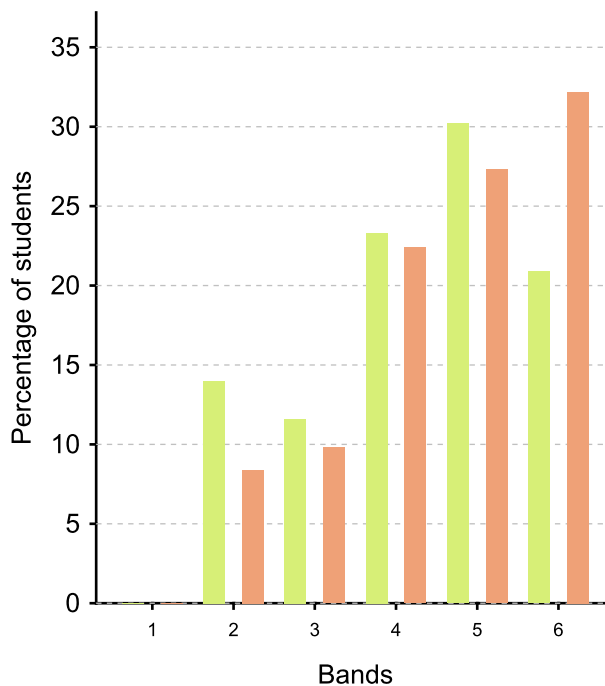


Percentage in Bands
School Average 2016-2018

Band	3	4	5	6	7	8
Percentage of students	5.7	11.4	40.0	31.4	5.7	5.7
School avg 2016-2018	5.9	8.8	36.3	28.4	12.7	7.8

The following tables and graphs provide current Naplan results for Years 3 and 5 in the area of numeracy. Average Naplan results for each band level are also represented. The school reviews and analyses this information to inform areas of strength and those requiring further development.

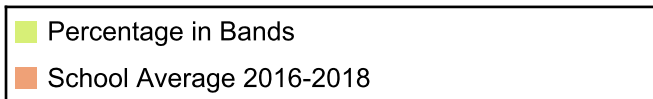
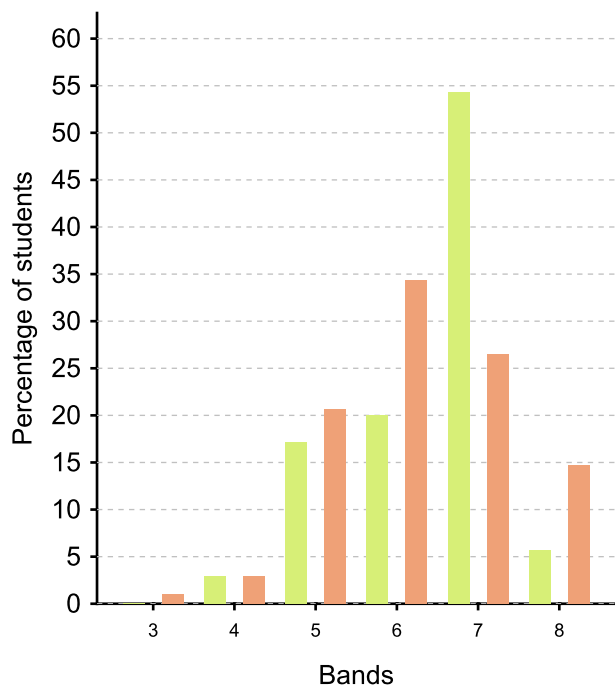
Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	0.0	14.0	11.6	23.3	30.2	20.9
School avg 2016-2018	0	8.4	9.8	22.4	27.3	32.2

Percentage in bands:
Year 5 Numeracy



Band	3	4	5	6	7	8
Percentage of students	0.0	2.9	17.1	20.0	54.3	5.7
School avg 2016-2018	1	2.9	20.6	34.3	26.5	14.7

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

Premier's Priorities: Improving education results and State Priorities: Better services – Improving Aboriginal education outcomes for students in the top two NAPLAN bands

Parent/caregiver, student, teacher satisfaction

THE EXCELLENCE IN SCHOOL SERVICE – 360 REFLECTION TOOL

All children deserve to be educated in a school that delivers positive experiences – one where good customer service facilitates high-quality teaching and learning. Research around the world demonstrates that effective schools have high levels of parental and community engagement. Guided by this knowledge, schools are making customer service a priority.

Delivering exceptional customer service is a whole-school responsibility, and all staff in our schools have a role to play. To assist staff, the Department of Education has developed the Excellence in School

Customer Service 360 Reflection Tool – a type of surveying tool. This initiative will help schools gather feedback on the customer service behaviours exhibited to both internal and external customers.

What This Survey Measures

This tool has been based on a framework which identifies customer service behaviours along a continuum.

Four key areas are measured – if a school;

- Communicates effectively
- Commits to customer service
- Works collaboratively
- Has consistency and vision in planning

Twelve competencies are measured with a competency rating if the school, as follows:

- Information quality and ease of use
- Engagement with others
- Values
- Inclusivity
- Customer Service
- Community Partnerships
- Empathy
- Teamwork
- Collaboration that is valued and recognised
- Process collaboration
- Ethical behaviour
- School vision

Competencies were measured using a competency scale:

- sometimes meets = 1
- meets community expectations = 2
- exceeds community expectations = 3

During August 2018, all school stake holders were given the opportunity to respond to a series of survey questions. A total number of 137 individual surveys were collected from the school community. These included 18 (62%) from school teaching and non teaching staff and 119 (26%) from school parents and caregivers.

The total average competency score for each area surveyed, is as follows:

Communicate effectively

* Information – Quality and ease of use = 2.8

There is a school-wide, collective responsibility for effective communication, with high levels of student, staff, and community engagement.

* Engagement with others = 2.7

The school engages students, parents and other members of the community in a welcoming way to ensure feedback, involvement and wide contribution to the success of students.

* Values = 2.7

The school emphasises its values in order to promote a collaborative way of working and to give others the chance to be heard.

Commit to customer service

* Inclusivity = 2.8

Staff are respectful of and sensitive to all cultural backgrounds in their interactions.

* Customer service = 2.9

The school staff to build relationships and resolve situations by meeting the needs of students, parents and other members of the community.

* Community partnerships = 2.6

Members of the school community are invited to provide support to improving the learning environment for students.

* Empathy = 2.9

The school staff respond and behave professionally in managing difficult situations by staying calm, listening and maintaining positive relationships with those involved.

Work collaboratively

* Teamwork = 2.9

The school staff demonstrate positive team behaviours by being collaborative, cooperative and sharing information and encourage others, students, parents and the community to do the same.

* Collaboration is valued and recognised = 2.7

School staff act as ambassadors for public education and encourage an ethos of collaboration among others for the benefit of the school and public education.

* Process collaboration = 2.7

The school ensures processes are efficient and procedures are in place so that members of the school community can easily access information.

Consistency and vision in planning

* Ethical behaviour = 2.9

Staff understand and demonstrate their knowledge of the Code of Conduct and Departmental policies.

* School vision = 2.2

The school vision underscores the school plan, which is a living document in which school community members have played an active role development.

Highest Scoring Items – identifying areas of school strengths include:

1. Engagement with others – Members of our school community are invited to and encouraged to engage in a wide range of school activities.

2. Customer Service – Administrative staff respond professionally and with sensitivity to customers.

3. Customer Service – Administrative staff place a high priority on maintaining positive customer relationships.

Lowest Scoring items – identifying areas for school development include:

1. Engagement with others – I am often asked about how well the school communicates and engages with me.

2. School vision – Staff engage with me about the school plan and clearly communicate the school plan and vision to me.

3. School vision – I have been asked to provide input to the school plan, my input has been reflected in the revised plan.

TELL THEM FROM ME SURVEY

During Term 3, 2018, the opinions of parents, students and teachers were sought about the school through the "Tell Them From Me" (TTFM) online surveys. All school community members were given the opportunity to comment on aspects of school life that they considered we do well at Kegworth Public School and areas they considered we could improve on.

Students:

The *Tell Them From Me* Primary School Survey includes nine measures of student engagement, categorised as social, institutional and intellectual engagement. For each aspect of engagement, students were asked to indicate the extent to which they agreed or disagreed with a number of statements, such as "I get along well with others at the school". Their scores were scaled on a 10–point scale, and students with scores above 6.0 were considered engaged.

Social Engagement:

Students who are *socially* engaged are actively involved in the life of the school; their friends are there and they are involved in sports or other extra-curricular activities. This involvement can give them a sense of belonging at school and increase academic motivation. The percentage of Kegworth students that were socially engaged compared with NSW Govt norms for students at the year levels assessed in this school, are as follows:

* Sense of belonging at school: KPS = 74% NSW Govt norm = 81%

* Participation in sports and clubs: KPS = 84% NSW Govt norm = 89%

* Positive relationships: KPS = 88% NSW Govt norm = 85%

Institutional Engagement:

Students who value schooling outcomes and meet the formal rules of schooling are considered institutionally engaged. These students feel that what they are learning at school is directly related to their long-term success, and this view is reflected in their classroom and school behaviour and their effort in doing homework. KPS levels of institutional engagement are as follows:

* Value schooling outcomes: KPS = 95% NSW Govt norm = 96%

* Positive school behaviour: KPS = 91% NSW Govt norm = 83%

* Homework behaviour: KPS = 30% NSW Govt norm = 63%

Intellectual Engagement:

Some students meet the institutional demands of school, but they are not truly engaged in their learning. Intellectual engagement entails a serious emotional and cognitive investment in learning, using higher-order thinking skills to increase understanding, solve complex problems, and construct new knowledge. It is closely tied to the quality of instruction offered at school as there is an interaction between a teacher's approach to instruction and student motivation. Results for KPS on the three measures of intellectual engagement:

* Interest and motivation: KPS = 77% NSW Govt norm = 78%

* Effort: KPS = 95% NSW Govt norm = 88%

* Quality Instruction: KPS = 97% NSW Govt norm = 93%

Early Signs of Disengagement:

A small percentage of students display signs of disengagement during the primary school years. Some of these children exhibit intense anxiety or other psychological problems, which is sometimes characterised as "school phobia". A composite measure of student engagement derived from the nine *Tell Them From Me* measures of engagement can be used to discern the prevalence of students displaying early signs of disengagement. Information below shows the prevalence in KPS students by year groups, who display early signs of disengagement.

* Year 4: KPS mean = 10% NSW Govt mean = 10%

* Year 5: KPS mean = 3% NSW Govt mean = 11%

* Year 6: KPS mean = 0% NSW Govt mean = 12%

Equality of Engagement Outcomes:

'Equality' refers to differences in social outcomes among sub-populations, such as differences between students from low and high socio economic backgrounds. A measure of socio economic status (SES) was derived from students' reports of educational and cultural possessions in the home. Students were classified into three equal groups, which are referred to as low, middle, and high SES. The information below shows the extent of inequalities among these socio economic groups in KPS for the composite measure of engagement.

* Low SES: KPS mean = 89% NSW Govt mean = 81%

* Mid SES: KPS mean = 100% NSW Govt mean = 91%

* High SES: KPS mean = 92% NSW Govt mean = 94%

Drivers of Engagement:

Research by The Learning Bar found that there were considerable differences among schools in their levels of engagement and only some of this variation was attributable to students' family backgrounds. Five school-level factors were consistently related to student engagement: quality instruction, teacher student relations, classroom learning climate, teacher expectations for success and student advocacy. The average scores on a ten-point scale for each factor for KPS compared with NSW Govt norms for students at the year levels assessed in this school are indicated below:

* Quality Instructions: KPS mean = 8.5 NSW Govt mean = 8.2

* Teacher Student Relations: KPS mean = 8.6 NSW Govt mean = 8.4

* Learning Climate: KPS mean = 7.2 NSW Govt mean = 7.2

* Expectations for Success: KPS mean = 8.4 NSW Govt mean = 8.7

What schools can do:

* All students need an advocate – someone at school who consistently provides encouragement and to whom they can turn to advice. School staff need to identify students showing early signs of disengagement and regularly monitor their progress. Identified students need to be monitored & checked in on regularly, by staff who frequently come into contact with them.

* A substantial number of students have poor literacy skills. Majority of these students did not learn to read well in their foundation years (i.e. first 3 years) These students need intervention aimed at improving their basic reading and math skills. Identified students need short term and / or long term plans to support school success. This is supported with referrals to the school's Learning Support Team, after staff consultation with parents and caregivers.

* A number of students who are disengaged may suffer

from anxiety. The school can support student with anxiety by supporting programs designed to improve student resilience, by tackling issues with bullying and school safety and by building family school partnerships.

Parents and Caregivers

The Partners in Learning Parent survey is a comprehensive questionnaire covering parents' perceptions about their children's experiences at home and at school. The survey scores measures on a ten point scale. 19% of the parent community responded to the survey between September and October 2018.

1. Parents feel welcome at the school (KPS mean 8.0 / NSW Govt mean = 7.4) by:

- * feel welcome when they visit the school – KPS mean = 8.4

- * can easily speak with their child's teachers – KPS mean = 8.6

- * am well informed about school activities – KPS mean = 8.1

- * teachers listen to concerns that I have – KPS mean = 8.1

- * can easily speak with the school principal – KPS mean = 6.9

- * written information from the school is in clear, plain language – KPS mean = 8.3

- * parent activities are scheduled at time when I can attend – KPS mean = 6.9

- * the school's administrative staff are helpful when I have a question or problem – KPS mean = 8.6

- 44% of parents had accessed their child's class teacher to discuss learning and / or behaviour at least 2 – 3 times during the school year;

- 44% of parents had accessed their child's class teacher to discuss learning and / or behaviour more than three times during the school year;

- 44% of parents had attended school meetings / workshops organised at least once during the school year with 44% of parents indicating their attendance of school events was in excess of 2 – 3 times during the school year;

- 33% of parents supported the school through the involvement on a school committee.

2. School supports learning: (KPS mean = 7.1 / NSW Govt Mean = 7.3) by:

- * teachers have high expectations for my child to succeed – KPS mean = 6.7

- * teachers show an interest in my child's learning –

KPS mean = 8.1

- * my child is encouraged to do his or her best work – KPS mean = 8.1

- * teachers take account of my child's needs, abilities, and interests – KPS mean = 7.8

- * teachers expect my child to work hard – KPS mean = 7.2

3. School strongly supports positive behaviour: (KPS mean = 7.8 / NSW Govt Mean = 7.7) with:

- * teachers expect my child to pay attention in class – KPS mean = 8.9

- * teachers maintain control of their classes – KPS mean = 8.1

- * my child is clear about the rules for school behaviour – KPS mean = 8.8

- * teachers devote their time to extra-curricular activities – KPS mean = 5.8

4. School supports safety at school: (KPS mean = 7.9 / NSW Govt mean = 7.4) with:

- * behaviour issues are dealt with in a timely manner – KPS mean = 8.1

- * my child feels safe at school – KPS mean = 7.8

- * school prevents bullying – KPS mean = 7.8

- * my child feels safe going to and from school – KPS mean = 8.1

5. School was seen to be inclusive: (KPS mean = 7.1 / NSW Govt mean = 6.7) by:

- * teachers helping students who need extra support – KPS mean = 6.9

- * teachers try to understand the learning needs of students with special needs – KPS mean = 6.7

- * school staff create opportunities for students who are learning at a slower pace – KPS mean = 7.2

- * school staff take an active role in making sure all students are included in school activities – KPS mean = 7.2

- * teachers help students develop positive friendships – KPS mean = 7.2

Staff

The "Dimensions of Classroom and School Practices" is based on the learning model followed by the Outward Bound program. This model is described in John Hattie's book – Visible Learning. The scores for each of the four dimensions of Classroom and School Practices are scored on a ten point scale. 52% of KPS teachers

responded to this survey during October 2018.

* Challenging and Visible Goals – KPS mean = 8.1 / NSW Govt mean = 7.5

* Overcoming Obstacles to Learning – KPS mean = 8.2 / NSW Govt mean = 7.7

* Quality Feedback – KPS mean = 7.4 / NSW Govt mean = 7.3

* Planned Learning Opportunities – KPS mean = 8.2 / NSW Govt mean = 7.6

KPS teachers were also surveyed against the Eight Drivers of Student Learning

* Leadership: KPS mean = 7.6 / NSW Govt mean = 7.1

* Collaboration: KPS mean = 8.2 / NSW Govt mean = 7.8

* Learning Culture: KPS mean = 8.4 / NSW Govt mean = 8.0

* Data Informs Practice: KPS mean = 8.5 / NSW Govt mean = 7.8

* Teaching Strategies: KPS mean = 8.5 / NSW Govt mean = 7.9

* Technology: KPS mean = 6.5 / NSW Govt mean = 6.7

* Inclusive school: KPS mean = 8.6 / NSW Govt mean = 8.2

* Parent involvement: KPS mean = 7.7 / NSW Govt mean = 6.8

Policy requirements

Aboriginal education

Kegworth has commemorated many significant events during 2018 including "Sorry Day", "Reconciliation Week" and "NAIDOC Week".

To commemorate Reconciliation Week, students in Years K – 6 had the opportunity to attend Boomali Art Centre to learn aboriginal songs, dance and weavings. During NAIDOC Week, all K – 6 students were given the opportunity to learn and understand components of Aboriginal dance with Uncle Terry. Each class learnt an aboriginal dance incorporating story telling and aboriginal language that was then shared with the remainder of the school community at a special assembly. Later in the year, Years K – 2 students had the exciting opportunity to be entertained by Aunt Wendy's Mob, learning aboriginal songs, dance and stories. All of these events proved to be successful in fostering a deeper understanding and appreciation of Aboriginal and Torres Strait Islander culture.

The monitoring and reviewing of Personalised Learning Plans (P.L.P.'s) for each identified ATSI student in the school continued throughout 2018. Meetings were held

with classroom teachers, parents and students to discuss goals achieved and new goals to work towards, once again, fostering the partnership between home and school.

Participation in the DoE's "Koori Art Exhibition" once again proved to be successful with three pieces of art work being created by Kindergarten & Stage 1, Stage 2 and Stage 3 students. The pieces were exhibited at TAFE Chippendale and are now hanging in prominent spaces in the school corridors for all to enjoy.

Each year an Aboriginal student is recognised for a "Deadly Kids Doing Well Award" celebrating high application, attendance and effort in school activities.

The school continues to look for many opportunities to support and foster positive partnerships with our Indigenous students and their families.



Multicultural and anti-racism education

Kegworth participated in the annual Multicultural Public Speaking Competition, with all students in Years 3–6 writing a speech and presenting it to their class about a range of topics the lead them to reflect on and demonstrate their knowledge of multicultural issues.

Class winners were selected at the school's "Speak Off" to participate in stage group finals. Selected student finalists then presented their speeches at the local area finals. One of our Stage 3 students, Jacob was successful at this level and became an area finalist, who then represented the zone by participating in the Regional finals for this competition.

Multicultural perspectives were delivered through the History and Geography curriculum and English programs across all year groups, in addition to the school's Community Language Program (Italian) to students in Years K – 3. Students develop an understanding, tolerance and respect about the similarities and differences between themselves, others and a variety of communities and cultures.