School context

Kincumber Public School is a medium-sized urban primary school in the Gosford City Council local government area. It is in close proximity to the beachside suburbs of Avoca Beach, Copacabana and MacMasters Beach. Along with our partner government primary schools of Avoca Beach, Copacabana and Pretty Beach and the comprehensive government secondary school of Kincumber, we comprise the Kincumba Learning Community. The school is located on the traditional land of the Darkinjung and is connected with the local Tjudibaring Aboriginal Education Consultative Group (AECG).

It is located on a busy major arterial road linking beachside suburbs with the city centre of Gosford and rail transport. Many working parents commute to either Sydney or Newcastle. Much of the housing within our local boundary is privately owned or rented with several sections of government housing within the school zone.

Kincumber PS students represent a wide range of academic abilities, including a high number of students gaining placements in Opportunity Classes and Selective High Schools. An increasing number of students are enrolling who have learning difficulties, mental health concerns, physical disabilities and who are in need of additional learning support.

Enrolments have decreased over the last five years from around 520 to 450, with around 5% of students identifying as Aboriginal or Torres Strait Islander and few students identifying as having a culturally diverse background.

Up until recently, the school's teaching staff profile was very experienced and stable. Within the next few years, the majority of the teaching staff will retire and, due to falling enrolments, the school will be reclassified from 2014.

Although there is a continuing presence of the Parents and Citizens Association within the school, community engagement and participation in school decision-making remains low.

Comparisons with similar schools in national testing show that we demonstrate average performance in most areas with around 95% of all students achieving minimum national standards. Numeracy has been identified as an area of focus across the school along with shifting more students from middle to higher bands in NAPLAN.

To move the school forward, the school plan is focused on improving school/community partnerships, raising expectations and accountability, implementing the Australian curriculum, learning support structures and curriculum differentiation, managing staff turnover due to retirements and addressing students' social and emotional learning. In addition, Numeracy has been identified as a priority across the Kincumba Learning Community of Schools.

At the end of 2013 student enrolment was 420, including 217 boys and 203 girls, fewer than 2012. Fourteen of the 16 classes were multi-age.

Principal's message

I am pleased to present our 2013 annual school report that details another successful year for both students and school staff.

In 2013 we committed to doing a few things really well and our major focuses for student achievement were to target significant improvement in comprehension and vocabulary with the school wide use of the Super Six comprehension strategies and explicit instruction in more complex vocabulary.

In Kindergarten we continued to deliver the highly successful literacy teaching approach called Language, Learning and Literacy (L3) with outstanding reading results in kindergarten. We are hopeful of our inclusion into the L3 for Stage 1 program in 2014 so that we can continue to provide the highest possible quality early literacy instruction across the infants’ grades.

Teaching staff in Stages 2 and 3 introduced changes around assessment including:

- the use of analysis of effect size to determine how they had value-added to student learning;
- the use of backward mapping to design quality assessment tasks; and
- use of literacy, numeracy and Mathematics continuums to track student progress.
Teachers were successfully introduced to the new Australian Institute for Teaching and School Leadership (AITSL) national professional standards for teaching during their annual performance reviews.

The introduction of the new mathematics syllabus and our continuing need to improve our numeracy results will be the major focus for professional learning for teachers in 2014.

Outside of the classroom we participated in the 5 Lands Walk, designing and making beautiful artworks to line the sands between MacMasters Beach and Copacabana and performing a wonderful dance that respectfully integrated Chinese and Aboriginal cultures.

We revitalised our environmental focus by establishing a worm farm that can successfully manage the waste generated by a large primary school and are now working towards establishing a community garden with the help of the school’s wonderful parents.

As principal I am very proud of the commitment to academic learning, as well as social and emotional learning that students, staff and parents demonstrate. This, along with the many sporting, cultural and environmental opportunities offered here, keeps us focused on our goal of excellence, opportunity and success in a caring, learning environment.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Trish Peters

P & C message

The Parents & Citizens (P & C) Committee at Kincumber Public School is committed to assisting the students, families and community of Kincumber Public School in a number of ways. The Kincumber Public School P & C meets on the third Monday of the month, in the teachers’ staff room. Membership is open to all parents and carers of pupils attending the school and to all citizens within the school community.

It is the aim of the P & C to bring the school and the community into close cooperation, providing an avenue for parents and citizens to voice concerns and help with decision making on issues that are important to the entire community. The P & C also plays a major role in providing facilities and equipment for the school via fund raising activities and participating in community events. The past year a relatively fresh faced executive took on the role of managing the P & C with some great results.

2013 has been another successful year for the P & C with funds being raised through various fund raising events such as Easter Raffles, Mother’s Day and Father’s Day stalls, Kincumber Festival, Coles Community BBQ and school discos.

The money raised throughout the year has been put towards providing teachers and students of the school with resources to be used in the further development of programs to help the students. We have been able to provide a significant amount towards the finalization of the school hall lighting, the benefit being evident during the School’s end of year performance which was enjoyed by all.

The Uniform Shop is run by the P & C and continues to provide uniforms at a reasonable cost to the community. The use of the Flexischools website has been welcomed by parents and this medium for ordering will continue to grow through 2014.

With the introduction of the Skoolbag app, the P & C has been able to communicate with parents in another way, combined with an increasing presence on Facebook and through the use of the P & C section of the Kincumber Public School website.

2014 looks like it will be another exciting year for Kincumber Public School and the P & C looks forward to working with the students, parents and teachers throughout the year.

John Milne

President P & C

Student representative’s message

This year has been full of achievements for Kincumber Public School. Here are some of the highlights.

We have had an outstanding number of children achieve their gold certificate and gold keys this year. Many are striving to achieve their certificate and gold key next year.
Across the Universe, the whole school performance, was out of this world! Many children showed their confidence whilst participating in this fun filled event. All classes from Kinder to Year 6 performed for parents to show their confidence, persistence and getting-along skills with their peers. It was a fantastic few nights filled with laughter and fun. Everyone had a terrific time dancing and performing.

As you know our school is very talented in many areas. This year, like many others we have participated in the Central Coast Dance Festival; the Stage 3 girls performed Spiritus and Stage 1 My School.

We were also involved heavily in the 5 Lands Walk this year – everyone in the school making artworks to line the walk from Macs to Copa – we danced and sang at the opening too!

We participated in the Harmony Day poster competition again. The 1st prize winner for 2013 regional competition was Megan Haigh with Sarah Groom runner up. They both did an amazing job with very artistic posters. The art work of another talented artist, Riely Byrnes, was chosen as one of 80 outstanding art works from NSW public schools for the Nagoya Sister City Art Exchange. Riely’s work has been sent overseas for display.

Children from Wamberal, Brooke Avenue and Kincumber Public Schools were treated to an outstanding Shakespeare experience from the Bell Shakespeare Theatre Company here in our school hall as part of our target class extension program. Needless to say, Macbeth and A Midsummer Night’s Dream are now popular reading.

Famous author and illustrator, Shaun Tan, was so impressed by 2K’s personal responses to his book The Lost Things and mystery profile of the author that they received a personal reply from him acknowledging their insights on a beautifully illustrated card.

This year Kincumber tried out a new system for buddies. Not only did kindies have a Year 6 buddy they also had a Year 3 buddy so when Year 6 have left, the kindies will still have someone to go to if they need help. We would like to say good luck to next year’s Year 6 with your buddies. We’re sure you will set a great example.

Kindies experienced all new activities this year. Being the first year of primary school they were new to everything. However with the You Can Do It program they are becoming confident, persistent, resilient, organised children who can get along with others.

This year’s debating team tried their hardest in their first formal competition, competing in 5 rounds and winning one debate against Avoca Beach Public School.

Market Day this year was amazing. This day is about raising money for the year 6 end of year present. Kindies had great fun participating for the first time. Everyone was very cooperative and persistent with their stalls. Year 6 made the day absolutely amazing and fun. They worked very hard and put a lot of effort into their stalls. The day was fantastic and was a huge success.

Did you know that kids at Kincumber have worms? Just recently we had an industrial-sized worm farm installed, plans for a vegie garden completed and a composting workshop held to increase awareness of sustainability.

We also competed in many PSSA knockout team sports this year although we weren’t as successful as usual despite some outstanding individual efforts.

This snapshot of our year from the students tells you how busy and active we were in curriculum and extra curriculum activities.

Bella Matthews and Georgia Kent

Student information

It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

Student enrolment profile

Current kindergarten enrolment trends indicate that a similar number of kindergarten students to the number who will proceed to high school will enrol over the next couple of years.

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
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<tbody>
<tr>
<td>Male</td>
<td>268</td>
<td>245</td>
<td>230</td>
<td>230</td>
<td>210</td>
<td>220</td>
<td>214</td>
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<tr>
<td>Female</td>
<td>291</td>
<td>275</td>
<td>235</td>
<td>236</td>
<td>227</td>
<td>210</td>
<td>203</td>
</tr>
</tbody>
</table>

Student attendance profile

Annual student attendance rates continue to be above state and regional averages. Breakdown of attendance by grade is only available from 2009.
Management of non-attendance

The school uses the Web Attend electronic method of recording and monitoring student attendance. An assistant principal manages whole school monitoring of, and the implementation of plans to improve attendance, with the DEC Home School Liaison Officer (HSLO).

Workforce information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Staff retention

Several staff took various forms of leave in 2013 prior to intended retirement in 2014. There were no transfers out, one transfer in and a graduate appointment for 2014.

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce.

Currently no Indigenous staff are permanently appointed to the school. When engaging staff for identified Indigenous positions, the school consults with the local Aboriginal Education Consultative Group (AECG).

### Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>4</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>13</td>
</tr>
<tr>
<td>Part –time Teacher (s)</td>
<td>0.7</td>
</tr>
<tr>
<td>Release From Face to Face Teacher</td>
<td>0.714</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.525</td>
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<tr>
<td>Learning and Support Teacher(s)</td>
<td>0.9</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.8</td>
</tr>
<tr>
<td>Itinerant Teacher (Hearing)</td>
<td>1</td>
</tr>
<tr>
<td>Itinerant Teacher (Vision)</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>3.222</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>26.861</td>
</tr>
</tbody>
</table>

### Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>92</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>8</td>
</tr>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>4</td>
</tr>
</tbody>
</table>

### Financial summary

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2013</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>170952.36</td>
</tr>
<tr>
<td>Global funds</td>
<td>238449.18</td>
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<tr>
<td>Tied funds</td>
<td>129125.76</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>124700.57</td>
</tr>
<tr>
<td>Interest</td>
<td>5702.03</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>22475.55</td>
</tr>
<tr>
<td>Canteen</td>
<td>79884.33</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>771289.78</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>22543.23</td>
</tr>
<tr>
<td>Excursions</td>
<td>33768.17</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>42631.18</td>
</tr>
<tr>
<td>Library</td>
<td>4519.16</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>783.39</td>
</tr>
<tr>
<td>Tied funds</td>
<td>100552.66</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>77997.46</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>100037.51</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>75968.41</td>
</tr>
<tr>
<td>Utilities</td>
<td>52751.79</td>
</tr>
<tr>
<td>Maintenance</td>
<td>15209.67</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>22566.44</td>
</tr>
<tr>
<td>Capital programs</td>
<td>63579.18</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>612908.25</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>158381.53</td>
</tr>
</tbody>
</table>
This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

The balance carried forward to 2014 includes:
- funds held to pay the casual salaries bill for teachers and School Learning Support Officers (SLSOs) for December;
- funds held under grants program; and
- funds set aside for replacement of assets or capital improvements.

The school canteen is reported under the school’s accounting procedures.

A full copy of the school’s 2013 financial statement is tabled at the December general meeting of the P & C. Further details concerning the statement can be obtained by contacting the school.

School performance 2013

There have been mixed results in 2013 with some excellent gains along with some disappointing performances.

Along with numeracy, Writing has been identified as an area for attention in 2014. A specific school-based action plan has been developed.

Academic achievements

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.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)
Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name in the Find a school and select GO to access the school data.

Literacy - NAPLAN Year 3
(including Reading, Writing, Spelling and Grammar and Punctuation)

Fifty-seven students sat NAPLAN literacy in 2013.

Overall, students in Year 3 scored below the state in Reading. The girls achieved well in the higher bands, but were over-represented in the lower bands. In Grammar and Punctuation, Year 3 is working within the state mean and standard deviation. Girls performed below the state in Grammar and Punctuation. Forty Year 3 students achieved in the top 3 bands for Spelling in 2013. In Writing, students in Year 3 scored below the state. Boys also achieved well in the higher bands, but were over-represented in the lower bands.

The students in the 2013 cohort scored well below those in 2012 in Reading. Spelling results were below that of 2012 but well above previous years. The 2013 cohort scored at a similar level as 2012 in Writing and well above the previous cohort in Writing.

In Reading, boys at Kincumber Public scored at the same level as boys across the state. The boys’ average score was below that for all students who sat the test. Girls’ reading results showed a sharp decline this year. Girls at this school scored much lower than the state average for girls.

NAPLAN Reading Year 3

<table>
<thead>
<tr>
<th>Average score, 2013</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>408.9</td>
<td>403.7</td>
<td>418.7</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Skill Band Distribution</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Band</td>
<td>3</td>
<td>10</td>
<td>9</td>
<td>7</td>
<td>11</td>
<td>15</td>
</tr>
<tr>
<td>Number in Bands</td>
<td>5.5</td>
<td>18.2</td>
<td>16.4</td>
<td>12.7</td>
<td>20.0</td>
<td>27.3</td>
</tr>
<tr>
<td>Percentage in Bands</td>
<td>4.0</td>
<td>13.0</td>
<td>16.3</td>
<td>22.3</td>
<td>22.7</td>
<td>21.7</td>
</tr>
<tr>
<td>School Average 2009-2013</td>
<td>3.4</td>
<td>12.4</td>
<td>22.6</td>
<td>26.7</td>
<td>16.2</td>
<td>18.8</td>
</tr>
<tr>
<td>SSG % in Bands 2013</td>
<td>3.5</td>
<td>11.2</td>
<td>17.3</td>
<td>24.3</td>
<td>17.7</td>
<td>26.0</td>
</tr>
<tr>
<td>State DEC % in Bands 2013</td>
<td>3.5</td>
<td>11.2</td>
<td>17.3</td>
<td>24.3</td>
<td>17.7</td>
<td>26.0</td>
</tr>
</tbody>
</table>
Numeracy - NAPLAN Year 3

Fifty-eight students sat NAPLAN numeracy in 2013. Results indicate that we have 38% in the top 2 bands, compared with 39% in the state. This is an improvement on last year. However, only 60% were in the top 3 bands, compared with 67% in the state. This indicates that while we have increased representation in the top two bands, this is not the case for the top 3 bands.

Representation of boys in the top two bands was 41%, compared with state results of 39%. For girls, 36% of year 3 girls were in the top 2 bands, compared with 39% in the state. This is an increase for both boys and girls from the previous year. However girls are over-represented in the bottom 3 bands, 49% compared to 32% in the state.

Trend data indicates that overall results have improved over the last two years. However, while boys' results have improved, girls' results are lower than in the last 3 years.

Year 3 NAPLAN Numeracy

<table>
<thead>
<tr>
<th>Skill Band Distribution</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Band</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>Number in Bands</td>
<td>1</td>
<td>6</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>12</td>
<td>13</td>
<td>8</td>
</tr>
<tr>
<td>Percentage in Bands</td>
<td>1.8</td>
<td>10.9</td>
<td>27.3</td>
</tr>
<tr>
<td></td>
<td>21.8</td>
<td>23.6</td>
<td>14.5</td>
</tr>
<tr>
<td>School Average 2009-2013</td>
<td>1.7</td>
<td>13.0</td>
<td>23.4</td>
</tr>
<tr>
<td></td>
<td>28.1</td>
<td>19.4</td>
<td>14.4</td>
</tr>
<tr>
<td>SSG % in Bands 2013</td>
<td>3.5</td>
<td>11.8</td>
<td>26.6</td>
</tr>
<tr>
<td></td>
<td>28.2</td>
<td>19.6</td>
<td>10.3</td>
</tr>
<tr>
<td>State DEC % in Bands 2013</td>
<td>3.5</td>
<td>9.7</td>
<td>22.7</td>
</tr>
<tr>
<td></td>
<td>27.8</td>
<td>23.0</td>
<td>13.3</td>
</tr>
</tbody>
</table>

Literacy - NAPLAN Year 5

(including Reading, Writing, Spelling and Grammar and Punctuation)

Fifty-five students sat NAPLAN literacy in 2013. Students’ performance in Band 8 was better than in 2012. In Writing, performance in Band 7 was down from 2012 and the students were over represented in Bands 5 and 6. Boys scored below the state average in reading. The girls were within the average range.

Overall, students performed below state average in spelling. Boys were well below state average in spelling. Girls scored within the state average range.

Students performed below state average in Grammar and Punctuation. Boys were well below state average in Grammar and Punctuation. Girls also scored within the state average range. In Grammar and Punctuation 12.1% of students did not reach the minimum standard.

Students in Year 5 made greater than average growth in Reading.

Girls have achieved above the state average in Reading. The results have improved over the past 4 cohorts. In Spelling, girls and Aboriginal students have both shown growth and are achieving at a comparable level to the state. In Grammar and Punctuation, boys have made growth in trend data from last year’s cohort.

In Reading, student results have gone up and down over the last 4 cohorts. In Writing, there has been a continued downward trend in Writing over the last 4 cohorts of students. In Spelling, there has been a continued downward trend over
the last 4 cohorts of students. In Grammar and Punctuation, there has been a continued downward trend over the last 4 cohorts of students.

**NAPLAN Reading Year 5**

<table>
<thead>
<tr>
<th>Skill Band Distribution</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number in Bands</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Percentage in Bands</td>
<td>3.5</td>
<td>8.8</td>
<td>24.6</td>
</tr>
<tr>
<td>School Average 2009-2013</td>
<td>3.4</td>
<td>13.8</td>
<td>27.8</td>
</tr>
<tr>
<td>SSG % in Bands 2013</td>
<td>2.5</td>
<td>13.7</td>
<td>29.2</td>
</tr>
<tr>
<td>State DEC % in Bands 2013</td>
<td>2.2</td>
<td>11.2</td>
<td>24.3</td>
</tr>
</tbody>
</table>

Number of students in each band:

- Band 3: 57
- Band 4: 25
- Band 5: 14
- Band 6: 11
- Band 7: 21
- Band 8: 8

Percentage in bands:

Year 5 Writing

- Band 3: 44%
- Band 4: 24.6%
- Band 5: 36.8%
- Band 6: 14.0%
- Band 7: 12.3%

Trend data indicates that the girls’ results are the lowest they have been for the last 3 years and are well below the state. The boys’ results are similar, continuing a downward trend over the last 3 years and well below the state average. When combined, the trend suggests that we have had the poorest performance for the last 3 years and are well below the state in overall numeracy performance. However, regarding student growth i.e. performance in Year 5 compared with performance in Year 3, 60% of our students made equal to or greater than expected growth. The average percentage of growth between Year 3 and Year 5 (87%) was higher than the state average of 83%.

**Year 5 NAPLAN Numeracy**

<table>
<thead>
<tr>
<th>Skill Band Distribution</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number in Bands</td>
<td>3</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>Percentage in Bands</td>
<td>5.3</td>
<td>9.5</td>
<td>16.3</td>
</tr>
<tr>
<td>School Average 2009-2013</td>
<td>6.2</td>
<td>9.5</td>
<td>14.3</td>
</tr>
<tr>
<td>SSG % in Bands 2013</td>
<td>4.5</td>
<td>10.4</td>
<td>16.3</td>
</tr>
<tr>
<td>State DEC % in Bands 2013</td>
<td>3.9</td>
<td>8.6</td>
<td>15.3</td>
</tr>
</tbody>
</table>

Number of students in each band:

- Band 3: 57
- Band 4: 25
- Band 5: 14
- Band 6: 11
- Band 7: 21
- Band 8: 8

Percentage in bands:

Year 5 Numeracy

- Band 3: 3.5
- Band 4: 14.0
- Band 5: 19.3
- Band 6: 21.1
- Band 7: 29.8

Fifty-seven students sat NAPLAN numeracy in 2013. Results indicate that 44% of our students are in the top 3 bands compared with 52% of the state. Compared to the previous year we have 11% fewer students in the top three bands. Our student representation in Band 8 (7%) was half of the state average (14%). Whilst this indicates underrepresentation in the top band, it is significant to note that the number of students who achieved Band 8 in Numeracy in 2013 was higher than in 2012, where we had 5% of students achieving Band 8 (compared to the stage average of 15%).

Boys were under-represented in the top band (Band 8) but showed pleasing over-representation in Band 7 (higher than the state average for boys). Of note was the decreased representation of boys in the bottom band (Band 3). There were no boys at KPS in this lowest band. However, the number of boys in Band 2 was double the state average. Significantly, the number of girls represented in Band 3 was extremely high with 17% of our Year 5 placed in Band 3 for Numeracy compared with the state average of 5% for girls.
Other achievements

Significant programs and initiatives

Aboriginal education

Our local Aboriginal Education Consultative Group (AECG), Tjudibaring AECG, met regularly during 2013. Attendance at general meetings shows good representation from the affiliated public schools. Schools from the Kincumba Learning Community (KLC) participated in the 5 Lands Walk again. A combined schools Aboriginal dance group, the Possum Pack, was involved in the Welcome to Country and opening events. Students from Kincumber Public School also performed an item that respectfully combined the Chinese Year of the Snake and Aboriginal Rainbow Serpent.

With endorsement of the local AECG, an Aboriginal Education Officer is employed by the learning community to support social, cultural and academic learning for Indigenous students and to promote Aboriginal Education across the KLC.

Seventy five per cent of our Indigenous students have attendance rates higher than 90%.

There are too few Aboriginal students who sat NAPLAN in Years 3 and 5 to report on literacy and numeracy trends.

The school unveiled an artwork by local Aboriginal artist, Madeline Anderson that is mounted around the entranceway of the school’s main office. The artwork was the culmination of a community building project and incorporates an Acknowledgement of Country and an explanation of the artwork.

During 2013 students engaged in an extended teaching and learning experience through the Musica Viva program during the whole of term three exploring the culture of the Yolngu people of Elcho Island and North East Arnhem Land culminating in a whole school performance, Datiwuy Dreaming.

Aboriginal education is integrated across all connected outcomes units of work studied by all stages at KPS to increase knowledge and understanding of the histories, cultures and experiences of Aboriginal and Torres Strait Islander people as the First Peoples of Australia.

Multicultural education

Harmony Day 2013 was celebrated with a whole school assembly for students and community members, wearing orange clothing and special food. Classroom activities leading up to Harmony Day were implemented across the school.

Two Kincumber Public School students from 2K were successful in the 2013 Harmony Day Poster competition. Megan Haigh was the Hunter Central Coast Regional Winner and Sarah Groom was the Regional Runner-up. They were presented awards at an official ceremony held at Parliament House. This is the second year in a row that students from KPS and 2K were awarded at such a high level in this competition.

In 2013 we participated in the 5 Lands Walk which is a local event that combines tourism and cultural diversity as a platform. Each year, each of the schools of the 5 Lands works with an ethnic community to increase cultural understanding. In 2013 we worked with the Chinese community. Our brief was to supply around 1500 hand-made decorations on sticks that walkers would plant along the journey to Copacabana. Each child in our school produced about three pieces of cultural artwork. Class 2K also developed a performance that incorporated the symbolic Chinese Dragon and Aboriginal Rainbow Serpent.

Other programs

Personalising learning and support for students with additional education needs

In 2013 the school’s Learning Support Team undertook to implement the previous year’s annual school evaluation recommendations which included:

- A system of documentation implemented for students requiring program accommodations/adjustments to support their identified additional learning needs.
- A straightforward flowchart, with levels of action and/or checklists to guide teachers in Learning and Support procedures and to identify roles and responsibilities developed and implemented.
- Clear procedures and systems developed to support planning for individual students, including a Learning Support policy, flowchart and action checklists.
• Professional learning for teachers in using tracking systems to effectively monitor progress of students across the continuums delivered.
• Student progress data entered on Sentral Mathematics and Literacy continuums every 5 weeks.
• Protocols for monitoring progress of students exiting Reading Recovery were developed and implemented.
• Stage meetings devoted time on odd weeks for discussion of student needs and referrals.
• Stage leaders collated data on students needing program adjustments and tabled at an LST meeting on the last week of each term.
• Data rules developed for students exiting kindergarten on or below Level 6 to automatically access the Minilit program in the first term of Year 1.
• All teaching staff completed the Disability Standards online module.

The Learning Support Team improvements have increased access to and participation in curriculum for students with additional learning needs.

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2013 our school carried out an evaluation of a key element of Target 1 of the school plan viz. the implementation of the Super Six comprehension strategy to plan, program and teach reading K – 6. The school also evaluated school data to identify the success of new strategies for promoting and recognising expected positive behaviours in Target 3.

Implementation of the Super Six Strategies to plan, program and teach reading comprehension K – 6

Background

In 2013 teachers were surveyed, NAPLAN comprehension was analysed and teaching and learning programs in Reading were collected to identify strengths in the use of the Super Six strategies at the school and also to determine priorities for action for 2014.

Findings and conclusions

Explicit Teaching of Comprehension

Teachers reported that a varied range of strategies were being utilised in the teaching of reading but there was concern about low levels of comprehension and thinking skills of students across the school. Whilst many teachers used effective strategies including the Four Resources Model, Here, Hidden, Head, Super Six, Bloom’s Taxonomy, Thinking Hats and Reciprocal Teaching, there was inconsistency across the school in how effectively these programs were being implemented.

Stage 3 teachers had considerable success implementing the Super Six strategy and used this as their primary strategy for providing students with explicit instruction in comprehension strategies. Student progress, as recorded on the Literacy Continuum, indicated improvement in comprehension but also in language and vocabulary knowledge. Teachers who had spent time using the Super Six Strategies noted that their readers knew how to deliberately apply specific strategies to aid their comprehension, particularly with regard to challenging texts or information.

Most teachers across the school agreed that their weaker readers tended to focus more on word accuracy rather than comprehension monitoring and generally had weaker metacognition skills. It is important to note that all teachers were able to identify students who could not comprehend text effectively in spite of successful decoding. The NAPLAN and CONTINUUM data from 2012 supported this finding. In 2013, considerable professional development in programming strategies and planning for teaching reading comprehension using the Super Six Strategies was provided to all K-6 staff. Research indicates that the more explicit the comprehension strategy and self-regulatory instruction, the higher the likelihood that the learner will make significant gains in comprehension (Manset-Williamson & Nelson, 2005).
Effectiveness of the Super Six

Teachers reported that the Super Six were being implemented as part of the teaching and learning cycle across all Key Learning Areas. Teachers communicated that the six strategies, when explicitly taught and practiced, could be easily applied to all teaching lessons, within and beyond literacy sessions. Teachers said that flexible grouping, varying text and reliance on prior knowledge were important for effective use of the Super Six. Teachers recognised that reading activities needed to be modified in order to allow students to practise and apply their comprehension skills such as interpreting, integrating, critiquing, inferring, analysing, connecting and evaluating ideas in texts. This assisted in aligning literacy activities more effectively with the Quality Teaching Framework.

Student Achievement

NAPLAN Reading data was analysed for Year 3 and Year 5 students’ skills in reading and comprehending text. Results in 2013 were significant, particularly for boys in the area of reading. An example of this is the improvement in reading for the Year 5 Boys: this group improved by 36 scale scores from the 2012 data in the test aspect of Reading. Across the school, there was a sharp decline in reading skills for the 2013 cohort. However, NAPLAN analysis indicates that both Year 3 and Year 5 students were more able to answer high-order comprehension questions, correctly answering questions of higher difficulty requiring effective comprehension strategies. Inversely, both Year 3 and Year 5 results indicate greater errors in questions of lower difficulty, e.g. questions requiring students to directly locate information in text.

This is the first time in over three years in which KPS students have reversed the trend of underperforming compared to the state in regards to demonstrating higher order reading comprehension skills.

Future directions

As a consequence of these findings, in 2014 the school will:

- Develop programming process to assist in ensuring a balance between teaching decoding strategies and word-level text processing for developing readers and explicit strategies for readers to monitor comprehension and apply strategies as needed to aid their comprehension.
- Program for significance and deep knowledge across all Key Learning Areas. A way of promoting this may be through the sharing of resources, team teaching and colleague classroom visits.
- Continue to implement oral tasks that develop higher order thinking skills in young children. Using strategies such as inferring, conversations about books that explore the social and personal meaning and oral retelling whilst scaffolding for deep engagement.
- Maintain particular emphasis to vocabulary and comprehension when planning learning experiences.
- Provide further professional development for teachers regarding flexible and regular grouping of students to assist in the teaching of reading and comprehending.
- Continue to develop teacher skills in interpreting data and effectively using this information to guide teaching and learning practices in supporting the development of comprehension skills.

Modifications to Positive Welfare System K – 6

Background

In 2013 teachers were provided with opportunities to discuss and review modifications to the school’s positive welfare system in order to identify the level of consistency of the implementation of the You Can Do It program across the school and also to determine priorities for action for 2014. Data on positive and negative student behaviours (as recorded on SENTRAL) were analysed, including the number of Bronze, Silver and Gold Certificates and Gold Keys achieved over 2013.

Findings and conclusions

Explicit Teaching of The Five Keys

Teachers were unanimous in their agreement that the You Can Do It (YCDI) program was beneficial in optimising the social and emotional
Capabilities required to be a successful learner. Teachers enjoyed the explicit program and comprehensive lessons. They agreed that the program was easy to implement and that students enjoyed participating in the lessons. Teachers articulated that the students appeared to enjoy learning about and practising the five Keys to Success, i.e. Confidence, Persistence, Resilience, Getting-along and Organisation. Teachers appreciated the development of a common language across the school and agreed that there were practical benefits to using the five keys as pre-correctives, reminding students of expected behaviours. All teachers felt that there was an overall reduction in negative behaviours in the classroom and students enjoyed the explicit teaching and structure of the You Can Do It program.

Whilst there was no consistent time set for YCDI lessons across the school, all teachers programmed for two explicit lessons per week from the YCDI program. However, teachers were inconsistent in the amount of time they spent teaching, and a proportion of teachers said that, for some weeks, due to a crowded academic curriculum, it was only possible to teach one lesson per week.

Whilst all teachers timetabled for YCDI lessons in their program, an evaluation of workbooks indicated a vast discrepancy between classes regarding actual ‘evidence’ of lessons. Some teachers expressed that many of their lessons were orally based with much of the time being spent on class discussions and group activities. Some classes did not have any specific books allocated for YCDI lessons.

Effectiveness of the You Can Do It program

It was noted, upon staff reflection, that almost all merit awards awarded to children for recognition of academic or social learning are now written with explicit YCDI wording, acknowledging skill development in the five key areas of the program. Whilst this was not stated as an expectation, teachers had effectively developed a shared YCDI-based language to praise, reinforce expected behaviours, teach, modify or correct behaviour or instruct. Teachers identified that this language was very useful in correcting negative behaviours in a way which focused more on positive behaviour expectations rather than the inappropriateness of the displayed behaviour. Teachers identified that the Can-Dos were more effective in modifying or correcting behaviour when they were used correctly, with clearly articulated verbal praise of the child’s demonstrated positive behaviour. Teacher discussion identified that many teachers gave out Can-Dos without the appropriate acknowledgement of the demonstrated behaviour and many teachers failed to give them out immediately when the positive behaviour was demonstrated. Both of these are fundamental to the success of positive praise in correcting and modifying challenging behaviour. Teachers expressed that students were more engaged in earning their Bronze, Silver and Gold certificates, and found the incentive of working towards a Gold Key an extremely motivating factor. Students were more likely to modify their behaviour and worked hard to demonstrate expected behaviours in the five keys (confidence, resilience, persistence, getting-along and organisation) in order to earn their certificates. Many students enjoyed the process of ‘earning’ Can-Dos and a large majority of children continued to collect these awards even when their YCDI books were no longer able to display any more Can-Dos.

Teacher evaluation and reflection identified some discrepancies in how the conferences for Gold Keys were managed. In general, teachers were consulting with their stage colleagues when recommending students for Gold Key status but acknowledged that there were times when it may have been beneficial to raise a student in a staff meeting to discuss the appropriateness of Gold Key status for that student. Upon reflection, some teachers awarded students gold keys that were later questioned by other teachers. On the whole, teachers were generally satisfied with the behaviour of the students who received a gold key and were satisfied with the transparency of the process that led to students receiving this high acknowledgment of excellent behaviour. Parents seemed satisfied with the modifications to the Gold Assembly process that scheduled a larger number of assemblies, more evenly spread throughout the year. Parents were satisfied with the increased notice regarding Gold Assemblies and more effective communication regarding student behaviour.

Data on positive and negative student behaviour

An analysis of behaviour incidents recorded by school staff on SENTRAL in 2013 indicated that:
• More teachers were using SENTRAL effectively to monitor and track student behaviour.
• More teachers were using SENTRAL to record positive incidents of student behaviour, e.g. Star of the week, merit awards, and Bronze, Silver and Gold certificates.
• There were nearly ten times more positive behaviour incidents recorded in 2013 than in 2012. This increase in recorded data allows for a more authentic ‘big picture’ view of behaviour across the school.
• The number of Gold certificates achieved by students in 2013 exceeded the expected eighty five per cent goal, with 382 students achieving a Gold Certificate. This equates to 91% of the school population.
• The amount of recorded negative incidents on SENTRAL in 2013 (2,003 incidents) was higher than 2012 (1,864 incidents). This indicates that teachers are more effectively using the school recording system to record, track and monitor students.
• Whilst there were just over 2000 recorded negative incidents, these primarily involved 220 students. Over half of the students in the school were not involved in any negative incidents in 2013.
• Of the students who were entered on SENTRAL for negative behaviour, 67% were involved in a very small number of incidents (1-5) over 2013 with the majority of consequences being reminders, short time outs or long time outs. Most of these students had 2 or less incidents recorded over 2013.
• A small percentage of students (9%) had extremely high cases of repeated negative behaviours. A total of 7 Students had 50 or more repeated incidents (2 of these students had over 100 incidents recorded, the highest being 175 incidents). Of this 9%, all students had been previously identified as experiencing poor behaviour, low self-esteem and, in many cases, poor mental health. Despite the high number of incidents for these students, their teachers felt that the YCDI program and the positive welfare system (Bronze, Silver, Gold, Key) had an overall positive effect on the behaviour of these students in the classroom. The majority of these negative incidents occurred in the playground, during transition times or with a teacher other than the child’s classroom teacher.

Future directions
As a consequence of these findings, in 2014 the school will:
• Continue to implement the YCDI program in all classrooms across the school.
• Monitor programs and collect workbooks each term to ensure that teachers are teaching the expected lessons twice weekly.
• Provide ongoing training and development for staff (as well as explicit training and development for new staff) on the importance of using behaviour-specific feedback when handing out Can-Dos.
• Encourage all teachers to maintain a 4 to 1 praise to correction ratio to maintain positive behaviour choices by students. Teachers will be expected to maintain an 8 to 1 praise to correction ratio when attempting to modify negative behaviours choices by students.
• Teachers will ensure that all students, not just some students, have a conference regarding the Gold Key Status process. This will be more scaffolded by the inclusion of a conference pro forma in each student’s You Can Do It book.
• Teachers will continue to build a shared dialogue using the YCDI language in all settings, in and out of the classroom.
• Whole staff will participate in training sessions in PBL (Positive Behaviour for Learning) program across the whole school. This scaffolded approach teaches behavioural expectations as part of a social learning curriculum across the whole school. PBL encompasses a system of school-wide processes and individualised instruction designed to prevent and decrease problem
behaviour and to maintain positive behaviour.

- A school-wide leadership team will be established to guide and direct the process of using data to create a school-wide plan designed to address the unique needs at KPS (as opposed to a 'one program fits all' model).
- An audit of the school’s behaviour management policies and practices will be conducted in order to identify areas to be addressed.
- The school staff will ensure a 3-5 year commitment to PBL, committing teacher professional learning funds (TPL) and other available school funding resources to support the program.
- A sample of K-6 students will sit the ACER Social and Emotional Wellbeing Assessment in order to compare the overall sense of student wellbeing at KPS to the initial sample of students who were assessed at the beginning of 2012.

**School planning 2012—2014: progress in 2013**

**School priority 1**

**Literacy**

**Outcomes from 2012–2014**

- Increase percentage of students exiting kindergarten at Cluster 4 or above from 81% to 85% in Writing.
- Increase percentage of students exiting Year One at Cluster 6 or above from 67% to 85% in Writing.
- Increase percentage of students exiting Year Two at Cluster 8 or above from 79% to 85% in Writing.
- 85% of students exiting Stage 2 at Cluster 10 or above in Writing.
- 85% of students exiting Stage 3 at Cluster 12 or above in Writing.

**Evidence of progress towards outcomes in 2013:**

<table>
<thead>
<tr>
<th>Aspects</th>
<th>Kindergarten</th>
<th>Year 1</th>
<th>Year 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Text</td>
<td>83%</td>
<td>90%</td>
<td>90%</td>
</tr>
<tr>
<td>Comprehension</td>
<td>81%</td>
<td>87%</td>
<td>90%</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>83%</td>
<td>81%</td>
<td>85%</td>
</tr>
<tr>
<td>Aspects of Writing</td>
<td>81%</td>
<td>67%</td>
<td>79%</td>
</tr>
<tr>
<td>Phonics</td>
<td>87%</td>
<td>77%</td>
<td>85%</td>
</tr>
<tr>
<td>Phonemic Awareness</td>
<td>78%</td>
<td>75%</td>
<td>97%</td>
</tr>
<tr>
<td>Concepts about Print</td>
<td>85%</td>
<td>98%</td>
<td>99%</td>
</tr>
</tbody>
</table>

This table shows the percentage of students in Kindergarten, Year 1 and Year 2 who have achieved the cluster marker for their year. Expectations for Kindergarten are that all students will achieve Cluster 4; Year 1 to achieve Cluster 6 and Year 2 to Cluster 8.

K-2 results indicate strength in Reading Text, Comprehension and Vocabulary which are aspects of literacy that continue into high school. Phonics, Phonemic Awareness and Concepts About Print should be achieved by the end of Year 1 and are also well achieved. However, the data also indicates that explicit modelled, guided and independent writing needs to become a focus for 2014.

**Strategies to achieve these outcomes in 2014**

- Professional learning in L3 for stage 1 teachers
- Point of need teaching for all students in writing based on weekly collection of evidence
- Two small group guided writing sessions per week for all students
- Professional learning for all teachers in teaching writing, assessing writing and the use of iPads to promote learning in writing.
School priority 2
Numeracy
Outcomes from 2012–2014

- Increase in students achieving in the top two proficiency bands in NAPLAN Number, Patterns and Algebra in Years 3 and 5 by 2 per cent; from 33% to 35% in Year 3 and from 22% to 25% in Year 5.
- Increase in growth from Year 3 to Year 5 in NAPLAN Numeracy from 82% to 85%.
- Increased percentage of students exiting Kindergarten achieving stage appropriate outcomes on the Best Start Numeracy continuum from 82% to 85 per cent.

Evidence of progress towards outcomes in 2013:

- Following the implementation of K-6 professional training on teaching patterns and algebra, Year 5 students exceeded the expected growth target of 25% representation in the top 2 Bands for this area. Year 5 had 31.6% of their students in the top 2 bands for patterns and algebra.

- Whilst Year 3 students did not meet the expected growth of 35%, they maintained high representation in the top 2 bands and outperformed the state average in Band 6 with 16.4% of Year 3 students in Band 6 compared with 15.3% of the state.

- School growth from Year 3 to Year 5 in NAPLAN Numeracy was 74%, thus not meeting the target to equal or exceed state average of 85%.

- In 7 of the 10 critical aspects of numeracy the target of 85% of students exiting Kindergarten achieving stage appropriate outcomes on the Best Start Numeracy continuum was met. These critical aspects included:
  - Early Arithmetical Strategies - 91% of Kindergarten students achieved stage appropriate outcomes.
  - Patterns and Structure - 96% of Kindergarten students achieved stage appropriate outcomes.
  - Place Value - 100% of Kindergarten students achieved stage appropriate outcomes.
  - Fractions - 88% of Kindergarten students achieved stage appropriate outcomes.
  - There were three areas where the number of students achieving stage appropriate outcomes at the end of Kindergarten did not meet the target of 85%. They were:
    - Counting by 10s and 100s - 76% of Kindergarten students achieved stage appropriate outcomes.
    - Multiplication and Division - 80% of Kindergarten students achieved stage appropriate outcomes.
    - Measurement - 75% of Kindergarten students achieved stage appropriate outcomes.

Strategies to achieve these outcomes in 2014:

- Professional Learning on new Australian Mathematics Syllabus to be implemented in 2015.
- Professional learning and implementation of Taking Off With Numeracy (TOWN) project for Stage 2 and 3 teachers.
- Implementation of Kincumba Numeracy Improvement Team Mathematics support package.
- In Stages 2 and 3, student learning needs will be addressed more precisely and effectively by strategic grouping and delivery of appropriate content, informed by detailed analysis and use of SMART data and Mathematics and numeracy continuums.
- Continuity of program delivery maintained by appropriate and consistent timetabling for Mathematics lessons across Stages 2 and 3.
• Teaching programs aligned with the new numeracy continuum, the use of individual learning plans (PLAN software) to teach explicit skills and the entry of student data every 5 weeks.

School priority 3

Connections

Outcomes from 2012–2014

• Optimise the social and emotional capabilities required to be a successful learner.

• Strengthen the mental health and wellbeing of children, reduce mental health problems amongst children, and achieve greater support for children experiencing mental health difficulties, and their families

• The P & C and AECG are active community partners in educational decision-making.

• Aboriginal education is embraced as the community’s business.

Evidence of progress towards outcomes in 2013:

• K-6 Implementation of a school-wide system for recognising positive behaviour (You Can Do It). This included all K-6 teachers presenting 2 x 40 min lessons per week focusing on learning about, practising and successfully developing demonstrable skills in the areas of confidence, persistence, resilience, organisation and getting-along.

• The number of Gold certificates achieved by the end of Term 4 exceeded our expectation of eighty five per cent with 382 students achieving a Gold Certificate. This equates to 91% of the school population. To achieve a Gold Certificate, students needed to show the development of skills in the areas of confidence, persistence, resilience, organisation and getting-along. This represented a fairer, more equitable and achievable method of recognising, praising and rewarding positive behaviours of all students.

• The introduction of SENTRAL to record positive behaviour events e.g. Star of the Week awards, merit awards, certificate achievements led to a total of 2,212 positive behaviours entered on SENTRAL. Compared to the 227 recorded events of 2012, this indicates that valuable information on positive student behaviours is being recorded as well as the more traditional use of SENTRAL for recording negative incidents. The increased public acknowledgement of students demonstrating positive social and academic behaviours indicates that:
  — more students are developing the social and emotional capabilities required to be a successful learner, and
  — more teachers are publically acknowledging and praising students for positive behaviour, reinforcing school expectations and identifying the social and emotional capabilities of successful learners.

• Whilst the number of recorded negative incidents on SENTRAL in 2013 (2,003 incidents) was higher than 2012 (1,864 incidents), this indicates that teachers are better using the school recording system to record, track and monitor students. This led to more effective follow-up and greater support for students who may be experiencing mental health difficulties, and their families.

• School self-evaluation team includes P & C and AECG representatives. This indicates that the P & C and the AECG are more active community partners in educational decision-making. This goal was not achieved.

• Every Aboriginal or Torres Strait Islander student has a documented, active personalised learning plan in place. These PLPs required additional teacher-parent communication and served not only to provide strategic individual support to Aboriginal students but also to strengthen community partnerships, particularly between our Aboriginal community and the school.

• In 2013, 241 students achieved their Gold Key awards, indicating outstanding behaviour in the areas of confidence,
persistence, resilience, organisation and getting-along. In addition to these key skills for success, students are expected to always follow school rules, demonstrate excellent behaviour at all times and show a high level of responsibility for their own actions. Of notable interest, when this new level of positive reinforcement was developed, staff anticipated that the amount of students achieving their gold key would be around 5% - 10% of the school. In 2013 the percentage of students whose behaviour was deemed “gold key” behaviour was over 50%.

Strategies to achieve these outcomes in 2014:
- Implement Component 4 of KidsMatter.
- Implement Positive Behaviour for Learning (PBL) from 2014.

Professional learning
Twenty-five teaching staff and seven support staff participated in professional learning activities during 2013. A significant number of the learning activities focused on literacy, which was aligned to the school plan. Teachers also attended courses and workshops on providing for the needs of students with autism spectrum disorders, Best Start assessment, L3, cyber-bullying, health care procedures including anaphylaxis and asthma, mental health, vocabulary, comprehension, differentiation, quality assessment practices, Work Health Safety (WHS) and environmental education. These professional learning activities were held within and outside of school.

In 2013 all teaching staff participated in school development day programs that were focused on implementing the NSW English syllabus, planning and programming and unit writing in teams.

School executive staff participated in a New South Wales Primary Principals’ Association supported professional learning program, Leading For Sustainable Change.

There are four new scheme teachers maintaining accreditation at Professional Competence on the NSW Institute of Teachers standards.

Total school expenditure on professional learning was $9900 and average expenditure per teacher at the school was $412.

Parent/caregiver, student, and teacher satisfaction

In 2013, the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

Three general questions were asked of parents in a survey. They were:
- Please tell us what you expect from Kincumber Public School in general terms.
- Please tell us what you expect from Kincumber Public School with regard to curriculum; sport; the arts; social and emotional learning.
- Please tell us about a time where we have not met your expectations and how your concern was managed.

The response rate to this survey was lower than previous years and may not be as reliable a sample.

In terms of general expectations, 100% of respondents identified that their children being safe, happy learners in a caring environment was a priority. Other responses included making friends, good discipline, nurturing the whole child and a collaborative community culture as high priorities.

With reference to learning; sport and the arts were still a high priority for all respondents. However, several parents identified that the amount of time devoted to sport had decreased.

Around sixty per cent of parents held the perception that the school had done a good job of implementing a social and emotional learning curriculum viz. You Can Do It.

A small number of parents indicated that the school’s focus on multicultural education, including Asian studies should be increased.

In terms of not meeting expectations, it was not possible to find a few themes as most responses related to personal examples. However, the school’s response in terms of communication was the common element. Parents were generally happy with the improved systems of communication e.g. Skoolbag (the school’s smartphone app) and website but identified that when the systems did not work in individual
circumstances, then communication was compromised.

Future directions include:

- Improving the school’s covered outdoor learning area (COLA) to increase participation in sport, particularly during wet weather;
- Increasing access to cultural and performing arts and diversity (multicultural) education; and
- Seeking feedback from families about preferred communication channels.

Program evaluations

School-based Assessment Practices

Background

In 2013 we undertook to review what impact on student learning and progress had been achieved through professional learning and changed assessment practices.

The rationale for the review was that classroom programs needed to better reflect differentiation and adjustments for students with additional learning needs and that system changes such as Every Student Every School and disability standards have changed service delivery at school level.

The context for the evaluation was the annual teacher performance review in determining how well teachers met Standard 5 in the domain of Professional Practice of the AITSL standards (Assess, provide feedback and report on student learning).

Findings and conclusions

The process used to collect information included teachers and supervisors meeting to have a structured conversation as part of the Teacher Assessment Review Schedule (TARS) process, presenting documentary evidence and comparing discussion and evidence with the professional teaching standard. Documents presented included analysed data samples.

Supervisors provided written feedback to teachers with suggestions for either improvement to meet the standard or to achieve higher standards. All teachers meet Standard 5 in the domain of Professional Practice of the AITSL standards (Assess, provide feedback and report on student learning).

However, areas for improvement across the school include:

- Increase levels of pre and post testing to determine the value-added of certain teaching strategies or structures.
- Ensure that backward mapping is used to develop assessment tasks.
- Assessment tasks are differentiated appropriately.
- Better align assessment tasks with syllabus outcomes.

Future directions

As a consequence of these findings, it is evident that further teacher professional learning and engagement is required to:

- Develop tasks that are sufficiently and appropriately differentiated to support student learning.
- Further develop understanding of new syllabus outcomes.
- Better use of available data to inform short term programming and student grouping.

In 2014 teachers will also need to devote sufficient time at stage meetings to moderate student work samples. In order to achieve consistent teacher judgement and increase expectations, teachers will collect work samples and moderate them along a K – 6 continuum.
About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school’s practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school’s future development.

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Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: