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**School context statement**

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.

On a range of developmental factors, around 30% of students enter their first year of school at Kincumber Public School either developmentally at risk or vulnerable according to data from the Australian Early Development Census. This nation-wide data collection also shows that vulnerability in the social competence and emotional maturity domains has increased from 2009.

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 and writing have 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.

At the end of 2014 student enrolment was 436, including 232 boys and 204 girls, slightly more than 2013. Fourteen of the 17 classes were multi-age.

**Principal’s message**

I am pleased to present our 2014 annual school report that details an outstanding year for both students and school staff.

I am privileged to lead an already great school. With the benefit of an increase in funding to support learning, teaching staff undertook a comprehensive program of professional learning (PL) in a number of areas that were identified for improvement in 2013.

A number of key staff were trained to deliver teacher PL in literacy and numeracy. Early Stage 1 teachers began training to implement *Targeted Early Numeracy* (TEN) in addition to *Language, Learning and Literacy* (L3).

Stage 1 teachers began training in *Language, Learning and Literacy for Stage 1* (L3S1) and completed a highly successful first year of implementation.

Stage 2 and Stage 3 teachers began training to implement two significant programs:

- **Focus on Reading** (FoR); and
- **Taking Off With Numeracy** (TOWN)

Teacher commitment to implementing these literacy and numeracy improvement programs was impressive and involved ongoing reflection and willingness to change existing practices and an increased workload. I couldn’t be prouder of how they have done this.

In addition to this, our school began the implementation of *Positive Behaviour for Learning* (PBL). PBL is an evidence-based whole school systems process to improve learning outcomes for all students by establishing positive social expectations for all in the school community.

The introduction of the new science syllabus was begun in 2014 for implementation in 2015.

Outside of the classroom we participated in the *Junkyard Orchestra* initiative. Stage 2 teachers and students undertook an extensive music education program that cleverly combined music composition and percussion instrument playing with sustainability. All Stage 2 students performed at Erina Fair in an outstanding showcase of what’s possible with junk.

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**

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**P & C message**

Thank you to all those Kincumber Public School P&C members, parent helpers and school staff who have helped make the last 12 months so successful for our P&C and school.

It was a huge year for P&C with the coordination of our school fete. In particular I would like to thank the tireless effort of Janine Roberts for the many hours she contributed in fundraising for the school. It was a fabulous event in building both
funds for technology and also in building a closer school community. The P&C contributing $25,000 towards implementation of classroom technology is something of which to be proud.

Our P&C vegetable garden is now established and being utilised by a variety of classes. With the ongoing funding from our P&C I’m sure it will continue to grow and be used to facilitate learning about the environment over many years to come.

Of course while the P&C has an important role in raising funds for school use, it is also important in other ways. We are a valuable parent and consumer voice in our children’s school. I would like to thank all KPS staff, school leaders and in particular, Trish Peters, for considering parent feedback and expectations when developing school policies, and in providing a safe place for our children to learn. It’s been great to hear about how teachers are implementing new lessons in our classrooms, and how our children’s progress is being monitored.

We also provide an opportunity for fun and socialising. The school discos, Easter raffle, Mother’s and Father’s Day stalls give some light relief to the work of school, and were again very successful in 2014.

Of course we have been very lucky with the many volunteer hours given in our uniform shop. This small shop provides a much-needed service for families as well as raising funds for the school. In the last 12 months we have brought in systems to have this shop running like the successful small business it is.

Thanks again to all parents and staff who volunteer to help in the various roles of our P&C. We look forward to your ongoing support of our school into 2015 and beyond.

Cherie Castaing, P & C President

Student representatives’ message

It was a busy, exciting, action packed year which saw many opportunities for students to excel. We definitely worked towards achieving our school vision this year to develop safe, respectful learners in a caring learning community.

This year was the start of our fantastic Positive Behaviour for Learning (PBL) journey, launched in July. PBL is helping our kids to become safer, more respectful and achieve their highest learning goals possible.

The effect of PBL has been shown all around the school, by the increased positive behaviour that the children are displaying. We have introduced Goldie, our mascot, who encourages students to be safe, respectful learners. The whole school has participated in weekly PBL lessons where we have been actively learning about how we can be safe, respectful learners at school. Teachers hand out Goldie awards for students who are displaying safe or respectful behaviour, or students who are demonstrating that they are successful learners. Next year there will be a whole new positive reward system, set up around Goldie rewards. Students will be able to save up their Goldie tokens to earn prizes. The student PBL team has been working very hard to set up how this will work, and whilst it hasn’t been finalised yet, everyone is really excited about it.

There will be lots more opportunities to acknowledge students for the excellent behaviour they are demonstrating.

Our school has enjoyed nearly 4 years of success with our social and emotional learning program, You Can Do It! (YCDI), and this has been incorporated into the PBL framework. This year, 410 students earned their Gold certificate. That is really fantastic. Our students enjoy working towards earning their bronze, silver, gold and gold key awards. In 2014, 257 students earned their Gold Key, which is quite a spectacular number of students who are demonstrating exceptional behaviour. This tells us that the YCDI program is working and that our students are learning to be organised, resilient, persistent, confident and get along well with each other. This is something that our school is exceptionally proud of as it demonstrates how effectively we are all working on developing the keys to success!

We had many children represent our school at different sporting events. Some children had the chance to compete in the Sydney North carnivals for swimming, athletics and cross country.

We also had many different sporting teams representing our school; all of these teams played well and achieved success in their own way. Once again, fair play and sportsmanship on and off the sporting field were things that we were proud of most.
There were two strong debating teams, representing our school to the best of their ability. The debaters were from Year 5 and 6 and we had enough interested students to form two teams. It was great to see the confidence with which they debated and the excellent teamwork they demonstrated. As with our sporting teams, our students would not have been able to compete or participate without the hard work and time and effort put in by supervising teachers. Our teachers are another reason why our school has experienced wonderful success this year.

When you think of wonderful success, it’s hard to picture anything other than our school fete! What an amazing day! This year our school hosted our bi-annual fete, run by the P&C and the incredible parent representatives for each class. Thanks to the amazing organisation, time and effort put in by all involved, the P&C raised an eyebrow-raising amount of $20,000! Not only that, but the students, teachers, parents and community members that attended had a simply wonderful day. If our fete was the only thing that people in our community had to form an opinion of our school, then they would surely be impressed by our community spirit, our getting along skills and our excellent organisation. The money that was raised will be put towards new technology for our school in 2015. Even if no money was raised, the day itself was a great deal of fun for everyone who came and we personally enjoyed it a lot. We would like to thank everyone involved for the effort and time put into making it into such a great success.

There are so many things that our school introduced this year, including the Green Thumbs group, led by Mrs Conacher and assisted by Mr Willett. The Green Thumbs have worked hard on creating our amazing vegetable garden that has already begun to supply our school canteen with fresh fruit and vegetables. It says a lot about the things that are important to our school, including environmental education, green and healthy living and making healthy lifestyle choices. We also received a Bronze award at the Gosford City Council Environmental Awards for our contribution to the environment. We received a certificate and an orange tree for our garden. We also received $150 to go towards environmental resources for our school. We are planning on getting chickens next year and expanding the vegetable garden.

Some of our Year 6 students also participated in the Clever Climate Change Project run by Rumbalara Environmental Centre. We were successful in our tender and received an $1150 grant to fit lighting timers into our school and on our water heaters as well.

This year we had an exciting year on the performance front. It was quite amazing to have four dance groups try out for the Central Coast Dance Festival, with three being successful in their efforts. Our dancers were also able to perform at Kincumba Shines, held at Kincumber High School. It’s always great to get on stage and perform, and our kids were amazing.

This year saw another new venture which had the whole of Stage 2 involved in performances. Our students from Years 3 and 4 brought in recycled material from home and made their own recycled musical instruments. As well as designing and making their instruments, they also wrote their own compositions and then performed them to a huge audience at Erina Fair.

We also had great success in engineering (what a clever school we are!). Students from Stage 2 participated in an engineering challenge run by the NSW Engineers Society. The challenge was to create a straw building that could hold the greatest weight, using only 60 grams of straw. The team of students, all from 2H, spent a fair bit of time researching shapes that could hold the greatest load. Over 30 schools competed on the day and it was fantastic that our school presented the winning design, which held over 8kg. This was double the weight that any of the other structures could hold.

We also got 5 distinctions in the Australian Mathematics Competition, all winning students who earned distinctions were from Stage 2. We continued to also experience excellent results in the ICAS tests, with many of our students receiving credits, distinctions and high distinctions.

What a year! It’s been great to see that all of our students, from Kindergarten to Year 6, have had so many opportunities to succeed this year. This could definitely not have happened without the amazing efforts of our teachers. They give up so much of their own time to take us on excursions, sports events, picnics, activities and performance opportunities. It could be easy to forget how much of their own time they put in to making these learning experiences possible for us. We
realise that it’s the extra-curricular activities that make school just so much fun. Without the exceptional commitment of our hardworking and caring teachers, these things wouldn’t be possible. When we experience success, it is because of them. Thank you to each and every one of our KPS teachers: you have helped to provide our students with memories of a lifetime and we greatly appreciate you, even if we don’t tell you enough!

Anya Tatarinoff and Riley Girgis, School Captains

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

At the end of 2014 student enrolment was 436, including 232 boys and 204 girls, slightly more than 2013. Fourteen of the 17 classes were multi-age.

This resulted in the school being able to fill a vacant Assistant Principal position for the start of the 2015 school year.

Student attendance profile

Attendance continues to equal or better state average attendance. However, access to some types of approved leave has changed and may impact these rates in subsequent years.

Whole day absences and late arrivals will be monitored closely in 2015 and programs to improve attendance rates will be considered.

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).

Class sizes

Structure of classes

<table>
<thead>
<tr>
<th>Roll class</th>
<th>Year</th>
<th>Total in class</th>
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<td>16</td>
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<tr>
<td>4W</td>
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Classes are formed at Kincumber Public School with a focus on achieving the best possible learning outcomes for students within the mix of staff and the policies and resources made available to the school by the DEC.

It is our usual school practice to invite parents and carers to provide us with information to assist optimal class placement early in term four for the following year.

Student Enrolment

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<tr>
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Student Enrolment

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<td>94.3</td>
<td>94.2</td>
<td>94.7</td>
<td>94.8</td>
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</table>
Teachers use this information and other academic and social/emotional data to form tentative classes. Parents are advised in writing of the tentative organisation and class groupings late in term four. Children also have the opportunity to have a half day orientation with their proposed teacher and class mates. However, classes are not finalised until the third week of the new school year as staff changes, student transfers out and new enrolments may impact the tentative class structures.

Classes in Early Stage 1 (kindergarten) and Stage 1 are usually formed as single grades where possible and classes in Stages 2 and 3 are formed as multi-aged or mixed grade groups.

There is usually a multi-age extension class in Stages 1, 2 and 3 for more academically capable students. Selection into this class is based on academic performance and movements into and from this class are possible throughout the year.

**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 2014 prior to intended retirement in 2015. There were no transfers out, one transfer in and a graduate appointment for 2015.

**Workforce composition**

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<tr>
<th>Position</th>
<th>Number</th>
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<tr>
<td>Assistant Principal(s)</td>
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<tr>
<td>Classroom Teacher(s)</td>
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<tr>
<td>Teacher of Reading Recovery</td>
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<tr>
<td>School Administrative &amp; Support Staff</td>
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The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

In 2014 no Indigenous staff were permanently appointed to the school. When engaging staff for identified Indigenous positions, the school consults with the local Aboriginal Education Consultative Group (AECG).

**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>
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<td>Postgraduate</td>
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**Professional learning and teacher accreditation**

All professional learning (PL) undertaken was linked to DEC and school priorities, teacher identified and career development learning goals and statutory compliance and policy training.

In 2014 the school priorities continued to be:

- high quality core instruction for all learners;
- differentiation through evidence-based interventions for students not meeting targets, including use of data;
- individualised interventions for students with additional learning needs;
- optimise the social and emotional capabilities required to be a successful learner; and
- implementation of new Australian Curriculum English, Mathematics and Science syllabuses with the *Quality Teaching Framework* (QTF).

Key professional learning activities included:

- training teachers to facilitate literacy and numeracy professional learning programs in Targeted Early Numeracy (TEN) for Kindergarten to Year 2 teachers, Taking Off With Numeracy (TOWN) for Year 3 to 6 staff, Focus on Reading (FoR) for Year 3 to 6 staff and Language, Learning and Literacy (L3) for Kindergarten to Year 2 teachers;
- using Planning Literacy and Numeracy (PLAN) data to differentiate;
- delivery of initial phases of each of these programs to teaching staff;
• English, Mathematics and Science syllabus implementation;
• QTF and principles of backward designing of units of work; and
• training of Positive Behaviour for Learning (PBL) team and training teaching staff to deliver PBL in classrooms.

Key compliance training included:
• Child Protection update;
• Work Health Safety;
• Cardiopulmonary Resuscitation;
• Anaphylaxis management
• Nationally Consistent Collection of Data for Students with Disability (NCCD)

All these PL activities were undertaken at weekly staff or stage meetings, at scheduled school development days in Terms 1, 2, 3 and 4, or teachers were released from class.

In 2014:
• One fulltime and two temporary teachers were working towards Board of Studies Teaching and Education Standards (BoSTES) accreditation;
• Two temporary teachers were maintaining accreditation at Proficient level;
• Average expenditure on PL for twenty-five teachers was $626.

Beginning Teachers
One permanent teacher was appointed under the graduate recruitment program from the beginning of 2014. Funding was available under the Great Teaching, Inspired Learning (GTIL) initiative to support induction and mentoring.

In consultation with the teacher, the school used the funds to provide release time for the teacher and supervisor to work together each week and to provide time for preparation and marking so that workload can be managed effectively.

The teacher participated in all scheduled PL.

Financial summary
This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

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 2015 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 2014 financial statement is tabled at the annual general meetings of the parent body. Further details concerning the statement can be obtained by contacting the school.

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School performance 2014
We set very high targets for writing in 2014 which were only met by our kindergarten cohort. This is reported under Strategic Priority 1 – Literacy later in this report.

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 and enter the school name in the Find a school and select GO to access the school data.

Other achievements

Sports
The NSW Primary Schools Sports Association (NSW PSSA) conducts a variety of competitions to encourage sport and participation. In 2014, eighty-eight students competed in a variety of individual and team sporting events at zone level. Thirteen of these students went on to participate at a regional level and two at state level.

Tom Deakin and Campbell Gillies represented our school at State in Rugby League and Athletics (High Jump), respectively. Noah Nicholls competed at regional level in three different sports.

Performing Arts and Academic Successes

Significant events are included in the Student Representatives’ message on pages 3 and 4.

Significant programs and initiatives – Policy and equity funding

Aboriginal education
Our local Aboriginal Education Consultative Group (AECG), Tjudibaring AECG, met regularly during 2014. Attendance at general meetings shows good representation from the affiliated public schools.

In 2014, the school signed a partnership agreement with the local AECG.

School staff undertook PL in cultural competence using an online learning program. The Kinship Module project is a pilot online education program that promotes Aboriginal cultural education.

Staff gained a greater understanding of, and insight into:

- experience of Aboriginal Kinship systems and how they operate
- Aboriginal social structures and how these differ from Western societies
- how cultural assessment assists in understanding these impacts
- potential conflict in working with people from differing cultural backgrounds
- how cultural difference impacts upon Aboriginal people in the social systems which operate in Australia, such as: through education, criminal justice systems and the legal system more broadly.

Aboriginal education for students is integrated into all units of work using the Australian Curriculum and BoSTES syllabuses.

Schools from the Kincumba Learning Community (KLC) participated in the 5 Lands Walk again.

Multicultural and anti-racism education
Harmony Day 2014 was celebrated with a whole school assembly for students and community members. Students and staff wore orange clothing and classroom activities leading up to Harmony Day were implemented across the school.
One class submitted an entry in the DEC Calendar for Cultural Diversity art competition.

In 2014 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 2014 we worked with the Greek 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.

Anti-racism education was built into the PBL school-wide expectations of being Safe Respectful Learners and explicitly taught in the context of talking politely in the Respect lessons. In addition, students not meeting expectations in this regard are always referred to the Anti-racism Contact Officer (ARCO) via online reporting.

**Personalising learning and support for students with additional education needs**

In 2014 the school’s Learning Support Team:

- Implemented online recording of adjustments and consultation with parents to support children’s identified additional learning needs.
- Professional learning for teachers in using a school-developed screener to identify which students required personalised learning.
- Completed the NCCD successfully.
- Implemented a Community Service funded homework club project that provided training for parents and children to better engage with school and support students’ home learning.

**Aboriginal background**

Norta Norta, Equity and Learning Assistance funds were used to employ a qualified teacher to develop individualised learning pathways for students who were at risk of not achieving grade expectations on the literacy continuum, or who needed follow up from NAPLAN.

The local Rotary Association donated a teaching/learning kit with an Aboriginal focus, “Tales from the Dilly Bag” to assist in literacy education.

Seventy per cent of our Indigenous students have attendance rates equal to or higher than 95% matching all students. Around thirty per cent of Indigenous students’ learning is case-managed by the Learning and Support Team (LST).

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

All Aboriginal and Torres Strait Islander students had a Personalised Learning Plan (PLP) developed and implemented. An area for future focus is to explore using an online program called M-Goals to further personalise learning and engage families more.

A school representative attends and provides a school report at each meeting of the local Tjudibaring AECG.

**Socio-economic background**

Our performance as a school is comparable with schools that have similar socio economic status (SES) backgrounds. To improve student learning outcomes for children from low SES, teaching practice was targeted for change.

Funds were used to train school staff in evidence-informed literacy and numeracy teaching practices including TEN, TOWN, FoR, L3, L3 Stage1 and Minilit and Multilit to lift the quality of instruction for all students.

Key staff were trained to lead the professional learning of staff in our target areas of numeracy, literacy and comprehension specifically.

From the start of 2014 all Year 1 and Year 2 teachers began the implementation of L3 Stage 1 and all Year 3 to Year 6 teachers began FoR. Later in the year, Kindergarten teachers began TEN and Year 3 to 6 teachers started TOWN training.

Results from this training may not be evident in external school measures like NAPLAN in the short term but internal data demonstrates early gains.

**English language proficiency**

An English as a Second Language (ESL) teacher was employed one day per week to assist four students to develop English language skills who were new to Australia under the New Arrivals Program (NAP).
Learning and Support

In 2014 school Learning and Support policy and practices were further enhanced with the introduction of a simple school-based screener that was developed to help school staff identify students in need of personalised learning much earlier.

Enhancements to the process of consultation with parents when making adjustments to learning for students were also implemented. Teachers make better use of our Sentral learning management software system to record and generate letters to parents by email.

A data collection schedule was developed and implemented to assist teachers to better plan for individual students and staff training was given late in 2014.

These improvements to our practice and policy will help teachers to more quickly identify and plan for learning of students at risk of not meeting targets. Further training and monitoring of the implementation of the policy will be undertaken in 2015.

Data from the NCCD showed that around 25% of students at Kincumber Public School have adjustments made to their learning program because of disability as defined under the Disability Discrimination ACT (DDA).

Other significant initiatives

Positive Behaviour for Learning (PBL)

PBL is an evidence-based whole school systems approach that:

- addresses the diverse academic and social needs of ALL students to support them to be successful.
- supports students in early childhood settings through to senior years of schooling.
- enables schools to establish a continuum of supports that are intensified to meet the needs of ALL students.
- is team driven, using a problem solving approach (data, systems and practices) that engages students, parents and all school staff.
- establishes positive social expectations for all in the school community.
- provides a framework for the school and its community to collectively support the wellbeing of ALL students.

The initial introduction of PBL was very successful. The start-up team trained in semester one and develop an action plan for school-wide implementation from semester two.

School-wide vision and expectations for behaviour were developed and lessons for the explicit teaching of these behaviours were delivered every week in semester two. Video presentations of every lesson were uploaded to the school website to assist families to connect with learning at school and to support the introduction of PBL at our school.

Early evaluation of the framework shows that students and school staff are implementing PBL expectations consistently and with commitment.

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Staff, parent and student surveys
- Analysis of a range of internal and external data including NAPLAN, attendance, welfare, Learning Support, PLAN, suspensions, teaching/learning programs

School planning 2012-2014:

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 achievement of outcomes in 2014:

• There was significant improvement in writing for Kindergarten students across all classes in 2014. The percentage of students exiting Kindergarten at cluster 4 or above was 94%. The target increase was from 81% to 84%. Student performance in Writing for students in Kindergarten exceeded the target by 10%.

• A high target for growth was projected between students exiting Kindergarten and completing Year 1 in 2014. The previous percentage of students achieving expected growth in Year 1 was 67% in 2013. The target for 2014 was to increase this amount to 85% based on high percentages of Kindergarten students at Cluster 4 in Writing from the previous year (81%). This projected growth was not met. The percentage of students exiting Year 1 at cluster 6 or above in Writing remained similar in 2014 (64%) to those from 2013 (65%).

• The Year 1 growth trend was similar for students exiting Year 2. In the preceding year, 79% of students exited Year 2 at cluster 8 or above. The projected target of increasing the percentage of students to 85% by the end of Year 2 was not met in 2014. The actual percentage of students meeting expected cluster targets in Year 2 decreased to 65%.

• The projected target of 85% of students exiting Stage 2 (Year 5) at Cluster 10 or above was also not met. However, there was still some growth evident with 79% of students exiting Stage 2 at Cluster 10 or higher.

• Students in Stage 3 were very close to meeting the projected target of 85%, with 82% of students exiting Year 6 at Cluster 12 or above.

This data across all Years from Year 1-6 indicates that explicit modelled, guided and independent writing still needs to be a focus for 2015.

Strategies to achieve these outcomes in 2014:

• Ongoing 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 and assessing writing across Stage 1-3.
• Professional learning in teaching vocabulary using Marzano’s 6-step process with a focus on building vocabulary to improve student writing.
• Ongoing professional learning in Focus on Reading for all Stage 2 and 3 teachers with a focus on improving student writing through increased comprehension skills, vocabulary and speaking and listening skills.
• Ongoing professional learning in using backward mapping strategies for conceptual planning in English units.
a focus on developing transferrable conceptual knowledge to improve student 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 to equal or better than the state.
- Increase in scaled score growth from Year 3 to Year 5 in NAPLAN Numeracy from 74% to 85%.
- Maintain percentage of students exiting Kindergarten achieving stage appropriate outcomes on the Best Start Numeracy continuum at or above 85 per cent.

Evidence of achievement of outcomes in 2014:
- Continued and significant improvement in the trend data for Year 3 Numeracy with the results achieved the best since 2010 and the school now achieving above NSW DEC (All Students).
- Positive achievement in the Year 5 Numeracy results with an improvement in the trend data compared to 2013 and 51.9% of the students achieving expected growth. In addition, the school’s average scaled score growth of 88.8 was fractionally above that of State (All) at 88.7.
- A positive outcome in the Year 7 Numeracy results showed the 51.9% of the students who achieved expected growth and the school’s average scaled score growth of 54 being well above that of State (All) at 49.1.
- The target for the end of the year is for each kindergarten child to be working at the early arithmetical strategies of perceptual level. At the end of Term 4 all Kindergarten students were assessed at this level with 85% achieving at higher than expected levels, ie at figurative or counting on and back. or beyond with 28% at figurative and 56% at counting on and back.

Strategies to achieve these outcomes in 2014:
- Develop strong school leadership and whole school engagement with numeracy by training teachers as Taking Off with Numeracy (TOWN) facilitators and Targeted Early Numeracy program (TEN) Facilitators.
- Provide teacher professional learning in the Targeted Early Numeracy program (TEN), Phase 1 and Phase 2 and Taking Off with Numeracy (TOWN) program (Phase 1) to improve student and school numeracy performance by identifying where support is needed.
- Provide ongoing support for teachers through local resources including the KNIT team.
- Strengthen collaborative teaching links with Mathematics teaching staff at Kincumber High School by continuing to participate in KHS Mathematics transition programs focused on increasing teacher use of and capacity to differentiate students and identify students in need of targeted intervention.
- Increase teacher skills and knowledge of how to effectively analyse student achievement and school performance using SMART data to identify strengths and areas for improvement.

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 achievement of outcomes in 2014:

- Implementation of PBL and the establishment of school-wide universal behaviour expectations.

- Initiation of a behaviour consistency guide for data collection of major/minor misbehaviour led to a significant increase of negative entries on SENTRAL including an increased number of planning room events. However, whilst these numbers indicate an increase in negative behaviour, this data more accurately reflects a more effective and streamlined system for responding to misbehaviour. The elevated numbers of teachers recording and responding to minor misbehaviours indicates an increase in staff understanding of the need to collect consistent, meaningful data on minor incidents as well as the importance on establishing logical, educational and fair and consistent consequences for misbehaviour (as opposed to punishment).

- The number of students achieving bronze, silver and gold awards increased in 2014.

- The number of students achieving their Gold Key increased in 2014.

- The number of students accessing support from the School Counsellor increased in 2014, indicating a higher understanding of mental health problems amongst children and an increased commitment to addressing the needs of children experiencing mental health difficulties and supporting their families.

- Results of the Tell Them From Me survey indicated that students have a positive sense of belonging, with 83% of the students expressing that they felt accepted and valued by their peers and others at KPS. 94% of students indicated that they believe that education will benefit them personally and have a strong bearing on their future.

- The Tell Them From Me survey indicated that 69% of students were interested and motivated in their learning. This percentage is lower than the NSW norm of 76%. However, 92% of students expressed that they try hard to succeed in their learning, suggesting a high level of motivation and effort. This percentage was slightly higher than the NSW norm.

- Results in the Tell Them from ME survey revealed that 60% of Aboriginal students agree or strongly agree that their teachers have a good understanding of Aboriginal culture.

- Strengthened Social and Emotional curriculum through the development of K-6 You Can Do it lessons related to positive habits of the mind.

Strategies to achieve these outcomes in 2014:

- PBL framework strengthened by:
  - refining school-wide expectations
  - refining and displaying visuals to support expectations
  - refining routines and procedures to non-classroom settings
  - increasing staff PL on teacher-managed responses to minor misbehaviours
  - increased staff knowledge and confidence in using SENTRAL to record minor and major problem behaviours with a focus on effective, educative consequences to misbehaviour
  - ongoing data analysed for PBL decision making
  - establishing and refining of clear and functional procedures and routines

- Continuation of KidsMatter training, component 4.

- Increased teacher up-skilling in SEL programs such as You Can Do It.

- Continue KidsMatter training for teaching staff including implementation of Component 4.

- Implement a partnership agreement with the AECG.
Parent/caregiver, student, and teacher satisfaction

In 2014, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

Parent/Caregiver

The P & C undertook to survey the school community about a range of matters including:

- Communication
- Community connections
- Homework
- Discipline and welfare
- Canteen
- P & C

Findings

All respondents felt welcomed at the school and were supportive of the P & C. The Skoolbag app was cited as the preferred method of communication between home and school. Suggestions for improvement included more photos on the school website and using Skoolbag to alert families to important notes going home.

Around 50% of those surveyed said a recurrent challenge was for families to find the time and energy to do homework and that there was an inconsistency across classes and stages in the homework set.

Most families felt they had enough information about school discipline. Although there were few comments, “fair and improving” and “a lot of kids getting away with teasing” were two that were offered.

Parents on the whole were satisfied with the canteen and range of food. A few comments about selling less sweet and fried food and food with additives were given.

Challenges with school parking were raised and improving parent knowledge of individual teachers was also mentioned.

Conclusions and future directions

On the whole, parents/caregivers were happy with the range of items that the P & C chose to survey with a few recommendations for improvements including:

- Adding teacher profiles and responsibilities information to the school website.
- Promotion of the school canteen’s diamond accreditation status from the NSW Canteen Association is important, as fried and sweet foods are not on the menu. Under this accreditation there are two days per term, called Red Days, when the canteen can sell treat foods. All other foods on other days must meet the criteria to reach the diamond standard.
- Issues of teasing should be addressed in the PBL school-wide expectations lessons.
- Homework should be investigated further and school policy reviewed.

Student

Students from Years 3 – 6 were surveyed using the Tell Them from Me (TTfm) online surveying tool. Refer to Connections Priority.

Teacher

All teachers were given the opportunity to feedback on any aspect of school life under the headings of Start Doing, Stop Doing and Continue Doing or Do More Of.

Teacher suggestions for Start Doing included:

- Allocating more time for shared planning and assessment in Mathematics.
- Having time to team teach or visit other classes.
- Increasing use of personal technology eg laptops, iPads, tablets to individualise student learning.

Teacher suggestions for Stop Doing included:

- Allocating Special Religious Education (SRE) in the middle of the teaching day.
- Reducing administrative tasks.

Teacher suggestions for Continue Doing or Do More Of included:

- Using professional learning meeting time to improve knowledge, collaboration and practice.
• Keeping literacy and numeracy as priorities.
• Personalising learning and differentiating instruction using the L3 “engine room” concept of small group instruction.

Conclusions and future directions
Maintaining a collaborative culture and a professional learning focus, increasing teaching time and maintaining a focus on literacy and numeracy were important to teachers. The following actions will enable these priorities we should:

• develop a release from face to face timetable where the first two hours of learning time is taken by class teachers only to keep literacy and numeracy as priorities;
• change the SRE timetable to an afternoon;
• use administrative and organisational strategies including shared timetabling for sports and assemblies to increase PL opportunities and collaboration.

Future Directions
2015-2017 School Plan
NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school's website from the beginning of Term 2 2015.

In mid-2014, teachers, parents and community members began the process of consultation for the development of the new school improvement plan.

• Parent and staff surveys about the Melbourne Declaration and the goals of schooling were circulated and input sought.
• Staff and community had opportunity online, website, through the school app and face-to-face to give input into developing the underpinning vision for the school plan.
• Staff also completed surveys and matrices about the quality of literacy practices across the school, school activities to start, stop or continue.
• The Parents and Citizens Association undertook to survey the community independently and presented their findings to school staff.
• The student PBL (Positive Behaviour for Learning) Team completed student surveys.
• Teachers completed the Focus on Learning survey.
• Parents completed a homework survey.
• Teachers and executive attended staff meetings to discuss findings and match these to data sources.
• Teachers and executive explored the Melbourne Declaration and the department’s directions, reforms and blueprints.

Findings and Conclusions
The Focus on Learning survey tool was used to survey teaching staff to assess teachers’ perceptions of how well the school was doing in areas shown to influence student learning. Twenty two teachers responded.

Of the eight Drivers of Student Learning that are shown to strongly correlate with student achievement, two key areas for significant improvement were identified:

• Leadership
• Technology

In Leadership, strengths identified were that the school executive team creates a safe and orderly school environment and provides guidance for monitoring student progress.

Observing teaching and providing feedback about teaching were areas for improvement.

In Technology teachers identified that they needed guidance to use technology better to analyse, organise and present subject matter and that they could use technology better to provide students with immediate feedback on their work.

The PBL team used results from various mandatory evaluation tools to assess success and future directions, which included a process to assist students to restore relationships in school after harm has been done.

Analysis of the parents surveyed showed that for many working parents, communication and
feeling connected to student learning and the school was a high priority despite many recent improvements.

Homework was a topic of great interest; resulting in the highest number of survey returns. A third of all families responded to a paper survey. Although there were some widely-ranging views, almost all parents felt that reading and Mathematics homework was important. Most families felt that homework impacted on family life but that it did provide an understanding of what children were learning at school.

As a result, homework policy should be reviewed and the school should explore ways of making school learning visible to parents.

The information gathered and analysed from school evaluations, initiatives from the NSW DEC, Australian Curriculum and NSW BOSTES syllabuses have informed the school’s three strategic directions for 2015 – 2017.

**Strategic Direction 1: Quality Teaching for Learning**

Students learn best when they have teachers who have a focus on continuously improving their practice throughout their careers using systematic evidence-based approaches, who have high expectations of them and who are provided with high quality feedback on performance. These teachers are more effective in personalising learning and responding to students’ identified learning needs.

**Strategic Direction 2: Continuously improving leadership and systems**

Students learn best when schools have policies, practices and programs in place to identify, respond to and meet their learning and wellbeing needs, where teachers and school leaders take collective responsibility for student performance and where the leaders in these schools systematically set directions, manage the teaching and learning process, develop people and the organisation, and also strive for equity and inclusion.

**Strategic Direction 3: A culture of collaboration and connection**

Students learn best when families, schools and communities actively contribute to the learning process, where responsibility for learning is shared and where communication with families about school programs and student progress is through effective school-to-home and home-to-school communications.

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**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.

Trish Peters, Principal
Karen Wardlaw, Assistant Principal
Cherie Castaing, P & C President
Jodi Hardy, (rel) Assistant Principal
Sue Groom, Assistant Principal

**School contact information**

Kincumber Public School
Avoca Drive Kincumber NSW 2251
Ph: (02) 4369 1544
Fax: (02) 4369 2963
Email: kincumber–p.school@det.nsw.edu.au
Web: www.kincumber-p.schools.nsw.edu.au
School Code: 2304

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:
