Kempsey East Public School

2019 Annual Report

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Introduction

The Annual Report for 2019 is provided to the community of Kempsey East Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self–assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

School contact details

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School background

School vision statement

Collaborative high impact teaching and supportive partnerships enable students to become active and motivated learners who can connect, succeed and thrive.

School context

The school is located in Kempsey, a town of approximately 11,000 people on the NSW Mid North Coast. The school was established in 1881 and has a rich tradition of excellence. There is a strong commitment to improving literacy and numeracy for all students.

The school has an active Student Representative Council and parent involvement is evident in classrooms and through the P&C.

The school is a Positive Behaviour for Learning, (PB4L), school. There is a supportive learning environment that caters for the needs of every child, equips students to be successful learners and encourages parents as partners in learning.

The school is an EAfS school and has an instructional leader on staff. All teachers regularly analyse data to make informed teaching decisions.

There are 194 students enrolled in the school, 25% of these students identify as Aboriginal or Torres Straight Islander. The school has a high average attendance rate which is above both the state and SSSG schools.

The Family Occupation and Education Index (FOEI) for the school community in 2019 is 126. The state FOEI average is 100 (the higher the FOEI, the more disadvantaged the school).

Self-assessment and school achievement

This section of the annual report outlines the findings from self–assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self–assessment using the School Excellence Framework and participated in an external validation. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our school plan and annual report. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self–assessment and the external validation process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:
https://education.nsw.gov.au/teaching–and–learning/school–excellence–and–accountability/school–excellence

Self-assessment using the School Excellence Framework

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

Strategic Direction 1

High Impact Teaching

Purpose

To improve student outcomes, with a focus on literacy and numeracy, through teachers working collaboratively, reflecting on and refining their practice to ensure high impact teaching.

Improvement Measures

– To increase the percentage of students in the Year 3, 5 and 7 NAPLAN proficiency bands, ensuring we are consistently above the percentage achieved by similar schools (SSSG) in all areas of NAPLAN.

– All teachers are designing and effectively implementing high impact teaching practices, facilitated by improved school instructional systems.

Progress towards achieving improvement measures

Process 1: **Best Practice Teaching**

Providing opportunities for teachers to continue to develop their understanding of, and embed quality teaching practice using the Australian Professional Standards for Teachers, evidence based practice, Australian Curriculum and the required skills for 'future' learners (Hub structures/protocols/collaboration, LI SC, analysis and use of data, mentoring).

Evaluation	Funds Expended (Resources)
Project Based Learning • Each hub completed a minimum of three projects during the year. Everyone worked on a combined passion project around everyone being a superstar learner. Survey data and Facebook data demonstrates that 100% of students enjoyed and discussed how this project increased their knowledge of how they could be a successful learner. • Infants classroom teachers data demonstrates that they found students lost interests in projects when they were over 10 weeks and in 2020 all hubs will keep projects to this time frame. • Executive staff reported that staff were better able to meet curriculum requirements with the projects being based around a KLA. • Each hub created their own scope and sequence demonstrating how they would meet their curriculum requirements throughout the year. Staff ensured that they met outcomes not covered in projects and learning experiences by have science days and health weeks. **Mentoring** • 100% of infants staff surveyed said that the Notice and wonder protocols increased their capacity and their students writing. Whereas only 20% of primary staff surveyed said this. When this was discussed with staff interruptions in primary planning time with the executive member being interrupted by welfare concerns saw staff not supported in this way. Due to this in 2020 different structures around welfare will be put in place and the instructional leader will also be involved in 3–6 planning as well as K–2. **PDPs** • All teaching staff used growth plans based on the teaching standards to help them identify areas of growth. Executive staff reported that this was beneficial in leading PDP discussions and setting future goals. •	Staff Professional Development 5000

Progress towards achieving improvement measures	
Two staff members are working towards highly accomplished accreditation with the support through the Mastery of Teaching program. They have been involved in regular network meetings at a local level and also attended two conferences in Sydney to support them in this process. Another staff member is also working towards their lead accreditation. • All teaching staff are actively recording the professional development and are aware of the requirements for their accreditation maintenance. Four staff completed a maintenance cycle in 2019. • All SASS staff met with the principal to develop and evaluate their PDP goals. **ICT Capabilities** • All staff surveyed reported that they need further training in this area. Staff only completed two professional development sessions at the start of 2019. Program supervision shows that only two staff are using this consistently in their programs. **Seven Steps To Writing** • One staff member completed the coaching course and then implemented further school based training around the program. Increasing in student data were evident and are reported in literacy and numeracy section.	

Process 2:   Improving Literacy and Numeracy Outcomes

A focus on developing teacher knowledge of best practice literacy and numeracy teaching. and developing skills to confidently use data to inform learning programs (EAfS, 7 steps to writing, PLAN 2 Best Start, Progressions).

Evaluation	Funds Expended (Resources)
Mentoring • In planning time IL, AP and classroom teachers are using evidence based approaches (assessment) to analyse and evaluate teaching and learning using the notice, wonder, action and mentor protocols. 100% of K–2 staff and 20% of 3–6 staff are regularly using the notice and wonder protocols to document evidence based approaches to teaching and learning. During the planning time IL, AP and classroom teachers have collaboratively develop responsive learning programs. • The notice, wonder, action and mentoring protocols are regularly used to document evidence based approaches used by teachers with 100% of K–2 staff and 20% of 3–6 staff indicating that they are regularly using the notice and wonder protocols to document evidence based approaches to teaching and learning. **Building Numeracy Leadership** • Classroom teachers involved in the BNL project collaboratively plan, teach, assess and analyse using the seven practices (evidence based approaches) to engage students in persistence and productive struggle by developing tasks that provide opportunities for students to bridge between mathematical concepts and skills and student learning (responsive learning programs). This is evident in all K–2 teaching programs and is in the beginning stages of 3–6. • The Building Numeracy Leadership team have shared their professional knowledge and findings to the community of schools through the MPS SDD. The feedback from was extremely positive with100% of participants in both sessions agreeing that the PL was relevant and connected to the NSW	Instructional Leader 0.8 DP 0.4 Teacher (to support mentoring and collaborative planning) 16 days casual building numeracy leadership

Mathematics syllabus. They agreed that they would take the evidenced based teaching pedagogy and teaching strategies back to use at their school. Karen (Instructional leader) has been asked to re present and the community of schools network day and the school will continue to increase their pedagogical knowledge through BNL projects including 7 Practices this year. KEPS will also measure impact data at the end of this year.

Seven Steps To Writing

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7 steps to writing success professional learning is ongoing and regularly delivered at staff meetings throughout the year. 100% of teachers said they had increased their knowledge of the Seven Steps to Writing pedagogy through the professional learning sessions and had implemented these strategies in the classroom.

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7 steps to writing having an impact on student writing as shown in the regular consistant teacher judgement sessions and writing checklists. Seven Steps professional learning has had significant impact on student growth in writing. Writing samples show a shift of 23% in Year 1, 6% in Year 2, 91% in Year 3, 44% in Year 4, 17% in Year 5 and 11% in Year 6 Planning for Success. Across the school we have seen growth in Sizzling Starts with a 34% shift in Year 1, 58% in Year 2, 100% in Year 3, 78% in Year 4, 50% in Year 5 and 39% in Year 6.

Learning Progressions/PLAN 2

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The executive team is not yet regularly using PLAN 2 to identify data trends in identified areas however, we have been regularly reviewing our writing checklists and are more regularly using our pre and post assessment data for discussions and to analysing trends. Next year the new analysis tool on PLAN 2 allows teachers to make checklists based around outcomes and progression markers. This may be a more valuable tool for teachers.

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All staff are confidently using the Learning Progressions to record student progress in Creating Texts and Quantifying Numbers elements as part of the teaching and learning cycle.

Literacy/Numeracy Data

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SCOUT value add data show K–3 as delivering.

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NAPLAN data suggests that 34% of students in Year 5 made at or expected growth from years 3–5. The writing checklist and consistent teacher judgement show that all students made growth in at least one area of writing this year.

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NAPLAN data suggests that Year 3 Aboriginal students were above the state in all areas and Year 5 Aboriginal students were above the state in writing and above SSSG in numeracy. Year 5 data suggests that in all five areas they were below SSSG where Year 3 students were above SSSG in numeracy and grammar and punctuation

Strategic Direction 2

Engaged, Inspired and Connected Learners

Purpose

To develop responsible independent students who are committed to learning, supported in an environment that is responsive to their individual needs.

Improvement Measures

–TTFM data (skills challenge, relevance, positive sense of belonging, advocacy) and student surveys indicate that students are increasingly feeling a sense of belonging, identity and report increased positive relationships and advocacy.

– A school wide increase in student skill and confidence in growing into self directed, autonomous goal driven learners.

Progress towards achieving improvement measures

Process 1: **Supportive Learning Environment**

Developing a supportive environment with a focus on PB4L, Got It, Aboriginal Education, Cultural Identity Project, LST systems and a wellbeing policy, to ensure students develop social skills and have a strong sense of belonging.

Evaluation	Funds Expended (Resources)
PB4L • PB4L values revised following student, community and teacher consultation and input. The school's values have been changed to Respect, Responsibility and Personal Best • PB4L Matrix reviewed and updated during whole staff professional learning session to ensure the successful implementation in 2020. • Wellbeing and Disciple policy to be updated to reflect changes in whole–school PB4L structures in 2020. • Changes to school values communicated in the school newsletter, P and C meetings and the Facebook page to ensure that the community is well informed. • Structures in place to enable smooth implementation during 2020, followed by extension into classroom settings • Staff discussions about how to implement more positive behaviour and celebrate student achievements, these discussions have led to changes to policies for 2020. **Belonging** • Student belonging data from Tell Them From Me survey indicates a declining level of student sense of belonging. This contradicts school–based survey data of students from Years 1–6. Boys sense of belonging stayed steady with 2018 results but girls sense of belonging decreased by 7% based on Tell Them From Me Data where school student focus data demonstrates that 86% of students feel that they belong at Kempsey East PS. The two different data sources focused on different year groups Tell Them From Me is based on Years 4–6 where school based data is based on Years 1–6. • School based stretch targets developed to support student sense of belonging in 2020. •	4 days casual PB4L

Progress towards achieving improvement measures	
Hub structures reviewed to support student sense of belonging with staff going to regular check ins with students throughout each term. • Whole school weekly assemblies have been incorporated on Monday mornings to help share information with students, celebrate student milestones and support greater consistency with variations to routine **Individual Support Plans / LST** • End of year review and sign off of Learning Adjustments, Behaviour Support Plans, Risk Assessments and IEPs conducted. With 79% of families reporting that they were happy with their child's progress and partnership with working with staff on their child's learning adjustment. • There has been greater consideration and focus on the development, communication and implementation of individualised and site–specific learning and behaviour plans to promote safe and equitable participation in a range of different activities • Breakout room data, structure and planning to be revised for 2020 to ensure that student individual behaviour, social and learning needs are addressed in consultation with classroom teachers, students, learning support and families. The data demonstrates that there is a decrease in negative classroom behaviours in 3 out of the 4 hubs across the school. 90% of students surveyed said that the structure made them feel more supported in getting back on track with their learning. **Extra–Curricular Opportunities** • Throughout the year, students have been involved in an extensive range of extra–curricular activities, including choir, dance groups, technology and robotics groups, chess, sporting teams and representative sports, music groups, gardening clubs, Indigenous language programs, rock and water and drumbeat :– helping to nurture students' interests and passions across the school. A highlight was the school chess team winning the Macleay competition.	

Process 2:   Learning about Learning

Providing opportunities for students to understand effective learning processes with a focus on growth mindset, learning dispositions, learning pit, feedback and learning maps.

Evaluation	Funds Expended (Resources)
Growth Mindset and Learning Dispositions * This year an intention focus on both Growth Mindset and Learning Dispositions was implemented through explicit teaching as part of the School Based Learning Systems. * This saw a 10% decrease in students not being able to give any explanation of the growth mindset, and a 20% increase of students being able to give a detailed explanation of growth mindset. Overall, 80% of students surveyed could give a simple or detailed explanation. * In the area of Learning Dispositions, there was a 20% decrease in students not able to name or discuss learning dispositions, a 10% increase in students being able to give a simple explanation and a 20% increase in students being able to name and give a detailed explanation of all the learning dispositions. Overall, there was a 10% increase in students being able give a simple or detailed explanation, with 90% of students surveyed responding in these 2 categories.	

Progress towards achieving improvement measures

School Based Learning System

* This was the first year of implementing a school developed Learning System which outlined key learning habits and behaviours as well as school structures to support the development of life long learners who are able to reflect on their own learning progress.

* This saw the display of a critique was to foster the development of feedback and reflection processes in 100% of classrooms. 80% of these were in use and showing students progress through work samples displayed.

Learning Processes, Behaviours and Habits

* As part of the implementation of the School Learning System students were supported in developing their ability to reflect on their learning using explicit criteria, give feedback around criteria and make choices about their learning journey.

* This saw a 10% increase in students being able to explain the learning intention or individual goal and a 40% increase of students demonstrating a clear understanding of what it takes to be successful. There was a total of 60% of students in both these categories.

* By the end of the year there was a 20% increase in students being able to articulate where to next in their learning, with 70% of students in this category.

* As a result of this there was a 10% increase in some students being able to use the explicit criteria regarding quality of work set by the teacher to reflect on their own work some of the time. This is still an area for further development more than half the students were not engaging in a reflective process around the quality of their work using set criteria.

* There was a decrease in student directions throughout the year.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	0.2 Aboriginal SLSO for language delivery $12250 SLSO to support programs $72521 Resources $500	* Four Aboriginal Year five students participated in the Quicksmart numeracy program. With these students on average having an effect size gain of 1.838 which is a growth of over 4 and a half years in one year. * 2 Aboriginal SLSO staff were employed to provide social structures to support students on the playground and also work closely with teachers, students and families in building positive school relationships. * Dunghutti language was taught to all students across the school. This not only ensures that Dunghutti students have a stronger link to their culture but provides all students with local knowledge and understanding. The student Representative Council are currently working with Aunty Gloria and the student body to create Dunghutti signage for around the school to further promote and celebrate the use of Dunghutti ;anguage at Kempsey East PS. A highlight of this was the whole school singing We Are One in language at the end of year performance. * Welcome to Country in language was taught to all Stage 2 and 3 Aboriginal students and students confidently presented at weekly assemblies and at special occasions throughout the year. * SLSO support was provided in our Early Explorers transition to school program. This supported both Aboriginal students and their families in the successful transition to school. * All Aboriginal students showed growth in academic achievement. This was evidenced by Year 3 Aboriginal students achieving above non Aboriginal students at the school in all 5 areas of NAPLAN in 2019 and Year 5 Aboriginal students achieving at or above state expected growth in three out of five areas. All Year 3 Aboriginal students are achieving at or above National Minimum Standards in 2019 NAPLAN results. * The Aboriginal attendance rate is 91.59% and is close to our non indigenous rate of 92.8%. This higher than the state and SSG averages.. * All students have PLP's and consultation has happened at least twice a year with all families. * Eight Year six students participated in the Mission Australia transition program gaining self confidence, cultural knowledge and leadership skills. This involved a variety of community groups to broaden students knowledge and also involved cross school activities to increase students networks

Aboriginal background loading	0.2 Aboriginal SLSO for language delivery $12250 SLSO to support programs $72521 Resources $500	before they start high school. Two Aboriginal students were also involved in extra transition to high school with teaching and SLSO staff to ensure a smoother transition in high school in 2020. * Three staff members participated in the 3 day Connecting to Country training. Some teachers also participated in a one day local cultural experience.
Low level adjustment for disability	SLSO $12250	* LST met regularly and work closely with both staff and families to ensure that every student has the necessary adjustments in place in all classrooms. Sentral was continued to be used to record adjustments and plans. * Social stories were used with transition for 2020 with students also being involved in classroom time with their 2020 teachers. This will ensure a smooth start to the new year. * Families have met with the teacher at least twice this year and the LST teacher has contacted families at least 1 other time during the year to review their child's progress. * SLSOs have been employed to run small groups of targeted interventions. These have included MiniLit that has targeted Year 1 and 2 students not meeting reading outcomes, Quicksmart Numeracy targeting Year 5 students and ALNF groups targeting our younger students. * Strong transition programs are in place where targeted students were offered further high school transition with the support of an SLSO. An SLSO worked in the Early Explorers program and we worked closely with local preschools and Early Connection to provide the best start possible to our Kindergarten students.
Quality Teaching, Successful Students (QTSS)		* a teacher mentoring program is in place and staff meet weekly to collaboratively reflect on student data and work samples and use this to drive their teaching programs. Action plans are put in place to monitor progress of both staff and students. * All staff have regularly met with their supervisors to reflect on their progress with their PDP goals and to determine future directions. Growth plans were used in 2019 for teachers to reflect on their practice against the standards. * Executive staff have had time to reflect of school data and to use this to drive future directions for the school. The school was involved in the external validation progress this year and the panel validated all areas.
Socio–economic background	0.595 teacher to cover planning	* Twenty six students participated in the Early Explorers Program, staffed by a teacher and a SLSO. This enabled students to have a

| Socio–economic background | 36 planning days $18961 SLSO $49002 SLSO $37731 Office staff to complete admin $10383 Principal Support SAO $11668 | successful transition into Kindergarten for 2020 and ensure that every students had all the necessary supports in place before this transition. Local preschools have described this program as being beneficial not only for students but also to bridge relationships across the settings.

* Employment of SLSO staff to run the Quicksmart program. Students in this program this year saw an average effect size of 2.463on the PAT test which is equivalent to over four and a half years worth of growth for a years worth of learning.

*SLSO staff ran social groups for targeted students. In these groups students participated in real life play and scenario situations to increase their social competence.

* Two staff were trained in Rock and Water and groups of stage 2 and 3 students were involved in this program increasing their resilience and social skills.

* STEM learning and Project Based Learning opportunities were embedded across the school with students being exposed to coding and robotics as well as computer fundamentals. This was highlighted with the passion project launch at the start of the year with Every Child is a Superstar Learner.

* Further flexible furniture was purchased across the school to ensure students have a choice in how they are learning in their classroom spaces.

* Additional resources were purchased to support both literacy and numeracy across the school.

* One Kindergarten and One Year 1 teacher commence L3 training and three Stage One teachers completed OPL training successfully. These staff worked closely with our Instructional Leader to build their practice.

* Staff were involved in a writing project across the network which saw an increase in student writing in Years 3–6.

* There was a school team that participated in Building Numeracy Leadership (BNL) project which saw an increase in students working mathematical skills and also teacher competence. |
| **Support for beginning teachers** | | No beginning teachers at Kempsey East in 2019 |

Student information

Student enrolment profile

Students	Enrolments			
	2016	**2017**	**2018**	**2019**
Boys	99	110	108	98
Girls	122	116	114	111

Student attendance profile

School				
Year	**2016**	**2017**	**2018**	**2019**
K	95	94.8	93.6	92.2
1	94.6	94.5	90.9	93.5
2	95.8	95.1	92.1	89.9
3	95.3	93.8	92.5	92.9
4	96.3	94	94	92.5
5	96.4	93.9	90.9	92.2
6	97	95.8	92	90.3
All Years	95.7	94.5	92.2	91.8
State DoE				
Year	**2016**	**2017**	**2018**	**2019**
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non–attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	2
Classroom Teacher(s)	7.01
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.9
Teacher Librarian	0.4
School Administration and Support Staff	2.52

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark[1]	2019 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student–free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non–teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

|	2019 **Actual** ($)
Opening Balance	119,130
Revenue	2,391,391
Appropriation	2,313,142
Sale of Goods and Services	8,581
Grants and contributions	68,563
Investment income	1,105
Expenses	-2,388,966
Employee related	-2,158,631
Operating expenses	-230,335
Surplus / deficit for the year	2,425

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

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 **Approved SBA** ($)
Targeted Total	31,889
Equity Total	392,769
Equity - Aboriginal	82,991
Equity - Socio-economic	179,523
Equity - Language	0
Equity - Disability	130,255
Base Total	1,552,516
Base - Per Capita	52,090
Base - Location	2,034
Base - Other	1,498,392
Other Total	271,385
Grand Total	2,248,559

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

School performance - NAPLAN

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

From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.
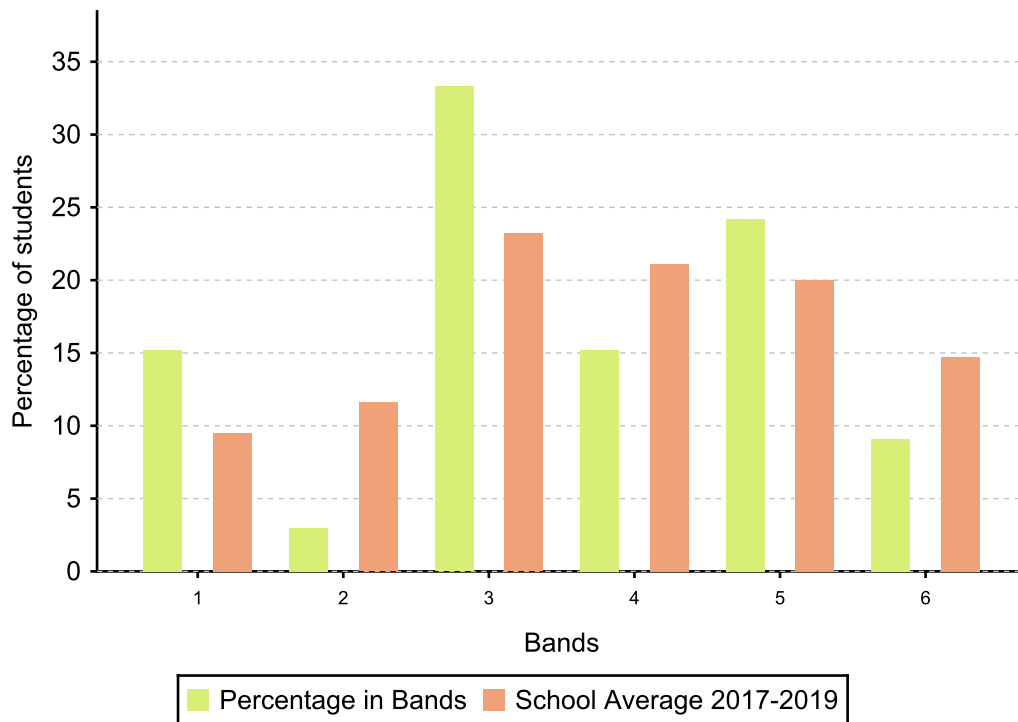
Literacy and Numeracy Graphs

Percentage in bands:
Year 3 Grammar & Punctuation
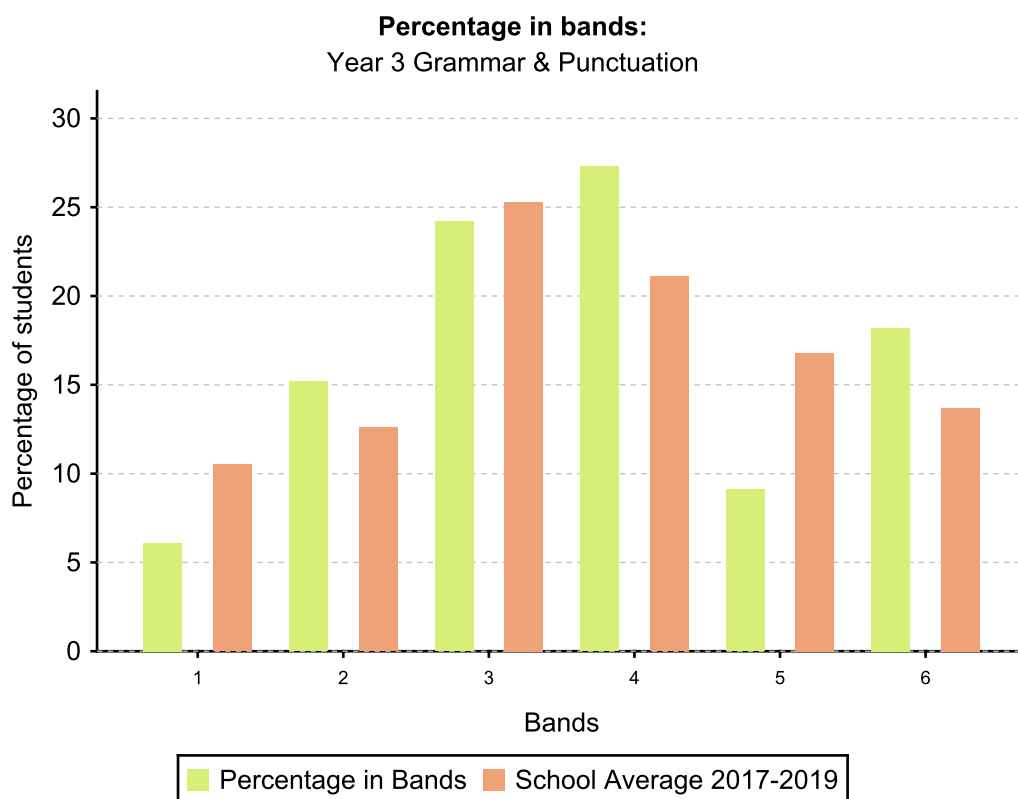
Band	1	2	3	4	5	6
Percentage of students	6.1	15.2	24.2	27.3	9.1	18.2
School avg 2017-2019	10.5	12.6	25.3	21.1	16.8	13.7

Percentage in bands:
Year 3 Reading
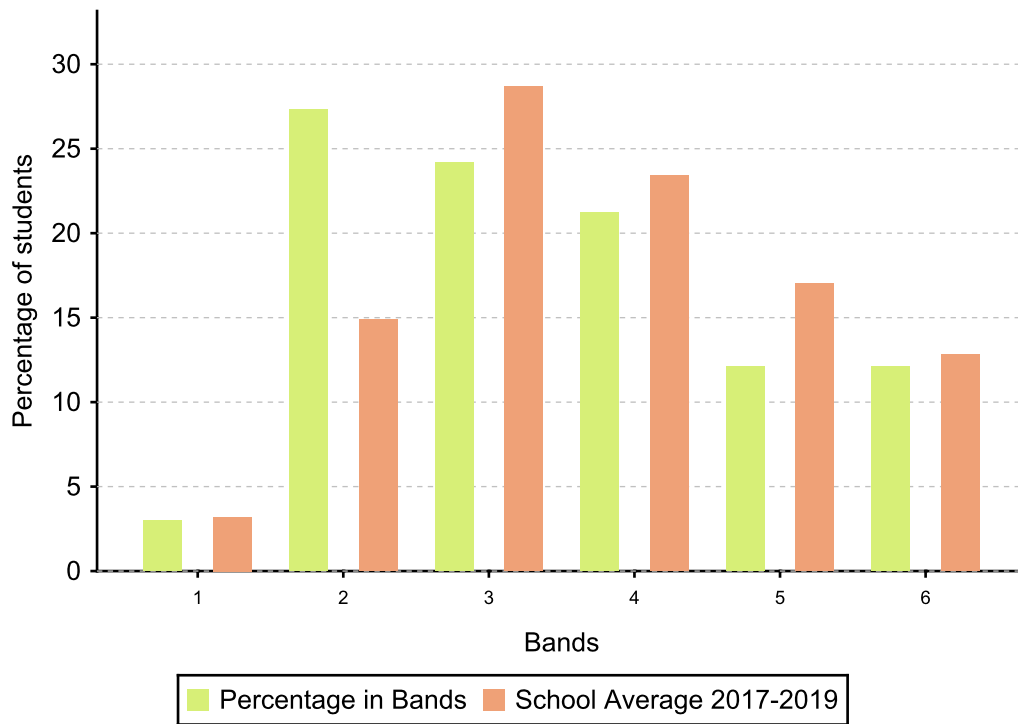
Band	1	2	3	4	5	6
Percentage of students	3.0	27.3	24.2	21.2	12.1	12.1
School avg 2017-2019	3.2	14.9	28.7	23.4	17	12.8

Percentage in bands:
Year 3 Spelling

Band	1	2	3	4	5	6
Percentage of students	15.2	3.0	33.3	15.2	24.2	9.1
School avg 2017-2019	9.5	11.6	23.2	21.1	20	14.7

Percentage in bands:
Year 3 Writing
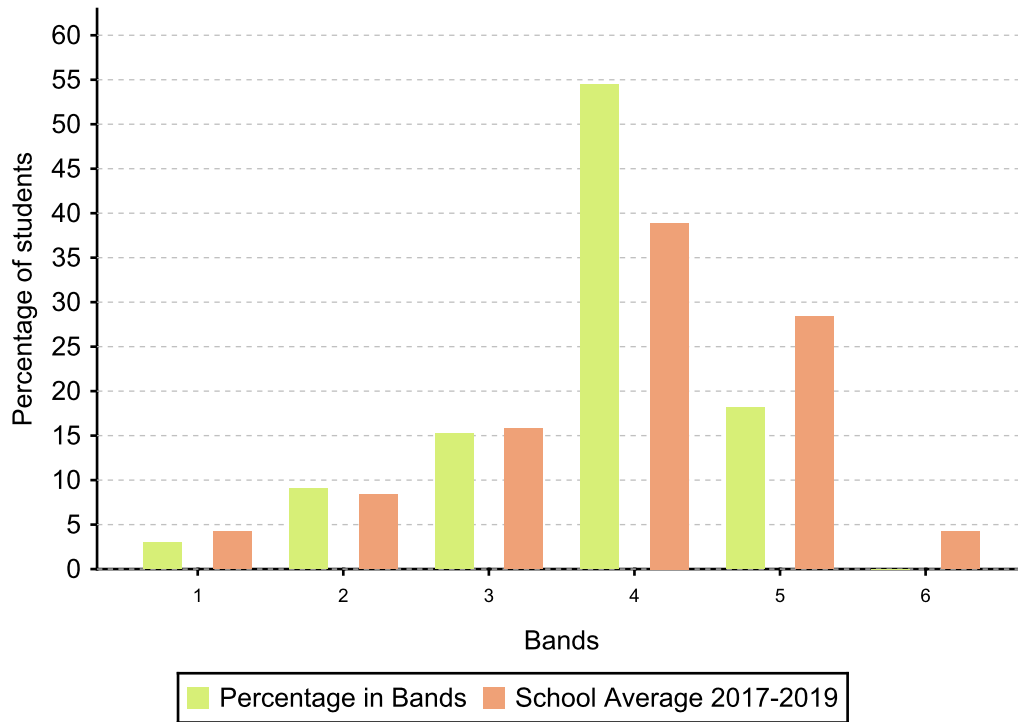
Band	1	2	3	4	5	6
Percentage of students	3.0	9.1	15.2	54.5	18.2	0.0
School avg 2017-2019	4.2	8.4	15.8	38.9	28.4	4.2

Percentage in bands:
Year 5 Grammar & Punctuation
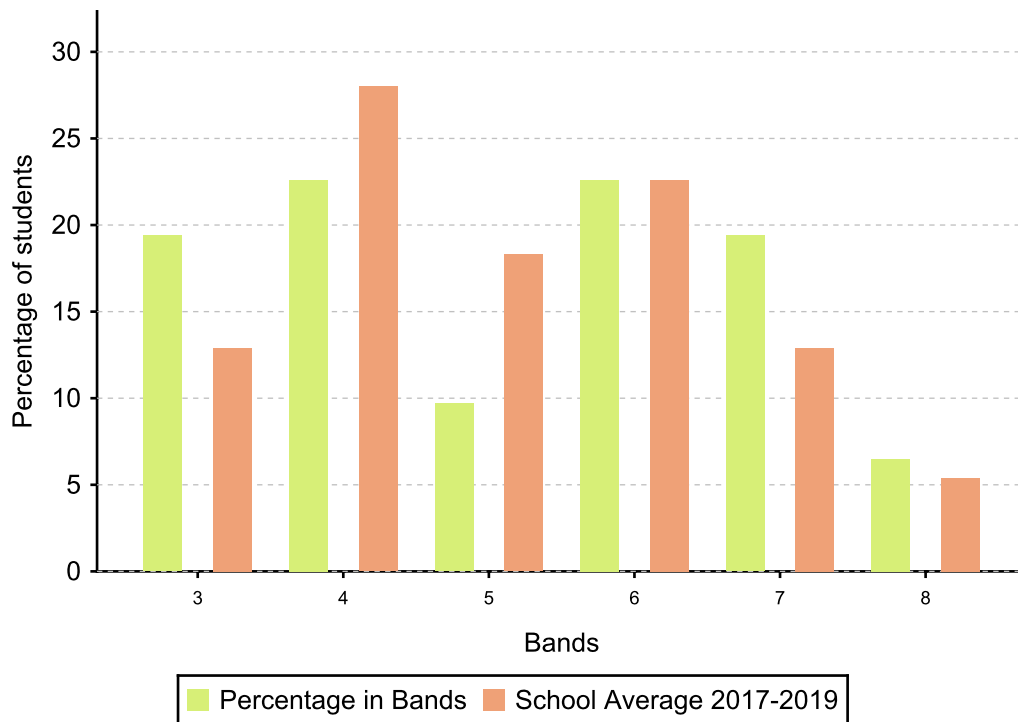
Band	3	4	5	6	7	8
Percentage of students	19.4	22.6	9.7	22.6	19.4	6.5
School avg 2017-2019	12.9	28	18.3	22.6	12.9	5.4

Percentage in bands:
Year 5 Reading
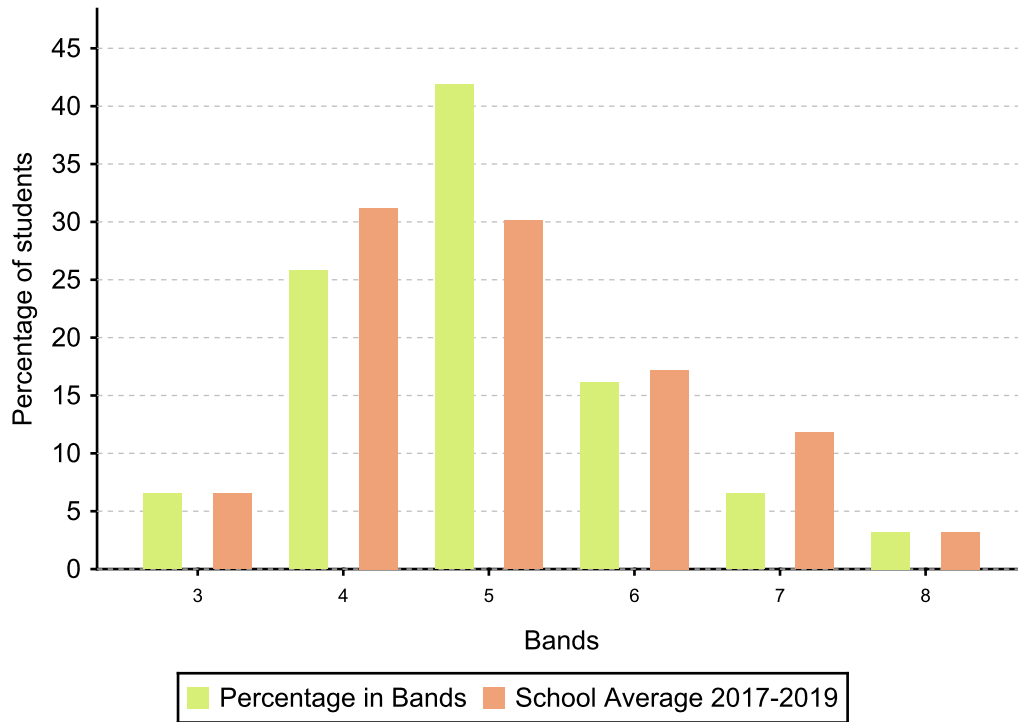
Band	3	4	5	6	7	8
Percentage of students	6.5	25.8	41.9	16.1	6.5	3.2
School avg 2017-2019	6.5	31.2	30.1	17.2	11.8	3.2

Percentage in bands:
Year 5 Spelling
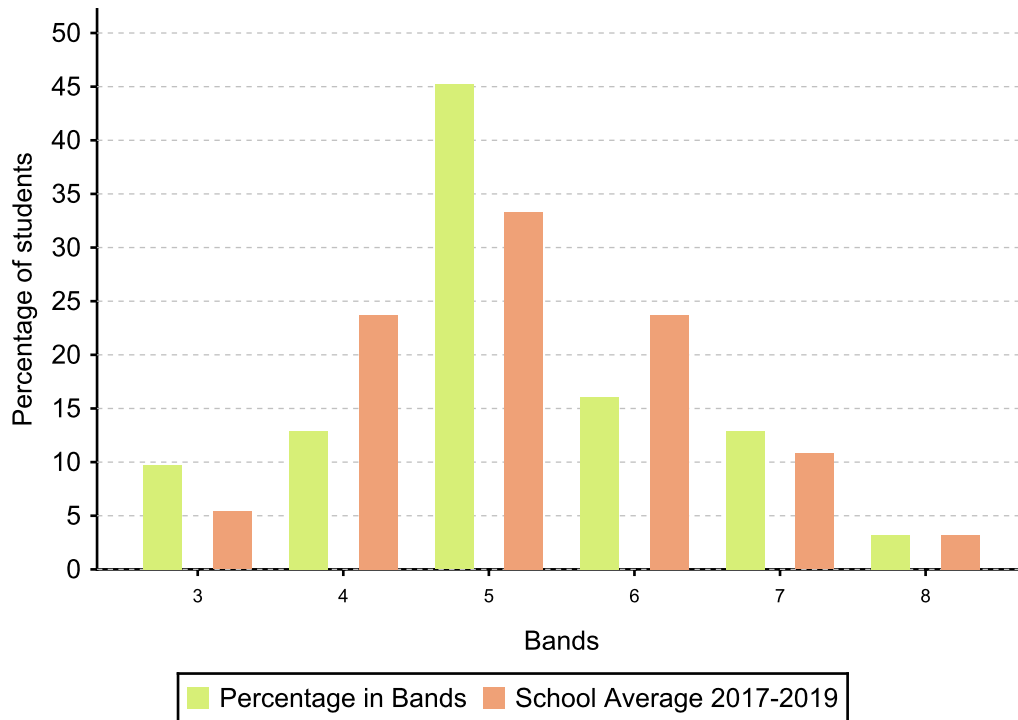
Band	3	4	5	6	7	8
Percentage of students	9.7	12.9	45.2	16.1	12.9	3.2
School avg 2017-2019	5.4	23.7	33.3	23.7	10.8	3.2

Percentage in bands:
Year 5 Writing
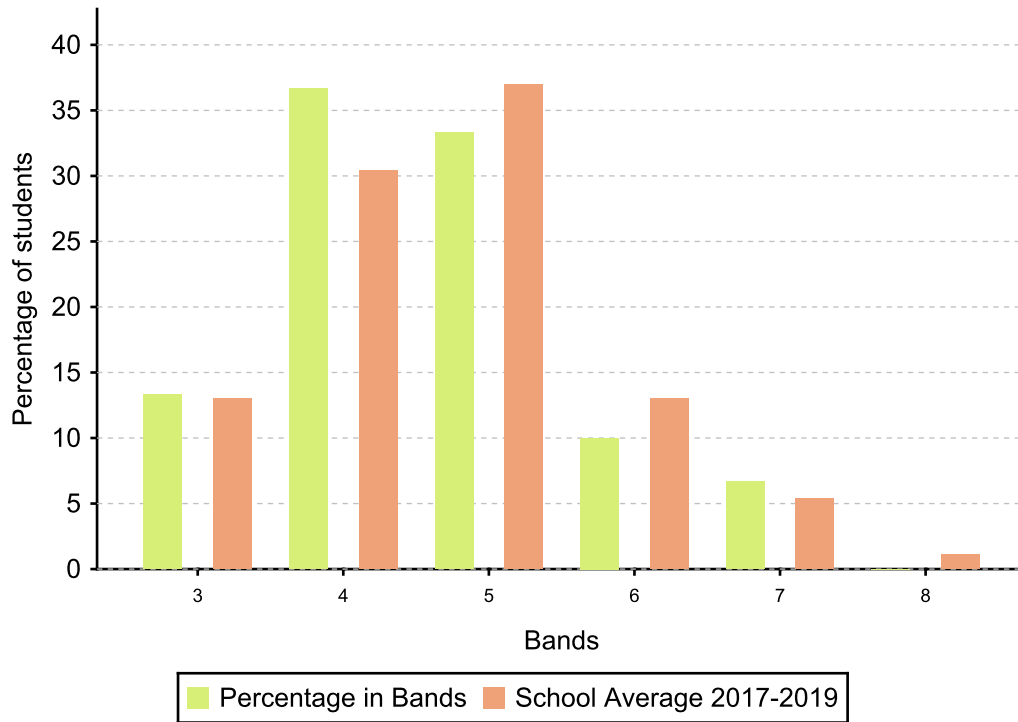
Band	3	4	5	6	7	8
Percentage of students	13.3	36.7	33.3	10.0	6.7	0.0
School avg 2017-2019	13	30.4	37	13	5.4	1.1

Percentage in bands:
Year 3 Numeracy
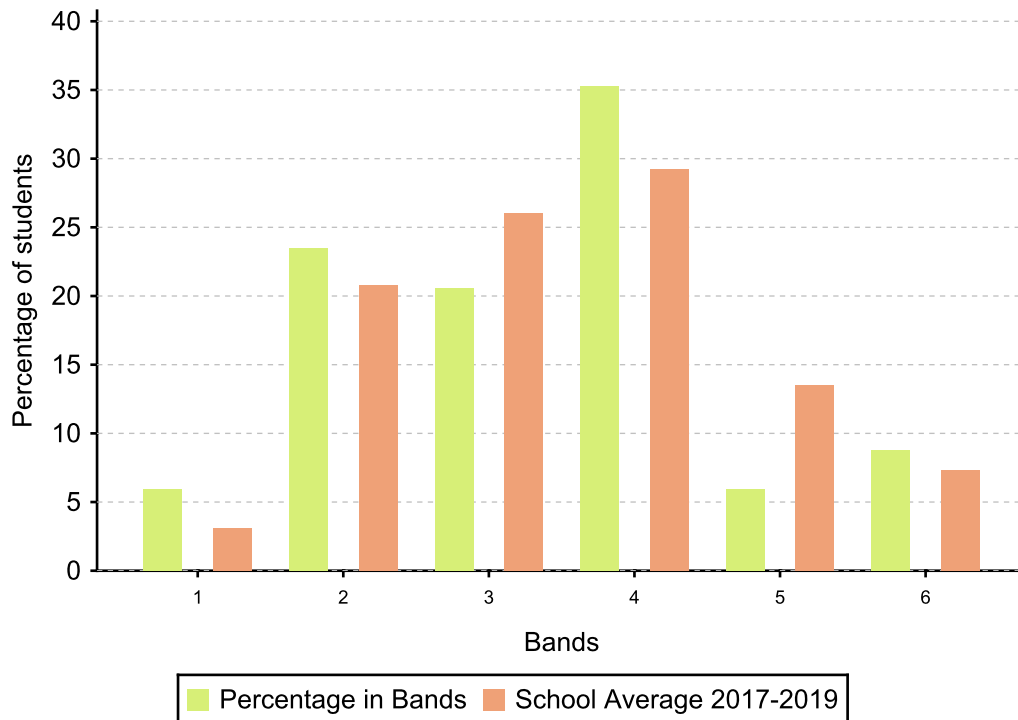
Band	1	2	3	4	5	6
Percentage of students	5.9	23.5	20.6	35.3	5.9	8.8
School avg 2017-2019	3.1	20.8	26	29.2	13.5	7.3

Percentage in bands:
Year 5 Numeracy
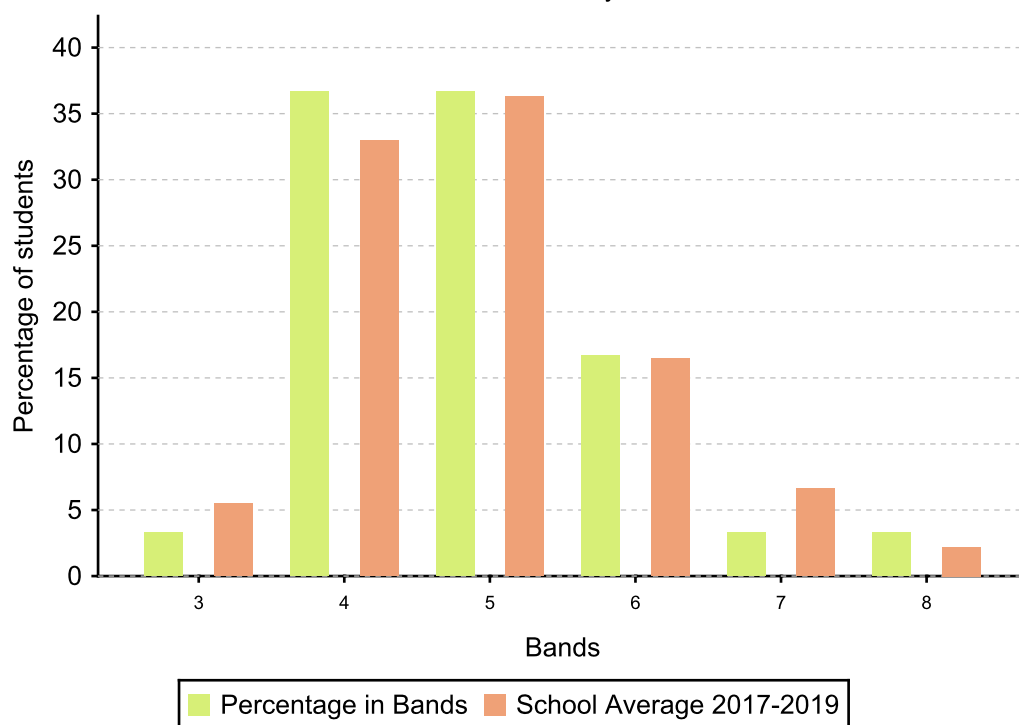
Band	3	4	5	6	7	8
Percentage of students	3.3	36.7	36.7	16.7	3.3	3.3
School avg 2017-2019	5.5	33	36.3	16.5	6.6	2.2

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below.

56 parents responded to a school developed survey and focus groups. 91% of parents agree or strongly agree that the school has a happy and positive atmosphere and 87% of parents would recommend the school to others. 90% of parents believe that teachers create challenging and engaging work for their children and 93% feel welcome at school. 88% of parents felt like teachers and the executive staff listened to them and acted on their concerns. 84% of parents that responded are happy with their child's progress this year. 71% of families surveyed said that their child had benefitted from the flexible hub structure at the school.

The results from student focus groups where 103 students in Years 1–6 were surveyed show that 86% of students are happy and feel safe at school. 84% felt that their teachers set challenging work and had high expectations for them. 83% of students would recommend KEPS to other students.

The results from teachers Tell Them From Me survey indicate an average rating of 8.1 in the Leadership domain which is an increase from 7.4, which is above the State average. In the area of collaboration staff indicated an average rating of 8.7 which is an increase from 7.7 last year and above the state average of 7.8. 100% agree or strongly agree that the leaders clearly communicate the school vision and direction and 100% agree or strongly agree that leaders were leading improvement and change.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti–Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.