

2020 Annual Report

Kegworth Public School



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Introduction

The Annual Report for 2020 is provided to the community of Kegworth Public School as an account of the school's operations and achievements throughout the year.

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

School contact details

Kegworth Public School
60 Tebbutt St
Leichhardt, 2040
www.kegworth-p.schools.nsw.edu.au
kegworth-p.school@det.nsw.edu.au
9569 7320

We warmly welcome you to Kegworth Public School

Kegworth Public School services students from the local community and beyond. Established in 1887, the school has developed its reputation for providing quality service, high educational opportunities and a welcoming, inclusive environment.

Located in the Inner West, Kegworth acknowledges the Cadigal and Wangal people who are the traditional owners of the land and pay respects to Elders past, present and emerging.

In what has been one of the most challenging years experienced by all, this year I wanted to share my thoughts as had been presented at this year's Presentation Ceremony....

Another year has gone by ever so quickly and boy, what a year we have all had!

The fact that we are all here together, under one roof, healthy and safe - is reason enough to celebrate.

Pandemics was not a key milestone that was outlined this year as part of our school plan to achieve and yet somehow as individuals, and as a school community, we have endured and continue to endure, and now we can celebrate some of the achievements because of the extra hard work and effort that challenged us in a year, where we would be challenged more than ever before.

Most of my previous principal messages have always started with details of the amazing school achievements that have been completed in a range of academic, cultural and sporting areas over the year and whilst there have still been many, I cannot overlook the fact that as individuals, and as a school community, this year has undoubtedly been one of the most challenging years in education that has ever been experienced.

I could stand here and list all of the challenges that we faced collectively, in length and great detail but I know that we all understand and remember very quickly how we were thrust into this new world of increased technology using Google Drive, Zoom, home learning and learning packs, the juggling of not only working from home but teaching our students to learn in a unique way with very little preparation time or transition, the wearing of masks which made our faces sweat and our glasses fog up, endless soapy handwashing to the tune of 'happy birthday', disinfecting everything possible with alcohol wipes, lots and lots of hand sanitiser, not enough toilet paper, no physical contact, yet lots of physical distancing and of course, iso.

We've communicated in ways we had never thought possible, we've celebrated with online learning and teaching, we've commiserated with each other when things felt so dire, we've definitely isolated but fortunately for not as long as many others and hopefully, now in the not too distant future, we will all soon be vaccinated.

Despite all of these being significant feats in themselves, I would like to acknowledge the accomplishment of all of our students, staff and parents in getting through one of the most gruelling years ever but would prefer to focus on the positive actions that I have witnessed over the year - the commitment and dedicated attitude and the generosity of yourselves in adversity.

Learning from home was a difficult time for all but how incredibly resourceful everyone became during that time.

Our students had to quickly learn a new skill set - displaying time management skills, communication skills, independence and responsibility but most of all, resilience.

Resilience that allowed them to overcome the adversity faced and hurdle the obstacles that were thrown their way, most times with ease and with an almost serene outlook on life.

We have seen our students grow to be more compassionate, aware and still smiling, seemingly being somewhat unphased by it all. It became more obvious that our school lessons of growth mindset and resilience really came through for most, especially when our Kegworth kids may have felt knocked down, they learnt to get right back up again.

Being a Principal is often a job that requires you to wear many 'hats', one of a leader and decision maker, a teacher, counsellor, friend and sometimes even a parent at times but in the forefront of everything, is the need to ensure that the wellbeing and care of every child is paramount within the school.

And although at times that can be exhausting, I am forever grateful for this opportunity. For where else could I witness the most astonishing human beings doing some many incredible things, each and every day and that I get to be a part of that experience.

I am just so proud of every student in our school and their accomplishments, whether big or small, not only in the

academic field but in their own personal growth. Our Kegworth kids are amazing and have shown that, in so many different ways and times, with everything that they have had to face head on, during this year.

Our parent community and wonderful P&C have rallied around us all, "like a warm hug" with abundant messages of support, drop ins of cakes and treats and of course, the endless coffee cards, that not only kept us going but made us feel valued and gave us the strength to carry on despite the everchanging Covid landscape and the relentless changes of school guidelines and operations that were formulated and frequently communicated.

And as many of our parents probably developed a 'new found respect' for the teaching profession, especially during the more challenging times of this year, we know that the Kegworth partnership between home and school was more prevalent and became stronger, as a result.

Words cannot express our gratitude and we cannot thank our parent community enough for the ongoing support that you have provided us throughout this year. Thank you all so very much!

This year, more so than before, I would like to sincerely thank all of our Kegworth staff for helping me to guide and support our students and parent community through the tumultuous ride of 2020.

Their dedication, unwavering compassion, energy and insight has helped to shape the students in our school and showed how much they valued and cared for each and every student as well as the extraordinary lengths that they will go to, to support each and every one.

I cannot thank our Kegworth teachers, administration and cleaning staff enough for the work you have done and the challenges you have had to overcome. Our Kegworth kids are very lucky to have you and I am privileged to have worked alongside each and every one of you.

And now to our outgoing Year 6 students

I know that this school has had a lasting impact on each and every one of you. It might be a teacher you will remember fondly, a friendship you have made or an experience you have had. Either way, Kegworth has had a hand at shaping the person that you are now and the person you are yet to become.

After 7 years of waking up every day and coming to school, you are finally at the final stretch of primary school. It has been an amazing ride for you all and hopefully you have made some lasting memories along the way that will stay with you forever.

I know that I definitely have. I will never forget the simple conversations that I have shared with so many of you on a daily basis. To the 42 students of the graduating Year 6 class of 2020. You sit in front of me today as students, but also as great friends. Let me leave you with what little advice that I have to offer.

I hope that you have realised how talented, inspiring and resilient you can be. But also, that you have only just made a ripple in the surface. Today is just the beginning and it is where you are heading that really matters.

So, go forth, learn and grow, be inspired by people, places and communities, seek out many experiences to enrich your knowledge and your character. Dream incredible dreams, work extremely hard, live life to the fullest. Be curious, be agile, be strong, be sensitive but most importantly, be you!

Love yourself, love others, stand up for yourself and stand up for those who may need it more than you. Be free in your thinking and the decisions you make.

Lastly, live in the now. What makes you happy now. Be kind to you and to others, now. Put down the phone, walk away from the screen, go and talk to a friend, spend time with your family and enjoy life by being grateful for the small things that this year has taught us - the sunshine on your face, the grass under your feet and the company that you have, which should never be taken for granted.

Kegworth, your teachers, parents and I have all done everything we can to help prepare you for what lays beyond - so go out there and carve out your own future path. We know you can do it. Many congratulations and best wishes for the future.

A reflection on a year that was so unexpected and will never be forgotten, we are genuinely hopeful and optimistic for the challenges that the new year will bring.

Keep yourself and your loved ones safe, healthy and well. And here's hoping for a calmer 2021.

Belinda Perih

Kegworth - School Principal

So, who had "global pandemic" on their bingo card for 2020?

It was a year that tested our flexibility, our ingenuity and our resilience. Am I proud to say that Kegworth school community passed those tests with good humour and a great cooperative spirit.

Thanks to everyone who has come along to a P&C meeting this year, whether in person or in cyberspace, and thanks to all who have volunteered their time or expertise

Extra big thanks this year go to **Belinda Perih** for steering the school through the ups and downs of remote learning, social distancing and the ever-changing pandemic rules and guidelines dictated by the Department. She and her team of teachers and admin staff have done a fabulous job and the school community was happy to rally round and keep them going with daily coffee during the remote learning phase.

Huge thanks to **Karen Laing**, who did an amazing job salvaging fund-raising and community-building opportunities from the wreckage of 2020, with a virtual Mother's Day stall, and an end-of-year blitz with Christmas trees for sale, a Christmas on-line auction and a Bunnings BBQ.

We were technically without a fundraising sub-committee this year, but **Jess Cornock, Chris Burgoyne, Luke Johnson** and **Lucie Micallef** have all stepped up and got on with the job of helping to organise and deliver those fund-raising events. I'd also like to acknowledge the mammoth amounts of work that Karen, **Robert Khoury** and the **FARE Committee** all did before we sadly had to pull the plug on our best-loved event of the year, due to COVID restrictions.

Massive thanks to **Dustin Blagg** whose role as **P&C Secretary** included master-minding our pivot to virtual meetings, as well as the usual workload of preparing agendas and minutes, managing the website and keeping us administratively on track.

Thanks to **Hilary O'Dwyer, P&C Treasurer** in 2020 for setting us up with proper accounting software and then explaining it to me! Big thanks to **Leon Berkelmans**, 2019 Treasurer, for helping to manage the transition, including excruciating amounts of liaison with the Commonwealth Bank.

Uniform Room - Thanks to **Lucie Micallef** and her team for another great year in the uniform room. This is a really key part of what the P&C does for the school community, is an excellent fund-raiser and is a lot of hard work for Lucie and she does it in such a calm, confident and capable way.

The **sustainability sub-committee** has been working hard with teacher, **Leah Radburn** again this year. Leah has been indefatigable in seeking out grants from various sources and we now have a veggie-pod at the school thanks to a grant and a generous donation from the Khoury family. Leah has also continued to run the container collection orange bag scheme and successfully negotiated to get Kegworth P&C nominated as a donation partner on the reverse vending machines at Marketplace.

Music Committee - More than 60 students have been involved in the band and string ensembles this year, around the same number as last year. They have soldiered on while rehearsals were first cancelled, then reinstated but with no instruments, and now are back much closer to normal. Sessions with instrument tutors went onto Zoom, and there have been hardly any performance opportunities due to the pandemic. We hope for better times next year. Thank you to **Ali Guerreiro** for her leadership of the Music Committee this year.

"**The Kegworth Times**", led by **Cat Rodie** and her team of junior reporters, the "Press Gang", has gone from strength to strength. It's full of interesting and entertaining articles, reports, jokes, and photos, about school events, current affairs, our local community and more.

The **Sport sub-committee**, led by **Tessa Morrison**, had a quiet year due to COVID restrictions, but continued to work to promote both in-school and out of school activity for our school community, and ran the virtual Father's Day stall.

The infrastructure sub-committee kicked off the master planning process for the senior playground before COVID paused activity for a little while. Thanks to **Sara Kjaersgaard** and **June Boxsell** for bringing their time and considerable expertise to that process.

From the 2018 FARE takings, we have set aside \$20,000 to co-fund **classroom air conditioners** for all the downstairs classrooms. We were all very excited when we heard in December 2018 that we had a matching grant from the NSW Government, but pretty disappointed to still be waiting for that money to materialise TWO years later.

On a happier note, we managed to get an \$17,500 grant for **additional solar panels** which we hope will be installed soon. That grant came from the Community Building Partnerships Program (State Government) and our application was supported by the Inner West Council.

Anyway, that's it from me after 12 years as part of the Kegworth community. I have been coming to P&C meetings for 11 of those years, and spent 6 as Treasurer and 2 as President. It's been an honour and a pleasure to be able to pitch in and do my bit to support Public Education in general and this lovely little public school in particular.

Jennifer Vincent

2020 P&C President

Message from the students

Nyla's memories of Kegworth ...

My first day was a little bit different to everyone else's. I came to Kegworth later on in the year and everyone already knew each other so I was very shy and scared. I was in K Red with Ms Weeks who made me feel welcome even though I didn't know anyone. But making friends at Kegworth is easy. A group of girls came up to me and we started to become friends. I was much more confident when I knew people and learning at Kegworth became a fun experience from then on.

When I was in Stage 2, all of the year 6's looked like giants. But now I'm here standing amongst them and I'm so happy that me and my fellow year 6's have made it this far. But looking back on Stage 2, my favourite memory would be when I met my first buddy for year 5. I was at the end of stage 2 and I was so excited that I was becoming a 'big kid'. Now I'm here and I'm grateful for the support I was given to get here.

One of my favourite memories of Kegworth stage 3 is having a main part in the Performing Arts Concert. Auditions were very nerve-racking and I was so happy when I heard that I had got in. We all practised every day with Mr Toovey in the Assembly Hall until we got everything right and then it was the day of the show. We all had to go to Sydney Secondary College early because that was where we were doing the show and we practised a million times until parents started to arrive. It was so much fun performing on a stage in front of lots of people. This was definitely a great memory from stage 3 at Kegworth.

The Kegworth Community have supported Year 6 as a whole throughout our time at Kegworth. Family, friends and teachers will be missed and they are what make Kegworth a great place to learn. Without the help from the teachers and the community we wouldn't have made it through this year and we owe a lot to them.

Jacob's memories of Kegworth ...

Nervously walking into K-Green, my palms were sweating. This was it, I was officially in primary school and I could not believe it. The schoolbag on my shoulder was dragging me down and the shorts I was wearing were down to my calves. I didn't know who anyone was and that really frightened me. I sat down on the carpet next to a group of other children and we started to talk about almost everything. These people are still my friends to this day. Having friends and learning with the "funniest" teacher in the world are just some of the things that make Kegworth the best place to learn at.

My favourite memory in stage 2 was when I got into the public speak-off for regionals. I was so excited when I had got into regionals. There were people there that were from all around Sydney and I was so nervous. I had practiced so hard for it and it was finally the day. I unfortunately, didn't get through to the next round but having the help and experience from other teachers was a huge helping hand. I am very grateful of all the help that I was given.

My favourite memory in stage 3 at Kegworth was at Canberra camp. It was really fun, we went to Questacon, played laser tag at night and ate pizza for dinner. Mr Toovey would come into our room every 5 minutes to check if me and my friends were sleeping since we had been shouting and screaming. We had all woken up really early and had nothing to do so us boys being boys decided to jump off each other's bunk beds and play tag on the beds. It was the best memory I have of Kegworth in stage 3.

When I leave this school and move on to other things in life, I will definitely remember the life lessons that Kegworth has taught me through my years at school. Perseverance, resilience, working hard and responsibility are only some of the things that this school has taught me. Year 6 of 2020 at this school will not forget the support and the kindness that this school has shown this year. This has been a crazy year and without all of your company and help we would not have made it through the way that we did.

Thank you to all of the teachers, the friends and the family. On behalf of all of Year 6 we would like to say…

THANK YOU!

Nyla and Jacob - on behalf of Year 6 students

School vision

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

School context

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

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

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

In 2020, our school has a population of 373, with a K - 6 enrolment of 339 students. The school culture is made up from a number of cultures including **4.8%** Indigenous students and **31%** of students are from language backgrounds other than English.

The school currently comprises of 14 classes. With increasing student enrolments, the school can grow to support up to 15 classes comfortably.

Quality programs include creative and performing arts programs, comprehensive sporting and environmental education programs, Community Language program in Italian and specialist programs in Music and Digital Technologies.

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

Kegworth's school expectations are:

"Courtesy, Care and Commitment"

Kegworth's school motto is:

"Commitment, Excellence and Success for the Future"



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. 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.

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

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

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
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	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

DATA DRIVEN STUDENT ACHIEVEMENT

Purpose

For students and teachers:

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

Improvement Measures

Increase the percentage of students achieving at least 1 year's growth in literacy (reading, spelling, grammar & punctuation)

Increase the percentage of students achieving at least 1 year's growth in numeracy

Increase growth of students in Years K - 6 in Literacy, as determined by the school's based assessment model

Increase growth of students in Years K - 6 in Numeracy, as determined by the school's based assessment model

Increase the percentage of students achieving in the top 2 bands of NAPLAN reading, writing and numeracy.

PDP's observations, teacher feedback and programs show increasing confidence and use of data in collection and analysis to modify teaching practice (as appropriate to their role)

Progress towards achieving improvement measures

Process 1: Data analysis and implementation to inform practice & planning

Develop teacher expertise in the analysis of data and how to reflect and respond to it

Evaluation	Funds Expended (Resources)
<p>All teaching staff participated in the review and implementation of the school's "Whole School Assessment Model" during Term 1 and then again in Term 4, for all K - 6 students.</p> <p>Due to COVID-19, complete implementation of the standardised and school based assessments outlined, could not be undertaken for the full school academic year.</p> <p>Professional learning to build the capacity of teachers to enhance skills in data analysis and use in teaching and planning could not be undertaken in the format as had been proposed for 2020.</p> <p>Kindergarten teachers used the PLAN2 tool to track student progress over the year. The use of PLAN2 by Years 1 teachers was undertaken during Semester 2 in specific sub-elements of literacy and numeracy. Years K & 1 teachers also completed the "Phonological Awareness Diagnostic Tool" during Semester 2 to assess a student's phonological awareness skills.</p> <p>NAPLAN 2020 was cancelled so reporting on this progress measure cannot be provided. Increasing the number of students in the top 2 bands for literacy and numeracy will continue to be a focus of our 2021 - 2024 Strategic Improvement Plan through Strategic Direction 1 : Student Growth and Attainment.</p> <p>Years 3 and 5 students only, participated in Literacy and Numeracy 'Check In' assessments offered during Semester 2.</p> <p>At risk learners, were identified by the school's Learning Support Team in</p>	

Progress towards achieving improvement measures

collaboration with teaching staff. Personalised learning accommodations were made through teaching and learning program differentiation which were developed, monitored and evaluated by class teachers.

The use of specialist teachers - Learning and Support Teacher (LaST) and Literacy Support (school based) Teacher, provided more intensive support for 'higher at risk' students with a variety of teaching strategies including in class support, individual and group withdrawal.

Excellence in Literacy and Numeracy remains a school target and priority for our students.

Process 2: Feedback for Learning

Draw on current research to inform teaching practices in the classroom and improve learning outcomes

Use assessment strategies to enhance feedback and learning discussions in the classroom

Evaluation	Funds Expended (Resources)
<p>Continued use of Visible Learning were demonstrated through the use of success criteria and learning intentions across teaching and learning programs by all class teachers. A collaborative approach by all around programming in all stage groups supported student success.</p> <p>Formative assessments in literacy and numeracy, as evidence in teaching learning programs continued to support student achievements in the classroom. Formative assessment has been successful in providing teachers with a range of strategies to use to provide constructive feedback to students.</p> <p>Challenges presented by COVID- 19 impacted heavily on our planned whole school "Talk for Writing" (developed by Pie Corbett) professional learning.</p>	

Process 3: Scope & Sequences

English and Mathematics scope & sequences to be updated and / or created and implemented

Evaluation	Funds Expended (Resources)
<p>Intended work on the school's K - 6 English Scope & Sequence was postponed due to the expected release by the DoE of the new evidence-based Years K - 2 curriculum in English and Mathematics. Our school will revisit work in this area once the the new syllabus is made available.</p>	

Next Steps

2021 School Improvement Plan to address aspects raised from the school's Situational Analysis conducted during Term 4 2020 - Term 1 2021.

Strategic Direction 2

FUTURE LEARNING

Purpose

For students and teachers:

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

Improvement Measures

An increase in teacher confidence in using STEM and ICT across the curriculum

An increased proportion of STEM units are embedded in all class teaching programs

Increased proportion of teachers using ICT across a range of Key Learning Areas

An increase in the number of students using digital technologies to produce quality products that support learning

Progress towards achieving improvement measures

Process 1: Embedding STEM into the curriculum

Identify and implement quality STEM programs that be integrated across the curriculum

Evaluation	Funds Expended (Resources)
<p>Co-teaching sessions were timetabled for class groups, specialist IT and class teachers to work collaboratively on planned STEM based activities throughout the year.</p> <p>There has been an increased uptake of teaching staff, over this year, using a number of strategies and varied equipment to support learning in a number of curriculum areas independently in the classroom.</p> <p>The Stem T4L Shared Kit in - "PC Robotics" delivered for Stage 3 student use in Term 3 proved to be a great success during Digital Technology sessions in the Learning Hub.</p>	

Process 2: Embedding ICT into the curriculum

Develop and enhance ICT skills for student and staff to enhance quality learning across Key Learning Areas

Evaluation	Funds Expended (Resources)
<p>The impact of COVID-19 earlier in the school year with the onset of home learning and online learning for all students quickly enhanced the IT skills of all teaching and non teaching staff.</p> <p>The school's faculty shared "Google Drive" was actively engaged to share and collaborate for teaching and learning programs and resources. Shared documentation, programs and resources assisted all teaching staff to ensure a successful continuity of learning for all students, across a number of Key Learning Areas.</p> <p>All class and specialist teachers established a "Google Classroom" where learning activities were regularly posted by teachers for all K - 6 students to access when completing online learning from home or when working online, at school.</p>	

Progress towards achieving improvement measures

An additional 2 x class sets of lap tops were purchased to support the extensive use of mobile technology required within the school. This supported the rotational student groups who were in attendance on site each day, so that all students had access to online learning materials and ensured that no student would be disadvantaged.

A number of school laptops were also loaned to families who had limited devices at home due to the number of parents and children all trying to complete work at the same time, during each day. Laptops were also provided to a number of teaching staff to complete school related teaching and learning activities at home.

During this year, it was necessary for the school to replace 14 x Interactive Whiteboards (IWB) located in various classroom teaching spaces. An additional new IWB was installed in the school's Music Hall to be used for the school's specialist Music Program (curriculum). Training in the use of these new IWB's was provided to all teaching staff.

Online communication methods between the school and the parent community were fully utilised by all teaching and non teaching staff.

The school's main communication platform "Skoolbag", was regularly updated with information, disseminated by administration staff to the wider school parent community. Administration staff were responsible for and became expert users of a number of technological systems that were essential in processing information back to the DoE during this time.

Preschool staff utilised the "Seesaw" platform to post regular information to Preschool parent groups during home learning. Early learning activities were also posted on this platform so that learning and engagement could continue for our youngest children, whilst at home.

All K - 6 class and specialist teachers regularly communicated to their class parent groups either via "Dojo" or "Seesaw". Parents and carers were able to respond via these platforms, ensuring that clear communication channels remained open during what was a very challenging time.

Next Steps

The school will continue to use the faculty shared Google Drive for all staff and Google Classrooms for student and teachers, previously set up in 2020, as part of regular school and classroom learning activities. All class and specialist teachers have reported great success in this area.

Communication channels adopted by the school by teaching and non teaching staff continue to be used successfully.

The school will continue to review it's computer software and hardware needs, in addition to staff professional learning required, to ensure that technology that supports learning is always readily available and expertly integrated into lessons by teaching staff.

Strategic Direction 3

COLLECTIVE WELLBEING

Purpose

For students, staff and parent community:

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

Improvement Measures

Increase the number of students who can identify someone at the school who is an advocate - providing encouragement, support and advice

Increase the number of students who consistently reflect the school's values through compliance (ie: SENTRAL) with school behavioural expectations and rules

Increased positive parent responses to school communication systems and procedures

Progress towards achieving improvement measures

Process 1: Policy Development

Anti - Bullying procedures are reviewed and updated

Learning and Support Team procedures are reviewed and updated

Communication procedures are reviewed and updated

Evaluation	Funds Expended (Resources)
<p>Effective school communication is vital for a successful partnership and service delivery to our parent community. Verbal and written feedback from our parent community during the course of the year, especially during the time of home learning, confirmed that the current school communication channels were deemed effective and purposeful.</p> <p>COVID-19 impacted the level of face-to-face professional learning and team meetings that would normally have taken place to review the school's Learning & Support Team procedures and Anti-Bullying procedures. These will be reviewed and updated by the relevant teams between 2021 -2022.</p>	

Process 2: Positive Behaviour for Learning

Further establishment of PBL policy and processes to enhance consistent approaches across the school

Growth Mindset embedded into wellbeing strategies

Evaluation	Funds Expended (Resources)
<p>All students have responded positively to the explicit PBL expectations set for "Courtesy, Care and Commitment".</p> <p>The school's Sentral platform, used internally to record positive and negative incidences, had been updated to identify minor and major incidents. All teaching staff trialed the Sentral system by recording any incidences from all school settings against the relevant headings.</p>	

Progress towards achieving improvement measures

The PBL team were able to collect data at term end, to analyse for areas of success or of concern. Data collected then identified areas that needed to be addressed as a whole school collective approach. Specific PBL lessons were developed by team members to explicit teach the expected behaviours.

A collective efficacy was demonstrated by all K - 6 class and specialist teachers in order to achieve the desired positive behaviour result, across the school.

Due to restrictions for professional learning and team meetings, PBL review of flow charts for minor and major incidents were not completed - this will be undertaken during 2021.

Next Steps

Wellbeing will continue to be a major focus area in our 2021 - 2024 Strategic Improvement Plan - Strategic Direction 3: Student Wellbeing and Engagement

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> • Aboriginal background loading (\$15 963.00) 	<p>Individualised and differentiated learning plans were developed to identify and set specific learning goals. Plans were reviewed with parents & carers at the beginning and end of the year</p> <p>Student financial assistance was provided to Aboriginal students to ensure equity. Assistance was provided with workbook and school requirements, excursion and incursion costs and school uniform requirements.</p> <p>A portion of funds were used to employ an SLSO to assist identified aboriginal students in the classroom for literacy and numeracy support.</p> <p>Teacher relief to coordinate school's "Caring for Country" - Pathway Program.</p>
English language proficiency	Funding Sources: <ul style="list-style-type: none"> • English language proficiency (\$33 437.00) 	<p>EALD teacher employed for 1.5 day per week to develop and implement learning programs to support student from non-English speaking backgrounds.</p> <p>Support was provided either through in class support or small group withdrawal sessions.</p>
Low level adjustment for disability	<p>\$54692.00 - Learning and Support Teacher (0.5 FTE)</p> <p>\$22922.00 - Flexible Funding</p> Funding Sources: <ul style="list-style-type: none"> • Low level adjustment for disability (\$77 614.00) 	<p>Employment of Learning and Support Teacher (LaST) to design and implement targeted learning programs for students with identified literacy and or numeracy needs.</p> <p>Flexible funding was used to provide students with additional learning needs with in-class support from a School Learning Support Officer (SLSO)</p>
Quality Teaching, Successful Students (QTSS)	Funding Sources: <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$66 068.00) 	<p>QTSS funding was used to release Stage Leaders to support classroom and specialist teachers.</p>
Socio-economic background	Funding Sources: <ul style="list-style-type: none"> • Socio-economic background (\$10 649.00) 	<p>Flexible funding was utilised to employ SLSOs to support and enhance learning and engagement in literacy and / or numeracy programs for identified students.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	165	158	177	177
Girls	164	161	166	160

Student attendance profile

School				
Year	2017	2018	2019	2020
K	95.9	96.4	94.9	95
1	94.7	92.5	94.3	93.7
2	93.9	93.8	94.5	94.6
3	95.1	96	94.4	96.7
4	95.3	94.6	94.7	95
5	95	92.4	94.8	94.2
6	93.6	95.7	92.2	92.8
All Years	94.8	94.5	94.4	94.5
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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)	3
Classroom Teacher(s)	13.88
Literacy and Numeracy Intervention	0.2
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.8
School Administration and Support Staff	4.12
Other Positions	1

*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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	563,263
Revenue	3,441,110
Appropriation	3,229,040
Sale of Goods and Services	1,831
Grants and contributions	194,197
Investment income	943
Other revenue	15,100
Expenses	-3,441,235
Employee related	-2,977,516
Operating expenses	-463,719
Surplus / deficit for the year	-125
Closing Balance	563,137

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.

	2020 Approved SBA (\$)
Targeted Total	10,942
Equity Total	137,663
Equity - Aboriginal	15,963
Equity - Socio-economic	10,649
Equity - Language	33,437
Equity - Disability	77,614
Base Total	2,546,607
Base - Per Capita	84,657
Base - Location	0
Base - Other	2,461,949
Other Total	464,329
Grand Total	3,159,541

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.



Parent/caregiver, student, teacher satisfaction

The "Tell Them From Me" Survey provides the school with information annually to guide school planning and help to identify areas for development and areas of success. The responses collected are summarised below:

Students - highest areas of satisfaction:

- Students try hard in their learning
- Positive behaviour at school
- Students value schooling outcomes
- Students have positive relationships
- School has an expectation for student success

Staff - highest areas of satisfaction:

- Working with school leaders to create a safe and orderly school environment.
- School leaders have supported staff during stressful times
- Opportunities to discuss learning problems of particular students with other teachers
- Student learning data is used effectively to inform teaching practice
- A learning culture of high expectations is set for student learning
- Inclusive environment which includes students with special learning needs, in class activities
- Students have access to technology to enhance their learning
- Clear expectations are established for classroom behaviour

Parents & Carers - highest areas of satisfaction:

- Parents are welcomed when they visit the school
- Are well informed about school activities
- School supports positive behaviour
- School supports learning
- Teacher shows an interest in my child's learning
- Teachers help students develop positive friendships
- Safety at school
- My child feels safe at school



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.

Caring for Country - Pathway Program

During Semester 2, our school was very excited to be selected as one of the Inner West schools that would pilot Reconciliation NSW's Pathways Program supported by the Inner West Council's Community Wellbeing grants program.

The Pathways program was created to introduce primary school students to the custodial, cultural and spiritual relationships that connect First Nations peoples to Country, Language, technology, ceremony, art and storytelling and to utilise this education as a pathway to reconciliation. The program is also a way to build teacher confidence, connect local communities and increase community engagement & understanding of reconciliation.

Kegworth Public School is located on Wangal / Cadigal Land and is part of the Eora Nation.

Uncle Jimmy Smith a Wiradjuri Koori who has been practising, teaching and sharing his cultural knowledge throughout the Eora Nation for many years came to the school and led a group of students outside the school gates down to Hawthorne Canal where Uncle Jimmy, shared stories and named the trees and plants. All of the the children gathered leaves and berries, flowers and nuts. They smelled the oils in the eucalyptus and casuarina, …..learned about the uses of Lomandra and Dianella, how to make sweet drinks from the nectar of bottle brush, Grevillia and Cadi trees as well as how to make a bush band-aid.

The next week students met Kerry Johnson, a Wiradjuri dancer and educator who after meeting everyone and sharing what they had learned from Uncle Jimmy, the students names and backgrounds, taught the students a cleansing ritual called the "Leaf Dance", this included teaching the children the rhythm and the steps using clapping and clap sticks. The group then moved to the art room to make an artwork from the collected bark and flowers, ochres and paints. Here Kerry also painted up some of our students.

The third week Kerry's daughter Maci Johnson an actress and dancer shared her story with the students and in a yarnning circle, everyone shared what they had been learning and their dreams for the future.

Maci took the group through the Leaf Dance again with her clap sticks and showed them how to stay low and connect with the earth. After the 2nd round of dancing, the group then went back to the classroom to write about what they learned, their experiences, their journey with Uncle Jimmy, what had impressed them, what they could now share with their friends and families.

Kegworth teacher, Leah Radburn, worked alongside the students, encouraging them and took the time to help secure the artworks and to ensure that the younger children's words were recorded. Leah is a leader at Kegworth PS, creating projects that highlight First Nations peoples with collages, art and a tailored call and answer acknowledgement of Country.

The student's artworks and writing were reproduced on large boards and exhibited on the outside of the front fenceline of the school where all the students, families and communities could see it and learn more about "**Caring for Country**".

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.

