

# 2020 Annual Report

## Kyeemagh Public School



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## Introduction

The Annual Report for 2020 is provided to the community of Kyeemagh 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 vision

The vision of Kyeemagh Public School is to be a school of choice in the area. Each student's unique way of learning is catered to by delivering high quality education resulting in our young people being prepared for achieving their best in a complex and dynamic world.

## School context

Our students come to school bringing with them a range of learning experiences. They demonstrate a variety of talents, interests and learning needs, so it is always very satisfying to see the students engaging daily in learning and continuously aiming to achieve their potential.

More than 60% of our student population is from language backgrounds other than English, with the main groups being Japanese, Arabic and Greek, followed by a large array of various cultural groups.

Resources and learning experiences are tailored to ensure the application of high quality early intervention and acceleration programs. These programs promote early learning success and lay solid foundations for future learning.

The school community is an active partner as well as participant in school programs and events. Families are proactive in the development of strong partnerships and programs within the school.

The school community exemplifies:

- Strong school, home and community partnerships to promote learning success;
- All students have skills and talents to share;
- Co-operation, respect and resilience are fundamental to educating the whole child;
- Quality teaching and learning are the foundation of all our efforts to foster love of learning;
- Every student is capable of leadership; and
- School is a safe and happy place where students build strong learning foundations.

## 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	Delivering
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
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

Strong learning culture

### Purpose

To be a centre of excellence in education through building a strong learning culture reflecting the needs of the individual allowing all to connect, succeed, thrive and learn.

To promote excellence and equity with a focus on quality learning environments which support students in acquisition, development and application of higher order thinking resulting in learners who are able to apply core skills in literacy and numeracy to collaborate and communicate successfully through creative and critical thinking.

### Improvement Measures

Increased levels of individual student growth in literacy and numeracy as measured through internal and external evidence.

Increased proportion of students reporting a belonging, expectations for success and advocacy at school.

Increased proportion of staff using contemporary learning strategies in agile learning environments that focus on evidence based teaching practices and individual student progress.

### Progress towards achieving improvement measures

#### Process 1: Embedding Literacy and Numeracy progressions into teaching programs

- Teachers use evidence based learning strategies in flexible learning environments and utilize the learning progressions to plan, assess and monitor student progress.

Evaluation	Funds Expended (Resources)
Teachers were released to complete individual assessments on students. Literacy tracking has continued to be updated in PLAN. Rubrics determined success of student skills in the literacy progressions with individual students being tracked through the data wall.	PAT SENA PLAN2
Tracking students through the numeracy progressions is limited to SENA results and further use of the students' SENA data to determine teaching plans will be a future direction for the next school plan.	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>Literacy and numeracy (\$4000.00)</li></ul>

#### Process 2: PBL project

- Incorporation of PBL into whole school wellbeing policy including establishing expectations, educate students and staff consistency in following PBL strategies.

Evaluation	Funds Expended (Resources)
Data shows 20% decrease in student misdemeanors from the previous year.	Positive Behaviour for Learning (PBL) framework
All teachers participate in PBL committee and actively contribute to the consistent implementation of PBL throughout the school. TFI indicates 40% increase of the implementation of PBL in 2020.	Tiered Fidelity Inventory (TFI) goals

#### Process 3: Learning Support Team Project

- Establishment of Learning Support Team and quality ILPs, classroom supports and parental engagement.
- Use of flexible learning strategies to support individual student needs.

Evaluation	Funds Expended (Resources)
All funded students have an Individual Education Plan and with regular parent reviews for goals. These students are tracked through Nationally Consistent Collection of Data (NCCD).	Tell Them From Me survey Review of Individual Education Plan

## Progress towards achieving improvement measures

Trial of Minilit/ Macqlit has shown to be successful with all targeted students making growth. Determinations for exiting the program still need to be defined and will be established as part of the program in 2021.

TTFM survey data shows that students have higher than state average levels of engagement at school. One area to that requires further investigation is "Students with a positive sense of belonging" as the results are lower than state average.

process

Minilit/ Macqlit

NAPLAN results



## Strategic Direction 2

### Connectedness

#### Purpose

To foster strong relationships with school and wider community where all members are valued.

To implement transparency in decision making and lead the school through significant cultural change.

To build capacity in skills and attitudes for our students to be informed and capable future global citizens.

#### Improvement Measures

Survey show increased levels of parent and teacher satisfaction and ongoing support of the school.

Increasing enrolments and positive student transition data show confidence in the schools transition to K-6 environment.

Survey data/ focus groups shows successful transitions and management of the site to a new school with increased learning opportunities for all students.

Project based learning rubrics show improved student outcomes in History and Geography as assessed against the syllabus.

#### Progress towards achieving improvement measures

##### Process 1: Communication strategy

- Establishment and advertisement of social media accounts to share information with school community
- Promotion of wider community involvement in all aspects of student learning programs

Evaluation	Funds Expended (Resources)
<p>Data comparison in TTFM from 2019 to 2020 indicates a swing towards greater trust of the teachers and the school by the parents. The parents indicated that the school supports the students safety and positive behaviour is supported; however there was a decline in the level that parents feel informed. The information provided shows that they did not feel that the Semester 1 reports provided enough information around how their child was progressing and ways in which they could support their child to improve.</p> <p>Review of reporting to parents will occur in Term 1 2021 as part of the Assessment strategy in the new school plan.</p> <p>The trial of Seesaw as a communication tool with families was undertaken on 2020. 95% of families access the platform regularly to observe and comment on student work.</p>	TTFM

##### Process 2: Rebuild Strategy

- Managing increasing enrolments
- Managing work site issues

Evaluation	Funds Expended (Resources)
<p>Staff have used the small spaces to create flexible choices for students to assist with self regulation with work. Due to the limited spaces and resources, student areas are not predefined as all areas are required to be used for all tasks.</p> <p>Looking forward, further professional learning will be required when we move into the new spaces as feedback from staff indicates spaces are too small to develop key areas for different modes of learning.</p>	

## Progress towards achieving improvement measures

Student population continues to increase with consistent kindergarten enrolment numbers over the past 3 years.

### Process 3: Innovative learning

- Project based learning in History and Geography providing authentic learning experiences

Evaluation	Funds Expended (Resources)
<p>All staff showed increased understanding of HSIE syllabus documents and how to develop lessons which focused on skills and concepts attached to the subject area.</p> <p>Project based learning rubrics show improved student outcomes in History and Geography as assessed against the syllabus. The results show that students coming out of Kindergarten need greater exposure to the skills and concepts attached to HSIE as Year 1 levels were significantly lower than other grades. Looking forward, application of knowledge through skills and concepts needs to be started in the early years to provide strong foundation for extension in the later years.</p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Professional learning (\$1500.00)</li></ul>



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<b>Funding Sources:</b> • Aboriginal background loading (\$0.00)	Participation in Aboriginal Education linked to the syllabus as well as acknowledgement days were undertaken on 2020. All activities were school based and resourced through general learning funds.
<b>English language proficiency</b>	<b>Funding Sources:</b> • English language proficiency (\$48 001.00)	Support within the classrooms was in the form of team teaching. Targeted EALD support was provided to 53% of students with a focus on reading comprehension skills. 100% of students accessing support made one level growth in the Literacy Progressions.
<b>Low level adjustment for disability</b>	<b>Funding Sources:</b> • Low level adjustment for disability (\$31 000.00)	Funds were used to support learning support programs throughout the school. Targeted students participated in intensive reading lessons following the Minilit and Macqlit programs. 8 students participated in the Minilit program with growth results ranging from 96% to 286% during the first 10 weeks of the program. 6 students participated in a modified Macqlit program with growth results ranging from 9% to 24%. Review of the modified times showed that the full allocation of time is required for greater growth to occur, with time allocated to the Macqlit program in 2021 to be increased.
<b>Quality Teaching, Successful Students (QTSS)</b>	Release time for teachers to participate in collaborative practice training, planning and feedback sessions. Additional release for Assistant Principal to provide coaching in assessment practices linked with literacy progressions.  <b>Funding Sources:</b> • Quality Teaching, Successful Students (QTSS) (\$10 938.00)	All staff collaboratively developed rubrics in Understanding Texts (comprehension) of literacy progressions, tracking all students growth in PLAN. 100% of students made at least one level growth in the literacy progressions sub-element Understanding Texts.
<b>Socio-economic background</b>	<b>Funding Sources:</b> • Socio-economic background (\$3 545.00)	Students with socio-economic needs are supported equitably across the school.

## Student information

### Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	28	27	34	43
Girls	28	32	37	35

### Student attendance profile

School				
Year	2017	2018	2019	2020
K	93.3	95.8	90.4	84.9
1	95.1	90.6	94.6	90.5
2	96	89.8	92.4	91
3			93.2	93.6
4				91.4
All Years	94.4	92.2	92.5	89.7
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			93	92.1
4				92
All Years	94.1	93.6	93	92.1

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)	1
Classroom Teacher(s)	3.44
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.2
School Administration and Support Staff	1.41

\*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 <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 <b>Actual</b> (\$)
<b>Opening Balance</b>	305,045
<b>Revenue</b>	1,202,932
Appropriation	1,180,976
Grants and contributions	21,398
Investment income	458
Other revenue	100
<b>Expenses</b>	-1,218,986
Employee related	-1,093,392
Operating expenses	-125,594
<b>Surplus / deficit for the year</b>	-16,055
<b>Closing Balance</b>	288,990

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

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

	2020 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	139,753
<b>Equity Total</b>	83,467
Equity - Aboriginal	0
Equity - Socio-economic	3,545
Equity - Language	48,001
Equity - Disability	31,921
<b>Base Total</b>	914,634
Base - Per Capita	17,076
Base - Location	0
Base - Other	897,558
<b>Other Total</b>	31,320
<b>Grand Total</b>	1,169,174

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](https://myschool.edu.au) to access the school data.

### 2020 NAPLAN

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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

Parents, teachers and students were surveyed as part of the annual review.

Parents indicated:

- Most parents felt online communication during the year was good but COVID restrictions made informal communication with the school extremely difficult.
- The school supports students with additional needs well.
- Written reports to parents were lacking in specific information regarding progress and future directions for learning.

Students indicated:

- Most student shave a positive sense of belonging.
- SRC provided ways to raise matters in the school.
- 92% of students had positive teacher-student relationships.

Teachers indicated:

- Enjoyed the collegiality of the school staff.
- Pride in impact the professional learning made to their practice.
- Greater student use of technology is required to support progress towards their goals.



# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.