

# 2021 Annual Report

## Kegworth Public School



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# Introduction

The Annual Report for 2021 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 Strategic Improvement 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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## Message from the principal

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### Welcome 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.**

After another challenging year, I would like to share my reflections as had been presented at this year's Presentation Ceremony....

Today we join together to reflect, acknowledge and celebrate.

Another challenging year has gone by and we have once again, come through somewhat shaken, a lit bit shattered but healthy and safe and together once more and that of course , is always a reason to celebrate.

As individuals, families and a school community, we have endured and continue to endure the challenges that Covid presents to us but instead of dwelling on the difficulties, let's change our focus to the achievements and successes that have been gained because of our extra hard work and effort that we all have put in.

Last year, we were quickly 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 having to teach our students as well, mask wearing, endless handwashing and hand sanitiser, no physical contact and lots of physical distancing.

This year, despite the lengthy period of isolation, as a school and parent community - we were better prepared to go forth and conquer. And just like, as they say when life give you lemons - you make lemonade!

Our school teachers rolled out their google classrooms and learning packs with more precision and ease. Our students embraced their new way of learning and communication once again through the technological tools, learning packs and an array of virtual excursions and online experiences. Our parents & carers, especially those who had prior experiences, transformed their homes into mini study areas, offices and nooks and joined forces with our school to become "the co-teacher" for a period of time, much longer than anticipated.

We've communicated through and celebrated many achievements online, commiserated with each other, definitely felt isolated and frustrated at times but always maintained that sense of we can do this, with a greater sense of mindfulness, a growth mindset, always with a positive attitude. Learning from home was certainly a difficult time for all. Our students developed, embraced and continued to learn new skill sets of time management, independence, responsibility, interdependence, flexibility and resilience.

Resilience that allowed them to overcome adversity faced and hurdle the many obstacles that were thrown their way for

a considerable period of their school year.

Our students have grown - showing compassion, care and empathy to those that are close and to others around them. They never cease to amaze me - always smiling and happy and seemingly presenting as being unphased by it all. Our Kegworth kids may have felt knocked down but they dusted themselves off and learnt to get right back up again.

I am ever so proud of every student in our school and the accomplishments that they have made, regardless of whether they were big or small. Our Kegworth kids are amazing and have shown that once again, in so many different ways and times, with everything that they have had to face head on this year.

Our parent community and wonderful P&C have rallied around and supported us all once again with uplifting messages of support, endless coffee cards and cakes, open "brekkie tab" at our local restaurants, to name but a few - these gestures of kindness and care, not only kept our staff going but made us feel valued and supported, to carry on despite the everchanging Covid landscape and relentless changes of school guidelines and operations that were frequently revisited and communicated.

And as many of our parents and carers have verbalised before and have once more again - developed that 'new found respect' for our teaching profession, knowing that the important partnership between home and school is even more stronger, as a result.

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

I would also like to sincerely thank all of our Kegworth staff for helping me to guide and support our students and parent community through the turbulence of 2021.

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, the challenges you have overcome and the kind - heartedness you have shown. Our Kegworth kids are very lucky to have you and I am in awe and am very privileged to work 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 because of a teacher who you will remember fondly, or a friendship you have made or a memory of an experience that 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 a remarkable ride for you all and hopefully you have made some lasting memories along the way that will stay with you forever.

To the 34 students of the graduating Year 6 class of 2021. You sit in front of me today as students, but also as great friends.

Please allow me to leave you with some little advice that I have to offer.

I hope that you have realised how talented, inspiring, amazing and resilient you can be. But also, that you have only just made a ripple in the surface of your life journey. 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 and opportunities 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 and 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. Do what makes you happy now. Be kind to you and to others, now.

Put down your phone, walk away from the screen, go and talk to a friend, spend time with your family, look up and see the world that is around you. Enjoy life, each and every day by being grateful for the small things that the past years have taught us - the sunshine on your face, the grass under your feet and the company that you have, which of course, should

never be taken for granted.

Kegworth school, 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 to each and every one of you for a fabulous future.

Reflecting on a year that was once again was so unexpected, we are genuinely optimistic for the opportunities that our next new year will bring. Continue to keep yourself and your loved ones safe and healthy and remember to keep smiling.

**Belinda Perih**

**Principal - Kegworth Public School**

### Message from the school community

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#### **A massive thank you to everyone involved in the P&C for 2021.**

2021 saw us starting with hope of us exiting the COVID pandemic and returning to the new "normal". Unfortunately COVID was not finished with us yet. Less than half way through the year and we were all put back into lock down.

Once again, the Kegworth teachers and supporting staff showed their commitment and adaptability to support our children in furthering their education. The P&C and parent community were very thankful for their efforts and I wish to personally thank all the staff for their dedication and commitment.

Despite the challenges faced, we had some highlights and successes throughout the year, including:

- Establishment of an Environment & Sustainability committee - this supports ongoing education and activities to reduce our waste and carbon footprint, for example Waste Free Wednesdays - promoting students to bring packed lunches with little to no waste products
- Senior Playground design - despite being unable to have direct access to the school, the design for the Senior Playground progressed and a briefing was provided to both the school and the P&C. There is great excitement about the future of the design and delivery of the playground
- Fundraising efforts - despite COVID hampering our usual fundraising events (e.g. Autumn FARE), the school community was successful in running a number of remote events allowing us to raise \$50K for the year. This exceeded our goal of \$30K. Well done team!

Other points to mention were some of our outgoing P&C members. I wish to thank the following for all their contributions to Kegworth and surrounding community:

- **Tessa Morrison** - Tessa was not only our president at the beginning of the year, she helped establish our sports committee to promote the health and well being of our kids, as well as a parent representative on several forums for the school
- Karen Laing - Acting in the role of both fundraising coordinator and Vice President, Karen has been instrumental in supporting a lot of our fundraising efforts over the years. Through her efforts we have been able to continue to support school funding efforts even during the pandemic
- Lucie Micallef - Lucie's tireless efforts over the last several years working in the uniform room has helped parents to source appropriate uniform items for their kids. Managing both the store and the suppliers has been a monumental effort and we thank her.

These three ladies leave some big shoes to fill but they have left a great legacy for us to follow. Thank you all for your efforts.

I look forward to seeing what 2022 brings us all. As we emerge, again, out of lockdown, I am hoping for us to be able to reconnect as a community and further support the school community and enhance our kids' education.

Thank you,

**Dustin Blagg**

Interim P&C President

### **Isla's memories of Kegworth ...**

My first memory of Kegworth was the junior playground. I had just gone outside with my buddy, and I saw my twin, Skye, with another girl. They were laughing with their buddy, and I joined in. I made friends immediately, and, later, made friends with practically everyone. Even to this day, most of those people are still close to me.

My favourite Stage 1 memory was the Christmas that I spent in Year 1 and 2 in Mrs Green's classroom. I remember that Mrs Green would always put on the same movie, it was called "Santa Paws", and at the end she would bring her dog, "Wolfy" in and we would all pat him. I remember really enjoying it, and looking forward to doing it.

My favourite Stage 2 memory was probably the day that I learned that I was going into the Regional heats of Public Speaking. I think that was the first time I'd ever been chosen for something out of school, and I remember crying with happiness and excitement. I went on to receive a highly commended, and I was so proud!

My favourite Stage 3 memory was PSSA. I never got to do it in Year 5, but I got to do it in Year 6, and it was amazing. I'm not a naturally sporty person, and my team never won any games, but I still loved doing PSSA and it was something that I really enjoyed.

Kegworth has taught me so much. I've learned resilience and life skills, and I've been given so many amazing opportunities. I've been fortunate to have great teachers, who've helped and supported me for so long. Kegworth has taught me who I am and what I enjoy, and for that I'll always be grateful.

When I started at Kegworth, I never thought that there would be such a big community, but everyone is always so supportive. I've been able to learn and do so many extracurricular activities, and there is an amazing community spirit here.

I'm definitely going to miss all of my teachers the most, especially Mr. Toovey, who has been so supportive of me the past few years, and without him, I would never have accomplished everything that I have.

### **Giacomo's memories of Kegworth ...:**

My first day of Kindergarten I was super nervous. I was in K / 1 -Yellow with my best friend when we went out to play. I was seeing all the buddies playing with Kindies. They looked like giants as we ran around the whole playground. By the end of lunch I was exhausted.

My favourite stage one memory was when we went to the school show in Year one. It was so fun watching it from the massive theatre but it was extremely hard to not to get lost as there were some many people.it is still one of my favourite excursions to this day.

The lantern festival was super fun- we spent so many schools days preparing for it. We made all the lanterns at school and when we got there we walked from the start of Blackmore Oval and across the bridge. It was just so colourful. Students from across the whole school participated and it was a great experience!

One of my favorite memories was at Narrabeen. On the first day of our trip, we went kayaking and my partner and I went round in circles as he kept turning the wrong way and we barely went anywhere. After finally turning around, we were so far behind everyone else that we did not get past the bridge and got told t&ouml; turn back and head back to shore. We still arrived after everyone else, I almost lost my voice that day from shouting at my partner, Alex.

Kegworth has taught me so many life skills that I will remember for the rest of my life. I have met a lot of my friends here. All the teachers are very supportive of every student here which always helps me to learn.

The community spirit of Kegworth is brilliant because of our teachers, parents and the students. The Kegworth community is welcoming to everyone. The P and C is an amazing group of parents who fundraise for school. None of us will ever forget the amazing "Autumn Fare".

Thank you to all the teachers who have taught me and have helped me learn so much. I have enjoyed every minute of my time here.

*As we leave, Year 6 would like to give a gift to the school of a large professional mural on the wall by the Junior Playground gates. We hope you enjoy it and think of Year 6 2021 whenever you see it.*

*Kegworth has taught us so much and from both of us we'd like to say - THANK YOU!*

**Isla and Giacomo - on behalf of 2021 Year 6 students**

## School vision

At Kegworth Public School, we are committed to creating an inclusive environment where all students have the opportunity to reach their potential.

## 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.

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.

Kegworth Public School currently provides:

- Kegworth Preschool which offers a choice of two Early Childhood program groups that operate on a 5 x day fortnight rotation and
- Mainstream K - 6 classes consisting of 14 classes. With increasing student enrolments, the school can comfortably grow to support up to 15 classes.

The current P - 6 school population is 368, which includes 2.9% identified Aboriginal and Torres Strait Islander (ATSI) students and 26% of students from Language Backgrounds Other Than English (LBOTE) identifying Spanish and Italian as the largest language backgrounds.

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.

The school staff comprises of a mixture of recently accredited and experienced teaching and non teaching staff, who share a genuine partnership with students along with an active and supportive parent community.

Kegworth's school motto is: "Commitment, Excellence and Success for the Future".

The school's Situational Analysis underpins the development of Kegworth's Strategic Improvement Plan for the next 4 years. Consultation with the school community was undertaken to assist in the formulation of the following Strategic Directions:

**Student Growth and Attainment** - teachers use effective data driven practices to maximise learning. The school will develop a whole school collaborative teaching model. Through this, we aim to improve teacher confidence and capabilities. The model will elicit how, why and when this will happen.

**Quality and Collaborative Teaching Team** - to ensure that we have an agreed understanding of quality teaching and collaboration, the school will establish a whole school collaborative teaching model. This will be delivered through a structured professional learning approach to allow for the observation of learning activities, effective feedback and evaluative practices that will only enhance teacher performance and improve student outcomes.

**Student Engagement and Wellbeing** - the development of an inclusive and engaging school community to support all students to connect, succeed and thrive. Improvements in students' sense of belonging, commitment to school, respectful behaviours, relationships with peers, teachers and extended members of the school community, directly relate to high academic performance and future outcomes.



## 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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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	2021 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: Student growth and attainment

### Purpose

To maximise the learning outcomes for every student in reading and numeracy and to build strong foundations for academic success.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- DATA SKILLS & USE
- BUILD TEACHER CAPACITY IN ASSESSMENT

### Resources allocated to this strategic direction

**Professional learning:** \$10,000.00

### Summary of progress

An evaluation of the school's "Whole School Assessment Model" at the beginning of the year was attended by all teaching staff, generating extensive professional discussions around the collection and suitability of internal and external data, including manageable data timelines, in order to inform and monitor K - 6 student progress. Changes were made to the previous year's WSA Model which were to be trialled throughout the 2021 school year. Due to the disruptions experienced, the revised implementation of intended standardised and some school based assessments could not be administered during 2021. It is anticipated, that this will be revisited in 2022.

A review of 2020 school based assessments undertaken in English - reading, writing, spelling, grammar and punctuation as well as Mathematics, identified areas of strength and development for each year cohort. Students were categorised as having achieved either below, at or above the expect cohort achievement level. Teaching staff used this valuable data to inform planning and differentiation of learning for students at the start of the school year, for each class.

Students who were deemed to be underperforming in literacy and numeracy were either supported through in-class and or withdrawal sessions by the Student Learning and Support Teacher (LaST), English and Language Dialect (EALD), Literacy Support Teacher (school based program) and Covid ILSP (DET initiative) teaching programs, in addition to the employment of a number of Student Learning Support Officers (SLSO) who worked directly with class teachers, to improve student outcomes in literacy, numeracy and wellbeing. During Semester 2, specialist teaching and non-teaching staff continued to engage and support student learning via individual programs set up in google classrooms and specific instruction via individual and group zoom sessions.

During Term 2, advice was sought from DET LANSA Team to drive whole school improvement using the PLAN 2 tracking tool using the Literacy and Numeracy progressions. Meetings and professional learning sessions held with the LANSA's and Kegworth leadership team enabled the team to be able to share their knowledge and expertise using PLAN2 to be shared with stage teaching groups during collaborative planning and professional learning sessions during Semester 2. Despite all best efforts, virtual professional learning sessions proved to be too difficult and it was determined that this initiative would be undertaken in 2022.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
The minimum proportion of Year 3 and 5 students achieving in the top two bands in <b>NAPLAN Reading</b> is at least 59.5%.	<b>NAPLAN Reading:</b>  <b>70% of Years 3 and 5 students achieved results in the top two bands for NAPLAN Reading</b>
The minimum proportion of Year 3 and 5 students achieving in the top two bands in <b>NAPLAN Numeracy</b> is at least 54.5%.	72.6% of Year 3 students achieved the top two bands 66% of Year 5 students achieved the top two bands



<p>40% of students in <b>Years 2 - 6</b> are at <b>1 year above the Kegworth cohort level in PROBE Reading Comprehension</b></p> <p>50% of students in Years 2 - 6 are in top 4 stanines (6 - 9) in <b>PAT Mathematics</b></p> <p>40% of students in <b>Kindergarten and Year 1</b> are at <b>1 year above the KPS cohort level in PM Reading levels</b></p> <p>50% of students in Kindergarten and Year 1 are in the top 4 stanines (6 - 9) for <b>PAT Mathematics</b></p>	<p>Both Year 3 and 5 students exceeded the minimum proportion set at 59.5% of students in the top two bands</p> <p><b>NAPLAN Numeracy:</b></p> <p><b>54% of Years 3 and 5 students achieved results in the top two bands for NAPLAN Numeracy</b></p> <p>54.8% of Year 3 students achieved the top two bands</p> <p>54% of Year 5 students achieved the top two bands</p> <p>Both Year 3 and 5 students were comparatively lower by a variance of - 0.5%, equivalent to one additional student required to achieving the minimum proportion of 54.5% in the top two bands</p> <p><b>PROBE Reading Comprehension:</b></p> <p><b>82% of students in Years 2 - 6 are at 1 year or above the expected cohort level.</b> Breakdown of each year group is as follows:</p> <ul style="list-style-type: none"> <li>- 77% of Year 2 students are at or above</li> <li>- 69% of Year 3 students are at or above</li> <li>- 78% of Year 4 students are at or above</li> <li>- 88% of Year 5 students are at or above</li> <li>- 98% of Year 6 students are at or above</li> </ul> <p><b>PAT Mathematics:</b></p> <p><b>57.8% of students in Years 2 - 6 are in top 4 stanines (6 - 9).</b></p> <p>Breakdown of each year group is as follows:</p> <ul style="list-style-type: none"> <li>- 68% of Year 2 students are in top 4 stanines</li> <li>- 60.5% of Year 3 students are in top 4 stanines</li> <li>- 81.4% of Year 4 students are in top 4 stanines</li> <li>- 31.4% of Year 5 students are in top 4 stanines</li> <li>- 47.8% of Year 6 students are in top 4 stanines</li> </ul> <p>Kindergarten &amp; Year 1 student were not assessed using this standardised assessment in 2021</p> <p><b>PM Reading Levels:</b></p> <p><b>41.3% of students in Kindergarten &amp; Year 1 are at 1 year above the KPS cohort level in PM Reading levels.</b></p> <p>Breakdown of year groups results is as follows:</p> <ul style="list-style-type: none"> <li>- 36.5% of Kindergarten students were at 1 year above KPS cohort levels</li> <li>- 46% of Year 1 students were at 1 year above KPS cohort levels</li> </ul>
<p>66% of Kindergarten teachers can confidently understand and apply Literacy &amp; Numeracy Progressions in identified sub elements to personalise learning.</p>	<p>All Kindergarten teachers demonstrated confidence in understanding and applying Literacy &amp; Numeracy Progressions in identified sub elements to personalise learning for students.</p> <p>Delay in implementing school planned initiatives and professional learning during 2021 have required for this work to be undertaken in 2022 for Year 1</p>

<p>50% of Years 1 &amp; 2 teachers can confidently understand and apply Literacy &amp; Numeracy Progressions in identified sub elements to personalise learning.</p>	<p>&amp; 2 teachers. No data could be collected.</p>
<p>The proportion of Year 5 students achieving expected growth in <b>NAPLAN Reading</b> is at least 70.8% (baseline - system-negotiated target)</p> <p>The proportion of Year 5 students achieving expected growth in <b>NAPLAN Numeracy</b> is at least 60.8% (baseline - system-negotiated target)</p>	<p>The proportion of Year 5 students achieving expected growth in <b>NAPLAN Reading is 73.91%</b> which exceeded with an increase of 3.11% above the agreed baseline system negotiated target.</p> <p>The proportion of Year 5 students achieving expected growth in <b>NAPLAN Numeracy is 54.35%</b> which was 6.45% lower than the baseline system negotiated target., indicating that progress is yet to be seen towards achieving the expected target.</p>

### Purpose

To achieve high levels of collective teacher and leader efficacy through evidence based pedagogies.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- COLLABORATIVE, HIGH IMPACT TEACHING PRACTICES
- HIGH IMPACT EVALUATIVE PRACTICES AND FEEDBACK

### Resources allocated to this strategic direction

### Summary of progress

During Term 2, the school leadership team undertook professional learning sessions, supported by DET LANSA staff in Literacy and Numeracy Progressions using the PLAN 2 tool.

It was anticipated that during Semester 2, all teaching staff would participate in a series of collaborative planning sessions to engage in analysing meaningful student data (collected as per the school's WSA model) using the Literacy & Numeracy progressions to track student progress against two sub-elements - "Understanding Text" and "Quantifying Number" on the PLAN 2 tracking tool.

The allocation of professional learning funds to provide casual relief for stage teaching groups, twice per term, to engage in professional dialogue around the improvement of student outcomes in English and Mathematics.

The implementation of this initiative was delayed during 2021, with work now expected to be undertaken during 2022.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<p>Improved three year average TTFM Teacher Survey data baseline results in the following drivers of student learning:</p> <ul style="list-style-type: none"><li>• Collaboration = 7.0</li><li>• Learning Culture = 8.0</li><li>• Quality Feedback = 7.0</li></ul> <p>TTFM Student Survey data results improves in the following drivers:</p> <ul style="list-style-type: none"><li>• Explicit teaching practices &amp; feedback = is at or above 7.3</li><li>• Expectations for Success (high expectations) = is at or above 8.0</li></ul>	<p><b>The "Tell Them From Me" Teacher Survey indicated that:</b></p> <p><b>Collaboration school mean score = 7.2</b> which ranks above the expected baseline target of 7.0 but is comparatively lower than NSW Govt mean score of 7.8</p> <p><b>Learning Culture school mean score = 8.3</b> which ranks higher then the expected baseline target of 8.0 and also exceeds the NSW Govt mean score of 8.0</p> <p><b>Quality Feedback school mean score = 6.8</b> which is lower than the expected baseline target of 7.0 and is much lower than NSW Govt mean score of 7.3. This indicates that progress is yet to be seen towards achieving an improved result for this driver of student learning</p> <p><b>The "Tell Them From Me" Student Survey was completed at the end of 2021. 110 x Years 4 - 6 students participated:</b></p> <p><b>Explicit Teaching Practices, including the effective use of feedback</b> ensures that all students have clear understanding of why they are learning something, how it connects to what they already know, what is expected of them, and how to do it (explicit teaching). They also ensure that students are given opportunities to ask questions and get clear feedback about their performance against learning outcomes (effective feedback).</p>

<p>Improved three year average TTFM Teacher Survey data baseline results in the following drivers of student learning:</p> <ul style="list-style-type: none"> <li>• Collaboration = 7.0</li> <li>• Learning Culture = 8.0</li> <li>• Quality Feedback = 7.0</li> </ul> <p>TTFM Student Survey data results improves in the following drivers:</p> <ul style="list-style-type: none"> <li>• Explicit teaching practices &amp; feedback = is at or above 7.3</li> <li>• Expectations for Success (high expectations) = is at or above 8.0</li> </ul>	<p><b>School average score = 7.4</b> - this has been achieved and is above the school expected score of 7.3.</p> <p><b>Expectations for Success</b> gauges the extent to which school staff value academic achievement and hold high expectations for all students.</p> <p><b>School average score = 7.9</b> - a variance of -0.1 is required to achieve the expected target of 8.0</p>
<p>All staff have participated in pre / post WWB data review to identify individual strengths &amp; weaknesses</p> <p>All staff have participated in WWB tailored online PL - Collaboration</p> <p>Leadership team explore various &amp; appropriate models to support whole school quality teaching, collaboration &amp; best practice, supported by DoE Teacher Quality Advisor</p> <p>All staff have been consulted &amp; participate in professional dialogue re: best practice system &amp; processes</p> <p>All staff complete pre-survey information for collection of baseline data for collaborative practice:</p> <ul style="list-style-type: none"> <li>- knowledge of 5 F.A. strategies,</li> <li>- implementation of 5 FA strategies</li> <li>- confidence in its application</li> </ul>	<p>The exploration of appropriate models to support whole school quality teaching, collaboration &amp; best practice had been discussed by the school leadership team during Term 2 executive meetings.</p> <p>No further progress was achieved. This initiative has been delayed until 2022.</p>

## Strategic Direction 3: Student Wellbeing and Engagement

### Purpose

To support a culture of wellbeing to enable the development of an inclusive and engaged school community where all stake holders, "Connect, Succeed and Thrive"

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- IMPROVE THE EDUCATIONAL OUTCOMES AND WELLBEING OF ABORIGINAL AND TORRES STRAIT ISLANDER (ATSI) STUDENTS
- WELLBEING & ENGAGEMENT

### Resources allocated to this strategic direction

### Summary of progress

Our school has always valued the relationship that it has with our parent and wider school community. The engagement of parents & carers as educational partners is pivotal in improving student learning and means that students are more motivated to deliver their best and look for ways to continually improve.

At the beginning of 2021, our school focus was on re-engaging our relationships with our Aboriginal and Torres Strait Islander school student and their families. An Aboriginal school team was reconvened and planning was underway. During the first term, the team in consultation with teaching staff and ATSI school families, collaborated and developed the Kegworth Reconciliation Action Plan (RAP). Yarning Breakfasts were organised for ATSI parents, carers, children and staff to workshop the RAP in a relaxed atmosphere. The input and ideas generated by and from our ATSI parents and carers, proved to be invaluable. The Reconciliation Action Plan was launched in May 2021, formally with a traditional smoking ceremony, in front of the school's Gadiagl Friendship Garden and was attended by a number of our ATSI parents & carers as well as the school community. The purpose of the RAP is to provide an environment where Aboriginal and Torres Strait Islander and Non - Indigenous students feel safe, supported and empowered to reach individual academic, social and emotional goals. The action plans within the RAP form the basis of work for this initiative in 2022 and further.

Kegworth continues to enrich the school learning culture by ensuring every student is encouraged to be present at school every day, maximising teaching and learning opportunities. Attendance remains as a high priority, with attendance data regularly being monitored by teachers and LST executive onsite (terms 1 & 2) and during the learning from home period (terms 3 & 4), individual attendance was recorded daily. Students at risk were monitored and with support from the HSLO, action was taken for some students who were deemed to be at greatest risk.

The challenges faced with COVID-19 period of learning from home saw whole-school emphasis on supporting students and families and teachers connecting with students in innovative ways, such as zoom video conferencing, Google Classroom, bitmojis in addition to a number of other chat forums allowing students to connect and engage with each other albeit, virtually. Our next step in enhancing and supporting learning, wellbeing, participation and confidence was to ensure that all students felt happy and secure when they returned back to the school learning environment. PBL school expectations of "Courtesy, Care and Commitment" needed to be revisited and re-taught especially for our early years students, who had only attended school for a very short period of time before home learning was in place.. Additional reviews and work will be undertaken in this area during 2022 and beyond.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Increase the percentage of students attending > 90% of the time to be at or above 88%	<b>89.14% of K - 6 students</b> recorded an attendance rate greater than 90% despite COVID lockdowns and home learning during 2021. This was achieved and exceeded the expected attendance rate by 1.14%
30% engagement and participation of	The percentage of ATSI parents & carers engaging and participating in

<p>ATSI parents &amp; carers in school community events, activities and learning meetings</p> <p>20% of <b>Year 3</b> Aboriginal students to achieve at least Band 3 in <b>NAPLAN Reading</b> tests</p> <p>20% of <b>Year 3</b> Aboriginal students to achieve at least Band 3 in <b>NAPLAN Numeracy</b> tests</p> <p>20% of <b>Year 5</b> Aboriginal students to achieve at least Band 5 in <b>NAPLAN Reading</b> tests</p> <p>20% of <b>Year 5</b> Aboriginal students to achieve at least Band 5 in <b>NAPLAN Numeracy</b> tests</p>	<p>school events and meetings could not be completed due to COVID restrictions during the year.</p> <p>In 2021, there were two Year 3 and one Year 5 student who identified as Aboriginal who sat for the NAPLAN test for Reading and Numeracy. Their results are as follows:</p> <p><b>Year 3 Aboriginal Naplan - Reading:</b></p> <p>One student achieved a Band 4 reading result placing him in the high middle bands. The other student achieved a Band 3 reading result placing him in the low middle band. As a result the school was successful in achieving a 100% result with both Year 3 students achieving at least a Band 3 or higher.</p> <p><b>Year 3 Aboriginal Naplan - Numeracy:</b></p> <p>One student achieved a Band 4 numeracy result placing him in the high middle bands. The other student achieved a Band 1 numeracy result placing him in the bottom band. As a result the school was successful in achieving a 50% result with at least one Year 3 student achieving at least a Band 3 or higher.</p> <p><b>Year 5 Aboriginal Naplan - Reading:</b></p> <p>A Band 6 reading result was achieved by the one Year 5 student who identified as Aboriginal in 2021. This placed the student in the high middle bands. As a result the school was successful in achieving a 100% result with an achievement of at least a Band 5 or higher.</p> <p><b>Year 5 Aboriginal Naplan - Numeracy:</b></p> <p>A Band 6 numeracy result was achieved by the Year 5 student, placed the student results in the high middle bands. As a result the school was again successful in achieving a 100% result with an achievement of at least a Band 5 or higher.</p>
<p>The minimum proportion of Years 4 - 6 students with positive wellbeing is at least 87.6% (baseline).</p> <p>Overall average % of KPS positive wellbeing is at least 84% (baseline) as compared to DoE Network % average.</p> <p>Annual TTFM Student Survey data results for the following drivers are at least:</p> <ul style="list-style-type: none"> <li>• Sense of Belonging at School = 71%</li> <li>• Expectations for Success = 92%</li> <li>• Advocacy = 87%</li> </ul> <p>Annual TTFM Parent survey data baseline results for the following drivers are at least:</p> <ul style="list-style-type: none"> <li>• School Supports Learning = 7.2</li> <li>• School Supports Positive Behaviour = 7.9</li> <li>• Inclusive School = 6.7</li> </ul>	<p><b>82.85% of students in Years 4 - 6 indicated that they demonstrated positive wellbeing</b> at the end of 2021. This was not achieved. An increase of 4.75% is required to meet the baseline of 87.6%.</p> <p><b>110 x students in Years 4 - 6 participated in the "Tell Them From Me" survey at the end of 2021. The following student drivers of student learning were identified:</b></p> <p><b>Sense of Belonging at School</b> pertains to students' feelings of being accepted and valued by their peers and by others at school. It reflects 'the extent to which students feel personally accepted, respected, included, and supported by others in the school social environment. Students who have a strong sense of belonging tend to be happier, have greater interest in school activities, and are more confident</p> <p><b>School percentage of students with a positive sense of belonging = 69%</b> - this was not achieved and requires an increase of at least 2% to reach the expected baseline target</p> <p><b>Expectations for Success</b> represent the extent to which school staff value academic achievement and hold high expectations for all students. When teachers maintain high expectations, students tend to have higher achievement; in contrast, when teachers have low or negative expectations, student achievement suffers</p> <p><b>The average score for expectations for success = 7.9</b> - this was not achieved. An increase of 1.3 is required to achieve the targeted baseline target of 9.2</p> <p><b>Advocacy at school</b> refers to the support students receive from adults in</p>



<p>The minimum proportion of Years 4 - 6 students with positive wellbeing is at least 87.6% (baseline).</p> <p>Overall average % of KPS positive wellbeing is at least 84% (baseline) as compared to DoE Network % average.</p> <p>Annual TTFM Student Survey data results for the following drivers are at least:</p> <ul style="list-style-type: none"> <li>• Sense of Belonging at School = 71%</li> <li>• Expectations for Success = 92%</li> <li>• Advocacy = 87%</li> </ul> <p>Annual TTFM Parent survey data baseline results for the following drivers are at least:</p> <ul style="list-style-type: none"> <li>• School Supports Learning = 7.2</li> <li>• School Supports Positive Behaviour = 7.9</li> <li>• Inclusive School = 6.7</li> </ul>	<p>the school who consistently provide encouragement and who can be turned to for advice. Although parents and carers play the most vital role in the lives of most children, relationships with non-parental adults begin to develop around adolescence, and these become important relationships for normal development</p> <p><b>The average score for advocacy at school = 7.8</b> - this was not achieved and requires an increase of 0.9 to achieve the targeted baseline target of 8.7</p> <p>It would be assumed that a number of factors associated with COVID lockdowns and extended home learning have contributed to these low student results</p> <p><b>53 x parents &amp; carers completed the annual TTFM Parent survey in 2021. Results for the following drivers of student learning are:</b></p> <p><b>School Supports Learning</b> covers parents' perceptions of their children's experiences at home and school, as well as the extent to which parents feel the school supports learning and positive behaviour and promotes a safe and inclusive environment.</p> <p><b>The average score for school supports learning = 6.9</b> - this was not achieved. An increase of 0.3 is required to achieve the targeted baseline target of 7.2</p> <p><b>School Supports Positive Behaviour</b> - the social development of students and reduction of behaviours that interfere with learning are both critical aspects of schooling. Effective classroom management practices acknowledge appropriate behaviours and respond to inappropriate ones</p> <p><b>The average score for school supports positive behaviour = 7.4</b> - this was not achieved. An increase of 0.5 is required to achieve the targeted baseline target of 7.9</p> <p><b>Inclusive School</b> - educational inclusion advocates equal access to opportunities for all students and requires the cooperation and commitment of schools and teachers. Inclusion is a school's duty and a student's fundamental right</p> <p><b>The average score for inclusive school = 6.3</b> - this was not achieved. An increase of 0.4 is required to achieve the targeted baseline target of 6.7</p>
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Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$1,526.10</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• purchase of appropriate EALD resources to further support student learning and wellbeing</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>- specific EALD student resources were purchased to enhance learning in the classroom</li> <li>- EALD teacher purchased professional reading resources to extend teacher knowledge to support EALD students</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <ul style="list-style-type: none"> <li>- continued use of funding to support students to achieve learning and wellbeing goals</li> <li>- professional development for staff around impact of trauma, learning and wellbeing needs of refugee students</li> </ul>
<p>Integration funding support</p> <p>\$22,961.99</p>	<p>Integration funding support (IFS) allocations support eligible students at Kegworth Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP)</li> <li>• employment of staff to provide additional support for students who have high-level learning needs</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>- teachers, parents and related external services engage in regular meetings to review and support individual student learning needs</li> <li>- the development of Individualised Education Plans (IEP) provide specific information about student learning goals, strategies for improvement, resources, next steps as well as relevant data for continuity of learning and support</li> <li>- students with integration funding were supported to engage in teaching and learning activities through high-impact differentiated teaching and learning programs. This was possible through the funding used for SLSO where students had one-on-one support. Students were able to make progress and achievement as outlined in their IEP learning and wellbeing goals.</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <ul style="list-style-type: none"> <li>- to continue to engage in strong collaborations between teachers and parents and external services to ensure continuity of learning for students with identified special needs</li> <li>- to gainfully employ SLSO's to support students with special needs in the class and school environment</li> </ul>

<p>Socio-economic background</p> <p>\$10,455.57</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Kegworth Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional non-teaching staff (SLSO) to implement literacy and / or numeracy programs to support identified students with additional learning needs</li> <li>• student assistance to ensure equitable access for essential educational items (e.g uniforms, workbooks and equipment) and supplementation of extra curricular school programs</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>- identified students were supported by SLSO's in the classroom to engage in learning activities to improve student outcomes in literacy and / or numeracy</li> <li>- students at risk or disadvantage were afforded access to educational and extra curricular programs</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <ul style="list-style-type: none"> <li>- to continue to support student learning through the allocation of human and / or physical resources to ensure equity of access for all students at risk or disadvantage</li> </ul>
<p>Aboriginal background</p> <p>\$11,972.11</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Kegworth Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of specialist additional staff (SLSO) to support Aboriginal students in literacy and / or numeracy programs as identified in PLPs</li> <li>• student assistance to ensure equitable access for essential educational items (e.g uniforms, workbooks and equipment) and supplementation of extra curricular school programs</li> <li>• Aboriginal resources purchased to improve outcomes &amp; wellbeing of ATSI students</li> <li>• School based ATSI parent &amp; carer - Yarning meetings and workshops</li> <li>Kegworth "Reconciliation Action Plan (RAP) launch</li> <li>• staffing release to support development and implementation of Personalised Learning Plans</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>- an increase in the number of Indigenous families engaging in Indigenous Breakfasts hosted by the school</li> <li>- ATSI families &amp; AECG community members invited to attend launch of Kegworth's "Reconciliation Action Plan" (RAP)</li> <li>- strong collaboration between teachers, school based specialist staff and ATSI parents &amp; carers in the PLP process</li> <li>- ATSI students are supported with one-on-one support by SLSO's to enhance student literacy / numeracy outcomes</li> <li>- equitable access to essential resources, school programs and</li> </ul>

<p>Aboriginal background</p> <p>\$11,972.11</p>	<p>extracurricular activities so that no ATSI student is disadvantaged</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <ul style="list-style-type: none"> <li>- to continue to support our Aboriginal or Torres Strait Islander students through additional support in the class / school environment and wellbeing programs</li> <li>- to continue to improve communication and engagement of ATSI families in the school community</li> <li>- to engage an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process</li> </ul>
<p>English language proficiency</p> <p>\$23,608.39</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Kegworth Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• withdrawal lessons for small group (developing) and individual (emerging) support</li> <li>• additional teacher time to provide targeted support for EAL/D students and for development of programs</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>- development of EALD programs to support and improve targeted EALD student literacy needs</li> <li>- accurate completion of EALD student assessments and completion of EALD annual survey</li> <li>- personalised EALD reporting to parents &amp; carers providing detailed, clear and specific information about student progress</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <ul style="list-style-type: none"> <li>- provide EAL/D Progression levelling PL to staff</li> <li>- provide additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds</li> </ul>
<p>Low level adjustment for disability</p> <p>\$78,980.80</p>	<p>Low level adjustment for disability equity loading provides support for students at Kegworth Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• engaging specialist learning and support staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>- identification and support for all students with varied learning profiles who may require reasonable adjustments in the classroom</li> <li>- teaching and learning programs are adjusted to address the individual needs of students</li> <li>- teachers, specialist staff and parent &amp; carers are involved in the development of student IEP plans to improve student learning outcomes</li> </ul>

<p>Low level adjustment for disability</p> <p>\$78,980.80</p>	<p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <ul style="list-style-type: none"> <li>- review PLAN 2 data to determine literacy and numeracy progress of targeted students</li> <li>- targeted students are provided with an evidence-based intervention - "University Reading Program" to increase learning outcomes</li> <li>- provide professional learning for non-teaching staff (SLSO) in the implementation of high impact literacy programs to support identified students</li> <li>- employment of Speech Pathologist to develop phonological awareness, articulation, receptive, expressive language and self-regulation for identified students</li> </ul>
<p>Literacy and numeracy</p> <p>\$22,423.60</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Kegworth Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of classroom teacher to release executive staff to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>- allocation of funding for executive relief (x 1 day) to implement school based Literacy &amp; Support Early Intervention program</li> <li>- years K - 2 class teachers co-teach with executive to improve literacy &amp; numeracy outcomes for targeted students who have been identified performing below the expected level for their stage</li> <li>- purchase of targeted resources for innovative program support</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <ul style="list-style-type: none"> <li>- continue current Literacy &amp; Support Early Intervention Program in the early years to ensure that literacy and numeracy foundations are supported and improved upon for all students who are identified as underperforming.</li> <li>- employment of APC&amp;I to provide teaching staff with high quality curriculum support in an area where teachers identify as needing support to further assist underperforming students in literacy &amp; numeracy</li> </ul>
<p>QTSS release</p> <p>\$66,710.21</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Kegworth Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of classroom teacher to release executive staff to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy</li> <li>• assistant principals provided with additional release time to support classroom programs</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>- allocation of funding for executive relief (x 2 days) to implement school based Literacy &amp; Support Early Intervention program</li> <li>- years K - 2 class teachers co-teach with executive to improve literacy &amp; numeracy outcomes for targeted students who have been identified performing below the expected level for their stage</li> </ul>

<p>QTSS release</p> <p>\$66,710.21</p>	<ul style="list-style-type: none"> <li>- purchase of targeted resources for innovative program support</li> <li>- assistant principals and teaching staff work together to improve teaching practice through reflections, lesson observations and learning from each other</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <ul style="list-style-type: none"> <li>- embed explicit systems to facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers</li> <li>- planned professional learning needs to reflect a greater alignment between SEF and PDP goals</li> <li>- employment of APC&amp;I to lead and facilitate improvement in an area where teachers have identified as needing support</li> </ul>
<p>Literacy and numeracy intervention</p> <p>\$22,423.60</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Kegworth Public School who may be at risk of not meeting minimum standards.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of classroom teacher to release executive staff to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>- allocation of funding for executive relief (x 1 day) to implement school based Literacy &amp; Support Early Intervention program</li> <li>- years K - 2 class teachers co-teach with executive to improve literacy &amp; numeracy outcomes for targeted students who have been identified performing below the expected level for their stage</li> <li>- purchase of targeted resources for innovative program support</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <ul style="list-style-type: none"> <li>- continue current Literacy &amp; Support Early Intervention Program in the early years to ensure that literacy and numeracy foundations are supported and improved upon for all students who are identified as underperforming.</li> </ul>
<p>COVID ILSP</p> <p>\$38,349.93</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition with a focus on literacy &amp; numeracy</li> <li>• development of resources and planning of small group tuition</li> <li>• leading/providing professional learning for COVID educators</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>- some improvement of skill acquisition for students who were targeted for the program in Years 3 - 6</li> <li>- students were supported with online activities and small group zoom sessions during home learning</li> <li>- ongoing wellbeing checks by COVID ILSP teacher on targeted student's</li> </ul>



<p>COVID ILSP</p> <p>\$38,349.93</p>	<p>mental health during home learning</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <ul style="list-style-type: none"> <li>- use data sources appropriately to identify students of greatest need for program inclusion</li> <li>- continuation of small group tuition</li> <li>- apply and utilise other specialist staff resources accordingly</li> </ul>
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## Student information

### Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	158	177	177	183
Girls	161	166	160	157

### Student attendance profile

School				
Year	2018	2019	2020	2021
K	96.4	94.9	95	96.3
1	92.5	94.3	93.7	94.8
2	93.8	94.5	94.6	95
3	96	94.4	96.7	94.8
4	94.6	94.7	95	95.3
5	92.4	94.8	94.2	95.2
6	95.7	92.2	92.8	94.8
All Years	94.5	94.4	94.5	95.2
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

### Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

## Management of non-attendance

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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)	13.87
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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 <b>Actual</b> (\$)
<b>Opening Balance</b>	563,137
<b>Revenue</b>	3,483,680
Appropriation	3,294,706
Sale of Goods and Services	21,764
Grants and contributions	166,606
Investment income	505
Other revenue	100
<b>Expenses</b>	-3,359,516
Employee related	-3,052,548
Operating expenses	-306,968
<b>Surplus / deficit for the year</b>	124,165
<b>Closing Balance</b>	687,302

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.

	2021 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	19,946
<b>Equity Total</b>	125,017
Equity - Aboriginal	11,972
Equity - Socio-economic	10,456
Equity - Language	23,608
Equity - Disability	78,981
<b>Base Total</b>	2,573,937
Base - Per Capita	85,295
Base - Location	0
Base - Other	2,488,642
<b>Other Total</b>	497,321
<b>Grand Total</b>	3,216,220

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.

## Parent/caregiver, student, teacher satisfaction

Each year valuable data is collected to provide information and insight into school engagement, wellbeing, teacher, parent and student satisfaction, parent awareness and involvement in school related committees, programs and events.

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:**

- Student participation in school sports
- Students with positive relationships
- Students with positive behaviour at school
- Positive teacher - student relations

### **Staff - highest areas of satisfaction:**

- Learning culture
- Planned learning opportunities
- Overcoming obstacles to learning

### **Parents & Carers - highest areas of satisfaction:**

- School supports positive behaviour
- Parents feel welcome
- Safety at school

### **Common identified areas that require future development include:**

- Greater participation of students in extra curricular activities
- Improvement in students' positive sense of belonging at school
- Improvement in student's interest and motivation with their own learning
- Increased staff collaboration and quality feedback
- Increased access and use of technology to support student learning
- Increased parent involvement, engagement and communication at school

# 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 addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

## Multicultural Education Policy

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Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.