

2021 Annual Report

Kellyville Public School



2274

Introduction

The Annual Report for 2021 is provided to the community of Kellyville 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

Kellyville Public School
35A Windsor Road
KELLYVILLE, 2155
<https://kellyville-p.schools.nsw.gov.au>
kellyville-p.school@det.nsw.edu.au
9629 1279

Message from the principal

2021 again saw us pivoting to on-line learning due to the COVID pandemic. The year brought challenges and opportunities for everyone at Kellyville Public School. As the year progressed, the teaching staff met the challenge of switching their teaching to an online platform to make sure the children were accessing learning from home. Again, this challenging task was achieved through the talents, professionalism and dedication of the staff to the students, ensuring the continuation of the educational programs. The uncertainty of the year continued with extra curricula activities not being permitted or modified for most of the year.

Throughout 2021 we introduced the dispositions of 'Brave' and 'Gritty' and we have embedded this into our learning. These dispositions beared out throughout 2021 with students, staff and parents responding in brave and gritty ways to support to the learning at Kellyville Public School.

In spite of the global pandemic, we proved our resilience and optimism by overcoming or adjusting to the resulting challenges. We learned to appreciate that trusting relationships developed through daily face to face communication between students, staff and our community must be cherished.

The teachers and support staff have guided, challenged and extended our students in the development of the skills they will need for continued learning in the 21st century.

As Principal of Kellyville Public School, it has been a privilege to lead a dedicated, flexible and committed staff to make sure that teaching and learning continued in many different forms.

School vision

At Kellyville Public School, we empower students to acquire, demonstrate, articulate and value knowledge and skills that will support them as life-long, self-directed learners enabling them to participate in and contribute to the global world. High expectations are set to meet individual student needs whilst providing high quality learning experiences that enable students to excel, connect, succeed and thrive.

School context

Kellyville Public School was established in 1873 and is located in the Hills District of Sydney. The school currently has 829 students enrolled, 59% of these students coming from a variety of language backgrounds other than English. Opportunities for students to demonstrate excellence include areas of academic, sporting, creative arts and leadership. The school has a strong commitment to ensuring the wellbeing of students, staff and the wider school community. The school is actively supported by the P&C. The staff have high expectations in supporting and extending all students across the curriculum to promote the school's tradition of excellence and opportunity. The school community was consulted involving students, staff and parents in a thorough situational analysis that has identified three areas of focus for this school improvement plan.

1. Student Growth and Attainment

The school excels in performance well above the state and similar school group in NAPLAN. External data informs us that student growth from Kindergarten to Year 5 is excelling. This data also indicates to us that this growth does not continue from Year 5 through to Year 7. Students achieving at the higher end of NAPLAN also do not achieve expected growth. Teachers need professional learning on differentiating the curriculum and identifying high potential students to maximise their learning. From surveying various parents across the school, it was indicated there should be a focus on catering for the needs of these high potential students.

2. Teacher Practice and Collaboration

The school has structured processes and quality teachers. Quality Teacher Rounds will be introduced to provide opportunities for teachers to collaborate on lesson design and provide feedback through supportive peer observation. Improving lesson design and delivery, students should benefit from improved engagement and results. Teachers will also collaborate in Professional Learning Communities regarding the identification and monitoring of data across the school. This will enable them to target student needs to ensure maximum learning growth across the school.

3. Community Connections and Wellbeing

When conducting the analysis of the school wellbeing, it was evident that student sense of belonging is an area of ongoing focus. The school needs to continue to implement wellbeing initiatives across the school for students and teaching staff to ensure all students and teachers connect, succeed and thrive. Wellbeing terminology/ language implementation needs to be consistent across the school. Students should be encouraged to utilise strategies taught to them. Identified students will adopt and utilise the Zones of Regulation to self-regulate their social emotional wellbeing. There is also a need to involve the wider school community in wellbeing initiatives and school decision making. Students also need to be provided with more opportunity in the decision making of the school. With the increase in EAL/D students, The school needs to investigate communication and involvement of various language groups.

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

Strategic Direction 1: Student growth and attainment

Purpose

In order to improve student learning outcomes in reading and numeracy we will implement appropriate curriculum provision for every student underpinned by data analysis, evidenced-informed strategies and embedded evaluate practice.

Theory of Practice

If we provide an environment that is strongly focused on learning, the building of educational aspiration and ongoing performance improvement, then student progress and achievement will improve.

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.

- Literacy and Numeracy across the Curriculum
- High Potential and Gifted Education

Resources allocated to this strategic direction

Summary of progress

Our focus for 2021 was on explicit teaching and high expectations (*What Works Best*, *CESE*) to improve results for all students including high potential and gifted students.

Focusing on differentiated teaching practices on High Impact Professional Learning, school teams were guided through the process of developing consistent evidence-informed practices across the school. Staff were provided with professional learning on High Potential and Gifted Education policy implementation.. As the government implemented lockdown orders, this initiative was unable to be implemented.

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
Achievement of 2022 system-negotiated targets: NAPLAN Top Two Bands <ul style="list-style-type: none">• Reading results improve by 0.06% towards agreed lower bound target of 68.10%• Numeracy to improve by 0.9% to maintain level above agreed upper bound target of 69.20%	NAPLAN Top Two Bands <ul style="list-style-type: none">• Data indicates 71.37% of students are in the top two skill bands for reading which is an increase against baseline data.• In numeracy, 67.07% of students are in the top two skill bands indicating an increase against baseline data.
Improvement as measured by the School Excellence Framework: Learning Curriculum <ul style="list-style-type: none">• <i>Curriculum provision (E)</i>• <i>Teaching and learning programs (E)</i>• <i>Differentiation (E)</i> Assessment <ul style="list-style-type: none">• <i>Student engagement (E)</i> Teaching	Evidence acquired indicates that the school is achieving the results as measured by the School Excellence Framework. Within each of the domains of Learning, Teaching and Leading, the school has aligned it with Excelling.

<p>Effective Classroom Practice</p> <ul style="list-style-type: none"> • <i>Explicit planning (E)</i> • <i>Explicit teaching (E)</i> <p>Data Skills and Use</p> <ul style="list-style-type: none"> • <i>Data use in teaching (S&G)</i> • <i>Data use in planning (S&G)</i> <p>Learning and Development</p> <ul style="list-style-type: none"> • <i>Professional Learning (E)</i> <p>Leading</p> <p>Educational Leadership</p> <ul style="list-style-type: none"> • <i>High expectations culture (E)</i> 	
<p>NAPLAN Expected Growth</p> <ul style="list-style-type: none"> • Reading to improve by 4.19% to reach baseline target of 66.31% • Numeracy to improve by 7.95% to reach baseline target of 72.57% 	<p>NAPLAN Expected Growth</p> <ul style="list-style-type: none"> • The percentage of students achieving expected growth in reading increased to 82.98% indicating achievement of the upper bound target. Percentage of students achieving expected growth in numeracy increased to 80.65% indicating achievement of the system-negotiated target.

Strategic Direction 2: Teacher Practice and Collaboration

Purpose

To drive ongoing, school-wide improvement in teaching practice and student performance by embedding explicit processes that facilitate data analysis, professional dialogue, collaboration, classroom observation, modelling of effective practice and provision of specific and timely feedback.

Theory of Action

If we provide teachers with the skills to analyse data, identify and implement the most effective and explicit teaching methods, utilising evidenced-based practices, then teachers will be able to deliver high quality lessons leading to improved student learning outcomes.

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.

- Quality Teaching Rounds
- Data Informed Learning Communities (PLCs)

Resources allocated to this strategic direction

Summary of progress

Our focus in Strategic Direction 2 was on improving the practice of teachers. Quality Teaching Rounds completed one cycle. Due to COVID and learning from home orders, cohort modelling and restrictions on who can come onto the school site, teachers were unable to participate in Quality Teaching Rounds. This initiative was postponed.

Staff collaborated within their stage teams to guide their learning and learning programs. They gathered data and compared this amongst their team. This allowed for consistency across the grade when moderating grades for reports. Staff were also provided with data talks every 5 weeks to ensure learning programs were structured around the data produced.

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
16% of teaching staff participate in QTR Rounds 100% teaching and non teaching staff have Performance and Development Plan goals that address the priorities of the Strategic Improvement Plan and their identified needs to build the collective capacity of staff. 100% of classes achieve an effect size higher than 0.4% in PAT Reading and PAT Numeracy assessments in Years 2-6 88% of students achieve Sound or above in English and Mathematics Academic Reports 100% of stage teams collaboratively	<ul style="list-style-type: none">• In 2021, quality teaching rounds completed one cycle. The school was given learning from home orders during Term 3 and part of Term 4. As a result of this, staff were not able to participate in quality teaching rounds.• 100% of staff completed the Performance and Development Plan. Professional learning was provided to address the priorities of the Strategic Improvement Plan.• Greater than 90% of classes achieved an effect size of 0.4 in PAT Reading and PAT numeracy assessments. Reports were not completed with achievement marks due to learning from home orders.• Student reports were issued differently as a result of learning from home. More than 88% of students achieved outcomes in numeracy and literacy.• 100% of stage teams collaboratively analysed student performance data and reported on it.

<p>analyse and report on student performance data.</p>	
<p>Improvements as measured by the School Excellence Framework:</p> <p>Learning</p> <p>Learning Culture</p> <ul style="list-style-type: none"> • <i>High expectations (E)</i> <p>Curriculum</p> <ul style="list-style-type: none"> • <i>Curriculum provision (E)</i> • <i>Teaching and learning (E)</i> • <i>Differentiation (E)</i> <p>Assessment</p> <ul style="list-style-type: none"> • <i>Formative assessment (E)</i> • <i>Summative assessment (E)</i> • <i>Whole school monitoring of student learning (E)</i> <p>Teaching</p> <p>Effective Classroom Practice</p> <ul style="list-style-type: none"> • <i>Explicit teaching (E)</i> • <i>Feedback (E)</i> <p>Data Skills and Use</p> <ul style="list-style-type: none"> • <i>Data literacy (E)</i> • <i>Data analysis (E)</i> • <i>Data use in teaching (S&G)</i> • <i>Data use in planning (S&G)</i> <p>Learning and Development</p> <ul style="list-style-type: none"> • <i>Collaborative practice and feedback (E)</i> • <i>Professional learning (E)</i> <p>Leading</p> <p>Educational Leadership</p> <ul style="list-style-type: none"> • <i>Instructional leadership (E)</i> • <i>High expectations culture (E)</i> <p>School Planning and Reporting</p> <ul style="list-style-type: none"> • <i>Continuous improvement (E)</i> 	<p>Evidence acquired indicates that the school is achieving the results as measured by the School Excellence Framework. Within each of the domains of Learning, Teaching and Leading, the school has aligned it with the Excelling.</p>

Strategic Direction 3: Community Connections and Wellbeing

Purpose

To recognise the importance of supporting a culture of high expectations and community engagement, resulting in sustained and measurable whole school improvement. There will be a strategic, planned and collaborative approach to support the intellectual, physical, creative and social/emotional wellbeing of all students across the school.

Theory of Action

If we provide a strategic, whole-school approach to wellbeing processes, through community consultation and involvement, then staff will have a deeper understanding of their students' educational and wellbeing needs.

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.

- Building Community Connections
- Building a Wellbeing language/literacy model

Resources allocated to this strategic direction

Summary of progress

Due to learning from home instructions, parents and the wider community were not permitted on the school site. The school was unable to allow parents into classrooms or have P&C special nights.

The wellbeing language / literacy model was implemented with success. A wellbeing team was established to include representatives from across the school. The team investigated models for language that supports social/emotional learning and the general capabilities. It was decided to implement the learning dispositions across the school community over a number of years. The first two dispositions of 'Be Brave' and 'Be Gritty' were implemented in Term 4 via an online platform. The team sought feedback from its implementation and on the return to school, more professional learning was provided to staff. From analysis of the feedback, it helped the team decide on the 2 new dispositions to be implemented in 2022. These were decided as 'Be Collaborative' and 'Be Curious'.

The language of the learning dispositions is regularly used by staff and students throughout the school day.

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>Achievement of 2022 System Negotiated Targets:</p> <p>Wellbeing</p> <ul style="list-style-type: none">• Wellbeing data as provided by Tell Them From Me Student survey results to reach baseline target of 86.90%. <p>Attendance</p> <ul style="list-style-type: none">• Attendance data to reach to baseline target of 87.11%	<p>Wellbeing</p> <ul style="list-style-type: none">• Tell Them From Me data indicates 78% of students report a positive sense of belonging (Expectations for success, advocacy, and sense of belonging at school). <p>Attendance</p> <ul style="list-style-type: none">• Attendance data indicates that, Kellyville Public School's attendance rate is 93%. In addition, 86.3% of students attend school more than 90% of the time. <p>Tell Them From Me</p> <ul style="list-style-type: none">• Parent responses to the Tell Them From Me Survey was 0%. Parents did not respond to this, as parents were not allowed onsite due to COVID

<p>30% of parents respond to the Tell Them From Me Parent survey.</p> <p>The school mean for 'Inclusive School' questions in the Tell Them From Me Parent survey is 6.8.</p> <p>The school mean for 'Parents are Informed' questions in the Tell Them From Me Parent survey is 5.6.</p>	<p>restrictions.</p> <ul style="list-style-type: none"> • Other items were not able to be reflected upon due to the return rate of parent surveys.
<p>Improvements as measured by the School Excellence Framework:</p> <p>Learning</p> <p>Wellbeing</p> <ul style="list-style-type: none"> • <i>A planned approach to wellbeing (E)</i> • <i>Behaviour (E)</i> <p>Reporting</p> <ul style="list-style-type: none"> • <i>Parent engagement (E)</i> <p>Teaching</p> <p>Effective Classroom Practice</p> <ul style="list-style-type: none"> • <i>Feedback (E)</i> • <i>Classroom management (E)</i> <p>Leading</p> <p>Educational Leadership</p> <ul style="list-style-type: none"> • <i>Community engagement (E)</i> <p>School Planning and Reporting</p> <ul style="list-style-type: none"> • <i>Continuous improvement (E)</i> <p>Management Practices and Processes</p> <ul style="list-style-type: none"> • <i>Service delivery (E)</i> • <i>Community satisfaction (E)</i> 	<p>Evidence acquired indicates that the school is achieving the results as measured by the School Excellence Framework. Within each of the domains of Learning, Teaching and Leading, the school has aligned it with the Excelling.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$142,396.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Kellyville Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • intensive learning and behaviour support for funded students • employment of staff to provide additional support for students who have high-level learning needs <p>The allocation of this funding has resulted in: Students with integration funding support are assigned a Student Learning Support Officer (SLSO) to support their educational needs. This involves learning assistance in the classroom and providing social skills/behavioural support in the playground.</p> <p>After evaluation, the next steps to support our students with this funding will be: Integration funding support will continue to provide support and assistance to students with assigned funding.</p>
<p>Socio-economic background</p> <p>\$19,406.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Kellyville Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement Learning Sprints across K-6 to support identified students with additional needs • employment of additional staff to support Learning Sprints program implementation. <p>The allocation of this funding has resulted in: Student Learning Support Officers (SLSO) were employed to support the needs of students in the classroom and playground to improve student academic performance and social development.</p> <p>After evaluation, the next steps to support our students with this funding will be: Identify students who may need additional support to assist their academic, social and wellbeing needs.</p>
<p>Aboriginal background</p> <p>\$3,553.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Kellyville 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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities

<p>Aboriginal background</p> <p>\$3,553.00</p>	<p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students <p>The allocation of this funding has resulted in: Funding was allocated to support Aboriginal students in 2021. All Aoriginal students have a Personal Learning Pathway (PLP) and are making progress across the curriculum,</p> <p>After evaluation, the next steps to support our students with this funding will be: All Aboriginal students will continue to be identified and supported through developing learning goals and pathways for educational aspirations.</p>
<p>English language proficiency</p> <p>\$340,256.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Kellyville Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds • additional teacher time to provide targeted support for EAL/D students and for development of programs <p>The allocation of this funding has resulted in: Students with a language background other than English were supported throughout the year with additional teacher support and withdrawal for specific targeting needs.</p> <p>After evaluation, the next steps to support our students with this funding will be: Students with a background other than English will continue to be identified and supported through the employment of additional staff. These will be allocated to students requiring most support.</p>
<p>Low level adjustment for disability</p> <p>\$139,570.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Kellyville Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting <p>The allocation of this funding has resulted in: Student Learning Support Officers (SLSO) were employed to support the needs of students in the classroom and playground to improve student academic performance and social development.</p> <p>After evaluation, the next steps to support our students with this funding will be: Students will continue to be support through the employment of SLSOs with</p>

Low level adjustment for disability \$139,570.00	in the classroom and playground.
Literacy and numeracy \$48,447.09	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Kellyville Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of an additional Learning and Support intervention teacher <p>The allocation of this funding has resulted in: Students participated in MiniLit lessons to improve their reading skills. These lessons were conducted before school to allow students to have extra tuition in reading. All students made significant progress in their reading.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue to implement MiniLit in a similar way. Identification of students at risk will be through school assessments and reading benchmarks.</p>
QTSS release \$146,090.00	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Kellyville Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • assistant principals provided with additional release time to support classroom programs <p>The allocation of this funding has resulted in: All staff were given additional release time to observe the teaching lessons of other staff, allowing staff to collegially plan units of work and for Executive staff to provide support. Two off class APs were utilised to support new and beginning teachers.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue to empower teachers with the knowledge and skills to deliver quality lessons. Providing staff with time to observe lessons and collaborate ideas will allow them to refine their teaching and learning.</p>
Literacy and numeracy intervention \$58,862.00	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Kellyville Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of classroom teacher to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy

<p>Literacy and numeracy intervention</p> <p>\$58,862.00</p>	<p>The allocation of this funding has resulted in: Students participated in MiniLit lessons to improve their reading skills. These lessons were conducted before school to allow students to have extra tuition in reading. All students made significant progress in their reading.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue to implement MiniLit in a similar way. Identification of students at risk will be through school assessments and reading benchmarks.</p>
<p>COVID ILSP</p> <p>\$68,833.00</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • releasing staff to analyse school and student data to monitor progress of student groups • providing targeted, explicit instruction for student groups in literacy/numeracy - Reading and comprehension <p>The allocation of this funding has resulted in: Intensive Learning Support in small group tuition, ensuring students affected by COVID 19 and extended periods of learning from home, are supported in their learning specifically in the areas of literacy and numeracy.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continuing to develop a program that is delivered on site during normal school hours that best meets the changing needs of our students. The progress of each student will be regularly checked, monitored and reported on.</p>

Student information

Student enrolment profile

	Enrolments			
Students	2018	2019	2020	2021
Boys	407	399	405	425
Girls	379	369	376	406

Student attendance profile

School				
Year	2018	2019	2020	2021
K	96.4	93.9	94.3	95.6
1	95	94.4	93.4	95.7
2	95.5	93.9	94.4	94.6
3	95.7	94.8	93	95
4	94.9	94.1	92.8	94
5	95	94	94.1	94.3
6	94.1	91.9	92	95
All Years	95.3	93.9	93.5	94.9
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

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
Deputy Principal(s)	2
Assistant Principal(s)	4
Classroom Teacher(s)	31.03
Literacy and Numeracy Intervention	0.53
Learning and Support Teacher(s)	0.8
Teacher Librarian	1.4
Teacher ESL	2.6
School Administration and Support Staff	4.87

*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 ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
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 Actual (\$)
Opening Balance	508,269
Revenue	7,242,424
Appropriation	6,772,854
Sale of Goods and Services	129,668
Grants and contributions	336,354
Investment income	1,014
Other revenue	2,534
Expenses	-6,997,147
Employee related	-6,251,385
Operating expenses	-745,762
Surplus / deficit for the year	245,277
Closing Balance	753,546

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

Financial summary - Equity loadings

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

	2021 SBAR Adjustments (\$)
Targeted Total	145,951
Equity Total	502,785
Equity - Aboriginal	3,553
Equity - Socio-economic	19,406
Equity - Language	340,256
Equity - Disability	139,570
Base Total	5,551,046
Base - Per Capita	192,530
Base - Location	0
Base - Other	5,358,517
Other Total	392,101
Grand Total	6,591,883

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

School performance - NAPLAN

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

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

Parent/caregiver, student, teacher satisfaction

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

Students

Students were asked various questions about student life. 85% of students stated that they agree they had pride in their school. Students stated that school staff emphasise academic skills and hold high expectations for all students to succeed (9.0). Students also felt they had someone at school who consistently provided encouragement and can be turned to for advice (8.1).

Parents

Parents were asked questions about their views towards the wellbeing of their child at school. 87% of parents agreed that Kellyville Public School sets clear, high expectations for students. 76% of parents agreed that their child has someone at school they can talk to if they need help or advice.. 97% of parents agreed that Kellyville Public School staff are responsive, respectful and sensitive to their child's social, emotional or academic needs. 100% of parents felt that Kellyville Public School is a safe and caring learning environment for their children. 95% of parents felt comfortable to talk to their child's teacher about their learning and wellbeing.

Teachers

Teachers indicated that they discuss the learning goals with their students with most of their lessons (8.8). They also indicated that school leaders have supported staff during stressful times (8.9). Teachers also stated that they discuss the learning problem of particular students with other teachers to assist them in improving learning goals (9.1).

Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Anti-Racism Policy

All teachers are responsible for 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

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.