

2021 Annual Report

Kempsey East Public School



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Introduction

The Annual Report for 2021 is provided to the community of Kempsey East Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the 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.

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School vision

KEPS creates an engaging and inspiring environment, where everyone is known, valued and cared for, supporting them to achieve their personal best.

School context

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

There are 192 students enrolled in the school, 30% of these students identify as Aboriginal or Torres Strait Islander. The school has a high average attendance rate which is above both the state and SSSG schools.

The Family Occupation and Education Index (FOEI) for the school community in 2021 is 125. The state FOEI average is 100 (the higher the FOEI, the more disadvantaged the school).

The two strong threads through the previous school plan focused on continual whole school improvement and the teaching staff working collaboratively to support student achievement, and were successful in attaining the planned improvement measures. Through our situational analysis, we have identified the need for a continued emphasis on embedding quality teaching practices in reading and numeracy. Using high impact teaching strategies will provide opportunities to improve teacher practice and ensure students achieve expected growth and attainment in their learning.

There will be a strong focus on whole school community engagement and embedding understanding and use of effective practices and strategies to support student wellbeing. The school will continue to focus on building staff capacity to apply effective data practices to drive student achievement and wellbeing

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>

Strategic Direction 1: Student growth and attainment

Purpose

Teaching staff are committed to identifying, understanding and implementing the most effective assessment and explicit teaching methods in reading and numeracy, with the highest priority given to evidenced based teaching practices and assessments.

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.

- Deeper syllabus understanding
- Formalised assessment

Resources allocated to this strategic direction

Socio-economic background: \$37,440.08

QTSS release: \$9,610.02

Professional learning: \$9,700.00

Summary of progress

Strategic Direction 1 Deeper Syllabus understanding

Scope and sequences and assessment schedules were finalised at the beginning of the year. A yearly review process has been established in week 10 of Term 1 each year. Mentoring note taking systems in Microsoft TEAMS are in place to support the ongoing improvement of teacher capacity. Close reading and Big Ideas professional learning is in an ongoing cycle of at least twice a term followed by ongoing mentoring, co-planning and co-teaching weekly.

Staff reported in ongoing exit slips that they felt the professional learning (Close Reading and Big Ideas) was valuable and they had begun to use the strategies in planning, programming, teaching and assessment for their students. Limiting the amount of professional learning opportunities this year has supported staff to focus their learning and pedagogical understanding around the school targets.

Knowledgeable others have participated in a variety of evidence-based pedagogy instruction, including Close Reading and The Big Ideas. This knowledge has been delivered throughout school professional learning sessions with all teaching staff, together with targeted mentoring support during collaborative planning sessions. Exit slip data demonstrates that 100% of teaching staff would like ongoing professional learning in close reading, with approximately 60% of staff indicating that they are 'very likely' and 40% 'somewhat likely' to utilise some of the strategies addressed. This was similar to the targeted maths training exit slip, with 100% identifying the need for ongoing professional learning and approximately 65% of attending staff 'very likely' to apply this learning and 35% 'somewhat likely'.

We are beginning to see pedagogies and strategies introduced during professional learning and mentoring sessions being transferred into teacher programs, for Big Ideas and Close Reading instruction.

The use of formative assessment (area of focus, comprehension) has supported teachers to analyse assessment data and identify teaching trends that has had an impact on student progress. With professional learning identifying horizontal knowledge and foundational skills, some learning has been difficult to apply all knowledge to certain stages (eg ES1 for Close Reading) because we have identified that it is not necessarily relevant to some of these children. This impact was also seen in NAPLAN. These assessment processes/structures will need to be refined for Mathematics (working with the Big Ideas) for next year.

Strategic Direction 1 Formalised assessment

In Term 1 the assessment schedule was reviewed and updated to include the Check in assessments, Tessa Daffern's CoST spelling assessment 3-6 and Year 1 phonics screening. Students in years 4 and 6 completed the Check In Assessment (term 2) for reading and mathematics and data was analysed by school teaching staff to determine future learning needs and areas of success. Professional learning was conducted around new features in ALAN (Areas of Focus) to support the development of checklists and rubrics for teaching staff using ACARA's progression markers. Phonics Year 1 screening was implemented and casual days were allocated to staff to support the initial implementation and analysis of student data. NAPLAN was analysed by staff and trends were identified for future focuses.

The regular review of the assessment schedule in Stage meetings has improved the consistency of the collection and

analysis of data. The new Department of Education assessments (Year 1 Phonics screening and Check In assessments) for students has added another aspect of summative assessment for teachers to compare their formative assessments which has been valuable. The professional learning on ALAN and PLAN 2 was delivered on time and was valued by staff as they don't often have allocated time for professional learning on the use of the tool.

100% of on class teaching staff are using the assessment schedule which is beginning to be seen documented in programs and differentiated groupings. 89% of students have been assessed using the Year 1 Phonics screener which identified that 17 (63%) out of the 27 students being identified as requiring support. The percentage of students making expected levels of growth in NAPLAN has remained stable between year 3-5 in numeracy, however, the school average growth data is approximately 25% below state levels of average growth. Analysis of the NAPLAN Numeracy Guided Package Data, identifies Measurement & Geometry and Multiplicative Thinking as areas for future focus, however, does demonstrate a decrease in the proportion of incorrect student responses in 'Number Sense and Place Value', which have been the whole school focus on Professional Learning and tracking of student data using the Quantifying Numbers areas of the Numeracy Progressions. This was consistent across years 3 and 5. In reading NAPLAN identifies there has been a 28% increase in the number of students demonstrating expected levels of growth between years 3 and 5 from 2019 to 2021. This is reflected in the percentage of students showing at or above expected levels of growth, which is 22% above State levels.

There is identified need for additional teacher professional learning and student instruction around blending in phonics. This group of students were affected by COVID while in Kindergarten in 2020 - need for possible targeted interventions and explicit teaching in this area for 2022. The school will continue to build staff capacity in effective assessment and explicit teaching strategies to help extend students and shift a greater percentage into the top 2 bands, this is particularly evident in growth data between years 3 and 5 students in numeracy.

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
<ul style="list-style-type: none"> • 22.5% of students in the top 2 bands in numeracy • 34.36% of students in the top 2 bands in reading from the baseline. 	<p>Numeracy</p> <p>26.5% of students are in the top 2 bands for numeracy</p> <p>Reading</p> <p>38.5% of students are in the top 2 bands for reading</p>
<ul style="list-style-type: none"> • 56% of students achieving expected numeracy growth • 63% of students achieving expected reading growth from the baseline. 	<p>Numeracy</p> <p>50% of students achieving at or above expected growth in numeracy.</p> <p>Reading</p> <p>74% of students achieving at or above expected growth in reading.</p>
<p>School Level</p> <ul style="list-style-type: none"> • 60% of students will achieve at/above stage outcomes as per the school based comprehension data • 55% of students will achieve at/above stage outcomes based on Maths Diagnostic Tools from the baseline. 	<p>Numeracy at or above grade/stage level 82%</p> <p>Reading at or above grade/stage level 72%</p>
<p>SEF</p> <ul style="list-style-type: none"> • Effective Classroom Practice-Sustaining and Growing-Explicit Teaching • Curriculum-Sustaining and Growing-Teaching & Learning Programs 	<p>Close reading professional learning was delivered to support explicit teaching techniques such as questioning and assessing to identify students' learning needs, and use a range of explicit strategies to explain and break down knowledge. We have achieved above our target and are working within excelling with a whole school approach ensuring effective evidence based teaching methods.</p> <p>By using PLAN 2 areas of focus (ACARA learning progressions) and the NSW syllabus documents, teaching and learning programs describe expected student progression in knowledge, understanding and skill and the</p>

SEF

- Effective Classroom Practice-Sustaining and Growing-Explicit Teaching
- Curriculum-Sustaining and Growing-Teaching & Learning Programs

assessments that measure them. We are working within excelling however we need to work on effective feedback across the school.

Strategic Direction 2: Collaboration

Purpose

To embed a whole school community culture of trust, collaboration and feedback, which embraces change and innovation within professional learning communities, that lead to demonstrated improvement in the educational outcomes of all students.

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.

- Enablers for Collaboration (student/staff) (drivers)
- Practices for Collaboration (staff)

Resources allocated to this strategic direction

Socio-economic background: \$30,834.76

Summary of progress

Strategic Direction 2 - Enablers for Collaboration

All teaching staff completed the AITSL Self Assessment. Executive completed professional learning on collaborative planning with links to co-teaching model. Staff completed a survey identifying their areas of expertise and leadership. Executive have analysed and reviewed the survey to identify leadership opportunities for 2022. Consistent understanding of co-planning / co-teaching expectations was the forefront of planning. A system for PDP and school plan alignment was established to help ensure greater consistency across the school. This document has been shared with all staff.

100% of teaching staff completed and analysed AITSL self assessment which helped to support staff PDP goals. Executive staff analysed the PDP framework and developed a one page checklist which summarises Department of Education and school requirements for future PDPs. 57% of staff (excluding Executive) completed the survey outlining interest in leadership. 8% of staff identified that they had taken on a leadership role in 2021. 31% of staff are 'maybe' interested in taking on greater leadership and 23% said 'yes' to taking on a leadership role in 2022. 100% of teaching staff worked with their team to develop and review planning protocols which have been implemented.

In future years additional time will need to be provided to analyse and revisit the self assessment and link to PDPs. Executive to review staff survey responses and identify potential leadership responsibilities. The interested staff members can then be targeted during Professional Learning sequencing and PDP development to help incorporate leadership opportunities. Executive to liaise with identified leaders to establish mentoring and guidance as needed. This will need to be reviewed and updated at the beginning of each year or as needed to ensure consistency within and across hubs.

Strategic Direction 2 - Practices for Collaboration

The principal established and maintained regular contact with Burrum Dalai case workers and management to support students living in Out of Home Care. There was collaboration with Kempsey PCYC to identify at risk students to participate in targeted programs. A PCYC resilience program for targeted Stage 1 students commenced and PCYC Activ8 Our Schools for Kindergarten and 16 Years 3-6 students. The school established contact with local preschools to identify future students and learning needs to inform 2021 Early Explorers program which commenced in Term 3. Transition partnerships are now established with preschool-school, school- high school. A partnership survey was sent to partner schools and external providers.

This year, identified Stage 3 students attending Helping Hands program and 80% Kempsey East PS also visited PCYC for the Faces on the Macleay exhibition. Throughout the year, PCYC also conducted highly engaging programs for Kindergarten, 20 Stage 2 & 3 students and a small group of Stage 1 around healthy life style and resilience by building positive relationships and enhancing curriculum using learning alliances with other organisations. The Early Explorers initial contact was made in early Term 2 and continued throughout the program. All enrolled students for 2022 Kindergarten took part in the program. The school engaged in strong collaborations between parents, students and the local preschools that informed and supported continuity of learning for all students. High school transition was initiated with the principal with ongoing conversations with the school. All Year 6 students attended high school orientation at their selected schools. There are 2 KO that led the professional development at a school level and also share in the close reading collaborative PL. The close reading alliances with other schools to enhance the curriculum. Within the close reading professional development our teaching staff demonstrate and share their expertise within our school via PL on

close reading and with other schools. Collaborative planning and mentoring systems are in place across the school and 100% teachers worked with leaders to develop areas of focus using PLAN 2. 21 agencies and schools responded to the partnership survey and of those, 76% had engaged with the school in some capacity this year, and 95% would like to expand their partnership with the school in 2022 and beyond.

In future years, we are going to identify schools at similar stages of close reading which will ensure continuation of partnerships and increase understanding through sharing for staff at both schools. We will work towards increasing the amount of students engaged in ongoing programs with external providers, schools and transition programs. The continuation to advertising enrollment and posting videos to encourage a strong partnership. To allow for greater flexibility for our parents and to attract additional families from our area, a tender is currently in for our school to have a Out of School Hours Care program. PCYC have been approached to develop a survey for students to complete to evaluate the effectiveness and engagement of the program in the future. Further discussions are needed with our feeder high school to increase the quality of Year 6 transition.

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
System Negotiated <ul style="list-style-type: none"> TTFM teacher survey indicates that in collaboration we are at a school mean of 8 or above. TTFM parent survey indicates that a school mean of at or above 7 for safety at school. from the baseline.	<p>7.7 for Collaboration this is 0.3 below our target for this year</p> <p>7.7 for Safety at School this is .7 above our target</p>
School Level <ul style="list-style-type: none"> Internal transition, school and external agency partnership data shows that there is a 30% increase in satisfaction from the baseline. 	<p>Due to COVID restrictions, 2020 baseline was not conducted so the 2021 date is our baseline.</p> <p>In 2021, 21 agencies and schools responded to the partnership survey and of those, 76% (16) had engaged with the school in some capacity this year, and 95% would like to expand their partnership with the school in 2022 and beyond. Of those 16 who have engaged with the school this year, 100% (44% agree; 56% strongly agree) agree or strongly agree that the partnership has been beneficial.</p>
SEF <ul style="list-style-type: none"> Educational Leadership - sustaining and growing In Community Engagement Learning Culture - sustaining and growing In Transition and Continuity of Learning and High Expectations 	<ul style="list-style-type: none"> As identified in the TTFM, student focus groups and partnership survey, Kempsey East regularly seeks and addresses feedback on school performance from students, staff, parents and the broader community. This is in line with the end of year goal of achieving sustaining and growing in Community Engagement as part of the SEF. The school, through the use of data collected for Early Explorers, shows initiatives that are designed to inform and support successful transition programs. This data is used in partnership with families to identify and accommodate social, emotional, academic and medical needs of students whose continuity of learning may be at risk. This is in line with the end of year goal of achieving sustaining and growing in Transition and Continuity of learning as part of the SEF. High Expectations is currently remaining at delivering as the school is still developing a strong partnership with parents. Parents are informed of student learning and achievement including student reports and goals uploaded no Class Dojo.

Strategic Direction 3: Wellbeing

Purpose

Establish whole school practices that support staff and students through an inclusive and safe environment that ensure connectedness, engagement and promotion of physical, social and emotional wellbeing.

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.

- Supporting an inclusive and Safe Environment
- Explicit Teaching and Expectations for all students

Resources allocated to this strategic direction

Aboriginal background: \$13,075.30

: \$12,530.50

Professional learning: \$9,625.00

Socio-economic background: \$1,750.00

Summary of progress

Strategic Direction 3 Supporting a Safe and Inclusive Environment

Throughout 2021, all teaching staff and Aboriginal SLSOs participated in the 8 Ways of Learning training. This pedagogy is reflected through teacher programs in Maths and History/Geography. The Dunghutti Language program commenced in Term 1, with all students participating in structured cultural lessons throughout the year. Targeted Stage 2 students participated in the Dalahi Doctors program to promote greater health and appreciation of culture. The Yarning Circle and Bush Tucker and Native Pollinator garden has been completed, providing an additional outdoor learning space. Strategies have been established and embedded to recognise staff contributions and to facilitate structures to promote staff wellbeing, including the shout out wall, the mug of kindness, lucky ducks and social club. All staff have commenced the Flourish program and are working towards completion in 2022.

100% of staff who participated in 8 Ways of Learning training were able to identify elements of the pedagogy in their existing practice. During Term 4, this pedagogy was reflected in 100% of classroom teacher programs in at least 1 identified key learning area. 100% of students have participated in Dunghutti Language lessons. This was reflected in both Term 4 Tell Them From Me data and student focus groups, which identified 100% of students engaging in cultural activities and 94% of students indicating that they either agree or strongly agree about feeling good about their culture. Feedback from Stage 2 students demonstrated high levels of engagement and satisfaction when creating the Bush Tucker and Pollinator Garden and found it beneficial in developing their understanding of environmental and cultural education. 100% of students who participated in the Dalahi Doctors program identified that it was effective in deepening their cultural understandings and wellbeing. Systems and initiatives have been developed to promote staff wellbeing, with 100% of staff receiving their 'lucky duck' prize and staff shout outs being shared regularly in communication meetings. 100% of school staff have participated in the Flourish wellbeing program, completing the first 3 modules and establishing related action plans to help promote greater self-wellbeing. The People Matter survey demonstrated staff's increasing ability to manage work related stress (69% in 2021, up 33% from 2020) to maintain positive wellbeing (69% in 2021, up 24% from 2020) and 100% of staff feeling cared for at school, 17% above sector schools and 10% above cluster schools.

In future years, structures and procedures will be refined to support the embedding of 8 Ways of Learning pedagogies into teaching programs in an authentic manner across other key learning areas. Due to unforeseen staffing changes, at this stage Dunghutti language lessons will be unable to continue in 2022 until a suitable tutor is identified, however, students will continue to engage in culturally relevant learning opportunities at school. When COVID restrictions permit, the Smoking Ceremony and official opening of the Yarning Circle and Bush Tucker Garden will take place. Staff will continue to engage in the Flourish program and other targeted staff wellbeing initiatives in 2022, with procedures embedded to help share and monitor action plans.

Explicit Teaching and Expectations for Students

All classes have begun using the Life Skills Go program to help explicitly teach social and emotional skills. Processes have been established to review the implementation of this program. The Positive Behaviour for Learning team regularly meets to determine trends and initiate interventions based on school behaviour data. Positive Behaviour for Learning rewards days have commenced to celebrate and promote positive behaviour. Traffic light processes have been reviewed

and updated based on feedback from students and teachers. School-wide signage has been updated and installed to help clearly communicate and explicitly teach behaviour expectations. Attendance initiatives have been introduced, including raffles, weekly tracking and celebrations in assemblies. Student focus groups were conducted to gauge student understanding and feedback around attendance. Staff structures were updated to allow for additional release time to follow up on student attendance and develop stronger partnerships with families.

All teaching staff participated in an online training session to develop their understanding and use of the Life Skills Go program. This program has been embedded across all classes and is being used with increasing consistency, growing from 1909 logged weather reports and 19 completed units during Semester 1, to 4997 and 44 social and emotional learning units completed in Semester 2. This was reflected in Term 4 Tell Them From Me data, which showed >80% of students participating in Life Skills lessons. 100% of staff found the additional release time to focus on wellbeing initiatives beneficial in identifying and supporting the social and emotional needs of their classes. The Positive Behaviour for Learning team meets weekly to identify trends in whole school playground behaviour data. Throughout 2021, there has been a significant improvement in positive student behaviour as shown in the TTFM, which identifies Positive School behaviour at 84%, which is consistent with the NSW state norm (83%). This is also demonstrated in the percentage of students attending end of term reward days with approximately 87% attending in Term 4 2020, compared to approximately 96% for Term 4 2021, together with school-based suspension data, which dropped from 14 in Semester 1, to 6 in Semester 2. The reviewed traffic light procedures are embedded across 100% of learning spaces, leading to a more consistent approach towards the explicit teaching and modelling of desired behaviours and self-regulation strategies. School wide structures and procedures have been established to identify and address trends in student attendance. This is demonstrated in Semester 1 attendance data, which showed an increase of students at or above 90% from 109 to 114 students. There were 29 students in the 80-90% compared to 43 so these students have shifted into above 90% from the targeted interventions. SCOUT also demonstrates that 2021 attendance data compared to 2019 attendance data at the same time of year is higher further illustrating that the systems put in place are creating shift. Due to high levels of fluctuation in student attendance due to COVID and school closures, it is not possible to clearly gauge the effectiveness of attendance initiatives through Semester 2. Responses from the walkthrough data demonstrates a continued lack of student understanding around their attendance rates, with 60% stating that they were unaware of their attendance rates. 80% of students also identified that the newly established attendance incentives were ineffective in encouraging greater levels of student attendance.

The Life Skills Go program will continue to be utilised throughout 2022 to help explicitly teach social and emotional regulation for students. To support this, the Life Skills Program will be aligned to the schools revised scope and sequence for Personal Health and Development to ensure that skills are effectively introduced and consolidated. Positive Behaviour for Learning structures will be reviewed to support the consistent and explicit teaching of behaviour expectations across the school, with a focus on celebrating positive behaviour and achievements. The trialed initiatives for the tracking and monitoring of student attendance will continue into 2022, with additional focus groups conducted to help provide greater student voice and identify strategies which may help to promote increased levels of attendance.

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
Systems negotiated <ul style="list-style-type: none"> • 76.64% of students reporting a positive sense of wellbeing based on TTFM • An increase of 4% attendance or above from the baseline. 	<p>Tell Them From Me survey shows that there has been an increase in student sense of belonging to 76% in April 2021. This level declined in semester 2 of 2021, dropping by 9%, likely due to COVID-related school closures. Similarly, due to these restrictions, the percentage of students attending school greater than 90% has declined of 7% from 2019.</p>
Internal <ul style="list-style-type: none"> • External partnership survey (Flourish) demonstrates an increase in staff wellbeing of 10% increase shown through systems and structures • 60% of students reporting that they feel good about their culture based on TTFM • 60% of students reporting that teachers understand their culture based on TTFM from the baseline. 	<p>The positive improvement in staff wellbeing is reflected through the People Matter survey, which identified an overall level of wellbeing of 79%, an increase of 18% over 2020 results and approximately 10% above that of sector and cluster schools. This will be compared to the end of project Flourish survey in 2022. Student responses from the Tell Them From Me showed that 94% of students feel good about their culture and that 82% of students feel that their teacher understands their culture. Both of these indicators are significantly above the 2021 goals of 60% in each area.</p>

SEF

- All themes of Wellbeing at Sustaining and Growing

Tell Them From Me survey data shows that there has been an increase in student identified advocacy at school from 2020 to 2021, now in line with State levels, helping to ensure that every student is cared for and is able to seek assistance if needed. Life Skills Go, together with the revised Positive Behaviour for Learning and traffic light systems have helped to develop a planned and sustained approach towards promoting student wellbeing, ensuring that data is effectively collected, analysed and used, leading to improved engagement and learning. The use of these evidence informed approaches has helped to identify, monitor and review individual learning needs. Classrooms have co-developed behaviour and learning expectations which are in line with established whole-school Positive Behaviour for Learning structures to ensure effective conditions for learning are embedded. These initiatives are in line with the Sustaining and Growing from the Wellbeing theme of the School Excellence Framework.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$214,125.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Kempsey East 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 • employment of staff to provide additional support for students who have high-level learning needs • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) <p>The allocation of this funding has resulted in: Targeted students with additional needs having effective behaviour support plans and individual education plans that are regularly updated with teachers, parents/carers and paraprofessionals. This has ensured that these students are able to access the curriculum and are continuing to improve their outcomes. Staff have participated in professional development around behaviour management and trauma informed practice which has then enabled school systems and structures to be refined to further support these students.</p> <p>After evaluation, the next steps to support our students with this funding will be: Next year our external providers service agreement will be signed and all key stakeholders for each student will be involved in this meeting ensuring that every student has the supports at school that they need to be successful.</p>
<p>Socio-economic background</p> <p>\$358,888.33</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Kempsey East 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"> • Deeper syllabus understanding • Enablers for Collaboration (student/staff) (drivers) • Practices for Collaboration (staff) • Supporting an inclusive and Safe Environment • 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 social groups and targeted literacy and numeracy groups to support identified students with additional needs • professional development of staff through trauma informed practice and targeted literacy and numeracy programs such as Australian Literacy and Numeracy programs to support student learning • staff release to increase community engagement • employment of additional staff to support Early Explorers transition program implementation. • providing students without economic support for educational materials, uniform, equipment and other items • employment of additional staff to support Personal Best room implementation. <p>The allocation of this funding has resulted in:</p>

<p>Socio-economic background</p> <p>\$358,888.33</p>	<p>The allocation of this funding has resulted in student improvement evidenced by:</p> <ul style="list-style-type: none"> • Mentoring sessions were highly effective with all scope and sequences updated for 2021 and will now be done in a similar way at the beginning of each term. Executive staff lead teaching staff in identify their targeted mentoring focus and these are tracked across the school. • all Kindergarten 2022 students being involved in the Early Explorer transition Program. This ensured a successful transition into Kindergarten and ensured that every student had all the necessary supports in place before this transition. Local preschools in the partnership survey indicated that they had positive feedback from their students about this program and that this partnership has been beneficial. • SLSO staff ran social groups for targeted students. In these groups students participated in real life play and scenario situations to increase their social competence. There has been a reduction in negative behaviour incidents at school with students missing out on the term 4 reward day being 13% of students in 2020 compared to 4.2% of students in 2021. • All staff were led by knowledgeable others in cloze reading and Big Ideas numeracy training resulting in 100% agreeing that the professional development was beneficial with 60% of staff very likely and 40% somewhat likely to implement this training into their teaching practice. • Numeracy NAPLAN results indicated that 35% of Year 3 students are in the top 2 bands (band 5) for numeracy and 18% of Year 5 students in the top 2 bands for numeracy • Reading 50% of Year 3 students scored in the top 2 bands (Band 5&6) in reading. The target is 32% in the top 2 bands. 27% of Year 5 students scored in the top 2 bands (Band 7) in reading. The target is 32% in the top 2 bands. <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>to continue to engage targeted literacy and numeracy groups and social groups to support trajectory towards achieving targets. Continue targeted mentoring for all teaching staff on a literacy and numeracy focus across the school towards achieving targets. Next year a speech therapist will be employed by the school to further increase literacy progress across the school for targeted students.</p>
<p>Aboriginal background</p> <p>\$78,451.82</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Kempsey East 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"> • Supporting an inclusive and Safe Environment • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • creation of school literacy resources embedding local language • employment of additional staff to deliver personalised support for Aboriginal students • employment of specialist additional staff (LaST) to support Aboriginal students • employment of specialist additional staff (Aboriginal SLSOs) to support Aboriginal students • professional development in the 8 Ways pedagogy <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> • ATSI Top 3 bands numeracy we had 63.6% of students which is significantly above state that was 34.17% • ATSI Top 3 bands reading we had 45.5% of students which is above state that was 43.26% • 100% of staff who participated in 8 Ways of Learning training were

<p>Aboriginal background</p> <p>\$78,451.82</p>	<p>able to identify elements of the pedagogy in their existing practice. During Term 4, this pedagogy was reflected in 100% of classroom teacher programs in at least 1 identified key learning area.</p> <ul style="list-style-type: none"> • 2 Aboriginal SLSO staff were employed to provide social structures to support students on the playground and also work closely with teachers, students and families in building positive school relationships. During COVID home learning these staff contacted families weekly and more regularly when needed to support students learning. • 100% of students have participated in Dunghutti Language lessons. This was reflected in both Term 4 Tell Them From Me data and student focus groups, which identified 100% of students engaging in cultural activities and 94% of students indicating that they either agree or strongly agree about feeling good about their culture. • NAPLAN data indicates that 100% of Aboriginal Year 3 students scored in the middle 2 bands. 55% of Aboriginal Year 5 students scored in middle 2 bands and 27% in the top 2 bands. At or above expected levels of growth for Aboriginal students is 20% above state levels. <p>After evaluation, the next steps to support our students with this funding will be: engaging a literacy, numeracy and well being focused Aboriginal identified teaching position 0.2 and SLSO 0.8 to deliver differentiated and personal support to Aboriginal students and ensures more effective tracking of personalised learning pathways goals and engagement with families around these goals.</p>
<p>Low level adjustment for disability</p> <p>\$38,407.47</p>	<p>Low level adjustment for disability equity loading provides support for students at Kempsey East 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 • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • employment of SLSO to improve the development of students by implementing speech and OT programs developed by specialists • employment of LaST and interventionist teacher <p>The allocation of this funding has resulted in: an increase of students achieving at or above expected growth in NAPLAN results especially in reading. The school's value add results have also improved with all now delivering. The school achieved a more consistent approach to student learning and support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities.</p> <p>After evaluation, the next steps to support our students with this funding will be: to further expand the impact of the learning support team, the school will provide training for staff from an occupational therapist and will also engage a speech therapist for identified students. The school will provide additional support for identified students through the employment of trained SLSOs.</p>
<p>Location</p> <p>\$1,647.47</p>	<p>The location funding allocation is provided to Kempsey East Public School to address school needs associated with remoteness and/or isolation.</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>Location</p> <p>\$1,647.47</p>	<p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> incursion expenses <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> Students having increased opportunities with incursions throughout the year that continues to have a positive impact on student well being. <p>After evaluation, the next steps to support our students with this funding will be: developing further collaborations with other schools around professional development and increased opportunities for our students and staff.</p>
<p>Literacy and numeracy</p> <p>\$4,282.74</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Kempsey East 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"> staff training and support in literacy and numeracy Starting Strong and Working with the Big Ideas training <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> NAPLAN results indicate that in all Year 3 areas there is an upward trajectory and the results are above statistically similar school group NAPLAN results indicate that in all Year 5 areas there is an upward trajectory and the results for reading, grammar and punctuation and numeracy are above statistically similar school group 89% of Kindergarten students are at or above stage appropriate levels for reading and numeracy according to school based assessment data <p>After evaluation, the next steps to support our students with this funding will be: teachers will run home reading workshops for Early Stage 1/Stage 1 parents to increase participation in the home reading program.</p>
<p>Early Action for Success (EAfS)</p> <p>\$137,210.38</p>	<p>The early action for success (EAfS) funding allocation is provided to improve students' performance at Kempsey East Public School through targeted support in the lowest quartile of NAPLAN performance in literacy and numeracy.</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 Instructional Leader EAfS to train staff and assist with data analysis in Literacy and Numeracy employment of Instructional Leader to build capacity of K-2 staff to deliver targeted, evidence-based literacy and numeracy programs to improve student outcomes, with particular focus on: improving pedagogy and teaching practice; high-impact literacy and numeracy strategies; data collection and analysis; curriculum delivery; and differentiation <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> An increase in the percentage of year 5 students in the top two bands in reading from 9% to 25% An increase in the percentage of year 5 students in the top two bands in numeracy from 6% to 15%

<p>Early Action for Success (EAfS)</p> <p>\$137,210.38</p>	<ul style="list-style-type: none"> • An increase in the percentage of year 3 students in the top two bands in reading from 24% to 39% • An increase in the percentage of year 3 students in the top two bands in numeracy from 15% to 28% • All value add being at delivering <p>After evaluation, the next steps to support our students with this funding will be: continuation of a focus on collaboration and mentoring to increase teacher capacity and in turn drive student outcomes with the assistant principal C and I positions and executive staff leading this in 2022.</p>
<p>QTSS release</p> <p>\$9,610.02</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Kempsey East 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"> • Deeper syllabus understanding <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • assistant principals provided with additional release time to support classroom programs • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> • People Matter survey results indicate that teamwork and collaboration total score of 91% which was an increase from 2020 and was higher than other like schools and the state. • Tell them from me teacher survey indicates that 7.7 average for collaboration which has decreased from 2020. We feel that this is due to the COVID related restrictions not enabling staff to mix across cohorts. • Improved staff confidence and teaching practice. Teachers use learning intentions, success criteria and have a strong focus on formative assessment. <p>After evaluation, the next steps to support our students with this funding will be: executive staff will work with our assistant principal curriculum and instruction to increase staff capacity with targeted mentoring and collaboration sessions with a focus on reading and numeracy.</p>
<p>Literacy and numeracy intervention</p> <p>\$47,090.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Kempsey East 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 • implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the School Improvement Plan <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> • Differentiated small group teaching through on going formative assessment and data analysis followed by targeted literacy and numeracy

<p>Literacy and numeracy intervention</p> <p>\$47,090.00</p>	<p>programs for identified students performing below the expected level for their stage.</p> <p>After evaluation, the next steps to support our students with this funding will be: engagement of additional teaching staff using other flexible funding to extend intensive small group reading and numeracy intervention programs.</p>
<p>COVID ILSP</p> <p>\$136,684.00</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 • providing targeted, explicit instruction for student groups in literacy/numeracy - reading, spelling and numeracy <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> • 89% of Kindergarten, 53% of Stage 1, 70% of Stage 2 and 83% of stage 3 working at or above stage expected level according to school based data assessment in reading. • 89% of Kindergarten, 73% of Stage 1, 75% of Stage 2 and 90% of stage 3 working at or above stage expected level according to school based data assessment in mathematics. • The majority of the students in the program achieving significant progress towards their personal learning goals. • Reading levels in infants indicate that 89% of Kindergarten students, 87% of Year 1 students and 86% Year 2 students moved 7 or more reading levels in 2021 due to targeted small group instruction. <p>After evaluation, the next steps to support our students with this funding will be: to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student needs. More targeted assessment data and monitoring of this data to drive these groups will be supported by the learning and support team going into 2022.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	108	98	93	86
Girls	114	111	99	91

Student attendance profile

School				
Year	2018	2019	2020	2021
K	93.6	92.2	92.5	94.5
1	90.9	93.5	89.9	92
2	92.1	89.9	93.1	90.3
3	92.5	92.9	88.3	89.2
4	94	92.5	94.9	90.7
5	90.9	92.2	91	92
6	92	90.3	92.3	90.5
All Years	92.2	91.8	91.7	91.2
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

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	2
Classroom Teacher(s)	5.91
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	0.9
Teacher Librarian	0.4
School Administration and Support Staff	2.12

*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	127,982
Revenue	2,643,656
Appropriation	2,581,918
Sale of Goods and Services	9,465
Grants and contributions	52,136
Investment income	137
Expenses	-2,582,058
Employee related	-2,369,637
Operating expenses	-212,421
Surplus / deficit for the year	61,598
Closing Balance	189,580

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	228,405
Equity Total	396,903
Equity - Aboriginal	89,470
Equity - Socio-economic	168,120
Equity - Language	0
Equity - Disability	139,314
Base Total	1,466,084
Base - Per Capita	47,331
Base - Location	1,647
Base - Other	1,417,106
Other Total	272,745
Grand Total	2,364,137

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

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. Their responses are presented below.

The Tell Them From Me Parent Survey had an average rating of 8.0 for parents feel welcome at school this remained stable from last year and is above the state norm of 7.4. 7.8 felt that they were informed which was an increase from 2020 of 0.4 and above the state norm of 6.8.. The school supports positive behaviour, the school is inclusive, safety at school and the school supports learning also increased from 2020 and all are above the state norm.

The results from Student Tell Them From Me indicate that though students sense of belonging increased from 2020 it dropped between the two survey periods in 2021. In April it was 76% and in October when students returned from home learning it was 66%. These were below the state norm and are still an area of focus. Positive relationships remained stable from 2020 to 2021. 21% decrease in students identifying that they were a victim of bullying compared to 2020 this is now below the state average.

The results from teachers Tell Them From Me survey indicate an average rating of 7.3 in the Leadership domain which remained steady from 2020 and is above the State average. 100% agree or strongly agree that the leaders clearly communicate the school vision and direction and 100% agree or strongly agree that leaders were leading improvement and change. The People Matter Survey Results indicated above State and network in most areas especially in collaboration and leadership.

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.