

2021 Annual Report

Kentlyn Public School



2285

Introduction

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

Kentlyn Public School
Georges River Rd
Campbelltown, 2560
<https://kentlyn-p.schools.nsw.gov.au>
kentlyn-p.school@det.nsw.edu.au
4628 2455

Message from the principal

2021 was again a unique year at Kentlyn Public School. It was one, once again, with many challenges, but it was also one where the quality of Team Kentlyn Public School and our mantra of "Together We can" shone through. I would like to acknowledge the high level of commitment and professionalism of all the staff of Kentlyn Public School. No matter what came our way, the focus remained steady on providing the best educational opportunities that we could for our students. I am very blessed to be working alongside such dedicated staff members who have high expectations for themselves and their students. Our teachers, support staff and office admin are learners who are committed professionals, continually developing, and improving their practice, taking chances, working beyond the normal and making a difference helping create a future for your children.

I want to thank our school families once again for your support throughout the uncertainty of 2021. We valued your trust, your feedback and shared commitment to supporting student learning.

Finally, I would like to acknowledge the capacity of our students to 'persevere' - enacting our school motto, "Always our Best". Throughout 2021, with the challenges and continued changes to school life they experienced, they continued to be 'safe, respectful and responsible' learners.

Androula Kavallaris

Principal

Message from the students

Ella-Grace Bertie - School Captain - Presentation Day Speech 2021

Good Afternoon and welcome to our 2021 Presentation Day assembly

It is a pleasure to be able to address you for the final time as your School Captain.

I want to start by saying thank you, thank you for choosing me as one of your School Captains for 2021.

Once again Covid-19 has changed the way our school year was mapped out, but thankfully we have been able to come together and finish off Term 4 as a School Community.

Ms K, thank you for being an amazing School Principal. I cannot even begin to imagine how hard it was to lead our school through not one lockdown, but 2.

However you did it, you lead our school through the hard times and here we are now all together.

Thank you for being a Principal who always listened to our ideas and where possible put our ideas into action. Thank you for being a principal that we could turn to for advice and help, a Principal who everyday walks around the school saying good morning and good afternoon and welcoming us into school with a warm smile.

Ms Rogers, You are an inspiring and Incredible teacher and one who has made a big impact in my life. It has been an honour to have been taught by you for the last 2 years and I know that I speak on behalf of all of my fellow 6R class mates when I say thank you for everything you have done for us in a challenging year.

You have taught us so many fun things. You have made our classroom a place of learning, safety and acceptance. You have gone above and beyond to make our final year of primary school special and one we will never forget. We are all going to miss you so much.

To all of our teachers, 2021 sure has been another crazy year thanks to Covid-19, and we all want to thank you for all of the extra effort that went into planning our Home Learning. Thank you for your time and effort that you all put into our class work and making sure that our time here at Kentlyn is one that is educational but also fun and safe.

To all of our lovely staff members thank you for always being there to greet us with a smile, for helping us when we felt sick, for helping out in our classrooms when needed and for standing out in the cold during lockdown to hand us our learning packs as we drove past. On behalf of our school we say Thank You.

To the P&C, thank you for always helping out our school, for all the fundraising efforts and donating money to make the costs of camps and excursions cheaper. For all your help on the Mother's and Father's day stalls and all the other events you have helped run.

I would also like to thank the Parent helpers who run our canteen each week, we say thank you. Thank you for giving up your time so that we can have yummy lunches and nice cold slushies on hot days.

Finally, to my fellow students. Most of you I have grown up with over my 7 years here at Kentlyn, I am grateful for your friendships and all the memories we have made.

It has been a tough and challenging year for us all, we had to go through many changes, a whole term of home learning, missed experiences and time apart from our friends, but we took it one step at a time and we all got through it.

Here at Kentlyn we may be a little school, but we have big memories within these walls.

Remember to always believe in yourself and follow your dreams. To think that 7 years ago I was a shy little girl, walking through those gates with a dream of being School Captain one day, and here I am today making this farewell speech to my school.

Believe in yourself, work hard, and maybe you too will be standing here giving this speech in the future.

To the 2022 School leaders, congratulations on being chosen as our Leaders, I know all of you are going to do a fantastic job representing our school. Soon our 2 school captains will be announced, Congratulations to whoever is chosen, I know our school will be in great hands.

Thankyou Kentlyn, it has been an honour to have been one of your School Captains for 2021.

I have loved every day here at Kentlyn and will cherish every memory. I don't want it to end and It is sad to think I will not be walking back through those gates next year. However, as they say all good things come to an end, and as us year 6 students look ahead to our High School years with excitement and perhaps a little nervousness, we will always look back on our time here at Kentlyn with happiness.

To all our younger students I wish you all the best for your years ahead here at Kentlyn, I hope you make just as many wonderful memories as I did.

For the final time as your School Captain, Thank you

Ella Grace Bertie

School Captain's Speech 9 December 2021

Antoni Gligorov - School Captain - Presentation Day Speech 2021

Good afternoon teachers, staff, fellow students and parents watching from home,

It is with great pleasure that I address you today as the outgoing School Captain of 2021. It has been an absolute honour to serve as your captain, and although we were thrown a curveball and spent many months in lockdown, I hope I have been able to make you as proud as I have been wearing my badge.

Wow, what a ride it has been. Back in 2015, I walked through those school gates as a baby faced 4 year old and I leave today a man… well… barely even a teenager but more mature than I was at 4. Over the last 7 years, Kentlyn Public School has shown me that it isn't just my school, but a part of my extended family. Life long friendships have been formed. Many laughs have been shared and memories have been made.

I remember being in kindergarten, a tiny little fish amongst a group of whales. I never imagined that one day, I too would become a whale and there would be a new bunch of little fish around me. It all happened in what seems like a blink of an eye, yet almost 7 years later I have realised what a truly magical time it was. As I go off to High School I will always remember my time here at Kentlyn Public School. There are lots of people I am thankful for, for helping me get to where I am today. First and foremost, I'd like to thank you all for choosing me to be your school's leader.

I would also like to thank Mrs Kavallaris. You have a certain way of making us all feel included. Whether it be on the playground or in our classrooms, you get involved. You practice what you preach. You encourage and support us. You set the examples. You make sure each child feels valued and cared for. You even run in the athletics carnivals, knowing full well that you're not very fast. But you do all of this for us. You play by the rules and not just make them. You are exactly what is needed in a principal.

To all of our teachers. They say teaching kids to count is fine, but teaching them what counts is best. You have done exactly this. You have shown us what really counts. You have invested your time and energy into making us better people. You have guided us through the challenging times. You have laughed along with us in the happier times. You have solved many of our problems and not judged us for our mistakes. You encouraged us to strive to be the best we can possibly be, and now you have given us everything we need to spread our wings and fly off on our next adventure of High School. You might underestimate the role you have played in our lives, but I for one, will remember every single one of you and the impact you had on my life.

Next, how can I not thank our office ladies, Ms Macey & Ms White, you are the reason days like today run so perfectly. You work tirelessly behind the scenes, you place those bandaids on scraped knees and ice packs on bumped heads. You are the backbone of our school and deserve more than a million thanks.

To our parents and carers, I think 2021 has shown us what an important role you have played in our schooling lives to date. You have always been our teachers and mentors at home, however this year you were thrown into the deep end with home learning and did a remarkable job. Even if there were days you questioned your abilities, none of us doubted you. We wouldn't be where we are today without you.

Ella-Grace, thank you for being the best co-captain I could have asked for, your hard work and dedication to our school and our peers has not gone unnoticed. To our fellow leaders, despite all our challenges with covid in 2021, I would like to thank you for your help and support throughout this difficult year. We couldn't have done it without you by our side.

To the 2022 leadership team, congratulations on being chosen as the new leaders of our school, I know you will all do our school proud and accomplish great things.

And finally, to the class of 2021, we did it! Covid threw everything it could at us, but here we are. We made it, still smiling with our heads held up high. I want to thank each and every one of you. Through the good times and the bad, we stuck together and made it to the end. I wish you all the best in your transition to high school and I can't wait to cross paths with you in the future. No matter where life takes you, always remember that this tiny little school in the bush built the foundations for your success.

Thank you for coming on this adventure with me and creating some amazing memories that I will cherish for years to come. I hope I have made an impact on your lives as much as you have made an impact on mine. I will never forget the friendships that were made along the way. Next week, as we walk through those gates as students of Kentlyn Public School for the very last time, look at the people beside you and thank them for the best few years of your life.

Antoni Gligorov

School Captain 2021

School vision

At Kentlyn Public School, our vision is to provide an inclusive, child centred learning environment where all students are catered for and supported to achieve their full potential. We educate the whole child, with a focus on academic, creative, social and physical domains of learning, prioritising positive engagement and mental and emotional wellbeing.

We strive for all students to achieve academic excellence, with teachers and the school community holding high expectations for success, and students having a sense of pride and ownership of their learning. The success of the school is underpinned by positive partnerships with parents and the wider community, and a commitment to developing students as responsible local and global citizens.

Kentlyn Public School is a school where every student is known, cared for and valued. Our School Motto of "Always Our Best" complements our premise of "Together We Can - Learning for Life".

School context

Kentlyn Public School is situated in a semi-rural setting on the outskirts of Campbelltown. All 114 students who attend Kentlyn Public School have a right to enjoy their learning and their time at our school. It is our belief and practice of putting every student at the centre of all decision making.

At Kentlyn Public School our teachers genuinely care for their students. This, combined with the dedicated professionalism of all our staff creates a very powerful learning environment. Kentlyn Public School is committed to continuous improvement and delivering quality education to all our students K-6.

Our school provides a safe, caring and positive learning environment where all students have the opportunity to engage in lifelong learning and to become worthy citizens through quality education. A comprehensive curriculum complements our core values and is characterised by a strong focus in English and Maths; proactive welfare programs provide an inclusive environment and focus on building respect, resilience and social responsibility along with the desire to excel. Students are celebrated as safe, respectful learners with awards for merit, Positive Behaviour for Learning (PBL) and Learner Quality Awards. The opportunity for students to have a voice in decision making takes place through our Student Representative Council, which includes students from K-6, and student forums. Parents, community members and our local schools play a vital role in the life of the school. These strong partnerships contribute to the outstanding quality of education.

Kentlyn Public School and Ruse Public School have united to create a professional learning community. We are two schools working together under the same school plan, continually deepening our knowledge, reflecting on our methods and improving our practices to address shared challenges. Over the last four years, we have established an authentic and symbiotic relationship to ensure our students receive best educational practice, **every single day**. Our vision for both schools is the pursuit of excellence for **every student, every day in every classroom**. We are proud of our combined achievements thus far and look forward to expanding this success into the future.

Through our situational analysis, we have identified the need for a continued emphasis on embedding quality teaching practices in literacy and numeracy. Using evidenced based teaching strategies as outlined in the What Works Best document we will provide opportunities to improve teacher practice, as outlined in the High Impact Professional Learning policy, and ensure students achieve expected growth and attainment in their learning. This will be achieved through collaboration, quality intervention, instructional leadership and assessment. There will continue to be a strong focus on student attendance and student engagement through the use of effective practices and strategies to support student wellbeing. We have identified the need to move towards deeper reflective practices based on quality data analysis. We will look to embed reflective practices not just in school planning but also in all teaching and learning practices. This reflective practice will involve a deeper use of data to inform all processes and practices across the school.

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

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

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

Self-assessment using the School Excellence Framework

| Elements | 2021 School Assessment |
|--|------------------------|
| LEARNING: Learning Culture | Sustaining and Growing |
| LEARNING: Wellbeing | Sustaining and Growing |
| LEARNING: Curriculum | Sustaining and Growing |
| LEARNING: Assessment | Delivering |
| LEARNING: Reporting | Delivering |
| LEARNING: Student performance measures | Sustaining and Growing |
| TEACHING: Effective classroom practice | Sustaining and Growing |
| TEACHING: Data skills and use | Delivering |
| TEACHING: Professional standards | Sustaining and Growing |
| TEACHING: Learning and development | Sustaining and Growing |
| LEADING: Educational leadership | Sustaining and Growing |
| LEADING: School planning, implementation and reporting | Sustaining and Growing |
| LEADING: School resources | Sustaining and Growing |
| LEADING: Management practices and processes | Sustaining and Growing |

Strategic Direction 1: Student growth and attainment

Purpose

In order to improve explicit teaching practices and improved differentiated instruction our teachers will reflect on their own teaching practices against a number of metrics receiving quality feedback.

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.

- Reading
- Numeracy

Resources allocated to this strategic direction

Literacy and numeracy: \$3,709.37

Per capita: \$25,842.45

English language proficiency: \$24,700.00

Literacy and numeracy intervention: \$23,544.78

Socio-economic background: \$50,568.22

School support allocation (principal support): \$13,604.80

Low level adjustment for disability: \$10,000.00

Summary of progress

In 2021, the science of reading was the basis for our reading strategies K-6. This instruction focused on vocabulary and comprehension, with an additional focus on phonics and decoding in K-2. We saw significant improvements in a number of areas. InitialLit data shows significant growth in phonics and decoding K-2 and stages 2 and 3 saw improvements in the reading and writing of vocabulary. Further screening and research highlighted the need to introduce explicit fluency instruction across the school in 2022 in order to improve reading comprehension. Additionally, other research undertaken has highlighted the importance of explicit spelling instruction to the development of reading ability for students of all ages. Consequently, explicit spelling instruction will be introduced 3-6 (it was a focus for K-2 throughout 2021). Finally, we will set ourselves the goal of maximising the words read per student every day to support reading development.

In numeracy, K-2 focused on whole number and place value and 3-6 focused on multiplicative thinking. This involved professional learning for all teachers and instructional leadership support from our Assistant Principal. Quality assessments were developed and CTJ took place in collaboration sessions, and students were placed along the progression of learning in PLAN2. In Semester 2 we employed Gareth Metcalfe (I See Maths) as a consultant. Our aim was to strengthen our approach to mathematical fluency across K-6 and create a coherent, whole-school approach to the explicit teaching of reasoning and problem-solving. We worked with Gareth Metcalfe over 3 sessions in Term 4 and continue using his professional learning and resources throughout the duration of our school plan.

In addition to working with Gareth, a maths committee was formed to revise our approach to numeracy. The committee: reviewed our scope and sequences; began developing internal assessments matched to syllabus outcomes and progressions markers; linked resources to syllabus markers; audited our mathematics resources for syllabus alignment. This work will directly impact teaching and learning programs from 2022.

Progress towards achieving improvement measures

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

| Annual progress measure | Progress towards achievement |
|---|---|
| Increase our Check-In Assessment Data in Reading in proficiency bands by 2% for the same cohort. | The percentage of student achieving in top two bands in the Reading Check-In Assessment increased by 5% when comparing Year 3 & 5 2020 results to Years 4 & 6 Term 2 2021 results. This indicates achievement of our annual progress measure. |
| Increase our Check-In Assessment Data in Numeracy in proficiency bands by 4% for the same cohort. | The percentage of student achieving in top two bands in the Numeracy Check-In Assessment increased by 5% when comparing Year 3 & 5 2020 results to Years 4 & 6 Term 2 2021 results. This indicates achievement of |

| | |
|--|---|
| Increase our Check-In Assessment Data in Numeracy in proficiency bands by 4% for the same cohort. | our annual progress measure. |
| An increase of 2% of students in Years 3-6 achieving a growth effect size of 0.4 or higher in the Progressive Achievement Test Reading based on 2020 data. | The percentage of students meeting or exceeding expected growth in the Progressive Achievement Test Reading decreased by 1.8%, indicating progress has not yet been seen towards the agreed annual school based target. |
| An increase of 2% of students in Years 3-6 achieving a growth effect size of 0.4 or higher in Progressive Achievement Test Mathematics based on 2020 data. | The percentage of students meeting or exceeding expected growth in the Progressive Achievement Test Maths increased by 6%, indicating achievement of the annual progress measure. |

Strategic Direction 2: Evaluative Educators

Purpose

In order to improve student learning outcomes in reading and numeracy, we will develop and sustain collaborative processes for collecting and analysing formative and summative assessment data. This will ensure the implementation of appropriate curriculum provision for every student is underpinned by evidence-informed strategies and embedded evaluative practice.

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.

- Assessment
- Collaboration

Resources allocated to this strategic direction

Socio-economic background: \$18,000.00

Per capita: \$3,000.00

Professional learning: \$11,029.67

QTSS release: \$23,096.31

Summary of progress

Our focus for 2021 was on enhancing our collaborative processes for collecting and analysing student data. Focusing on High Impact Professional Learning, the SD2 team worked shoulder to shoulder with the executive teams and teachers across both schools to critically evaluate the impact existing professional learning structures have had on teaching and learning and to refine these practices. As a result of the findings from this evaluation, we implemented a tiered approach to professional development. Whole school PL, stage based PL and individual coaching and mentoring opportunities were identified.

Whole school PL: A cycle of whole school professional learning was implemented, which involved explicit teaching of how to navigate online data platforms, such as SCOUT and modelled and guided instruction on how to triangulate student data from a variety of sources. By fostering a culture of continuous growth and giving teachers the opportunity to develop their skills through practice, this professional learning cycle enhanced teachers' confidence and expertise. We also delivered whole staff PL focused on unpacking teachers' roles and responsibilities as outlined by the High Potential and Gifted Education (HPGE) Policy and CESE's literature review "Revisiting Gifted Education". The aim of this PL was to strengthen our school culture of high expectations and celebrating personal excellence for all students.

Stage based and small group PL: In reading and numeracy, stages began using the ADAPT model as outlined in the professional development guide Walkthrus. Through this model, teachers attempted, developed, adapted, practised and tested evidence-informed teaching strategies that were specifically chosen based on their student data. A HPGE Pilot Group was also formed and this group participated in an additional PL and planning day in Term 2. This more intense PL and planning day complemented and extended on the whole staff HPGE PL. All teachers within the HPGE Pilot Group created an action plan containing an ISMART goal, timeline of actions and links to further support. This gradual process for implementing the HPGE policy ensured that the procedures outlined in our new assessment and identification documents were implemented consistently and within the required timeframe. It also allowed for the HPGE leaders to connect the pilot participants with additional support through coaching and mentoring as required.

Individual coaching and mentoring: Our AP provided individual teacher with additional one-on-one coaching, mentoring and instructional leadership support related to their unique professional development goals. With target teachers, the AP followed a gradual release of responsibility framework, modelling lessons, team teaching and observing lessons. Teachers who received this intensive support also developed a coaching log, filmed lessons and met with the AP for regular mentoring sessions.

Next year in this initiative we will further develop and build on the tiered approach to professional development that was started this year. We will identify common areas for whole school professional learning, stage based PL using the WALKTHRU model and individual coaching and mentoring opportunities. There will also be a focus on whole school monitoring of student learning K-6 because there was a gap identified in screening and tracking elements of students' reading and numeracy progress year to year. A more robust assessment schedule will be developed, and implemented whole-school to monitor student progress, reflect on and evaluate teaching effectiveness and drive future directions.

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 |
|---|--|
| Improvement as measured by the School Excellence Framework: <ul style="list-style-type: none"> Teaching: Data Skills and Use - Delivering | Self-assessment against the School Excellence Framework shows the school maintained a rating of delivering in the element of data skills and use, indicating achievement of our annual progress measure. |
| Increase our Check-In Assessment Data in Numeracy in proficiency bands by 4% for the same cohort. | The percentage of student achieving in top two bands in the Numeracy Check-In Assessment increased by 5% when comparing Year 3 & 5 2020 results to Years 4 & 6 Term 2 2021 results. This indicates achievement of our annual progress measure. |
| An increase of 2% of students in Years 3-6 achieving a growth effect size of 0.4 or higher in Progressive Achievement Test Maths and Progressive Achievement Test Reading based on 2020 data. | The percentage of students meeting or exceeding expected growth in the Progressive Achievement Test Reading decreased by 1.8%, indicating progress has not yet been seen towards the agreed school based target. The percentage of students meeting or exceeding expected growth in the Progressive Achievement Test Maths increased by 6%, indicating achievement of the annual progress measure. |
| Maintain results on the LEED, Improvement Innovation & Change - What Works Best Survey in the areas of Collaboration and Use of Data to Inform practice, based on 2020 data. | Results from the LEED, (Leading Evaluation, Evidence and Data) , Improvement Innovation & Change - What Works Best Survey in the area of Collaboration increased by 7%, indicating achievement of the annual progress measure. The results in the area of Use of Data to Inform Practice increased by 14%, indicating achievement of the annual progress measure. |
| Increase our Check-In Assessment Data in Reading in proficiency bands by 2% for the same cohort. | The percentage of student achieving in top two bands in the Reading Check-In Assessment increased by 5% when comparing Year 3 & 5 2020 results to Years 4 & 6 Term 2 2021 results. This indicates achievement of our annual progress measure. |

Strategic Direction 3: Connectedness and Inclusivity

Purpose

All students feel that they belong and are known, valued and cared for through supportive relationships and systematic approaches that aim to have a high impact on the learning 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.

- Attendance and Connection
- Inclusiveness and High Expectations

Resources allocated to this strategic direction

Low level adjustment for disability: \$70,126.76

Integration funding support: \$57,407.00

Summary of progress

Our focus for 2021 was on strengthening attendance rates and procedures, consistent with the Campbelltown Attendance Strategy. Teachers, parents, and the community worked together to support consistent and systematic processes for monitoring and improving attendance. The school also focused on building individual and collective wellbeing through a climate of care and positivity.

We prioritised preschool, infants to primary and high school transition programs, to ensure students and families felt support during these times. Kentlyn and Ruse Public Schools also partnered with Matavai Cultural Arts to provide weekly cultural dance classes to our Pasifika students in Term 1 and Term 2. These classes went virtual in Term 3, during home learning.

We were successful in an EOI process and received funding to run an EALD action research project in 2021. Through this initiative, we developed an EALD committee of teachers across Kentlyn and Ruse Public Schools, completed the EALD Learning Progressions Training and purchased a range of bilingual picture books to add to our school libraries.

We saw positive growth in our Tell the From Me student wellbeing data, with improved results in Advocacy at School, Students with a Sense of Belonging and Expectations for Success. We also saw significant growth in the percentage of students attending school more than 90% of the time.

Next year, as a part of this strategic direction, we will closely monitor student attendance and implement class and/or individual attendance programs/ reward systems as required. We will run a whole school "Kindness on purpose" activity and strengthen transitions with local preschools and high schools. In addition, we will focus on culturally inclusive practices with the support of the EAL/D Education Leader for Campbelltown Principals Network.

Progress towards achieving improvement measures

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

| Annual progress measure | Progress towards achievement |
|--|--|
| Increase the percentage of students attending > 90% by 9% based on 2020 data. | The percentage of students attending school 90% or more of the time increased by 14.6%, indicating achievement of our annual progress measure. |
| Increase TTFM Wellbeing data (advocacy, belonging, expectations) by 2%, based on 2020 data. | TTFM Wellbeing data all increase in 2021, when compared to 2020 data. Advocacy at School increase by 0.4, Expectations for Success increased by 0.1 and Students with a Positive Sense of Belonging increase by 3%, indicating achievement of our annual progress measure. |
| An uplift of 0.2 for each Standard on Pivots, students perception survey based on 2021, Term 1 data. | Results from the PIVOT Student Perception Survey saw an average uplift 0.3 across the standards, indicating achievement of the annual progress measure. |

Increase the LEED, Improvement Innovation & Change - What Works Best Survey by 0.10 in the areas of Classroom Management and Wellbeing, based on 2020 data.

Results from the LEED, Improvement Innovation & Change - What Works Best Survey in the area of Classroom Management increased of 0.23 and in the area of Wellbeing by 1.2, indicating achievement of the annual progress measure.

| Funding sources | Impact achieved this year |
|---|---|
| <p>Integration funding support</p> <p>\$57,407.00</p> | <p>Integration funding support (IFS) allocations support eligible students at Kentlyn 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"> • Inclusiveness and High Expectations <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • SLSO support in the classrooms. <p>The allocation of this funding has resulted in: The impact of this funding was that students with disabilities were supported with their social, emotional and academic needs as outlined in their Personalised Learning and Support Plans. Student have all shown growth in their individual learning goal.</p> <p>After evaluation, the next steps to support our students with this funding will be: We will continue to have a two full time SLSO supporting the social, emotional and academic of funded students in Kindergarten and our 2/3 class in 2022. We will also have two SLSOs running academic intervention, one in K-1 and 2/3.</p> |
| <p>Socio-economic background</p> <p>\$68,568.22</p> | <p>Socio-economic background equity loading is used to meet the additional learning needs of students at Kentlyn 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"> • Reading • Numeracy • Assessment • Collaboration <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement intervention programs to support identified students with additional needs • professional development of staff through InitialLit to support student learning <p>The allocation of this funding has resulted in: Funds from socio-economic background have been used to literacy and numeracy initiatives. This has lead to progress towards and/or achievement of our annual progress measure. The percentage of student achieving in top two bands in the Numeracy Check-In Assessment increased by 5% when comparing Year 3 & 5 2020 results to Years 4 & 6 Term 2 2021 results. This indicates achievement of our annual progress measure. The percentage of student achieving in top two bands in the Reading Check-In Assessment increased by 5% when comparing Year 3 & 5 2020 results to Years 4 & 6 Term 2 2021 results. This indicates achievement of our annual progress measure. The percentage of students meeting or exceeding expected growth in the Progressive Achievement Test Reading decreased by 1.8%, indicating progress has not yet been seen towards the agreed annual school based target. The percentage of students meeting or exceeding expected growth in the Progressive Achievement Test Maths increased by 6%, indicating achievement of the annual progress measure.</p> |

| | |
|--|--|
| <p>Socio-economic background</p> <p>\$68,568.22</p> | <p>After evaluation, the next steps to support our students with this funding will be: Funding will continue to support literacy and numeracy activities.</p> |
| <p>Aboriginal background</p> <p>\$5,191.00</p> | <p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Kentlyn 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>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • All Aboriginal students K-6 have Personalised Learning Pathways. • Growth for Aboriginal students in reading and numeracy achieved, as result of targeted intervention. • Opportunities for Aboriginal students to engage in extra-curricular activities developing a stronger cultural awareness. <p>The allocation of this funding has resulted in: improvements in attendance data. The percentage of students attending school 90% or more of the time increased by 14.6%, indicating achievement of our annual progress measure. TTFM Wellbeing data all increase in 2021, when compared to 2020 data. Advocacy at School increase by 0.4, Expectations for Success increased by 0.1 and Students with a Positive Sense of Belonging increase by 3%, indicating achievement of our annual progress measure.</p> <p>After evaluation, the next steps to support our students with this funding will be: We will continue to use this funding to support Aboriginal students' attendance and wellbeing initiatives in 2022.</p> |
| <p>English language proficiency</p> <p>\$24,700.00</p> | <p>English language proficiency equity loading provides support for students at all four phases of English language learning at Kentlyn 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"> • Reading <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Additional staffing intensive support for students identified in beginning and emerging phase. • Additional staffing to implement Individual Educational Plans for all EAL/D students. • Withdrawal lessons for small group (developing) and individual (emerging) support. • Provide EAL/D Progression leveling PL to EALD committee. <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - Releasing an EAL/D/ intervention teacher to implement small group intensive programs for our students identified in the beginning and emerging phase. - Professional learning for our EAL/D teacher and executive staff on how to accurately place students. - Greater understanding of the EALD progressions for staff. - Individualised programs for EALD students at their point of need. - Improved outcomes for EALD students. - In-depth support for students both during learning at school and during at home learning (modified programs and individualised support). |

| | |
|---|--|
| <p>English language proficiency</p> <p>\$24,700.00</p> | <p>- The introduction of our Eid Celebration for our muslim community.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue professional learning for all staff on the EALD progressions and EALD strategies- to develop in-depth plans for EALD students by EALD specialist teacher in consultation with class teachers- to share tracking and growth of EALD students with all staff through executive meetings and stage collaboration and planning meetings.</p> |
| <p>Low level adjustment for disability</p> <p>\$80,126.76</p> | <p>Low level adjustment for disability equity loading provides support for students at Kentlyn 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"> • Inclusiveness and High Expectations • Reading • Attendance and Connection <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students. • Engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting. • Employment of LaST and interventionist teacher. <p>The allocation of this funding has resulted in: literacy and numeracy initiatives being supported. This funding has also been used for learning and support and to facilitate our AP being off class, acting in an instructional leadership capacity.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue the work established in these initiatives in 2022.</p> |
| <p>Literacy and numeracy</p> <p>\$3,709.37</p> | <p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Kentlyn 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"> • Reading <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Online program subscriptions to support literacy and numeracy. • Staff training and support in literacy and numeracy. • Updating reading resources to meet the needs of students. <p>The allocation of this funding has resulted in: The percentage of student achieving in top two bands in the Numeracy Check-In Assessment increased by 5% when comparing Year 3 & 5 2020 results to Years 4 & 6 Term 2 2021 results. This indicates achievement of our annual progress measure. The percentage of student achieving in top two bands in the Reading Check-In Assessment increased by 5% when comparing Year 3 & 5 2020 results to Years 4 & 6 Term 2 2021 results. This indicates achievement of our annual progress measure. The percentage of students meeting or exceeding expected growth in the Progressive Achievement Test Reading decreased by 1.8%, indicating progress has not yet been seen towards the agreed annual school based target. The percentage of students meeting or exceeding expected growth in the</p> |

| | |
|--|--|
| <p>Literacy and numeracy</p> <p>\$3,709.37</p> | <p>Progressive Achievement Test Maths increased by 6%, indicating achievement of the annual progress measure.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue resourcing literacy and numeracy initiatives.</p> |
| <p>QTSS release</p> <p>\$23,096.31</p> | <p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Kentlyn 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"> • Collaboration <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Assistant Principal off class to support classroom programs. <p>The allocation of this funding has resulted in: The percentage of student achieving in top two bands in the Numeracy Check-In Assessment increased by 5% when comparing Year 3 & 5 2020 results to Years 4 & 6 Term 2 2021 results. This indicates achievement of our annual progress measure. The percentage of student achieving in top two bands in the Reading Check-In Assessment increased by 5% when comparing Year 3 & 5 2020 results to Years 4 & 6 Term 2 2021 results. This indicates achievement of our annual progress measure. The percentage of students meeting or exceeding expected growth in the Progressive Achievement Test Reading decreased by 1.8%, indicating progress has not yet been seen towards the agreed annual school based target. The percentage of students meeting or exceeding expected growth in the Progressive Achievement Test Maths increased by 6%, indicating achievement of the annual progress measure.</p> <p>After evaluation, the next steps to support our students with this funding will be: continue resourcing the literacy and numeracy initiatives and allowing Assistant Principal to be off class to act as an instructional leader.</p> |
| <p>Literacy and numeracy intervention</p> <p>\$23,544.78</p> | <p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Kentlyn 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"> • Reading • Numeracy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Employment of interventionist to support the delivery of evidence-based literacy and numeracy programs and data driven practices. • 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: Differentiated teaching through on-going formative assessment followed by targeted literacy programs for identified students performing below the expected level for their stage.</p> <p>This intensive approach has resulted in improved engagement in learning. Evidence can be seen in a combination of reading assessment, writing</p> |

| | |
|--|---|
| <p>Literacy and numeracy intervention</p> <p>\$23,544.78</p> | <p>samples, teacher observation and NAPLAN data.</p> <p>After evaluation, the next steps to support our students with this funding will be: 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 intervention programs.</p> |
| <p>COVID ILSP</p> <p>\$84,566.50</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 - [focus area]. • Employing/releasing staff to coordinate the program. • Development of resources and planning of small group tuition. <p>The allocation of this funding has resulted in: COVID ISP students receiving intervention had an average effect size of 0.9 in PAT-R, above the cohort averages. All students in COVID ISP for multiplication had positive growth in PAT-maths for the multiplication question.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <ol style="list-style-type: none"> 1. Use a range of internal and external assessment data to identify cohorts for inclusion in the 2022 COVID ILSP program and implement reading and numeracy small group tuition accordingly. 2. Organise school staffing structures that ensure efficient use of funding and maximise time for learning groups. 3. Continue to share data and engage in collaborative practice between the COVID ILSP Coordinator, LST and classroom teachers. This includes: <ul style="list-style-type: none"> o Discussions with classroom teachers of students beginning the program around presented data and implications for classroom learning. o Data documents, assessments and timetables are in a school based shared drive for teachers and LST to view at any time. o Discussions with classroom teachers of students who come off the program and how they can best cater for them for the future. 4. Communicate and collaborate with parents and caregivers of students involved in the program through notes home, reports, parent information sessions, meetings, phone calls, emails and messages through internal online platforms such as Seesaw. 5. Further engagement in PL in alignment with school directions that is heavily based on COVID ILSP student data. For example: <ul style="list-style-type: none"> o Reading Tutor Training o COVID ILSP Microsoft Team Network & PL o I See Maths with Gareth Metcalfe Training |

Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2018 | 2019 | 2020 | 2021 |
| Boys | 79 | 68 | 64 | 68 |
| Girls | 64 | 56 | 53 | 48 |

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2018 | 2019 | 2020 | 2021 |
| K | 94 | 91.8 | 87.2 | 91.6 |
| 1 | 93.7 | 93.1 | 91.9 | 91.1 |
| 2 | 94.2 | 93.4 | 93.6 | 93.2 |
| 3 | 93.5 | 90.7 | 92.4 | 94.2 |
| 4 | 92.6 | 91.9 | 93.1 | 90.5 |
| 5 | 91.8 | 93.1 | 88 | 90.4 |
| 6 | 92.5 | 88.2 | 83 | 92.9 |
| All Years | 93.1 | 91.7 | 89.1 | 91.9 |
| 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 |
| Assistant Principal(s) | 1 |
| Classroom Teacher(s) | 4.62 |
| Literacy and Numeracy Intervention | 0.21 |
| Learning and Support Teacher(s) | 0.5 |
| Teacher Librarian | 0.2 |
| School Administration and Support Staff | 1.81 |

*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 | 209,774 |
| Revenue | 1,598,031 |
| Appropriation | 1,564,680 |
| Sale of Goods and Services | 531 |
| Grants and contributions | 31,820 |
| Investment income | 200 |
| Other revenue | 800 |
| Expenses | -1,573,155 |
| Employee related | -1,370,011 |
| Operating expenses | -203,144 |
| Surplus / deficit for the year | 24,876 |
| Closing Balance | 234,650 |

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 | 57,407 |
| Equity Total | 178,589 |
| Equity - Aboriginal | 5,191 |
| Equity - Socio-economic | 68,568 |
| Equity - Language | 24,703 |
| Equity - Disability | 80,127 |
| Base Total | 1,097,725 |
| Base - Per Capita | 28,842 |
| Base - Location | 0 |
| Base - Other | 1,068,883 |
| Other Total | 84,979 |
| Grand Total | 1,418,700 |

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

In 2021, The Tell Them From Me suite of parent, student and staff surveys were used to gain feedback in relation to a range of aspects of school life and learning. All students in Years 4, 5 and 6 completed the Tell Them From Me student survey. Staff completed the "Focus on Learning" Teacher surveys and parents completed the "Partners in Learning" survey. Some of the positive responses include:

81% of students feel like they have advocacy at school;

84% of students believe that teachers hold high expectation for all students to succeed;

82% of students try hard to succeed in their learning;

83% of students believe that teachers set clear goals for learning, check for understanding and provide feedback.

Parents rated us above the NSW government state norms for four of the Tell Them From Me domains;

83% of parents feel welcomed at the school;

73% of parents believe the school supports positive behaviour;

79% of parents believe their child is encouraged to do their best work;

75% of parents believe teacher have high expectations for their child to succeed;

75% of parents believe that teachers help students to develop positive friendships.

Teachers rated us above the NSW government state norms for all of the Tell Them From Me domains;

88% of teachers believe that school leaders have helped them to establish challenging and visible learning goals for students;

88% of teachers work with other teachers to develop cross-curricular learning opportunities;

92% of teachers believe they set high expectations for their students;

92% of teachers use assessment data to inform their planning;

91% of teachers believe we are an inclusive school.

Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

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.