2021 Annual Report

Kiama Public School

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Introduction

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

Creating a connected, challenging and collaborative learning community where the whole school community strives to reach academic goals and has a strong sense of belonging.

Empowering students to become confident, inquisitive learners who are kind and thoughtful citizens.

School context

As a proud Department of Education public school, Kiama Public School is located on the South Coast of New South Wales. Kiama Public School has an enrolment of 516 students and supports 20 mainstream class groupings from Kindergarten to Year 6.

Kiama Public School prides itself on engaging students in dynamic learning experiences that encourage them to reach their full potential. These activities and experiences are founded on a culture of high expectations and academic excellence. The school boasts outstanding academic results and classrooms foster student development based on Positive Behaviour for Learning practices.

The school has developed and maintained a strong Science, Technology, Engineering and Mathematics (STEM) program that is a model of excellence in public education. Every student has opportunities to use flexible learning spaces across the school to enrich their learning. These include the outdoor kitchen, the garden, the science room and the Library. The garden is an extensive agricultural program where students produce, manage and build gardens and nurture and care for animals. An outdoor kitchen supports students' lessons across the curriculum.

The Library has become a pioneering space for STEM, and teacher professional learning in our school. This space includes infrastructure to support 3D printing and robotics. Coding and computational thinking characterise learning in these experiences. Technology is a valued component embedded in classroom practices. Students have access to iPads, laptops and mixed technology resources with Wi-Fi access across the school. Our school has BYOD technology in Stage 3.

Our students are provided with extensive opportunities to engage in a range of extra curricular activities including; band, choir, debating/public speaking, drama, dance, representative sport, robotics, STEM, enrichment groups and garden.

Kiama Public School has strong community support, where parents and carers are partners in their child's education. Teachers and support staff share a culture of professional excellence, continuously learning to provide challenging and engaging experiences to empower our students to become confident and inquisitive learners.

The whole school community, involving students, staff, parents and carers were consulted in a thorough situational analysis to determine high-level areas for improvement and further development. Through our situational analysis, Kiama Public School has identified a need to challenge students in their learning, provide the structures for authentic and robust teacher collaboration to occur with the purpose of enhancing teacher quality and pedagogical practice and enhance data literacy knowledge and practices to drive growth and attainment.

In recent years, Kiama Public School has had a large staff turn over due to retirement and promotion. It was noted that strategic succession planning to ensure the continuity of service, staff capacity and performance is required.

In order to maximise student learning outcomes for every student in reading and numeracy and to achieve system negotiated targets, we will further develop and refine data driven teaching practices that are responsive to the learning needs of individual students. Our work in this area will be underpinned by the evidence base provided by What Works Best: 2020 Update. As the literature suggests, we will focus on developing and sustaining whole school processes for collecting and analysing student data to inform teaching and learning programs to embed evidence-informed teaching strategies for every student in every classroom.

Staff will also be engaging in regular collegial observations to continue to develop their repertoire of evidence-based teaching strategies to strengthen teacher quality, create a shared dialogue of learning, enhance pedagogical knowledge and challenge students in their learning.

Work will also take place on developing quality summative and formative assessment tasks and data collection practices and developing greater consistency of judgement within and across schools.

Finally, Kiama Public School will establish well developed and evidence-based practices to monitor and refine whole school approaches to wellbeing and engagement to improve and enhance student learning outcomes and achievement.

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

In order to maximise student growth and attainment in reading and numeracy, we will implement evidence-based teaching strategies to ensure students consistently perform at high levels on external and internal school performance measures.

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.

- Evidence Informed Teaching

Resources allocated to this strategic direction

Low level adjustment for disability: $78,482.00
Literacy and numeracy intervention: $58,861.95
Literacy and numeracy: $3,301.37
English language proficiency: $5,512.00
QTSS release: $97,000.00
Socio-economic background: $54,795.81
Per capita: $1,000.00
Professional learning: $7,474.00

Summary of progress

School Wide Practices for Data Skills and Use

Student growth in reading and numeracy has been supported by engaging all staff in Professional Learning opportunities to enhance pedagogical learning to promote best practice in collecting, analysing and utilising data using PLAN 2 and the Literacy and Numeracy Learning Progressions.

Whole School assessment systems and structures were developed to provide a means for collecting student data which was used to devise and implement Targeted Teaching Plans to address students' point of need.

An off-class Assistant Principal was employed to support all staff in the implementation of evidence-based teaching practices. The off-class Assistant Principal mentored Assistant Principals to build capacity across the school in establishing a structured whole school approach towards analysing and using data to understand students' progress and achievement.

Kiama Public School has strengthened our practices in utilising data to inform teaching and learning programs and we are tracking towards meeting progress measures in 2022. We have observed a 3.93% uplift in Reading and a 0.36% uplift in Numeracy, of the percentage of students performing in the top bands from 2019 to 2021 in NAPLAN Assessments.

Members of the executive team participated the Department of Education's LEED initiative, which encompassed extended professional learning relating to the 8 themes of What Works Best: 2020 Update and how they relate to school improvement.

 Our next steps in 2022:
- continue to strengthen data meetings through the creation of regular cyclic time frames across the school
- strengthen teacher capacity to effectively evaluate and implement Targeted Teaching Plans
- strengthen consistent teacher assessment in literacy and numeracy
- executive continue to engage with LEED professional learning modules
- introduce LEED initiatives school wide as it supports the School Improvement Plan implementation

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
An uplift in the percentage of students achieving in the top 2 bands for NAPLAN reading to be above the system identified baseline of 48.73%. An uplift in the percentage of students achieving in the top 2 bands for NAPLAN Numeracy to be above the system identified baseline of 43.79%.	The proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN Reading is 60.32% indicating progress exceeding the baseline and upper-bound system negotiated target. The proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN Numeracy is 41.27% indicating progress towards the system negotiated baseline target.
An increase in the number of Aboriginal students in the top 3 bands in NAPLAN Reading and Numeracy Assessments.	Aboriginal students are performing significantly above State averages in NAPLAN Reading and Numeracy Assessments. The school is tracking towards meeting our progress measures.
An uplift in the percentage of students making expected growth as measured by NAPLAN Reading to be above the system identified baseline target of 49.99%. An uplift in the percentage of students making expected growth as measured by NAPLAN Numeracy to be above the system identified baseline target of 53.64%.	The percentage of students achieving expected growth in NAPLAN Reading is 58% indicating progress exceeding the system negotiated baseline target. The percentage of students achieving expected growth in NAPLAN Numeracy is 46% indicating progress yet to be seen toward the system negotiated baseline target.
Improvement as measured by the School Excellence Framework: **Learning Domain** Assessment is self-assessed at Delivering.	An improvement in the element of 'Assessment' to the level of Sustaining and Growing as measured by the School Excellence Framework.
Improvement as measured by the School Excellence Framework: **Teaching Domain** Data Skills and Use is self-assessed at Delivering in the theme of Data Literacy.	An improvement in the theme of 'Data Literacy' to the level of Sustaining and Growing as measured by the School Excellence Framework.

Strategic Direction 2: Engagement and Challenge

Purpose

In order to establish a culture of challenge and high expectations by promoting optimal conditions for learning across the school, we will engage in a consistent approach to effective learning.

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.

- Student Engagement: Challenging Learning
- Connection and Belonging

Resources allocated to this strategic direction

Professional learning: $34,432.00
Beginning teacher support: $6,000.00
Location: $6,589.48
Low level adjustment for disability: $8,298.33
Aboriginal background: $5,685.00
QTSS release: $2,672.90
Per capita: $5,200.00

Summary of progress

Student Engagement: Challenging Learning

To support student engagement within classrooms, staff engaged in extended professional learning, readings and commenced an action research learning project to improve teacher dialogue structures utilising the Challenging Learning framework. To promote consistency across the school, staff collaboratively developed whole school expectations for how to use dialogue effectively within lessons to improve student engagement and outcomes. Staff participated in demonstration lessons led by Challenging Learning Champions and Coaches to enhance pedagogical practice. Action plans were developed to refine and reflect on existing practices incorporating the principles of Challenging Learning. This resulted in dialogue being embedded into teaching and learning programs and daily practice. Challenging Learning teacher surveys and observations indicated that staff have a common understanding and language around high expectations and challenge.

Our next steps in 2022:

- Engage teaching staff in professional learning on effective feedback strategies and support in-class implementation
- Develop consistent school wide strategies for incorporating learning intentions and success criteria.

Connection and Belonging

To enhance students' sense of belonging and strengthen positive learning environments within the school, the Positive Behaviour for Learning (PBL) team regularly and effectively analysed behaviour data on a fortnightly basis. This was communicated to all staff at weekly Communication Meetings and allowed for the collaborative development of programs and initiatives in response to data trends. The PBL Wellbeing scope and sequence was revised, shared and incorporated across the school community through explicit classroom lessons, assemblies, newsletter articles and social media posts. A whole school acknowledgement system was collaboratively developed with staff that authentically incorporated student voice and choice. To promote positive community engagement, postcards were introduced and sent home to celebrate positive student behaviour and support connection and belonging. Tell Them From Me Wellbeing data was collected to measure the impact on student wellbeing.

Our next steps in 2022:

Familiarise ourselves with the Inclusive Education Policy for Students with Disabilities and the Student Behaviour Policy and develop school based guidelines

Continue to build staff knowledge of how to manage behaviour through professional learning.

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
An uplift in the percentage of students attending school greater than 90% of the time to be above the system identified baseline target of 80.54%	The number of students attending greater than 90% of the time or more is 77.79% indicating progress towards the system baseline target.
Tell Them from Me Wellbeing data (advocacy, belonging and expectations of success) demonstrate an uplift to be above the system identified baseline target of 84.80%	Tell Them from Me data shows 83.49% of students identifying as having positive Wellbeing (Expectations for Success, Advocacy and Sense of Belonging) at school indicating progress towards the system negotiated baseline.
Improvement as measured by the School Excellence Framework: **Learning Domain** Learning Culture is self-assessed at Delivering. Wellbeing is self-assessed at Sustaining and Growing.	An improvement in the theme of 'Learning Culture' to the level of Sustaining and Growing as measured by the School Excellence Framework. An improvement in the theme of 'Wellbeing' to the level of Sustaining and Growing as measured by the School Excellence Framework.
Improvement as measured by the School Excellence Framework: **Teaching Domain** Effective Classroom Practice is self-assessed at Sustaining and Growing. (Classroom Management)	An improvement in the theme of 'Effective Classroom Practice' to the level of Sustaining and Growing as measured by the School Excellence Framework.
Staff will have a common understanding and language around high expectations and challenge as measured through focus group discussions and surveys.	Increased consistency and shared understanding around high expectations and challenge: 94% of teachers created dialogue expectations with their classes. 100% of teachers reported that they had implemented at least 2 different types of dialogue strategies in their classrooms. 59% of teachers reporting that they were using dialogue strategies more than five times per week to engage our students in challenging learning experiences.

Strategic Direction 3: Continuous Improvement

Purpose

In order to support the continuity of learning to drive ongoing school-wide improvement, we will refine systems and practices to promote collaboration and enhance pedagogical knowledge.

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.

- Collective Teacher Efficacy
- Curriculum

Resources allocated to this strategic direction

Beginning teacher support: $13,881.12
Literacy and numeracy: $10,000.00
Socio-economic background: $3,000.00
Per capita: $116,119.00

Summary of progress

Collective Teacher Efficacy

School structures and processes provided teachers with opportunities to build instructional and curriculum knowledge by establishing professional learning communities to engage with the Quality Teaching Framework and the Australian Professional Teaching Standards. Casual teaching staff were employed to release teachers to participate in professional learning and mentoring sessions, collaborating with colleagues and working collectively towards embedding the culture, climate, processes and protocols to encourage reflective practice. These protocols established the Quality Teaching Model (QTM) as the foundation for building a shared understanding of pedagogy that has a measurable impact on teachers and students. Beginning teachers developed teaching practice in response to feedback following classroom observations and as a result achieved accreditation with New South Wales Education Standards Authority (NESA).

Next Steps:
- Implement Round 1 of Quality Teaching Rounds
- Expand Quality Teaching Model with more Professional Learning Communities across the school
- Develop school-based guidelines to support building teacher efficacy across the school for beginning teachers and aspiring leaders and encourage reflective teaching for all teaching staff.

Curriculum
In-school networks were established to offer opportunities for teachers to engage with the draft K-2 curriculum documents. Staff participated in professional learning through the New South Wales Mathematics Strategy to increase teacher knowledge of research-based mathematics practices. Cooperative teaching lessons provided authentic opportunities to increase teacher confidence to implement teaching strategies in the classroom. This supported the implementation of explicit teaching strategies across the school and raised awareness of research-based resources to support teaching.

Next Steps:
- Continue to develop teacher confidence in explicit teaching and selecting appropriate learning resources for planning and programming, focusing on purpose of learning
- Professional Learning for all teachers around curriculum reform
- Engage with new K-2 English and Mathematics Curriculum for planning, programming and assessment.

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 Focus on Learning Teacher Survey Report: Maintain School Mean of 7.9 in the Teaching Strategies Domain within the Teacher Focus on Learning Survey.	Delayed initiatives in term 2 have required this Teacher Focus on Learning Survey to be postponed to 2023. Internal measures indicate staff are tracking towards meeting this progress measure. The school is measured at Sustaining and Growing in the Teaching Domain using the School Excellence Framework.
Improvement as measured by the School Excellence Framework: **Learning Domain** Curriculum is self-assessed at Delivering (Teaching and Learning Programs) demonstrating progression towards Sustaining and Growing.	An improvement in the theme of 'Curriculum' to the level of Sustaining and Growing as measured by the School Excellence Framework.
Improvement as measured by the School Excellence Framework: **Teaching Domain** Effective Classroom Practice is self assessed at Delivering (Explicit Teaching).	An improvement in the theme of 'Explicit Teaching' to the level of Sustaining and Growing as measured by the School Excellence Framework.
Improvement as measured by the School Excellence Framework: **Leading Domain** Educational Leadership is self-assessed at Delivering (High Expectations Culture)	An improvement in the theme of 'Educational Leadership' to the level of Sustaining and Growing as measured by the School Excellence Framework.

Funding sources	Impact achieved this year
New Arrivals Program $5,339.00	The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at Kiama Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • employing a teacher to provide intensive English language support focusing on language development to participate successfully in schooling **The allocation of this funding has resulted in:** All students funded under the New Arrivals Program successfully engaging in teaching and learning programs. **After evaluation, the next steps to support our students with this funding will be:** Professional learning for classroom teachers to enhance teaching and learning programs to ensure classroom content is accessible.
Integration funding support $133,251.00	Integration funding support (IFS) allocations support eligible students at Kiama Public School in mainstream classes who require moderate to high levels of adjustment. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • 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 student's personalised learning and support plans (PLSP). • additional staffing to assist students with additional learning needs • intensive learning and behaviour support for funded students **The allocation of this funding has resulted in:** All eligible students demonstrating progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms and playgrounds where necessary. **After evaluation, the next steps to support our students with this funding will be:** Formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs.
Socio-economic background $57,795.81	Socio-economic background equity loading is used to meet the additional learning needs of students at Kiama Public School who may be experiencing educational disadvantage as a result of their socio-economic background. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan**

Socio-economic background $57,795.81	**including:** • Evidence Informed Teaching • Curriculum **Overview of activities partially or fully funded with this equity loading include:** • additional staffing to implement school based programs and initiatives to support identified students with additional needs • supplementation of extra-curricular activities • engage with external providers to support student engagement • professional development of staff to support student learning • employment of additional staff to support implementation of school programs and initiatives • resourcing to increase equitability of resources and services • providing students without economic support for educational materials, uniform, equipment and other items **The allocation of this funding has resulted in:** Student improvement evidenced by: Year 3 Reading NAPLAN results significantly achieving above state and statistically similar school groups (SSSG). Year 3 Grammar and Punctuation NAPLAN results significantly achieving above state average. Year 3 Writing NAPLAN results well above state average. Year 3 Numeracy NAPLAN results significantly achieving above state and statistically similar school groups (SSSG). Year 5 Reading NAPLAN results significantly achieving above state and statistically similar school groups (SSSG). Year 5 Grammar and Punctuation NAPLAN results significantly achieving above state and statistically similar school groups (SSSG). Year 5 Writing NAPLAN results above state average. Year 5 Spelling NAPLAN results above state average. Year 5 Numeracy NAPLAN results above state average. **After evaluation, the next steps to support our students with this funding will be:** Continue to engage the literacy and numeracy mentor to support our trajectory towards achieving targets by enhanced targeted teaching and learning cycles tracking student progress and achievement. Continue to enhance bulding staff capacity to use data to strengthen teaching and learning practices.
Aboriginal background $14,402.00	Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Kiama 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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Connection and Belonging • Other funded activities **Overview of activities partially or fully funded with this equity loading include:** • employment of specialist additional staff (SLSO) to support Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans • employment of additional staff to support literacy and numeracy programs • employment of additional staff to support cultural immersion and enrichment programs and initiatives **The allocation of this funding has resulted in:** Strengthened school-wide PLP processes involving families and community

Aboriginal background $14,402.00	consultation. Increased participation and engagement at AECG meetings. Strengthened community consultation practices promoting inclusivity. Percentage of Aboriginal students in the top 3 NAPLAN bands in Reading assessments significantly above state and statistically similar school group (SSSG) averages. Percentage of Aboriginal students in top 3 NAPLAN bands in Numeracy assessments significantly above state average and equaling statistically similar school group (SSSG) averages. **After evaluation, the next steps to support our students with this funding will be:** Continuing to engage a SLSO to support Aboriginal students achieve PLP goals. Continuing to support students and staff to engage in Cultural Immersion initiatives.
English language proficiency $5,512.00	English language proficiency equity loading provides support for students at all four phases of English language learning at Kiama Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Evidence Informed Teaching **Overview of activities partially or fully funded with this equity loading include:** • provision of additional staff and resources as needed to support the delivery of initiatives outlined in the School Plan for EAL/D students. **The allocation of this funding has resulted in:** Enhanced targeted teaching practices to support English language development in students. **After evaluation, the next steps to support our students with this funding will be:** Utilise flexible funding as needed to support students achieving language proficiency. Enhance targeted teaching cycles to differentiate lessons accordingly to meet English needs of students.
Low level adjustment for disability $123,648.33	Low level adjustment for disability equity loading provides support for students at Kiama Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Evidence Informed Teaching • Connection and Belonging • Other funded activities **Overview of activities partially or fully funded with this equity loading include:** • 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 • targeted students are provided with an evidence-based intervention programs to increase learning outcomes **The allocation of this funding has resulted in:** The school achieving an enhanced and more consistent approach to student learning support and interventions. Increased sharing of information between external specialists and agencies to support student social, emotional, wellbeing and academic needs.

Low level adjustment for disability $123,648.33	**After evaluation, the next steps to support our students with this funding will be:** Further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of SLSOs.
Location $6,589.48	The location funding allocation is provided to Kiama Public School to address school needs associated with remoteness and/or isolation. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Student Engagement: Challenging Learning • Connection and Belonging **Overview of activities partially or fully funded with this operational funding include:** • purchasing of technology and resources to support student learning outcomes and enhance physical learning spaces. **The allocation of this funding has resulted in:** Enhanced opportunities for student engagement, this was particularly important when students were engaged in the Learning From Home process. **After evaluation, the next steps to support our students with this funding will be:** Continuing to utilise this funding to purchase resources for students to enhance equitable teaching and learning opportunities for all students and staff.
Literacy and numeracy $17,194.57	The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Kiama Public School from Kindergarten to Year 6. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Evidence Informed Teaching • Curriculum • Other funded activities **Overview of activities partially or fully funded with this initiative funding include:** • online program subscriptions to support literacy and numeracy • employment of an additional Learning and Support intervention teacher to facilitate targeted small group intervention. • resources to support the quality teaching of literacy and numeracy • purchasing of literacy resources such as quality picture books for guided and shared instruction • staff training and support in literacy and numeracy **The allocation of this funding has resulted in:** 100% of students participating in the targeted Reading, Phonics and Numeracy intervention programs making growth in identified areas. **After evaluation, the next steps to support our students with this funding will be:** Continuing to facilitate targeted evidence-based small group intervention programs in Reading, Phonics and Numeracy. Purchasing of resources needed to support revised curriculum and support Literacy and Numeracy acquisition.
QTSS release $99,672.90	The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Kiama Public School. **Funds have been targeted to provide additional support to students**

| QTSS release

$99,672.90	**enabling initiatives in the school's strategic improvement plan including:** • Evidence Informed Teaching • Connection and Belonging **Overview of activities partially or fully funded with this initiative funding include:** • assistant principals provided with additional release time to support classroom programs • additional teaching staff to implement quality teaching initiatives • implementation of targeted teaching cycles to strengthen quality teaching practices • employment of an Assistant Principal to support targeted teaching cycles to strengthen quality teaching practices across the school. **The allocation of this funding has resulted in:** Improved staff confidence and teaching practice with a focus of using data to drive teaching and learning practices. Teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice. Regular tracking of student progress and achievement using the Literacy and Numeracy Progressions in response to targeting teaching cycles. **After evaluation, the next steps to support our students with this funding will be:** Continuing to employ an Assistant Principal to lead colleagues in data meetings. Continuing to undertake and enhance targeted teaching cycles across the school to enhance best practice.
Literacy and numeracy intervention

$58,861.95 | The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Kiama Public School who may be at risk of not meeting minimum standards.

Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:
 • Evidence Informed Teaching

Overview of activities partially or fully funded with this initiative funding include:
 • employment of classroom teacher to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy
 • purchasing of targeted literacy and numeracy resources to support targeted intervention for students at point of need.

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.

This intensive approach has resulted in improved engagement in learning. Evidence can be seen in a combination of internal assessment measures, student work samples, teacher observation, NAPLAN data and tracking of student progress using PLAN2.

After evaluation, the next steps to support our students with this funding will be:
Engagement of teaching staff to extend intensive small group intervention programs based on identified school and student areas of need and development. |
| COVID ILSP

$104,724.80 | 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.

Funds have been targeted to provide additional support to students |

| COVID ILSP

$104,724.80 | **enabling initiatives in the school's strategic improvement plan including:**
 • Other funded activities

Overview of activities partially or fully funded with this targeted funding include:
 • employment of teachers/educators to deliver small group tuition
 • releasing staff to analyse school and student data to identify students for small group tuition groups/monitor progress of student groups
 • providing targeted, explicit instruction for student groups in literacy/numeracy
 • employing/releasing staff to coordinate the program
 • employing/releasing teaching staff to support the administration of the program
 • leading/providing professional learning for COVID educators
 • employment of additional staff to support the monitoring of COVID ILSP funding

The allocation of this funding has resulted in:
Literacy: Analysis of the CILSP Pre- and Post- test data for Years 3-6, showed that 71% of the students demonstrated growth in their reading. Check-in Assessment data analysis and comparisons from Term 2 and Term 4 showed that the Year 4 students had an overall 2.3% uplift in their reading while Year 6 showed a 1.5% downward shift.
Numeracy: Analysis of the CILSP Pre- and Post- test data for Years 2-6, showed that 76% of the students demonstrated growth in their numeracy. Check-in Assessment data analysis and comparisons from Term 2 and Term 4 showed that the Year 4 students had an overall 9.3% uplift in their numeracy while Year 6 showed a 1.2% downward shift.
80% of the students who participated in the program reported that participation helped them with their classwork and 77% reported that they felt more confident as a result of participating. 100% of staff reported that they observed students transferring skills from COVID ILSP into their classwork.

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; to continue to implement small group tuition in literacy and numeracy using data to identify specific students and their individual needs. There is now a whole school approach to plotting data in PLAN2 and using evidence to inform practice. |

Student information

Student enrolment profile

Students	Enrolments			
	2018	**2019**	**2020**	**2021**
Boys	281	293	296	252
Girls	245	242	248	249

Student attendance profile

School				
Year	**2018**	**2019**	**2020**	**2021**
K	95.6	93.8	95.8	95.2
1	93.6	93.4	94.4	93.1
2	93.8	94.1	95.8	94.3
3	95.3	93.8	95.9	93.8
4	92.9	94.1	94.4	94.1
5	93.4	94	95.4	92.5
6	91.1	92.3	93.2	92.5
All Years	93.6	93.7	95	93.6
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.

Kiama Public School 2293 (2021)

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	18.53
Literacy and Numeracy Intervention	0.53
Learning and Support Teacher(s)	0.7
Teacher Librarian	1
School Administration and Support Staff	3.96

*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	693,075
Revenue	4,599,361
Appropriation	4,503,251
Sale of Goods and Services	7,150
Grants and contributions	88,119
Investment income	441
Other revenue	400
Expenses	-4,597,393
Employee related	-4,143,755
Operating expenses	-453,638
Surplus / deficit for the year	1,967
Closing Balance	695,042

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	158,497
Equity Total	178,979
Equity - Aboriginal	14,445
Equity - Socio-economic	35,373
Equity - Language	5,512
Equity - Disability	123,649
Base Total	3,720,677
Base - Per Capita	134,105
Base - Location	6,589
Base - Other	3,579,982
Other Total	295,166
Grand Total	4,353,319

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. This year, Kiama Public School used *Tell Them From Me* to collect this information.

Tell Them From Me is an online survey system devised by The Learning Bar that helps schools capture the views of students, teachers and parents.

The Department of Education, through the Centre for Education Statistics and Evaluation (CESE), has engaged The Learning Bar to offer its student feedback survey, its *Focus on Learning* teacher survey and its *Partners in Learning* parent survey to NSW government schools.

In 2021, 211 students participated in the Tell Them From Me Student Feedback Surveys.

*89% students have friends at school they can trust and who encourage them to make positive choices. (NSW Govt Norm: 85%)

* 88% of students have a high rate of participation in sports with an instructor at school, other than in a physical education class (NSW Govt Norm: 83%)

* 92% of students feel they display positive behaviour at school (NSW Govt Norm: 83%)

* 82% of students strive hard to achieve in their learning

* 89% of students believe that schooling is useful in their everyday life and will have a strong bearing on their future

* 90% of students can identify at least one teacher who they can confidently turn to for advice, support and assistance.

Teacher Satisfaction

In 2021, our teaching staff were invited to participate in the People Matter Survey. This survey is open to all employees across the NSW. The survey was coordinated by the Public Survey Commission working in collaboration with public sector departments and agencies.

Results for the survey are as follows:

* 93% of respondents believe their work group can explain how their work impacts customers (customer service)

* 93% of respondents believe their work group considers customer needs when planning our work (customer service)

* 93% of respondents feel they are comfortable notifying my manager if I become aware of any risks at work (risk and innovation)

* 93% of respondents believe people in my work group treat each other with respect (inclusion and diversity)

* 93% of respondents believe there are people at work who care about me (wellbeing)

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.