

2021 Annual Report

Kirkton Public School



School Team: Mrs Shelley Mitchell (SAM), Miss Kelly Armstrong, Ms Kristine DeJuliis (SLSOs), Allan Lambert (GA)
Mrs Heather Loss, Mrs Kate Smith, Miss Shelby Lewis, Mr John Broadley (Teachers), Mrs Claire Johnson (Teaching Principal)



2314

Introduction

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

Kirkton Public School

797 Standen Drive

BELFORD, 2335

<https://kirkton-p.schools.nsw.gov.au>

kirkton-p.school@det.nsw.edu.au

6574 7152



School vision

Students have a strong sense of belonging, are engaged in and responsible for their learning and are supported by an informed and active community.

At Kirkton Public School we will feel a sense of belonging through connection, inclusivity and ownership to the school and our own culture. We will identify strengths in ourselves and others and understand how to use these strengths to reach our learning goals. We will use supportive language and take on feedback to create a happy, engaging and productive environment. Staff and students at Kirkton Public School will be excited and happy to come to school and will focus on developing their values of friendship, learning, opportunity, respect and achievement. Staff, parents and students will collaboratively work together to ensure student growth and attainment.

School context

Kirkton Public School has carefully catered for student learning since 1882. Our small school lies within the rural community of Lower Belford, situated 20km east of Singleton. We have a current enrollment of 29 students with a capacity to consider out of zone applications. We are part of the Singleton Learning Community and the Maitland Principal Network

Our school numbers as well as students who identify as Aboriginal or Torres Strait Islanders have fluctuated over the last 10 years. Our student numbers over the previous two years have stabilized and broken a general fall to increase, particularly in our intake for kindergarten. Our FOEI at this point in time is 127.

The previous school planning cycle led to the Kirkton PS community fostering a culture of high expectations and the benefit of high levels of community engagement. We started our journey to ensure programs were personalised, using evidenced based judgments to underpin practice and support student learning.

The whole school community, involving students, staff, parents, and the local Aboriginal Education Consultative Group (AECG), were consulted in a thorough situational analysis followed by the development of the Strategic Improvement Plan to build upon the improvements undertaken in the previous school planning cycle and inform this planning cycle. We have identified some interrelated themes of school excellence for school growth.: continuous improvement - implementation and measurement to inform what is working, how well and why; curriculum provision and differentiation with an emphasis on a high expectations framework; formative and summative assessment - to inform data practice (specifically literacy and data analysis) for measured impact on student growth; and instructional leadership for collective responsibility and action towards measurable growth for every student. This has led to the formation of two areas of focus and strategic direction. Our approach reflects a commitment to a narrow and deep approach to planning and evaluation.

1. Student growth and attainment

Our work with individual students will be responsive and closely monitored. Individual and targeted support will be provided where growth is not evident. Professional learning around effective assessment and data skills and use will support analysis of the impact of evidence based, explicit teaching pedagogy and what works best. Structures will be strengthened in data collection and analysis to identify students who need intervention. Continual monitoring of student performance data will determine areas of need and success at a class and school level and authentic partnerships with the whole school community in this process will be essential for success.

2. High Expectations and Engagement

We will embed a high expectations framework through a spiral of inquiry approach to explicit and effective teaching practice that results in measured impact on student learning. So that students can connect, succeed, thrive and learn in a culture of high expectations and community engagement that is strongly focused on learning and sustained and measurable whole school improvement, we will use an evidence-based, strategic and planned approach to develop whole school wellbeing processes that support all students. A school culture that develops mutually supportive, collaborative and trusting relationships can embed continuous improvement through regular feedback and evaluation and evidence of impact on student outcomes that allow our students to thrive.

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 and participated in an external validation. 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. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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/school-excellence>

Self-assessment using the School Excellence Framework

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

Strategic Direction 1: Student growth and attainment

Purpose

In order to ensure measurable growth and achievement for every child we will use an evidence informed and individualised approach to quality teaching and effective explicit teaching methods that are informed by authentic data skills and use.

Initiatives

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

- Data Skills and Use
- Individualised Planning For Every Child

Resources allocated to this strategic direction

QTSS release: \$3,699.89

Professional learning: \$550.00

Location: \$1,157.37

Socio-economic background: \$25,610.90

COVID ILSP: \$25,226.00

Low level adjustment for disability: \$28,423.60

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

Literacy and numeracy: \$2,333.19

Summary of progress

Our focus in 2021 was on using data to inform individualised learning, decision making and pedagogical practice.

This involved professional learning and review of systems and processes to embed cycles of evidence informed inquiry to foster high expectations for every student's growth and attainment. As a result learning and support team processes were reviewed, particularly systems for referral, tracking and support. Staff also worked collaboratively using high impact professional learning elements to develop consistency in understanding of evidence informed practice. Teachers reviewed quality of available data as they used student data to plan and embed quality practice. They explored and refined how this relates to authentic day to day practice and dynamic programming for sustained and effective impact. Practices have strengthened around learning and development where time has been systematically factored into processes of performance development, coaching and collaborative practice and feedback and we work to embed this as sustained practice. Teachers add clarity to the work they do to improve student outcomes by strategically reviewing progress towards goals through using evidence, self reflection and feedback.

Next year our focus will continue to be upon whole school data literacy and developing consistent quality tracking processes, including effective use of literacy and numeracy progressions to further support improvements towards linking explicit teaching practice within classrooms to short term goal setting, differentiation and fostering an inquiry approach to improving pedagogical practice.

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 |
|--|--|
| 90% of students showing growth through meeting their negotiated goals in Individual Education Plans (IEPs) where there is a continuity of learning of two terms or more. | Classroom teaching and learning programs, assessments and IEPs provided evidence to support that students were all successfully working towards their goals, even without continuity of learning on school premises. Revision of goals were necessary with some students to ensure that progress was able to be measured. Although all students met their goals, not all students made what we considered a year's growth for a year at school in relation to syllabus outcomes and learning progression indicators. |
| Uplift of 25% of students achieving expected growth in NAPLAN reading | Data for this cohort is unavailable in 2021 due to small cohort numbers and no comparative information. |

| | |
|--|---|
| where there has been continuity of learning | |
| Uplift of 25% of students achieving expected growth in NAPLAN numeracy where there has been continuity of learning | Data for this target is unavailable for this cohort in 2021 due to small cohort numbers and no comparative information. |
| Evidence collected from the School Excellence Framework (SEF) indicates that the school is sustaining and growing as a minimum across all areas in the data skills and use element. | <p>Evidence collected as part of our evaluative processes and externally validated in 2021 did not support the attainment of this target across all themes. Instead, it helped to clarify where we would focus our sustained concentration for a narrow and deep focus on data literacy.</p> <p>Through student goal meetings and IEPs for all children, school staff collaborate with the school community to use student progress and achievement data to identify strategic priorities, and develop and implement plans for continuous improvement. Classroom programs, assessment folders/systems and observation reflected that all teachers review student assessment data and compare results from external assessments with internal measures to build consistent and comparable judgement of student learning. Although assessments were reviewed, quality considered and some were developed across the whole school, this was not our sustained focus as we refined understandings of analysing and comparing assessment data and results for measurable improvement and impact.</p> |
| Improvement in the high expectations of the whole school community to show demonstrated evidence in all aspects of the sustaining and growing descriptors in the School Excellence Framework (SEF) theme of high expectations. | <p>External Validation process in October 2021 confirmed data sets demonstrated evidence of sustaining and growing practice in learning culture and educational leadership, including within the themes of high expectations.</p> <p>Feedback from parents and 100% attendance for set student goal meetings by at least one carer indicated high expectations and partnership of parents and students to support clear improvement aims and planning for learning.</p> <p>The leadership team, in consultation with staff, developed processes to collaboratively review teaching practices to improve practice for all classroom teachers.</p> |



Targeted intensive support to ensure growth for every student is a priority at Kirkton PS

Strategic Direction 2: High Expectations and Engagement.

Purpose

So that students can connect, succeed, thrive and learn In a culture of high expectations, we will foster community engagement that is strongly focused on learning. We will use an evidence-based, strategic and planned approach to develop whole school wellbeing processes that support all students and enable sustained and measurable whole school improvement.

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.

- Connect, Succeed, Thrive and Learn
- School Culture and Partnerships

Resources allocated to this strategic direction

Professional learning: \$3,961.23

Aboriginal background: \$2,645.07

Integration funding support: \$38,523.00

Low level adjustment for disability: \$1,293.80

Summary of progress

Initiatives and activities in 2021 for strategic direction 2 focused on high expectations and engagement through using individual student SMART goals in IEPs for every student to engage in evidence-based explicit teaching strategies and strategies to differentiate learning and increase parent and student partnership and voice in learning.

This involved reviewing Learning and Support and Individual Education plan processes and methods of recording, tracking, analysing and sharing data. Staff engaged in professional learning on explicit goal setting practice and used staff meetings to begin a spiral of inquiry to develop and refine understanding of evidence collection strategies, validity of data sources to measure growth towards goals, student voice in evidence collection and ways of sharing goals in classroom practice. As a result 100% of students had IEPs created through collaborative goal setting meetings with students, at least one carer and their teacher. 100% of students could identify a goal they were working toward in their IEP when asked and made learning growth in each goal.

Next year our focus will continue to build our understanding as a whole school community around collaborative goal setting practice, as well as ongoing inquiry, research and evaluation of evidence-based practice. This will include extending this collaboration to include data discussions about attendance and wellbeing evidence and impact upon engagement. This aims to further support improvements towards whole school understanding of evidence-based monitoring for measured growth to inform explicit teaching practice and targeted intervention.

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 student attendance to 94% of the time or greater. | Scout data indicates that the 2021 school target to increase student attendance to 94% of the time or greater has not been achieved. However, parents were supporting the school by keeping children at home when they were unwell, evidenced by carer explanation data. The school has noted the impact of partial attendance on overall data and begun to put support processes in place where appropriate. |
| Evidence collected against the School Excellence Framework indicates that the school is at a minimum of sustaining and growing in the area of learning culture. | Evidence collected and externally validated in Term 4, 2021 indicates the school is at sustaining and growing descriptors. There are high expectations and partnerships across the whole learning community supporting students to make learning progress. The school collects and analyses information to inform and support students' successful transitions. The school seeks to collaborate with parents of students whose continuity of learning is at risk. |

| | |
|--|---|
| <p>Evidence collected against the School Excellence Framework indicates that the school is at a minimum of sustaining and growing in the area of learning culture.</p> | <p>Attendance data is analysed and used to inform planning.</p> |
| <p>Improvement in the school's planned approach to wellbeing and support for individualised learning when measured against the School Excellence Framework (SEF) when the school can demonstrate through evidence that they are excelling in at least one of four themes in the element of wellbeing, and are drawing on other excelling descriptors in this area.</p> | <p>Evidence gathered and analysed during evaluative processes determined that as a school we drew on some of the excelling descriptors around caring for students and school-wide, collective responsibility for student learning and success, with planning for learning in consultation with parents/carers. In order to identify at excelling practice, a more systematic approach to whole staff use of data sets in wellbeing and attendance was necessary to review and plan for initiatives.</p> |



At Kirkton PS we work to engage student voice and provide leadership opportunities that promote a shared value of high expectations and engagement for all.

| Funding sources | Impact achieved this year |
|---|--|
| <p>Integration funding support</p> <p>\$38,523.00</p> | <p>Integration funding support (IFS) allocations support eligible students at Kirkton 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"> • Connect, Succeed, Thrive and Learn <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • employment of staff to provide additional support for students who have high-level learning needs • implementation of targeted programs to differentiate teaching and learning programs • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in: improvements in school systems that support teaching and non teaching staff to collect, discuss and review data in reading, numeracy and behaviour. As a result, evidence informed decisions promote teaching and non teaching staff agency in supporting individual learning and behaviour plans and implement 'point of need' programs that support individualised learning towards academic and social IEP goals.</p> <p>After evaluation, the next steps to support our students with this funding will be: to refine Personalised Development Plan processes for non teaching staff to continue to individually and collectively ensure the delivery of high quality personalised educational plans for each student and continue to provide additional staffing to allow for ongoing implementation of tailored interventions.</p> |
| <p>Socio-economic background</p> <p>\$25,610.90</p> | <p>Socio-economic background equity loading is used to meet the additional learning needs of students at Kirkton 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"> • Data Skills and Use • Individualised Planning For Every Child <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support targeted differentiated literacy and numeracy learning program implementation for return to classrooms after home learning • supplementation of extra-curricular activities • additional staffing to implement targeted teaching to support identified students with additional literacy and numeracy needs • resourcing to increase equitability of resources and services • equitable access to specialist resources <p>The allocation of this funding has resulted in: improvements in systems to support targeted teaching in literacy and numeracy across multistage classrooms through additional teaching staff allowing more student support and opportunities for the teaching principal to work shoulder to shoulder with staff during literacy sessions. This was further enhanced on return from home learning to tailor support for individual needs in targeted support groups during literacy and numeracy sessions 4 times a week. The purchase of additional technology including laptops and ipads increased equity to resources whilst at school and during home</p> |

| | |
|---|--|
| <p>Socio-economic background</p> <p>\$25,610.90</p> | <p>learning, ensuring a device was available for each student. Employment of a speech therapist to complete speech assessment screening for the whole school. This screening information was then communicated to parents so that they were able to follow up on recommendations. Follow up from this screening with professional learning from the speech therapist for school staff to develop knowledge and skills to support the specific needs of our students.</p> <p>After evaluation, the next steps to support our students with this funding will be: continue additional staffing to focus on improvement in student literacy and numeracy performance through using student goals to target student learning. Layering support of the teaching principal as an instructional leader and lead learner to develop evidence based evaluative practice for measured improvement. Review need for further screening of new students.</p> |
| <p>Aboriginal background</p> <p>\$2,645.07</p> | <p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Kirkton 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"> • Connect, Succeed, Thrive and Learn <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of specialist additional staff (LaST) to support Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans <p>The allocation of this funding has resulted in: targeted support for Aboriginal students by LaST teacher in literacy and numeracy. As a result students have made measured growth towards their specific learning targets. Systems have been updated to include improved evaluation and assessment of student progress. Additional LaST allocation has increased collaboration and communication about the outcomes of Aboriginal students with the classroom teacher, which has increased targeted teaching at point of need both within the classroom and during intervention lessons.</p> <p>After evaluation, the next steps to support our students with this funding will be: further develop and refine school Personalised Learning Pathway (PLP) processes in consultation with the Aboriginal Education Consultative Group, Aboriginal Community Liaison Officer, Aboriginal students and their parents/caregivers and the Personalised Learning Pathways guidelines to involve greater authentic student voice. In this way, we will continue to ensure funds and resources are effectively utilised so that PLPs meet the educational aspirations of students and families. Funding will provide staffing release to support the development and implementation of PLPs and support the employment of additional staff to ensure targeted teaching to implement goals and educational priorities within PLPs.</p> |
| <p>Low level adjustment for disability</p> <p>\$29,717.40</p> | <p>Low level adjustment for disability equity loading provides support for students at Kirkton 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"> • Individualised Planning For Every Child • Connect, Succeed, Thrive and Learn |

| | |
|---|---|
| <p>Low level adjustment for disability</p> <p>\$29,717.40</p> | <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs • employment of Speech Pathologist to develop phonological awareness, articulation, receptive, expressive language and self-regulation for identified students <p>The allocation of this funding has resulted in: the engagement of a learning and support teacher (LaST), equivalent to one day per week fulltime, but spread across three days per week. In close collaboration between the classroom teacher and the LaST, identified individualised student goals are monitored and inform differentiated teaching. In collaboration with the school team students requiring additional support are identified, appropriate intervention provided and evaluated for effectiveness. This freed the teaching principal to review LST systems and IEP processes and then plan, consult and deliver staff professional development in individualised planning and SMART goals, using a 'cycle of inquiry' based approach to improvement moving into the consistent and effective use of shared learning intentions and success criteria for literacy and numeracy lessons.</p> <p>After evaluation, the next steps to support our students with this funding will be: continue to use a spiral of inquiry approach to review teaching practice and implementation of evidence based intervention programs with the employment of additional staff. Build upon learning about individualised goal setting to engage in review and evaluation of student goals at smaller more regular intervals and refine evaluative processes for measured impact and a link between this and learning intentions/success criteria.</p> |
| <p>Location</p> <p>\$1,157.37</p> | <p>The location funding allocation is provided to Kirkton Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Skills and Use <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • additional staffing for teaching principal release <p>The allocation of this funding has resulted in: planned improvements in systems to support the release of the teaching principal to act as a lead learner within and across schools, however Covid impacted the ability to do this across schools with the cancellation of our Teachers Actively Networking small schools plan. As a result funds were focused on providing support within our school only, allowing for time to collaboratively develop and review PDPs of all staff and opportunities for teaching Principal to work via Zoom with the Principal Coach Mentor and Director Educational Leadership on leadership and coaching conversations, school planning and evaluation.</p> <p>After evaluation, the next steps to support our students with this funding will be: consolidate processes for dynamic PDP consultation and review through release from face to face teaching. Reestablish plans to build and strengthen networking between small schools for all staff to strengthen collaborative practice to assist lesson differentiation, data analysis and possible inquiry based cycles and observations outside our school as well as inside our school.</p> |
| <p>Literacy and numeracy</p> | <p>The literacy and numeracy funding allocation is provided to address the</p> |

| | |
|---------------------------------------|---|
| <p>\$2,333.19</p> | <p>literacy and numeracy learning needs of students at Kirkton 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"> • Individualised Planning For Every Child <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 • resources to support the quality teaching of literacy and numeracy • purchasing of literacy resources such as quality picture books for guided and shared instruction <p>The allocation of this funding has resulted in: purchases of online assessment and literacy and numeracy programs (Essential Assessment, Mathletics, PM e-readers and Storybox live) to support effective home learning teaching and assessment and to provide staff with a deepening exploration and knowledge of using targeted assessment data to inform decision making. Quality texts for shared and explicit teaching of reading and writing were also purchased after a stocktake of resources to support the engagement of students and delivery of teaching to promote literacy, vocabulary skills, sentence structure and story analysis. Students in our primary were involved in identifying texts of interest (novels and informative texts) to increase their interaction, interest and enjoyment of reading. A full analysis of mathematics resources also informed the purchase of hands-on materials to assist the explicit teaching of concepts of place value, additive and multiplicative strategies.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue engaging student voice in decision-making around engaging texts. Build upon our texts to teach the explicit skills of reading for students in primary years who are not at stage level. Review mathematics purchases and ensure further purchases in area not prioritised initially are now purchased. Maintain online subscriptions to assist versatile teaching and assessment and to enhance systems and processes that enhance staff capacity to collaborate and develop consistent evidence informed judgments about data and student progress.</p> |
| <p>QTSS release</p> <p>\$3,699.89</p> | <p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Kirkton 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"> • Data Skills and Use • Individualised Planning For Every Child <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in: teachers having time away from face to face teaching for evidence based supported discussions around explicit teaching practice so that staff develop a clear link between teaching and student goals for growth. An additional teacher allowed teaching Principal time to be off class to observe and support quality teaching practice in classrooms.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue to use funding to release teacher and Principal from face to face</p> |

| | |
|---------------------------------------|---|
| <p>QTSS release</p> <p>\$3,699.89</p> | <p>teaching load to collect evidence and discuss evidence to inform next steps for professional development and to use a consistent framework across the whole school to support discussions</p> |
| <p>COVID ILSP</p> <p>\$25,226.00</p> | <p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Individualised Planning For Every Child <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. <p>The allocation of this funding has resulted in:</p> <p>targeted support in small group tuition to all students in either literacy or numeracy, and in some instances both, that resulted in growth of individual student goals. Support was maintained during home learning through online lessons with separate targeted groups to monitor level of growth using this format. Student engagement in face to face sessions was high.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>continuing to prioritise targeted small group tuition for all students at their point of need in literacy and/or numeracy. Timetabling in release from face to face teaching to participate in professional learning relating to the role, support administration of the program and learn systems for this administration. Allowing for shared release time in planning with Principal to monitor progress and analyse school and student data and link planning for this program with attendance support structures to maximise impact.</p> |

Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2018 | 2019 | 2020 | 2021 |
| Boys | 10 | 8 | 9 | 14 |
| Girls | 11 | 12 | 12 | 14 |

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2018 | 2019 | 2020 | 2021 |
| K | 91.1 | 95.9 | 97.3 | 91.6 |
| 1 | 88.3 | 96.9 | 91.6 | 94.1 |
| 2 | 92 | 91.5 | 98.4 | 87.4 |
| 3 | 88.1 | | 93.2 | 96.4 |
| 4 | 89.5 | 95.7 | | 88.2 |
| 5 | 95 | 95.3 | 95.3 | 82.8 |
| 6 | 93.2 | 92.9 | 91.9 | 94.8 |
| All Years | 91.4 | 94.3 | 94.5 | 91.5 |
| 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 | | 92.1 | 92.7 |
| 4 | 93.4 | 92.9 | | 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.



A variety of experiences and opportunities are designed to promote students' engagement and foster a strong sense of belonging at Kirkton Public School.

Workforce information

Workforce composition

| Position | FTE* |
|---|------|
| Principal(s) | 1 |
| Classroom Teacher(s) | 1.29 |
| Learning and Support Teacher(s) | 0.2 |
| Teacher Librarian | 0.08 |
| School Administration and Support Staff | 0.9 |

*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 | 101,845 |
| Revenue | 679,893 |
| Appropriation | 672,958 |
| Sale of Goods and Services | 1,605 |
| Grants and contributions | 5,306 |
| Investment income | 25 |
| Expenses | -747,713 |
| Employee related | -584,109 |
| Operating expenses | -163,604 |
| Surplus / deficit for the year | -67,820 |
| Closing Balance | 34,025 |

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 | 12,699 |
| Equity Total | 57,973 |
| Equity - Aboriginal | 2,645 |
| Equity - Socio-economic | 25,611 |
| Equity - Language | 0 |
| Equity - Disability | 29,717 |
| Base Total | 491,958 |
| Base - Per Capita | 5,177 |
| Base - Location | 1,157 |
| Base - Other | 485,624 |
| Other Total | 55,304 |
| Grand Total | 617,935 |

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 satisfaction

The school regularly seeks feedback from parents/caregivers to create a shared understanding of priorities for students and to gauge levels of satisfaction. This informs school planning and improvement. Consultation occurs in a variety of forms including: surveys, newsletters, P&C meetings, online/social media platforms, contact calls, formal reporting twice yearly and student goal meetings throughout the year. 100% of parents were involved in the consultation of our 2021-2024 school plan during Term 1 and involvement continued throughout the year to inform our evaluation leading up to External Validation in Term 4. Across multiple platforms key priorities of our parents were highlighted that centered around high expectations of student learning and engagement as a whole child and ensuring students had a strong sense of belonging. Parent/caregiver responses indicated that they valued being actively involved in learning and goal setting, which was also reflected through 100% participation by families with teachers and students at goal setting and individual education plan meetings. Contact calls with families during home learning allowed open communication channels about student levels of engagement and success during this period. It acknowledged the difficulty of this period for families, but a satisfaction with the level of support and contact students had with their teacher and with other students during this time. Surveys continued to have 100% of responses in agree or strongly agree for aspects of positive school culture. Some survey responses reflected a desire to be able to come back physically into schools impacting upon their feelings of involvement.

Student satisfaction

Throughout the year, we have focused on strengthening our informal and formal channels for student voice and leadership within our school, which is reflected in many aspects of whole school practice including reporting, peer support, school council, whole school morning circle, home learning reflections and playground social support programs. In preparation for student goal meetings, and during student goal meetings, students identified what they liked and disliked about school, what they wanted to 'get better at' and what their strengths were. Within reports students identified through self assessment their levels of engagement with tasks, their level of adherence to school rules, their level of responsibility for their own actions, their level of enjoyment of learning and whether they asked for help when it was needed. We identified that in our senior class some students indicated that learning was not something they consistently liked, reinforcing our priority of engagement in strategic direction 2, as essential in affecting student growth and attainment in strategic direction 1. Students commented on what they liked best about learning at school, what they had worked hard at, something they were proud of and goals they were working on. Student responses indicated a wide variety of things they liked about school that were both academic and social. Student responses indicated that many students were proud of areas of academic achievement related to their goals and some students indicated that they were proud of the kind/helpful interactions with others. Each child could talk about their goals in a general sense for literacy, numeracy and a social goal. These responses showed a greater understanding of goals and we continue to build on this understanding to refine student goal setting for engagement and success.

Staff Feedback

Staff feedback was evaluated and measured through: participation in surveys; staff reflection on professional development; evaluation against the School Excellence Framework and Performance Development Planning (PDP); and staff participation in evidence gathering and evaluation during External Validation in 2021. All staff identify, plan for and evaluate professional learning goals that demonstrate aspirational learning outcomes for students. Their responses to staff surveys about beliefs about student growth recognise the importance of their role in student growth, wellbeing and engagement and the underpinning of the PDP process and school plan for continual improvement. These PDPs inform professional learning needs and opportunities. Staff prioritised authentic collaboration and professional learning that related and reflected upon classroom practice and evidence informed judgments. Their evaluation indicated that a focus on gathering and sharing evidence to inform decision-making about progress and improvement was essential to ensure a clear line of sight between daily practice, student improvement and school strategic directions and implementation monitoring. Staff feedback indicated the high value they placed on collaborative practice opportunities to assist quality of planning for student growth and improved outcomes. Feedback demonstrated a strong belief that high staff to student ratio was reflected in evidenced student growth and attainment within our school and enhanced student feelings of support, success and engagement.

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.