

2021 Annual Report

Kogarah Public School



2319

Introduction

The Annual Report for 2021 is provided to the community of Kogarah 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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Message from the principal

I congratulate and thank all our staff, students and parents for the grit, focus and resilience that they have shown throughout this year. Once again, they managed to get through another difficult year with more than a term of learning from home. Everyone remained focused on learning, we listened to feedback, and showed resilience to bounce back when things didn't go quite so well.

Our amazing teachers need to be congratulated for their creativity, collaboration, care, and commitment that they showed throughout the year to ensure that each and every student felt connected to their learning, their peers and their school. I know that when our teachers reflected on what they have achieved this year, they felt as proud as I did of what we have accomplished together.

Kogarah Public is a school of passionate, engaged and enthusiastic students who excel and display their talents in so many different ways. It has been wonderful to see the confidence and pride grow in each of them over the year. This was developed through the opportunities that they seized, the opportunities that teachers inspire and the opportunities that this school offers them. Our students always work to the best of their ability and can be very proud of their outstanding achievements. They take advantage of the opportunities before them and set high expectations of what they can achieve.

It is with great pride that I present our achievements as a school, through this 2021 Annual School Report.

Nitsa Comminos

Principal

School vision

Kogarah Public School aspires to excellence by fostering a culture of high expectations and collaboration, empowering students to be curious and creative thinkers who critically reflect on their learning and contribute positively to our global society. We will continue to promote a positive and cohesive school community that is purposeful, flexible and dynamic in order to meet the diverse needs of our students, staff and community.

School context

Kogarah Public School is situated in the south eastern suburbs of Sydney and serves a diverse multicultural community with 94% of the student enrolment coming from non-English speaking backgrounds. Strong academic results reflect the school's banner statement of Excellence, Opportunity and Success. A culture of high expectations is achieved through reflective, data driven teaching practices that inform the differentiated learning programs delivered to all students. Students are provided with authentic opportunities for collaboration and are well supported to become self-motivated learners who are curious, confident and creative individuals. The core values of Honesty, Respect, Cooperation and Responsibility, underpin the practices of the school to ensure future success and positive wellbeing. Various extra-curricular opportunities in the areas of gifted and talented, technology, performing arts, and sport ensure that our students are well catered for in their learning and wellbeing. Strong relationships and leadership opportunities will continue to be a focus through our active Student Representative Council and the school's connection with local primary and high schools. The school values the quality partnerships developed with our parents through formal and informal opportunities planned for collaboration, through parental involvement in the Parents and Citizens meetings, workshops and organised special events.

An authentic situational analysis using feedback from staff, students and parents, indicated specific high level areas for improvement or further development as follows:

- The delivery of quality , differentiated teaching and learning programs which reflect high expectations and challenge and maximise student learning. There will be a focus on how teachers can successfully plan for and deliver quality differentiated instruction to students with additional needs including those identified as high potential and gifted.
- Embedding a variety of formative and summative assessment strategies into daily classroom instruction with a focus on personalised learning through strategic use of specialist staff, explicit feedback and authentic opportunities for communication, collaboration, creativity and critical reflection which moves learning forward..
- Consistent data collection processes across K-6 which ensure that every student, every teacher and every leader improves every year. Our work with individual students will be responsive and closely monitored. Individual and targeted support will be provided where growth is not evident. Pre and post assessments will be carried out to assess the impact of this support.
- Authentic integration of technology, Science, Technology, Engineering and Mathematics (STEM) and Creative and Critical Thinking opportunities into teaching and learning.

Self-assessment and school achievement

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

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

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

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

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

Self-assessment using the School Excellence Framework

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

Strategic Direction 1: Student growth and attainment

Purpose

Whole school processes for collecting and analysing data will be further developed and refined to improve student achievement, growth and performance in reading and numeracy. We will build a culture of high expectations and quality teaching practice through the implementation of appropriate curriculum provision for every student, underpinned by evidence based strategies and embedded evaluative practices.

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.

- Curriculum and Assessment

Resources allocated to this strategic direction

English language proficiency: \$504,009.00
Literacy and numeracy intervention: \$47,090.00
QTSS release: \$92,396.00
Professional learning: \$36,017.00
Integration funding support: \$74,606.00
Low level adjustment for disability: \$116,836.00
Refugee Student Support: \$338.00
Aboriginal background: \$696.00
Socio-economic background: \$14,697.00
Literacy and numeracy: \$15,328.89

Summary of progress

In 2021, the school prioritised that teaching programs were collaboratively planned with embedded Transforming Schools and Visible Learning pedagogy - collaborative planning days enable this to happen. Analysis of data for writing using grade spreadsheets were introduced across the school; discussions to develop consistency using student work samples were occurring in Stage Consistency in Teacher Judgement meetings. The quality of these processes can be evidenced by new technology driven programs and the response from parents, teachers and students through COVID.

Impact

What has been the impact of quality curriculum, effective assessment, and data driven practice?

Teacher feedback and observation show increasing teacher knowledge in effective programs. Assessment is used more strategically and this has resulted in strong student growth data.

Are our students growing and attaining in Reading and Numeracy?

Internal assessments, Check In and NAPLAN data indicate strong growth specifically in Numeracy where we have met our upper bound target.

Where to Next

In 2022, the school will continue to strengthen our leadership processes to ensure consistency in planning, programming, assessment and reporting across K-6. The focus will be on using data more effectively to promote student growth and attainment.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increase the percentage of students achieving in the top two bands of	The proportion of Year 3 students achieving in the top two bands in NAPLAN reading is 61% and has exceeded the lower-bound system

NAPLAN Reading to be above the system negotiated target baseline of 49.5%.	<p>negotiated target.</p> <p>The proportion of Year 5 students achieving in the top two bands in NAPLAN reading is 48% and is progressing toward the lower-bound system negotiated target.</p> <p>Data indicates 54.81% of students are in the top two skill bands for reading which is an increase against baseline data of 5%.</p>
Increase the percentage of students achieving in the top two bands of NAPLAN Numeracy to be above the system negotiated target baseline of 55.1%.	<p>The proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN numeracy is 60% for Year 3 and 59% for Year 5 and has exceeded the lower-bound system negotiated target.</p> <p>Data indicates 59.26% of students are in the top two skill bands for numeracy which is an increase against baseline data. This is an increase of 5%.</p>
Increase the percentage of students achieving Expected Growth in NAPLAN Reading to be above the system negotiated target baseline of 67.7%.	The proportion of Year 5 students achieving expected growth in NAPLAN reading is 70.59% which is 13% above our baseline data.
Increase the percentage of students achieving Expected growth in NAPLAN Numeracy to be above the system negotiated target baseline of 73.1%.	The proportion of Year 5 students achieving expected growth in NAPLAN numeracy is 88.24% which is above our upper target of 80.2%. This is an uplift of 15% from our baseline.
Increase the proportion of students attending greater than 90% of the time from the baseline of 87.3%.	The number of students attending greater than 90% of the time or more is 86% which has increased from 2019 (77%) by 9%.
<p>Self Assessment of the elements of curriculum and assessment are maintained at Sustaining and Growing.</p> <p>Self assessment of the element of Data Skills and Use is maintained at Sustaining and Growing.</p>	Self-assessment against the School Excellence Framework shows the school has maintained performing at Sustaining and Growing in the elements of Curriculum, Assessment and Data Skills and Use. A progress measure for improving Data Literacy and Data Analysis has been put in place for 2022.
Establish tracking system for targeted students working on individual learning goals/benchmarks so that equity gaps are closing. (How and who do we track? IEP/EaLD?)	Incomplete data sets due to delay in implementation of some initiatives during Term 3 and 4 means this progress measure has not been captured. A progress measure has been determined for 2022.
Establish the benchmark of the percentage of students who achieved in the top two bands NAPLAN meeting or exceeding their expected growth.	<p>Top 2 Bands benchmark data (2021):</p> <p>Year 3: Reading - 61%, Writing 80%, Number 60%</p> <p>Year 5: Reading - 48%, Writing 33%, Number 59%</p>
Establish the numbers of high potential students accessing talent development programs across the 4 domains of intellectual, creative, physical and social emotional.	This has not been addressed in 2021 as the focus has been on maintaining quality literacy and numeracy learning for all students during 2021. HPGE will become a priority for PL and implementation in 2022.

Strategic Direction 2: Collaborative Learning Communities

Purpose

To improve student learning outcomes and teacher capabilities, we will develop impactful, professional learning communities that ensure that staff continually improve their teaching practice, through working collaboratively within and across school settings, to embed evidence-based explicit teaching practice into their pedagogy. Transformational learning will inform an authentic implementation of 4C coherence makers (creativity cascade; critical reflection crucible; communication crystal; collaboration circles). Teachers will develop a deep knowledge and understanding of the learning dispositions and their impact on learners. and their 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.

- Establishing Goals For Success
- 4C Transformational Learning

Resources allocated to this strategic direction

Professional learning: \$100.00

Summary of progress

In 2021, all teachers, led by Instructional Leaders, engaged in fortnightly Consistency in Teacher Judgement (CTJ) meetings to build consistent professional dialogue around student assessment and growth in literacy and numeracy in Terms 1 and 2. Collaborative stage planning each term was driven by the CTJ data. Instructional Leaders (4/5) worked in and across stages modelling best practice and differentiating goals for teachers based on need in Term 1 and 2..

The whole school engaged in Professional Learning (PL) on Transforming Schools- 4Cs, Early Literacy Development, Comprehension and Collaborated with the Strategic School Support Team to deliver whole school PL on Comprehension- focus on vocabulary. Targeted staff (7) also completed PL on Mathematics - K-2 Starting Strong and 3-6 Working Mathematically.

Impact

What has been the impact of our collaborative professional learning on students and staff?

100% of teachers participated in at least two classroom observations based on the Transforming Schools Collaborative Class Visits- Deep Noticing & Action (CCVDNA) Model with an emphasis on deepening understanding of students as learners.

CTJ meetings were used to systematically analyse student data and enable collaboratively planned programs to accommodate all levels of learning across the grade and or stage. This is evident in the writing data across the school.

Engagement in PL in Early Literacy is evident through the collaborative activity (texta talk) which built professional discussions, collaboratively planned Guided Reading (GR) comprehension tasks with Instructional Leaders (IL) and collaboratively planned think alouds using quality literature. Also PL videos for staff on the guided reading process were provided for consistency of practice and feedback was positive as evident in GR videos and feedback.

What are teachers telling us about their improved practice using the Instructional Leader model and 4C Transformational Learning?

Instructional Leaders were allocated to stages and planned, modelled and co-taught in most classes K-6. IL's goals for teachers were based on the teacher's need in the areas of English and Mathematics. This process requires adjustment as greater whole school planning of ILs will have greater impact. This will include refining the IL role statement in 2022. During remote learning, teachers authentically integrated the use of 4C strategies into programs, especially through the use of exit s;lips and reflections of learning using the Learning Disposition Wheel.

Where to Next

Further work in 2022 will focus on ensuring all mathematics programs K-6 include accommodations and adjustments.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<p><i>Learning & Development - Collaborative Practice & Feedback S&G</i> - Professional discussion, collaboration and observations of classroom teaching practice, show an improvement in professional knowledge and practice.</p>	<p>Self-assessment against the School Excellence Framework shows the school currently performing at Sustaining and Growing in the element of Learning & Development, Collaborative Practice and Feedback.</p>
<p><i>Effective Classroom Practice - Lesson Planning- EXC</i></p> <p>Evidence of collaboratively designed programs with systematically planned lessons including accommodations and adjustments across the full range of abilities.</p>	<p>Self-assessment against the School Excellence Framework shows the school currently performing at Sustaining and Growing in the element of effective classroom practice -lesson planning.</p> <p>Teachers collaborate across stages to share curriculum knowledge, data, feedback and other information about student progress and achievement, to inform the development of evidence-based programs and lessons, which meet the needs of all students.</p>

Strategic Direction 3: Connections with Clarity

Purpose

To ensure that all of our students are able to connect, succeed, thrive and learn, there will be a planned approach to developing whole school processes that support high levels of wellbeing and engagement for the whole school community.

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.

- Informed and Engaged

Resources allocated to this strategic direction

Summary of progress

In 2021, there has been an increase in the use of the Class Dojo App as a platform to communicate with the school community. All students, teachers including non-teaching staff and 886 parents are connected using this App. During the Learning from Home period, Class Dojo provided a simple way for 3 way communication between students, their families and their teachers. Small learning groups were also formed which allowed specialist staff to create their own learning communities. This included a group for the students who were learning onsite. Parents were informed of their child's progress and had a simple way of communicating with the school.

Impact

What has been the impact of our enhanced wellbeing and high expectations initiatives on the school community?

Feedback from parents through messages posted on Dojo and the results of the Tell Them From Me survey, indicate that they were highly satisfied with the communication that was made between home and school.

What has been the impact of our new policies and processes for staff and students?

The school initiated this activity in 2021 and developed a draft Planning, Programming, Assessment and Reporting Policy and School Induction Policy. This will be reviewed in Term 1, 2022.

Where to next?

In 2022 the school will continue to focus on the wellbeing of staff, students and parents. Clear processes and procedures with a focus on communication and policy implementation will be the priority for 2022.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<p>Learning Culture -High Expectations -S&G:</p> <p>Consolidating -Partnerships with parents and students support clear improvement aims and planning for learning.</p> <p>Wellbeing - A planned approach to wellbeing -D</p> <p>The school plans for and monitors a</p>	<p>Self-assessment against the School Excellence Framework shows the school currently performing at Sustaining and Growing in the element of Learning Culture-high expectations.</p> <p>Self-assessment against the School Excellence Framework shows the school currently performing at Sustaining and Growing in the element of Wellbeing-a planned approach to wellbeing.</p> <p>The school collects, analyses and uses data including valid and reliable student, parent and staff surveys/feedback to monitor and refine a whole school approach to wellbeing and engagement, to improve learning.</p>

<p>whole school approach to student wellbeing and engagement.</p>	
<p>Educational Leadership -Community Engagement S&G:</p> <p>The school regularly solicits and addresses feedback on school performance from students, staff, parents and the broader school community.</p> <p>Management Processes & Practices Administrative systems and processes D:</p> <p>Administrative practices, curriculum, policies and systems effectively support school operations and teaching.</p>	<p>Self-assessment against the School Excellence Framework shows the school currently performing at Sustaining and Growing in the element of Educational Leadership-community engagement.</p> <p>Self-assessment against the School Excellence Framework shows the school currently performing at Excelling in the element of Management Practices and Processes - administrative systems and processes..</p> <p>The school evaluates its administrative systems and processes, ensuring that they are delivering anticipated benefits to the school community, and makes changes when required. The leadership team collects information about the school's administrative practices in order to ensure their effectiveness.</p>
<p>A minimum or greater than 92.2% of students expressing a positive sense of wellbeing in the Tell the From me Survey.(2020 93.41%)</p>	<p>88.44% of students reporting positive wellbeing outcomes has slightly decreased by 1% across the positive wellbeing measures. Wellbeing measures have been impacted by COVID.</p>

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$338.00</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</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"> • Curriculum and Assessment <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • intensive English language and learning support to increase educational outcomes for students • strengthening orientation and transition program for identified students <p>The allocation of this funding has resulted in: Addition support being provided to our refugee student.</p> <p>After evaluation, the next steps to support our students with this funding will be: to use this funding to continue to provide individualised support for refugee students.</p>
<p>Integration funding support</p> <p>\$74,606.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Kogarah 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"> • Curriculum and Assessment <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 <p>The allocation of this funding has resulted in: all eligible students demonstrating progress towards their personalised learning goals. The allocation of resources was reviewed each semester, in consultation with the Learning Support Team, to ensure that eligible students were supported in their classrooms.</p> <p>After evaluation, the next steps to support our students with this funding will be: to incorporate integration funding decision making into the learning and support team meeting agenda each term to ensure funding use is regularly reviewed. The use of integration funding may be adjusted throughout the year in response to reviews of student personalised learning goals (IEPs) to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$14,697.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Kogarah 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"> • Curriculum and Assessment <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional School Learning and Support Officers (SLSO) to support implementation of Personalised Learning and Support Plans (PLaSP) for targeted students.

<p>Socio-economic background</p> <p>\$14,697.00</p>	<p>The allocation of this funding has resulted in: employment of SLSOs to assist with individual or small group interventions for students with additional learning needs and PLaSPs. Review of PLaSPs for targeted students shows that many goals have been achieved..</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue to engage additional SLSOs to support our identified students in achieving individual goals. Next year, the LaST will monitor PLaSPs, deliver Professional Learning for the development of achievable learning goals and support SLSOs and class teachers in activities to meet individual needs.</p>
<p>Aboriginal background</p> <p>\$696.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Kogarah 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"> • Curriculum and Assessment <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 literacy and numeracy programs <p>The allocation of this funding has resulted in: Support for aboriginal student in the classroom to assist in the implementation of the Pathways Learning Plan.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue supporting aboriginal students in the classroom using these funds.</p>
<p>English language proficiency</p> <p>\$504,009.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Kogarah 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"> • Curriculum and Assessment <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • withdrawal lessons for small group (developing) and individual (emerging) support • establish a core practice for supporting students learning English as an Additional Language or Dialect <p>The allocation of this funding has resulted in: Increased specialist teachers confidence in using EAL/D progressions to make judgements about student achievement. EAL/D students who received small group withdrawal support showed high growth on the EAL/D learning progressions and teacher observations and work samples indicated these students are more confident and prepared to take risks with their language use.</p> <p>After evaluation, the next steps to support our students with this funding will be: to enhance teacher confidence in making judgements using EAL/D progressions and build teacher capacity to design Literacy and Mathematics units that reflect the vocabulary needs of EAL/D learners.</p>

<p>Low level adjustment for disability</p> <p>\$116,836.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Kogarah 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"> • Curriculum and Assessment <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers (SLSO) • employment of additional Learning and Support Teacher -LaST (0.1FTE) to develop and implement needs-based learning and support programs in Stage 1 (Working Memory, phonics) to increase learning outcomes for identified students. <p>The allocation of this funding has resulted in: identified Stage 1 students showing growth in knowledge of phonics as noted through teacher observations and Phonics Check in Assessment data for Year 1. Students who received additional, targeted support provided by SLSOs demonstrated growth towards identified goals for literacy, numeracy or social-emotional targets.</p> <p>After evaluation, the next steps to support our students with this funding will be: to identify students with additional learning needs in years 1-6 including literacy/numeracy needs, through teacher observations and data analysis, collaboratively develop targeted learning sprints and monitor progress using the Learning Progressions. The impact of programs will be monitored by the Learning Support Team. The school will continue to provide additional support for identified students through the employment of trained SLSOs.</p>
<p>Literacy and numeracy</p> <p>\$15,328.89</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Kogarah 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"> • Curriculum and Assessment <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • targeted professional learning to improve literacy and numeracy • teacher release to engage staff in CTJ meetings <p>The allocation of this funding has resulted in: Improved teacher knowledge of curriculum and the effective use of data to drive programs. Collaborative data talks through fortnightly CTJ meetings has improved student results through targeted teaching.</p> <p>After evaluation, the next steps to support our students with this funding will be: This will continue into 2022 as the positive impact of this funding source is highly evident</p>
<p>QTSS release</p> <p>\$92,396.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Kogarah 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"> • Curriculum and Assessment

<p>QTSS release</p> <p>\$92,396.00</p>	<p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • assistant principals provided with additional release time to support classroom programs • additional teaching staff to implement quality teaching initiatives <p>The allocation of this funding has resulted in: Consistency of practice is being developed across the school in terms of programming, assessment, reporting and the collection and use of data.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue to strengthen this process in 2022 through the use of teacher mentoring, instructional leadership and additional release time for executive staff to meet as a team.</p>
<p>Literacy and numeracy intervention</p> <p>\$47,090.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Kogarah Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Curriculum and Assessment <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of additional LaST to address the identified needs for students who require additional support in literacy and numeracy • engagement of literacy and numeracy interventionist to provide personalised learning to identified students and embed differentiation strategies across whole school practice <p>The allocation of this funding has resulted in: Additional LaST and Interventionist support in the classroom provide strong differentiated programs that cater for the needs of all students, resulting in growth evidenced in NAPLAN and internal assessments.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continued to provide additional LaST and Interventionist teachers in the classroom in 2022.</p>
<p>COVID ILSP</p> <p>\$53,591.56</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • employing staff to provide online tuition to student groups in literacy/numeracy - writing and numeracy <p>The allocation of this funding has resulted in: consistent growth in student results for writing, reading and numeracy as evidenced through PLAN and internal assessment data.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p>

COVID ILSP

\$53,591.56

to continue to strengthen this program in 2022

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	222	246	251	245
Girls	206	222	222	233

Student attendance profile

School				
Year	2018	2019	2020	2021
K	93.7	90.4	95.6	94.2
1	95.1	93	93.3	94.5
2	95.1	91.5	93.9	94.4
3	96.5	93.6	92.5	94.6
4	95.9	95.3	94.3	94.9
5	96.1	94.1	93.9	96.2
6	96	95.9	95.6	95.5
All Years	95.3	93.1	94.2	94.8
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	17.41
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	0.7
Teacher Librarian	1
Teacher ESL	4
School Administration and Support Staff	3.23
Other Positions	1.8

*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	550,932
Revenue	5,060,842
Appropriation	4,890,209
Sale of Goods and Services	11,873
Grants and contributions	155,785
Investment income	576
Other revenue	2,400
Expenses	-5,143,536
Employee related	-4,692,590
Operating expenses	-450,945
Surplus / deficit for the year	-82,694
Closing Balance	468,239

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	104,327
Equity Total	636,238
Equity - Aboriginal	696
Equity - Socio-economic	14,697
Equity - Language	504,009
Equity - Disability	116,836
Base Total	3,360,719
Base - Per Capita	116,602
Base - Location	0
Base - Other	3,244,116
Other Total	470,361
Grand Total	4,571,645

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

The 2021 Tell Them From Me Students Survey indicates that:

- 95.9% of students have reported to sense a positive wellbeing compared to 84.5% of students in our network of schools.
- 74.2% of students report a positive sense of belonging compared to 70.5% in the state
- 97.4% of students indicate positive expectations for success compared to 94.8% in the state
- 94% of students indicate positive advocacy at school compared to 86.7% in the state
- 91% of students indicate that they do not get in trouble at school for disruptive and inappropriate behaviour compared to 83% in the state
- 80% of students are interested and motivated to learn compared to 78% in the state
- 92% of students try hard to succeed in their learning compared to 88% in the state

The 2021 Tell Them From Me 'Focus on Learning' Teacher Survey asks teachers to consider whether they present:

1. **Challenging and visible learning goals** and if so, whether they enable students to achieve these learning goals through:
2. **Planned Learning opportunities** which involve an intentional transfer of skills and knowledge
3. **Quality feedback** that guides students' effort and attention; and
4. **Support for students to overcome obstacles to achieving their learning goals** (e.g., poor basic skills, unproductive learning strategies, low self esteem, lack of perseverance, poor help-seeking behaviours).

The scores for each of the Four Dimensions of Classroom and School Practices are scored on a 10 point scale. The results of the teacher survey are as follows:

1. Challenging and visible learning goals: School Score 7.7 NSW Norm 7.5.

The highest scores were reported for:

- I establish clear expectations for classroom behaviour
- I discuss the learning goals for the lesson
- My students are very clear about what they are expected to learn
- I set high expectations for students learning
- school leaders have provided guidance for monitoring student progress

2. Planned learning opportunities: School Score 7.8 NSW Norm 7.6

The highest scores were reported for:

- When I present a new concept I try to link it to previously mastered skills and knowledge.
- I use two or more teaching strategies in most class lessons
- I use results from formal assessment tasks to inform my lesson planning.
- I work with other teachers in developing cross-curricular or common learning opportunities.
- I work with school leaders to create a safe and orderly school environment.

3. Quality Feedback: School Score 7.6 NSW Norm 7.3

The highest scores were reported for:

- I monitor the progress of individual students.
- Students receive written feedback on their work at least once every week.
- Students receive feedback on their work that brings them closer to achieving their goals.
- I make sure that students with special learning needs receive meaningful feedback on their work.
- I discuss my assessment strategies with other teachers.

4. Overcoming Obstacles for Learning: School Score 7.7 NSW Norm 7.7

The highest scores were reported for:

- I strive to understand the learning needs of students with special learning needs.
- My assessments help me understand where students are having difficulty.
- I discuss learning problems of particular students with other teachers.
- School leaders have supported me during stressful times.
- I talk with other teachers about strategies that increase student engagement.

The 2021 Tell Them From Me 'Partners in Learning' Parent survey is based on a comprehensive questionnaire covering several aspects of parents' perception of their children's experiences at home and at school. The results are based on data from 140 respondents who completed the parent survey. The results are based on on a 10 point scale and were as follows:

Parents feel welcome: School Score 7.7 NSW Norm 7.4

The highest scores were reported for:

- I feel welcome when I visit the school.
- I can easily speak with my child's teachers.
- Written information from the school is in clear, plain language.
- The school's administrative staff are helpful when I have a question or problem.

Parents are informed: School Score 7.2 NSW Norm 6.6

The highest scores were reported for:

- Reports on my child's progress are written in terms I understand.
- If there were concerns with my child's behaviour at school, the teachers would inform me immediately.
- I am informed about my child's behaviour at school, whether positive or negative.
- The teachers would inform me if my child were not making adequate progress in school subjects.
- I am informed about my child's social and emotional development.

Safety at School: School Score 7.9 NSW Norm 7.4

The highest scores were reported for:

- My child feels safe at school.
- My child feels safe going to and from school.

Inclusive School: School Score 7.4 NSW Norm 6.7

The highest scores were reported for:

- Teachers help students who need extra support.
- Teachers help students develop positive friendships.

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.