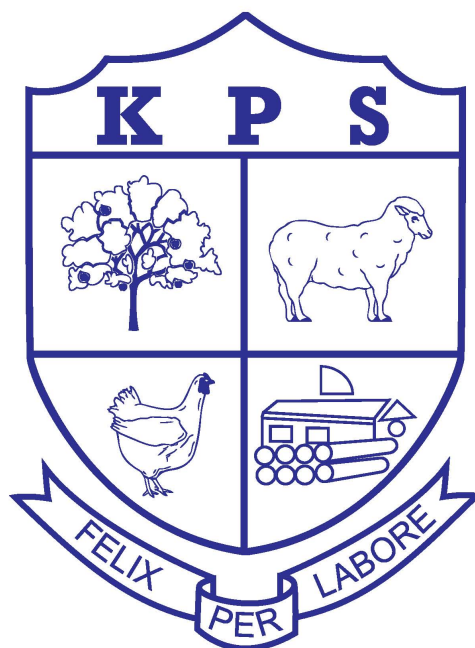


# 2021 Annual Report

## Kootingal Public School



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## Introduction

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

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## School vision

Kootingal Public School has a culture of collaborative practice that has high expectations for all students with the expectation of achievement in all areas of the curriculum. Kootingal Public School prides itself on catering for all students' needs, with an embedded understanding of being safe, supportive and effective learners. This is underpinned by building the capacity and supporting all teaching staff to deliver the highest quality evidenced-based learning programs through collaborative practices. We value and place great importance on student wellbeing, community participation and family involvement in our students' learning, ensuring effective partnerships between the home and school.

## School context

Kootingal Public School is a small to medium sized school located at the foothills of the Moonbi Ranges and has a current enrolment of 173 students. Of the 173 students, Kootingal Public School has 26% of students identifying as Aboriginal. Our students come from a wide range of socio-economic backgrounds.

The township of Kootingal is very well serviced and the school enjoys reciprocal partnerships with the many business houses, churches, volunteer organisations and sporting groups.

Extra-curricular opportunities exist within the school in sport and the creative and performing arts.

The staffing mix is experienced with beginning teachers. Our Principal is non-classroom based and is supported by two Assistant Principal positions. Our teaching staff is supported by a small SAS team with a SAM, SAO, General Assistant and two fulltime and two parttime School Learning and Support Officers. Kootingal Public School is also supported through one day school counsellor allocation and has 8 classes.

Kootingal Public School is well resourced in technology with three class sets of iPads, three class sets of laptops, full school wifi access and interactive boards in all teaching and learning spaces.

Through our situational analysis, we have identified a need to use data driven practices in line with evidence-based pedagogical practices for the students we serve. Further work is also required in the area of student wellbeing practices across the school K-6 to enhance connectedness and a greater sense of belonging. Through the NAPLAN analysis, the school identified system-negotiated target areas in reading and numeracy. Kootingal Public School will continue its focus on the area of writing and its expansion across the curriculum.

The whole school community, involving staff, parents and the school's Parents and Citizens Association (P&C), was consulted in a thorough situational analysis followed by the development of the Strategic Improvement Plan.

We will continually monitor our progress towards our success criteria and improvement measures, and our student performance data will determine areas for strengthened focus and success at a cohort and school level. The involvement of the whole school community in this process will be essential for success.

## Self-assessment and school achievement

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

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

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

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

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

## Strategic Direction 1: Student growth and attainment

### Purpose

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

### Initiatives

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

- Professional learning communities

### Resources allocated to this strategic direction

**Socio-economic background:** \$69,256.55  
**English language proficiency:** \$2,400.00  
**Low level adjustment for disability:** \$116,598.51  
**Professional learning:** \$8,145.51  
**Beginning teacher support:** \$29,690.00  
**School support allocation (principal support):** \$6,802.40  
**Literacy and numeracy intervention:** \$35,317.17  
**Literacy and numeracy:** \$5,900.06  
**QTSS release:** \$33,747.52

### Summary of progress

At Kootingal Public School professional development occurred on collaborative practices and was based on the work of Gavin Grift and Colin Sloper. Collaboration was based on stages so classroom teachers were responsible for the achievement of students in their stage, not just their individual class. The process of collaboration was initially derived from a familiar data set in writing, in particular, the writing checklist used across stages 1 to 3 at Kootingal Public School.

Initial planning enabled staff to be released as a stage one day per month for the examination of data, planning of proposed teaching and learning strategies and resource allocation. However, staff movements and staff absences led to a shortage of casual staff to fulfil this role. As a result, collaboration time moved to meeting times with a change in the meeting schedule for terms 3 and 4.

The next steps in this strategic direction is to continue collaboration with predetermined dates in the school's meeting schedule.

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Improvement in the % of students achieving Top 2 Bands in NAPLAN Numeracy to be at or above the baseline system negotiated target of 20.7%.	It is very pleasing that in 2021 25% achieved a Top 2 Band result in NAPLAN Numeracy, which is well above the system negotiated target of 20.7% .
Improvement in the % of students achieving Top 2 Bands in NAPLAN Reading to be at or above the baseline system negotiated target of 30%.	Only 26% of students achieved a top 2 Band result in NAPLAN Reading. The school result was lower then the baseline target and working toward the achievement of the 2022 target.
Improvement of the % of students achieving expected growth in NAPLAN Numeracy to the system negotiated lower bound target of 50%.	The proportion of Year 5 students achieving expected growth in NAPLAN numeracy has increased to 81.25%.

Improvement of the % of students achieving expected growth in NAPLAN Reading to the system negotiated lower bound target of 50%.	The proportion of Year 5 students achieving expected growth in NAPLAN reading has increased to 52.94%.
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## Strategic Direction 2: Effective collaboration and pedagogy

### Purpose

Through a variety of collaborative practices, all teachers are committed to implementing the most effective explicit teaching methods based on thorough analysis of student assessment data, with the highest priority given to evidence-based teaching strategies. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth.

### 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.

- Development of and sustainability of professional learning communities

### Resources allocated to this strategic direction

**Socio-economic background:** \$7,000.00

**Aboriginal background:** \$68,068.40

**Location:** \$3,993.32

**Professional learning:** \$8,145.52

**School support allocation (principal support):** \$6,802.40

### Summary of progress

At Kootingal Public School, stages were able to go through the process of identifying various sources of data to devise teaching strategies and set evaluation measures from the data.

Staff identified they had time with their stage partner to dissect the whole stage/year group data and identify teaching strategies to use, and time to organise resources. It was also acknowledged that this time enabled consistent teacher judgement due to time given to examine data. This then led to better reporting processes and more reliable judgement of student performance with ultimately better quality reporting. Teachers also felt accountable due to the time given and realised we were working together.

The teaching staff of Kootingal Public School knew their work in collaboration was demonstrating improvements in student performance through the improvement in data. They acknowledged students were engaged in tasks and they were accountable for their learning. Likewise, teaching staff felt accountable to the task for the next session of collaboration with their stage partner.

Due to ongoing staffing constraints, times for collaboration were hindered.

Moving forward, Kootingal Public School will timetable for collaboration in its meeting schedule 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
Staff confidently implement the prescribed 12 actions of the cycle of learning process.  Staff confidently use valid and reliable data sources to improve student performance during teaching and learning cycles.  Systems are in place to support time for collaboration.	Following the purchase of the professional learning text from Gavin Grift and Colin Sloper and our sessions with Gavin Grift, all teaching staff provided feedback acknowledging their increased confidence in the implementation of the 12 actions of the cycle. Systems were developed, implemented, evaluated and changed in response to feedback from staff and staffing constraints.
Teaching and learning programs	Analysis of learning programs indicate an increase in the number of learning

describe what all students are expected to know, understand and do.	programs describing what all students are expected to know, understand and do.
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## Strategic Direction 3: Student wellbeing

### Purpose

Kootingal Public School uses practices that support student wellbeing and involves creating a safe environment; ensuring connectedness; engaging students in their learning; and promoting social and emotional skills. This whole-school approach is important in addressing the interconnected and interdependent nature of wellbeing.

### Initiatives

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

- A planned approach to wellbeing
- School and community collaborative partnerships

### Resources allocated to this strategic direction

**Socio-economic background:** \$15,000.00

### Summary of progress

At Kootingal Public School we performed a survey of all staff on their views of wellbeing and the elements of wellbeing and how they are addressed within the School Excellence Framework. All classroom based staff are undertaking professional learning in the course Using the Wellbeing Framework for School Excellence. This course is delivered by two school-based trainers with tasks to be completed in between each session.

Due to the length of each learning module, this professional learning will continue into 2022.

Kootingal Public School utilised the Tell Them From Me survey to gather information about school and community partnerships. This data indicated that we have further work to do in this area. Moving forward, as a staff, we will examine this data more closely and put in place strategies to assist the school to form better relationships with our parent community.

### 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
Tell Them From Me data shows an increased proportion of students reporting a greater sense of belonging from 78% to 80%.	The percentage of students reporting a greater sense of belonging has decreased to 57% across the positive wellbeing measures.
Collection of baseline data from Tell Them From Me to measure the school's progress to support active parental participation.	The percentage of parents reporting on active parental participation has increased across the positive wellbeing measures in the Tell Them From Me Survey.
Percentage of students attending 90% of the time will be at the baseline of 80.3%.	The number of students attending greater than 90% of the time or more has decreased to 68.53%.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$80,080.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Kootingal Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing of SLSOs to assist students with additional learning needs</li> </ul> <p><b>The allocation of this funding has resulted in:</b> The employment of School Learning Support Officers to support students who require additional assistance in both the classroom and playground. This has resulted in an increase in student confidence and sense of belonging while at school.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Due to the success of the employment of the School Learning Support Officers, this funding will continue to provide employment with these specialised people.</p>
<p>Socio-economic background</p> <p>\$91,256.55</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Kootingal Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Development of and sustainability of professional learning communities</li> <li>• Professional learning communities</li> <li>• A planned approach to wellbeing</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support Professional Learning Communities program implementation.</li> <li>• additional SAS staffing to implement intervention programs to support identified students with additional needs</li> <li>• engagement with an external provider to supply professional development of staff through in writing and English programming to support student learning</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Employment of SLSOs to implement QuickSmart Numeracy and MiniLit intervention programs. Teaching staff are more confident in the programming of English units of work that are based on textual concepts and cover the content of the English syllabus.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue employment of SLSOs to administer the QuickSmart Numeracy and MiniLit programs. Continue current support with external provider with move to end support post 2022.</p>
<p>Aboriginal background</p> <p>\$68,068.40</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Kootingal 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</p>

<p>Aboriginal background</p> <p>\$68,068.40</p>	<p>student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Development of and sustainability of professional learning communities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support the implementation of professional learning communities for improved student achievement in literacy and numeracy</li> </ul> <p><b>The allocation of this funding has resulted in:</b> All classroom-based teaching staff closely examining student achievement data in relation to writing and Mathematics with more targeted interventions at the individual student and whole class levels.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> To continue professional learning communities in 2022.</p>
<p>English language proficiency</p> <p>\$2,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Kootungal Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Professional learning communities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• additional teacher time for professional learning to support to EAL/D students</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Greater understanding of students with a language background other than English with strategies implemented within the classroom.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> To continue the current supports in the classroom for EAL/D students.</p>
<p>Low level adjustment for disability</p> <p>\$116,598.51</p>	<p>Low level adjustment for disability equity loading provides support for students at Kootungal Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Professional learning communities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> </ul> <p><b>The allocation of this funding has resulted in:</b> The implementation of intervention programs with consistency established across the school as delivered by the Learning and Support Teacher.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue the employment of the Learning and Support Teacher to deliver intervention programs and manage the team across the school.</p>

<p>Location</p> <p>\$3,993.32</p>	<p>The location funding allocation is provided to Kootingal Public School to address school needs associated with remoteness and/or isolation.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Development of and sustainability of professional learning communities</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• utilised for additional school operational resources.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> The purchase and allocation of necessary school resources to support students.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> To continue the purchase and allocation of school resources on an equitable basis for all students.</p>
<p>Literacy and numeracy</p> <p>\$5,900.06</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Kootingal Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Professional learning communities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• online program subscriptions to support literacy and numeracy</li> <li>• literacy and numeracy programs and resources, to support teaching and learning</li> </ul> <p><b>The allocation of this funding has resulted in:</b> The purchase of additional readers to support literacy teaching in the junior years.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> To continue to support the purchase of texts for literacy teaching in the junior years.</p>
<p>QTSS release</p> <p>\$33,747.52</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Kootingal Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Professional learning communities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to support in the implementation of high-quality curriculum</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Achievement and engagement of students exceeding expectations in Mathematics with increased growth in NAPLAN results.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> To continue this initiative of offering extension level Mathematics for targeted students.</p>

<p>Literacy and numeracy intervention</p> <p>\$35,317.17</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Kootingal Public School who may be at risk of not meeting minimum standards.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Professional learning communities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of interventionist to support the delivery of evidence-based literacy and numeracy programs and data driven practices</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Groupings of students that reflect data sets within the school with targeted interventions for small groups of students.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> To continue the programs of QuickSmart Numeracy and the Enrichment and Extension Mathematics programs.</p>
<p>COVID ILSP</p> <p>\$127,833.08</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Improved student outcomes in the area of Mathematics through targeted intervention based on the Interview for Student Reasoning (IfSR) assessment.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> To continue the program until all gaps in students' learning are identified and addressed using the IfSR assessment.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	108	104	100	93
Girls	80	81	88	82

### Student attendance profile

School				
Year	2018	2019	2020	2021
K	90.5	94.2	91	88.5
1	94.7	92.6	87.9	91.7
2	91.4	93.6	91.5	91.1
3	92.2	94.1	92.3	92.4
4	95.7	93.7	91.1	92.2
5	93.3	95	89.3	92.1
6	93.3	92.6	95	90.8
All Years	92.9	93.6	91	91.2
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

### Attendance

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

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

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

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

## Management of non-attendance

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

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

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	2
Classroom Teacher(s)	6.94
Literacy and Numeracy Intervention	0.32
Learning and Support Teacher(s)	0.8
Teacher Librarian	0.4
School Administration and Support Staff	2.04

\*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 <sup>1</sup>	2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 <b>Actual</b> (\$)
<b>Opening Balance</b>	240,789
<b>Revenue</b>	2,383,348
Appropriation	2,343,750
Sale of Goods and Services	19,180
Grants and contributions	20,147
Investment income	272
<b>Expenses</b>	-2,265,028
Employee related	-2,057,755
Operating expenses	-207,274
<b>Surplus / deficit for the year</b>	118,320
<b>Closing Balance</b>	359,108

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

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The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2021 <b>SBAR Adjustments (\$)</b>
<b>Targeted Total</b>	80,080
<b>Equity Total</b>	278,323
Equity - Aboriginal	68,068
Equity - Socio-economic	91,257
Equity - Language	2,400
Equity - Disability	116,599
<b>Base Total</b>	1,573,533
Base - Per Capita	46,345
Base - Location	3,993
Base - Other	1,523,195
<b>Other Total</b>	120,818
<b>Grand Total</b>	2,052,755

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](https://myschool.edu.au) to access the school data.

## Parent/caregiver, student, teacher satisfaction

In 2021, families, students and the staff of Kootingal Public School completed then online survey Tell Them From Me to gain information about parent, caregiver and student satisfaction. For the vast majority of our families, Kootingal Public School is their first choice public school with over 95% of families indicating this. Parents and caregivers also indicated that they would not only recommend our school to their friends but also the school assists students and disabilities to feel welcome with the school environment. Parents and caregivers also stated that they felt welcome when they are in the school and that staff were easily accessible. Students also stated that they feel they have someone at school who consistently provides encouragement and can be turned to for advice.

# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.