

# 2021 Annual Report

## Kemblawarra Public School



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# Introduction

The Annual Report for 2021 is provided to the community of Kemblawarra 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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Kemblawarra Public School

Shellharbour Rd

Port Kembla, 2505

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

[kemblawarr-p.school@det.nsw.edu.au](mailto:kemblawarr-p.school@det.nsw.edu.au)

4274 2024

## School vision

The vision of our Kemblawarra Public School learning community is to enable all students to achieve their personal goals and to develop their talents and capacities to their full potential socially, emotionally, physically, spiritually and academically.

We envision that all students will develop a sense of self-worth, achieve social discipline and satisfaction from belonging to and being a valued member of the school and wider community so that they can make the best contribution to the community in which they live. We are committed to building relationships and providing an environment that creates the joy of learning where we grow in harmony together through high expectations and quality learning programs.

Our school values support our core business of improving student growth. We strive to be the best we can be and our values 'Safe, Respect and Responsible', drive our school culture and ensures every student is known, valued and cared for.

## School context

Kemblawarra Public School is a dynamic primary school that provides a quality education for preschool, mainstream and support class students. We are a member of the Warrawong Community of Schools (CoS) and situated in the Illawarra region. We share a boarder with Port Kembla and Warrawong forming our school name, Kemblawarra Public School.

Our enrolments include 106 K-6 students and 35 Support Class students. Our Kemblawarra Public School Preschool includes up to 70 students and runs on a 5 day fortnight enrolment system. We currently have 5 Mainstream classes, 3 Support Classes, 2 Emotional Disturbance Support Classes and 2 Preschool Classes. The school has 23 Aboriginal students currently enrolled.

Our school focus is to excel in a best practice mind set and method of delivery through all teaching and learning cycles to improve student outcomes. Staff, parents and students work together so that all students are provided with opportunities to achieve success in learning and to develop their sense of self-worth, individual accountability, self-confidence, optimism, respect for others and the achievement of personal excellence.

Kemblawarra Public School strives for excellence and high teaching and learning expectations through all curriculum areas, in particular literacy and numeracy with the inclusion of technology. The school has a strong focus on school improvement, individual learning needs and meeting those learning needs to best support student growth and development. Kemblawarra Public School provides a selection of extracurricular activities including choir, public speaking, drumming, filmmaking and a variety of sporting, gifted and talented opportunities.

The whole school community, involving students, staff, parents and the local Aboriginal Education Consultative Group (AECG), was consulted in a thorough situational analysis followed by the development of the Strategic Improvement Plan. Our work with the community will continue to strengthen by monitoring our progress to ensure we are working with, working through and working for the improvement of our students and whole school processes.

## 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	Delivering
LEARNING: Assessment	Delivering
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	Delivering
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1: Student growth and attainment

### Purpose

In order to improve student-learning outcomes in reading and numeracy, we will develop strong systems and whole school processes to ensure purpose specific curriculum is underpinned by expert knowledge, evaluative practice and evidence based data analysis for every student every day.

### 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.

- Teaching and Learning programs-What we teach
- Data driven practices-How we use data

### Resources allocated to this strategic direction

**Early Action for Success (EAFs):** \$68,605.00  
**Beginning teacher support:** \$44,535.00  
**Socio-economic background:** \$96,008.00  
**Refugee Student Support:** \$763.00  
**Literacy and numeracy intervention:** \$23,544.28  
**Professional learning:** \$21,032.86  
**English language proficiency:** \$7,177.17  
**QTSS release:** \$39,801.89  
**Literacy and numeracy:** \$2,589.37  
**Low level adjustment for disability:** \$76,681.94  
**Aboriginal background:** \$85,661.00  
**COVID ILSP:** \$146,516.38

### Summary of progress

In 2021 the school established professional learning to support deliberate and planned explicit teaching techniques allowing evidence-based effective teaching strategies to occur. Professional learning, school processes and systems have supported an increased focus on program scaffolds and requirements to triangulate data analysis through planned curriculum delivery sequences, assessment data and work samples. Instructional leaders focused support through class observations and demonstration lessons. There are clear processes for program alignment, reflection and feedback to demonstrate improved lesson planning and student outcomes. Dedicated stage meetings are inclusive of data focus discussions to reflect on student growth and improvement to inform future lesson planning and intervention programs.

Our next steps will be to further improve capacity to create a clear whole school professional learning agenda that tracks and measures the impact of accessing professional learning with a more focused professional learning schedule which develops deep subject knowledge around the science of reading and learning. A core scope and sequence for literacy, numeracy and an assessment schedule is in draft form ready for implementation in 2022. Essential agreements around programming, morning routine and wellbeing have been established for 2022 implementation.

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increase the percentage of students achieving NAPLAN top 2 bands in Numeracy to be at or above the system negotiated lower bound target of 11.6%	The proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN Numeracy is 7.41% indicating progress yet to be seen toward the system negotiated lower bound target.
Increase the percentage of students achieving NAPLAN top 2 bands in Reading to be at or above the system negotiated lower bound target of	The proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN Reading is 25.0% indicating progress exceeding the system negotiated lower bound target.

19.69. %	
NAPLAN data indicates an increase of students achieving expected growth in Numeracy and Reading.	<p>The percentage of students achieving expected growth in Reading is 67% indicating an increase of 9% from 2019 NAPLAN.</p> <p>The percentage of students achieving expected growth in Numeracy is 47% indicating a decrease of 3% from 2019 NAPLAN.</p>
Self-assessment against the School Excellence Framework in the element Data Skills and Use will be maintained at Delivering.	Self-assessment against the School Excellence Framework in the element of Data Skills and Use shows the school currently performing at Delivering.

## Strategic Direction 2: Resilience

### Purpose

Calm, safe and structured environments promote successful learning opportunities. Our purpose is to sustain a whole school culture and wellbeing process that supports the welfare of all students so they can connect, succeed, thrive and learn through strategic and deliberate transition to school processes every day.

### 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.

- Wellbeing- Attendance
- Wellbeing-Whole School Processes and Transitions

### Resources allocated to this strategic direction

**Socio-economic background:** \$242,691.64

**Integration funding support:** \$85,096.00

**School support allocation (principal support):** \$13,604.00

### Summary of progress

A whole school attendance model was established focusing on a tiered framework of support and intervention tailored to our school community and their needs. Our Learning and Support Team established processes to manage the monitoring and tracking of all attendance data. Addressing attendance concerns through identifying and providing targeted strategies for students needing more support and re-engaging students with learning by providing tailored interventions for students with significant support needs. A number of activities supported a focus on establishing a positive and welcoming school culture when entering our school. Transition programs and opportunities have been refined for our P-K transitions, 6-7 and mobility transitions. Leadership opportunity and student voice has been supported through creating a sense of belonging embedded within our tiered framework of support. Before and After School Care is establishing a stronger alignment with school values to support community needs and employment.

The school has a shared agreement on attendance processes and procedures for monitoring student attendance. Professional learning and data meetings are scheduled to communicate focus areas and analysis of attendance data. KPB (Kemblawarra Positive Behaviour) team has been established to support initiatives through reward systems and communication processes to engage families and strengthen relationships.

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increase the percentage of students attending school 90% or more of the time trending to be at or above the system-negotiated lower bound target of 63.23%.	The number of students attending greater than 90% or more of the time is 52.3% indicating progress yet to be seen toward the system negotiated lower bound target.
Increase the percentage of students reporting positive Wellbeing (Expectations for Success, Advocacy and Sense of Belonging) at school to be at or above the system negotiated lower bound target of 84.4%.	Tell Them From Me data shows a decrease of students reported positive wellbeing, including a .5% increase in advocacy at school, 5% decrease in sense of belonging and .4% decrease in expectations of success.
Clear processes are in place for tracking attendance	Clear processes are in place for tracking attendance through the Learning and Support Team with prescriptive flow charts and areas of responsibility assigned to support the administrative requirements of tracking and monitoring attendance.

## Strategic Direction 3: Community Cohesion

### Purpose

In order to support our learning community to thrive and grow we will establish a connected culture so that students, staff and the community contribute to a collaborative learning environment focused on 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.

- Strong Relationships-Community Champion

### Resources allocated to this strategic direction

**Socio-economic background:** \$5,000.00

### Summary of progress

The Federation of Parents and Citizens Associations of New South Wales (P&C Federation) has developed a number of policy positions which the school will use in the implementation of the new P&C. At the core will be ensuring that the educational outcomes of each individual student is maximised. We have identified the alignment between our School Vision, Mission and Core Principals to that of the Department of Education and the P&C. We are progressing towards a strategic plan and effective processes to form this group. Relationships are being built and projects are in progress through local businesses, services, and local Elders to embed local culture and focuses for our community. This allows us to build connections with our whole school community to better support student outcomes.

The living classroom garden initiative planning commenced in 2021 with specific staff roles and responsibilities identified. Year group structures will be a whole school focus for the project to support activities sitting under attendance and improving school culture. Expert staff have been targeted to coordinate and implement the project to support a number of cross over areas including wellbeing, sustainability and STEAM. Staff professional learning will be supported, maintaining the developing spaces to guide the infrastructure and learning program intentions. The Aboriginal Education Officer worked with local Elders to establish local connections within the project and build stronger relationships.

Our next steps will be to continue planning the establishment of a functioning P&C working with the school to support programs and fundraising initiatives. This will support the school to source and access possible grants for specific school based projects. The garden initiative plans including the staged construction with the support of a local horticulturalist will include features such as a pond, pathway, stone wall and specific cultural garden beds. All students will have the opportunity to participate through planned small group teaching and learning activities.

### 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
The school gathers information from the community, case studies and the P&C association to analyse what a functional P&C looks like.	The school commenced the process of collecting information from the community around interest and availability to establish formal positions in the P&C. This has been achieved through social media, phone calls, enrollment meetings and conversations.
The school establishes a volunteer circle to participate and contribute to the garden space.	Processes are in place to establish a group of volunteers from the community and local businesses to support the sustainability programs linked to the Edible Wonderland project.
Establish initial planning processes for the living classroom garden initiative.	Initial planning for the living classroom garden initiative commenced with staff responsibilities and processes in place supporting wellbeing, sustainability and STEAM focus areas.



Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$763.00</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><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>• Teaching and Learning programs-What we teach</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 additional staff for targeted student support</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Opportunities for 1-1 learning supporting student growth.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> To continue the learning programs throughout other learning times and to be reflected in Individual Education Plans for each student.</p>
<p>Integration funding support</p> <p>\$85,096.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Kemblawarra 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>• Wellbeing- Attendance</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 to assist students with additional learning needs</li> <li>• intensive learning and behaviour support for funded students</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Individual students supported throughout the day everyday on a needs based program. All students have made growth in their literacy and numeracy targets and social goals.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Students will increase their social transition programs to meet set goals during unstructured play breaks. Literacy and numeracy goals will be assessed and refined to meet new targets and focus areas.</p>
<p>Socio-economic background</p> <p>\$343,699.64</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Kemblawarra 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>• Teaching and Learning programs-What we teach</li> <li>• Wellbeing- Attendance</li> <li>• Strong Relationships-Community Champion</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>• review and implementation of attendance monitoring and communication</li> <li>• equitable access to specialist resources</li> <li>• professional development of staff through instructional leadership to support student learning</li> <li>• employment of additional staff to support Movetoimia program</li> </ul>

<p>Socio-economic background</p> <p>\$343,699.64</p>	<p>implementation.</p> <p><b>The allocation of this funding has resulted in:</b> Teachers are improving and refining their skills in the teaching and learning cycle allowing for more engaging lessons and better student outcomes.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continuing to refine routines and high expectations around the delivery of content within the curriculum and to improve student outcomes.</p>
<p>Aboriginal background</p> <p>\$85,661.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Kemblawarra 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><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>• Teaching and Learning programs-What we teach</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 specialist additional staff (AEO) to support Aboriginal students</li> <li>• employment of additional staff to support literacy and numeracy programs</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Our fulltime AEO has built relationships with our Aboriginal community, worked closely with our Aboriginal students in the focus area of numeracy supporting individual and groups of students. Target students have improved their reading skills in the area of literacy and shown growth in their reading skills.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> To continue building on relationships and learning opportunities to support student growth in meeting literacy, numeracy and cultural goals.</p>
<p>English language proficiency</p> <p>\$7,177.17</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Kemblawarra 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>• Teaching and Learning programs-What we teach</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 delivery of targeted initiatives</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Teaching and non teaching staff improving their pedagogy and teaching skills to deliver literacy programs that generate better results for student growth.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue professional learning for staff through planned sessions and using evaluative practices to measure improvement in student performance.</p>
<p>Low level adjustment for disability</p> <p>\$76,681.94</p>	<p>Low level adjustment for disability equity loading provides support for students at Kemblawarra Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p>

<p>Low level adjustment for disability</p> <p>\$76,681.94</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>• Teaching and Learning programs-What we teach</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>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• support for students through the Youth Worker Program</li> <li>• employment of LaST and interventionist teacher</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Smaller classrooms and small group intervention for individual groups of students has supported student growth. Students have a well supported transition program and access to learning opportunities and extra curricular opportunities where they are experiencing success in meeting their individual social skills.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Strengthen the administrative processes and evaluative data around student growth and success measures.</p>
<p>Literacy and numeracy</p> <p>\$2,589.37</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Kemblawarra 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>• Teaching and Learning programs-What we teach</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>• staff training and support in literacy and numeracy</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Better resources for supporting the literacy and numeracy programs offered to our students.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Building our curriculum resources to support the curriculum map.</p>
<p>Early Action for Success (EAfS)</p> <p>\$68,605.00</p>	<p>The early action for success (EAfS) funding allocation is provided to improve students' performance at Kemblawarra Public School through targeted support in the lowest quartile of NAPLAN performance in literacy and numeracy.</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>• Teaching and Learning programs-What we teach</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 Instructional Leader to support literacy and numeracy programs</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Teachers had access to an Instructional Leader to plan, coach and model strategies to improve student growth and meet targeted outcomes.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> To gain additional support with additional curriculum leaders.</p>

<p>QTSS release</p> <p>\$39,801.89</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Kemblawarra 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>• Teaching and Learning programs-What we teach</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>• consultant to support staff collaboration in the implementation of high-quality curriculum</li> <li>• additional teaching staff to implement quality teaching initiatives in the form of small group intervention through Movetoimia</li> <li>• IL to provide additional scheduled PL and to support and mentor staff collaboration in the implementation of high-quality curriculum</li> </ul> <p><b>The allocation of this funding has resulted in:</b> improved staff knowledge, confidence and teaching practice. Teachers use learning intentions, success criteria and have a strong focus on formative assessment. Teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice, based on the science of reading and direct explicit instruction.</p> <p>100% of students are provided with differentiated teaching based on activities and teacher strategies (using line seating structure)</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> continue working with consultant and Assistant Principal Curriculum and Instruction to lead improvement in an areas where teachers need support, such as literacy or numeracy schema and delivery.</p>
<p>Literacy and numeracy intervention</p> <p>\$23,544.28</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Kemblawarra 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>• Teaching and Learning programs-What we teach</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 Literacy consultant to support the delivery of evidence-based literacy and numeracy programs and data driven practices</li> <li>• implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the School Improvement Plan</li> <li>• LS Team analyse data to address the identified needs for students who require additional support in literacy and numeracy</li> <li>• employment of an instructional leader to address literacy and numeracy learning needs and implement differentiated and personalised intervention for students</li> </ul> <p><b>The allocation of this funding has resulted in:</b> professional learning to allow all teachers to provide differentiated teaching through direct explicit instruction across all areas of Literacy. Focusing on targeted literacy instruction for all students performing at all expected levels for their stage.</p> <p>This intensive approach has resulted in improved engagement in learning. Evidence can be seen in a combination of writing samples, student engagement, classroom routines and teacher programs.</p> <p><b>After evaluation, the next steps to support our students with this</b></p>

<p>Literacy and numeracy intervention</p> <p>\$23,544.28</p>	<p><b>funding will be:</b> continued engagement of additional consultant and AP Curriculum and Instruction to provide professional learning and should to shoulder mentoring to all staff in the area of direct explicit instruction and programming/planning across all areas of Literacy.</p>
<p>COVID ILSP</p> <p>\$146,516.38</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>• Teaching and Learning programs-What we teach</li> <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> <li>• providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area]</li> <li>• providing intensive small group tuition for identified students who were beneath minimum expectations for their year group.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Identified students supported in literacy and numeracy through small group tuition with specific programs, including MultiLit. Identified students supported in literacy and numeracy through small group tuition with differentiated need based programs. Employment of educators to deliver small group tuition.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. The school learning and support processes continue to be revised and will involve regular monitoring of students ensuring the provision of additional in-class support for some students to continue to meet their personal learning goals.</p>

# Student information

## Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	62	61	59	72
Girls	38	54	61	61

## Student attendance profile

School				
Year	2018	2019	2020	2021
K	93.2	88.2	71.4	80.8
1	86.5	83.6	76.2	79
2	87.8	71.1	82	88.1
3	86.7	83.3	72.7	87.7
4	91.1	90	68.4	85.1
5	95.2	89.9	71.4	89.4
6	89.3	87.7	64.8	73
All Years	90.7	86.2	73	83.8
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

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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)	3
Classroom Teacher(s)	10.6
Literacy and Numeracy Intervention	0.21
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.2
School Administration and Support Staff	9.86

\*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 Actual (\$)
<b>Opening Balance</b>	111,835
<b>Revenue</b>	3,810,874
Appropriation	3,760,944
Sale of Goods and Services	18,452
Grants and contributions	31,291
Investment income	187
<b>Expenses</b>	-3,598,651
Employee related	-3,161,899
Operating expenses	-436,752
<b>Surplus / deficit for the year</b>	212,223
<b>Closing Balance</b>	324,058

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>	85,859
<b>Equity Total</b>	513,221
Equity - Aboriginal	85,661
Equity - Socio-economic	343,700
Equity - Language	7,177
Equity - Disability	76,682
<b>Base Total</b>	2,181,352
Base - Per Capita	39,975
Base - Location	0
Base - Other	2,141,377
<b>Other Total</b>	608,030
<b>Grand Total</b>	3,388,462

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

The opinions of all students' years 4-6 were sought regarding aspects of their social-emotional outcomes and their motivations at school relating to work, culture and social well being. Their responses were as follows-

For a consecutive year there is a clear distinction between male and female students where the female students score higher in all areas of social-emotional aspects except feeling accepted and valued by their peers and by others at their school.

74% of students have friends at school they can trust and who encourage them to make positive choices.

93% of students believe that schooling is useful in their everyday life and will have a strong bearing on their future.

85% of students believe they do not get in trouble at school for disruptive or inappropriate behaviour.

70% of students are interested and motivated in their learning.

89% of students try hard to succeed in their learning.

Additional feedback includes

32% of students do homework for their classes with a positive attitude and in a timely manner.

19% of students are subjected to moderate physical, social, or verbal bullying, or are bullied over the Internet, compared to a NSW Government norm of 36%

The opinions of all teachers were sought through the self-evaluation survey regarding aspects of student learning and classroom and school practices. Their responses were as follows-

Teachers strongly believe that the area of leadership within the school is the main driver of student achievement. Teachers agreed that they work with school leaders to create a safe and orderly school environment, that they are provided with support during stressful times and that they have been supported to improve their teaching.

Teachers agreed that they establish clear expectations for classroom behaviour, are available to understand and support students with special learning needs and include students with special learning needs within their daily programming.

When surveyed about their perceptions of their child's well being and their learning at school and at home, through the 'Partners in Learning Survey, parents responses were as follows-

The school average was greater than other NSW government schools with parents agreeing that they feel welcome, informed and that the school is inclusive. The school average was also greater than other NSW government schools with parents stating they support learning at home, that the school supports learning, positive behaviour, and that the school is safe.

86% of parents have spoken with a teacher about their child's learning or behaviour since the beginning of the year. With 57% attending 3 or more meetings or functions at school given the current changing COVID19 regulations.

100% of parents first choice of school for enrolment was Kemblawarra Public School and agreed that the school helps students with disabilities or special needs to feel welcome.

# 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.