

# 2021 Annual Report

## Kent Road Public School



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# Introduction

The Annual Report for 2021 is provided to the community of Kent Road 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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## Message from the principal

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It was with great excitement and anticipation students and staff commenced the 2021 school year as we moved into our beautiful new classroom spaces. Students quickly adapted to the flexible learning environment and rejoiced at having their playground areas returned following the completion of the construction work. The NSW Premier attended the school to officially open the new buildings.

In preparation for the move into the flexible learning spaces, teachers undertook significant professional learning to develop both their understanding and practices in co-teaching. Throughout 2021, teachers showcased their teaching practices to their peers within the school and beyond.

The school continued its focus on delivering strong foundations for all students in Literacy and Numeracy with a particular focus on Reading comprehension, Measurement and Geometry. School wide practices have been established to systematically assess and track student learning so that every student makes measurable learning progress.

I congratulate all teachers for their professionalism in switching to the online delivery of lessons mid-year ensuring students were presented with engaging learning experiences. The commitment and professionalism of Kent Road teachers was recognised throughout our school community.

Significant work was undertaken in the latter half of the year to improve our playground facilities, with school-funded playground installations placed in three areas to foster students' social interaction and gross motor skills; and following the removal of the demountable classrooms turf was relaid in the top playground area. It was a very happy day for students when this area was returned to them for playground games.

With students returning to school in mid-Term Four, the school initiated a co-ordinated focus on wellbeing, rebuilding friendships and connections as a foundation for our students to be engaged, happy and successful learners.

Ms Denise Minifie

Principal

## School vision

At Kent Road Public School, we believe each student should be challenged to learn and continually improve in a respectful, inclusive, collaborative environment. With a focus on academic growth, wellbeing and lifelong learning, we strive for excellence in an innovative learning environment. Teachers, parents and students work in partnership to achieve high expectations and to ensure every student is known, valued and cared for.

## School context

Kent Road Public School is a large metropolitan school located in north-western Sydney catering for students from Kindergarten to Year Six. In 2021 all students and staff are housed in the school's new flexible learning environment.

The school has a student population of 850 students representing 47 cultural backgrounds. The school culture is that of connectedness, inclusion and belonging with students, staff, parents and the wider community working together to promote school excellence. The greater majority of our students were born in Australia, and 80% have a language background other than English.

Quality extra-curricular opportunities in Sport, Science, Technology, and Creative and Performing Arts enable our students to excel through a range of experiences.

The school has completed a situational analysis that has identified three areas of focus for this Strategic Improvement Plan, building upon the work undertaken in the previous school planning cycle which focused on building a strong learning culture, building a leading culture and building an engaged community culture.

By reviewing the NAPLAN gap analysis, the school has identified system-negotiated target areas in Reading and Numeracy. We will continue to embed consistency of teacher judgement across the school. School services will be utilised to build understanding on how to do this successfully and the instructional leader will lead much of this work. 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. Structures will be put in place to identify students who need intervention and students not showing growth will be referred to the Learning and Support Teacher for intensive intervention with the employment of additional support staff. Further work will need to occur around how teachers can successfully plan for and deliver quality differentiated instruction to students with additional needs including those identified as high potential and gifted.

Through our situational analysis, we have identified a need to further develop teachers' use of data driven practices to ensure all students have access to stage appropriate learning, and teaching practices are both informed by systematic analysis of data and responsive to the learning needs of individual students. Continual monitoring of student performance data will determine areas of need and success at a class and school level, and the involvement of the whole school community in this process will be essential for success. As students are learning in a new collaborative learning environment, the school is committed to supporting its staff to continuously develop their skills to be innovative, expert practitioners.

The leadership team is committed to building a culture of high performance with a clear focus on student progress and achievement. A continued focus on delivering evidence based whole school practices to support student wellbeing will be delivered with the support of parents/carers. The leadership team is committed to maintaining a focus on distributed leadership and evidence-based practices to deliver continuous improvement in 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	Excelling
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Excelling
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	Excelling
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1: Student growth and attainment

### Purpose

To maximise student learning outcomes in reading and numeracy, and to build strong foundations for academic success, we will further refine whole school data driven teaching practices that are responsive to the learning needs of individual students.

### 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.

- Explicit Teaching in Numeracy
- Explicit Teaching in Reading

### Resources allocated to this strategic direction

**Aboriginal background:** \$3,543.11

**Professional learning:** \$20,687.87

**QTSS release:** \$50,000.04

**Literacy and numeracy:** \$52,850.23

**Low level adjustment for disability:** \$56,059.00

**Literacy and numeracy intervention:** \$47,089.56

**COVID ILSP:** \$43,266.58

### Summary of progress

Our focus in 2021 was to establish school teams to guide the planning and delivery of effective Reading and Numeracy programs in collaboration with the Literacy and Numeracy Strategic Adviser (LANSA).

A review of the school's Reading program and its impact to deliver effective comprehension strategies included teacher surveys, reflection on teacher practices, establishing processes for school wide data collection and monitoring, and student goal setting. Professional learning was delivered at individual, grade and whole school levels.

Utilising the expertise of the LANSA, we established a whole school professional learning focus to build staff capacity to embed vocabulary development in all classrooms across all Key Learning Areas.

In Numeracy, we initiated school-wide processes to enable the systematic collection of data, including establishing baseline data for all students. Staff made informed decisions on adjustments to the delivery of Numeracy based on the triangulation of data.

School data reflects Kent Road Public School is on-track to meet school targets in Numeracy and Reading.

In 2022 teachers will continue the focus on using data effectively to inform teaching to ensure every student demonstrates at least one year's growth Reading and Numeracy over the 12 months. Professional learning in explicit teaching will be fundamental to the consistent implementation of learning intentions and success criteria.

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
An uplift of 9.18% in the percentage of students achieving in the top 2 bands in NAPLAN reading since 2019.	• 76.68% of students are now in the top two skill bands (NAPLAN) for reading, indicating achievement of the annual progress measure.
A minimum of 72.3% of students achieve expected growth in NAPLAN reading.	• Data indicates that 66.23% of students placed in the top 2 bands in reading showing minimal change from baseline data.
At least 67.01% of Year 3 and Year 5	• Data indicates that 68% of students in Year 3 and 59% of students in

students achieve in the top two bands in NAPLAN numeracy.	Year 5 placed in the top 2 bands in numeracy showing minimal change from baseline data.
A minimum of 64.93% of students achieve expected growth in NAPLAN numeracy.	<ul style="list-style-type: none"> <li>• The proportion of Year 5 students achieving expected growth in NAPLAN numeracy has increased by 11.17%, to 71.43% achieving expected growth.</li> </ul>
At least 75% of students will achieve Phonological Awareness sub-element 4 (PhA4) of the Literacy Progression by the end of Kindergarten	<ul style="list-style-type: none"> <li>• 86% of students in Kindergarten achieved within Level 4 of the understanding texts sub-element of the Literacy Progressions, well above the expected target..</li> </ul>

## Strategic Direction 2: Professional practice and expertise

### Purpose

To deliver teaching that is innovative, inspiring and differentiated to enhance the learning of each student and to ensure effective and systematic practices are in place so that every student makes measurable learning progress.

### Initiatives

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

- Data to Inform Practice
- Effective Collaborative Practices

### Resources allocated to this strategic direction

**Professional learning:** \$13,283.00

### Summary of progress

A major focus in Strategic Direction Two in 2021 was to establish reliable data sources to support teachers in the delivering of highly effective and targeted learning. The aim was to provide teachers with the evidence needed to inform their decisions about what students need to learn, enabling their teaching to have the greatest impact on student achievement.

The implementation of whole school assessment tools alongside the grade based assessment procedures allowed for the analysis of data and future directions for cohorts. The analysis of data by the senior executive was presented to all staff to provide evidence for the need to further develop teaching and learning programs. This analysis was used to guide future professional development.

Collaborative planning, moderation of student work samples and consistent teacher judgement is embedded across all grades.

The next phase is to begin to refine the collection and analysis of the data to differentiate the learning at a more individual student level.

### 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
All teachers implement school-wide agreed assessment practices and reflect on data to inform their teaching.	<ul style="list-style-type: none"><li>• Consistent collection of data occurs in each grade. Further professional learning is planned on effectively using this data to inform future learning. Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the element of data skills and use.</li><li>• In addition to existing school based assessments, all teachers are utilising ASA reading assessment and PAT across the grades to collect standardised assessment data.</li></ul>
All teachers participate in professional dialogue, observation, mentoring and feedback to develop collaborative teaching practices.	<ul style="list-style-type: none"><li>• Self-assessment against the School Excellence framework shows the theme of Differentiation to be Sustaining and Growing.</li><li>• Self-assessment against the School Excellence framework shows the theme of Feedback to be Sustaining and Growing.</li></ul>

## Strategic Direction 3: Continuous improvement

### Purpose

To promote a culture of high performance with a collective focus on student progress, achievement and wellbeing, the leadership team will ensure alignment of whole school planning practices with quality teaching and learning, supported by distributed leadership and evidence based practices to deliver continuous 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.

- High Expectations
- Educational Leadership

### Resources allocated to this strategic direction

**Professional learning:** \$7,020.59

### Summary of progress

In 2021 the school focus was on further developing high expectations of student achievement by all staff through continued reflection on attendance and wellbeing, and the implementation of the High Potential and Gifted Education (HP&G) policy.

A team was established to lead High Potential and Gifted education, and all members of the team undertook professional learning. In 2022 professional learning on the identification of high potential and gifted students will be delivered to all teachers.

In Term One, teachers reviewed and updated the school's Positive Behaviour for Engaged Learning (PBEL) expectations to reflect the transition into the new school learning environment. This facilitated a safe, smooth transition for students into multi-storey buildings and co-teaching spaces.

In Term Four the school's wellbeing team promoted safe return to school procedures to encourage students to feel confident when returning to face to face learning. Attendance rates for Kent Road Public School have increased. In semester two the school focused on building a positive sense of belonging wellbeing was implemented throughout the school following the extended lockdown period.

In Semester One, the senior executive and aspiring leaders participated in phase one of leadership coaching with two other local primary schools presented by Growth Coaching. It is expected this will resume in 2022.

The senior executive team implemented procedures to monitor the planning, implementation and progress of the school's strategic directions as well as each teacher's Performance and Development Plan (PDP).

### 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
Increased percentage of students attending school more than 90% of the time by 2% or above.	• Student attendance rates greater than 90% or more, has increased by 5.04%.
Establish a staff team to undertake Professional Learning.  A team is formed to draft an identification process for High Potential and Gifted students.  All staff implementing the HP&GE	• Progress in the implementation of a formal identification process for high potential and gifted students has been delayed, however 100% of learning programs include evidence of adjustments being made to accommodate individual student needs.

<p>identification process.</p>	
<p>The leadership team meet each term to monitor the school planning, implementation and progress towards the school's strategic directions and the impact is shared and monitored with staff.</p>	<ul style="list-style-type: none"> <li>• Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the element of data skills and use.</li> </ul>
<p>At least 86% of students report a strong of advocacy and a strong sense of belonging.</p>	<ul style="list-style-type: none"> <li>• 80.3% of students report a positive sense of wellbeing (Expectations for Success, Advocacy, and Sense of Belonging at School). This represents a decrease of 5.05% across the positive wellbeing measure and is indicative of the disrupted year of learning.</li> </ul>

Funding sources	Impact achieved this year
Refugee Student Support \$1,101.50	<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>• 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>• intensive English language and learning support to increase educational outcomes for students</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>- targeted support has been provided for students identified as refugees.</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <ul style="list-style-type: none"> <li>- continued monitoring of students' learning needs, and support provided.</li> </ul>
Integration funding support \$123,821.00	<p>Integration funding support (IFS) allocations support eligible students at Kent Road 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 to assist students with additional learning needs</li> <li>• staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs)</li> <li>• consultation with external providers for the implementation of speech and language strategies</li> <li>• implementation of targeted programs to differentiate teaching and learning programs</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>The allocation of this funding has resulted in: all eligible students demonstrating progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <ul style="list-style-type: none"> <li>- to incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed.</li> <li>- the use of integration funding will be adjusted throughout the year in response to student PLSP reviews to ensure funding is used to specifically address each student's support needs.</li> </ul>
Socio-economic background \$11,509.25	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Kent Road 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>• Other funded activities</li> </ul>

<p>Socio-economic background</p> <p>\$11,509.25</p>	<p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• supplementation of extra-curricular activities</li> <li>• resourcing to increase equitability of resources and services</li> <li>• employment of external providers to support students with additional learning needs</li> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> </ul> <p><b>The allocation of this funding has resulted in:</b> The allocation of this funding has resulted in student improvement evidenced by:</p> <ul style="list-style-type: none"> <li>- Numeracy NAPLAN results achieving above state and statistically similar school groups (SSSG)</li> <li>- Year 3 and 5 NAPLAN Reading above both state and SSSG</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <ul style="list-style-type: none"> <li>- to continue to engage the literacy and numeracy mentor to support our trajectory towards achieving targets.</li> <li>- to continue to monitor student attendance and to communicate with the parent community regarding student attendance.</li> <li>- to provide targeted support across key learning areas.</li> </ul>
<p>Aboriginal background</p> <p>\$3,543.11</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Kent Road 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>• Explicit Teaching in Reading</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 teacher to work as a full-time Literacy and Numeracy mentor with students performing below the expected stage level</li> <li>• employment of additional staff in EAL/D leadership positions to enhance EAL/D pedagogy</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>- the employment of specialist additional staff (LaST) to support Aboriginal students.</li> <li>- increased support for Aboriginal students to access learning outcomes across the curriculum.</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <ul style="list-style-type: none"> <li>- to engage each family in the PLP process and the continued delivery of personalised support.</li> </ul>
<p>English language proficiency</p> <p>\$482,895.60</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Kent Road 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>• Other funded activities</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> <li>• additional staffing intensive support for students identified in beginning and emerging phase</li> <li>• additional teacher time to provide targeted support for EAL/D students</li> </ul>

<p>English language proficiency</p> <p>\$482,895.60</p>	<p>and for development of programs</p> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>- students being supported to access the curriculum through individual and small group intervention.</li> <li>- student progress showing high growth on the EAL/D learning progressions, with 86% of identified at consolidating on the EAL/D scales achieved at or above expected growth in Spelling.</li> <li>- student progress showing high growth on the EAL/D learning progressions, with 67% of identified at consolidating on the EAL/D scales achieved at or above expected growth in Writing.</li> <li>- student progress showing high growth on the EAL/D learning progressions, with 53% of identified at consolidating on the EAL/D scales achieved at or above expected growth Numeracy.</li> <li>- EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples.</li> <li>- all classroom and all support teachers participated in the Understanding Vocabulary professional learning delivered by the EALD; consultants.</li> <li>- EAL/D teachers guided classroom teachers in how to plan an integrated writing unit using a backwards mapping approach. Teachers looked at student data, including student English language proficiency using the EAL/D learning progression, and analysed writing samples.</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <ul style="list-style-type: none"> <li>- to capitalise on teacher confidence and their capacity to design integrated writing units that reflect the needs of EAL/D learners, the identified next step is to transfer this practice across all key learning areas (KLAs).</li> <li>- personalised and targeted professional development will be provided to each teacher in the form of mentoring, co-teaching and co-planning.</li> </ul>
<p>Low level adjustment for disability</p> <p>\$56,059.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Kent Road 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>• Explicit Teaching in Numeracy</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 specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students</li> <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> <li>• employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs</li> <li>• employment of Speech Pathologist to develop phonological awareness, articulation, receptive, expressive language and self-regulation for identified students</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>- the engagement of specialist staff (teachers and school learning support officers) to work collaboratively with classroom teachers to meet the needs of identified students.</li> <li>- a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities.</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <ul style="list-style-type: none"> <li>- to further expand the impact of the learning support team, the school will</li> </ul>

<p>Low level adjustment for disability</p> <p>\$56,059.00</p>	<p>provide additional support for identified students through the employment of trained SLSOs.</p>
<p>QTSS release</p> <p>\$50,000.04</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Kent Road 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>• Explicit Teaching in Reading</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 staff collaboration in the implementation of high-quality curriculum</li> <li>• additional teaching staff to implement quality teaching initiatives</li> <li>• staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>- employment of additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> <li>- staffing release to align professional learning to the SIP and develop the capacity of staff</li> <li>- improved staff confidence and teaching practice. Teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice.</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <ul style="list-style-type: none"> <li>- the documentation of agreed collaborative teaching practices.</li> <li>- to continue to employ a specialist to lead improvement in an area where teachers need support; the implementation of instructional rounds to strengthen quality teaching practices and utilising learning intentions and success criteria.</li> </ul>
<p>Literacy and numeracy intervention</p> <p>\$47,089.56</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Kent Road 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>• Explicit Teaching in Numeracy</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> <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>• employment of additional LaST 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></p> <ul style="list-style-type: none"> <li>- all staff training and support in literacy and numeracy.</li> <li>- updating reading resources to meet the needs of students</li> <li>- teacher release to engage staff in the Language Lift trial.</li> <li>- 70% of students in Kindergarten at or above the expected benchmark level</li> <li>- 93% of students in Year One at or above the expected Year 1 benchmark level.</li> </ul>

<p>Literacy and numeracy intervention</p> <p>\$47,089.56</p>	<ul style="list-style-type: none"> <li>- staff training and support in literacy and numeracy</li> <li>- updating reading resources to meet the needs of students</li> <li>- teacher release to engage staff in the Language Lift trial.</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <ul style="list-style-type: none"> <li>- teacher release to upskill Kindergarten and Year One teachers in the Initialit program to enhance the school's delivery of a comprehensive phonics program.</li> <li>- professional learning in K-2 Literacy and Numeracy syllabii</li> </ul>
<p>COVID ILSP</p> <p>\$86,533.58</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>• Explicit Teaching in Numeracy</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> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>differentiated teaching through ongoing formative assessment followed by targeted literacy programs for identified students performing below the expected level for their stage. This intensive approach has resulted in improved engagement in learning. Evidence can be seen from the tracking of literacy progressions in the focus group. Students achieved an improvement in 2 out of 3 areas in vocabulary.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>engagement of additional teaching staff using other flexible funding to extend intensive small group reading intervention programs. Moving forward to 2022 the students in the focus groups will need further intervention to bridge the gap between their literacy levels and those of their peers.</p>
<p>Literacy and numeracy</p> <p>\$52,850.23</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Kent Road 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>• Explicit Teaching in Numeracy</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>• staff training and support in literacy and numeracy</li> <li>• literacy and numeracy programs and resources, to support teaching, learning and assessment</li> <li>• targeted professional learning to improve literacy and numeracy</li> <li>• employment of an additional Learning and Support intervention teacher</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>- an increase of students achieving at or above expected growth in NAPLAN results.</li> <li>- the school's value-add results have also improved.</li> <li>- the school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities.</li> </ul>

Literacy and numeracy

\$52,850.23

After evaluation, the next steps to support our students with this funding will be: to further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of trained SLSOs.

**After evaluation, the next steps to support our students with this funding will be:**

- to further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of trained SLSOs.

# Student information

## Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	372	387	439	427
Girls	375	403	419	413

## Student attendance profile

School				
Year	2018	2019	2020	2021
K	96	94.6	92.1	97
1	95	94.5	93.2	96.7
2	95	95.2	91.3	95.4
3	95.4	94.5	92.9	95.5
4	94.7	95.3	91.3	96.1
5	96.1	94	90.9	95
6	93.9	93.7	93.9	93.4
All Years	95.2	94.6	92.3	95.7
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
Deputy Principal(s)	2
Assistant Principal(s)	4
Classroom Teacher(s)	33.35
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	0.5
Teacher Librarian	1.4
Teacher ESL	4.2
School Counsellor	1
School Administration and Support Staff	5.17

\*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>	1,171,668
<b>Revenue</b>	7,713,566
Appropriation	7,366,547
Sale of Goods and Services	21,529
Grants and contributions	311,713
Investment income	1,424
Other revenue	12,353
<b>Expenses</b>	-8,222,874
Employee related	-7,352,118
Operating expenses	-870,756
<b>Surplus / deficit for the year</b>	-509,309
<b>Closing Balance</b>	662,359

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>	111,340
<b>Equity Total</b>	634,843
Equity - Aboriginal	3,543
Equity - Socio-economic	11,509
Equity - Language	515,431
Equity - Disability	104,360
<b>Base Total</b>	5,865,035
Base - Per Capita	211,511
Base - Location	0
Base - Other	5,653,524
<b>Other Total</b>	543,079
<b>Grand Total</b>	7,154,296

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

Parents had the opportunity to provide feedback through an online survey conducted in December. Though the response was limited to 20 people, parents expressed overwhelming satisfaction with the educational experience provided for their children at Kent Road Public School in 2021.

- 90% parents expressed they were satisfied with educational opportunities, though 10% of respondents would like to see more challenging tasks for advanced students;
- 95% felt Kent Road PS is an attractive and well-resourced school;
- 100% parents agreed Kent Road PS is a friendly, tolerant school which promotes strong values; and
- 100% parents who responded felt Kent Road PS is a good school.

Comments from parents included:

'You've done brilliantly throughout the pandemic! Thank you for your commitment!'

'(It's) Been a challenging year for everyone. We really appreciate the hard work that staff and especially teachers have done to support the kids and manage the transition between face to face and home learning. Our daughter loves school and its due a great deal to (her teacher). Hope you all have a great Christmas and a safe and happy holidays.'

'Thank you for all the support in 2021.'

'Kent Road is an absolutely wonderful school, my children enjoy every minute of it. Keep up the good work, it's much appreciated!'

Students in Years Four, Five and Six undertook the Tell Them From Me survey. 80.3% of students report a positive sense of wellbeing (Expectations for Success, Advocacy, and Sense of Belonging at School). This represents a decrease of 5.05% across the positive wellbeing measure and is indicative of the significant length of time students spent learning from home and the resulting disruption to their learning and broader school experiences.

# 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.