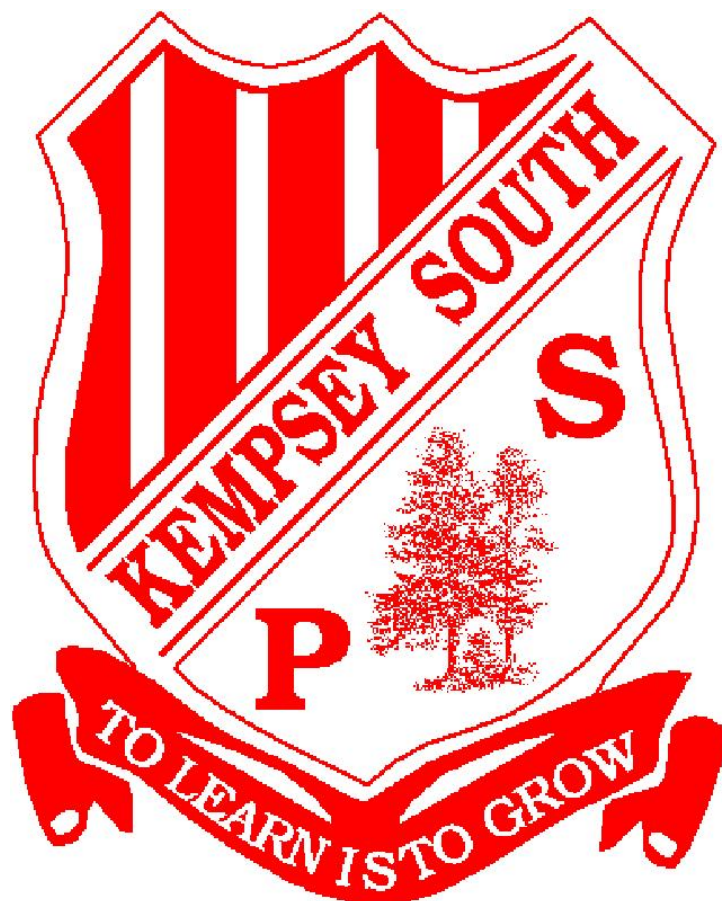


# 2021 Annual Report

## Kempsey South Public School



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# Introduction

The Annual Report for 2021 is provided to the community of Kempsey South Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

## School contact details

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## School vision

Kempsey South Public School's vision is to empower students to acquire, demonstrate, articulate and value knowledge and skills that will support them, as life-long learners, to participate in and contribute to the global world and to practice the core values of the school: Respect, Responsibility, Learning, Safety and Care.

We enable all students to access learning through the provision of differentiated, in-depth and cohesive learning programs aligned to year level content and achievement standards informed by the Australian Curriculum as they are presented by highly effective teachers focused on improving student outcomes through their commitment to ongoing professional development, quality teaching, evidence-based practices, coaching and mentoring and collaboration. This enables Kempsey South to maintain quality, inclusive learning environments that are responsive to student voice and enriched by procuring and involving highly engaging resources in all elements of each lesson.

Kempsey South Public School is deeply committed to providing genuine opportunities for community and parents to participate in learning and decision-making partnerships through our continued work behind the scenes to nurture relationships built on trust and cooperation. Our school prides itself on implementing fair, equitable and transparent assessment practices, adopting a consistent implementation of strategies and programs across the school and being a friendly and welcoming place where staff, students and visitors feel happy, safe and included.

## School context

Kempsey South Public School is located in the Macleay Valley on the Mid North Coast of NSW with an enrolment of 127 students - 64% identifying as coming from an Aboriginal or Torres Strait Islander background. Our school is family-oriented and encourages a high level of community involvement. We offer highly-engaging programs in literacy and numeracy, technology and Language and Culture, as well as extra-curricular opportunities in public speaking, sport, the creative and performing arts, chess and STEM.

We have had a major focus on wellbeing across the school and have employed 5 additional SLSOs to ensure that each class has targeted in-class support. Two teachers are employed to deliver learning and wellbeing programs across K-6, including targeted intervention in Literacy and Numeracy. The use of these additional resources in the school provides teachers with the ability to deliver high-quality teaching and learning programs which then enabled increased student engagement in learning tasks, assisted in improving attendance and reduced the number of negative behaviour incidents in and out of the classroom.

The School Support Allocation (Principal Support) funding is utilised to create an off-class Deputy Principal position where the primary focus is on improving school practices and processes for monitoring attendance and wellbeing. This assists us in building new processes throughout the school, communicating clearly with all key stakeholders and identifying potential issues early.

Professional Learning remains a constant focus for the school and significant resources are directed to that area to ensure that we continue to build the capacity of all staff through regular training in evidence-based strategies and practices.

Kempsey South Public School plays a leading role within local learning networks and the Macleay Public Schools community as well as enjoying strong working partnerships with community organisations and agencies such as the Macleay Valley AECG, Burrun Dalai, Durri ACMS, Mission Australia, NCLAHS, the Department of Communities and Justice, the University of New England, Southern Cross University and Charles Sturt University.

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

## Strategic Direction 1: Student growth and attainment

### Purpose

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There are explicit whole school systems for collaboration and feedback to sustain the regular use of K-6 student assessment data to identify student achievement and progress and reflect upon explicit and evidence informed teaching effectiveness in Reading and Numeracy.

### Initiatives

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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.

- Collaboration for Teaching Expertise
- Data Skills and Use

### Resources allocated to this strategic direction

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

**Socio-economic background:** \$111,454.30

**Low level adjustment for disability:** \$100,906.20

**Literacy and numeracy:** \$2,938.74

**Early Action for Success (EAFS):** \$102,907.80

**QTSS release:** \$31,841.51

**Professional learning:** \$12,500.00

### Summary of progress

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#### Collaboration for Teaching Expertise

There has been a focus on developing teachers' capacity to explicitly teach reading. To do this we have looked deeply into evidence based research including Scarborough's reading rope and the DOE's Effective Reading guides in order to strengthen teachers capacity and expertise in teaching reading and ultimately improving student outcomes. All teachers have been receiving high quality professional learning in the explicit teaching practices of reading (K-2 Phonics and Phonological Focus, K-6 Close Reading). K-2 teachers have completed DoE online training in Effective Reading Suite - Phonics and Phonological Awareness. There was whole school training in Close Reading pedagogy delivered by the Instructional Leader and school executive team who were trained through a community of practice to deliver cycles of Close Reading within the school. The planned PL cycles were used to provide a regular and systematic approach to developing teachers understanding of how to implement Close reading, however, due to disruptions including Covid the cycles were not completed and will need to continue into 2023. Staff participated in regular staff meetings and TPL (Teacher Professional Learning) sessions. During these sessions teachers participated in frequent and ongoing formal conversations about reading pedagogy and their teaching practice. Teachers looked closely at curriculum documents including the NSW English Syllabus and National Literacy Progressions. They began using the Literacy Progressions as a method to track and monitor student progress. Teachers used a range of assessments including the DoE's Short Assessments, Phonics and Phonological Diagnostic Assessments. Teachers have analysed NAPLAN and Check In data in order to target areas of need. Teachers also began observation cycles of their colleagues in order to enhance their capacity to explicitly teach reading. These observation cycles only occurred once and will need to be timetabled for 2023.

#### Data Skills and Use

Our focus for 2021 was on developing a consistent school wide practice for assessment being used regularly to identify student achievement and progress in Literacy and Numeracy in order to reflect on teaching effectiveness and inform future school directions. A whole school assessment schedule was implemented and teachers were provided with professional learning around the administration and analysis of these assessments. Teachers have implemented a range of assessments from DoE assessments (Phonological and phonics assessments, check in, NAPLAN, Short Assessments) some internal assessments needed to be created in order to gain additional information in Literacy and Numeracy. These assessments were administered in order to gather baseline data and information about where the students are. Teachers then used the Literacy progressions in the specific targeted areas to analyse baseline data and make areas of focus to determine explicit teaching focus.

### Progress towards achieving improvement measures

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

| Annual progress measure   | Progress towards achievement   |
|---|--|
| <p><b>System-negotiated Target - Top Two Bands</b></p> <p>In NAPLAN Reading Top Two Bands we achieve an uplift of 3% from our baseline data. (2 children)</p> <p>In NAPLAN Numeracy Top Two Bands we achieve an uplift of 2% from our baseline data. (1 student)</p>  | <p><b>Reading:</b> Percentage of students in the top two bands in NAPLAN</p> <p><b>2019: 15.15% (5 students) 2021: 13.33% (4 students) -2.17 uplift%</b></p> <p><b>Numeracy:</b> Percentage of students in the top two bands in NAPLAN</p> <p><b>2019: 9.68% (3 students) 2021: 13.79% (4 students) 4.11% uplift</b></p> <p>There has been no uplift in the percentage of students in the top two bands in 2021. There has been a 4.11% uplift in the percentage of students in the top two bands for Numeracy 2021.</p>   |
| <p><b>System- negotiated target: Growth</b></p> <ul style="list-style-type: none"> <li>Increased (uplift) percentage of students achieving expected growth NAPLAN reading by 4.2% from baseline</li> <li>Increased (uplift) percentage of students achieving expected growth NAPLAN numeracy by 3.6% from baseline</li> </ul>   | <p><b>Reading:</b> Percentage of students achieving expected growth in NAPLAN Reading</p> <p><b>2019: 30% 2021: 25% ( - 5%)</b></p> <p><b>Numeracy:</b> Percentage of students achieving expected growth in NAPLAN Numeracy</p> <p><b>2019: 42.86% 2021: 33.33% (-9.53%)</b></p> <p>There has been no uplift in Reading or Numeracy for students achieving expected growth in NAPLAN.</p>  |
| <p><b>School - Level Target</b></p> <p><b>Reading</b></p> <p>Increased (uplift) percentage of students in Stage 2 achieving levels in 6-8 in the understanding texts sub-elements of literacy learning progressions from check in assessment by 8.8% from 2020 baseline of questions answered correctly.</p> <p>Increased (uplift) percentage of students in Stage 3 achieving levels in 8-9 in the understanding texts sub-elements of literacy learning progressions from check in assessment by 6% from 2020 baseline of questions answered correctly.</p> <p><b>Phonological Knowledge</b></p> <p>Increased percentage of students in Stage 1 achieving levels in 4-6 in the phonological Knowledge sub-elements of literacy learning progressions by 35% from 2020 baseline of phonological assessment.</p> <p><b>Numeracy</b></p> <p>Increased (uplift) percentage of students achieving expected growth check in data number sense and algebra by 8.9% in Year 3 from 2020 baseline.</p> | <p><b>Reading</b></p> <p><b>Stage 2:</b> Increased (Uplift) percentage of students in Stage 2 achieving levels in 6-8 in the understanding texts sub-elements of literacy learning progressions from Check In Assessment. An uplift of 8.8% from 2020 Check in assessment questions answered correctly.</p> <p><b>Results - 2020: 34.1% 2021: 48.9% (Above SSSG at 46.2%) 14.8% uplift (6% above the expected uplift target of 8.8%)</b></p> <p><b>Stage 3:</b> Increased (Uplift) percentage of students in Stage 3 achieving levels in 8-9 in the understanding texts sub-elements of literacy learning progressions from Check In Assessment. An uplift of 6% from 2020 baseline Check in assessment questions answered correctly.</p> <p><b>Results - 2020: 39.3% 2021: 42.8% 3.5% uplift (2.5% away from achieving the uplift percentage)</b></p> <p><b>On track for achieving Stage 2 uplift target, however, 2.5% away from achieving Stage 3 uplift target</b></p> <p><b>Phonological Knowledge</b></p> <p>Increased percentage of students in Stage 1 achieving levels in 1-5 in the Phonological Knowledge sub-elements of Literacy learning progressions by 35% from 2020 baseline of Phonological Assessment.</p> <p><b>Results: 2020: (Literacy Progressions achieving PhA1-5) Always- 14.10% 2021: (Literacy Progressions achieving PhA1-5) Always- 64.3% Growth (uplift): 50.2%</b></p> <p><b>Data suggests a large growth in the amount of students achieving levels PhA1-5 in Phonological Knowledge.</b></p> |

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| <p>Increased (uplift) percentage of students achieving expected growth check in data number sense and algebra by 5% in Year 5 from 2020 baseline.</p>   | <p><b>Numeracy</b></p> <p>Increased (uplift) percentage of students achieving expected growth check in data number sense and algebra by 8.9% in Year 3 from 2020 baseline</p> <p>Results: <b>2020: 40.1% (All Areas Mathematics) 42% (Number Sense &amp; Algebra) 2021: 47.9% (All Areas Mathematics) 51% (Number Sense &amp; Algebra) 9% uplift</b></p> <p>Increased (uplift) percentage of students achieving expected growth check in data number sense and algebra by 5% in Year 5 from 2020 baseline.</p> <p>Results: <b>2020: 35.1% (All Areas Mathematics) 34.1% (Number Sense and Algebra) 2021: 33.4% (All Areas Mathematics) 30.6% (Number Sense and Algebra) -3.5% uplift</b></p> <p><b>On track for achieving increased uplift of 8.9% in the percentage of questions correct in Check In data - Number Sense and Algebra for Stage 2, however, 3.5% away from achieving the uplift target for Stage 3 students achieving expected growth in Number Sense and Algebra from Check In Assessment.</b></p> |
| <p>In the element of <b>Effective Classroom Practice</b> in the Teaching Domain we demonstrate sustaining and growing in the themes of <b>Explicit Teaching</b>.</p> <p>In the element of <b>Data Skills and Use</b> in the Teaching Domain we demonstrate sustaining and growing in the themes of <b>Data Literacy and Data Use in Teaching</b>.</p> <p>In the element of <b>Learning and Development</b> in the Teaching Domain we demonstrate sustaining and growing in the themes of <b>Coaching and Mentoring</b>.</p> | <ul style="list-style-type: none"> <li>• Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of Effective Classroom Practice in the Teaching Domain: Explicit teaching .</li> <li>• Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of Data Skills and Use in the Teaching Domain: Data Literacy and Data Use in teaching .</li> <li>• Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of Learning and Development in the Teaching Domain: Coaching and Mentoring .</li> </ul>   |

## Strategic Direction 2: School Culture

### Purpose

Student wellbeing is supported through a whole school practice that promotes social, emotional, behavioural, and intellectual engagement, and by fostering positive relationships across the school community.

### Initiatives

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

- Whole School systems and processes to support a strong school culture
- Staff capacity

### Resources allocated to this strategic direction

**Professional learning:** \$4,936.47

**Socio-economic background:** \$2,063.53

**Aboriginal background:** \$155,322.00

**English language proficiency:** \$2,400.00

### Summary of progress

Our focus for 2021 was to have a review of the attendance processes and systems and implement positive attendance strategies that are responsive to the needs of the staff, students, families and carers. Communication methods such as data tracking systems including Sentral, Scout and the Individual attendance tracking spreadsheet are updated weekly.

Our data showed a steady incline in average attendance growth in 2021 up until term 3. During Term 4 our data was impacted by Covid isolation and lock downs in the Macleay Valley.

During this time we trialed the AEO's going out on home visits to discuss with the families what we can do to support them getting their children back to school. This proved to be very successful and students returned to school quicker and the parents felt supported.

Professional dialogue needs to continue in how to update class rolls, how to make contact with families to support them returning to school and how to keep documentation updated and correct. Staff need to analysis what activities they are doing throughout the week that may have an impact on attendance rates throughout the week. Use of school bus to pick up students, days such as cultural excursions placed on strategic days to increase attendance. Attendance awards for classes and individuals.

Our other focus was on Well being. This year we implemented the Berry Street Education Model across the school from K-6. Teachers have had PL and taught lessons from the body domain and stamina. As a result we have ready to learn plan for students. Students have explicitly been taught self regulation strategies to support them on getting back on track and ready to learn.

### Progress towards achieving improvement measures

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

| Annual progress measure   | Progress towards achievement   |
|---|--|
| <p><b>System Negotiated Target: Attendance</b></p> <p>There is an uplift of 8.1% of students attending school more than 90% of the time from the 2019 baseline.</p> <p>System negotiated Wellbeing target of 93.3% - 98.3% (TTFM data) moving closer to lower bound target.</p> | <p>During the second half of term 2 we had an uplift of 6.4% from the 2019 Baseline and in term 3 we had 75% of students attending 90% of the time but 4 weeks of that was flexible learning from home.</p> <p>Our TTFM student data was above the State average in all three areas - - Advocacy at School, Expectations for Success and Sense of Belonging and close to the lower bound target.</p> |



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| <p><b>School Level Target: Culture</b></p> <ul style="list-style-type: none"> <li>• 95% of students meet State expectations in relation to students wellbeing, advocacy and cultural appreciation in Tell Them From Me Survey.</li> <li>• 70% of staff have participated in Connecting Country Program which is conducted through local AEG</li> <li>• All students have Personalised Learning and Support plans containing literacy, numeracy and Wellbeing goals. 80% of students met their learning goals.</li> </ul>  | <ul style="list-style-type: none"> <li>• All students met state expectations for well-being, advocacy and cultural appreciation.</li> <li>• 89% positive for the school for Advocacy while state was 70%</li> <li>• 93% positive for the school for Expectations for success while state was 85%</li> <li>• 71% had a sense of belonging at school while state had 65%</li> <li>• All staff completed Aboriginal histories and culture as well as Turning policy into action</li> <li>• 0 staff completed Connecting to country as covid restrictions postponed all events.</li> <li>• 95% of students have a personalised learning plan.</li> </ul>   |
| <p><b>Berry Street Education Model</b></p> <p><b>Semester 1 2021</b></p> <ul style="list-style-type: none"> <li>• 6 whole-staff TPL sessions take place</li> <li>• Lessons completed for Body Domain across the school</li> <li>• Ready to Learn Plans developed and implemented.</li> <li>• BSEM daily lesson schedules implemented.</li> <li>• Class de-escalation/hot spots developed</li> <li>• whole-school student wellbeing meetings implemented.</li> <li>• PRA activities implemented in class and playground</li> <li>• Reduction of intense emotional incidences per week.</li> </ul> <p><b>Semester 2 2021</b></p> <ul style="list-style-type: none"> <li>• 5 whole-staff TPL sessions take place</li> <li>• Lessons completed for Stamina Domain across the school</li> <li>• PLASP goals focus on stamina for learning</li> <li>• Staff model and use language for growth mindset and process praise</li> <li>• Visual tools and displays used to promote and track stamina for learning</li> </ul> | <p>Semester 1 :</p> <ul style="list-style-type: none"> <li>• 4/5 TPL sessions have been conducted.</li> <li>• 104 lessons have been taught out of 190 lessons.</li> <li>• 66 students have individual ready to learn plans in place. Brain breaks have been bought for all classrooms .</li> <li>• 4 classrooms have 4 hot spot class plans in place. As a whole school their is an improvement in the use of the Berry St language across the school.</li> <li>• We have implemented PRA's( Patterned Repetitive activities) into the playground to support students with their self regulation and de-escalation.</li> <li>• There has been a noticeable reduction of intense emotional incidents in the classroom and playground. Sentral data shows a decrease from 300 incidents in term 2 to 46 in term 4.</li> <li>• Students are using self regulation strategies to calm themselves and come back to an activity ready to work.</li> </ul> <p>Semester 2:</p> <ul style="list-style-type: none"> <li>• All stamina TPL lessons have been presented.</li> <li>• 25% of lessons have been completed across the school.</li> <li>• Staff are modeling and using language for growth mindset and process praise.</li> <li>• Some visual displays are being used around the school.</li> <li>• Staff have completed workshop with Sarah Rudling on understanding the brain and how to support students with trauma.</li> </ul> |

## Strategic Direction 3: Digital Literacy

### Purpose

To develop a strong pedagogical knowledge of the use and application of ICT in teaching and for teaching and learning. Technological resources are strategically used by all staff to achieve improved student outcomes and to provide a high quality of service delivery.

### 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.

- Whole School Systems
- Staff - Digital Teaching Processes

### Resources allocated to this strategic direction

**Socio-economic background:** \$59,657.22

**Professional learning:** \$5,000.00

**Location:** \$1,342.78

### Summary of progress

Teachers use of Microsoft Teams has significantly improved. Teachers are using Microsoft Teams to collaborate and plan programs as well as students assessment. To ensure that teachers knowledge of ICT is current and they are using the latest technology continued professional learning is needed for the teachers and for the DCO. To further improve the number of teachers using Teams and OneNote for student learning further support and training will be required in 2022 to enable this to happen. The formal mentoring program was interrupted due to COVID however, ongoing informal mentoring and coaching across the school continued. The implementation of the DCO being off class on Tuesday in Term 4 enabled the DCO to go into teachers classrooms and support teachers in the use of technology this will be ongoing in 2022 to support teachers in a broader capacity. All teaching staff in 2021 have a new device this will also include any new staff in 2022. Continual maintenance of devices to ensure that all devices are working properly. With the new devices we will be able to have a one to one device student ratio in 2022 which will enable teachers to improve students technology skills. The purchase of 3 complete new robotics sets and the purchase of other items to make complete kits with learning activities will enable all 10 classrooms in 2022 to have a robotics kit in the classroom for a semester and then they will be rotated.

### 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   |
|--|--|
| <b>School level target</b><br>Develop ICT Scope and sequence.<br>Staff to undertake Professional Learning around ICT and Seesaw.<br>Staff will work collaboratively to develop content using ICT to improve their teaching practice to make content meaningful and relevant.<br>All staff to utilise using Sentral platform for reporting, monitoring and analysing student learning and wellbeing.<br>Students will undertake explicit lessons in ICT around safety, responsibility and | The ICT scope and sequence has been developed and will be implemented in 2022. Professional learning for teachers will be needed to discuss the implementation of the scope and sequence. Staff have had numerous professional learning opportunities in the use of ICT specifically the use of the Microsoft Suite including Teams and OneNote. Professional learning for the use of seesaw will need to be included in the professional learning calendar in 2022. Staff have been working collaboratively to develop student assessment, some teachers are using ICT to improve their teaching practices. Continued support and professional learning will be required in 2022 to enable more teachers to use ICT as a learning tool to make content meaningful and relevant to students.<br><br>All staff are utilising Sentral to report student learning, most teachers use Sentral to monitor student well-being; however more professional learning will benefit all teachers to ensure that Sentral is being used to its potential to monitor student attendance and tracking student progress.<br><br>Students have been explicitly taught the safe use of computers and the |

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| <p>ethical usage.</p> <p>Our Community will be provided with information to support safe, responsible and ethical use of technology.</p> <p>100% of teaching staff will be using Microsoft platforms to access staff information.</p> <p>80% of teaching staff will be using Microsoft platform in classroom practice.</p> <p>80% of non teaching staff will support student learning through Microsoft platforms.</p>  | <p>importance of staying safe whilst using the internet. Safe on Social was due to be a school and community event to be presented to student in stage levels and to the staff and community was postponed until 2022 due to COVID.</p> <p>100% of teachers are using Microsoft platforms to store and evaluate programs as well as accessing students data and other relevant school information. The target of 80% of teachers using Microsoft as a classroom practice hasn't been reached with 60% of teachers using Microsoft Teams or OneNote. Support and professional development in 2022 will be required to enable all teachers to feel confident to use Microsoft as part of their classroom practice. This will be the case for the non teaching staff to enable them to be able to support the students and teachers in the use of Microsoft in the classroom.</p>   |
| <p><b>School Excellence Framework</b></p> <p>In the element of <b>Learning Culture</b> in the <b>Learning Domain</b> we demonstrate sustaining and growing in the themes of <b>High Expectations</b></p> <p>In the element of Learning and Development in the <b>Teaching Domain</b> we demonstrate sustaining and growing in the themes of <b>Expertise and Innovation</b>.</p> <p>In the element of <b>School Resources</b> in the <b>Leading Domain</b> we demonstrate delivering in the themes of <b>Technology</b></p> | <ul style="list-style-type: none"> <li>• Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the themes of High Expectation in the element of Learning Culture in the Learning Domain. This is evident in the programs implemented throughout the school to ensure that all students are engaged in their learning and demonstrating progress in all curriculum areas.</li> <li>• The school is currently sustaining and growing in theme of Expertise and Innovation in the Teaching Domain in element Learning and Developing. This is demonstrated by the implementation of a Digital Classroom Officer in 2021 to support and build teachers capacity to use ICT as a learning and administrative tool.</li> <li>• In the element School Resources in the Leading Domain the school has moved from delivering to sustaining and growing in the theme of Technology. This is demonstrated by the use of technology in all classrooms to enhance student learning. All teachers are using technology to store and deliver programs and to assess student progress.</li> </ul> |

| Funding sources  | Impact achieved this year  |
|--|--|
| <p>Integration funding support</p> <p>\$134,203.00</p> | <p>Integration funding support (IFS) allocations support eligible students at Kempsey South 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>• release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP)</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><br/>Additional support for students with highly-complex needs. Building capacity of staff to best cater for students who require additional support across the school.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b><br/>Continue to provide highly-skilled staff to work closely with our students who require additional support.</p>   |
| <p>Socio-economic background</p> <p>\$365,273.98</p>   | <p>Socio-economic background equity loading is used to meet the additional learning needs of students at Kempsey South 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>• Collaboration for Teaching Expertise</li> <li>• Whole School Systems</li> <li>• Whole School systems and processes to support a strong school culture</li> <li>• Staff - Digital Teaching Processes</li> <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>• providing students without economic support for educational materials, uniform, equipment and other items</li> <li>• professional development of staff through Close Reading, Tessa Daffern's Spelling and ALNF to support student learning</li> <li>• employment of additional staff to support TPL program implementation.</li> </ul> <p><b>The allocation of this funding has resulted in:</b><br/>Structured and timetabled professional learning for all teachers across the school to build capacity through collaborative planning and programming with DPIL.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b><br/>Continue timetabled TPL sessions in 2022 in order to ensure all teaching staff remain current in practice and curriculum delivery.</p> |
| <p>Aboriginal background</p> <p>\$231,835.56</p>       | <p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Kempsey South Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader</p>  |

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| <p>Aboriginal background</p> <p>\$231,835.56</p>               | <p>student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Whole School systems and processes to support a strong school culture</li> <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>• creation of school literacy resources embedding local language</li> <li>• employment of additional staff to deliver personalised support for Aboriginal students</li> <li>• staffing release to support development and implementation of Personalised Learning Plans</li> <li>• employment of specialist additional staff (AEO) to support Aboriginal students</li> </ul> <p><b>The allocation of this funding has resulted in:</b><br/>Additional staffing positions in the school has resulted in a more consistent approach to supporting our Aboriginal students and community. Programs have been maintained despite external disruptions, providing a continuity of learning with interventions in place for those students identified as requiring additional support. An additional AEO has ensured that the school maintains strong relationships with our community and that all three areas of the school have regular access to this resource.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b><br/>Maintain a high level of staffing for 2022 to ensure the level of support is maintained and that programs continue to run as programmed.</p> |
| <p>English language proficiency</p> <p>\$2,400.00</p>          | <p>English language proficiency equity loading provides support for students at all four phases of English language learning at Kempsey South 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>• Whole School systems and processes to support a strong school culture</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• additional teacher time to provide targeted support for EAL/D students and for development of programs</li> </ul> <p><b>The allocation of this funding has resulted in:</b><br/>Additional Literacy support for our students from non-English speaking backgrounds.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b><br/>Continue to support these students via targeted literacy intervention programs.</p>  |
| <p>Low level adjustment for disability</p> <p>\$145,596.95</p> | <p>Low level adjustment for disability equity loading provides support for students at Kempsey South 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>• Collaboration for Teaching Expertise</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p>   |

|  |  |
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| <p>Low level adjustment for disability</p> <p>\$145,596.95</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>• targeted students are provided with an evidence-based intervention [program name] to increase learning outcomes</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> </ul> <p><b>The allocation of this funding has resulted in:</b><br/>Additional staff working in SLSO roles to support the implementation of teaching and learning programs with students who require additional assistance.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b><br/>Assessment data suggests that it has been a successful model. To be continued into 2022.</p>  |
| <p>Location</p> <p>\$1,342.78</p>                              | <p>The location funding allocation is provided to Kempsey South Public School to address school needs associated with remoteness and/or isolation.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Staff - Digital Teaching Processes</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• subsidising student excursions to enable all students to participate</li> </ul> <p><b>The allocation of this funding has resulted in:</b><br/>Student participation in school excursions and learning experiences.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b><br/>Continue supporting students to participate in all activities involving costs so that no one misses out due to location or financial reasons.</p>  |
| <p>Literacy and numeracy</p> <p>\$2,938.74</p>                 | <p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Kempsey South 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>• Collaboration for Teaching Expertise</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• online program subscriptions to support literacy and numeracy</li> <li>• literacy and numeracy programs and resources, to support teaching, learning and assessment</li> </ul> <p><b>The allocation of this funding has resulted in:</b><br/>Student access to a range of online literacy and numeracy programs to assist with remote learning and then incorporated into face-to-face learning at school.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b><br/>Licences to be renewed for online subscriptions in Essential Assessment, Reading Eggs, Prodigy, etc...</p> |
| <p>Early Action for Success (EAfS)</p> <p>\$102,907.80</p>     | <p>The early action for success (EAfS) funding allocation is provided to improve students' performance at Kempsey South Public School through targeted support in the lowest quartile of NAPLAN performance in literacy and numeracy.</p>  |

|  |   |
|--|---|
| <p>Early Action for Success (EAfS)</p> <p>\$102,907.80</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>• Collaboration for Teaching Expertise</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 build capacity of K-2 staff to deliver targeted, evidence-based literacy and numeracy programs to improve student outcomes, with particular focus on: improving pedagogy and teaching practice; high-impact literacy and numeracy strategies; data collection and analysis; curriculum delivery; and differentiation</li> </ul> <p><b>The allocation of this funding has resulted in:</b><br/>An enormous shift in teaching practice and increased planning, programming and collaboration with teaching staff. Building capacity of all staff, particularly in Literacy and Numeracy.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b><br/>Funding to be discontinued in 2022 school year.</p>   |
| <p>QTSS release</p> <p>\$31,841.51</p>                       | <p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Kempsey South 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>• Collaboration for Teaching Expertise</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>• assistant principals provided with additional release time to support classroom programs</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><br/>Establishment of mentoring sessions and observational rounds with Executive staff and teaching colleagues in line with Strategic Improvement Plan 2021-2024. This has ensured a consistency of practice across the school while building the capacity of all staff in their current role/s.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b><br/>Maintain program in 2022 in line with our SIP targets. This will be supported by our 1.2FTE APC&amp;I allocation that the school has added an additional 0.8 (ACIP) in order to have two people in this role to maximise the impact on whole-school teaching and learning.</p> |
| <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 Kempsey South 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>• Collaboration for Teaching Expertise</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 classroom teacher to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy</li> <li>• implementation of literacy and numeracy strategies to support targeted</li> </ul>  |

|  |   |
|--|---|
| <p>Literacy and numeracy intervention</p> <p>\$47,089.56</p> | <p>intervention for students at point of need, in line with identified targets outlined in the School Improvement Plan</p> <p><b>The allocation of this funding has resulted in:</b><br/>All staff engaging in targeted professional learning in Literacy and Numeracy. Strategic employment of additional teacher to help staff TPL Tuesdays program.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b><br/>Maintain intervention programs for those students identified as high-needs during data analysis sessions with DPIL on TPL Tuesdays. Planning for lesson differentiation to ensure the curriculum is accessible to all students.</p>  |
| <p>COVID ILSP</p> <p>\$125,866.42</p>                        | <p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> <li>• releasing staff to analyse school and student data to identify students for small group tuition groups/monitor progress of student groups.</li> <li>• providing targeted, explicit instruction for student groups in literacy and numeracy.</li> </ul> <p><b>The allocation of this funding has resulted in:</b><br/>An ability to "fill in the learning gaps" for a targeted group of students negatively impact by disruptions to regular schooling.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b><br/>Extension of intervention programs in 2022.</p> |



# Student information

## Student enrolment profile

| Students | Enrolments |      |      |      |
|----------|------------|------|------|------|
|          | 2018       | 2019 | 2020 | 2021 |
| Boys     | 75         | 73   | 65   | 67   |
| Girls    | 80         | 66   | 67   | 67   |

## Student attendance profile

| School    |      |      |      |      |
|-----------|------|------|------|------|
| Year      | 2018 | 2019 | 2020 | 2021 |
| K         | 84.4 | 87   | 90.1 | 74.2 |
| 1         | 77.8 | 86.5 | 83.4 | 84.3 |
| 2         | 90.7 | 78.4 | 92   | 83   |
| 3         | 80.4 | 85.3 | 82.5 | 80.8 |
| 4         | 81.9 | 81.5 | 87.2 | 75.5 |
| 5         | 84.7 | 88.2 | 85.2 | 80   |
| 6         | 90   | 84.3 | 85.5 | 72.7 |
| All Years | 84.7 | 84.5 | 86.5 | 78.6 |
| State DoE |      |      |      |      |
| Year      | 2018 | 2019 | 2020 | 2021 |
| K         | 93.8 | 93.1 | 92.4 | 92.8 |
| 1         | 93.4 | 92.7 | 91.7 | 92.7 |
| 2         | 93.5 | 93   | 92   | 92.6 |
| 3         | 93.6 | 93   | 92.1 | 92.7 |
| 4         | 93.4 | 92.9 | 92   | 92.5 |
| 5         | 93.2 | 92.8 | 92   | 92.1 |
| 6         | 92.5 | 92.1 | 91.8 | 91.5 |
| All Years | 93.4 | 92.8 | 92   | 92.4 |

## Attendance

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

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

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

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

## Management of non-attendance

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

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

# Workforce information

## Workforce composition

| Position                                | FTE* |
|---|------|
| Principal(s)                            | 1    |
| Assistant Principal(s)                  | 2    |
| Classroom Teacher(s)                    | 9.67 |
| Literacy and Numeracy Intervention      | 0.42 |
| Learning and Support Teacher(s)         | 0.9  |
| Teacher Librarian                       | 0.2  |
| School Counsellor                       | 1    |
| School Administration and Support Staff | 7.71 |

\*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>                | 574,156          |
| <b>Revenue</b>                        | 4,188,771        |
| Appropriation                         | 4,155,306        |
| Sale of Goods and Services            | 33,536           |
| Grants and contributions              | -1,665           |
| Investment income                     | 794              |
| Other revenue                         | 800              |
| <b>Expenses</b>                       | -3,836,441       |
| Employee related                      | -3,466,759       |
| Operating expenses                    | -369,682         |
| <b>Surplus / deficit for the year</b> | 352,330          |
| <b>Closing Balance</b>                | 926,487          |

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>   | 139,931                           |
| <b>Equity Total</b>     | 745,106                           |
| Equity - Aboriginal     | 231,836                           |
| Equity - Socio-economic | 365,274                           |
| Equity - Language       | 2,400                             |
| Equity - Disability     | 145,597                           |
| <b>Base Total</b>       | 1,968,037                         |
| Base - Per Capita       | 36,568                            |
| Base - Location         | 1,343                             |
| Base - Other            | 1,930,126                         |
| <b>Other Total</b>      | 532,649                           |
| <b>Grand Total</b>      | 3,385,723                         |

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

Kempsey South Public School has used internal data and public feedback from our online sites to gauge parent/caregiver and teacher satisfaction. The school's Executive team regularly surveys staff on a variety of topics and areas to ensure that satisfaction remains high and that they have a voice when decisions are made which may impact their role in the school. Class survey results suggest that student satisfaction remains high, based on strong, trusting relationships with their teachers, support staff and peers. The 2021 TTFM data supports this as our students were above the State in each of the three categories - Advocacy at School, Expectations for Success and Sense of Belonging. Our community regularly provides verbal feedback to the school and engages in written feedback via our social media accounts. We have an amazing relationship with our community, which has only grown stronger after going through the incredible difficulties of the past couple of years together. They see the school as a community leader which provides their children with a high-quality education and can be trusted when disseminating information for community safety purposes.

# 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.