

2021 Annual Report

Kotara South Public School



4203

Introduction

The Annual Report for 2021 is provided to the community of Kotara 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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I acknowledge the homelands of the Awabakal people and Elders past, present and emerging. Each year I think of the year that was, and where our learning has led us. Learning is not just about our key learning areas. It is also about the way we go about our day-to-day consideration of others. It is the HOW we make Kotara South a great place to be. The pandemic meant that the things that we depended on weren't there; other people, our friends, our teachers, often other family members. To begin with Zoom, Teams and Google classroom filled the void. We got to see each other and do our learning and communicating. But it quickly became apparent that these platforms were not the same as meeting face to face, laughing and sharing together. Physically being with others was something we missed. We responded in a whole range of ways; sometimes we were sad and concerned, sometimes we were incredibly thankful we lived in a country that has great medical care, sometimes missing our relatives seemed too hard, sometimes we were so incredibly grateful that our families had seemed to dodge the worst. One of the things that impressed me most with our students and teachers was their kindness. At the beginning of the pandemic I coined the phrase- we need to focus on being 'happy, safe and well' each day in all that we do. At KSPS, this has become something we still stand by today. This agreed culture also quickly transferred itself to our students and families, both online and at school. The only way I can describe it is that we became a bit closer to being a family than we were before. We faced considerable adversity together and our Covid family became stronger as we went along. We focused on the health of our students and our staff so the learning could continue. We supported our staff with medical conditions and those who were pregnant. We trialed different ways of working better with our students with additional learning needs, those finding remote learning a challenge, families in crisis with lost employment and those supporting ill family members. At times it became complicated, but I think there were a couple of things we kept front of mind:

- * Rules for living and learning in a pandemic were vastly different. We would find information out at the same time as everyone else and via the same platforms and media.
- * We had to let go of our normal freedoms as we prioritized the wellness of all people in our workplace.
- * We were grateful for the workplace we came to each day and the staff and students' adaptability.
- * We were grateful for our community's support even though they were doing it tough. Ultimately our job was to keep learning continuing for the students, regardless of what we had to put in place to do it.

Most importantly, I recognize and admire the growing resilience of our students in the face of significant change. I believe this will be a very special adult generation because of this lived experience. I also hold a significant high regard for the staff at KSPS as they went well above the call of their teaching duties each and every day to ensure that students were connected, learning and well. I will be eternally grateful for everyone at KSPS making Kotara South a great place to be.

School vision

A school of excellence, demonstrating outstanding school culture and educational success for all.

School context

Kotara South Public School has a proud tradition of providing a stimulating, rich and relevant education for each of our 347 students through quality teaching and life-long learning practices in a positive, safe and supportive environment. Student excellence is promoted through the partnership between school, students and families, and cultural awareness that 'together we can achieve our very best'.

Our school is situated 7km south from the center of Newcastle, surrounded by a variety of native flora and fauna in a peaceful bush setting, enjoying views of Newcastle and environs. Our students achieve at a high level academically, artistically, socially and in sport, reflecting the values inherent in doing things the 'Kotara South Way'.

The whole school community, involving students, staff, parents and the local AECG, was consulted in a thorough situational analysis followed by the development of Strategic Improvement Plan. Through our situational analysis, we have identified a need to use data driven practices that ensure all students have access to stage appropriate learning. 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 the NAPLAN gap analysis, the school has identified system-negotiated target areas in Reading and Numeracy.

Departmental support staff will be utilised to build understanding on how to do this successfully and the Instructional Leader will lead much of this work in the school. Work will take place on developing quality summative and formative assessment tasks and data collection practices and developing greater consistency of judgement within and across schools.

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. 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.

We have a highly professional, experienced and cohesive staff who in partnership with parents and the community, are committed to fostering a love of learning and maximising quality educational experiences for all students. Kotara South Public School values and encourages excellence.

The school is well resourced and offers a diverse and enriched range of programs to support, challenge and extend our students. We have innovative programs in Literacy and Numeracy as well as outstanding Science, Sport, Public Speaking, Debating, Chess, Creative and Performing Arts, Choir, Technology, Robotics, Leadership and Transition programs for students from Kindergarten through to Year 6.

To engage students and deliver quality learning experiences. Building the social, emotional and motivational capacity of our students is a focal point of our school and is embedded in all aspects of school life. The students at Kotara South Public School are tolerant, caring and accepting.

Parents are valued, are well informed, and actively participate in all aspects of school life whether it be canteen and classroom volunteer work, participation in special events or school evaluation and planning. The P&C is actively involved and supports the school and its goals. An Out of School Hours (OOSH) operates within the school grounds and now has 100 positions available for our KSPS community.

We are proud to be able to successfully integrate students with special needs such as those who attend the Hearing Support Unit. Students are exposed to signed English and use this in school assemblies. The school encourages a sense of harmony and belonging. Our school represents one student from a non English speaking background and fourteen students who identify as Aboriginal and/ or Torres Strait Islander.

Our school is set in picturesque leafy surrounds in the middle of our school zone. It continues to be a community hub to our families.

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 and participated in an external validation. 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. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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/school-excellence>

Strategic Direction 1: Student growth and attainment

Purpose

To maximise student learning outcomes in reading and numeracy, building strong foundations for academic success. We will further develop and refine data-driven teaching practices that are responsive to the learning needs of individual students to improve the learning outcomes of students in literacy and numeracy,.

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 Driven Practices
- Personalised Learning

Resources allocated to this strategic direction

Literacy and numeracy intervention: \$22,423.60

Literacy and numeracy: \$15,241.36

Summary of progress

In 2021 the school prioritised the professional learning for staff in the areas of spelling and reading with a particular emphasis on Focus on Reading, phonemic awareness, decodable reading, vocabulary and fluency.

Staff were observed to implement all spelling strategies within programming and planning. This in turn was implemented in classroom practice. Strategies from Focus on Reading are beginning to be implemented across the school.

We anticipate impact for students once a full year of implementation has occurred.

In 2022, staff will continue to be supported by stage assistant principals with a cyclical model of instructional leadership, which includes:

- lesson observations
- feedback
- programming and planning adjustments
- delivery of quality pedagogical practice

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
There will be an uplift of 2.5% of students who achieve expected growth in Reading. Trend data will indicate an upward growth.	NAPLAN scores indicate that 59.79% of students achieved expected growth in reading. We have achieved an uplift of 6.1% growth indicating achievement of this progress measure.
There will be an uplift of 3% of students who achieve expected growth in Numeracy. There will be an upward trend of data reflecting growth.	NAPLAN scores in 2021 indicate that we are working towards achieving an uplift of 3% of students who achieve expected growth in Numeracy. In 2021, 36.84% of students achieved expected growth in Numeracy compared to 58% in 2019. Progress is yet to be seen towards this improvement measure.
There will be an uplift of 6.5 of students who achieve expected growth in Reading. Trend data will indicate an upward growth.	NAPLAN data indicates that we are working towards achieving an uplift of 6.5% of students who achieve expected growth in Reading. 56.41% of students achieved expected growth in reading with baseline data indicating that we are not demonstrating upward growth.
There will be an uplift of 4% of students	NAPLAN scores indicate 37.11% of students achieved the top two bands in

who achieve the top two bands in Numeracy. Trend data will indicate an upward growth.

Numeracy. We are working towards achieving an upward trend of growth in this area.

Strategic Direction 2: Productive Pedagogies- teaching and leading

Purpose

All school teaching staff will have an integrated approach to quality teaching, curriculum planning and delivery, and assessment that promotes learning excellence and responsiveness in meeting the needs of every student.

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.

- Quality Teaching Practice
- A Culture of Coaching and Collaboration

Resources allocated to this strategic direction

QTSS release: \$69,849.51

Professional learning: \$29,328.49

School support allocation (principal support): \$19,948.39

Summary of progress

In 2021, the school provided ongoing opportunities for teaching staff to engage in online learning experiences in reading, specifically fluency and comprehension. This was followed up with assessment practices and a move towards a whole school assessment schedule for reading. The staff were observed through the professional learning and stage meeting time to be engaged in professional discussions, classroom observations and consistency in teacher judgement conversations.

The impact for staff has been a shift in confidence and ability to implement the whole school assessment practices and interpret this data to drive the next teaching and learning cycle.

The impact for students has been through the improvement in fluency reading rates of more than 70% of students in each stage level in Semester 2, 2021 and Semester 1, 2022.

In 2022, we will continue with the whole school assessment schedule and bring together at the end of each semester, data celebrations with the whole staff to share the successes and challenges of this learning.

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
Working towards Sustaining and Growing in the SEF element of <i>Educational Leadership</i> .	The school is working towards Sustaining and Growing in the SEF element of <i>Educational Leadership</i> , demonstrating achievement at this progress measure.
Working towards Excelling in the themes of <i>Collaborative practice and feedback and Professional Learning</i> .	The school is working towards Excelling in the themes of <i>Collaborative practice and feedback and Professional Learning</i> , demonstrating achievement of this progress measure.

Strategic Direction 3: Being Well- A KSPS culture

Purpose

The purpose is to create a supportive whole school culture where both teachers and students are seen as learners who focus on nurturing curiosity and creativity. When students regularly attend school they are able to connect, succeed, thrive, and learn. The school provides enriched educational programs involving the ability to think creatively, work collaboratively and independently to solve problems, and to apply new skills to real-world situations.

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.

- Being Well
- Connect | Succeed | Thrive
- Attendance and Participation

Resources allocated to this strategic direction

Low level adjustment for disability: \$78,482.60

Summary of progress

In 2021, our school engaged in three specific strategies to improve attendance, being well and connecting at school. These were; GO2, Level Up Attendance and Connect with friends. Whole school focus was given to students identifying their GO2 teachers and making contact with them. This was communicated to P&C and our school community. Attendance is a whole school focus and this is tri-weekly tabled through LST and Executive meetings. Our connections with friends comes through the weekly playground focus that is responsive to Sentral incident data.

The impact for students is being observed in stable daily attendance, Sentral incident notifications reflecting social /emotional notifications with strategies for students. This has also influenced our positive language across the school through our:

- Assembly and student leadership
- P&C meetings
- Attendance through LST and stage meetings
- Attendance articles in the KSPS Newsletter and What's On community publications.

In 2022, we will continue to embed the practices of GO2 teacher, active school attendance, whole school connecting and positive language that ensures students at KSPS are happy, safe and well.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increase the percentage of students attending >90% of the time to be above the system negotiated baseline of 83.9%	Scout attendance data indicates that the percentage of students attending > 90% of the time in 2021 is 85.7%.
TTFM Wellbeing data (advocacy, belonging, expectations) improves to be at the lower bound system-negotiated target with an increase of 2% from the baseline. The development of a whole school data collection procedure for the collection of wellbeing information to inform practice.	Data associated with student advocacy indicates an improvement from the lower bound system-negotiated target. Student sense of belonging is below the system-negotiated target. Student expectations data is at 95%. Whole school wellbeing data collections procedures have been reviewed and identify the priorities for whole school wellbeing. This data drives the reflective practices across the school.

A minimum of 83.1% of students will attend school more than 90% of the time. (Baseline- 81.83%)

Scout attendance data indicates that the percentage of students attending > 90% of the time in 2021 is 85.7%. This is in comparison to our local network of 70.5%

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$60,366.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Kotara South Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for targeted professional learning <p>The allocation of this funding has resulted in: improved outcomes for students with identified special needs, in the areas of: social emotional support, attendance and aspects literacy-reading.</p> <p>After evaluation, the next steps to support our students with this funding will be: continue to employ additional staff to support students with additional learning needs.</p>
<p>Socio-economic background</p> <p>\$19,289.02</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Kotara South Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to support identified students with additional needs • supplementation of extra-curricular activities for identified students • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in: improved outcomes for students from a low socio-economic background, in the areas of: attendance, extra curricula engagement in various activities.</p> <p>After evaluation, the next steps to support our students with this funding will be: continue to monitor the needs of these identified students with differentiated support as required.</p>
<p>Aboriginal background</p> <p>\$12,554.32</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Kotara 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 student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional teacher to work as a full-time Literacy and Numeracy mentor with students performing below the expected stage level

<p>Aboriginal background</p> <p>\$12,554.32</p>	<ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students <p>The allocation of this funding has resulted in: improved outcomes for Aboriginal students, in the areas of: literacy and numeracy.</p> <p>After evaluation, the next steps to support our students with this funding will be: continue to employ additional staffing to provide support for Aboriginal students</p>
<p>English language proficiency</p> <p>\$2,672.65</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Kotara South Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives <p>The allocation of this funding has resulted in: improved outcomes for students with identified as English as an Additional Language, in the areas of: literacy and numeracy.</p> <p>After evaluation, the next steps to support our students with this funding will be: continue to employ the EAL/D teacher to support identified students within the classroom.</p>
<p>Low level adjustment for disability</p> <p>\$104,549.02</p>	<p>Low level adjustment for disability equity loading provides support for students at Kotara South Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Attendance and Participation • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • targeted students are provided with an evidence-based intervention to increase learning outcomes • 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 • employment of LaST and intervention teacher <p>The allocation of this funding has resulted in: improved outcomes for students with identified special needs, in the areas of: literacy and numeracy, attendance, wellbeing programs, nutrition and hygiene.</p> <p>After evaluation, the next steps to support our students with this funding will be: continue this program until the students no longer need this level of close</p>

Low level adjustment for disability \$104,549.02	support.
Literacy and numeracy \$15,241.36	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Kotara South Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised Learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staff training and support in literacy and numeracy • literacy and numeracy programs and resources, to support teaching, learning and assessment <p>The allocation of this funding has resulted in: improved outcomes for students with identified needs, in the areas of literacy and numeracy, also improving pedagogical practice of all staff K-6.</p> <p>After evaluation, the next steps to support our students with this funding will be: continue to provide quality professional learning for staff to maintain high expectations of students in the areas of literacy and numeracy.</p>
QTSS release \$69,849.51	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Kotara South Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Quality Teaching Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • assistant principals provided with additional release time to support classroom programs <p>The allocation of this funding has resulted in: improved outcomes for students in reading and number and improved pedagogical practice of all staff K-6.</p> <p>After evaluation, the next steps to support our students with this funding will be: continue to release assistant principals to provide instructional leaderships across stage teams.</p>
Literacy and numeracy intervention \$22,423.60	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Kotara South Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised Learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of interventionist to support the delivery of evidence-based literacy and numeracy programs and data driven practices

<p>Literacy and numeracy intervention</p> <p>\$22,423.60</p>	<p>The allocation of this funding has resulted in: improved outcomes for identified students in the areas of literacy and numeracy.</p> <p>After evaluation, the next steps to support our students with this funding will be: continue to employ literacy and numeracy intervention teacher to support identified students.</p>
<p>COVID ILSP</p> <p>\$61,949.88</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition <p>The allocation of this funding has resulted in: improved outcomes for identified students in the areas of literacy and numeracy.</p> <p>After evaluation, the next steps to support our students with this funding will be: continue to employ additional staffing for small group tuition.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	182	169	174	172
Girls	145	160	174	170

Student attendance profile

School				
Year	2018	2019	2020	2021
K	96.2	96.2	95.8	95.3
1	94.6	94.3	96.1	95.5
2	95.2	95.5	94.6	94.1
3	95.5	95.6	95.6	94.8
4	96.2	93.8	95.5	94.5
5	94.1	95.4	95.9	95
6	93.3	93.1	97.1	94.2
All Years	94.9	94.9	95.8	94.8
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

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

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

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

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

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	15.19
Literacy and Numeracy Intervention	0.2
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.8
School Counsellor	1
School Administration and Support Staff	4.32

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

Note 2 - Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	498,655
Revenue	3,868,441
Appropriation	3,768,121
Sale of Goods and Services	16,505
Grants and contributions	75,447
Investment income	329
Other revenue	8,039
Expenses	-4,061,289
Employee related	-3,686,634
Operating expenses	-374,656
Surplus / deficit for the year	-192,848
Closing Balance	305,806

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

Financial summary - Equity loadings

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

	2021 SBAR Adjustments (\$)
Targeted Total	60,366
Equity Total	139,065
Equity - Aboriginal	12,554
Equity - Socio-economic	19,289
Equity - Language	2,673
Equity - Disability	104,549
Base Total	2,714,114
Base - Per Capita	87,484
Base - Location	0
Base - Other	2,626,630
Other Total	683,170
Grand Total	3,596,716

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

Parent/caregiver, student, teacher satisfaction

Our Tell Them from Me (TTFM) survey information from Semester 1 and 2 of 2021 supports an overall high satisfaction with inclusion, safety and well being at Kotara South Public School (KSPS)

At KSPS, our Tell Them From Me survey data indicated that 13% of students felt that they were subjected to moderate to severe physical, social, or verbal bullying, or are bullied over the Internet. This was balanced with 80% of students feel accepted and valued by their peers and by others at their school. This data also reflected that 95% of student's surveyed indicated that do not get in trouble at school for disruptive or inappropriate behaviour.

At KSPS, our parents reported, with over 85% agreement, that the teachers have high expectations for their child to succeed. That 87% of teachers show an interest in their child's learning and parents report that their child is encouraged to do his or her best work. Teachers take account of each child's needs, abilities, and interests and that teachers expect each child to work hard.

Parents were consulted anecdotally in 2021 through the P and C, informal parent forums and short surveys. Some COVID related decisions which were mostly outside the school's control impacted the community satisfaction negatively including the isolation rules and the impact on children's learning. The community has identified the need for more homework as an area for improvement.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Aboriginal Education - School statement

At Kotara South Public School, students who identify as Aboriginal or Torres Strait Islander are provided with opportunities each day to learn and grow to their potential. Their dreams, culture and student voice are captured through their Aboriginal Personalised Learning Pathway and reflects their families shared educational goals. We believe that support for our students stems from each teacher who knows, values and cares for each child. This is a continuous lifelong learning journey.

Anti-Racism Policy

All teachers are responsible for addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Anti-Racism - School statement

At Kotara South Public School we demonstrate respect for the cultural, linguistic and religious backgrounds of all members of the school community. We promote and support students and families with diverse cultural backgrounds and celebrate through opportunities to share stories, language and food.

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

Multicultural and anti-racism education - School Statement

At Kotara South Public School our school statement for Multicultural education is to enable students and staff from all cultural and linguistic backgrounds to participate equitably in the learning and working environment. Together, we communicate, engage and consult with our culturally diverse communities and share the vision for their child's education.