

# 2021 Annual Report

## Killarney Heights Public School



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# Introduction

The Annual Report for 2021 is provided to the community of Killarney Heights 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

Our school community is focused on providing inclusive education within engaging and supportive learning environments, valuing the diversity represented at KHPS. Through our strong local and national partnerships, including our collaboration with the French Association of North Shore (FANS), we are committed to academic excellence within an English/French bilingual setting, and to developing motivated, successful and resilient learners.

## School context

Killarney Heights Public School is situated in an elevated residential area in Sydney's Northern Beaches LGA. It has a current enrolment of 676 students. KHPS is a strong professional learning community with committed staff and supportive parents, dedicated to achieving high educational outcomes for all students. The school has excellent traditions in band, choir, dance, sport, drama, public speaking and debating.

Enthusiastic teachers are committed to team teaching, collaborative planning and effective pedagogy. The school community is committed to provide rich programs and resources to develop skills in critical thinking, problem solving, communication, collaboration, and use of technologies, to enable all students to reach their full potential academically, socially and emotionally. Teachers employ Visible Learning in their practice and students at KHPS are encouraged and provided with effective feedback to adopt learning dispositions which will help them to develop a growth mindset and strong self-efficacy with their learning.

Killarney Heights Public School enjoys close links with other primary and secondary schools through partnerships in the Warringah community of Schools. Our partnership and joint projects with early education providers and KHHS, supports the continuation of strong learning pathways for students transitioning between pre-school, primary and secondary education.

With support and encouragement of an active P&C, school and community funds are utilised to acquire new and emerging technologies for future-focused teaching and learning, and resources to develop sustainable and engaging learning environments.

Almost 64% of the students come from a non-English speaking background. Student birthplace data is representative of 27 different countries. 81% of current students were born in Australia, 6% in France and 3% in the United Kingdom. There are currently no students who identify as Aboriginal or Torres Strait Islander. The school receives an allocation for EALD support, integration funding support and an allocation for low level disability. The expenditure of equity funding and allocations provide comprehensive learning and support programs for our students. Covid intensive learning support program funding is currently being used to support targeted students.

A unique and successful French/English bilingual program operates throughout the school thanks to the strong alliance and close partnership enjoyed between the school and the French Speaking Association of the North Shore. There are currently 566 students enrolled in either the Francophone or Anglophone stream of this bilingual program. KHPS is a member of the Australian Association of French/English Bilingual Schools (AAFEBs) group. The KHPS English/French bilingual program is internationally recognized and awarded Le Label France Education to acknowledge it as an example of excellence. An MOU exists between the school and the French Govt. to endorse the programs success.

The school also offers a community language program in French and Mandarin during school hours.

The Situational Analysis identified a need for improvement measures through which we track and monitor student attainment and growth in Reading and Numeracy. Supporting further growth in our students' cognitive and social emotional wellbeing has also been identified as a priority area. Whilst the majority of KHPS students attend school at least 90% of the time, we are working to reduce the small cohort for which attendance at school is a concern. Feedback from our school community indicated that whilst strong partnerships are in place, parents and carers would appreciate enhanced communication regarding their children's academic needs and social emotional wellbeing. Plans to expand on Immersion programs are in place to improve student outcomes in French language learning and acquisition.

## 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>

### Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Excelling
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Excelling
TEACHING: Data skills and use	Excelling
TEACHING: Professional standards	Excelling
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

## Strategic Direction 1: Student growth and attainment

### Purpose

We aim to improve student learning outcomes in reading and numeracy to ensure all students are reaching their potential through data-driven teaching and learning programs. Initiatives are designed to address identified areas of consistently lower results in reading and numeracy assessment data.

### 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.

- Reading
- Numeracy

### Resources allocated to this strategic direction

**Literacy and numeracy:** \$45,209.00

**Flexible Funding for Wellbeing Services:** \$3,300.00

**Literacy and numeracy intervention:** \$47,089.00

**English language proficiency:** \$134,541.00

**Professional learning:** \$2,200.00

**QTSS release:** \$43,105.00

### Summary of progress

#### Reading:

2021 has been utilised as an exploratory year to investigate the Science of Reading and the theoretical research informing the curriculum reforms. Stage 1 undertook professional learning to gain understanding of the Big 6 Reading ideas and the importance of a synthetic phonics program as the basis of reading instruction. This has led to a decision to teach the Get Reading Right synthetic phonics program with commencement planned for 2022. This program is already being used in ES1 and the adoption of it by Stage 1 would see us following the program as intended. Program resources have been purchased to support the implementation. Plans to purchase additional decodable readers for use on Stage 1 are also underway. These actions have resulted in greater teacher knowledge across the field of reading acquisition in the foundation years. Further professional learning is planned for Term 1 of 2022 to be developed by the Reading Target team and delivered to the whole school. These professional learning sessions will focus on The Big 6 of Reading, Phonics, Comprehension and Cognitive Load theory. This theoretical knowledge will assist stage teams to plan for improved teaching of Phonemic Awareness, Phonic Knowledge, Vocabulary, Background Knowledge and Comprehension.

#### Numeracy:

In 2021, we aimed to improve student growth and attainment in mathematics and embed practices for collecting and analysing data to be regularly used to track development through:

- Completing a detailed, stage-based Scope and Sequence Review which led to all stages within the school, consolidating, adapting and manipulating mathematics stage-based scope and sequences to combine and integrate programs across strands. Furthermore, decreasing and condensing assessments. This has resulted in, concise scope and sequences that consolidate topics and allows for repetition of concepts throughout the year.
- Conducting targeted mathematical teaching & implementation research to guide pedagogy which led to professional learning about implementation of mathematics within a range of school settings and across stages, familiarising and workshops informing and educating staff on the new K-2 Mathematics Curriculum implementation for 2022 and embedding the IfSR (Interview for Student Reasoning) within Stage 1. This has resulted in building up the foundation of implementation of research-based mathematics teaching practices and the New Curriculum for 2022 implementation. The implementation of IfSR within Stage 1 has supported teachers in refining individual student's areas of growth and attainment through targeted assessment. This assessment and data will be progressing to Early Stage 1 within 2022.
- Creating stage sets of outcome-based teaching resource which has led to the development of multi-step and worded problems focusing on areas of development from data gathered from NAPALAN, Check-in and PAT. Due to COVID-19 and disruptions throughout the year, these resource s are in the process of being developed, ready for implementation early 2022.

- Conducting and attending targeted TPL based on the Scope and Sequence review and pedagogy research. Due to COVID-19, the scope and sequence TPL will be embedded at the start of 2022 to support staff using the newly developed scope and sequences.

Focus areas for 2022:

- Teacher professional learning and school resourcing around the progression of comprehension of non-fiction and persuasive texts.
- Early adoption of new English and Maths curriculum across K-6
- Provide learning opportunities with appropriate challenge for HPGE students in both literacy and numeracy.
- Maintain and strengthen differentiated and fluid reading groups.
- Embed data informed practices to inform targeted support and extension (HPGE).

### 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.

<b>Annual progress measure</b>	<b>Progress towards achievement</b>
<b>Reading Top Bands:</b> <ul style="list-style-type: none"> <li>Proportion of students in the top 2 bands (or above) in Reading to be increased by 3.39% from 2019 figures.</li> </ul>	70.7% of students achieved in the top two bands in NAPLAN <b>reading</b> indicating 5.2% improvement and significant progress towards the lower-bound target.
<b>Reading Growth</b> <ul style="list-style-type: none"> <li>Increase the percentage of students achieving expected growth by 1.3% from baseline figure.</li> </ul>     no lift this year	The percentage of students achieving expected growth in <b>reading</b> increased by 7.1% indicating strong progress towards the lower bound target.
<b>Numeracy Top Bands:</b> <ul style="list-style-type: none"> <li>Increase the proportion of students in the top 2 bands (or above) in numeracy by 2% from 2019 figure.</li> </ul>	59.9% of students achieved in the top two bands in NAPLAN <b>numeracy</b> , an increase of 5.2% against baseline data, indicating strong progress toward the lower-bound target.
<b>Numeracy Growth:</b> <ul style="list-style-type: none"> <li>Increase the in the proportion of students achieving expected growth in numeracy by 1.7% from baseline figure.</li> </ul>	Percentage of students achieving expected growth in <b>numeracy</b> increased by 1% from baseline figures indicating progress toward the system-negotiated target.

## Strategic Direction 2: Wellbeing

### Purpose

In order to maximise student, staff and community wellbeing we will further develop and refine whole school practices that are responsive to the cognitive and social/emotional need of all students and challenge them to reach their full potential.

### 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.

- Cognitive Wellbeing
- Social and Emotional Wellbeing

### Resources allocated to this strategic direction

**Professional learning:** \$14,600.00

**6300:** \$26,725.00

**Literacy and numeracy:** \$2,000.00

**QTSS release:** \$80,000.00

**Integration funding support:** \$46,405.00

**English language proficiency:** \$30,000.00

**Flexible Funding for Wellbeing Services:** \$4,719.00

### Summary of progress

1. What did you do in the initiative/strategic direction? Over what time period? What changes did you make from your original plan or timeline?
2. What did you do well in the initiative/strategic direction? What didn't you do as well as you would have liked in the initiative/strategic direction?
3. To what extent have changes occurred? How do you know?

In 2021, we aimed to improve student intellectual and cognitive wellbeing and specifically increase student perseverance, resilience, interest, and motivation through:

- reviewing and redesigning the KHPS HPGE policy and providing professional learning to all staff. It was a successful implementation and is being reviewed at the end of the year.

Some initiatives for 2021 included the change of a timeline for HPGE withdrawal programs (English and Mathematics), the introduction of Book Club, and a review of the HPGE identification progress for Writing and Mathematics. The impact of some modifications to the HPGE program implementation cannot be ascertained due to COVID19 Learning From Home interruptions. Additional modifications may be made for 2022.

- reviewing current practices of visible learning and implementing WAGOLLS (What a good one looks like) for writing across the whole school. The impact of this initiative in Term 3 programs was interrupted and is unable to be ascertained due to the learning from the home period. This will need to be continued in 2022.
- reviewing STEM and the use of authentic tasks in K-6 programs. The use of digital technologies was planned to be integrated more successfully, however, this was also interrupted due to the learning from the home period in Term 3 and into Term 4. This will continue to be a school focus in the next learning cycle to improve student interest and motivation.

In 2021, we aimed to improve student social/emotional wellbeing and increase a positive sense of belonging, student advocacy, positive behaviour, and expectations for success through:

- maintaining, reviewing, and editing existing wellbeing practices including PBEL, Bounce Back, class time lessons. New PBEL were implemented and are yet to be analysed as being effective due to unexpected interruptions such as the learning from home. Bounce Back programs were reviewed but unfortunately were not implemented due to the learning from home period.
- installing a music bell, reviewing class time lessons, implementing student wellbeing workshops, and integrating the GOT IT program. These were all planned for 2021 but have been postponed until 2022 due to the learning from home interruptions and the planned renovations of the main administration building.

investigating and trialing the PAX good behaviour game. The trials were somewhat effective but again interrupted by the learning from home period. It will need to continue to be trialed in 2022 before reviewing its impact and possible

integration into current classroom practices across the school.

Focus areas for 2022 will be:

- reviewing and redesigning how KHPS implement the new HPGE policy, including the identification process, program delivery and expanding opportunities across multiple domains.
- analysing current practices of quality feedback in classrooms and embedding new and practical strategies to implement in the classroom
- revising teaching and learning programs to increase STEM/authentic tasks and incorporating Digital technologies into multiple programs

### 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
Improved student intellectual and cognitive well being through: <ul style="list-style-type: none"><li>• an increase in the mean percentage of student TTFM high perseverance results from 42.5% to 44%.</li><li>• an increase in the mean percentage of student TTFM high interest and motivation results from 66% to 67%.</li></ul>	<ul style="list-style-type: none"><li>• According the the Tell Them From Me survey results we have not reached our target in student High Perseverance. Our target was an increase of 2.5%. We actually decreased by 3.5% from 2020.</li><li>• According the the Tell Them From Me survey results we reached our target in students with High Interest and Motivation. Our target was an increase in the mean score of 1% and that is precisely how much we increased.</li></ul>
Improved student social and emotional wellbeing through: <ul style="list-style-type: none"><li>• an increase in our mean score for positive sense of belonging in TTFM from 74% to 75%</li><li>• a decrease in negative recorded behaviours by a minimum of 2% per year as of end of 2020 according to internal data</li></ul>	<ul style="list-style-type: none"><li>• According the the Tell Them From Me survey results we have exceed our target of 1% growth in Sense of Belonging. We have an increase in Sense of belonging in 2021 by 3% from 2020.</li><li>• A decrease in negative incidents was unable to be analysed due to internal data not being reliable because of term 3 being a learning from home period.</li></ul>



## Strategic Direction 3: Learning Partnerships

### Purpose

In order to maximise parent and community understanding and involvement in productive learning partnerships, we will further define communication protocols, develop an appreciation of stakeholder roles and establish consistent expectations..

### 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.

- Learning Partnerships
- Immersion programs

### Resources allocated to this strategic direction

**Professional learning:** \$2,200.00

**6300:** \$11,000.00

**Socio-economic background:** \$4,300.00

**English language proficiency:** \$20,035.00

**Low level adjustment for disability:** \$43,804.00

**Literacy and numeracy:** \$20,000.00

### Summary of progress

In 2021, we continued immersion classes for Anglophone and Francophone students in science, history and geography in Stage 2 and 3. We also implemented lessons following CLIL pedagogy in stage 1 for Anglophone and Francophone students. The training that all French Teachers received contributed to write quality programs across all stages and led to improvement in students' speech and comprehension skills. In Semester 1, students who received CLIL lessons performed as well as students taught in English in their end of unit tests. Unfortunately, due to the COVID-19, students missed explicit teaching in most of Semester 2 and hence could not be assessed. Furthermore, Y6 students were not able to sit for DELF exam and therefore the progress of 2021 cannot be quantified.

The annual AAFEBS conference was cancelled because of COVID-19 but workshops were presented by several teachers on Zoom. Four FANS teachers joined various workshops and two FANS teachers gave professional learning on adapting the Australian curriculum with CLIL pedagogy across all stages of learning. This experience reinforced the connection with teachers from the AAFEBS network.

2022 focus areas:

- Re-establish parent forums/meetings
- Increase opportunities to collaborate with Aafebs partnership TPL and student engagement.
- Effective collaboration with school P&C
- Creating new opportunities to gather parent opinions and to gather data from other sources including School TV and SchoolZine polls. Trial impactful messaging across Stage 2
- Raise community awareness of teaching responsibilities and develop communication protocols.
- Raise community awareness of how attendance matters and its fundamental importance in ensuring students develop important social connections and maximise learning opportunities

### 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 parent participation rate in school surveys by 5%	Target team focused on communication was established
Increased average TTFM scores to 6.0 of parents feeling informed in their	School trialled DoE pioneering attendance trial as part of control group
	Data SMS attendance trial Results

<p>child's academic progress and social/emotional development .</p> <p>Increase proportion of students attending &gt;90% of the time by 2%</p>	<p>In this trial which received 188 parent responses (27.5%) indicated the following areas of strength at KHPS:</p> <p>Parents/carers are greeted warmly when they <b>call</b> my child's school - 3.5/4</p> <p>Parents/carers are greeted warmly when they <b>visit</b> my child's school - 3.5/4</p> <p>When my child's teacher communicates with me about my child's learning it is usually positive - 3.5/4</p> <p>The following areas were identified as areas for improvement:</p> <p>Parents/carers are invited to visit classrooms (in person or virtually) to participate - 2.4/4</p> <p>My child's school gives me clear information on how my child is getting on - 2.9/4</p> <p>My child's teacher gives me practical information that I can use at home to help - 2.9/4</p> <p>Responses relating to the extent to which parents engage with their child's learning and how they rate the quality of their interactions with the school indicated:</p> <p>90.72% of students attend 90% of the time or more. Compared to the Premier's Priority Comparisons, we have a rate that is 3.03% higher than the average over the last 3 years. We exceeded</p>
<p>Expand immersion program to include use of CLIL pedagogy in Stage 1 Science, History and Geography.</p> <p>Increase teacher capabilities in implementation of CLIL pedagogy.</p> <p>Positive and productive partnerships with FANS and Aafebs associations</p>	<p>Immersion programs including use of CLIL pedagogy achieved in science in all Stage 1 classes. (Term 2 &amp; Term 4)</p> <p>Teachers of French undertook a workshop about CLIL pedagogy and programming. Some of them sent back teaching and lesson plans in order to receive their full certificate of completion.</p> <p>FANS and AAFEBS collaborated and KHPS teachers presented adaptation of CLIL pedagogy for learning programs following NSW primary syllabuses. at national conference..</p>

Funding sources	Impact achieved this year
<p>New Arrivals Program</p> <p>\$17,000.00</p>	<p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at Killarney Heights Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling</li> </ul> <p><b>The allocation of this funding has resulted in:</b> The employment of an extra specialist EAL/D teacher for two (2) days a week for two terms. This teacher has provided intensive English Language support in class and in a withdrawal, group, focusing on survival language. The targeted, funded students have settled in comfortably and their confidence in expressing themselves in English is growing. They are currently on track to be speaking, reading, listening and writing at an Emerging level after a year of this intensive program.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> professional learning through EAL/D network meetings and advice from the Multicultural Unit, to enhance teaching and learning programs through language scaffolding to ensure classroom content is accessible.</p>
<p>Integration funding support</p> <p>\$142,810.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Killarney Heights 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>• Cognitive Wellbeing</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> </ul> <p><b>The allocation of this funding has resulted in:</b> All eligible students demonstrating progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> To formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$4,300.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Killarney Heights 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</b></p>

<p>Socio-economic background</p> <p>\$4,300.00</p>	<p><b>enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Learning Partnerships</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>• staff release to increase community engagement</li> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> <li>• resourcing to increase equitability of resources and services</li> </ul> <p><b>The allocation of this funding has resulted in:</b> student improvement evidenced by: Increase in direct, timely and targeted student attendance advice to parents and carers. 90.72% of students attended 90% of the time or more. This is 3.03% higher than the average over the last 3 years. All KHPS students provided with equal opportunity to access programs, activities and resources to meet their learning and well being needs.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> continue to support equitable access to the curriculum and meet well being needs for identified students. Implement next stage of Impactful messaging trial across Stage 2.</p>
<p>English language proficiency</p> <p>\$184,576.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Killarney Heights 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>• Reading</li> <li>• Learning Partnerships</li> <li>• Cognitive Wellbeing</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• additional teacher time to provide targeted support for EAL/D students and for development of programs</li> <li>• additional staffing to implement Individual Educational Plans for all EAL/D students</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Employment of SLSO staff to support EAL/D learners who have been diagnosed with a learning difficulty. Because of this needed funding these EAL/D students have been showing growth through the EAL/D Learning Progressions from BLL to BSL level. These students have now been displaying confidence and are prepared to take risks with their language use, as noted in teacher observations in class and in the playground and including work samples.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to capitalise on teacher confidence and their capacity to work collaboratively with the class teacher across all key learning areas (KLAs) to enhance the students learning. Ongoing personalised and targeted professional development supported through the Multicultural unit and online TPL through Teams and MyPI, will help EAL/D teachers identify language and cultural demands across the curriculum. This will be provided to each teacher in the form of mentoring, co-teaching, and co-planning.</p>
<p>Low level adjustment for disability</p> <p>\$111,074.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Killarney Heights Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p>

<p>Low level adjustment for disability</p> <p>\$111,074.00</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>• Learning Partnerships</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>• engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students</li> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs</li> </ul> <p><b>The allocation of this funding has resulted in:</b>  an increase of students achieving in the top two band in NAPLAN reading and numeracy. The percentage of students achieving expected growth in reading and numeracy also increased showing progress toward system negotiated targets.  The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities.  Improved student intellectual and cognitive well being pertaining to high interest and motivation by 1%  Improved student social and emotional well being including 3% increase in students' sense of belonging from 2020.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  to further implement and redesign programs, strategies and stakeholder capacity to support students' cognitive, social and emotional well being in line with student growth and attainment targets.  to further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of trained SLSOs.</p>
<p>Literacy and numeracy</p> <p>\$67,209.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Killarney Heights 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>• Reading</li> <li>• Numeracy</li> <li>• Cognitive Wellbeing</li> <li>• Learning Partnerships</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• staff training and support in literacy and numeracy</li> <li>• resources to support the quality teaching of literacy and numeracy</li> <li>• updating reading resources to meet the needs of students</li> </ul> <p><b>The allocation of this funding has resulted in:</b>  Numeracy results were strong in 2021 with 4 students achieving in the top 10%. NAPLAN data was analysed and indicated overall improvement in rates of student growth and a very strong improvement in achievement with a 5.2% growth of students in the top two bands or higher</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  The consolidated and updated scope and sequence is now to be introduced into programming for 2022 and stage-based assessment schedules revised</p>

<p>Literacy and numeracy</p> <p>\$67,209.00</p>	<p>in order to build upon this progress.</p>
<p>QTSS release</p> <p>\$123,105.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Killarney Heights 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>• Numeracy</li> <li>• Cognitive Wellbeing</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>• 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> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>Improved teacher understanding of need for curriculum reform. Increased teacher knowledge across the field of reading acquisition in foundation years. Successful stage-based review of mathematics scope and sequence to inform pedagogy and learning and assessment accommodate opportunities for mastery. delivery staff confidence and teaching practice. Teachers use learning intentions, success criteria and have a strong focus on formative assessment. Teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>Teacher professional learning and school resourcing around the progression of comprehension of non-fiction and persuasive texts.</p> <ul style="list-style-type: none"> <li>• Early adoption of new English and Maths curriculum across K-6</li> <li>• Provide learning opportunities with appropriate challenge for HPGE students in both literacy and numeracy.</li> <li>• Maintain and strengthen differentiated and fluid reading groups.</li> <li>• Embed data informed practices to inform targeted support and extension (HPGE).</li> </ul>
<p>Literacy and numeracy intervention</p> <p>\$47,089.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Killarney Heights 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>• Reading</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of interventionist to support the delivery of evidence-based literacy and numeracy programs and data driven practices</li> <li>• implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the Strategic Improvement Plan</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>differentiated teaching through on-going formative assessment followed by targeted literacy programs for identified students performing below the expected level for their stage. This intensive approach has resulted in improved engagement in learning. Evidence can be seen in a combination of reading assessment, writing samples, teacher observation and NAPLAN</p>

<p>Literacy and numeracy intervention</p> <p>\$47,089.00</p>	<p>data. The percentage of students attaining the lower bands in NAPLAN decreased and the students attaining top two bands and beyond increased from 2020 to 2021.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> continued engagement of additional teaching staff using other flexible funding to extend intensive small group reading intervention programs. Increase funding for staff to engage with learning and leading early introduction of curriculum reform measures including the provision of teacher professional learning and expansion of relevant resources.</p>
<p>COVID ILSP</p> <p>\$16,224.00</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>• providing targeted, explicit instruction for student groups in literacy/numeracy</li> <li>• development of resources and planning of small group tuition</li> </ul> <p><b>The allocation of this funding has resulted in:</b> the majority of the students in the program during Term 1 and Term 2 achieved progress towards improvements in literacy capabilities including: 83% of students targeted for reading support showed improved PM benchmark levels. 100% of students targeted for writing support produced work samples showing progress in achieving personal writing goals.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. The school learning and support processes have been revised and will now involve additional in class support for identified students.</p>



## Student information

### Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	331	337	328	349
Girls	366	341	328	332

### Student attendance profile

School				
Year	2018	2019	2020	2021
K	96.6	94.4	95.7	96.2
1	94.8	95.5	95.9	96.3
2	95.9	94.3	97.1	95.7
3	95.7	95.5	94.8	96.2
4	96.5	96.4	95	95.6
5	96.3	95.6	96.2	94.4
6	95	94.7	94.7	95.5
All Years	95.9	95.3	95.7	95.7
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

### Attendance

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

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



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

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

## Management of non-attendance

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

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

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	4
Classroom Teacher(s)	24.37
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	0.6
Teacher Librarian	1.2
Teacher ESL	1.2
School Counsellor	1
School Administration and Support Staff	4.26
Other Positions	3

\*Full Time Equivalent

## Aboriginal and Torres Strait Islander workforce composition

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

## Workforce ATSI

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

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

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

## Teacher qualifications

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

## Professional learning and teacher accreditation

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

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



## Financial information

### Financial summary

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

	2021 <b>Actual</b> (\$)
<b>Opening Balance</b>	1,238,784
<b>Revenue</b>	6,729,001
Appropriation	6,102,950
Grants and contributions	624,039
Investment income	1,313
Other revenue	700
<b>Expenses</b>	-6,671,992
Employee related	-5,703,048
Operating expenses	-968,944
<b>Surplus / deficit for the year</b>	57,009
<b>Closing Balance</b>	1,295,793

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>	96,405
<b>Equity Total</b>	299,954
Equity - Aboriginal	0
Equity - Socio-economic	4,301
Equity - Language	184,577
Equity - Disability	111,076
<b>Base Total</b>	4,688,136
Base - Per Capita	161,715
Base - Location	0
Base - Other	4,526,421
<b>Other Total</b>	785,368
<b>Grand Total</b>	5,869,863

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

### Parent/Carer engagement survey data

**SMS Attendance Trial** parent feedback included: 52.6% of parents/carers who received SMS notifications when their child was absent from school indicated that they valued them as opposed to 2.3% who didn't

45% indicated that they had not experienced the SMS notification

- Parent/Carer survey data regarding appreciation of **Meet the Teacher Evenings** indicated that:

78.9% appreciate this event

48.5% of those preferred access to it via Zoom while 47.4% preferred an 'in person' presentation

47.4% of the surveyed group indicated that the existing evening time-slot was manageable

63.7% of respondents indicated that the accompanying 'Meet the Teacher' presentation slideshow PDF was useful

- With regards to the preference for conducting **Parent/Teacher interviews** at the end of Term 1 survey data indicated that:

14% of the parents/carers who responded indicated that Zoom was their preference while 34.5% preferred the interview taking place in person. 68.4% of respondents appreciated the flexibility of choosing either a remote interview via Zoom or a face to face onsite interview.

- With regards to the preference for engaging with our end of year **Presentation Assemblies** survey data indicated that:

41% appreciated the high resolution photographs

55.9% appreciated the opportunity to watch these events via Zoom

87.1% expressed a preference of attending in person

# 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.

## Aboriginal Education - School statement

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Currently at KHPS we have no students of staff who identify as having Aboriginal heritage. However, we are committed to authentic incorporating Aboriginal and Torres Strait Islander perspectives throughout the curriculum. Aboriginal histories and cultures are incorporated into teaching and learning programs as well as observing Reconciliation Week and NAIDOC. As a member of the Warringah Community of Schools we take pride in sending teacher and student representatives to attend meetings. KHPS teachers attended professional learning on country at Brewongle Education Centre. Students have composed unique Acknowledgements of Country which have been shared at school community events.

## 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.