

2021 Annual Report

Killarney Vale Public School



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Introduction

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

Killarney Vale Public School

Hendricks Rd

Killarney Vale, 2261

www.killarneyv-p.schools.nsw.edu.au

killarneyv-p.school@det.nsw.edu.au

4388 1066

School vision

Killarney Vale Public School provides a safe, engaging and inclusive learning environment. High expectations, student centred goal setting and strong community connections provide our students with the best opportunity to achieve academic growth.

School context

Killarney Vale Public School provides a vibrant learning environment where all students have the opportunity to achieve to their full potential in every aspect of the curriculum. The school has 17 mainstream classes from Kindergarten to Year 6 and three classes which support students with additional needs. Our students are encouraged to live out the school's motto of 'Forward to a Better World'. Killarney Vale Public School's professional and highly skilled teachers are committed to providing quality, differentiated learning experiences for all students. Implementing research based programs aligned to the NSW Department of Education syllabus guidelines is a school priority. The school has completed a situational analysis that has identified areas of focus for this Strategic Improvement Plan. It is important to note that this builds upon the work undertaken in the previous school planning cycle.

Through our situational analysis, we have identified a need to use data driven practices that ensure all students have access to stage appropriate learning and demonstrate growth. Further work will need to occur around how teachers can ensure that they are employing evidence-informed best practice within their classroom as well as having high expectations for all students. A triangulation analysis of our NAPLAN data and other external and internal data sets outlines the need for a focus on improving attendance and strengthening the social and emotional skills of our students.

Students and families work in partnership with the school to set aspirational educational goals which provide the pathway for ongoing academic growth. Learning programs are focused on providing engaging experiences for students that target their specific needs. Formative assessment is utilised to ensure we meet students at their point of need and develop processes to accurately monitor student achievement so that resources can be allocated appropriately. Structures will be put in place to identify students not showing improvement and our Learning and Support Teachers will deliver intensive learning programs; achieving maximum improvement and maintaining high expectations for all students.

Killarney Vale Public School is always striving to improve and enhance educational and social opportunities for all students using evidence-informed best practice. Staff members are involved in professional learning and evaluation of school programs leading to improvement of teacher quality. The school uses embedded and explicit systems that facilitate professional collaboration and effective practice.

Aboriginal Education is a priority at Killarney Vale Public School and is authentically embedded in all aspects of our school life. Students and families work in partnership with the Kuriwa Aboriginal Education Consultative Group and other community groups to celebrate a rich cultural heritage. Our school has an established alliance with the Tuggerah Lakes Learning Community and is supported by a dedicated and passionate Parents & Citizens Association. Killarney Vale Public School has a strong commitment to student wellbeing and inclusivity focusing on the social and emotional development of our students. Our Student Leadership team is active in decision-making for the school, empowering student voice.

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

Self-assessment using the School Excellence Framework

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

Strategic Direction 1: Student growth and attainment

Purpose

In order to improve student learning outcomes in literacy and numeracy we will continue to collect and analyse data to ensure the implementation of appropriate curriculum provision for every student is underpinned by evidence-informed strategies and embedded evaluative practice.

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.

- Use of data to inform practice
- Targeted Interventions

Resources allocated to this strategic direction

Professional learning: \$12,000.00

Summary of progress

In the area of Strategic Direction 1: Growth and Attainment, our school focus for 2021 was using data to inform practice and targeting student intervention strategies. Focusing on high impact professional learning, stage based teams were guided through the process of developing consistent processes for collecting and analysing a variety of data sources to determine future directions for teaching and targeted strategies to support student growth. Data source inventories were conducted to measure the validity of school based and external data sources.

Professional dialogue on data analysis occurred on a regular basis in stage meetings to help support all students in reaching identified learning goals. Teachers used student data to plan and embed quality practices into their every day teaching and as a result adapted their teaching and learning programs to reflect this. Student learning outcomes have been tracked through the collection and analysis of assessment data. Triangulation of internal and external data was consistent across the data sources demonstrating a high level of reliability. This data has been used to highlight areas that will be addressed in future school planning, such as a school wide focus on implementing consistent, high quality numeracy strategies and the allocation of human resources to strengthen and support Learning and Support across K-6.

Learning interventions were delivered K-6 to support student learning outcomes. Specialist Learning and Support staff collaborated with classroom teachers to develop targeted intervention strategies that met the literacy and numeracy needs of identified students. A tiered approach to learning and support was implemented through a variety of approaches including 1 to 1 individualised programs and small group instruction focused on specific learning goals.

Learning and support teachers have mentored staff to build their capacity to differentiate and individualise learning programs within the classroom so that strategies used in intervention groups are supported in classroom practice. Specialised Learning and Support teachers performed a deep analysis of the data which informed decision making about the formation of student groups and areas of development. COVID ILSP provided targeted, explicit instruction for literacy and numeracy. The allocation of this funding has resulted in the majority of the students in this program achieving significant progress towards their learning goals.

Next year in this initiative we will have a whole school focus on improving student outcomes in numeracy as our evaluation of internal and external data indicates that this is a priority area. Assistant Principal Curriculum and Instruction will provide a strong instructional leader model coordinating the professional learning for teachers, monitoring student outcomes and supporting the introduction of evidence based numeracy programs. Our aim is to moderate assessment tasks and to provide a structure and process for teaching teams to develop a shared and deep understanding of learning intentions and success criteria and the syllabus outcomes on which the assessment is based.

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
More than 39.61% (system negotiate baseline) of students perform in the top	<ul style="list-style-type: none">• Data indicates 26.97% of students in the top 2 bands for reading, showing a decline from baseline data.

two NAPLAN bands in reading	
More than 30.53% (system negotiate baseline) of students perform in the top two NAPLAN bands in numeracy.	<ul style="list-style-type: none"> Data indicates 17.05% of students in top 2 bands for numeracy, showing a decline from baseline data.
<p>Internal Data</p> <ul style="list-style-type: none"> 85% of Year 2 students achieve within or above the sound grade for reading levels. 75% of Kindergarten students (50) will demonstrate a vocab of 40 or more sight words. PAT - Each grade 2-6 displays growth as compared to the norm. CARs - 75% of Stage 2 (94) and 60% of Stage 3 (84) show growth. Essential Assessment - 65% of all students (237) are at or above expected understanding (Number and Algebra). - 70% of all students (255) are at or above expected understanding (Measurement and Geometry) - 70% of all students (255) are at or above expected understanding (Statistics and Probability) Soundwaves - Spelling Diagnostic Test - More than 60% of students at or above Middle Comparison Range 	<ul style="list-style-type: none"> Data indicates 76% of Year 2 students achieved within or above the sound grade indicating progress yet to be seen toward school based targets. The percentage of students demonstrating a vocab of 40 or more sight words has decreased to 29% indicating progress yet to be seen toward school based targets. PAT - In PAT maths; Year 3, 4 and 5 all displayed growth and were above the norm score. Year 6 displayed negative growth and were below the norm score. In PAT reading; Year 3-6 all displayed growth. Year 3, 5 and 6 were below the norm score. Year 4 were significantly above the norm score. CARs - 61.90% of students in Stage 2 and 33.57% of Stage 3 students have demonstrated growth indicating progress is yet to be seen toward targets. Essential Assessment - 41.5% of all students are at or above expected understanding in Number and Algebra. 43.6% of students are at or above expected understanding in Measurement and Geometry. 56.8% of students are at or above expected understanding in Statistics and Probability. This data indicates progress is yet to be seen toward targets. Soundwaves - 48.18% of students have demonstrated growth indicating progress is yet to be seen toward targets.
<ul style="list-style-type: none"> Improvement in the percentage of Aboriginal students achieving expected growth in Numeracy to be an uplift of 20% to achieve 38%. More than 46.46% of students achieve expected growth in NAPLAN numeracy (system-negotiated target baseline). 	<ul style="list-style-type: none"> In NAPLAN numeracy all students made growth however are yet to achieve expected growth. The percentage of students achieving expected growth in numeracy decreased to 42.86% indicating progress towards the lower bound target.
More than 65.77% of students achieve expected growth in NAPLAN reading (system-negotiated target baseline).	<ul style="list-style-type: none"> The percentage of students achieving expected growth in reading increased to 64.91% indicating progress yet to be seen toward the lower bound target.
The schools value-add is not significantly below SSG.	Our value-add is at delivering.
<p>Improvement as measured by the school excellence framework.</p> <p>Learning:</p> <p>Assessment</p> <p>Theme: Formative Assessment - S&G</p> <p>Theme: Summative Assessment - S&G</p> <p>Teaching</p> <p>Data Skills and Use</p> <p>Theme: Data Analysis - S&G</p> <p>Theme: Data use in Teaching - Delivering</p>	<ul style="list-style-type: none"> Self-assessment against the School Excellence Framework in the element of assessment shows the theme of Formative Assessment to be Sustaining and Growing however Summative Assessment remains at Delivering. This indicates progress toward the achievement of set targets. Self-assessment against the School Excellence Framework in the element of Data Skills and Use shows the theme of Data Analysis at Delivering whilst Data use in Teaching has regressed to Working Towards Delivering. This decrease is due to a broader understanding of the SEF element of Data Skills and Use.

Strategic Direction 2: Teacher Practice and Collaboration

Purpose

To build the capabilities of staff so that they can authentically engage and improve student learning outcomes by embedding evidence informed best practice into all areas of the curriculum.

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.

- Building the capacity of staff
- Teacher Performance

Resources allocated to this strategic direction

Professional learning: \$2,500.00

Literacy and numeracy: \$8,000.00

QTSS release: \$7,000.00

Summary of progress

In the area of Strategic Direction 2: COVID-19 restrictions has meant that the content for all Professional Learning has been via an online learning platform. As a result of the remote learning process all staff have excelled in developing strategies to support our students who were not able to engage in face-to-face learning. The pedagogies refined during this time has equipped teachers with the skills to engage students when working with online platforms.

Our focus for 2021 was to consolidate Formative Assessment practices across the school to ensure quality teaching in every learning space. Focusing on high impact professional learning, school teams were guided through the process of developing consistent evidence informed practice across the school and the use short formative assessments to ensure point of need with student learning. Professional dialogue on Formative Assessment strategies, drawn from the evidence based, was a focus in stage meetings, executive meetings and whole school meetings to ensure student learning was at the forefront of all practices and that these practices were targeted at student need. A series of planned structured observations throughout the year provided a scaffold for teachers to reflect, build on and improve current practice. This cyclic process was repeated in all learning spaces providing staff with an opportunity to demonstrate professional growth. Teachers used student data to plan and embed quality practices into their everyday teaching and as a result, adapted teaching and learning programs to reflect this.

Differentiated support across all stages in the form of coaching and mentoring has been provided for staff at their point of need, however further support for beginning teachers will be required in 2022. Staff responses in the People Matters survey indicated that the majority of staff have received feedback that improved teaching practice. Overall, the results of this survey indicated that teachers felt that they were working in a productive environment which promoted strengthening teacher capacity.

Professional learning evaluations from staff reveal that high impact professional learning had been provided and was clearly linked to a focus of identified need. Staff members developed professional goals that supported school wide priorities and self identified areas for development.

Next year in this initiative we will work with staff to ensure practices are embedded and assessments are moderated so that they are consistent and reliable sources of student achievement. The Assistant Principal Curriculum and Instruction will guide staff through professional learning in the areas identified as a point of need in the LEED project.

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
80% of teachers are using Formative Assessment strategies effectively.	• Formative Assessment observation data indicates 100% of staff utilise learning intent and success criteria in their lessons to establish learning goals for all students.

<p>In the Tell Them From Me survey</p> <ul style="list-style-type: none"> • Student data improves 65% in the area of students being motivated and interested in their learning. 	<ul style="list-style-type: none"> • 52% of students indicate motivated and interested in their learning demonstrating progress yet to be seen towards this school-based progress measure.
<p>In the Peoples Matter survey</p> <ul style="list-style-type: none"> • 75% of staff report a favourable response in the area of Feedback and Performance Measurement. • In the performance management processes, 70% of staff report that they have received feedback from their line manager. (Question 3, Page 20). 	<ul style="list-style-type: none"> • Staff responses in the area of Feedback and Performance Measurement has improved to 73%, indicating progress toward set target. • Staff receiving feedback to help them improve their work has increased to 83%, staff reporting they have had informal feedback conversations with their manager has improved to 90%, indicating achievement of set targets.
<p>In the Peoples Matter survey</p> <ul style="list-style-type: none"> • 90% of staff report a favourable response in the area of Teamwork and Collaboration. 	<ul style="list-style-type: none"> • Staff reporting a favourable response in the area of Teamwork and Collaboration has improved to 89%, indicating progress toward the set target.

Strategic Direction 3: Wellbeing and Connections

Purpose

To ensure all stakeholders are encouraged to have a collective responsibility in building an inclusive learning environment in which every student has the opportunity to access high quality education and fulfill their 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.

- Student Wellbeing
- Community Connection

Resources allocated to this strategic direction

Aboriginal background: \$3,200.00

Socio-economic background: \$9,250.00

School support allocation (principal support): \$500.00

Summary of progress

In the area of Strategic Direction 3: Wellbeing and Connections, our school focus for 2021 was improving student's Positive Sense of Belonging, cultural connection and improved attendance. Staff collaborated to build an inclusive learning environment in which every student felt known, valued and cared for.

A whole school approach to improve student wellbeing and engagement through the introduction of PAX K-2 and continuation of PBL and the Zones of Regulations. Expectations of behaviour were consistent across the school with all staff having a collective responsibility for creating positive, respectful relationships that create environments that are optimal for student learning. PAX teachers use evidence-based and trauma informed strategies to teach students to self-regulate their behaviour. With the implementation of PAX two teachers were trained as PAX Partners to mentor and lead the program to ensure its success. As a response to wellbeing data, research was undertaken to source appropriate social programs for Year 6 boys and girls. An external provider was engaged to deliver the Top Blokes program to the boys with the aim of building their engagement and improving social behaviours. An internal program was created to meet the needs of the Year 6 girls to foster connectedness, feelings of belonging and inclusivity, resulting in greater motivation, engagement and higher achievement.

Aboriginal teaching staff organised and coordinated weekly cultural activities that built positive relationships with peers and staff. Through this process have gained a stronger community through their culture. Activities included cooking, incursions and excursions, art projects and a bush tucker project. As a result of these cultural days the attendance rates of Aboriginal students has significantly improved.

In response to whole school attendance data we developed systematic processes where students were recognised for outstanding attendance patterns at a classroom, stage based and school wide level. School based data indicated that attendance on Friday was statistically lower than other days. The Friyay initiative was developed to address this attendance concern. Friyay included a variety of activities and experiences that promoted students to be engaged and in attendance.

Next year in this initiative we will continue to focus on developing strong wellbeing strategies that aim for all students to be healthy, happy, successful and productive individuals. The initiative will aim to create students who are active and positive contributors to the school and the society in which they live. PAX will be expanded into primary classrooms to create a whole school consistent approach to student self regulation. The TRUST in Schools program, which was delayed in 2021 due to COVID, will continue to develop the capacity of all staff to implement trauma-informed practice. Identified staff will be involved in CPI Safety Intervention Training to provide them with confidence to prevent or respond safely to a crisis situation. Attendance will continue to be a focus and further initiatives will be created. All staff will complete Aboriginal cultural awareness and Turning Policy into Action professional learning in 2022.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<p>To achieve the 2021 school-based target:</p> <ul style="list-style-type: none"> • average Positive Sense of School Belonging for the school wide cohort will increase to 65% in Tell Them From Me data. • average Positive Sense of Belonging for girls will increase to 56% in Tell Them From Me data. 	<ul style="list-style-type: none"> • Tell Them From Me data indicates Positive Sense of Belonging for the school wide cohort is 60%. This is below the school-based target of 65% and below the SSSG. • Tell Them From Me data shows a decrease of 2% in Positive Sense of Belonging for girls. Showing progress is yet to be seen toward the target.
<p>To achieve the 2021 school-based target;</p> <ul style="list-style-type: none"> • average student attendance across the school to improve to 90% • students with equal to or greater than 90% attendance to increase to 73% 	<ul style="list-style-type: none"> • School based attendance data indicates the average attendance across the school is 93.5% This is 3.5% greater than the 2021 target. This is above the DOE State, Network and SSSG. • School attendance data indicates 80.8% of students have an attendance level of 90% or greater. This is higher than the negotiated target of 73%. This is above the DOE State, Network and SSSG.
<p>To achieve the 2021 school-based target:</p> <ul style="list-style-type: none"> • 75% of parents report that teachers have high expectations for their child based on Tell Them From Me data. 	<ul style="list-style-type: none"> • Tell Them From Me data indicates 72% of parents report their children's teachers have high expectations for their child. This shows the set target is yet to be achieved.
<p>To achieve the 2021 school-based target;</p> <ul style="list-style-type: none"> • average student attendance for Aboriginal students to increase to 85% • students with equal to or greater than 90% attendance to increase to 47% 	<ul style="list-style-type: none"> • School attendance data indicates student attendance for Aboriginal students increased to 89.2%. This is 4.2% greater than the set target. • School attendance data indicates that 62.1% of Aboriginal students have an attendance level of 90% or greater. This is 13.1% more than the 2021 target.
<p>To achieve the 2021 school-based target;</p> <ul style="list-style-type: none"> • Number of major behaviour incidents in a year reduced to 450. • Number of major behaviour incidents for Year 6 reduced to 160. 	<ul style="list-style-type: none"> • Wellbeing data indicates there were 281 major behaviour incidents reported across the school. There were no suspension warnings or suspensions issued in 2021. • Wellbeing data indicates there were 74 major behaviour incidents for Year 6.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$205,395.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Killarney Vale 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"> • utilised APLAS to build teacher capacity around Zones of Regulation and Positive Behaviour for Learning interventions. • employment of staff to provide additional learning support for students who have high-level learning needs. • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP). • intensive behaviour support for funded students in the classroom and playground environment. <p>The allocation of this funding has resulted in:</p> <p>In 2022 all eligible students demonstrating progress to their individual learning goals. All PLSPs were regularly updated and responsive to students learning needs and progress, ensuring eligible students received personalised learning support within their own classrooms.</p> <p>During the time of remote learning students were supported by the Learning and Support Teachers with personalised work packages and online support which targeted individual learning needs.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>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 students' PLSPs, including ongoing consultation with school counsellor, external support agencies and families. These adjustments will specifically meet the dynamic needs of funded students.</p>
<p>Socio-economic background</p> <p>\$304,093.43</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Killarney Vale 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"> • Student Wellbeing • 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 implement learning and support programs to support identified students with additional needs. • equitable access to technology and classroom resources. This included fitting each class with a laptop for every child, modern furniture, storage and upgrading of classrooms. • engage with external providers to support student engagement and retention through Top Blokes, Sport in School, Circus Challenge and Bop to You Drop programs. • full time Community Liaison Officer employed to increase community engagement and strengthen connections. • providing students with economic support for educational materials, uniforms, equipment and other items.

<p>Socio-economic background</p> <p>\$304,093.43</p>	<p>The allocation of this funding has resulted in: In 2021 a school funded Deputy Principal was employed to oversee student wellbeing including supervision of Learning and Support Teachers, management of the Learning and Support team and management of procedures and practices that support student engagement and attendance. A focus for the school was to create engaging and visually aesthetic learning environments. Equipping primary classrooms with new technology and furniture allowed teachers to promote 21st century learning. All students and families requiring additional financial support to access an equitable education were supported.</p> <p>After evaluation, the next steps to support our students with this funding will be: Engage the Assistant Principal Curriculum and Instruction and COVID ILSP mentors to support our trajectory towards achieving targets. Data shows attendance rates in this equity cohort have continually improved. Next year the school will continue to invest above the school's staffing entitlement to ensure the academic growth of students is reflected at the same rate as the growth in attendance.</p>
<p>Aboriginal background</p> <p>\$58,916.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Killarney Vale 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"> • Student Wellbeing • 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 teachers to release Aboriginal teachers to work as Literacy and Numeracy mentors with students performing below the expected stage level. There was also a weekly cultural focus where students had the opportunity to cook, garden, attend incursions and excursions whilst connecting with their cultural identity. • purchasing of literacy and cultural resources to embed local culture. <p>The allocation of this funding has resulted in: Employment of additional specialised staff to support Aboriginal students and their families, including the engagement in the Personalised Learning Pathways (PLP) process. Through the platforms of Google Classroom and individual phone calls, families were regularly contacted to support their needs in the time where students were learning from home. Tell Them from Me data has indicated that 96% of Aboriginal students have felt their culture is valued at school. The purchasing of an Aboriginal themed shirt to wear on Friday was the ignition of our plan for improving attendance of Aboriginal students. Students embraced the strategies to improve attendance including planned cultural events, incursions and excursions and cooking of traditional Aboriginal recipes. The connections formed during these cultural events has increased the sense of identity and belonging for our Aboriginal students as evidenced by student feedback and comments. Through the purchasing of culturally relevant resources, students enthusiastically engaged in learning sprints for literacy and numeracy.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continuing to engage additional Aboriginal staff members to deliver differentiated and personalised support with a focus on literacy and numeracy. Maintaining and building on authentic cultural connections. Our aim for 2022 will be to engage with Aboriginal community members and families creating a school environment that encourages face to face interactions on a regular</p>

<p>Aboriginal background</p> <p>\$58,916.00</p>	<p>basis.</p> <p>All staff members will participate in professional learning which aims to equip the teachers with an understanding and knowledge of the Aboriginal Education policy and the commitment to improve the educational outcomes and wellbeing of Aboriginal and Torres Strait Islander students.</p>
<p>English language proficiency</p> <p>\$6,154.95</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Killarney Vale 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"> • additional evidence based resources purchased to support delivery of targeted initiatives to strengthen phonics skills and phonological awareness. • establish a core practice for supporting students learning English as an Additional Language. • engagement of a specialist teacher to model strategies, with the aim of increasing teacher confidence and practice in their classrooms. <p>The allocation of this funding has resulted in:</p> <p>More confident and prepared to take risks with their language use, as noted in teacher observations and work samples.</p> <p>Early Stage 1 and Stage 1 participated in Professional Learning where the COVID ILSP teacher demonstrated how to implement Heggarty's Phonemic Awareness program into their classroom practice. Teachers analysed the data in ALAN and reviewed work samples to determine areas of need.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>To capitalise on teacher confidence and their capacity to design integrated units of work based around reading that reflect the needs of EAL/D learners. Ongoing profession learning will identify language and culture demands across the curriculum. Personalised and targeted professional development 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>\$149,739.68</p>	<p>Low level adjustment for disability equity loading provides support for students at Killarney Vale 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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging the learning and support team to work with individual students and in a case management role within the classroom/whole school setting. • targeted students are provided with an evidence-based intervention, (Tier 1 Profiling) to increase learning outcomes and wellbeing. • 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. <p>The allocation of this funding has resulted in:</p> <p>Additional Learning and Support Teachers and Student Learning Support Officers provided assistance to both classroom teachers and support staff. Students were supported during class learning time and outside class break sessions. This increased allocation enabled all stakeholders to identify and work through adjustments needed to support students at their point of need. This resource was flexibly allocated to ensure students with needs could access additional support or adjustments in a timely manner. Assistant</p>

<p>Low level adjustment for disability</p> <p>\$149,739.68</p>	<p>Principal Learning and Support was an integral stakeholder in developing and embedding systems, guaranteeing success for targeted students. School based data indicates an improvement in behaviour and engagement across the school with decreased incidents in both the classroom and the playground.</p> <p>After evaluation, the next steps to support our students with this funding will be: In 2022 we will continue to identify individual students' needs and develop profiles as required. As part of this process we will lead ongoing consultation with families to ensure strategies are dynamic and reflective of students' needs. To further support the impact of the learning and support team we will redesign the SLSO allocation by aligning personnel to cohorts. This will further strengthen relationships leading to improved outcomes academically and socially.</p>
<p>Literacy and numeracy</p> <p>\$82,661.89</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Killarney Vale 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"> • Building the capacity of staff • Other funded activities <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 online programs and resources, to support teaching, learning and assessment. • targeted professional learning to build teacher capacity in data analysis improving literacy and numeracy outcomes. • employment of additional Learning and Support intervention teachers. • teacher release to engage staff in Formative Assessment. <p>The allocation of this funding has resulted in: Increase in % of Stage 1 students participating regularly (weekly) in the home reading program. Formative assessment surveys indicate that formative assessment strategies are now embed in teaching programs. Peer observations have supported this finding as there is evidence of learning intentions and success criteria in all rooms.. Formative assessment strategies have increased student engagement and supported the differentiation of learning styles to meet individual student needs. Additional learning and support allocation enabled targeted professional learning to build teacher capacity in data analysis improving literacy and numeracy outcomes for students performing below the expected level for their stage.</p> <p>After evaluation, the next steps to support our students with this funding will be: Engagement of additional staff using other flexible funding to extend intensive small group numeracy and reading intervention programs.</p>
<p>QTSS release</p> <p>\$99,031.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Killarney Vale 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"> • Teacher Performance • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p>

<p>QTSS release</p> <p>\$99,031.00</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. • staff released to align professional learning to the Strategic Improvement Plan and develop the capacity of staff. <p>The allocation of this funding has resulted in: In 2022 additional staff were employed to support the implementation of high quality curriculum to reflect school priorities. Areas of focus included literacy, numeracy and student wellbeing. Executive teachers supported staff members to improve their practice through a series of observations, providing explicit feedback and recognising exemplary practice in the areas of high expectation and use of data to inform practice. The allocation of this funding improved staff competence and teaching practice. Teachers effectively used Learning Intentions, Success Criteria and Formative Assessment strategies to deliver high quality learning experiences to meet students at their point of need.</p> <p>After evaluation, the next steps to support our students with this funding will be: Employ specialist teachers to lead the ongoing improvement and development of pedagogy and systems to monitor and support identified student needs. Numeracy will be a school wide focus and teachers will be mentored to build capacity to deliver explicit numeracy lessons and use assessment to guide their teaching.</p>
<p>Literacy and numeracy intervention</p> <p>\$67,270.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Killarney Vale 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"> • Other funded activities <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. • employment of additional LaST to address the identified needs for students who require additional support in literacy and numeracy. <p>The allocation of this funding has resulted in: Employment of interventionists to support the delivery of evidence based literacy and numeracy program and data driven practices. The strategies implemented support targeted students at their point of need, in line with identified targets in the school improvement plan. Differentiated teaching through ongoing Formative Assessment, followed by targeted literacy and numeracy programs for students performing below grade expectations. This intensive approach has resulted in improved engagement in learning and evidence can be seen in a combination of reading assessments, teacher observations and internal data triangulated against external assessments.</p> <p>After evaluation, the next steps to support our students with this funding will be: Engagement of additional teaching staff and the use of other flexible funding to extend small group intervention programs in both literacy and numeracy. Investigation of high impact teaching strategies and resources will be undertaken to identify the viability of implementing academic groupings within primary stage classes for numeracy.</p>
<p>COVID ILSP</p> <p>\$217,936.00</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>

COVID ILSP

\$217,936.00

Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:

- Other funded activities

Overview of activities partially or fully funded with this targeted funding include:

- employment of teachers/educators to deliver small group tuition.
- releasing staff to analyse school and student data to identify students for targeted small group tuition groups and monitor progress of student groups.
- providing targeted, explicit instruction for student groups in literacy and numeracy.
- employing staff to supervise and monitor progress of student groups engaging in online tuition through Google Classroom.
- development of resources and planning of small group tuition for Learning from Home Packs.
- supporting students transitioning back to school after Learning from Home.

The allocation of this funding has resulted in:

The COVID ILSP team and the learning support teachers worked collaboratively to ensure the programs delivered were reflective of the data collected and the learning needs of students. The ILSP teachers built upon prior knowledge of students and worked toward achieving individual learning goals. Students' confidence in maths has increased due to the strengthening of their skills and knowledge in the content strands of place value and arithmetic operations. The small group setting allowed for the use of hands-on materials to support students' understanding and personalise student learning. The literacy programs implemented, built capacity and increased the strategies students use in decoding and encoding. Students have transferred these strategies into the classroom resulting in increased independence in the classroom. In addition to this, students' confidence has increased resulting in improved student engagement in class. Student and teacher feedback confirmed that the skills taught in small group tuition had transferred to the classroom. The personalised support created students who were happier and more motivated to learn. The small group environment provided a learning space where students were comfortable to take risks and allowed for the exploration of skills and knowledge without fear of judgment from peers. Students had a sense of belonging and enjoyed designated learning spaces where routines and consistency allowed for student success.

The allocation in funding has resulted in;

- 60% of students showed growth in their literacy learning progression goal.
- 58% of students showed growth in their numeracy learning progression goal.
- 100% of students showed improvement in their phonemic and decoding skills.

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

Additional teaching staff will be employed to support the school learning and support process. The continued focus of literacy and numeracy small group tuition will involve the monitoring of students as they transition back into classrooms.

Providing additional in class support for students to meet their personal learning goals in Numeracy will be a priority K-6. Numeracy lessons will be taught K-6 every morning of every day in every classroom, supporting the Strategic Direction 1 initiative and the Premier's Priorities. To strengthen this initiative Numeracy groups will be introduced 3-6.

Student information

Student enrolment profile

	Enrolments			
Students	2018	2019	2020	2021
Boys	227	237	223	227
Girls	235	224	207	219

Student attendance profile

School				
Year	2018	2019	2020	2021
K	93.6	94.5	94.5	93.4
1	93.3	92.6	94.3	91.4
2	91.4	92.8	93.8	94.1
3	93.1	91.5	91.8	92.3
4	91.1	92.4	90.8	91.2
5	91.1	90.5	91.3	89.6
6	89.3	90.7	90.3	89.1
All Years	91.8	92.1	92.3	91.5
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)	6
Classroom Teacher(s)	17.92
Literacy and Numeracy Intervention	0.53
Learning and Support Teacher(s)	0.8
Teacher Librarian	1
School Administration and Support Staff	5.88

*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	939,398
Revenue	5,359,923
Appropriation	5,230,606
Sale of Goods and Services	41,427
Grants and contributions	79,210
Investment income	306
Other revenue	8,375
Expenses	-6,150,707
Employee related	-4,932,892
Operating expenses	-1,217,815
Surplus / deficit for the year	-790,783
Closing Balance	148,614

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	189,878
Equity Total	491,366
Equity - Aboriginal	58,984
Equity - Socio-economic	279,569
Equity - Language	3,074
Equity - Disability	149,740
Base Total	3,652,548
Base - Per Capita	108,546
Base - Location	0
Base - Other	3,544,001
Other Total	422,612
Grand Total	4,756,404

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

Students

Perspectives of Students: Tell Them From Me Survey

181 Students from Years 4, 5 and 6 completed the online 'Tell Them from Me' survey around student engagement and wellbeing. The survey captures students voice, aspirations, teaching practices and leadership to support a thriving school community. Students have completed the survey since 2015.

Key findings from the survey include:

92% of students value schooling outcomes. (NSW 96%)

81% of students try hard to succeed in learning. (NSW 88%)

89% of believe they exhibit positive behaviour. (NSW 83%)

88% of students feel good about their culture and 72% stated their teachers have a good understanding of their culture.

83% have a positive student and teacher relationship (NSW 84%)

83% of students feel classroom instruction is well-organised, with a clear purpose, and with immediate feedback that helps them learn. (NSW 82%)

80% of students feel they have someone at school who consistently provides encouragement and can be turned to for advice. (NSW 77%)

18% of our students had been subjected to bullying. (NSW 36%)

Our results continue to remain consistent against NSW norms as we continue to implement strong wellbeing programs.

Teachers

30 teachers completed the Teacher Tell Them From Me Survey. From the results of the survey it was noted that in all Drivers of Student Learning the scores were above or equal to the NSW Govt Norm. Most notable was the school means for Leadership scoring 7.8 (NSW 7.1), Technology scoring 7.3 (NSW 6.7) and Parent Involvement scoring 7.6 (NSW 6.8).

42 teachers completed the People Matters Survey.

Key findings from the survey include:

93% of people in my workgroup treat each other with respect. (4% increase.)

95% of people are comfortable notifying manager of risks at work.

93% of people feel the workgroup works collaboratively to achieve its goals.

90% of people feel my organisation focuses on improving the work we do. (13% increase.)

90% of people feel the manger encourages people in workplace to keep improving in what they do. (13% increase.)

90% of people feel that the manager provides recognition for the work they do. (13% increase)

78% of people feel senior managers encourage innovation by employees. (46% increase.)

85% of people feel senior managers promote collaboration between other organisations. (1% increase.)

82% of people feel senior managers listen to employees. (4% increase)

90% of people feel senior managers effectively model the values of the organisation. (1% increase.)

92% of people feel that senior managers support the career advancement of women. (9% increase)

Parents

The Partners in Learning parent survey is also part of the Tell Them From Me suite of surveys on student engagement. The parent survey helps to clarify and strengthen the important relationship between parent and school. This report provides results based on data from 104 respondents in this school community.

Findings include:

87% my child is clear about the rules at school.

80% of parents feel welcome when they visit the school.

84% state that my child feels safe going to and from school.

76% believe the school supports positive behaviour (NSW 77%)

80% feel their child is encouraged to do his or her best work.

81% stated that written information from the school is in clear, plain language.

72% of parents can easily speak with teachers and 76% of teachers show an interest in my child's learning.

73% believe there is safety at school (NSW 74%)

74% of parents feel welcome (NSW 74%)

69% believe we have an inclusive school (NSW 67%)

Areas of continual improvement have been addressed in 2021 including consistent high expectations, family engagement and an ongoing focus on student wellbeing.

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.

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.

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.