

2021 Annual Report

Kyeemagh Public School



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Introduction

The Annual Report for 2021 is provided to the community of Kyeemagh 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.

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School vision

At Kyeemagh Public School, we strive for excellence in a safe and supportive learning environment underpinned by strong positive relationships, where every student maximises their potential. All learning supports our students to be confident, resilient, self-directed future citizens.

School context

Kyeemagh Public School is a high quality educational facility that is undergoing significant change. Situated in the St George area and next to Sydney Airport, the school has a strong multicultural population with 57% of students have a language background other than English. Our students come from a wide range of socio-economic backgrounds with the school's FOEI being 57. The current student population in 2021 is 101.

Over the past 2 years, the school has transitioned from a small infants school to a growing K-6. This transformation was strongly supported by the school's P&C and wider community. Due to limitations with the aging physical resources, the school was targeted to be entirely redeveloped with new flexible learning spaces, hall, COLA, canteen, administration block and library catering for a student population of 400. To manage the logistics of the student population remaining on site whilst building works were undertaken, student grade intake has been limited to one grade increase each calendar year with Year 5 established in 2021 and Year 6 to be established in 2022. Major capital works are due for completion in 2022.

Through our situational analysis, the school has identified the need for explicit teaching of literacy and numeracy throughout the all learning areas. Close tracking of student performance data in learning progressions will determine future teaching and learning needs for the students. Utilising region resources, such as LANSa and Curriculum Advisor, will ensure syllabus requirements are being met and student growth effectively measured. Differentiation of practice will underpin all learning, with talent development opportunities in a specific domain or field of endeavour for identified students. Reporting systems to parents need to be reviewed and refined, leading to the school working with the parent body to develop reporting materials that share student progress effectively with our families.

Continuous teacher growth is valued by all staff at Kyeemagh Public School. The staff strive to be at the forefront of practices and are encouraged to innovate and develop their skills to provide the best learning for all students. Strong knowledge of curriculum helps to drive critical and creative thinking within the classroom spaces and continuous reflection on high impact teaching strategies will drive the school's purpose in creating self-directed learners. Deep knowledge and understanding of data will inform the effectiveness of process and practices across the school. Further work will need to occur to build teacher capacity to successfully plan for, and deliver, quality differentiated instruction to students with additional needs including those identified as high potential and gifted.

Looking forward, the school will continue to focus on relationships within our school as well as the local and wider community. Close connections with our local schools, including supporting transition to high schools, will provide extra curricula opportunities including the provision of additional learning experiences for high potential needs of all students to be met. Furthermore, students will be taught the skills to set, track and achieve their own learning and personal goals, as well as being able to problem solve and work collaboratively and cooperatively with others. Parent consultation will refine learning focus areas for both individual students as well as the whole school.

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>

Strategic Direction 1: Student growth and attainment

Purpose

Our school's core business is improving outcomes for all students by providing learning opportunities for each student to be their best. The school will deliver growth targets in literacy and numeracy, with our high expectations resulting in an ongoing increase in the achievement of all students.

It is through the provision of high quality learning environments that all students can consolidate and apply the core skills of literacy and numeracy. All students will strive for excellence and achieve high levels of critical and creative thinking to collaboratively achieve their best.

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.

- Initiative 1: Effective Classroom Practice
- Initiative 2: Individualised learning
- Initiative 3: Attendance

Resources allocated to this strategic direction

Professional learning: \$6,060.00

Literacy and numeracy: \$7,400.00

Low level adjustment for disability: \$32,466.00

Socio-economic background: \$5,475.00

English language proficiency: \$29,996.00

Summary of progress

Initiative 1: Effective Classroom Practice

Kindergarten to Year 2 (K-2) teachers participated in professional development in evidence based literacy practices (Initialit). They were supported to implement these practices in their classroom through time to develop resources and experiment with new learning. Feedback from teachers indicated positive engagement of students in the explicit lessons. Systems to track student progression where established and student data was regularly updated with positive impacts observed. Teachers were influenced by this professional learning as evidenced through professional dialogue and conversations between the leadership team and teachers. 2021 was focused on the establishment and resourcing of Initialit to support the continuation of the program in future years. The implementation of Initialit was enabled through financial resourcing. It was identified that systems for tracking student progress was needed to be on a shared platform for whole school monitoring purposes. It was also recognised that regular pause points would be an opportunity to monitor the school's process quality. It is recognised that there are some gaps in the Initialit program and experienced teachers will need to be utilised to support colleagues to overcome these challenges through sharing of practice. Next year, the school will put systems in place to monitor implementation of Initialit and continue to refine the tracking process attached to the program. It will be important for K-2 staff to be supported with training, and additional resources purchased to support effective implementation of the program. This is important because the research that underpins Initialit is based in early reading and comprehension acquisition.

Initiative 2: Individualised learning

School based funds in conjunction with COVID ILSP funds were used to fund the Minilit and Maclit program with the strategic placement of experienced staff to implement the lessons. Teaching staff trained in the delivery of this program were allocated against the COVID ILSP funds ensuring high impact teaching was undertaken. During Term 1, students who were at risk of not reaching school based benchmarks were targeted to participate in small group intervention sessions and progress was tracked regularly to ensure the intervention was effective. 26% of the student population accessed this interventionist support. Targeted students were tested using diagnostic assessments linked with the program and lessons were timetabled to run 3 to 4 times per week. Regular pause points were determined, with program based data taken and analysed to track growth of the individuals as well as updating of literacy progression skills in PLAN2. Observational data indicated students participating in the program were transferring the skills taught in the sessions within the classroom reading program. Challenges attached to student attendance during 2021 impacted on the consistency of implementation; irrespective of this, targeted students in Stage 1 continued to make gains in their decoding and word attack skills. Next year, this intervention program will continue because the positive impact on

student achievement is evidenced; however, there will be two shorter cycles of intervention, enabling us to capture and support an increased number of students in shorter, sharper cycles of intervention.

Initiative 3: Attendance

Attendance levels of students continue to be closely monitored through the Learning and Support Team. Processes to support regular attendance are regularly reviewed and access to departmental programs, such as Home School Liaison Program (HSLP), are used as required. Our systems support strong communication between school and home as evidenced in communication tracking. During 2021, 10 students were closely monitored for attendance. Attendance data in SCOUT evidenced improvement for all targeted students, along with zero referrals to the HSLO. Next year we will continue with these practices based on the success gained but we will further embed additional strategies to improve arrival times as we recognise that a focus on increasing whole day attendance will benefit student learning outcomes.

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
Base line measure with value add Year 3-5 due to first cohort of Year 5 75% of students in Years 2-6 demonstrating a 0.4 growth (effect size calculation) in numeracy in a year of learning using PAT in maths.	As a result of our first Year 5 cohort commencing in 2021, baseline levels of NAPLAN 3-5 value add has been established as a result of our first Year 5 cohort commencing in 2021. 50% of Year 5 made expected growth in reading and 50% of Year 5 students made expected growth in numeracy. Average growth occurred in Years 2-6, and as determined using the PAT Maths assessment showed overall an effect size of 0.37.
NAPLAN Value add K-3 moving from Working Towards Delivering trending upwards towards Delivering	In 2021, this evidence is unobtainable due to the changes in Best Start Assessment in 2018.
Expected growth in literacy and numeracy of 80% Kindergarten students will achieve within the expected end of year progressions for Understanding Texts (4) in Literacy and Quantifying Numbers (4) and Additive Strategies (2) in Numeracy.	Expected growth in literacy progression sub-element of Understanding Texts was achieved by 83% of the Kindergarten student cohort. In the numeracy progression sub-element of Quantifying numbers, 73% of students achieved expected growth. 91% of Kindergarten students achieved expected growth in Additive Strategies with 21% of Kindergarten students achieving higher than expected growth.
Expected growth in literacy and numeracy of 80% of students in Year 3 will achieve within the expected end of year progressions in Understanding Texts (8) in Literacy and Quantifying Numbers (11), Additive Strategies (7) and Multiplicative strategies (5) in Numeracy.	Expected growth in literacy progression sub-element of Understanding Texts was achieved by 50% of the Year 3 student cohort. In the numeracy progression sub-element of Quantifying numbers, 50% of students achieved expected growth. 91% of Year 3 students achieved expected growth in Additive Strategies with 50% of Year 3 students achieving expected growth in the sub-element of Multiplicative Strategies.
Expected growth in literacy and numeracy of at least 80% of students in Year 5 will achieve within the expected end of year progressions in Understanding Texts (8) in Literacy and Quantifying Numbers (11), Additive Strategies (7) and Multiplicative strategies (6) in Numeracy.	Expected growth in literacy progression sub-element of Understanding Texts was achieved by 72.7% of the Year 5 student cohort. In the numeracy progression sub-element of Quantifying numbers, 32% of Year 5 students achieved expected growth. 81.8% of Year 5 students achieving expected growth in Additive Strategies with 54.5% of Year 5 students achieving expected growth in Multiplicative Strategies.
All students on Integration Funding have an individual education plan created in consultation with parents.	100% of students with Integration Funding had Individual Education Plans created in development with parents. Funding allocation reviews took place in Term 3 via Zoom meetings.
All targeted students for intensive programs will have minimum of 85% growth in target area (literacy or numeracy).	Year 1 exceeded minimum yearly growth in Minilit with 214% growth. Year 2 and Year 3 achieved minimum yearly growth in Minilit of 60%. Year 4 minimum yearly growth in Macqlit was 25% and Year 5 minimum

All targeted students for intensive programs will have minimum of 85% growth in target area (literacy or numeracy).	yearly growth in Macqlit was 31%.
Scout attendance target 2021 - 78%	Students attending >90% is 88.2%; however, this data may be skewed due to the significant period of learning from home in Semester 2 2021. This rate of attendance is 10% higher than the network rate.

Strategic Direction 2: Quality practices for high impact

Purpose

To develop excellence in practice by all staff by investing in leadership and developing teacher capabilities to make a substantial difference to the quality of teaching and therefore the quality of student learning. Professional learning will sustain our high expectation culture and deliver structures that build an inclusive learning environment.

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.

- Initiative 1: Enhancing performance
- Initiative 2: Deep curriculum knowledge and implementation

Resources allocated to this strategic direction

Professional learning: \$1,090.00

Summary of progress

Initiative 1: Enhancing performance

Student Assessment was identified as one of the key themes in the *What Works Best* publication that effectively improved student educational outcomes. Building teacher capacity through high quality professional learning in the area of assessment was planned for implementation throughout the year. Teachers participated in a series of professional learning sessions to deepen their knowledge in formative assessment. Professional dialogue during these sessions exposed high levels of teacher confidence in using formative assessment to identify and plan for the next steps in student learning; however, teachers acknowledged that they were not using this type of assessment effectively in everyday practice and relying on more traditional forms of assessment to make professional judgements on student progress. Due to extenuating circumstances and challenges of the year, this initiative was paused for 2021 and will be restarted in 2022. Next year, teachers will participate in professional dialogue through round table meetings to plan, trial and implement a variety of formative assessment strategies within the classroom spaces.

Initiative 2 Deep Curriculum Knowledge and Implementation

In this initiative the focus was in professional learning for teachers in regards to the big ideas in number, with a K-2 focus in patterns and a 3-6 focus in equivalency. Professional learning was delivered in modules in an online platform and this continued throughout 2021; yet delivery was modified and adjusted in the later part of the year which teachers reported as being less effective as teachers were unable to collaborate. Teachers worked to take the theory into practice by trialling the strategies presented in the learning, and this was evidenced in increased student engagement observed through the classroom discourse and student language, and students' increasing ability to demonstrate an increasing repertoire of flexible strategies. Throughout the professional learning and implementation phase, opportunities were provided in stage meetings to discuss the learning and how this was transferring into the teachers' classroom practice. Teacher feedback assisted us to recognise this is an important way for teachers to further develop their understanding of practice and it's impact for student learning. Lesson planning evidenced professional learning in planning for learning. Student progress data was inconsistent due to the challenges of 2021. It will be important, moving forward to regularly capture classroom data and monitor student progress in response to teaching and learning. Next year it will be important to align the key concepts in number with the implementation of the new K-2 syllabus when developing a K-6 scope and sequence in mathematics. This is important because we aim for teachers to have deep knowledge of the full progression of student skills and behaviours from Kindergarten to Year 6. Next year we will continue to provide opportunities for teachers to collaborate to support their knowledge development as we know that collaboration is a powerful tool for deepening understanding and practice.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Evidence proving the school is measured as Delivering in the area of	Whole school assessment is scheduled and collected in line with the school's Curriculum Planning and Programming, Assessing and Reporting

Assessment within the SEF.	Policy. Teacher assessment records show data is collected regularly and identified gaps in learning inform planning for teaching and learning cycles. Student progress is tracked through PLAN2, with targeted students receiving additional support to ensure benchmarks are achieved.
Policy implementation self evaluation (Taken from the HPGE Policy Evaluation and Planning Tool) demonstrates that the school is achieving an average of Delivering across all areas of <i>1.4 - High potential and gifted students across all domains require evidence-based talent development to optimise their growth and achievement</i>	Evidence shows that the Learning Domain element Curriculum, in the themes of Teaching and Learning Programs and Differentiation, are achieving Delivering against the SEF.
All teachers successfully achieving accreditation at proficient.	All permanent and temporary teachers have successfully maintained or achieved accreditation at proficient during 2021.
Evidence proving the school is measured as Delivering with at least 2 themes measured as Sustaining and Growing in Curriculum in the SEF.	Evidence shows that in the Learning Domain element Curriculum, the school is Delivering in the theme Curriculum Provision through its provision of curriculum in that it meets the requirements of NESA and Department of Education. Evidence in the themes of Teaching and Learning Programs and Differentiation shows the school is moving towards Sustaining and Growing, with class learning programs showing expected skill progression, assessments measuring achievement against outcomes, as well as adjustments provided to support learning or increase challenge where required.
Increased level of Learning Culture in TTFM staff survey results to be 2% greater than NSW Government Norm.	Tell Them From Me shows staff survey results indicated the area of Learning Culture being 1% greater than NSW Government Norms.
Increased level of Quality Feedback in TTFM staff survey results to be in line with NSW Government Norm.	Tell Them From Me survey shows school has increased levels of Quality Feedback with staff survey results showing 4% higher than NSW Government Norms.

Strategic Direction 3: Developing independent future citizens

Purpose

To provide students with the skills to become successful learners, confident and creative individuals, and active and informed citizens.

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.

- Initiative 1: Leaders for the future
- Initiative 2: Innovative learning

Resources allocated to this strategic direction

Professional learning: \$3,060.00

Summary of progress

Initiative 1: Leaders for the future

All teachers participated in professional learning linked to the Leader in Me program. The work of Stephen Covey's 7 Habits of Highly Effective People underpins the Leader in Me program and provide staff and students with skills and strategies to support effective relationships and set goals for personal achievement. Teachers completed the 7 Habits training and had opportunities to reflect on the habits and how effective they were in implementing each of them. Professional discussion occurred at regular points throughout the year to determine how the skills being unpacked would impact and upskill the students. 2021 was a training and development year for the teaching staff with this program, with it being introduced to the students in Term 4. Explicit lessons were completed weekly with each lesson focusing on a different habit. Feedback from teachers regarding the lessons indicated deep thinking by the students on how they behaved towards their peers. Year 5 students used their understanding of leadership from this program to present to the student body reasons for selecting them as next year's inaugural student parliament. Due to the challenges of 2021, these presentations had to be completed in remote format with voting occurring through an online platform. This resulted in the Student Leadership team for 2022 being formed. Next year, all students will continue to receive explicit lessons in the 7 Habits and have opportunities to implement them in a variety of school based experiences.

Initiative 2: Innovative learning

During Semester 2, the school worked with School Learning Environments and Change team (SLEC) to gain deeper understanding of the Learning Modes. Through this professional learning program teachers consider how students interact differently with space, how it will best support the desired learning, and guide decision making on technology requirements. Teachers participated in reading circles to discuss research underpinning the modes. Over a series of sessions, teachers collaboratively determined how each mode would be observed within the class spaces and identified digital tools that would support the implementation of each mode. High levels of teacher engagement were observed during these tasks and professional dialogue regarding strategies for implementation regularly occurred. The implementation timeline ran to schedule and professional learning sessions continued through an online model; however, elements linked to trialling of individual modes were delayed and then put on hold due to challenges associated with face to face learning. Challenges of 2021 created limited opportunities for teachers to come together as a group and therefore impacted the collegial planning opportunities associated with the implementation cycle. Next year, teachers will participate in further professional learning on the learning modes, with time planned to trial and collect data on students engagement in the learning spaces.

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
Maintain level of advocacy in school in TTFM to be equal to or greater than 2020 school mean (8.7).	Evidence for the Tell Them From Me survey shows the school's advocacy level as 8.7 in November 2021. This level is 1.0 point higher than the state average.

Maintain level of positive sense of belonging by students in TTFM to be in line or greater than 2020 NSW Govt Norm (82%).	Evidence from the Tell Them From Me survey shows the students' positive sense of belonging is at 84%, which is 3% higher than the state average.
Maintain level of student perception of effective learning time in TTFM to be in line with or greater than 2020 School Mean (9.0).	Evidence from the Tell Them From Me survey shows the effective learning time level is 8.6 which is down by 0.9 from 2020. However, the school's level is 0.4 higher than the state average.
Evidence proving the school is performing at Delivering and moving towards Sustaining and Growing in the area of Learning and Development (Expertise and Innovation)	The school provided opportunities for the teachers to trial innovative, future focused practices with evidence linked with the professional learning on Learning Modes. Further strategic targeting of staff with identified expertise will be utilised to lead professional learning communities will occur during 2022.
Increase LiM Student Led Achievement results to 70%.	Leader in Me <i>Measurable Results Assessment</i> results show Student Leadership is at 71% with Student Confidence showing the highest level of success. Industry & Perseverance is identified as an area to develop in 2022.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$173,445.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Kyeemagh Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSP) • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) <p>The allocation of this funding has resulted in: Individualised support provided by School Learning Support Officer for students with funding support. Student individual learning plans and funding allocation was regularly reviewed to ensure the needs of the targeted students were being met.</p> <p>After evaluation, the next steps to support our students with this funding will be: Training for School Learning Support Officers in explicit, evidenced-based programs to ensure student learning is maximised.</p>
<p>Literacy and numeracy</p> <p>\$7,400.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Kyeemagh 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"> • Initiative 1: Effective Classroom Practice • Initiative 2: Individualised learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • literacy and numeracy programs and resources, to support teaching, learning and assessment • employment of an additional Learning and Support intervention teacher • trial of explicit comprehension program in Stage 2 and Stage 3 <p>The allocation of this funding has resulted in: Significant growth in literacy skills for targeted students. Data shows greatest growth in learning occurs within the first 6 months of students accessing the program, with smaller levels of growth occurring after 6 months.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continuation of the program in 2022, with students accessing a maximum of 2 terms of the program each calendar year. This allows for additional students to access the program.</p>
<p>Socio-economic background</p> <p>\$5,475.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Kyeemagh 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</p>

<p>Socio-economic background</p> <p>\$5,475.00</p>	<p>including:</p> <ul style="list-style-type: none"> • Initiative 2: Individualised learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Targeted teaching of phonics/phonemic awareness skills for students who require intervention to meet benchmarks in literacy. <p>The allocation of this funding has resulted in: Targeted students making significant gains during the first 20 weeks of participation in the intervention programs. Students continued to make gains beyond 20 week though not at the same pace.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continuation of the program in 2022 with time restrictions for accessing the program to be limited to 20 weeks within a 12 month period.</p>
<p>English language proficiency</p> <p>\$29,996.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Kyeemagh 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"> • Initiative 2: Individualised learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives • provision of additional EAL/D support in the classroom and as part of differentiation initiatives <p>The allocation of this funding has resulted in: Student with English as an additional language or dialect were identified and observations/assessments were completed to determine where the students' need were. Opportunities for students to practise English language in the classroom were timetabled with specialist staff. Additional staffing were working with EAL/D students to support the extension of vocabulary throughout the learning areas.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continuation of timetabled support for EAL/D students to occur in 2022. The school will continue to identify and target support for students with English as an Additional Language or Dialect.</p>
<p>Low level adjustment for disability</p> <p>\$32,466.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Kyeemagh 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"> • Initiative 2: Individualised learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Specialist support for students requiring assistance to meet educational benchmarks in literacy. <p>The allocation of this funding has resulted in: 14% of student body accessed programs attached to this funding source. Continuous tracking of student growth throughout the intervention demonstrated that the model facilitated with the implementation of small groups with explicit teaching, increased targeted students' performance.</p> <p>After evaluation, the next steps to support our students with this</p>

<p>Low level adjustment for disability</p> <p>\$32,466.00</p>	<p>funding will be: This program has shown to have significant impact on targeted students. This program will continue to be implemented in 2022 using COVID funding and additional school based funds.</p>
<p>QTSS release</p> <p>\$15,248.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Kyeemagh 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 initiative funding include:</p> <ul style="list-style-type: none"> • Additional release for mentoring beginning teacher (not eligible for funding) in developing quality teaching and learning programs. • additional teaching staff to implement quality teaching initiatives • assistant principal provided with additional release time to support classroom programs <p>The allocation of this funding has resulted in: Additional release to support the development of a beginning teacher. Time was allocated to beginning teacher and the mentor teacher to sit and work together on developing programs, quality assessments and tracking students through PLAN2. Beginning teacher was successful in gaining accreditation at proficient with NESA. Scheduled observations were to take place during Semester 2. Due to the challenge of 2021, this did not occur.</p> <p>After evaluation, the next steps to support our students with this funding will be: Funding allocation will be used for observations and professional support through mentoring programs during 2022.</p>
<p>COVID ILSP</p> <p>\$26,550.00</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers to deliver small group tuition in literacy (Minilit/ Macqlit/ Maths Mastery). <p>The allocation of this funding has resulted in: 14 students (14% of student population) participated in small group tuition in the Minilit and Macqlit programs. Average growth of students who participated in Minilit was 111%. Average growth of students who participated in the Macqlit program was 28%</p> <p>After evaluation, the next steps to support our students with this funding will be: Data shows greatest impact is made in the lower grades and initial access to the program. Continuous implementation of the program (beyond 20 weeks) shown continued growth; however, results are marginal. Student participation needs to be reviewed after 20 weeks in the program and offered to other students rather than keeping the students who have the lowest class performance.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	27	34	43	48
Girls	32	37	35	49

Student attendance profile

School				
Year	2018	2019	2020	2021
K	95.8	90.4	84.9	93.6
1	90.6	94.6	90.5	91.3
2	89.8	92.4	91	91.7
3		93.2	93.6	93.3
4			91.4	94
5				93.8
All Years	92.2	92.5	89.7	92.8
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3		93	92.1	92.7
4			92	92.5
5				92.1
All Years	93.6	93	92.1	92.6

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)	1
Classroom Teacher(s)	3.47
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.2
School Administration and Support Staff	1.41

*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	288,990
Revenue	1,491,597
Appropriation	1,477,541
Sale of Goods and Services	360
Grants and contributions	13,490
Investment income	206
Expenses	-1,408,070
Employee related	-1,247,529
Operating expenses	-160,541
Surplus / deficit for the year	83,527
Closing Balance	372,517

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	173,445
Equity Total	67,938
Equity - Aboriginal	0
Equity - Socio-economic	5,476
Equity - Language	29,995
Equity - Disability	32,467
Base Total	928,760
Base - Per Capita	19,228
Base - Location	0
Base - Other	909,532
Other Total	42,519
Grand Total	1,212,661

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

Parents, students and teachers were surveyed as part of the annual review.

Parents indicated:

- They felt welcomed when visiting the school.
- They were well informed about school activities.
- The administration staff were helpful with answering their questions.
- Sharing information regarding their child's behaviour or social development is an area for development by the school.
- An interest in the school's use of technology and how it is used to support learning.

Students indicated:

- High levels of feeling accepted and valued by peers and others at school.
- High levels of positive teacher-student relationships.
- A strong sense of school pride.
- They would like more opportunities to participate in extra curricular activities.

Teachers indicated:

- Strong collegial relationships where professional dialogues can easily occur.
- Commitment to providing safe, respectful, high expectation learning environments.
- Confidence in using data to identify next steps in student learning.
- Development of systems is required for creating opportunities for parents to provide feedback on student work.
- Further development is required to effectively use technology to track progress of students at a whole school level.

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.