

2022 Annual Report

Kangaloon Public School



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Introduction

The Annual Report for 2022 is provided to the community of Kangaloon 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

Kangaloon Public School

Robertson St

Kangaloon, 2576

<https://kangaloon-p.schools.nsw.gov.au>

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

4888 2215

School vision

Every student, every day engaged in challenging learning.

Kangaloon Public School provides an engaging and supportive learning culture with high expectations for students and staff. Staff foster positive, working partnerships with parents and families in our school community. The school strives for excellence in education while maintaining a focus on student wellbeing. Every student is known, valued and cared for at Kangaloon Public School. Every student is encouraged to be safe, respectful and responsible learners.

School context

Kangaloon Public School is a small school in the Southern Highlands. There are currently 22 students enrolled from our school catchment and the neighbouring communities. There are 2 classes, Infants (K-2) and Primary (3-6). The multi stage class setting creates the opportunity for students to work on differentiated learning programs. This can provide extension programs (for High Potential and Gifted Education students) and additional learning support, depending on the needs of each child.

At Kangaloon Public School there is a committed Parents and Citizens Association. The school and community work together to provide excellence in education and to promote the values of good citizenship. Our community volunteers provide literacy and numeracy support for students, parents are actively involved in the kitchen garden program and many fundraising events to help contribute to the cost of improvements to the school.

Through the school's situational analysis, the identified needs are;

1. A whole school approach to consolidate the use of data to inform teaching programs
2. Evidence-based teaching practices to promote a stimulating and challenging learning culture

Teachers will be supported to meet the unique needs of Kangaloon Public School through Professional Learning opportunities. Collaboration with the Bong Bong Small Schools Network will continue to improve teacher practice, deepen knowledge and foster a genuine learning community of schools.

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	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Delivering
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 maximise the learning outcomes for every student, all staff will use data to differentiate teaching to improve the learning needs of individual students. Students will become self-directed learners who are aware of their own progress and feel confident working with teachers to help direct their future learning.

Initiatives

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

- Data-Informed teaching

Resources allocated to this strategic direction

Professional learning: \$5,964.00

QTSS release: \$5,516.00

Literacy and numeracy: \$3,285.00

Low level adjustment for disability: \$16,295.00

Summary of progress

The resources allocated to this Strategic Direction were predominantly aimed at being able to provide 2 multi stage classes for our students. The school consolidated funds to be able to provide 2 full time classroom teachers, K-2 and 3-6.

As a result of this school structure, teachers were able to differentiate programs to cater to the specific learning needs of every student. Data collected included those from Best Start 2, SENA, NAPLAN, PAT, spelling, reading and in house writing assessments to track the progress of every student and identify areas of need/growth and extension. The school used teacher observations of student performance in class and review of student assessment tasks to identify students in need of specific literacy intervention support.

The school utilised funds (indicated above) to provide teacher release time for administrative duties and the training of all volunteers delivering the MiniLit program. This program was conducted for 40-60 minute sessions, three days per week, each term. Administration involved initial student assessments, the development of individual learning packs and providing follow up assessment time to review student progress each fortnight. Despite some absences, all students completed the program and every student made progress in their reading and decoding skills.

The impact of having 2 classes has been very positive. Teachers are able to identify and track student ability levels in literacy and numeracy. With the employment of our Assistant Principal Curriculum Instruction commencing in 2023, we will be able to deepen our data analysis practices. The next step for teachers will be to review student results in numeracy using the check in assessment data and record these more consistently in the database PLAN 2.

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
Improvement in the proportion of students achieving NAPLAN top two bands in Numeracy.	The information provided must be consistent with privacy and personalisation policies. Where there are fewer than ten students in a cohort it is not appropriate to discuss the results. Our progress in relation to the top two bands in numeracy has been supported by professional learning undertaken in explicit teaching of number skills and measured by internal data. Internal data such as check in assessments showed improved results.
Improvement in the proportion of students achieving NAPLAN top two bands in Reading.	The information provided must be consistent with privacy and personalisation policies. Where there are fewer than ten students in a cohort it is not appropriate to discuss the results. Our progress in relation to top two bands in reading has been supported by professional learning undertaken in Challenge Learning as well as the MiniLit program.

NAPLAN top two bands. 50% of students achieve expected growth in Reading.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
Learning goals will be set in Numeracy for all students and reviewed twice per term. All students' academic growth and development will be assessed and monitored to determine areas for extension (High Potential Gifted Education)and/or learning support.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.

Strategic Direction 2: Challenging and collaborative learning culture to support student well-being, growth and achievement.

Purpose

In the pursuit of excellence we will build a collaborative culture where students have the skills to be self-directed learners. Teachers will work with parents and colleagues across schools to support every students learning.

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.

- Wellbeing and Engagement
- Pedagogy

Resources allocated to this strategic direction

Socio-economic background: \$2,256.00
Location: \$980.00
Per capita: \$6,317.00

Summary of progress

The priority for the staff and students at Kangaloon Public School this year has been participating in the Southern Highlands Challenge Learning Project, and seeing it to a successful completion. This has supported a positive and collaborative learning culture across staff professional learning and student growth and achievement. The focus of Professional Learning this year was on planning for effective Feedback to improve student performance.

Ongoing teacher professional learning for all staff deepened their knowledge in effective feedback and how to promote reflective discussion amongst students. Staff joined together with colleagues from the Bong Bong Network of Small Schools to form a Professional Learning Community (PLC). The PLC met regularly throughout the year to actively evaluate, share and discuss the learning that was being undertaken as part of the project. Teachers then trialed new strategies, participated in classroom observations by teacher leaders and monitored the effectiveness of these changes on student achievements.

The impact of staff engaging in Challenge Learning practices is evident in classroom observations. All staff have integrated more effective learning strategies across all Key Learning Areas. There has been an increase in the amount of self reflection and feedback that is led by students, leading to greater engagement in learning and quality discussions on how to improve their work. The results from the student Tell Them From Me survey at the end of the year indicated that 62% of Primary students self reported to be working in the "high skills, high challenge" quadrant.

The PLC collaborated to provide opportunities for students from all schools to meet together and engage in learning programs in week 5 of each term. Students were able to develop their interpersonal skills and make connections with other students in the community. The 'in house' student surveys indicated that 85% of Kangaloon students "had fun" on the collaboration days. Follow up surveys with staff across the community of schools, showed that 100% of teachers and staff believe the collaboration days to be "valuable" to their practice.

In 2023, the school will continue this collaboration project with our PLC. Students will continue to have scheduled opportunities to connect with other students at planned collaboration days, sporting events and social events. Teachers will continue to develop pedagogy in a collegial environment that promotes positive learning cultures for each school.

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
Current evidence based pedagogy will be evident in classrooms and the techniques of effective dialogue, questioning, feedback and collaboration are consistent K-6.	Teachers at Kangaloon Public School have engaged with the Challenging Learning Project across the Professional Learning Community. Currently this is directing quality pedagogical practices within the school.

Teachers respond to trends in student achievement and progress data at individual, group and whole school levels enabling them to make informed decisions in guiding students individual learning goals.	To date 100% of students have Individualised Educational Plans (IEPs) that have been co-constructed with students, parents and teachers.
Teachers respond to trends in student achievement and progress data at individual, group and whole school levels. Students are taught in their zone of proximal development, with scaffolding, goal setting and meaningful feedback.	Currently teachers are responding to student individual needs and achievements through feedback, observations and scaffolding. The 5 week cycle of review process will be formalised in 2023 through the support of the Assistant Principal Curriculum Instruction leader.
Increase the proportion of students attending more than 90% of the time.	The number of students attending school 90% of the time or more has decreased. We are confident with a strong whole school focus on Every Day Matters we will report a further increase in students attending school greater than 90% of the time.

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$2,256.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Kangaloon 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"> • Wellbeing and Engagement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • PL on Peace and Quiet Behaviour Game (PAX) program <p>PAX trial K-6</p> <p>Restructure of sport and fitness program to improve engagement and wellbeing</p> <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - Teachers have observed an improvement in the behaviour of students K-6. - Teachers have observed an increase in student engagement in the classroom after the changes to the daily structure and implementation of fitness program K-6. - Positive feedback from families about communication between school and the home. - Positive feedback from students in the 'end of year reflection' workshop which evaluated student value in additional programs such as dance, lego/STEAM days <p>After evaluation, the next steps to support our students will be:</p> <p>To continue with the PAX program K-6 and continue to monitor student behaviour and engagement.</p>
<p>Low level adjustment for disability</p> <p>\$16,295.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Kangaloon 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"> • Data-Informed teaching <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • targeted students are provided with an evidence-based intervention [MiniLit] to increase learning outcomes <p>The allocation of this funding has resulted in the following impact:</p> <p>Each child has a tailored learning program to support their wellbeing, academic and social needs.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>To continue to offer K-2 and 3-6 learning spaces, where students are working towards their individual learning goals.</p>
<p>Location</p> <p>\$980.00</p>	<p>The location funding allocation is provided to Kangaloon Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan</p>

<p>Location</p> <p>\$980.00</p>	<p>including:</p> <ul style="list-style-type: none"> • Wellbeing and Engagement <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate • incursion expenses • student assistance to support excursions • technology resources to increase student engagement • additional staffing for teaching principal release <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - Students reported positive connections with the school in the Tell Them From Me student survey. - Student attendance on excursion days was high. <p>After evaluation, the next steps to support our students will be:</p> <p>To continue to review the events and programs in place, to ensure we are meeting the needs and vision of our community.</p>
<p>Professional learning</p> <p>\$5,964.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Kangaloon 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"> • Data-Informed teaching <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging a specialist teacher to unpack the new curriculum • collaborate with schools in our network to develop a curriculum reform community to build the knowledge and confidence of all teachers <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - All teachers now know where to locate resources and support documents - increased from 50% prior to the professional learning. - All teachers are familiar with where to find and how to access the online professional learning - increased from 18% prior to the professional learning. - All teachers now feel they understand why the changes have been made - an increase from 54% prior to the professional learning. <p>After evaluation, the next steps to support our students will be:</p> <p>Continue with our Curriculum Reform Community and our shared professional learning to improve teacher practice and knowledge.</p>
<p>Literacy and numeracy</p> <p>\$3,285.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Kangaloon 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"> • Data-Informed teaching <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • online program subscriptions to support literacy and numeracy • purchasing of literacy resources such as quality picture books for guided and shared instruction • teacher release to engage staff in Challenge Learning Observations and team teaching. <p>The allocation of this funding has resulted in the following impact:</p> <p>K-6 assessments and teacher observations indicate that all students are</p>

<p>Literacy and numeracy</p> <p>\$3,285.00</p>	<p>making progress in their writing skills.</p> <p>After evaluation, the next steps to support our students will be: Our school is committed to the improvement of writing and we will continue to improve our practice through professional learning. We are committed to activities such as the Writers Festival to engage students and drive improvements in their literacy skills.</p>
<p>QTSS release</p> <p>\$5,516.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Kangaloon 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"> • Data-Informed teaching <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • implementation of instructional rounds to strengthen quality teaching practices • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - All teachers now know where to locate resources and support documents - increased from 50% prior to the professional learning · All teachers are familiar with where to find and how to access the online professional learning - increased from 18% prior to the professional learning · All teachers now feel well prepared to teach from the documents - an increase from just 9% prior to the professional learning · All teachers now feel they understand why the changes have been made - an increase from 54% prior to the professional learning <p>After evaluation, the next steps to support our students will be: To continue to participate in collaborative professional learning with schools in our network to drive improvements in teaching and learning.</p>
<p>COVID ILSP</p> <p>\$8,970.00</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 2022.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • releasing staff to analyse school and student data to identify students for small group tuition groups and monitor progress of student groups • providing targeted, explicit instruction for student groups in literacy <p>The allocation of this funding has resulted in the following impact: This funding has allowed us to be able to provide our school community with two classes; K-2 and 3-6. The Infants teacher has had release time to train and up-skill volunteers in the MiniLit program, which has been scheduled into our weekly timetable to target the literacy needs of Grades 1-2 students, at risk of falling behind. Every student has made improvements in their literacy skills, specifically reading.</p>

COVID ILSP \$8,970.00	After evaluation, the next steps to support our students will be: To continue this intervention program with identified students K-6.
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Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	18	18	17	14
Girls	11	13	8	8

Student attendance profile

School				
Year	2019	2020	2021	2022
K	95.1	92.2	89.9	89.2
1	95.0	96.2	90.3	92.3
2	98.4	92.6	91.2	80.3
3	96.6	94.3	95.9	94.0
4	97.7	94.1	97.0	92.7
5	91.0	95.0	87.9	93.1
6	95.5	93.4	90.4	94.1
All Years	95.8	93.9	91.8	91.1
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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
Classroom Teacher(s)	0.51
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.7

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	127,869
Revenue	434,216
Appropriation	424,883
Grants and contributions	8,928
Investment income	405
Expenses	-446,508
Employee related	-406,660
Operating expenses	-39,848
Surplus / deficit for the year	-12,292
Closing Balance	115,577

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.

	2022 SBAR Adjustments (\$)
Targeted Total	0
Equity Total	18,552
Equity - Aboriginal	0
Equity - Socio-economic	2,256
Equity - Language	0
Equity - Disability	16,295
Base Total	363,215
Base - Per Capita	6,317
Base - Location	980
Base - Other	355,918
Other Total	16,236
Grand Total	398,002

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 participated in surveys throughout 2022 to gather their views and ideas about Kangaloon Public School's learning culture. More than half of our parents completed the survey at the end of the year. The Kangaloon parent community indicated that they feel very welcome when visiting the school, are able to speak easily with their child's teacher and are well informed about school activities throughout the year. Most parents were able to meet with class teachers at least 3 times in the year to discuss their child's needs and achievements. 93% of parents believe their child feels safe at school, that behaviour issues are dealt with in a timely manner and their children felt safe travelling to and from school on the local buses. In terms of parents supporting their child's learning at home, more than half of the parent/carer community engages their child with questions about school work and learning. Areas for improvement include points of access for the parent and the broader community to engage with the school and participate with school activities and P&C meetings.

Senior students were surveyed with the Tell Them From Me (TTFM) Survey and an internal survey to gauge students interest and engagement in their learning. The TTFM survey results showed high engagement with learning activities. 100% of students participated in sports activities at school. 100% of students reported to have positive connections with other students at Kangaloon Public School. One area for improvement was in the 'positive behaviours with homework' domain.

Teacher observations, review meetings and reflections were used to collect information from staff. These indicate commitment to high expectations of student learning, differentiation of practice to accommodate for the inclusion of all student abilities and learning needs. Areas for improvement include greater opportunities for lesson observations and team teaching and consistent collection and analysis of student data K-6.

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.