2022 Annual Report

Kearsley Public School

2267

Introduction

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

To create a positive environment in which every person has the opportunity to improve every day, supported through a culture of high expectations, kindness and respect.

School context

Kearsley Public School was established in 1912. We are situated 5 kilometres east of Cessnock in the Hunter Valley. 2022 enrolments are at 109 students with 18% of the students identifying as Aboriginal. The school has a family-orientated atmosphere and strong sense of community. The school fosters a culture of high expectations and respect.

Positive Behaviour for Learning (PBL) is an integrated part of the school welfare focusing on respect, responsibility and learning. The school provides the students with high levels of access to technology and a range of cultural, creative, sporting and leadership opportunities.

The teaching staff is a mix of experienced and early career teachers who value teamwork and the commitment to delivering quality teaching and learning that provides differentiated educational programs. The leadership team provide all staff K-6 with evidence-informed professional learning to build teacher capacity and improve student outcomes.

Kearsley Public School works closely with the Cessnock Community of Great Public Schools(CCGPS) which consists of two high schools and thirteen primary schools to ensure each and every student receives the best possible education through collectively utilising combined programs and resources.

Learn for life

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	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
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 maximise student learning outcomes in reading and numeracy and to build strong foundations for academic success, we will further develop and refine data driven teaching practices that are responsive to the learning needs of individual students.

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
- Effective Classroom Practice

Resources allocated to this strategic direction

Socio-economic background: $32,400.77
RAG: $5,000.00
Aboriginal background: $11,724.00

Summary of progress

The activities that the school undertook in this strategic direction were designed to strengthen assessment procedures and explicit teaching of reading as well as explore Aboriginal Pedagogies. It also included identifying a staff member to refine digital systems and practices and increase community engagement through targetted practices, by focusing on High Impact Professional Learning in evidence-informed practices. Staff reported the refined assessment schedules supported their teaching and learning and the various organisational structures enabled high impact staff learning. Teachers found this approach to be extremely valuable, with every teacher reporting an increase in knowledge and expertise in the target areas. The DCO increased the effectiveness of school digital systems and practices and the capacity of administrative staff, however, due to increased system requirements there was less opportunity for collaboration for the DCO and teaching staff. Integrated units using Aboriginal Pedagogies were trialled and evaluated to inform future whole school directions. As a result, 100% of teaching and learning programs in reading use evidence-informed practices. Internal data demonstrated Check In Reading data showed we were equal to or above to like schools in Year 4, 5 and 6. Our school mean in 'Parents are informed,' in the TTFM survey was 7.4, which was above the state norm. Our DCO has identified directions in digital technologies for staff and students and we have more efficient digital systems in place. Next year the school will enhance the DCO role by increasing opportunities for collaboration. We will also use observation as a professional development tool to enable application of learning through collaboration, with a particular focus in numeracy.

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
Numeracy We will meet the upper bound target with 27.5% of Year 3 and Year 5 students achieving in the top 2 bands in NAPLAN numeracy.	• 2022 NAPLAN data indicates 12.9% of students are in the top two skill bands (NAPLAN) for numeracy, indicating the school did not achieve the system negotiated target.
Literacy We will meet the upper bound target with 36.6% of Year 3 and Year 5 students achieving in the top 2 bands in NAPLAN reading.	• 2022 NAPLAN data indicates 10% of students are in the top two skill bands (NAPLAN) for reading, indicating the school did not achieve the system negotiated target.
Between 60.5% and 65.5% of Year 5 students will achieve expected growth	• Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of

in NAPLAN Reading.	NAPLAN.
Between 59.5% and 64.5% of Year 5 students will achieve expected growth in NAPLAN Numeracy.	• Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
School Excellence Framework • SEF element 'Data skills and use'- sustaining and growing • SEF element 'Effective classroom practice'- sustaining and growing • SEF theme 'Value Add' - susataining and growing • SEF theme 'Reporting' - sustaining and growing	• Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of Data Skills and Use. • Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of Effective Classroom Practice. • Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the element of Value Add. • Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of Reporting.
* At least 85% of Kindergarten students will achieve within the expected end of year progression for Creating Texts (4) in Literacy and Quantifying Numbers (4) and Additive Strategies (2) in Numeracy.	• 89% of kindergarten students have achieved within Level 4 of the Creating Texts sub-element of the Literacy Progressions. • 85% of kindergarten students have achieved within Level 4 of the Quantifying Numbers sub-element of the Numeracy Progressions. • 100% of kindergarten students have achieved within Level 2 of the Additive Strategies sub-element of the Numeracy Progressions.

Strategic Direction 2: Wellbeing and Engagement

Purpose

To ensure that all of our students are able to connect,succeed, thrive and learn, there will be a planned approach to developing whole school wellbeing processes that support high levels of wellbeing and engagement.

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.

- Attendance
- Wellbeing

Resources allocated to this strategic direction

Socio-economic background: $22,193.00
Professional learning: $7,529.00

Summary of progress

The activities that the school undertook in this strategic direction increased awareness and acknowledgements of attendance, integrated STEM, refined student leadership processes and included the designation of an AP to focus on Wellbeing. There was an increase of individual and whole school acknowledgements in attendance, however there were inconsistent practices to raise awareness. Teachers valued planning time with the CASE teacher, which supported an increase in STEM being integrated rather than a stand alone lesson. A student leadership focus not only improved processes but saw a greater emphasis on developing leadership capacity and aspiration. Having an AP Wellbeing enabled the school to focus on investigating potential wellbeing practices (LST, Trauma Informed, Restorative), that are evidence informed and contextually relevant. It also gave the capacity to increase the focus on improving Positive Behaviour for Learning (PBL) implementation in the school. Changes in leadership and being a new focus for the AP role, meant that there was less clarity around directions, and this will be a focus moving forward. As a result of leadership work, there was a significant increase in the number of students nominating for a variety of leadership positions and clearer processes. Attendance data showed that we were 4% above the state average and over 8 % above our network. Although we did not reach our 90% of the time target, we were still 23% above the state average. Data showed staff overwhelmingly supported the improvements in PBL practices. Next year, we will continue with the AP Wellbeing role with a focus on strengthening the Tier 1 SEL program, implementing more Tier 2 and 3 strategies and increasing the use of restorative practices across the 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
The proportion of students attending school >90% of the time increases from 72%. (baseline)	• The number of students attending greater than 90% of the time or more has decreased by 10.42%.
To meet the agreed upper bound target of **94.4%** of students in Years 4-6 to have positive wellbeing as averaged across measures (advocacy, belonging, expectations) in the Tell Them From me (TTFM) surveys.	• 83% of students report positive wellbeing outcomes from the Tell Them From Me Survey data.
For 84% of A&TSI students to either 'agree or strongly agree' in the area of feeling good about their culture when they are at school using the Tell Them from Me (TTFM) survey.	• 90% of students report feeling good about their culture when they are at school from the Tell Them From Me Survey data.
72% of students in Year 4-6 show an	• 47% of students in Year 4-6 show an interest and motivation towards their

increased interest and motivation towards their learning using the Tell Them From Me Survey.	learning from the Tell Them From Me Survey data.

Funding sources	Impact achieved this year
Integration funding support $47,514.00	Integration funding support (IFS) allocations support eligible students at Kearsley Public School in mainstream classes who require moderate to high levels of adjustment. **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:** • additional staffing to assist students with additional learning needs • staffing release to build teacher capacity around learning behaviours and how best to support students **The allocation of this funding has resulted in the following impact:** improved learning and wellbeing outcomes for students with additional learning needs, evidenced by planned and individualised levels of adjustment as indicated in teaching and learning plans. **After evaluation, the next steps to support our students will be:** continued employment of additional staff to support the learning and wellbeing of students requiring adjustments.
Socio-economic background $174,898.87	Socio-economic background equity loading is used to meet the additional learning needs of students at Kearsley Public School who may be experiencing educational disadvantage as a result of their socio-economic background. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Wellbeing • Use of Data to inform practice • Effective Classroom Practice • Other funded activities **Overview of activities partially or fully funded with this equity loading include:** • professional development of staff in evidence based practices and student wellbeing to support student learning • staff release to increase community engagement • employment of a Speech Pathologist to develop phonological awareness, articulation, receptive, expressive language and self-regulation for identified students • providing students without economic support with educational materials, uniform, equipment and other items **The allocation of this funding has resulted in the following impact:** identified students engaging in speech therapy and achieving personalised speech goals. School Check In data in reading being above SSSG schools in Years 4, 5 and 6. School Check In data in numeracy being at or above SSSG schools in Years 4, 5 and 6. **After evaluation, the next steps to support our students will be:** the employment of additional staff to target reading, numeracy and speech using evidence based practices. Continued opportunities for families to understand and engage in their child's learning.
Aboriginal background $20,494.83	Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Kearsley 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.

Aboriginal background $20,494.83	**Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Effective Classroom Practice • Other funded activities **Overview of activities partially or fully funded with this equity loading include:** • employment of additional staff to deliver personalised support for Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans **The allocation of this funding has resulted in the following impact:** improved outcomes forAboriginal students in the areas of reading and numeracy as evidenced by Year 5 NAPLAN data where on average students were 80 points above the state. Check In data showed students in Years 4-6 scored above like school cohorts in numeracy and at or above like schools in reading. Many students achieved their cultural goals and most literacy and numeracy goals were met. **After evaluation, the next steps to support our students will be:** continued implmentation of the Kuluwayn Education Team and employment of additional staff to strengthen cultural knowledge and reading and numeracy outcomes.
English language proficiency $2,400.00	English language proficiency equity loading provides support for students at all four phases of English language learning at Kearsley Public School. **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 equity loading include:** • withdrawal lessons for small group (developing) and individual (emerging) support **The allocation of this funding has resulted in the following impact:** results in the Phonics Diagnostic Assessment showed improvement for most targetted students. **After evaluation, the next steps to support our students will be:** continue to use this funding in combination with other funding sources to support reading and numeracy needs of Tier 2 and 3 students.
Low level adjustment for disability $79,824.00	Low level adjustment for disability equity loading provides support for students at Kearsley Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning. **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 equity loading include:** • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • targeted students are provided with evidence-based interventions to increase learning outcomes **The allocation of this funding has resulted in the following impact:** staff receiving additional support to differentiate teaching and learning cycles and targetted students having point of need support in the classroom

Low level adjustment for disability $79,824.00	or in small group intervention. **After evaluation, the next steps to support our students will be:** to further expand the impact of the learning support team, interventions and personalised learning plans.
Location $1,296.00	The location funding allocation is provided to Kearsley Public School to address school needs associated with remoteness and/or isolation. **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 operational funding include:** • subsidising student excursions to enable all students to participate **The allocation of this funding has resulted in the following impact:** increased engagement in incursions/excursions, as evidenced by 100% of students having the opportunity to actively engage and participate. **After evaluation, the next steps to support our students will be:** continue this support to assist families financially and student's sense of belonging.
Professional learning $14,085.00	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 Kearsley Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Wellbeing • Other funded activities **Overview of activities partially or fully funded with this initiative funding include:** • accessing external professional learning that supports PDP goals and the school's strategic directions • releasing staff to access expertise within the school that supports PDP goals and the school's strategic directions **The allocation of this funding has resulted in the following impact:** increased staff capacity to explicitly teach reading and numeracy using evidence based strategies, as well as reach PDP goals based on school improvement areas and individualised need. **After evaluation, the next steps to support our students will be:** continuation of evidence based practices, especially explicit teaching and an increased focus on building teacher capacity in formative assessment, new curriculum implementation and restorative practices to improve student attainment.
QTSS release $21,030.40	The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Kearsley Public School. **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 initiative funding include:** • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff

QTSS release $21,030.40	**The allocation of this funding has resulted in the following impact:** increased capacity of teachers to explicitly teach English and mathematics K-6. Students having increased opportunity for personalised learning and quality instruction through identifying personalised learning goals. In both reading and numeracy primary Check In data, results were higher than our SSSG schools in the majority of areas in Years 4 to 6. **After evaluation, the next steps to support our students will be:** continued implementation of planned opportunities for collaboration to learn and meet student need.
COVID ILSP $83,246.00	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. **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 **The allocation of this funding has resulted in the following impact:** targetted students made progress from their intensive tuition program as evidenced by diagnostic and PLAN 2 data. Throughout the year, a number of students did not need further intervention as a result of their targetted support. **After evaluation, the next steps to support our students will be:** targetting phonics and number and algebra skills in small groups, particularly in primary through collbaoration between the AP C&I and Interventionist.

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	65	62	53	49
Girls	60	56	54	57

Student attendance profile

School				
Year	2019	2020	2021	2022
K	92.7	91.9	92.3	89.3
1	92.8	93.5	93.4	89.8
2	93.6	95.7	93.7	86.3
3	89.8	93.5	93.0	90.8
4	93.5	93.7	92.1	90.1
5	91.5	93.6	93.2	87.3
6	91.9	93.6	91.6	89.2
All Years	92.3	93.7	92.7	89.1
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
Assistant Principal(s)	2.2
Classroom Teacher(s)	4.69
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.2
School Administration and Support Staff	1.61

*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	214,053
Revenue	1,946,494
Appropriation	1,893,118
Grants and contributions	52,132
Investment income	1,243
Expenses	-1,940,580
Employee related	-1,684,653
Operating expenses	-255,927
Surplus / deficit for the year	5,914
Closing Balance	219,967

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	19,524
Equity Total	277,617
Equity - Aboriginal	20,495
Equity - Socio-economic	174,899
Equity - Language	2,400
Equity - Disability	79,824
Base Total	1,098,648
Base - Per Capita	27,037
Base - Location	1,296
Base - Other	1,070,315
Other Total	245,868
Grand Total	1,641,657

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/Community

The overall school mean for parents feeling welcome at school is 8.2 which is above the NSW Government norm of 7.4/10. Feeling welcomed when visiting the school and the helpfulness of the administrative staff achieved the highest score in the parent survey. Parents report that classroom teachers provide regular information and make themselves available to parents and carers for discussions about individual students with 75% of parents indicating that they talked with a teacher 3 or more times a year.

Parents and carers agree that most issues are followed up quickly and they are comfortable to approach the teachers to discuss concerns. The overall mean for parents are informed was 7.4, while NSW Government norm was 6.6.

Parents and carers see the school as supporting positive behaviour with a mean of 8.0. Whilst our mean of 7.8 was higher than the NSW Government norm in safety at school, bullying remains a concern for parents and carers as the mean was 6.7 There was a lower mean in parents view of the school supporting learning, as the mean was 7.4.

Our open-ended question asked about things our families really like about our school and some things we could do even better. Trends in what families like were around the positive atmosphere of the school, its size, the care and expertise of all staff and the strong sense of community. Trends around areas for possible improvement include greater focus on the creative arts, equity and understanding of learning and reporting.

Students

79% of student feel proud of their school and 90% of students of Aboriginal students feel good about their culture while 90% also feel that teachers have a good understanding of Aboriginal Culture. The school has a higher mean that than the NSW Govt norm in participation in sports and extracurricular activities.

90% of students value schooling outcomes and 84% believe they try hard to succeed in their learning. Students find learning relevant with a mean of 7.8 and students believe there is evidence of explicit teaching in their classrooms, giving a high mean of 8.0, with the NSW Govt norm being 7.5.

Whilst 71% of students said they have friends they can trust, an average of 56% felt accepted and valued by their peers and others at school. 36 % of students felt they were victims of bullying which is equivalent to the NSW Govt norm and 80% of students feel they know where to seek support if they are bullied or see someone else being bullied.

An area to explore will be around interest and motivation in learning, as the school mean was only 47%. The low score is mainly attributed to a low scoring from boys who answered the question.

Our open-ended question asked about things our 4-6 students really like about our school and some things we could do even better. Trends in what students like were around the kindness of all staff, feeling cared for, our playground spaces and feeling nothing major needs improving. Trends around areas for possible improvement include greater focus on classroom resources and the cleanliness of some areas.

Teachers

90% of results in the teacher survey were higher than the NSW Government Norm.

7.5/10 staff believe that the leadership structures provide relevant and strong support which enhances their ability to improve learning outcomes for students which is slightly higher than the NSW Govt norm of 7.1/10. 83% of staff feel leaders are leading improvement and change.

There is a common belief that all teachers have high expectations for students in both learning and wellbeing. They continually seek new strategies and opportunities to improve engagement and ensure that all students are included in school life. The highest means were in striving to understand the learning needs of students with special needs, the use and discussion of learning goals, and establishing clear expectations for student behaviour.

Collaboration could be an area of focus for teachers, with the school is currently 0.5% below the NSW Govt norm. Some of the lower means are due to discussion around sharing of student learning goals and programs and this could be due to most grades not having multiple classes.

100% of staff believe that the school is welcoming and a culturally safe place for all students.

Our open-ended question asked our teachers about things really like about our school and some things we could do even better. Trends in what staff like were around the dedication and supportive nature of staff and positive relationships

amongst staff and students, Trends around areas for possible improvement were mainly focussed on having increased learning spaces.

Kearsley Public School 2267 (2022)

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.

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