

2022 Annual Report

Kegworth Public School



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Introduction

The Annual Report for 2022 is provided to the community of Kegworth 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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Welcome to Kegworth Public School

Kegworth Public School services students from the local community and beyond. Established in 1887, the school has developed its' reputation for providing quality service, high educational opportunities and a welcoming, inclusive environment. Located in the Inner West, Kegworth acknowledges the Gadigal and Wangal people who are the traditional owners of the land and pay respects to Elders past, present and emerging.

Please enjoy my reflections of 2022 as had been presented at our Presentation Ceremony -

Today is all about celebration. It's the celebration of being able to successfully complete a full year of student learning uninterrupted and onsite, the celebration of many achievements and successes, the development of small and big gains, the hard work and effort and the pursuit of excellence - not only in the academic field but in cultural and in sporting areas as well as citizenship and personal growth.

And, it is because of this, that some students will be recognised and presented with an award as an acknowledgement of their effort in an identified area.

But what does that mean if you receive an award?

The concept of receiving any award is what motivates us. It doesn't necessarily mean that we have achieved everything and we should stop learning and trying but it does acknowledge and tell us that we're at least on the right track for more learning and success.

And, whilst we cannot individually acknowledge all of the achievements of every student today - we can though, congratulate each and every one of you on your continued efforts, areas of success and personal achievements throughout this year - and that of course, is always a good reason to celebrate!

We have been thrilled this year to be able to re-engage with all our students each and every day and on site. As I am sure our parents and carers will equally agree!

At the start of this year, there was a natural sense of apprehension about returning to school, for both students and staff, after the previous experiences and challenging years.

There was a heightened sense of nervousness about the place in those first few weeks (a bit like that feeling that you get when you go to a new place, start at a new school or new job)

In the early weeks, it was extremely important for our students and staff to feel & be happy, safe, and secure at school. There was an obvious reconnection with friends of old and new, as we settled back into the school environment. It was necessary for all of our students to be re-taught our school routines, rules and expectations - almost as though we were starting school for the very first time, once again.

We were fortunate that it didn't take us all too long to get back into the swing of things.

Our teaching staff quickly realised that there was lot of work to be done to assist our Kegworth kids to achieve and bridge the obvious gaps experienced in student learning, especially in the areas of English and Mathematics.

We regularly assessed, collected data and tracked the progress of individual students and year groups, continuously monitoring and targeting areas of concern, and supporting with specialist and support staff in the classroom to assist improvements in student academic and wellbeing.

Formative assessment strategies implemented by teachers, enabled our students to feel supported as they challenged themselves with differentiated learning tasks. The use of tracking tools such as PLAN, assisted our teaching staff to group, track and guide student performance in both literacy and numeracy.

Our students were once again becoming active and responsible learners in the classroom, reflecting frequently on their own learning and efforts and setting their own goals for success as part of the learning process.

The continued teaching of a Growth Mindset concept supported our students to be reflective of their efforts, identifying their own strengths and weaknesses and of those around them, and assisted our students to be risk takers, understanding that it is ok if you are "not being able to do that - "yet".

Positive Behaviour for Learning underpins everything we do at Kegworth. The reinforcement of our school's expectations of "Courtesy, Care and Commitment" and the engagement of our students with the positive reward system this year, continued to be successful with a number of K - 6 students receiving tokens, K25, K50 and K100 awards.

It was pleasing to see our students show exceptional team work in their collection of tokens in both the classroom and playground settings to work towards the collective goal of the "PBL party" at the end of each term. The incentives of extra playtime and ice-block treats obviously had nothing to do with it.

Our students continued to enjoy specialist lessons in History, Community Language, Music, Visual Arts and Digital Technology throughout the year. The school purchase of more laptops for our Years 3 - 6 students continue to assist student learning in the classroom, even more so with each class having their own dedicated set of devices.

The ability for our students to sing, dance and play instruments at school was certainly welcoming, not only for our music specialist program but for the school's band, string and choral program as well.

Actively engaging students in rehearsals, tuition, in-school performances and external performance festivals and events brought much joy to many. It is so nice to see and hear music flowing through the corridors of Kegworth once again!

School's focus areas on Aboriginal Education, Multiculturalism and Anti-Racism incorporated with Community Language Program and Environment and Sustainability continue to grow and thrive.

The 'Acknowledgment of Country' given earlier, is now an important and regular part of school morning routines with many of our students actively writing and giving their own acknowledgements daily, in their own classrooms. Our school continues to encourage student understanding, respect, tolerance and improved knowledge of Aboriginal history, culture and heritage at our school.

The reintroduction of weekly Waste Wednesdays, class compost and paper bins, plastic bottles, and cans collection bags, reminded us of our social conscience and care for our environment by reducing, reusing & recycling. The continuation of Envirobank collections each month, saw an abundance of cans and bottles being saved from landfill.

Collection and cultivation of school compost and associated worm juice generated a lot of weekly work for our lunchtime student environmental warriors, as they collectively and actively laboured over flourishing garden beds in the outdoor learning space which also made our resident bees very happy each week!

In the sporting arena - our Kegworth students were able to participate in school Gymnastic programs, weekly and PSSA sport and Fundamental Movement Skills.

Our students have actively participated in Swimming, Cross Country and Athletics Carnivals, providing many opportunities for a number of our students qualifying and then competing in Zone Regionals carnivals, as a result. A number of our students also successfully tried out for Sydney East PSSA Sporting Teams resulting in competition at state levels in AFL and Rugby League.

We continue to be reminded as to how lucky we are at Kegworth to have these and many other wonderful learning opportunities and programs available to our students. Our students should be congratulated for their efforts in achieving success in the many extra-curricular activities that they take on with great enthusiasm.

A big shout out of thanks to the many teachers, conductors, tutors, parents and carers who have volunteered their own time, effort and hard work to assist our school so that these opportunities are available for our students.

We are very fortunate to have such a dedicated Kegworth school community and our thanks and appreciation are extended to our fantastic parent community for your support over this year.

The generosity and continued support of our enthusiastic P & C, who work diligently and collectively with the school to ensure that projects and programs come to fruition is invaluable. There is and continues to be a strong partnership between the school and the P&C. Without their assistance, many school projects and request for support, would never be realised. And for this, on behalf of the students and teachers, I sincerely thank you and look forward to many more exciting projects to come!

This year, we will be losing a number of families who have either been in key positions in our P&C and / or have been instrumental over the years, as long-time parent supporters of our school. There are always too many to mention each individual by name, but we would like to acknowledge the time, effort and support that each and every one of you have generously provided to our school over the many years. There are never enough words to express our thanks for your dedication and assistance. It has always been greatly appreciated and is indicative of the valued partnership that Kegworth school has with its' parent community.

On behalf of the school community, I wish to thank you and your families and wish you all the very best for the future.

To our fabulous Kegworth staff, heartfelt thanks to all our teachers, support and administration staff for the incredible work that you have done over this year. The genuine care that you show to our student's day in and out, the inspirational teaching and learning lessons that you develop, always wanting and striving to achieve the very best of support for each

and every one of our Kegworth kids - never ceases to amaze me. Thank you for your continued enthusiasm, good humour, resilience, compassion, dedication, and professionalism throughout this year. You will truly enjoy that well deserved holiday that is coming soon.

This year we bid a fond farewell to a number of Kegworth teachers and staff who will not be joining us in 2023 - Carole Green, Orlagh Healy, Victoria Hill and Ali Guerreiro - who will either take a break from full time teaching to pursue other interests or take up new school roles in other departmental schools. Thank you to each of you for being part of our Kegworth family. The many contributions that you have all made to our school have not gone unnoticed and will be sadly missed by many. We wish you the very best in the future and hope that you take with you, very fond memories of us and the school.

To our outgoing Year 6 parents and carers, they say it takes a village to raise a child. Thank you for entrusting your children to us over the last 7 years, we have been privileged to be a part of their life journey, witnessing, and nurturing their growth with you, in partnership along the way. You should be exceptionally proud of their achievements during their primary school years. Your children are a credit to you.

And finally, to our graduating Year 6 students - you sit in front of me today as students, but also as great friends. Let me leave you with what little advice that I have to offer -

You have only completed a small portion of your life with us here at Kegworth and are now ready to embark on the next new chapter where you can start to create your own dreams. As you travel on this new life journey, always remember to be happy with the choices you make, be kind to yourself and be kind to others, stand up for yourself and remember to stand up for those who may need it more than you. Be free in your thinking and the decisions that you make. Put in a solid effort, work hard, continue to make mistakes but learn from them, become lifelong learners, find your passion and always believe in yourself, and lastly, live in the now!

Kegworth, your teachers, parents, carers, and I have all done everything we can to help prepare you for what lays ahead - so go out there and carve out your own future path. We know you can do it. Many congratulations and best wishes to you all for the future.

Another year has come and gone by ever so quickly and we are looking forward to new experiences and challenges that the next year will bring. Best wishes to you all for the festive season and the coming new year. Enjoy a happy and relaxed holiday break and continue to keep yourself and your loved ones safe, healthy and well.

I'm now signing off on what is my last official duty and last Annual School Report before heading off for a long extended period of leave. I have been fortunate to have worked in many wonderful schools with terrific school communities, over the last 35 years with the Department of Education but none will ever compare to what we have here at Kegworth.

I will genuinely miss our warm and welcoming atmosphere and seeing the smiling faces of our Kegworth kids, staff, parents & carers, that I have been so accustomed to, each and every day. I walk away with great pride and take the many, many fond memories of our beautiful school and its' community with me. Thank you for giving me the privilege of being your Principal over the past 18 years, it has been an absolute pleasure.

Belinda Perih

Principal - Kegworth Public School

Message from the school community

2022 was our year to reinvigorate the Kegworth school community and reconnect with some old friends, and meet new ones. After two years of lockdowns and isolation, people were keen to reconnect and help support our school, the staff and most importantly, our kids with their continued education.

With the new year and newly formed Executive, and supporting P&C members, we were looking forward to

Our goals for the year were to:

1. Engage and reconnect our school community
2. Enrich learning and play for our kids by supporting the school
3. Create a sustainable future for both our environment and fiscal responsibilities

On reflection, it's been amazing how much we've achieved throughout the year. None of this would've been possible without the combined efforts of everyone here on the P&C, and the support of Belinda and the school staff. There are some ambitious goals outstanding but some stand out moments this year for me were:

Kegworth P&C social event at the Leichhardt Bowlo where over 100 parents and kids came together and reconnected.

Election Day BBQ where, through the combined efforts of the P&C, Music committee and the Year 6 fundraising, we secured over \$9,000 from fundraising. A real joint effort from all involved!

Senior playground development - despite a few false starts, progress was made to provide a better playground for our kids. We wish to thank the Dept of Education for their investment in our kids and delivering on new infrastructure on the playground.

I'd also like to recognise and thank June Boxell and Sara Padgett Kjaersgaard for their vision and hard work over the years to form a plan for the playground. While the original vision did not eventuate, elements of it are being considered with the further works. I also want to thank Helen and Chris for taking the baton to deliver the last of the playground plan as committed to by the P&C.

Mothers / Fathers / Carers day stalls - These fundraising events continued this year and we continue to evolve to be more inclusive of the diverse families within the Kegworth community

Reinstating the parent class representative program - During the pandemic we lost contact with the different years and to help them have a voice on the P&C. Thanks to Ligita's efforts, we were able to get it back up and running this year and into the future.

Festive Market - while officially it hasn't happened yet, I wish to formally recognise and thank everyone who has been involved with organising this event. The amount of effort and time that has gone into it has been immense, and there is lots of excitement about the day. We've missed having the Autumn FARE the last few years, and this event is shaping up to carry on the same spirit.

I wish to personally thank the entire team this year not only for their commitment in supporting the school and its community, but also for supporting me. We've all had a busy year with our personal and professional lives, but this team still managed to go above and beyond to support the school. I'd like to call out some specific people in recognition for their efforts:

First and foremost, Kimberly Luffman. Kimberly has done an amazing job as our secretary throughout the year. Not only has she helped pull together the agenda and keep the meeting minutes, she's also helped to keep us all on track and honest. Her dedication to supporting us was demonstrated when she was dialled into a meeting whilst on the ski slopes, and supposed to be on a date night with her husband.

Helen Johnson for all her efforts not only on the Exec and fundraising, senior playground development efforts, but also taking on the uniform room and keeping our kids with the correct uniform.

Chris Burgoyne for all the help and support he's given me over the years. There has never been a job too big, or task too small, that Chris wouldn't throw his hat into the ring for. I knew that if Chris was on the job, it was going to get done. Thank you Chris!

Jane Perrett, our keeper of the purse strings. Jane, I really enjoyed and valued some of the down-to-Earth, pragmatic debates we've had. Not everything this year was smooth sailing and hearing from you some very frank and honest opinions helped ground my responses. Without that, some things may have gone a little different.

Lastly, Belinda Perih. Belinda, getting to understand the complexities of your job, the different personalities involved, the various challenges you constantly face and none of that made easier by throwing a pandemic into the mix. Your commitment to educating our kids and the supporting greater school community, both in and out of the classrooms, is nothing short of miraculous. I wish to thank you personally for all the help and consideration you've given me and my kids at our time here at Kegworth. I wish you all the best in the future.

I feel extremely fortunate to have been a part of this fantastic team this year, and part of the Kegworth community in general.

I feel confident that both the Kegworth school and P&C committee are in great hands. It's been a real privilege to have been able to serve this community and give a little back.

Here's looking forward to a stellar 2023 and beyond. I look forward to hearing about the continued success of the school.

Thank you,

Dustin Blagg

Out-going P&C President 2022

Aya's memories of Kegworth ...

On my first day of school I was really nervous but I was also very excited. I knew what class I was going to be in, which was K-Green and my teacher was "Miss M". On my first day I made friends quite easily and began to get to know my classmates. By the end of the next few weeks, I was completely comfortable and felt like I was fitting in.

Another favorite memory of mine is when I was in Year one and I got voted in as one of the class SRC's, - Student Representative Council. I had to give a speech like everyone else who wanted to be an SRC and then two people from the class were voted in. It was a lot of fun and we got to help organise activities for the school with all the other SRC's.

When I was in Year three and we went on an end of year excursion to a place called 'Rouse Hill Farm'. It was lots of fun because we got to tour around the place and learn about what school was like in the olden days by dressing up in old hats and things and pretending we were at school many years ago.

As a Kindergarten student you will be paired with a Year 6 student who will help look after you and help you get to know our school. They will be your buddy and a few months before you start at Kegworth, you will receive a letter from them introducing you briefly to themselves and the school. The buddy system is a wonderful way to become settled in and connect with an older student.

Kegworth has taught me so much over my years here but one of the main things I have learnt is to be resilient and keep trying. That if you try something again and again you will make progress and get better.

Percy's memories of Kegworth ...

I'm a Year 6 student at Kegworth Public School and I'd like to share the memory of my first day here. I was really nervous at first but my teacher, "Miss M", was really nice and soon I was building an elaborate dinosaur zoo.

One of my favorite memories from my time at Kegworth was presenting my speech to the whole school in the Public Speaking Competition. It was very fun getting to share my highly practiced speech with everyone and it got even more fun in the impromptu round.

In Year 5, we went on an excursion to Narrabeen with Stage 3. We did plenty of activities including kayaking, sailing, and problem solving but my favorite was archery. It was lots of fun.

A great part of the school is the staff. Kegworth's teachers are very welcoming and an integral part of the community. They work tirelessly to educate and entertain their students and make them feel safe and happy while they learn.

Kegworth has taught me many things but most of all it has taught me to be a smarter, more social and more capable person.

Aya and Percy

Year 6 students



National Reconciliation Week activities at Kegworth Preschool

School vision

At Kegworth Public School, we are committed to creating an inclusive environment where all students have the opportunity to reach their potential.

School context

Kegworth Public School services students from the local community and beyond.

Established in 1887, the school has developed its reputation for providing quality service, high educational opportunities and a welcoming, inclusive environment.

Located in the Inner West, Kegworth acknowledges the Gadigal and Wangal people who are the traditional owners of the land and pay respects to Elders past, present and emerging.

Kegworth Public School currently provides:

- Kegworth Preschool which offers a choice of two Early Childhood program groups that operate on a 5 x day fortnight rotation and
- Mainstream K - 6 classes consisting of 13 classes. With increasing student enrolments, the school can comfortably grow to support up to 15 classes.

The current P - 6 school population is 338, which includes 2.9% identified Aboriginal and Torres Strait Islander (ATSI) students and 31% of students from Language Backgrounds Other Than English (LBOTE) identifying Spanish and Italian as the largest language backgrounds.

Our school fosters a culture which enables our students to develop as active, responsible learners, able to participate in an ever changing and technologically demanding society.

The school staff comprises of a mixture of recently accredited and experienced teaching and non teaching staff, who share a genuine partnership with students along with an active and supportive parent community.

Kegworth's school motto is: "Commitment, Excellence and Success for the Future".

The school's Situational Analysis underpins the development of Kegworth's Strategic Improvement Plan for the next 4 years. Consultation with the school community was undertaken to assist in the formulation of the following Strategic Directions:

Student Growth and Attainment - teachers use effective data driven practices to maximise learning. The school will develop a whole school collaborative teaching model. Through this, we aim to improve teacher confidence and capabilities. The model will elicit how, why and when this will happen.

Quality and Collaborative Teaching Team - to ensure that we have an agreed understanding of quality teaching and collaboration, the school will establish a whole school collaborative teaching model. This will be delivered through a structured professional learning approach to allow for the observation of learning activities, effective feedback and evaluative practices that will only enhance teacher performance and improve student outcomes.

Student Engagement and Wellbeing - the development of an inclusive and engaging school community to support all students to connect, succeed and thrive. Improvements in students' sense of belonging, commitment to school, respectful behaviours, relationships with peers, teachers and extended members of the school community, directly relate to high academic performance and future outcomes.



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	Sustaining and Growing
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	Delivering
LEADING: Educational leadership	Delivering
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

To maximise the learning outcomes for every student in reading and numeracy and to build strong foundations for academic success.

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 SKILLS & USE
- BUILD TEACHER CAPACITY IN ASSESSMENT

Resources allocated to this strategic direction

Professional learning: \$9,200.00
: \$4,000.00

Summary of progress

Data Skills and Use

Whole School Assessment Schedule

During 2022, Kegworth staff engaged in training sessions around our Whole School Assessment Schedule (WSAS). Our aim was to ensure that teaching staff were aware of what assessments were to be completed and when, to support and improve teaching practice and student outcomes.

Staff surveys demonstrated an improvement of 5% in teacher awareness, with a significant increase in the "strongly agreed" response from 20% to 50%.

Additionally, 58% of staff now "agreed" that they are confident in the use of the WSAS. 82% of staff also indicated that they access the WSAS at least once per term. This has facilitated a more streamlined collection of whole school data and its analysis across the school year. This was reflected upon with staff during professional learning sessions. From this, we were also able to triangulate data with external assessments and form an action plan for student improvement and building of staff capacity in 2023.

In the process of triangulation, the school purchased additional assessment tools and are now subscribed to the ACER - OARS platform and a series of assessment tools within this. This further streamlined student data collection and analysis. After a short period of use, 50% of staff indicated confidence in using the new platform. We also noted that some of our post survey data was impacted by the employment of new staff who will require induction and support with the school's WSAS. For example, in the vast majority of teacher survey questions, the % of staff who indicated that they were "unaware / disagreed with processes / have not improved", equated to the number of new staff at the school. We have now realised that these staff should not have been included as part of the WSAS post survey.

In terms of adjustments being made to classroom practice in response to data analysis; 45% of staff have indicated that they always do this. This implies that the remaining staff either do not regularly adjust or never adjust classroom practice.

To build on this, our proposed 2023 action plan is to:

focus on professional learning on drilling down school data and the way we respond to it; focus on Formative Assessment will also be undertaken as of the beginning of 2023; implement a system to record, ensure and monitor adjustments made to classroom practice in response to assessment across the school; review current LST practices and employ an APCI in 2023.

PLAN2 & Literacy and Numeracy Progressions

Kegworth staff participated in a range of professional learning activities around the Literacy and Numeracy Progressions and PLAN2. For some staff, this was their first real exposure and training in the use of PLAN2 tool. Whole school development days provided staff with opportunities to explore the PLAN2 tool and how this was connected to the literacy and numeracy progressions. Staff were surveyed at the beginning and at the end of the year to determine overall progress.

Highlights include:

- overall awareness of the PLAN2 tool significantly increased from 23% as compared to 47% at the end of the year.
- confidence levels of staff increased significantly, initially only 8% of staff identified as being confident in using the PLAN2 tool as compared to 66.7%, at the end of the school year.
- familiarity with both Literacy and Numeracy progressions for all staff increased over the year, from 53.8% to 79%.

To build on this success, staff will require:

- a narrowed PLAN2 focus in 2023 which is limited to an identified element and / or associated sub-elements, agreed upon by all staff. This will ensure that there is a shared goal and common understanding.
- release time for staff to participate in stage-based planning sessions each term
- experienced staff members to mentor and provide identified support for staff
- regular collection of qualitative and quantitative evidence, including exit tickets, teacher surveys and monitoring and review of adjustments made in teaching / learning programs
- sourcing of additional professional learning sessions to support the range of staffing capabilities in PLAN2
- the employment of an APCI in 2023 to provide instructional leadership and support in curriculum reform

Building Teacher Capacity in Assessment

Following the "High Quality Professional Learning Cycle" (identify need / undertake learning / apply & refine learning / evaluate overall impact) as recommended by AITSL (Australian Institute of Teachers and School Leadership), in the next phase of this work, we will:

- develop and deliver training sessions for staff based on the needs identified from the Term 4 survey.
- deliver two sessions in Term 1, with 3 weeks in between sessions, to allow teachers to properly apply and refine the learning that has take place in their classrooms
- complete between session tasks with subsequent time for staff to reflect on and share their experiences and for feedback from peers.
- ensure that all staff will complete post session assessments to ensure that the following session will be pitched at their need.
- measure our progress against previous data using a post teacher survey.

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 Year 3 and 5 students achieving in the top two bands in NAPLAN Reading increases from 59.5% to at least 66.7% (lower bound system-negotiated target)	<ul style="list-style-type: none"> • 2022 NAPLAN data indicates 64.63% of students are in the top two skill bands NAPLAN)for reading indicating the school did not achieve the system negotiated target.
The proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN Numeracy increases from 54.5% to at least 61.1% (lower bound system-negotiated target)	<ul style="list-style-type: none"> • 2022 NAPLAN data indicates 54.43% of students are in the top two skill bands NAPLAN for numeracy indicating the school did not achieve the system negotiated target.
The proportion of Year 5 students achieving expected growth in NAPLAN Reading shows an increase above 70.8% (baseline - system-negotiated target)	<ul style="list-style-type: none"> • Data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
The proportion of Year 5 students achieving expected growth in NAPLAN Numeracy shows an increase above 60.8% system-negotiated target)	<ul style="list-style-type: none"> • Data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.

Purpose

To achieve high levels of collective teacher and leader efficacy through evidence based pedagogies.

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.

- COLLABORATIVE, HIGH IMPACT TEACHING PRACTICES
- HIGH IMPACT EVALUATIVE PRACTICES AND FEEDBACK

Resources allocated to this strategic direction

Summary of progress

Collaborative, High Impact Teaching Practices

As part of our journey forward for Collaboration, teachers will:

- be observing colleagues to build their formative assessment skill and knowledge.
- simultaneously be developing skills around the process of focused observations.
- receive staff feedback from focussed observations in developing our own school based model for Formative Assessment observation and guidelines.
- work collectively and collaboratively in this process.

High Impact - Evaluative Practices and Feedback

As part of the journey moving forward with Formative Assessment - we have ascertained that we will:

- develop and deliver training sessions for staff based on the needs identified from internal and external data sources.
- complete in between session tasks with subsequent time for staff to reflect on and share their experiences.
- ensure that all staff complete ongoing and post session assessments to ensure that the following PL sessions will always be pitched at their need.
- measure our progress against credible and continuous data collected by the school.
- develop an assessment for learning culture through a review of our own formative assessment practices.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<p>Improved three year average TTFM Teacher Survey data results in the following drivers of student learning:</p> <ul style="list-style-type: none">• Collaboration = 7.5• Learning Culture = 8.4• Quality Feedback = 7.5 <p>TTFM Student Survey data results improves in the following drivers:</p> <ul style="list-style-type: none">• Explicit teaching practices & feedback = is at or above 7.7• Expectations for Success (high expectations) = is at or above 8.2	<p>The "Tell Them From Me" Teacher Survey indicated that:</p> <p>Collaboration school mean score = 7.7 - which ranks above the expected baseline target of 7.5 but is comparatively lower than NSW Govt mean score of 7.8</p> <p>Learning Culture school mean score = 8.3 - which ranks marginally lower than the expected baseline target of 8.4 but exceeds the NSW Govt mean score of 8.0</p> <p>Quality Feedback school mean score = 7.4 - which is marginally lower than the expected baseline target of 7.5 but is higher than NSW Govt mean score of 7.3.</p> <p>The "Tell Them From Me" Student Survey was completed at the end of 2022. 109 x Years 4 - 6 students participated:</p>

<p>Improved three year average TTFM Teacher Survey data results in the following drivers of student learning:</p> <ul style="list-style-type: none"> • Collaboration = 7.5 • Learning Culture = 8.4 • Quality Feedback = 7.5 <p>TTFM Student Survey data results improves in the following drivers:</p> <ul style="list-style-type: none"> • Explicit teaching practices & feedback = is at or above 7.7 • Expectations for Success (high expectations) = is at or above 8.2 	<p>Explicit Teaching Practices, including the effective use of feedback ensures that all students have clear understanding of why they are learning something, how it connects to what they already know, what is expected of them, and how to do it (explicit teaching). They also ensure that students are given opportunities to ask questions and get clear feedback about their performance against learning outcomes (effective feedback).</p> <p>School average score = 7.3 - this has not been achieved and is lower than the expected score of 7.7. Indicates that progress is yet to be seen towards achieving an improved result for this driver of student learning.</p> <p>Expectations for Success gauges the extent to which school staff value academic achievement and hold high expectations for all students.</p> <p>School average score = 7.7 - this has not been achieved and a variance of 0.5 is required to achieve the expected target of 8.2</p>
<p>TTFM Teacher Survey - Collaboration data = is at or above 7..7</p> <p>CESE - What Works Best - Collaboration school date =</p> <p>Baseline data in TTFM teacher surveys have shown an improvement in the area of collaboration to 7.5</p> <p>All staff complete pre-survey information for collection of baseline data for collaborative practice:</p> <ul style="list-style-type: none"> - knowledge of 5 F.A. strategies, - implementation of 5 FA strategies - confidence in its application 	<p>The "Tell Them From Me" Teacher Survey was completed at the end of 2022. 19 x teaching staff participated:</p> <p>Collaboration encourages teachers to grow and develop by engaging with other educators. In schools with high levels of collaboration, teachers share their knowledge and experiences that advance learning for instructional improvement and positively affect student achievement.</p> <p>School average score = 7.7 - this has been achieved and is equal to the school expected score of 7.7, showing an improvement over the TTFM Collaboration baseline data score of 7.5.</p> <p>Formative Assessment - Teacher Presurvey was completed at the end of 2022. 16 x teaching staff participated:</p> <p>90% of staff indicated that they understood what Formative Assessment was with over 40% strongly agreeing.</p> <p>Other questions such as confidence and daily use of Formative Assessment had similar responses.</p> <p>More than 40% did not know the difference between the 5 strategies and the techniques to support them.</p> <p>37.5% of staff indicated a misunderstanding on giving feedback.</p> <p>Only 29% of staff correctly responded when asked to identify from a list of 6 options (5 x strategies and 1 x non strategy).</p> <p>However, when staff were asked to list Formative Assessment strategies or identify the difference between strategies and techniques, it became apparent that teachers did not have a clear understanding of what Formative Assessment is, particularly around feedback.</p> <p>Survey results do not correspond with the high scores received from the CESE WWB & TTFM surveys as it is apparent that teachers do not know what formative assessment is, or the strategies used or how to use them effectively.</p>

Strategic Direction 3: Student Wellbeing and Engagement

Purpose

To support a culture of wellbeing to enable the development of an inclusive and engaged school community where all stake holders, "Connect, Succeed and Thrive"

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.

- IMPROVE THE EDUCATIONAL OUTCOMES AND WELLBEING OF ABORIGINAL AND TORRES STRAIT ISLANDER (ATSI) STUDENTS
- WELLBEING & ENGAGEMENT

Resources allocated to this strategic direction

Professional learning: \$3,500.00

: \$4,000.00

Summary of progress

Improve the Educational Outcomes and Wellbeing of Aboriginal and Torres Strait Islander Students

Kegworth's Reconciliation Action Plan (RAP) was created in 2021 and consists of 9 x main areas - these being:

- Relationships in the classroom, Relationships around the School, Relationships with the Community
- Respect in the classroom, Respect around the School, Respect with the Community
- Opportunities in the classroom, Opportunities around the School, Opportunities with the Community

During 2022, our school demonstrated our commitment to the continued progress made in the Kegworth RAP by engaging in predominately, the following areas - **Relationships in the Classroom, Relationships Around the School, Respect Around the School, Respect with the Community and Opportunities in the Classroom.**

This has been achieved through the provision of student and teacher workshops in Anti-Racism and traditional and contemporary Aboriginal cultural workshops, either onsite or at other venues, presented by local ATSI Elders and those who are recognised as Traditional Owners, in their community.

Our teaching staff understand the importance of their role as educators and are committed to the journey of reconciliation within our school. All students and staff have the opportunity to show respect to our Traditional Owners and Custodians by conducting an "Acknowledgement of Country" daily at the start of each school day in classrooms, with many of these being written by individual students.

Aboriginal Breakfasts held throughout the year, continue to provide the opportunity for our Aboriginal and Torres Strait Islander students and families to connect with each other and with the teaching staff at our school. These welcoming opportunities provide an environment where Aboriginal and Torres Strait Islander students and non Indigenous students and their families feel safe and supported.

Wellbeing and Engagement

Our **Positive Behaviour for Learning (PBL)** school team was once again formed at the beginning of the school year, with staff representation from all stage / executive groups. Team members were assigned various roles and responsibilities within the team.

PBL meetings were scheduled in each term to review student behaviour data collated through the school's Sentral system, during regular intervals. This data assisted the PBL team to determine what specific focus behaviours would need to be addressed and taught explicitly through PBL lessons across the P - 6 school setting.

PBL lessons were then developed and designed to ensure a collective and consistent approach and language, to be used by all teachers to students, across the school. These lessons were aligned to the school's PBL expectations of "Courtesy, Care & Commitment" which outlines a matrix of rules & responsibilities, across all school settings.

PBL behaviour data summary and lessons were regularly shared with staff, during administration meetings. The implementation of various PBL lessons provided a positive behaviour impact across the school where low, if not a small

number of behaviour incidences were recorded.

High incidents of behaviour, that were recorded for particular inappropriate behaviours were extensively reviewed by the PBL team to establish cause and remedy. In a number of cases last year, these were attributed to a particular stage group of students or even one or two individual students from another year group, who were then referred to the school's Learning & Support Team (LST) to receive internal and external support services, in consultation with parents & carers.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increase the percentage of students attending > 90% of the time to be at or above 90%	<p>Semester 1 - 2022 Student attendance data showed:</p> <p>The number of students enrolled at Kegworth in Semester 1 = 338.</p> <p>Overall K - 6 school attendance data rate was 90.6%.</p> <p>Kegworth's student attendance was comparatively better than State = 84.1%, Network = 88.4% and SSC = 88.6%</p> <p>65.4% of KPS students were attending > than 90% of the time. This rate was comparatively similar to state levels (65.5%) but better than network (57.8%) and SSSG (57.5%)</p> <p>17.2% of KPS students were attending between 85 - 90% of the time and 17.5% of students were attending below 85%</p> <p>Year 3 student group recorded the highest number of absences identifying sick leave as the highest absence type.</p> <p>Kindergarten student group recorded the lowest number of absences.</p> <p>The highest number of students absences were recorded over the weeks between Term 2 - wk 1 and Term 2 wk 4 - this was attributed to students contracting the COVID virus and needing to recover and isolate at home as per NSW Health directions at the time.</p> <p>Semester 2 - 2022 Student attendance data showed:</p> <p>The number of students enrolled at Kegworth in Semester 2 = 335.</p> <p>Overall K - 6 school attendance data rate was 90.8%.</p> <p>Kegworth's student attendance was comparatively better than State = 85.3%, Network = 89.7% and SSC = 88.1%</p> <p>65.1% of KPS students were attending > than 90% of the time. This rate was comparatively similar to state (65.2%) and network (64.0%) and SSSG (62.8%)</p> <p>17.9% of KPS students were attending between 85 - 90% of the time and 17.0% of students were attending below 85% attendance rate.</p> <p>Year 4 student group recorded the highest number of absences (marginally as compared the next student group of Year 3 and then Year 6)</p> <p>Kindergarten student group (marginally) recorded the lowest number of absences</p> <p>Sick leave was identified as the highest absence type for all year groups across the school during this time.</p> <p>The highest number of students absences were recorded around Term 3 -</p>

<p>Increase the percentage of students attending > 90% of the time to be at or above 90%</p>	<p>wk 3. A significant number of students were absent after a 'gastric bug' was transmitted through the school mostly in Stages 2 and 3.</p> <p>Term 3 wk 10 also recorded a high number of student absences, ranging between 15 to 22 student absences per day, as families had taken the opportunity to travel earlier before the holiday period. This was also evident at the end of Term 4 - weeks 10 - 11.</p>
<p>Annual TTFM Parent survey data has shown an improvement above baseline results for the following drivers:</p> <ul style="list-style-type: none"> • School Supports Learning > 7.2 • School Supports Positive Behaviour > 7.9 • Inclusive School > 6.7 	<p>32 x parents & carers completed the annual TTFM Parent survey in 2022. Results for the following drivers of student learning are:</p> <p>School Supports Learning covers parents' perceptions of their children's experiences at home and school, as well as the extent to which parents feel the school supports learning and positive behaviour and promotes a safe and inclusive environment.</p> <p>The average score for school supports learning = 6.6 - this was not achieved. An increase of 0.6 is required to achieve the targeted baseline target of 7.2. This average score showed a decline of 0.3 as compared to the previous year.</p> <p>School Supports Positive Behaviour - the social development of students and reduction of behaviours that interfere with learning are both critical aspects of schooling. Effective classroom management practices acknowledge appropriate behaviours and respond to inappropriate ones</p> <p>The average score for school supports positive behaviour = 7.6 - this was not achieved. An increase of 0.3 is required to achieve the targeted baseline target of 7.9. An improvement of 0.2 was achieved as compared to the previous year.</p> <p>Inclusive School - educational inclusion advocates equal access to opportunities for all students and requires the cooperation and commitment of schools and teachers. Inclusion is a school's duty and a student's fundamental right.</p> <p>The average score for inclusive school = 5.8 - this was not achieved. An increase of 0.9 is required to achieve the targeted baseline target of 6.7. This average score showed a decline of 0.5 as compared to the previous year.</p> <p>It can be assumed that the lower number of families who participated in the 2022 survey as compared to the previous year may have attributed to the results received as there may not have been a large enough spread across the school community.</p>
<p>The proportion of Years 4 - 6 students with positive wellbeing increases from 87.6% to at least 91.2% (lower bound system-negotiated target)</p> <p>Overall average % of KPS positive wellbeing equals DoE Network % average.</p> <p>Annual TTFM Student Survey data results for the following drivers increase to or above:</p> <ul style="list-style-type: none"> • Sense of Belonging at School = 73% • Expectations for Success = 93% • Advocacy = 88% 	<p>81.09% of students in Years 4 - 6 indicated that they demonstrated positive wellbeing at the end of 2022. This was not achieved. An increase of 6.51% is required to meet the baseline of 87.6%.</p> <p>109 x students in Years 4 - 6 participated in the "Tell Them From Me" survey at the end of 2022. The following student drivers of student learning were identified:</p> <p>Sense of Belonging at School pertains to students' feelings of being accepted and valued by their peers and by others at school. It reflects 'the extent to which students feel personally accepted, respected, included, and supported by others in the school social environment. Students who have a strong sense of belonging tend to be happier, have greater interest in school activities, and are more confident</p> <p>School percentage of students with a positive sense of belonging = 68% - this was not achieved and requires an increase of at least 5% to reach the expected baseline target. An 7% improvement in the school mean score for girls was achieved (2021 = 64% - 2022 = 71%) as compared to the previous year.</p> <p>Expectations for Success represent the extent to which school staff value</p>

The proportion of Years 4 - 6 students with positive wellbeing increases from 87.6% to at least 91.2% (lower bound system-negotiated target)

Overall average % of KPS positive wellbeing equals DoE Network % average.

Annual TTFM Student Survey data results for the following drivers increase to or above:

- Sense of Belonging at School = 73%
- Expectations for Success = 93%
- Advocacy = 88%

academic achievement and hold high expectations for all students. When teachers maintain high expectations, students tend to have higher achievement; in contrast, when teachers have low or negative expectations, student achievement suffers

The average score for expectations for success = 7.7 - this was not achieved. An increase of 1.5 is required to achieve the targeted baseline target of 9.2

Advocacy at school refers to the support students receive from adults in the school who consistently provide encouragement and who can be turned to for advice. Although parents and carers play the most vital role in the lives of most children, relationships with non-parental adults begin to develop around adolescence, and these become important relationships for normal development

The average score for advocacy at school = 7.4 - this was not achieved and requires an increase of 1.3 to achieve the targeted baseline target of 8.7



Kegworth Public School - main entrance

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$27,381.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Kegworth 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"> • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) • employment of staff to provide additional support for students who have high-level learning needs <p>The allocation of this funding has resulted in the following impact: Teachers, parents and related external services engage in regular meetings to review and support individual student learning needs</p> <p>The development of Individualised Educations Plans (IEP) provide specific information about student learning goals, strategies for improvement, resources, next steps as well as relevant data for continuity of learning and support</p> <p>Students with integration funding were supported to engage in teaching and learning activities through high-impact differentiated teaching and learning programs. This was possible through the funding used for SLSO where students had one-on-one support. Students were able to make progress and achievement as outlined in their IEP learning and wellbeing goals.</p> <p>After evaluation, the next steps to support our students will be: To continue to engage in strong collaborations between teachers and parents and external services to ensure continuity of learning for students with identified special needs</p> <p>To gainfully employ SLSO's to support students with special needs in the class and school environment</p>
<p>Socio-economic background</p> <p>\$9,597.25</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Kegworth 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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional non-teaching staff (SLSO) to implement literacy and / or numeracy programs to support identified students with additional learning needs <p>The allocation of this funding has resulted in the following impact: Identified students were supported by SLSO's in the classroom to engage in learning activities to improve student outcomes in literacy and / or numeracy</p> <p>After evaluation, the next steps to support our students will be: To continue to support student learning through the allocation of human and / or physical resources to ensure equity of access for all students at risk or disadvantage</p>

<p>Aboriginal background</p> <p>\$8,908.25</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Kegworth Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of specialist additional staff (SLSO) to support Aboriginal students in literacy and / or numeracy programs as identified in PLPs • student assistance to ensure equitable access for essential educational items (e.g uniforms, workbooks and equipment) and supplementation of extra curricular school programs • School based ATSI student, parent & carer - Aboriginal breakfasts (as part of KPS "Reconciliation Action Plan" (RAP) • teacher relief to support the development and implementation of Personalised Learning Plans <p>The allocation of this funding has resulted in the following impact: Strong collaboration between teachers, school based specialist staff and ATSI parents & carers in the PLP process</p> <p>ATSI students are supported with one-on-one support by SLSO's to enhance student literacy / numeracy outcomes</p> <p>Equitable access to essential resources, school programs and extracurricular activities so that no ATSI student is disadvantaged</p> <p>After evaluation, the next steps to support our students will be: Continued support of our Aboriginal or Torres Strait Islander students through additional supports in the class / school environment and wellbeing programs</p> <p>Continue to improve communication and facilitate engagement of ATSI families in the school community</p>
<p>English language proficiency</p> <p>\$18,258.94</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Kegworth Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • accurate completion of EALD student assessments and completion of EALD annual survey • personalised EALD reporting to parents & carers providing detailed, clear and specific information about student progress • withdrawal lessons for small group (developing) and individual (emerging) support <p>The allocation of this funding has resulted in the following impact: A number of developing and emerging students have had access to EALD literacy support. This may be via a small group or individual withdrawal sessions with the EALD teacher.</p> <p>Accurate completion of EALD student assessments and completion of EALD annual survey</p> <p>Personalised EALD reporting to parents & carers providing detailed, clear</p>

<p>English language proficiency</p> <p>\$18,258.94</p>	<p>and specific information about student achievement</p> <p>After evaluation, the next steps to support our students will be: Continued EALD support for identified developing and emerging students, either in withdrawal groups and or in class support</p> <p>Engagement of an additional EALD specialist teacher to support more students who are currently not receiving direct support but would be of benefit</p>
<p>Low level adjustment for disability</p> <p>\$82,079.25</p>	<p>Low level adjustment for disability equity loading provides support for students at Kegworth Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students requiring literacy and numeracy support within the classroom through the employment of School Learning and Support Officers <p>The allocation of this funding has resulted in the following impact: Students' needs are triaged. Human and physical resources are applied accordingly</p> <p>After evaluation, the next steps to support our students will be: Continue the implementation of literacy and numeracy support needs for identified students.</p> <p>Use data sources to identify specific student need.</p> <p>Provide additional in-class support for some students to continue to meet their personal learning goals</p>
<p>Professional learning</p> <p>\$37,661.12</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 Kegworth 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 SKILLS & USE • BUILD TEACHER CAPACITY IN ASSESSMENT • IMPROVE THE EDUCATIONAL OUTCOMES AND WELLBEING OF ABORIGINAL AND TORRES STRAIT ISLANDER (ATSI) STUDENTS • WELLBEING & ENGAGEMENT • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Teacher relief to attend student Aboriginal Workshop • Teacher relief to attend professional learning sessions on PAX good behaviour game • Teacher relief to create PBL lessons and analyse PBL SENTRAL data • Teacher relief for collaborative planning and implementation sessions using PLAN2 tool • Teacher relief to collate and analyse formative assessment school data <p>The allocation of this funding has resulted in the following impact: Improvement of teacher practice - enhancing teacher skills and capabilities</p>

Professional learning \$37,661.12	in specific areas as outlined in the school plan After evaluation, the next steps to support our students will be: Continued funding for teaching and non-teaching staff to attend high impact performance learning opportunities
Beginning teacher support \$4,597.00	Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at Kegworth Public School during their induction period. Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including: <ul style="list-style-type: none"> • Other funded activities Overview of activities partially or fully funded with this initiative funding include: <ul style="list-style-type: none"> • Relief time provided was used for programming, assessing, reporting and collaboration with mentor and / or expert colleagues to enhance praxis The allocation of this funding has resulted in the following impact: Improvement in the competence and confidence of this beginning teacher and completion of Teacher Accreditation - Proficiency requirements After evaluation, the next steps to support our students will be: Participation in new curriculum reform professional learning
Literacy and numeracy \$15,925.81	The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Kegworth Public School from Kindergarten to Year 6. Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including: <ul style="list-style-type: none"> • Other funded activities Overview of activities partially or fully funded with this initiative funding include: <ul style="list-style-type: none"> • employment of classroom teacher to release executive staff to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy The allocation of this funding has resulted in the following impact: Allocation of funding for executive relief (x 1 day) to implement school based Literacy & Support Early Intervention program Years K - 2 class teachers co-teach with executive to improve literacy & numeracy outcomes for targeted students who have been identified performing below the expected level for their stage Purchase of targeted resources for innovative program support After evaluation, the next steps to support our students will be: Continue current Literacy & Support Early Intervention Program in the early years to ensure that literacy and numeracy foundations are supported and improved upon for all students who are identified as underperforming. APCI employment in 2023 to provide teaching staff with high quality instructional curriculum support in an area where teachers identify as needing support to further assist underperforming students in literacy & numeracy
QTSS release \$68,263.07	The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Kegworth Public School. Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan

<p>QTSS release</p> <p>\$68,263.07</p>	<p>including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of classroom teacher to release executive staff to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy <p>The allocation of this funding has resulted in the following impact: Allocation of funding for executive relief (x 2 days) to implement school based Literacy & Support Early Intervention program</p> <p>Years K - 2 class teachers co-teach with executive to improve literacy & numeracy outcomes for targeted students who have been identified performing below the expected level for their stage</p> <p>Purchase of targeted resources for innovative program support</p> <p>After evaluation, the next steps to support our students will be: Continue current Literacy & Support Early Intervention Program in the early years to ensure that literacy and numeracy foundations are supported and improved upon for all students who are identified as underperforming.</p> <p>APCI employment in 2023 to provide teaching staff with high quality instructional curriculum support in an area where teachers identify as needing support to further assist underperforming students in literacy & numeracy</p>
<p>Literacy and numeracy intervention</p> <p>\$22,984.20</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Kegworth Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of classroom teacher to release executive staff to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy <p>The allocation of this funding has resulted in the following impact: Allocation of funding for executive relief (x 1 day) to implement school based Literacy & Support Early Intervention program</p> <p>Years K - 2 class teachers co-teach with executive to improve literacy & numeracy outcomes for targeted students who have been identified performing below the expected level for their stage</p> <p>Purchase of targeted resources for innovative program support</p> <p>After evaluation, the next steps to support our students will be: Continue current Literacy & Support Early Intervention Program in the early years to ensure that literacy and numeracy foundations are supported and improved upon for all students who are identified as underperforming.</p> <p>APCI employment in 2023 to provide teaching staff with high quality instructional curriculum support in an area where teachers identify as needing support to further assist underperforming students in literacy & numeracy</p>
<p>COVID ILSP</p> <p>\$34,680.00</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</p>

COVID ILSP

\$34,680.00

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:

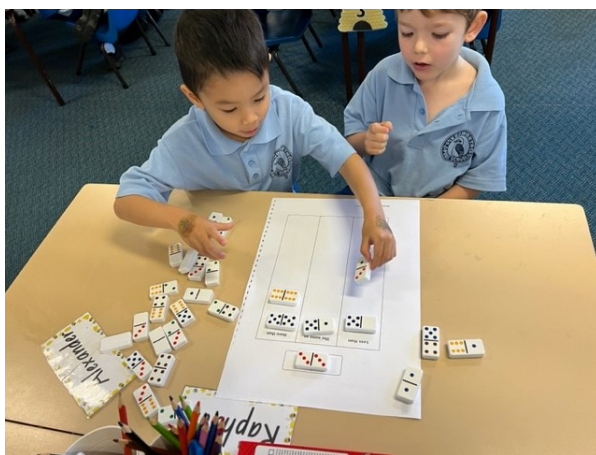
- Other funded activities

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

- employment of a teacher to deliver small group tuition with a focus on literacy and / or numeracy

The allocation of this funding has resulted in the following impact:
vulnerable students maintaining their engagement with learning post pandemic and are make steady progress towards progress goals

After evaluation, the next steps to support our students will be:
continue the implementation of literacy and numeracy small group tuition using data sources to identify specific learning needs
provision of in class support for some students may be required to continue to meet their learning goals



Mathematics in Kindergarten

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	177	177	183	182
Girls	166	160	157	152

Student attendance profile

School				
Year	2019	2020	2021	2022
K	94.9	95.0	96.3	93.3
1	94.3	93.7	94.8	91.9
2	94.5	94.6	95.0	91.0
3	94.4	96.7	94.8	89.5
4	94.7	95.0	95.3	90.8
5	94.8	94.2	95.2	89.2
6	92.2	92.8	94.8	91.0
All Years	94.4	94.5	95.2	91.0
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.



Junior String Ensemble

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	12.72
Literacy and Numeracy Intervent	0.2
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.8
School Administration and Support Staff	4.12
Other Positions	1

*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.



Buddy time - Kindergarten & Year 6

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	584,012
Revenue	3,571,550
Appropriation	3,336,246
Sale of Goods and Services	27,572
Grants and contributions	201,888
Investment income	5,545
Other revenue	300
Expenses	-3,492,252
Employee related	-3,083,880
Operating expenses	-408,372
Surplus / deficit for the year	79,298
Closing Balance	663,309

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.



Kegworth's Environmental Warriors

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	27,381
Equity Total	118,844
Equity - Aboriginal	8,908
Equity - Socio-economic	9,597
Equity - Language	18,259
Equity - Disability	82,079
Base Total	2,499,151
Base - Per Capita	87,996
Base - Location	0
Base - Other	2,411,156
Other Total	543,597
Grand Total	3,188,973

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.



Stage 2 Mathematics

Parent/caregiver, student, teacher satisfaction

Each year data is collected to provide information and insight into school engagement, wellbeing, teacher, parent and student satisfaction, parent awareness and involvement in school related committees, programs and events.

The "Tell Them From Me" Survey provides the school with information annually to guide school planning and help to identify areas for development and areas of success. The responses collected are summarised below:

Students - highest areas of satisfaction:

Students with positive relationships - students have friends at school they can trust and who encourage them to make positive choices

Students that value schooling outcomes - students believe that schooling is useful in their everyday life and will have a strong bearing on their future

Students with positive behaviour at school - students that do not get into trouble for disruptive or inappropriate behaviours

Positive teacher - student relations - students feel teachers are responsive to their needs and encourage independence with a democratic approach

Staff - highest areas of satisfaction:

Learning culture - monitoring the progress of individual students

Inclusive School - set clear expectations for classroom behaviour

Inclusive School - make an effort to include students with special learning needs in class activities

Challenging and visible goals - establish clear expectations for classroom behaviour

Quality Feedback - monitor the progress of individual students

Overcoming obstacles to learning - make an effort to include students with special learning needs in class activities

Parents & Carers - highest areas of satisfaction:

School supports positive behaviour - teacher's expect my child to pay attention in class

School supports positive behaviour - my child is clear about the rules for school behaviour

Safety at school - my child feels safe going to and from school

Common identified areas that require future development include:

Student participation in extra curricular activities

Students with positive homework behaviours

Students who are interested and motivated

Students use computers or other interactive technology to track progress towards their goals

Parents are informed about opportunities concerning their child's future

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.