

2022 Annual Report

Kellyville Public School



2274

Introduction

The Annual Report for 2022 is provided to the community of Kellyville 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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Message from the principal

2022 was a year that brought the students back to school to face to face teaching. The school proudly supported students as they navigated being with their peers face to face, learning routines, playing together and to continue their focus on learning. Parents played a vital role in supporting their children with the transition back to school. Our students displayed resilience and wonderful effort to achieve their very best. Our amazing and talented teachers and support staff engaged students in quality learning and wellbeing programs to maximise their transition back to face to face teaching. I thank the parents of our school for respecting and supporting us with the challenges, restrictions and changes that were made so that students and staff remained safe and healthy. As Principal of Kellyville Public School, I am honoured to lead such an outstanding school. I commend and thank our students, dedicated teaching, support, and administrative staff, families and the wider community for their commitment, support and care of the school throughout 2022.

School vision

At Kellyville Public School, we empower students to acquire, demonstrate, articulate and value knowledge and skills that will support them as life-long, self-directed learners enabling them to participate in and contribute to the global world. High expectations are set to meet individual student needs whilst providing high quality learning experiences that enable students to excel, connect, succeed and thrive.

School context

Kellyville Public School was established in 1873 and is located in the Hills District of Sydney. The school currently has 829 students enrolled, 59% of these students coming from a variety of language backgrounds other than English. Opportunities for students to demonstrate excellence include areas of academic, sporting, creative arts and leadership. The school has a strong commitment to ensuring the wellbeing of students, staff and the wider school community. The school is actively supported by the P&C. The staff have high expectations in supporting and extending all students across the curriculum to promote the school's tradition of excellence and opportunity. The school community was consulted involving students, staff and parents in a thorough situational analysis that has identified three areas of focus for this school improvement plan.

1. Student Growth and Attainment

The school excels in performance well above the state and similar school group in NAPLAN. External data informs us that student growth from Kindergarten to Year 5 is excelling. This data also indicates to us that this growth does not continue from Year 5 through to Year 7. Students achieving at the higher end of NAPLAN also do not achieve expected growth. Teachers need professional learning on differentiating the curriculum and identifying high potential students to maximise their learning. From surveying various parents across the school, it was indicated there should be a focus on catering for the needs of these high potential students.

2. Teacher Practice and Collaboration

The school has structured processes and quality teachers. Quality Teacher Rounds will be introduced to provide opportunities for teachers to collaborate on lesson design and provide feedback through supportive peer observation. Improving lesson design and delivery, students should benefit from improved engagement and results. Teachers will also collaborate in Professional Learning Communities regarding the identification and monitoring of data across the school. This will enable them to target student needs to ensure maximum learning growth across the school.

3. Community Connections and Wellbeing

When conducting the analysis of the school wellbeing, it was evident that student sense of belonging is an area of ongoing focus. The school needs to continue to implement wellbeing initiatives across the school for students and teaching staff to ensure all students and teachers connect, succeed and thrive. Wellbeing terminology/ language implementation needs to be consistent across the school. Students should be encouraged to utilise strategies taught to them. Identified students will adopt and utilise the Zones of Regulation to self-regulate their social emotional wellbeing. There is also a need to involve the wider school community in wellbeing initiatives and school decision making. Students also need to be provided with more opportunity in the decision making of the school. With the increase in EAL/D students, the school needs to investigate communication and involvement of various language groups.

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

Strategic Direction 1: Student growth and attainment

Purpose

In order to improve student learning outcomes in reading and numeracy we will implement appropriate curriculum provision for every student underpinned by data analysis, evidenced-informed strategies and embedded evaluate practice.

Theory of Practice

If we provide an environment that is strongly focused on learning, the building of educational aspiration and ongoing performance improvement, then student progress and achievement will improve.

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.

- Literacy and Numeracy across the Curriculum
- High Potential and Gifted Education

Resources allocated to this strategic direction

Summary of progress

All staff K-6 participated in High Impact Professional Learning on the implementation of the New Syllabus K-2 English and Mathematics. Executive staff engaged in collegial discussion to establish implementation of units of work in Mathematics.

All staff were provided with High Impact Professional Learning on the implementation of 'The Transformational Giftedness Model' to be incorporated across the school as part of the High Potential Gifted Education policy. This model was chosen by the HPGE team and executive because it focuses on all students, as well as identified students in a variety of domains. Social/Emotional and Creative domains were chosen as a focus for Professional Learning. All teachers were provided with strategies and tools to trial in their classrooms. Further professional learning was held to evaluate the effectiveness of the tools.

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
<ul style="list-style-type: none">• Numeracy to maintain level above agreed upper bound target of 69.20% Value added data in Scout for K-3 and Y3-5 continues to show Excelling; Value added data in Scout for Y5-7 increases from Working Towards Delivery to Delivery. <p>Learning sprints are sustained as embedded practice across the school with teachers applying a range of assessment strategies, informing teaching and learning.</p>	<ul style="list-style-type: none">• 62.10% of students achieved in the top two bands in NAPLAN numeracy indicating progress toward the lower-bound target.• Valued added data cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available• Learning Sprints continue to be an embedded pedagogy within all classrooms across the school as intervention tool to support student learning for uplift.
<ul style="list-style-type: none">• Reading to maintain at or above agreed lower bound target of 68.10% Value added data in Scout for K-3 and Y3-5 continues to show Excelling; Value added data in Scout for Y5-7 increases from Working Towards	<ul style="list-style-type: none">• 70.93% of students achieved in the top two bands in NAPLAN reading indicating progress toward the upper-bound target.• Valued added data cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available

<p>Delivery to Delivery. Learning sprints are sustained as embedded practice across the school with teachers applying a range of assessment strategies, informing teaching and learning.</p>	
<p>Improvement as measured by the School Excellence Framework:</p> <p>Learning</p> <p>Curriculum</p> <ul style="list-style-type: none"> • <i>Curriculum provision (E)</i> • <i>Teaching and learning programs (E)</i> • <i>Differentiation (E)</i> <p>Assessment</p> <ul style="list-style-type: none"> • <i>Student engagement (E)</i> <p>Teaching</p> <p>Effective Classroom Practice</p> <ul style="list-style-type: none"> • <i>Explicit planning (E)</i> • <i>Explicit teaching (E)</i> <p>Data Skills and Use</p> <ul style="list-style-type: none"> • <i>Data use in teaching (S&G)</i> • <i>Data use in planning (S&G)</i> <p>Learning and Development</p> <ul style="list-style-type: none"> • <i>Professional Learning (E)</i> <p>Leading</p> <p>Educational Leadership</p> <ul style="list-style-type: none"> • <i>High expectations culture (E)</i> 	<ul style="list-style-type: none"> • Evidence acquired indicates that the school is achieving the results as measured by the School Excellence Framework. Within each of the domains of Learning, Teaching and Leading, the school has aligned it with Excelling. Each stage within the school is utilising data use and working towards Excelling.
<ul style="list-style-type: none"> • Reading to improve by 4.19% to reach baseline target of 66.31% 	<ul style="list-style-type: none"> • Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available.
<ul style="list-style-type: none"> • Numeracy to improve by 7.95% to reach baseline target of 72.57% 	<ul style="list-style-type: none"> • Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available.

Strategic Direction 2: Teacher Practice and Collaboration

Purpose

To drive ongoing, school-wide improvement in teaching practice and student performance by embedding explicit processes that facilitate data analysis, professional dialogue, collaboration, classroom observation, modelling of effective practice and provision of specific and timely feedback.

Theory of Action

If we provide teachers with the skills to analyse data, identify and implement the most effective and explicit teaching methods, utilising evidenced-based practices, then teachers will be able to deliver high quality lessons leading to improved student learning outcomes.

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.

- Quality Teaching Rounds
- Data Informed Learning Communities (PLCs)

Resources allocated to this strategic direction

Summary of progress

Our focus in Strategic Direction 2 was on improving the practice of teachers. Quality Teaching Rounds were suspended until 2023 due to teacher staff shortages. Assistant Principals for each grade / stage supported teacher practice throughout 2022.

Staff collaborated with their stage teams to guide their teaching and learning programs. They gathered data and compared this amongst their team. This allowed for consistency across the grade when moderating results for reports.

The data team created a data room for teachers to visually see where students were placed on their benchmark levels. The data room has every student on the wall and can be clearly viewed who is not meeting minimal standards and who needs to be extended.

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
40% of teachers participate in Quality Teaching Rounds 100% teaching and non teaching staff have Performance and Development Plan goals that address the priorities of the Strategic Improvement Plan and their identified needs to build the collective capacity of staff. 90% of students achieve a Sound or above in English and Mathematics in Academic Reports. Stage teams collaboratively analyse and report on student performance data. Assessment schedules K-6 reviewed	<ul style="list-style-type: none">• In 2022, Quality Teaching Rounds did not occur due to staff teacher shortage.• 100% of staff completed the Performance and Development Plan (PDP) cycle. Professional learning was provided to address the priorities of the Strategic Improvement Plan.• 89% of students achieved a sound or above result in English and 93% of students achieved a sound or above in Mathematics.• All stage teams collaboratively analysed student performance data and reported on this.• All stage teams reviewed assessment schedules.

and amended.	
<p>Improvements as measured by the School Excellence Framework:</p> <p>Learning</p> <p>Learning Culture</p> <ul style="list-style-type: none"> • <i>High expectations (E)</i> <p>Curriculum</p> <ul style="list-style-type: none"> • <i>Curriculum provision (E)</i> • <i>Teaching and learning (E)</i> • <i>Differentiation (E)</i> <p>Assessment</p> <ul style="list-style-type: none"> • <i>Formative assessment (E)</i> • <i>Summative assessment (E)</i> • <i>Whole school monitoring of student learning (E)</i> <p>Teaching</p> <p>Effective Classroom Practice</p> <ul style="list-style-type: none"> • <i>Explicit teaching (E)</i> • <i>Feedback (E)</i> <p>Data Skills and Use</p> <ul style="list-style-type: none"> • <i>Data literacy (E)</i> • <i>Data analysis (E)</i> • <i>Data use in teaching (S&G)</i> • <i>Data use in planning (S&G)</i> <p>Learning and Development</p> <ul style="list-style-type: none"> • <i>Collaborative practice and feedback (E)</i> • <i>Professional learning (E)</i> <p>Leading</p> <p>Educational Leadership</p> <ul style="list-style-type: none"> • <i>Instructional leadership (E)</i> • <i>High expectations culture (E)</i> <p>School Planning and Reporting</p> <ul style="list-style-type: none"> • <i>Continuous improvement (E)</i> 	<ul style="list-style-type: none"> • Evidence acquired, indicates that the school is achieving the results as measured by the School Excellence Framework. Within each of the domains of Learning, Teaching and Leading. The school has aligned it with Excelling.

Strategic Direction 3: Community Connections and Wellbeing

Purpose

To recognise the importance of supporting a culture of high expectations and community engagement, resulting in sustained and measurable whole school improvement. There will be a strategic, planned and collaborative approach to support the intellectual, physical, creative and social/emotional wellbeing of all students across the school.

Theory of Action

If we provide a strategic, whole-school approach to wellbeing processes, through community consultation and involvement, then staff will have a deeper understanding of their students' educational and wellbeing needs.

Initiatives

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

- Building Community Connections
- Building a Wellbeing language/literacy model

Resources allocated to this strategic direction

Professional learning: \$1,672.00

Summary of progress

In 2022, parents and the wider community were allowed to return to the school site after the restrictions from COVID-19 were lifted.

The wellbeing language/literacy model has shown increased effectiveness within and beyond the school context. The Wellbeing team regularly met to discuss and review the implementation of the initiative. Professional learning was provided for both the Wellbeing Team and the whole staff. This included Zones of Regulation basic training for the team and the integration of the learning dispositions within the PBL Framework. This enabled teachers to deepen their understanding of the learning dispositions and the PBL Framework, resulting in the language model being consistent across all school settings and the effective implementation of four learning dispositions ('be brave', 'be gritty', 'be curious' and 'be collaborative'). The learning dispositions are evident in classrooms, student reports, merit awards and communication with the wider school community via school newsletters and Facebook posts. Feedback from parents indicates that they now have been utilising the wellbeing language in the home setting. Following this the Wellbeing Team sought staff and student feedback for the final two learning dispositions. These were decided as 'be kind' and 'be reflective'.

To further extend community connections, the school embarked on a Reconciliation Action Plan (RAP) using the Narragunnawalli Platform. A working group of 16 members was established, including staff, parents, students and community members. After evaluating the current reconciliation projects in the school, a Vision for Reconciliation was written (see below). Reconciliation goals and deliverables were agreed upon with each working group member being assigned responsibility for these actions. Connections were made with Auntie Rita through the school's investigation into Marella Mission. She visited the school as part of her healing. A RAP artwork has been created by a local Darug Artist, in consultation with the Principal and Aboriginal Education Coordinator. The RAP Launch has been planned for 4th April, 2023, with all staff, parents and wider school community involved.

Kellyville Public School's Vision for Reconciliation Statement

Reconciliation is a process grounded in love and respect. It involves learning the truth, delivering justice, enabling forgiveness, promoting healing and meaningful reparation. As learners, we all walk this journey together, as one.

At Kellyville Public School, we work in partnership with the Traditional Owners, the Darug People, to provide authentic Aboriginal Education experiences which teach future generations the true histories and cultures of the First Nations Peoples, so that healing can occur, and the mistakes of the past are never repeated. *Come with us on this journey and we will walk together to make this change.*

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
<ul style="list-style-type: none"> Attendance data improves by 9.59% to the agreed lower bound target of 91.10% <p>40% of parents respond to the Tell Them From Me Parent survey.</p> <p>The school mean for 'Inclusive School' questions in the Tell Them From Me Parent survey is 7.0.</p> <p>The school mean for 'Parents are Informed' questions in the Tell Them From Me Parent survey is 6.0.</p> <p>Student Tell Them From Me Survey data indicates increased positives responses in the Sense of Belonging and Advocacy at School measures.</p>	<p>Attendance</p> <ul style="list-style-type: none"> 55.87% of students attended school 90% of time or more. <p>Tell Them From Me</p> <ul style="list-style-type: none"> Tell Them From Me survey responses did not meet our target response percentage. <p>Wellbeing</p> <ul style="list-style-type: none"> The school mean for 'Inclusive School' questions in the Tell Them From Me Parent survey is 6.7. The school mean for 'Parents are Informed' questions in the Tell Them From Me Parent survey is 6.6. Student Tell Them From Me Survey data indicates increased positives responses in the Sense of Belonging (75%) and Advocacy at School (8.0) measures.
<p>Improvements as measured by the School Excellence Framework:</p> <p>Learning</p> <p>Wellbeing</p> <ul style="list-style-type: none"> <i>A planned approach to wellbeing (E)</i> <i>Behaviour (E)</i> <p>Reporting</p> <ul style="list-style-type: none"> <i>Parent engagement (E)</i> <p>Teaching</p> <p>Effective Classroom Practice</p> <ul style="list-style-type: none"> <i>Feedback (E)</i> <i>Classroom management (E)</i> <p>Leading</p> <p>Educational Leadership</p> <ul style="list-style-type: none"> <i>Community engagement (E)</i> <p>School Planning and Reporting</p> <ul style="list-style-type: none"> <i>Continuous improvement (E)</i> <p>Management Practices and Processes</p> <ul style="list-style-type: none"> <i>Service delivery (E)</i> <i>Community satisfaction (E)</i> 	<ul style="list-style-type: none"> Evidence acquired, indicates that the school is achieving the results as measured by the School Excellence Framework. Within each of the domains of Learning, Teaching and Leading. The school has aligned it with Excelling.
<ul style="list-style-type: none"> Wellbeing data as provided by Tell Them From Me Survey results improve by 5.11% to the agreed lower bound target of 90.50% 	<ul style="list-style-type: none"> Wellbeing data as indicated from the Tell Them From Me Survey results improved to 90.79% which is above the agreed lower bound target of 90.50%

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$88,484.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Kellyville Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • employment of staff to provide additional support for students who have high-level learning needs • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in the following impact: Students with integration funding support are assigned a Student Learning Support Officer (SLSO) to support their educational needs. This involves learning assistance in the classroom and providing social skills/behavioural support in the playground.</p> <p>After evaluation, the next steps to support our students will be: Integration funding support will continue to provide support and assistance to students with assigned funding.</p>
<p>Professional learning</p> <p>\$49,402.65</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 Kellyville 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"> • Building a Wellbeing language/literacy model • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Lane Clark PL • Learning Dispositions • Action Learning Projects within stage teams <p>The allocation of this funding has resulted in the following impact: Improved learning for all staff.</p> <p>After evaluation, the next steps to support our students will be: Targeted professional learning to meet the needs of teachers resulting in improved student learning outcomes.</p>
<p>Socio-economic background</p> <p>\$21,203.78</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Kellyville 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"> • additional staffing to implement Learning Sprints across K-6 to support identified students with additional needs • employment of additional staff to support Learning Sprints program

<p>Socio-economic background</p> <p>\$21,203.78</p>	<p>implementation.</p> <p>The allocation of this funding has resulted in the following impact: Student Learning Support Officers (SLSO) were employed to support the needs of students in the classroom and playground to improve student academic performance and social development.</p> <p>After evaluation, the next steps to support our students will be: Identify students who may need additional support to assist their academic, social and wellbeing needs.</p>
<p>Aboriginal background</p> <p>\$4,387.51</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Kellyville 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 additional staff to deliver personalised support for Aboriginal students <p>The allocation of this funding has resulted in the following impact: Funding was allocated to support Aboriginal students in 2022 All Aboriginal students have a Personal Learning Pathway (PLP) and are making progress across the curriculum.</p> <p>After evaluation, the next steps to support our students will be: All Aboriginal students will continue to be identified and supported through developing learning goals and pathways for educational aspirations.</p>
<p>English language proficiency</p> <p>\$361,125.56</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Kellyville 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"> • employment of additional staff to support delivery of targeted initiatives • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds • additional teacher time to provide targeted support for EAL/D students and for development of programs <p>The allocation of this funding has resulted in the following impact: Students with a language background other than English were supported throughout the year with additional teacher support and withdrawal for specific targeting needs.</p> <p>After evaluation, the next steps to support our students will be: Students with a background other than English will continue to be identified and supported through the employment of additional staff. These will be allocated to students requiring most support.</p>
<p>Low level adjustment for disability</p> <p>\$142,896.50</p>	<p>Low level adjustment for disability equity loading provides support for students at Kellyville Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to</p>

<p>Low level adjustment for disability</p> <p>\$142,896.50</p>	<p>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 <p>The allocation of this funding has resulted in the following impact: Student Learning Support Officers (SLSO) were employed to support the needs of students in the classroom and playground to improve student academic performance and social development.</p> <p>After evaluation, the next steps to support our students will be: Students will continue to be supported through the employment of SLSOs with in the classroom and playground.</p>
<p>Literacy and numeracy</p> <p>\$48,447.09</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Kellyville Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • literacy and numeracy programs and resources, to support teaching, learning and assessment <p>The allocation of this funding has resulted in the following impact: Students participated in lessons to improve their reading skills. These lessons were conducted during school time to allow students to have extra tuition in reading. All students made significant progress in their reading.</p> <p>After evaluation, the next steps to support our students will be: To continue to implement reading lessons in a similar way. Identification of students at risk will be through school assessments and reading benchmarks.</p>
<p>QTSS release</p> <p>\$155,603.03</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Kellyville Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • assistant principals provided with additional release time to support classroom programs <p>The allocation of this funding has resulted in the following impact: All staff were given additional release time to observe the teaching lessons of other staff, allowing staff to collegially plan units of work and for Executive staff to provide support. Two Assistant Principals were utilised to support and mentor new and beginning teachers.</p> <p>After evaluation, the next steps to support our students will be: To continue to empower teachers with the knowledge and skills to deliver quality lessons. Providing staff with time to observe lessons and collaborate</p>

<p>QTSS release</p> <p>\$155,603.03</p>	<p>ideas which will allow them to refine their teaching and learning.</p>
<p>Literacy and numeracy intervention</p> <p>\$60,333.53</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Kellyville Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of interventionist to support the delivery of evidence-based literacy and numeracy programs and data driven practices • implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the Strategic Improvement Plan <p>The allocation of this funding has resulted in the following impact: Students participated in lessons to improve their reading skills. These lessons were conducted during school time to allow students to have extra tuition in reading. All students made significant progress in their reading.</p> <p>After evaluation, the next steps to support our students will be: To continue to implement reading lessons in a similar way. Identification of students at risk will be through school assessments and reading benchmarks.</p>
<p>COVID ILSP</p> <p>\$55,066.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • releasing staff to analyse school and student data to monitor progress of student groups • providing targeted, explicit instruction for student groups in literacy/numeracy - reading and comprehension <p>The allocation of this funding has resulted in the following impact: Intensive Learning Support in small group tuition, ensuring students affected by COVID 19 and extended periods of learning from home, are supported in their learning specifically in the areas of literacy and numeracy.</p> <p>After evaluation, the next steps to support our students will be: Continuing to develop a program that is delivered on site during normal school hours that best meets the changing needs of our students. The progress of each student will be regularly checked, monitored and reported on.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	399	405	425	439
Girls	369	376	406	403

Student attendance profile

School				
Year	2019	2020	2021	2022
K	93.9	94.3	95.6	89.2
1	94.4	93.4	95.7	89.2
2	93.9	94.4	94.6	88.9
3	94.8	93.0	95.0	89.5
4	94.1	92.8	94.0	89.5
5	94.0	94.1	94.3	88.1
6	91.9	92.0	95.0	88.7
All Years	93.9	93.5	94.9	89.0
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.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	4
Classroom Teacher(s)	32.22
Literacy and Numeracy Intervent	0.53
Learning and Support Teacher(s)	0.8
Teacher Librarian	1.4
Teacher ESL	2.6
School Administration and Support Staff	4.87

*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	694,047
Revenue	7,960,690
Appropriation	7,170,132
Sale of Goods and Services	137,210
Grants and contributions	637,756
Investment income	12,567
Other revenue	3,025
Expenses	-7,673,095
Employee related	-6,684,774
Operating expenses	-988,321
Surplus / deficit for the year	287,595
Closing Balance	981,642

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	88,484
Equity Total	529,613
Equity - Aboriginal	4,388
Equity - Socio-economic	21,204
Equity - Language	361,126
Equity - Disability	142,897
Base Total	5,828,546
Base - Per Capita	209,977
Base - Location	0
Base - Other	5,618,569
Other Total	430,110
Grand Total	6,876,754

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

Each year schools are required to seek the opinions of parents, students and teachers about the school. The parents, students and teachers participated in various surveys. Their responses are presented below.

Students

Students were asked various questions about student life. Students indicated that teachers set clear goals for learning, establish expectations, check for understanding and provide feedback (8.1). Students also feel they have someone at school who consistently provides encouragement and can be turned to for advice (8.0). Students also stated that school staff emphasise academic skills and hold high expectations for all students to succeed (9.1).

Parents

Parents were asked questions about the usefulness of the communication methods utilised in the school. 85% of parents agreed that semester reports were a useful communication tool in discussing their child. 85% of parents also agreed that telephone conversations were useful in discussing matters about their child. 46% of parents agreed that online platforms to share students' work was not a useful communication tool.

Teachers

Teachers indicated that they provide written feedback to their students at least one a week (8.8). They also indicated that they are able to identify unproductive learning strategies (8.4). Teachers also reported that they provide feedback to their students on the work that brings them closer to their goals (8.9). Teachers indicated that when they present a new concept, they try and link it to previously mastered skills and knowledge (9.0).

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.