

# 2022 Annual Report

## Kelso Public School



2275

# Introduction

The Annual Report for 2022 is provided to the community of Kelso Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

## School contact details

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## School vision

### **Success through belonging, opportunity and excellence.**

At Kelso Public School we will create a culture of high expectations in learning and belonging so that we fulfill the educational aspirations of every student. Together with the community we will connect, succeed, thrive and learn.

## School context

Kelso Public School has a proud history as being the longest established school in Bathurst. We have a modern, open-planned learning environment where all classrooms are connected to a central picturesque courtyard where the school community can connect as one.

Our spacious, well-kept sporting fields and play areas welcome students from a diverse range of backgrounds. Our enrolment of 361 students is inclusive of 128 Aboriginal and Torres Strait Islander students, 14 Languages other than English and 83 students with additional needs.

Our school culture of belonging, opportunity and excellence allows students to engage in a broad range of additional activities including cultural, sporting, academic and creative programs (Sports GALA days, Eisteddfod).

We invite community connection through a model of wrap-around support inclusive of playgroup, Kelso Konnex and wellbeing initiatives that foster and nurture engagement.

Our skilled, caring team of teachers and ancillary employees are committed to quality teaching and creating positive, engaging learning environments.

Our school undertook a deep and thorough analysis of internal and external data to determine our future directions informing our school strategic improvement plan. Our data indicated that we will require explicit teaching in reading and numeracy with a focus on using data consistently and efficiently to support our students achieving at or above state system targets. We require a systematic approach to wellbeing and attendance to ensure that our students are attending every day and developing sustainable and resilient wellbeing strategies in partnership with our community.

We have engaged in authentic conversations with our community and local AECG to determine our future directions. As a result, we will focus on student growth and attainment, high expectations, learning culture and connection and belonging.

We will allocate human and financial resourcing to ensure that our activities are fully resourced and we will consistently monitor the impact of our planning through regular review with our finance team and school improvement team.

We will consistently monitor the impact of our plan through the evaluation team and share the findings and our successes with our community.

## Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

## Strategic Direction 1: Student growth and attainment

### Purpose

In order for our students to consistently perform at high levels in performance measures in reading and numeracy and to ensure we reduce the equity gaps, we will develop an integrated approach to quality teaching, planning and assessment that promotes excellence and responsiveness in meeting the needs of all our students.

### Initiatives

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

- Explicit teaching in Reading and Numeracy
- Data to inform our teaching

### Resources allocated to this strategic direction

**AP Curriculum & Instruction:** \$210,799.40

**Professional learning:** \$3,898.00

**Socio-economic background:** \$70,200.00

### Summary of progress

#### Explicit teaching in Reading and Numeracy

To enhance collective efficacy in the explicit teaching of reading and numeracy, a whole school approach was adopted. Analysis of student achievement data in NAPLAN and Check-in Assessments identified numeracy as a focus area for improvement. Teachers engaged with the model of High Impact Professional Learning, following the *Learn-Do-Reflect* cycle to complete three professional learning "Sprints". The sprints focused initially on Multiplicative Thinking, and subsequently on Additive Strategies and Working Mathematically and aimed to strengthen understanding of syllabus expectations and provide a clear link to evidence-based pedagogy. Teaching activities were designed to address student learning needs as identified through pre-assessment data. Opportunities were provided for teachers to share their planned activities and collaboratively discuss ideas for differentiating tasks. Reflection surveys gathered from staff at the end of each sprint cycle revealed teaching staff improved their confidence in devising targeted activities in these focus areas.

In 2023, new focus areas for future teaching and learning sprints will be identified through triangulation of assessment data. Opportunities for collaboration and sharing of resources and strategies will continue, both within whole-staff sessions and stage meetings, as this was identified by teachers as having the strongest positive impact on their professional knowledge and practice.

*Curriculum Implementation:* As an Accelerated Adopter school in 2022, the Year 1 teachers engaged with the new K-2 English and Mathematics syllabuses. Through regular reflection and adjustments, teachers and Assistant Principals Curriculum and Instruction (APC&Is) strengthened their understanding of planning and implementation practices, and as a result, developed confidence in their professional capability to modify lessons to meet student needs. APC&I's also delivered professional learning for all teaching staff K-6, building familiarity of the structures and terminology of the new curriculum.

In 2023, APC&Is will support ongoing implementation of the new English and Mathematics syllabus, to ensure that teachers demonstrate knowledge and understanding of the structure and content of the mathematics syllabus documents relevant to their grade/stage. This will include working with staff 3-6 to build familiarity with key ideas and new expectations within these curriculum areas. It will also entail targeted planning, assessment and evaluation support for K-2 teachers in 2023 as they address new syllabus content in their classrooms.

#### Data to inform our teaching

Self-assessment reflections of our schools' data practices identified that whilst teachers were competent in data collection, their practice in routinely using data to inform future teaching and learning needed to be strengthened. Throughout 2022, various opportunities were provided for teachers to work with the support of colleagues to interpret assessment data and discuss potential teaching modifications, including analysis of pre- and post-assessment data for each numeracy sprint. Additionally, where teaching staff demonstrated confidence in analysing student achievement data at an individual or class level, it was necessary to build familiarity with mechanisms available to explore cohort data accessed through Scout. As a result, teaching staff worked in stage teams to explore data from standardised assessments, including NAPLAN, Term 1 Check in assessments and Best Start Kindergarten. It was evident that it

would be valuable to continue strengthening the collective skills of staff to analyse and interpret these types of data sets.

In 2023, we will continue to create opportunities for stage leaders and APC&Is to guide 'whole school' data analysis and the triangulation of data sources using standardised assessments. Strengthening the capability of all staff to interpret cohort data should enable teachers to identify areas for development, adjust teaching programs and ensure student growth in identified areas.

### Progress towards achieving improvement measures

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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"><li>• Increase the percentage of students achieving in the top 2 bands in NAPLAN reading by 3.9%.</li></ul>	2022 NAPLAN data indicates 25.58% of students in the top two skill bands for reading indicating the school exceeded the system negotiated target.
<ul style="list-style-type: none"><li>• Increase the percentage of Aboriginal students achieving in the top 3 bands in NAPLAN reading by 3.4%.</li></ul>	2022 NAPLAN data indicates 29.63% of students are in the top two skill bands (NAPLAN) for reading indicating the school did not achieve the system negotiated target.
<ul style="list-style-type: none"><li>• Increased percentage of students achieving expected growth in reading by 5.4% (achieving toward the lower bound target of 55.1%).</li></ul>	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
<ul style="list-style-type: none"><li>• Increase percentage of students achieving in the top two bands in NAPLAN numeracy by 3.3%.</li></ul>	2022 NAPLAN data indicates 12.36% of students are in the top two skill bands (NAPLAN) for numeracy indicating the school did not achieve the system negotiated target.
<ul style="list-style-type: none"><li>• Increase the percentage of Aboriginal students achieving in the in the top 3 bands of NAPLAN numeracy by 3.8%.</li></ul>	2022 NAPLAN data indicates 8% of students are in the top two skill bands (NAPLAN) for numeracy indicating the school did not achieve the system negotiated target.
<ul style="list-style-type: none"><li>• Increase percentage of students achieving expected growth by 3.4% (lower bound target 58.8%).</li></ul>	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.

## Strategic Direction 2: High Performing Culture

### Purpose

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We will create a school culture that is strongly focused on learning, the building of educational aspiration and ongoing performance improvement throughout the school community. When teachers work together, plan and design together, then student achievement and wellbeing will consistently improve.

### Initiatives

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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.

- High Expectations
- Collaboration

### Resources allocated to this strategic direction

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**Socio-economic background:** \$50,900.00

**Professional learning:** \$1,250.22

**QTSS release:** \$78,146.28

### Summary of progress

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#### High Expectations

All students were involved in an enrichment day each week. Staff expertise was identified and a range of activities were provided to students in a five-week rotation across the school. The activities covered areas of Creative and Performing Arts, History and Geography, Science and Physical Education. A timetable was established to ensure classes were offered lessons across these four areas and teachers contributed to a report comment bank based on their topic. Teachers identified resources required that were budgeted for and purchased by the school. Feedback from staff using a Plus Minus Interesting (PMI) chart indicated that students were engaged. However, students became fatigued and Thursday attendance decreased, therefore the logical decision was made to put it on Friday to allow students the weekend to recover. Furthermore, continued evaluation of the next five weeks on the impact of the program on staff and students will be required as the next steps.

Throughout the year, all staff were given opportunities to access professional learning in the area of Growth Mindset. In collaboration with Kris Wrona, a researcher from Western Sydney University, staff engaged in workshops and implemented a research-based growth mindset program in their classroom. Pre and post-data was collected to serve as a measure of the program's validity and value to be embedded in the school curriculum as an ongoing tool for student self-efficacy. Post data indicated students engaged fully in the lessons and as a result, have developed a foundation demonstrating the merits of this program.

The school identified the need to complete professional learning in the identification of High Potential Students and the delivery of Gifted Education. The Principal and Assistant Principal engaged in Professional Learning and as a result allocated resourcing for the Assistant Principal to be in a non-teaching role in order to review and implement High Potential and Gifted Education across the school. The Assistant Principal worked with nominated students on a high performing learning project over a semester. In addition, a School Band program was created where identified students learned and instrument according to their musical aptitude. Community volunteers were sourced as instructors who worked with the children once a week. Subsequently, the year six students continued with the band program after transitioning to high school. Further recommendations from the evaluation and learning tool will support continued development across the school in this area.

#### Collaboration

Identified staff were given the opportunity to complete the High Impact Leadership program. Through this professional learning opportunity school leaders were able to plan for and implement evidence-based strategies in their schools to improve student achievement in reading comprehension and numeracy. Participants developed leadership skills in collaborating, leading teaching and learning, developing self and others and leading innovation and change.

The Covid interruption to face to face learning was a catalyst to develop a school wide structure around the Project Based Learning pedagogy to harness student curiosity and engagement and to enable online learning through the Google Classroom to occur and to become an embedded practice. Professional learning was delivered in staff meetings to enable teachers to plan collaboratively and develop a whole school scope and sequence around Project Based Learning. Teachers used the scope and sequence to plan and program PBL on a termly basis, using the project as an

assessment of their understanding of learned concepts.

Staff have engaged in professional learning (PL) around their application and understanding of Learning Intentions (LI) and Success Criteria (SC) to improve classroom practice in Literacy. The leadership team collaborated to establish a consistent framework and language for teachers to guide goal-setting within their classrooms. Teachers have utilised professional learning to design and implement their own working model of LISC.. 80% of staff have a visual representation of LISC in their classrooms. Further scheduling of collaborative planning will ensure the continuation of a consistent process in revisiting these processes to embed in our classroom practice contributing to a high-performing learning culture.

### Progress towards achieving improvement measures

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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
Moving from delivering to sustaining and growing in learning culture, progress in learning and achievement is identified and acknowledged. The aspirations and expectations of students and parents are known and inform planning for learning.	Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of data skills and use.
Sustaining and Developing to Excellence where teachers engage in professional discussion and collaborate to improve teaching and learning in their classes, year groups, stages, faculties, or for particular student groups. This includes negotiated observations of classroom teaching practice, with feedback, to improve professional knowledge and practice.	Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of data skills and use.
Delivering to Sustaining and growing, differentiation of curriculum delivery within classrooms happens for some students with particular identified needs. The parents of affected students are advised about adjustments made.	Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the element of data skills and use.



## Strategic Direction 3: Connection and Belonging

### Purpose

We will embed researched and innovative wellbeing practices that promote social, emotional, behavioural and intellectual engagement and foster positive relationships across the school community. We will build authentic connections and a strong sense of belonging.

### Initiatives

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

- Attendance
- Wellbeing
- Community High Expectations

### Resources allocated to this strategic direction

**Socio-economic background:** \$145,271.91

**Aboriginal background:** \$62,970.59

**Low level adjustment for disability:** \$7,486.00

**Per capita:** \$2,310.00

**Professional learning:** \$2,375.00

**Location:** \$1,643.53

### Summary of progress

#### Attendance

Attendance continues to be a top priority. We are currently working towards achieving the lower bound target of students attending 90% of the time. Kindergarten student will be a focus on high intensity intervention through out 2023. The morning bus run allowed at risk students to be closely monitored and there was success for several students on this daily run. Arriving to school late and students leaving early continued to be an issue for some students. Whole school attendance processes were reviewed and have been strengthened through amendment of the fortnightly feedback to executive and teaching staff after the fortnightly attendance meetings. During the year Personalised Attendance Plans (PAPS) were implemented, professional learning focused on individualised strategies to address individual students needs and family circumstances., a weekly draw of fruit and meat trays for students with 100 % attendance was introduced and the attendance data wall was discussed at weekly stage collaboration meetings and has allowed for collegial conversations around individualised student needs and specific strategies to increase attendance to be implemented.

#### Wellbeing

Throughout the year, we implemented Positive Living Skills, Rhythm to Recovery, Backflips Against Bullying and The Wellbeing Show. Data collected indicated a positive impact on students confidence and their ability to form relationships. It was noted that some of the programs had not achieved the maximum potential due to implementation fidelity. 'The Boys to the Bush' program reported an increased engagement in cultural activities, resulting in an improvement in self-regulation and ability to work in a team. All staff have been involved in Professional Learning relating to the 'Management of Actual and Potential Aggression' and the 'Stronger Smarter Leadership' course.

In 2023, we aim to strengthen our relationships and transition programs with High Schools and other educational organisations to improve student engagement, attendance and overall well being.

#### Community High Expectations

The Kelso Konnex is a valuable resource that has been under utilised previously due to COVID restrictions. In the later half of the year several programs were implemented with external agencies coordinating and parent/carer engagement was high. The 'Eating Well Program' has been extremely successful, with feedback from families being very positive. The BroSpeak and SistaSpeak programs along with Wiradjuri Language opportunities, has resulted in increased opportunities for students to engage with local Wiradjuri knowledge and cultural opportunities. The P & C continued to be a small group of parents/carers that primary focus is to fundraise to purchase resources to allow for improved student outcomes.

In 2023 our focus will be to Improve community involvement by increasing opportunities for parents/carers and community members to attend school events., establishing and maintaining a 'Kelso Konnections' newsletter to increase

opportunities for parents/carers to receive important information, providing opportunities for community members to assist students in select activities., and strengthening our relationships with both the Aboriginal Education Consultative Group and the Aboriginal Land Council.

### Progress towards achieving improvement measures

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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"><li>• Increase the percentage of students achieving 90% attendance by 1.6% (achieving toward lower bound 77.3%).</li></ul>	The number of students attending greater than 90% of the time or more has decreased by 32%, however this figure was significantly affected by covid restrictions, public health orders, cessation of operations due to flooding events.
<ul style="list-style-type: none"><li>• TFFM wellbeing data (advocacy, belonging and expectations) increases to be at or above the lower bound system negotiated target of 95.2%.</li></ul>	Tell Them From Me data shows an improvement of 95.2% reported for positive wellbeing, including 78% in advocacy at school, 63% in sense of belonging and 89% in expectations of success.
<ul style="list-style-type: none"><li>• School self-assessment of the School Excellence Framework (SEF) elements Reporting: Parent engagement indicates improvement from Delivering to Sustaining and Growing.</li></ul>	Self-assessment against the School Excellence framework indicates the element of Reporting to Delivering, decreasing from Sustaining and Growing in 2022.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$132,702.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Kelso Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• employment of staff to provide additional support for students who have high-level learning needs</li> <li>• implementation of targeted programs to differentiate teaching and learning programs</li> <li>• intensive learning and behaviour support for funded students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Eligible students receive personalised learning and support within their own classrooms and students demonstrated progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs.</p> <p><b>After evaluation, the next steps to support our students will be:</b> School Learning Support Officers (SLSOs) will be employed support eligible students to access learning and fulfill their potential in mainstream classrooms. The use of integration funding will be adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs. Additionally, professional learning will be provided for SLSOs to improve their capability to perform this role in our school.</p>
<p>Socio-economic background</p> <p>\$576,045.61</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Kelso Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Explicit teaching in Reading and Numeracy</li> <li>• High Expectations</li> <li>• Attendance</li> <li>• Wellbeing</li> <li>• Community High Expectations</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• professional development of staff through numeracy sprints to support student learning</li> <li>• innovative timetable and programs to improve student engagement in a number of Key Learning Areas</li> <li>• school bus to improve attendance for targeted students with less than 90% attendance</li> <li>• release time to enable collaboration between teaching staff to improve consistent implementation of evidence-based teaching practices</li> <li>• employment of Community Liaison Officer to facilitate inter-agency collaboration to deliver programs such as playgrounds, family nutrition workshops and referral to specialist services</li> <li>• technology resources to support all students' engagement with learning</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Students and families have access to a variety of opportunities through school which enhance their engagement with learning. This positive sense</p>

<p>Socio-economic background</p> <p>\$576,045.61</p>	<p>of connection and belonging is vital to maintain rates of attendance and to sustain partnerships with families to support their child's learning at school. Projects to improve the physical spaces within the school have enhanced options for cooperative learning and play. Allocation of technology resources throughout the school have also expanded learning possibilities in classrooms.</p> <p><b>After evaluation, the next steps to support our students will be:</b> The school will continue to seek community feedback to explore other ways we can support families to be actively involved with our school community. The leadership team will review programs in place to support student learning outcomes; resourcing, modifying and innovating these where needed to provide optimal learning conditions for students.</p>
<p>Aboriginal background</p> <p>\$180,169.24</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Kelso 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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Attendance</li> <li>• Wellbeing</li> <li>• Community High Expectations</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to deliver personalised support for Aboriginal students</li> <li>• employment of specialist additional staff (AEO) to support Aboriginal students</li> <li>• training and resources for teaching staff to deliver Wiradjuri language experiences for students</li> <li>• opportunities for Aboriginal students to engage in programs which enhance their sense of cultural identity</li> <li>• whole-school events which promote connection, belonging and cultural diversity including Harmony Day and NAIDOC week</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Aboriginal students report positively on the school's cultural responsiveness. In the 2022 Tell Them From Me student survey, in response to the statement, 'I feel good about my culture when I am at school', 65% of Aboriginal students agreed or strongly agreed, with only 4% of Aboriginal students disagreeing with the statement.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Initiatives and targeted programs which support every Aboriginal child to achieve their potential will continue to be funded. Individualised plans, developed in partnership with families, will be utilised to plan strategies to support the educational and wellbeing outcomes for Aboriginal students. Where needed, students will access intervention programs through COVID ILSP and LST to support their achievement of literacy and numeracy progress targets. Whole school initiatives which celebrate Aboriginal culture and promote understanding and respect will be encouraged.</p>
<p>Low level adjustment for disability</p> <p>\$237,360.52</p>	<p>Low level adjustment for disability equity loading provides support for students at Kelso Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Wellbeing</li> </ul>

<p>Low level adjustment for disability</p> <p>\$237,360.52</p>	<ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• specialist training for staff to learn how to assist children to handle a behaviour crisis constructively</li> <li>• employment of Learning and Support Teacher (LST)</li> <li>• staffing an overnight excursion for students within the support unit to improve their independent living skills</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The school was able to provide a more consistent approach to student learning support and interventions, with staff expertise deployed to provide targeted support in areas of the school. Students were also supported to build their capabilities in different domains of potential.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Staff will be employed as needed to strategically support student learning needs across the school.</p>
<p>Location</p> <p>\$1,643.53</p>	<p>The location funding allocation is provided to Kelso Public School to address school needs associated with remoteness and/or isolation.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Community High Expectations</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• subsidising student excursions to enable all students to participate</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The planned excursion did not take place in 2022 due to lack of student interest and family commitment.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Strategic timing to avoid clashes with other school events and thoughtful promotion of connection to country opportunities will be improved to drive interest in the opportunity these types of excursions would present.</p>
<p>Professional learning</p> <p>\$44,523.22</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 Kelso Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Explicit teaching in Reading and Numeracy</li> <li>• High Expectations</li> <li>• Community High Expectations</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• collaborative professional learning for the Executive Team with emphasis on reviewing teaching practices throughout the school to address focus areas of the SIP and better meet student learning needs</li> <li>• leadership team engaging in monitoring and self-assessment to promote continuous improvement</li> <li>• hosting a community of practice professional learning event and relieving staff to attend training with a specialist teacher to unpack evidence-based approaches to teaching reading</li> <li>• training for leadership staff in designing learning sprints to address data-based areas of student learning need</li> </ul>

Professional learning  \$44,523.22	<p><b>The allocation of this funding has resulted in the following impact:</b> The capacity of teachers to embed effective practices in the the explicit teaching of reading has been increased. The leadership team have had time to engage in their own professional development, working collaboratively to evaluate and improve school processes and practices.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Professional development opportunities which align with our strategic focus areas will be identified. This will include an explicit focus on curriculum implementation. Teacher release will enable the leadership team to continue engaging in collaborative planning and reflection.</p>
QTSS release  \$78,146.28	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Kelso Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Collaboration</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> <li>• assistant principals provided with additional release time to support classroom programs</li> <li>• staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> All classroom teachers, including Assistant Principals, were able to receive Release from Face to Face to attend weekly stage-based collaboration meetings. As a result, all teachers accessed professional learning support from their Assistant Principals and APC&amp;Is, which improved their capacity to implement evidence-based practices and support student learning in their classroom.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Collaboration time will continue in 2023, with a expanded focus on curriculum implementation, to align with curriculum reform release requirements.</p>
COVID ILSP  \$228,941.00	<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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of educators to deliver small group tuition</li> <li>• providing targeted, explicit instruction for student groups in literacy and numeracy.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Due to state-wide staffing shortages, COVID ILSP tutors were frequently reallocated to cover staff absences. Therefore the COVID ILSP was significantly disrupted and therefore had little impact on student learning outcomes.</p> <p><b>After evaluation, the next steps to support our students will be:</b> In 2023, SLSOs, rather than casual teachers, will be employed as COVID</p>



<p>COVID ILSP</p> <p>\$228,941.00</p>	<p>tutors with the expectation that this will reduce interruptions. Students who are not achieving their potential in literacy and numeracy will be identified by classroom teachers and AP C&amp;Is to receive small-group explicit literacy and numeracy instruction .</p>
<p>Per capita</p> <p>\$93,314.62</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Kelso Public School</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Community High Expectations</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• Purchase and installation of physical resources to support learning and cooperative play spaces</li> <li>• community engagement activities including community playgroups and targeted transition to school programs for families of students with additional needs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Physical spaces within the school, including play areas and the Library, support flexible learning interests and needs. Families who attended playgroups were able to access support from school staff to assist with their transition to school and connection with the school community.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Community outreach projects will be expanded to increase engagement and participation. Other outdoor learning and play spaces within the school will be refurbished or completed, to further optimise the school's physical environment.</p>
<p>AP Curriculum &amp; Instruction</p> <p>\$210,799.40</p>	<p>Assistant Principals, Curriculum and Instruction support strong instructional leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Explicit teaching in Reading and Numeracy</li> <li>• Data to inform our teaching</li> </ul> <p><b>Overview of activities partially or fully funded with this Staffing - Other funding include:</b></p> <ul style="list-style-type: none"> <li>• Leading professional learning for teaching staff</li> <li>• Supporting the implementation of the new English and Mathematics syllabus for Year 1 thorough Accelerated Adopter program</li> <li>• Data analysis of student assessment progress</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> All staff have had access to professional learning in Literacy and Numeracy to build knowledge of effective teaching strategies. APC&amp;Is have analysed cohort achievement and progress to identify areas of improvement in order to make decisions around resourcing and implementation of new initiatives.</p> <p><b>After evaluation, the next steps to support our students will be:</b> APC&amp;Is will provide professional learning and resourcing to support all K-2 staff to implement the new English and Mathematics syllabus in 2023. APC&amp;Is will work with teaching staff to collaboratively engage in professional learning, planning and assessment of student learning.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	147	162	177	187
Girls	128	125	145	160

### Student attendance profile

School				
Year	2019	2020	2021	2022
K	88.0	90.4	91.5	87.3
1	89.4	90.3	89.4	88.5
2	92.8	91.9	87.5	85.1
3	93.5	93.9	87.6	86.2
4	94.4	93.2	92.5	87.7
5	89.2	92.9	85.8	88.5
6	91.0	94.0	91.2	83.6
All Years	91.0	92.2	89.4	86.8
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

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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)	1
Assistant Principal(s)	5.4
Classroom Teacher(s)	19.76
Learning and Support Teacher(s)	1.6
Teacher Librarian	0.8
School Counsellor	2
School Administration and Support Staff	12.42

\*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 <sup>1</sup>	2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 <b>Actual</b> (\$)
<b>Opening Balance</b>	443,009
<b>Revenue</b>	7,170,701
Appropriation	7,034,468
Sale of Goods and Services	23,116
Grants and contributions	110,640
Investment income	2,377
Other revenue	100
<b>Expenses</b>	-7,135,619
Employee related	-6,190,160
Operating expenses	-945,460
<b>Surplus / deficit for the year</b>	35,081
<b>Closing Balance</b>	478,090

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

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The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2022 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	132,702
<b>Equity Total</b>	1,030,434
Equity - Aboriginal	180,169
Equity - Socio-economic	612,904
Equity - Language	0
Equity - Disability	237,361
<b>Base Total</b>	4,262,074
Base - Per Capita	93,315
Base - Location	1,644
Base - Other	4,167,116
<b>Other Total</b>	1,031,794
<b>Grand Total</b>	6,457,005

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](https://myschool.edu.au) to access the school data.

## Parent/caregiver, student, teacher satisfaction

Using the Tell Them From Me survey students, staff and families were surveyed twice and were able to share general information and answer around some specific questions targeted from the school. In particular during 2022 the school was keen to hear from everyone around the Fantastic Friday initiative where staff shared expertise across the whole school both providing outstanding opportunities to students and building strong student engagement for all.

### Perspective of parents high performing

- Parents feel welcome at the school and can easily speak to teachers
- Behaviour concerns teacher informs parents
- Reports written in terms I understand
- Interest in and encouragement of students
- Expectations to complete best work and work hard

### Perspective of parents low performing

- Well informed about school activities
- Scheduling of parent activities at times to be able to attend
- School admin staff are helpful and can answer questions
- Informed about future opportunities
- Informed about social development
- High expectations from teachers for child to succeed

Open ended questions about our Fantastic Friday activities indicated both students and parents were very satisfied with the opportunity provided and openly offered additional ideas for future development. Some teachers had shared some structural issues and these will need to be considered moving into the new school year. This will include a scaffolded around the four syllabus areas and how this can be adjusted into the reporting process.

# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.