

2022 Annual Report

Kempsey East Public School



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Introduction

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

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

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School vision

KEPS creates an engaging and inspiring environment, where everyone is known, valued and cared for, supporting them to achieve their personal best.

School context

The school is located in Kempsey, a town of approximately 11,000 people on the NSW Mid North Coast. The school was established in 1881 and has a rich tradition of excellence. There is a strong commitment to improving literacy and numeracy for all students in an environment where they are supported and their social and emotional needs are met.

There are 211 students enrolled in the school with, 34% of these students identify as Aboriginal or Torres Strait Islander. The school has a high average attendance rate which is above both the state and SSSG schools.

The Family Occupation and Education Index (FOEI) for the school community in 2022 is 139. The state FOEI average is 100 (the higher the FOEI, the more disadvantaged the school).

The two strong threads through the previous school plan focused on continual whole school improvement and the teaching staff working collaboratively to support student achievement. We were successful in attaining the planned improvement measures. Through our situational analysis, we have identified the need for a continued emphasis on embedding quality teaching practices in reading and numeracy. Using high impact teaching strategies we will provide opportunities to improve teacher practice and ensure students achieve expected growth and attainment in their learning.

There will be a strong focus on whole school community engagement and embedding understanding and the use of effective practices and strategies to support student wellbeing. The school will continue to focus on building staff capacity to apply effective data practices to drive student achievement and wellbeing.

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

Teaching staff are committed to identifying, understanding and implementing the most effective assessment and explicit teaching methods in reading and numeracy, with the highest priority given to evidenced based teaching practices and assessments.

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.

- Deeper syllabus understanding
- Formalised assessment

Resources allocated to this strategic direction

Professional learning: \$10,000.00

AP Curriculum & Instruction: \$180,685.00

Socio-economic background: \$52,578.00

Summary of progress

Our focus for 2022 was on **developing deeper syllabus understanding and formalised assessment practices in reading and numeracy**. Focusing on High Impact Professional Learning in **Close Reading, Effective Reading and Working Mathematically**, school teams were guided through the process of developing consistent evidence informed practices across the school and used short formative assessments to identify the point of need for student learning. School based **scope and sequences and assessment schedules** have been reviewed to help clearly organise teaching and learning programs. By engaging in the **Curriculum Reform for K-2**, all staff have been committed to developing their professional understanding of how to plan, program and assess student learning through the implementation of the new English and Mathematics syllabi. **Learning walks** were scheduled to help collect student feedback while also being used to inform future school planning and evaluate professional learning. Student learning outcomes have been tracked through the collection and analysis of assessment data.

Next year in this strategic direction, staff feedback will be collected to help in the review of school based observation practices, with the aim of increasing teacher collaboration and capacity. K-2 scope and sequence documents will be reviewed following trial and implementation of the new syllabus, with further professional learning delivered as necessary. We will be using PLAN for Understanding Texts years 3-6, and Phonics K-2. This is due to the reflection on data analysis and evidence-based teaching.

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 |
|---|---|
| System Negotiated <ul style="list-style-type: none">• 29.1% of students in the top 2 bands in numeracy from the baseline. | <ul style="list-style-type: none">• 2022 NAPLAN data indicates 14.4% of students are in the top two skill bands (NAPLAN) for numeracy, indicating that the school did not achieve the system negotiated target. |
| <ul style="list-style-type: none">• 37.3% of students in the top 2 bands in reading from the baseline. | <ul style="list-style-type: none">• 2022 NAPLAN data indicates 27.59% of students are in the top two skill bands (NAPLAN) for reading indicating, that the school did not achieve the system negotiated target. |
| System Negotiated <ul style="list-style-type: none">• 59.28% of students achieving expected numeracy growth from the baseline. | <ul style="list-style-type: none">• There is no expected growth data for 2022 |
| <ul style="list-style-type: none">• 66.08% of students achieving expected reading growth | <ul style="list-style-type: none">• There is no expected growth data for 2022 |

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| from the baseline. | |
| School Level <ul style="list-style-type: none"> • 65% of students will achieve at/above stage outcomes as per the school based comprehension data. • 60% of students will achieve at/above stage outcomes based on Maths Diagnostic Tools and SENA from the baseline. | <ul style="list-style-type: none"> • 62% of students were at/above grade expectations in comprehension at the end of 2022 • 61% of Year 1 to 6 students were at/above grade expectations in Mathematics |
| SEF <ul style="list-style-type: none"> • Effective Classroom Practice-Sustaining and Growing-Explicit Teaching • Curriculum-Sustaining and Growing-Teaching & Learning Programs | <ul style="list-style-type: none"> • We have achieved above our target and are working within excelling with a whole school approach ensuring effective evidence based teaching methods. • We have achieved above our target and are working within excelling with a focus on feedback this year. |

Strategic Direction 2: Collaboration

Purpose

To embed a whole school community culture of trust, collaboration and feedback, which embraces change and innovation within professional learning communities, that lead to demonstrated improvement in the educational outcomes of all 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.

- Enablers for Collaboration (student/staff) (drivers)
- Practices for Collaboration (staff)

Resources allocated to this strategic direction

Socio-economic background: \$20,000.00

Professional learning: \$3,000.00

Summary of progress

Our focus for 2022 was on developing **collaborative practices** within the school and across the community to help build **strong learning partnerships**.

Focus on the **co-teaching model** and **collaborative planning** structures have been embedded to promote connections within and across learning hubs to better target, as well as identify learning needs of students and staff. Connections with families were strengthened by conducting **3-way interviews**, which helped to scaffold learning pathways and share individualised **goals** between parents, students and the school. Staff underwent professional learning to support the successful delivery of 3-way interviews. Following staff and family feedback, this will be continued, with minor adjustments to allow for more time. Staff professional learning and community information sessions were conducted to help build a school wide consistent approach towards feedback. Teacher survey and student focus group data indicates a significant increase in student and teacher use of effective feedback.

All staff **performance and development plans (PDP)** show a clear link to strategic directions, which enabled connections to school wide professional learning. Observation times were incorporated to strengthen collaborative practice and supported staff to achieve their goals.

A Macleay Valley **Professional Learning Community (PLC)** has been established, with termly meetings helping to build inter-school connections and support the furthering of staff capacity through the delivery of targeted professional learning.

Preschool to Kinder transition was strengthened through Early Explorers and connections made between executive staff and preschools. Meetings have been conducted with the feeder high school to help establish transition practices from 6 to 7 and this will be a continued area of focus in 2023.

Procedures to support the school with **external providers** have been established and relationships strengthened to support service delivery and partnerships between school, providers and families. **Community programs**, such as PCYC, SistaSpeak, CLONTARF and the Police Liaison Officers, have been successful in supporting the social and wellbeing needs of our students.

Next year in this initiative, we will continue to work with the feeder high school to further support transition to ensure students feel ready and supported. Stronger partnerships need to be created with the feeder high school to enable a more successful transition. We will continue to build relationships with partner schools, external providers and families to best support the learning needs of our teachers and all students. Next year in this strategic direction, we will review observation procedures to make sure they are flexibly embedded and targeted for staff needs.

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 |
|---|---|
| System Negotiated <ul style="list-style-type: none"> • TTFM teacher survey indicates that in collaboration we are at a school mean of 9 or above. • TTFM parent survey indicates that a school mean of at or above 8 for safety at school. | <ul style="list-style-type: none"> • Tell Them From Me (TTFM) teacher survey indicates that in collaboration we are at a school mean of 8.4, with the state average 7.8, which is below our target. • TTFM parent survey indicates that a school mean of 7.5, with the state average 7.4, which is below our target. |
| School Level <ul style="list-style-type: none"> • Internal transition, school and external agency partnership data shows that there is a 40% increase in satisfaction from the baseline. | <ul style="list-style-type: none"> • In 2022, a total of 30 agencies, providers and schools completed the partnership survey (an increase of 9 from the previous years baseline) of these 87% engaged with the school. This is an increase of 11% compared to baseline. In addition 100% would like to expand their partnership with the school in 2023 and beyond. Of those who have engaged with the school this year, 100% (21% increase in strongly agree and 23% agree) agree or strongly agree that the partnership has been beneficial. |
| SEF <ul style="list-style-type: none"> • Educational Leadership - sustaining and growing In Community Engagement • Learning Culture - sustaining and growing In Transition and Continuity of Learning and High Expectations | <ul style="list-style-type: none"> • The school is meeting the target of sustaining and growing in community engagement by regularly seeking and addressing feedback on school performance from students, staff, parents and the broader community. • The school is meeting the target of sustaining and growing in transition and continuity of learning and high expectations of learning as part of the SEF. |

Strategic Direction 3: Wellbeing

Purpose

Establish whole school practices that support staff and students through an inclusive and safe environment that ensure connectedness, engagement and promotion of physical, social and emotional wellbeing.

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.

- Supporting an inclusive and Safe Environment
- Explicit Teaching and Expectations for all students

Resources allocated to this strategic direction

Aboriginal background: \$16,775.00

Professional learning: \$5,000.00

Socio-economic background: \$22,985.75

Summary of progress

Our focus for 2022 was on supporting the wellbeing needs of students and staff through the development of a **supportive and safe environment** and the **explicit teaching of expectations**. Aboriginal perspectives were incorporated through staff training in 8 Ways Of Learning and DoE policy to strengthen knowledge of pedagogy and requirements. Partnership programs have been established, including CLONTARF and SISTASPEAK with local schools, which have supported the extension of Aboriginal cultural programs for identified Aboriginal students. School-based cultural groups and language programs continued to target the needs of students.

Connecting to Country professional learning was completed for targeted staff to build understanding of the local area and ways in which to embed Aboriginal perspectives into their work. Inclusive, Engaging and Respectful Schools training was completed by all staff, with necessary school-based procedures completed to ensure compliance with the DoE requirements. Wellbeing planning time was provided to help identify the social and wellbeing needs of students, with many teachers tracking students on target areas of the Personal and Social Capabilities Framework and Life Skills Go, allowing staff to support the needs of their students.

School based PB4L procedures were refined to help with a consistent sharing of expectations whilst also helping to celebrate improvements within student behaviour across the school through termly rewards. Our suspension rate is at the lowest it has been in 10 years. Attendance initiatives including 90s Club and weekly attendance call time, have been embedded to promote increased student attendance and parent awareness.

Next year in this initiative, we will continue professional learning around Aboriginal DoE policy and how it can be best embedded across the school community. We will continue to provide staff with professional learning to successfully implement the IER procedures, including Student Management Plans and Inclusive Education. Additional staff will be supported to undertake Connecting to Country training in our local area. Wellbeing planning time, the use of Life Skills Go and the Personal and Social Capabilities Framework to track students in identified areas will be continued next year, with all students tracked within a focus area. In Positive Behaviour For Learning(PB4L) for 2023, the team will investigate ways in which to extend PB4L into the classroom setting and support the learning and social needs of students, with a focus on building resilience and growth mindset. Attendance call time will continue and other ways of promoting attendance to our community will be investigated.

Next year in this strategic direction, we will continue to review procedures to support students' sense of belonging to ensure that we are able to reach our target in this area. A focus on Year 5 students in 2023 is a priority as this cohort was considerably lower than the rest of the school. We will also be involved in the Got It program.

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 |
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| Systems negotiated | • 63% of students reporting a positive sense of belonging with year 6 at |

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| <ul style="list-style-type: none"> • 78.8% of students reporting a positive sense of wellbeing based on TTFM • An increase of 6% attendance or above from the baseline. | <p>82%, year 5 at 66% and year 4 at 40%</p> <ul style="list-style-type: none"> • 2.2% increase in attendance of students attending more than 90%, but an increase of 11.4% compared to last year. |
| <ul style="list-style-type: none"> • External partnership survey (Flourish) demonstrates an increase in staff wellbeing of 20% increase shown through systems and structures • 70% of students reporting that they feel good about their culture based on TTFM • 70% of students reporting that teachers understand their culture based on TTFM from the baseline. | <ul style="list-style-type: none"> • Flourish exit survey only had 13 of the 24 originally surveyed. It showed an increase of 2.6% in overall wellbeing but did show an increase in all areas. • 84% of students reporting that they feel good about their culture based on TTFM, which is 14% above target. • 73% of students reporting that teachers understand their culture based on TTFM, which is 3% above target. |
| <p>SEF</p> <ul style="list-style-type: none"> • All themes within the element of wellbeing are Sustaining and Growing within the School Excellence Framework. | <ul style="list-style-type: none"> • The school is meeting the target of sustaining and growing through a planned approach to wellbeing however, we are exceeding our target in individual learning needs and behaviour, which have been plotted at excelling. |

| Funding sources | Impact achieved this year |
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| <p>Integration funding support</p> <p>\$123,143.00</p> | <p>Integration funding support (IFS) allocations support eligible students at Kempsey East 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"> • Employment of staff to provide additional support for students who have high-level learning needs. • Release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP). <p>The allocation of this funding has resulted in the following impact: Targeted students with additional needs having effective behaviour support plans and individual education plans that are regularly updated with teachers, parents/carers and paraprofessionals. This has ensured that these students are able to access the curriculum and are continuing to improve their outcomes. Staff have participated in professional development around behaviour management and trauma informed practice which has then enabled school systems and structures to be refined to further support these students. A Macleay external providers document and information session for external providers was completed in term 4.</p> <p>After evaluation, the next steps to support our students will be: Restrictive practices will be incorporated in all student plans and a external providers information session for parents will be presented so that all stakeholders can work together to ensure students are getting support.</p> |
| <p>Socio-economic background</p> <p>\$277,049.13</p> | <p>Socio-economic background equity loading is used to meet the additional learning needs of students at Kempsey East 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"> • Deeper syllabus understanding • Practices for Collaboration (staff) • Explicit Teaching and Expectations for all students • 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 social groups and targeted literacy and numeracy groups to support identified students with additional needs. • Providing students without economic support for educational materials, uniform, equipment and other items. • Staff release to increase community engagement. • Employment of additional staff to support Personal Best Room and Early Explorers transition program implementation. • Speech therapist was employed to conduct targeted programs for students and to upskill SLSO staff. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> • Mentoring sessions were highly effective, with all scope and sequences updated for 2022 and will now be done in a similar way at the beginning of each year. Executive staff lead teaching staff in identifying their targeted mentoring focus and these are tracked across the school. Having mentoring sessions commence with our LST teachers ensured all staff were supported and improving their practice. |

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| <p>Socio-economic background</p> <p>\$277,049.13</p> | <ul style="list-style-type: none"> • 28 students enrolled in the Early Explorers transition program. This promoted a successful transition into Kindergarten and ensured that every student had all the necessary supports in place before this commencing Kindergarten. In the partnership survey, local preschools indicated that they had positive feedback from their students about this program and that the partnership has been beneficial. Our Year 5 students also visited Macleay Children's Service each week in term 4 to further enhance the students' transition to school. Executive staff met with or had phone calls with all early childhood settings to ensure information was exchanged and anything needing to be put in place to support students transition was implemented. • Drum beat was run across the school with 6 different groups throughout the year for targeted students. There has been a reduction in negative behaviour incidents at school with students missing out on the term 4 reward day being 4.2% of students in 2021, compared to 0.5% of students in 2022. There has also been a large reduction in suspensions from 18 in 2021 to 3 in 2022. • SLSO staff feel supported to continue speech therapy skills daily increasing students language skills. This has supported students in achieving their IEP and speech therapy goals. It has also increased the collaboration between school staff and external agencies to support student learning. • All staff were led by knowledgeable others in close reading/effective reading and working mathematically numeracy training resulting in 100% of staff agreeing that the professional development was beneficial with 80% of staff very likely and 20% somewhat likely to implement this training into their teaching practice. <p>After evaluation, the next steps to support our students will be: To continue to engage targeted literacy, numeracy and social groups to support trajectory towards achieving targets. Targeted mentoring for all teaching staff on a literacy and numeracy focus across the school towards achieving targets, will continue. To continue employment of a speech therapist, to ensure students are supported, and school staff are upskilled in this area. Reward days to support student wellbeing will be on going.</p> |
| <p>Aboriginal background</p> <p>\$83,877.00</p> | <p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Kempsey East 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"> • Supporting an inclusive and Safe Environment • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Creation of school literacy resources embedding local language. • Employment of additional staff to deliver personalised support for Aboriginal students. • Employment of specialist additional staff (LaST) to support Aboriginal students. • Employment of specialist additional staff (Aboriginal SLSOs) to support Aboriginal students. • Professional development in the 8 Ways pedagogy and Aboriginal Policy. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> • 41.2% of Aboriginal students in the top 3 bands for numeracy, which is above the state • 47.1% of Aboriginal students in the top 3 bands for reading, which is above state • All areas of NAPLAN Year 3 students are well above the state average. Year 5 is well above the state in most areas of NAPLAN, with writing below state average. • All Year 6 Aboriginal girls participated in the SistaSpeak program with |

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| <p>Aboriginal background</p> <p>\$83,877.00</p> | <p>Kempsey South and Melville. All girls from both schools expressed that this has made them have stronger connections across schools, ensuring that they are feeling supported to start high school.</p> <ul style="list-style-type: none"> • Year 5 and 6 boys participated in the Clontarf transition program also ensuring that they build stronger connections with staff and students before they commence high school. • The cultural groups that were run across the school deepened students understanding about their culture, their totems and Aboriginal culture. • All students across the school learnt Dunggutti language demonstrating respect for the local culture. Executive staff with the support of language teachers learnt Acknowledgment to Country in language. <p>After evaluation, the next steps to support our students will be: To continue to engage Aboriginal identified SLSO staff to deliver differentiated and personal support to Aboriginal students and ensure more effective tracking of personalised learning pathways, goals and engagement with families around these goals. It will also be a priority to deliver language and cultural lessons to all classes for the whole year, for all students with the classroom teachers.</p> |
| <p>Low level adjustment for disability</p> <p>\$141,835.00</p> | <p>Low level adjustment for disability equity loading provides support for students at Kempsey East Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting. • Providing support for targeted students within the classroom through the employment of School Learning and Support Officers. • Employment of SLSO to improve the development of students by implementing speech and OT programs developed by specialists. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> • The school achieved a more consistent approach to student learning and support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities. Having the LST teacher and RFF teacher consistent for each hub has ensured that students and staff have built stronger connections. • Teacher and SLSO understanding has deepened from professional learning being delivered from an OT, school counsellor and speech around the Zones of Regulation and how to support students to consolidate skills being taught in sessions. <p>After evaluation, the next steps to support our students will be: The school will provide additional support for identified students through the employment of trained SLSOs. We will continue to reflect and refine classroom procedures around behaviour management across the school.</p> |
| <p>Location</p> <p>\$1,482.72</p> | <p>The location funding allocation is provided to Kempsey East Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Incursion expenses. • Student assistance to support excursions. |

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| <p>Location</p> <p>\$1,482.72</p> | <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> • Students having increased opportunities with incursions and excursions throughout the year that continue to have a positive impact on student wellbeing. <p>After evaluation, the next steps to support our students will be: To develop further collaborations with other schools around professional development and increase opportunities for our students and staff.</p> |
| <p>Professional learning</p> <p>\$18,000.00</p> | <p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Kempsey East 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"> • Deeper syllabus understanding • Practices for Collaboration (staff) • Supporting an inclusive and Safe Environment <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Deeper understanding of the new K-2 English and Mathematics syllabi. • Close reading and effective reading training for all staff. • Connecting to Country training to ensure staff have a deeper understanding of the Dunggutti culture. • Working Mathematically training for all teaching staff. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> • All staff were led by knowledgeable others in close reading/effective reading and working mathematically in numeracy training resulting in 100% agreeing that the professional development was beneficial with 80% of staff very likely and 20% somewhat likely to implement this training into their teaching practice. • All staff have reported an increase in their wellbeing. This was evident with every staff member achieving their wellbeing goal in their professional development plans. Our school results from the People Matter Survey in wellbeing are favourable with an overall score of 60%. This is above all comparable schools and state. 100% of staff have identified that they have people that care about them at work. • There has been an increase in staff and students technology skills which has resulted in the school effectively using Microsoft TEAMS to limit communication meetings and increase engagement. Innovators have used TEAMS throughout the year to organise their learning and ensure their collaboration. • TTFM data indicates a large increase in Year 5 and 6 sense of belonging but Year 4 belonging data needs to be investigated further as this has decreased. <p>After evaluation, the next steps to support our students will be: To continue close reading/effective reading and to start additive strategies training to further deepen staff understanding and build staff capacity to drive student achievement in these areas towards our targets. Wellbeing for staff will continue to be a focus in 2023..</p> |
| <p>QTSS release</p> <p>\$34,936.00</p> | <p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Kempsey East 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"> • Additional staffing to support staff collaboration in the implementation of |

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| <p>QTSS release</p> <p>\$34,936.00</p> | <p>high-quality curriculum.</p> <ul style="list-style-type: none"> • Assistant principals provided with additional release time to support classroom programs. • Staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> • People Matter survey results indicate that teamwork and collaboration total score of 90% which has remained stable since 2021 and was higher than other like schools and the state. • Tell them from me teacher survey indicates that 8.4 average for collaboration which has increased from 2021 being 7.7. This has still been a strong focus. • Improved staff confidence and teaching practice. Teachers use learning intentions, success criteria and have a strong focus on formative assessment. <p>After evaluation, the next steps to support our students will be: Executive staff will work with our Assistant Principal Curriculum and Instruction to increase staff capacity with targeted mentoring and collaboration sessions with a focus on reading and numeracy.</p> |
| <p>COVID ILSP</p> <p>\$109,346.00</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. • Providing targeted, explicit instruction for student groups in literacy/numeracy - reading, spelling and numeracy. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> • Stage 3 student increased 8 reading levels with intensive support over term 3 and 4. • Stage 1 decodable data indicates that 8 out of 9 students increased their Grapheme-phoneme knowledge from stage 2 to stage 5. • Stage 1 data indicates that due to the support of this funding cohort, the skill of recounting and describing a sequence of ideas or information from a text has increased by 91% during 2022. • Year 5 data indicates that due to the support of this funding cohort, 68% of students in Year 5 have increased their ability to read and view complex texts. • There has been an Increase of 86% of students being able to confidently indicate the larger or smaller number of two numerals in the range of 1-10 for Kindergarten students. <p>After evaluation, the next steps to support our students will be: Staff will be mentored by the APC and I to use ALAN assessment tools and PLAN 3 areas of focus to more effectively track and monitor student growth. This data will be used to inform future COVID LST groupings.</p> |

Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2019 | 2020 | 2021 | 2022 |
| Boys | 98 | 93 | 86 | 105 |
| Girls | 111 | 99 | 91 | 101 |

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2019 | 2020 | 2021 | 2022 |
| K | 92.2 | 92.5 | 94.5 | 86.1 |
| 1 | 93.5 | 89.9 | 92.0 | 87.9 |
| 2 | 89.9 | 93.1 | 90.3 | 87.2 |
| 3 | 92.9 | 88.3 | 89.2 | 87.5 |
| 4 | 92.5 | 94.9 | 90.7 | 85.8 |
| 5 | 92.2 | 91.0 | 92.0 | 89.3 |
| 6 | 90.3 | 92.3 | 90.5 | 89.8 |
| All Years | 91.8 | 91.7 | 91.2 | 87.8 |
| 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

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

| Position | FTE* |
|---|------|
| Principal(s) | 1 |
| Assistant Principal(s) | 3.2 |
| Classroom Teacher(s) | 8.02 |
| Learning and Support Teacher(s) | 0.9 |
| Teacher Librarian | 0.4 |
| School Administration and Support Staff | 3.12 |

*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 | 130,492 |
| Revenue | 3,023,481 |
| Appropriation | 2,938,761 |
| Sale of Goods and Services | 6,141 |
| Grants and contributions | 77,116 |
| Investment income | 1,463 |
| Expenses | -2,981,931 |
| Employee related | -2,704,991 |
| Operating expenses | -276,940 |
| Surplus / deficit for the year | 41,550 |
| Closing Balance | 172,043 |

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 | 123,144 |
| Equity Total | 385,810 |
| Equity - Aboriginal | 67,102 |
| Equity - Socio-economic | 181,485 |
| Equity - Language | 0 |
| Equity - Disability | 137,222 |
| Base Total | 1,811,762 |
| Base - Per Capita | 44,724 |
| Base - Location | 1,483 |
| Base - Other | 1,765,555 |
| Other Total | 289,899 |
| Grand Total | 2,610,614 |

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. Their responses are presented below.

The Tell Them From Me Parent Survey had an average rating of 9.1 for 'parents feel welcome at school'. This has increased from 8 in 2021 and is above the state norm of 7.4. 9.1 felt that the 'school administration staff are helpful when they have a question or a problem' and 8.8 felt that 'they could easily speak to the school principal'. Both of these are above the state norm of 7.8. 8.4 felt that 'they were informed' which was an increase from 2020 and then a further increase in 2021. The school 'supports positive behaviour', 'the school is inclusive', 'safety at school' and 'the school supports learning' also increased from 2021 and all are above the state norm.

The results from the Student Tell Them From Me indicate that though students' sense of belonging has decreased compared to 2021. There was a large increase in the sense of belonging for Year 6 and Year 5 but Year 4 had a downward trend. Further programs will be put in place next year to support this cohort. 27% of students indicated that they had been a victim to some sort of bullying this year which is below the state norm of 36% and a further decrease from 2021.

The results from Teachers Tell Them From Me survey indicate an average rating of 7.8 in the Leadership domain which increased from 2021 by 0.5 and is above the State average. 100% agree or strongly agree that the leaders clearly communicate the school vision and direction and 100% agree or strongly agree that leaders were leading improvement and change. The People Matter Survey Results indicated above State and network in most areas, especially in collaboration, wellbeing and leadership.

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.