

# 2022 Annual Report

## Kempsey West Public School



2279

# Introduction

The Annual Report for 2022 is provided to the community of Kempsey West 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

---

Kempsey West Public School

23 Marsh Street WEST KEMPSEY 2440

, 2440

<https://kempseywst-p.schools.nsw.gov.au>

[kempseywst-p.school@det.nsw.edu.au](mailto:kempseywst-p.school@det.nsw.edu.au)

6562 7044

## School vision

At Kempsey West Public School we are committed to developing the potential of every student through a culturally inclusive and relevant curriculum. We provide intensive professional learning for our staff to enable them to deliver high impact teaching. We empower students to embrace challenge and celebrate the success that comes with effort. We foster strong community connections to build open and trusting partnerships, focused on maximising the achievements of every student.

## School context

Kempsey West Public School is the largest and oldest state primary school in Kempsey, located on the Mid North Coast of New South Wales. Our school population is currently 454 students and is increasing. KWPS consists of 19 mainstream classes and 6 support classes. The Support Unit (Learning Hub) caters for students with a range of physical, emotional and intellectual needs. These classes are classified as IM, IO/IS and four Multi Categorical classes. The school is staffed by 35 teachers. Our executive team consists of five assistant principals, an assistant principal curriculum and instruction, an assistant principal teacher mentor, a senior leader community engagement (SLCE) and a principal.

Kempsey West PS caters for an increasing proportion of students coming from lower socio-economic backgrounds and has a Family Occupation and Education Index (FOEI) of 175. The school has historically had a high student mobility rate. Kempsey has a high level of government support agencies that serve the community. The proportion of Aboriginal students enrolled by the school is 56%. A small number of English as additional language/dialect (EAL/D) background students are enrolled. The school is supported by two Aboriginal education officers and all classrooms are supported by experienced school learning support officers (SLSOs).

The school has completed a situational analysis that has identified three areas of focus for this school improvement plan. It is important to note that this builds upon the work undertaken in the previous school planning cycle around literacy and number sense.

External (NAPLAN) and internal (student work samples) data sources indicated that students at KWPS were working at well below stage outcomes in the area of writing. Teacher observations indicated many students were reluctant to write and would write for a brief amounts of time on a small range of topics and generally did not display high levels of engagement. Analysis of internal and external school data identified that students were working below the expected level in number, demonstrating the need for professional learning of staff in maths.

Our whole school focus to improve student growth and maintain student achievement in reading and numeracy is underpinned by the evidence base provided by 'What Works Best in Practice'. As the literature suggests we will focus on developing and sustaining whole school processes for collecting and analysing student data to inform teaching and learning programs to embed evidence-informed teaching strategies for every student in every classroom.

### **Connected Communities (CC)**

The school is part of The Connected Community strategy. The Connected Communities strategy is an approach that schools and communities can use to strengthen the educational outcomes for Aboriginal students and all students. It brings the community closer with the school, brings in Aboriginal culture, and allows the school to work with government and non-government groups to help support the education of the school's students.

### **National Consistent Collection of Data (NCCD)**

A significant number of students are identified as requiring learning adjustments.

## Self-assessment and school achievement

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

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

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

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

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

### Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Delivering
LEADING: Management practices and processes	Delivering

## Strategic Direction 1: Student growth and attainment

### Purpose

Improve student achievement of outcomes through a school-wide, systematic approach to effective classroom practice.

### 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.

- Effective Classroom Practice
- Data Driven Practice

### Resources allocated to this strategic direction

**Socio-economic background:** \$979,160.94

**Aboriginal background:** \$476,055.54

**Low level adjustment for disability:** \$80,450.19

**Professional learning:** \$47,002.00

**Literacy and numeracy:** \$42,360.69

### Summary of progress

We had a large investment in 2022 in staff, with an SLSO employed to support in every classroom across the school. The focus for SLSOs K-2 was to improve curriculum outcomes, where as the focus in year 3-6 was to improve student engagement and well-being through targeted interventions. SLSOs worked with targeted students in a planned and strategic way. We used our Learning and Support Teacher allocation to reduce student numbers across the school, forming an extra class in K-2 and an extra class in years 3-6. We needed to hire 2 new classrooms and use all existing classrooms to accommodate these classes.

Our focus for 2022 staff professional learning was to further deepen teachers' understanding of two elements of effective classroom practice to enhance the learning outcomes of students. School leaders continued to create the culture and structures, including supporting resources, to build a cycle of professional learning; an inclusive environment that enables learning and growth in every teacher in which new learning is applied to teaching practice. Professional dialogue was led by school leadership team at whole school staff meetings focussing on high expectations and explicit teaching strategies from the 'What Works Best in Practice' document. This ensured student learning was at the forefront of all practices, targeted at student need. Teachers shared evidence of their teaching practice with colleagues and as a result, adapted teaching and learning programs to support the focus elements. Photos were taken of classrooms before and after staff learning on quality learning environments and compared using the quality learning environment checklist. Executive reflected on what worked well and what didn't work well and why and what further support was needed.

Our Assistant Principal Curriculum and Instruction (APC&I) continued to create a culture that enables every teacher to ensure ongoing progress and achievement for all students. They implemented the data policy and practice document to support the continued collection of K-2 data in reading, writing and numeracy in 5 weekly cycles. Regular analysis of student data and data conversations were held at K-2 stage meetings. Targeted literacy and numeracy programs were developed for identified students performing below or above the expected level for their stage. These were supported by literacy professional learning in Close Reading with K-2 staff and in class mentoring of Close Reading strategies. Staff shared successful resources and activities they have implemented with each other during Additive Thinking sharing sessions at stage meetings.

Next year in this initiative we will work with staff to continue to establish a culture of learning building on this year's topics to move on to Data Use and Practice and Effective Feedback from 'What Works Best in Practice', revisit focus elements and build processes to improve data collection across the school using ACARA Capabilities framework. Teachers will begin to analyse their own class data to support the implementation and monitoring.

This has put us on track to achieve our annual progress measures.

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<p><b>System negotiated target - top two bands</b></p> <p>In NAPLAN reading top 2 bands we achieve an uplift of 12.2% from baseline data.</p> <p>In NAPLAN reading top 2 bands we establish an upward trend to our school target.</p>	<p>The percentage of students achieving in the top two bands in NAPLAN Reading was 9.3% indicating improved progress towards the target.</p>
<p><b>System negotiated target - top two bands Numeracy</b></p> <p>In NAPLAN numeracy top 2 bands we achieve an uplift of 12% from baseline data.</p>	<p>The percentage of students achieving in the top two bands in NAPLAN Numeracy was 4.55% indicating improved progress towards the target.</p>
<p><b>System negotiated target - growth</b></p> <p>In NAPLAN reading students achieving expected growth, we achieve an uplift of 5.0% from baseline.</p>	<p>No NAPLAN growth data available in 2022.</p>
<p><b>System negotiated target - growth</b></p> <p>In NAPLAN numeracy students achieving expected growth, we achieve an uplift of 6.5% from baseline.</p>	<p>No NAPLAN growth data available in 2022.</p>
<p><b>Aboriginal System negotiated target - Top 3 bands Numeracy</b></p> <p>In NAPLAN numeracy Aboriginal students top 3 bands we achieve an uplift of 14.5% from baseline data.</p>	<p>There has been an increase of 14.53% Aboriginal students achieving in the top 3 bands in NAPLAN Numeracy.</p>
<p><b>Aboriginal System negotiated target - Top 3 bands Reading</b></p> <p>In NAPLAN reading Aboriginal students top 3 bands we achieve an uplift of 14.7% from baseline data.</p>	<p>There has been an increase of 8.19% of Aboriginal students achieving in the top 3 bands in NAPLAN Reading.</p>
<p>• At least 68% of K-2 students achieve end of year benchmarks determined by the literacy progressions using internal school reading data.</p>	<p>51% of kindergarten students achieved end of year benchmarks determined by the literacy progressions on internal school reading data. This is an improvement of 12%.</p> <p>47% of year 1 students achieved end of year benchmarks determined by the literacy progressions on internal school reading data.</p> <p>69% of year 2 achieved end of year benchmarks determined by the literacy progressions on internal school reading data.</p>
<p>• At least 65% of K-2 students achieve end of year benchmarks determined by the numeracy progressions using internal school data.</p>	<p>60% of kindergarten students achieved end of year benchmarks determined by the numeracy progressions on internal school numeracy data. This is an improvement of 7%.</p> <p>51% of year 1 students achieved end of year benchmarks determined by the numeracy progressions on internal school numeracy data.</p> <p>59% of year 2 students achieved end of year benchmarks determined by the numeracy progressions on internal school numeracy data.</p>

## Strategic Direction 2: Engagement

### Purpose

Improve student achievement of outcomes by increasing student engagement and sense of well-being in a culturally responsive curriculum.

### 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.

- Student Engagement
- Student Wellbeing

### Resources allocated to this strategic direction

**Low level adjustment for disability:** \$200,871.71

**QTSS release:** \$87,110.12

**Per capita:** \$110,522.09

**Aboriginal background:** \$51,546.83

**English language proficiency:** \$5,163.23

**Socio-economic background:** \$5,000.00

### Summary of progress

We employed two Deputy Principals Well-being to support whole school well-being and guided behaviour programs. The Deputy Principals Well-being also supported and improved whole school attendance systems and processes.

The well-being team held weekly well-being meetings targeting attendance, specific students and discussing and implementing ways to improve the attendance of focus students. Executive analysed weekly attendance patterns and passed recommendations onto the well-being team. After the well-being team meetings some families were offered school transport to increase positive communication with families and increase the attendance of focus students. Seesaw and Facebook were used to improve communication with parents and carers. There was also a trial to use Sentral messaging to communicate with families to increase attendance and improve school processes for collecting reasons for absence.

The school Dunghutti language program was delivered by an Aboriginal Elder to all students K-6 to support the continuity of language, skills and cultural knowledge. The SLCE and AEOs supported students, staff and community in building and improving links between school and home.

A focus was to improve student engagement in 2022. A variety of strategies were used to support this. The Deadly Cooking program was continued to develop positive food habits through practical experiences with all students participating in years 3-6. This was linked to the Hickeys Creek Campus programs. Students discussed healthy food choices and prepared food to take on excursions. The Stage 3 RFF program was delivered at the Hickeys Creek Campus to support both attendance and engagement. Additional activities focussed on improving student engagement included dance groups across the school, public speaking and a garden program.

Next year we will continue to implement highly engaging teaching programs and embed culture and language into more aspects of school life whilst providing targeted support for every student. This will further support student engagement across the school.

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<b>System Negotiated: Attendance</b> An uplift of 5% of students attending school 90% of the time from the baseline.	21.6% of students attend school more than 90% of the time. This is a decrease of 33.07% from the baseline. The school attendance rate has improved from an average of 77.4% to 80.2% over 2022.

<p><b>System Negotiated Target: Wellbeing</b></p> <p>TTFM student data for Advocacy, Expectations and Belonging increases by 3.0% from baseline.</p>	<p>No data available for 2022.</p>
<ul style="list-style-type: none"> <li>• Improve attendance of Aboriginal students 5% from baseline.</li> </ul>	<p>The attendance rate for Aboriginal students has not increased in 2022 from the baseline data. However, the attendance rate for Aboriginal students increased by 2% from semester one to semester two, 2022.</p>



## Strategic Direction 3: Connection

### Purpose

Develop an outstanding performance framework through collaboration within the whole school community to embed a culture of high expectations.

### 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.

- Community Connection
- Transition

### Resources allocated to this strategic direction

**Aboriginal background:** \$20,000.00

**Location:** \$3,296.06

### Summary of progress

Our focus in 2022 was to establish and embed processes to begin to build genuine partnerships with the local community.

We focused on improving our communication methods to parents and community, so all key stakeholders are provided with clear consistent and culturally appropriate communication. All staff engaged in professional learning on the effective use of Seesaw. We modified our use of Facebook and Sentral messaging to improve their effectiveness as communication tools. Seesaw and Facebook are now embedded into our daily practice.

The Schools as Community Centres (0-8 years) facilitator supported the establishment of community links and the development of relationships to ensure stronger partnerships between home and school.

Programs supported students and their families for preschool to kindergarten and Year six to Year seven transitions.

Next year in this initiative we will continue to build community links and improve relationships.

### 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
We achieve an uplift in parent feedback on <b>Inclusion</b> of 3% and that the <b>School supports Learning</b> of 3% from baseline.	No data available for 2022.
<b>Connected Communities Key Deliverables</b> <ul style="list-style-type: none"><li>• An increase in Aboriginal families and community members actively engaged in the school.</li></ul>	In 2022 we saw an increase in Aboriginal families and community members attending the school. There was an average of 23 people attending assembly each week (20% of these were Aboriginal families). Approximately 50 parents also attended for NAIDOC celebrations. Most of these were Aboriginal families. Aboriginal families also attended for Mother's and Father's Day Breakfasts, Book Week Parade, Easter Hat Parade, Athletics, swimming, cross country carnivals and kindergarten transition week.
<b>School Level Data: TTFM</b> We achieve an uplift in staff feedback regarding ' <b>the learning culture in classrooms</b> ' by 3% from baseline.	No data for 2022 available.

**Connected Communities Key Deliverables**

- Gather baseline data - staff report that professional learning opportunities build their capacity to personalise their teaching to meet the learning needs of all students in their class from baseline.

On average, 30 staff members attended each professional learning session. Staff evidence showed that they implemented new knowledge from the professional learning sessions and this improved their understanding and practice relating to explicit teaching and high expectations.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$297,842.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Kempsey West 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>• 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> In kindergarten there was a 33% increase from February to September for the mean in the SPAT assessment. The interquartile range now indicates that all students are performing between 84% and 100%. Behaviour in term 3 showed a marked improvement. There was a decrease of 46% in the negative incidents recorded in Sentral.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To develop and trial more measurable and visibly structured student behaviour interventions in years 3-6 using ACARA general capabilities framework with selected students.</p> <p>The success of the K-2 SLSO intervention program is evidenced by the growth in student's internal data as well as K-2 teachers recommendations that this initiative be continued and its scope broadened to include similar data from years 3-6.</p>
<p>Socio-economic background</p> <p>\$984,160.94</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Kempsey West 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>• Effective Classroom Practice</li> <li>• Student Engagement</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 Depth and Breadth whole staff meetings to student learning</li> <li>• resourcing to increase equitability of resources and services</li> <li>• employment of additional staff to support program implementation.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> 88% of surveyed respondents would recommend this initiative to their colleagues indicating that the initiative was accepted and adopted by all teachers. All SLSOs delivered support around sight words and familiar reading which has positively impacted on student's name writing. 87.5% of K-2 teachers agreed that the SLSOs were knowledgeable about aspects of literacy and numeracy. 75% of teachers agreed that SLSOs followed learning support plans as intended, communicated with students in a clear, informed way and provided timely and targeted support. 25% of teachers indicated the SLSOs could follow learning support plans more closely. Qualitative data from the survey (4 out of 6 comments) indicated that consistency and professional learning are an area of need.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to implement this program in 2023.</p>

<p>Aboriginal background</p> <p>\$547,602.37</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Kempsey West 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>• Effective Classroom Practice</li> <li>• Student Engagement</li> <li>• Community Connection</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 (SLSO) to support Aboriginal students</li> <li>• employment of additional staff to support literacy and numeracy programs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Initial sound assessment pretest data showed the majority of students were performing at 10% achievement. The post test data now indicates that all student are performing between 97% to 100%.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to implement these programs in 2023.</p>
<p>English language proficiency</p> <p>\$5,163.23</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Kempsey West 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>• Student Engagement</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 support delivery of targeted initiatives</li> <li>• additional teacher time to provide targeted support for EAL/D students and for development of programs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> All classrooms have visual supports in place and clear learning intentions and success criteria. Students were provided with modelled examples of social expectations in different settings around the school.</p> <p><b>After evaluation, the next steps to support our students will be:</b> This program will be continued in 2023.</p>
<p>Low level adjustment for disability</p> <p>\$281,321.90</p>	<p>Low level adjustment for disability equity loading provides support for students at Kempsey West 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>• Effective Classroom Practice</li> <li>• Student Engagement</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>• Engaging specialist staff to model explicit strategies to staff.</li> <li>• Provide students with a supported alternative learning space away from</li> </ul>

<p>Low level adjustment for disability</p> <p>\$281,321.90</p>	<p>the classroom environment</p> <ul style="list-style-type: none"> <li>• Support is provided to staff and students when needed to ensure optimum learning in every classroom.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Reduction in violent incidents. Increase in student engagement.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue these programs in 2023.</p>
<p>Location</p> <p>\$3,296.06</p>	<p>The location funding allocation is provided to Kempsey West 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>• Transition</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>• technology resources to increase student engagement</li> <li>• Visits to pre-schools and child-care centres by transition teacher and SaCC facilitator.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> 100% of parents and carers brought their child to transition. 95% of kindergarten enrolments came to the transition to school program at Kempsey West Public School.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue transition to school program in 2023 using a similar format.</p>
<p>Professional learning</p> <p>\$47,002.00</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 West 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>• Effective Classroom Practice</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>• School trainers unpack data (SCOUT, NAPLAN analysis) with teachers to explain why comprehension, connecting ideas and language features is a focus area in supporting students' reading comprehension.</li> <li>• Resource sharing of additive strategies activities.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Reading data for stage 1 has shown improvement in the percentage of students achieving stage expectations.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Close Reading professional learning will be extended throughout the school in 2023. Professional learning on additive strategies will be offered to all staff in 2023.</p>
<p>Literacy and numeracy</p> <p>\$42,360.69</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Kempsey West Public School from Kindergarten to Year 6.</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>• Data Driven Practice</li> </ul>

<p>Literacy and numeracy</p> <p>\$42,360.69</p>	<p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Implement whole school assessment schedule with common assessment tasks.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The draft assessment schedule has been implemented K-6, including the Learning Hub.</p> <p><b>After evaluation, the next steps to support our students will be:</b> The draft assessment schedule will be updated from staff feedback and implemented school wide in 2023.</p>
<p>QTSS release</p> <p>\$87,110.12</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Kempsey West 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>• Student Engagement</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> Students with additional needs are being supported to remain at school with DP support and lunchtime programs.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Refine staff roles and continue this program in 2023.</p>
<p>COVID ILSP</p> <p>\$254,879.00</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><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 teachers/educators to deliver small group tuition</li> <li>• providing targeted, explicit instruction for student groups in literacy/numeracy - reading, writing, phonics and additive strategies.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> An increase in K-2 students achieving stage expectations in literacy using the phonics assessment. An increase in students from the focus groups in years 3-6 achieving stage expectations in the area of creating texts.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue explicit phonics small group sessions with focus students in 2023. Continue with small group literacy instruction in years 3-6 with a focus on creating texts.</p>
<p>Per capita</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Kempsey West Public School</p>

<p>\$110,522.09</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>• Student Engagement</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>• Deputy Principals employed to support whole school well-being and behaviour programs.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> KWPS staff logged negative incidents in Sentral. Over the year there was a decrease of 46% in the negative incidents in both the classroom and the playground.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue the DP Well-being positions in 2023 to support students.</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>• Other funded activities</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>• Provide guidance and support to staff to ensure literacy and numeracy strategies are implemented in every classroom.</li> <li>• Support data driven practice k-2.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Increase in students achieving stage expectations in reading, writing and number. All teachers k-2 implementing the explicit phonics program.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue existing programs k-2. The APC&amp;I will extend their reach to also support teachers and students in years 3 and 4.</p>

# Student information

## Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	225	214	203	216
Girls	171	188	200	238

## Student attendance profile

School				
Year	2019	2020	2021	2022
K	89.9	88.4	81.4	79.4
1	85.6	84.7	84.2	76.7
2	88.3	84.5	84.3	77.6
3	89.5	85.9	80.8	79.4
4	90.5	86.2	79.8	74.1
5	84.4	85.6	82.0	75.4
6	89.2	87.2	84.8	78.0
All Years	88.2	86.0	82.4	77.3
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)	5.4
Classroom Teacher(s)	20.98
Learning and Support Teacher(s)	1.8
Teacher Librarian	0.8
School Counsellor	2
School Administration and Support Staff	12.1

\*Full Time Equivalent

## Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

## Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

## Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark <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 Actual (\$)
<b>Opening Balance</b>	566,134
<b>Revenue</b>	9,270,801
Appropriation	9,075,646
Sale of Goods and Services	115,724
Grants and contributions	74,610
Investment income	4,621
Other revenue	200
<b>Expenses</b>	-8,588,259
Employee related	-7,026,886
Operating expenses	-1,561,373
<b>Surplus / deficit for the year</b>	682,542
<b>Closing Balance</b>	1,248,676

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 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	297,842
<b>Equity Total</b>	1,818,248
Equity - Aboriginal	547,602
Equity - Socio-economic	984,161
Equity - Language	5,163
Equity - Disability	281,322
<b>Base Total</b>	4,121,786
Base - Per Capita	110,522
Base - Location	3,296
Base - Other	4,007,968
<b>Other Total</b>	1,590,810
<b>Grand Total</b>	7,828,687

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

Kempsey West Public School provided an extensive transition program during 2022 to support the students transitioning from preschool to kindergarten. Parents were invited to support their child's transition to school through a school-based transition program, kindergarten staff preschool visits and a Teddy Bears' picnic. Parents were asked to complete a survey to provide the school with information on how to improve or modify the transition process to meet the needs of students and our parent community.

78% of kindergarten enrolment attended the transition to school program at Kempsey West Public School.

62.5% of kindergarten enrolment attended the Teddy Bears' picnic.

81% of kindergarten enrolment attended a meet the teacher session in the week prior to starting school.

# 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.