2022 Annual Report

Kenthurst Public School

2284

Introduction

The Annual Report for 2022 is provided to the community of Kenthurst 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

Kenthurst Public School
111 Kenthurst Road
KENTHURST, 2156
https://kenthurst-p.schools.nsw.gov.au
kenthurst-p.school@det.nsw.edu.au
9654 1173

School vision

Kenthurst Public School aims to provide an innovative, inclusive and engaging curriculum. The Kenthurst community believes that every student should be challenged to learn and continually improve in a respectful, inclusive and high expectation environment. Our vision is for our school community to be partners in learning. This will enable self-directed and expert learners through high level collaboration and effective teaching.

School context

Established in 1883, Kenthurst Public School is set in a semi-rural environment in North-Western Sydney, and has a current school enrolment of 209.. Students come from a range of socioeconomic backgrounds, with one child identifying as Aboriginal and 20% from an English as an Additional Language or Dialect (EAL/D).

Kenthurst Public School has a combination of experienced and early career teachers. The school values its community, and is focused on maintaining and building strong partnerships with staff, parents and students. There is a continuing focus to deliver quality teaching programs with emphasis on literacy and numeracy outcomes. The school embeds and integrates technology, Science, Technology, Engineering and Mathematics (STEM) and Creative and Critical Thinking opportunities into teaching and learning.

Through our situational analysis, we have identified a need to use data driven practices that ensure all students have access to stage appropriate learning. Further work will need to occur around how teachers can successfully plan for and deliver quality differentiated instruction to students with additional needs including those identified as high potential and gifted. Through the NAPLAN gap analysis the school has identified system-negotiated target areas in Reading and Numeracy. There is a need to further build teacher capabilities through collaborative practices. Continual monitoring of student performance data will determine areas of need and success at a class and school level and the involvement of the whole school community in this process will be essential for success.

Self-assessment and school achievement

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

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

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

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

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

Self-assessment using the School Excellence Framework

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

Strategic Direction 1: Student growth and attainment

Purpose

To improve student learning outcomes in reading and numeracy we will develop and sustain whole school processes for collecting and analysing data to ensure the implementation of appropriate curriculum provision for every student is underpinned by evidence-informed strategies and embedded evaluative practice. We will enable students to understand their own learning so that they can develop goals and reflect on their achievements.

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.

- Personalised Learning
- Data Driven Practices

Resources allocated to this strategic direction

Socio-economic background: $3,819.00
Aboriginal background: $723.00
Professional learning: $8,389.00
Low level adjustment for disability: $80,600.00
English language proficiency: $17,500.00

Summary of progress

In 2022, the school prioritised a focus on building staff capacity to conduct document analysis and data collation. Teachers engaged in student focus groups, feedback to teachers to evaluate, change or adapt practices, visible learning intentions and feedback prompts in every classroom and success criteria to track student progress. To achieve this we engaged in structured observation of practice and collaborative data talk sessions. As a result, we are seeing increased confidence levels in data analysis and what this means for student learning and teacher practice. Teachers are more able to effectively modify lesson planning and programming in response to data. In 2023 the school will prioritise a focus on differentiation of instruction through analysis of student data with a particular emphasis on literacy and numeracy.

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
Achievement of 2022 system-negotiated targets: • Top 2 bands (or equivalent) NAPLAN numeracy increase (uplift) of 9%.	2022 NAPLAN data indicated 32.31% of students achieved in the top two skill bands for numeracy indicating the school exceeded its baseline percentage.
Achievement of 2022 system-negotiated targets: • Top 2 bands (or equivalent) NAPLAN reading increase (uplift) of 10%.	• 2022 NAPLAN data indicates 41.54% of students in the top two skill bands for reading.
• School determined growth targets based on the Reading and Viewing element (Understanding Texts) of the Literacy Progressions are identified for all students and more than 57% are achieving expected growth.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
• School determined growth targets based on the Number Sense and Algebra element (Quantifying Numbers) of the Numeracy Progressions are identified for all	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.

students and more than 63% are showing expected growth. Number and Place Value: PLAN2 Version 3.	
SEF * SEF element 'Data skills and use'- Sustaining and Growing. *SEF element 'Effective classroom practice'- Sustaining and Growing.	Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of Data skills and use and at sustaining and growing in the element of Effective classroom practice. **SEF element 'Data skills and use'- Sustaining and Growing** **Data Literacy: Sustaining and Growing** • Essential Assessment purchased for strategic collection and analysis of data. This tool generated analysis at a class, grade, stage and whole school level and the generated student learning goals. Professional learning is online and teachers progress through this at their own rate. • Professional learning delivered on use of data tools (including excel), PLAN2, learning goals, and the place of data in the teaching and learning cycle. • Teachers provided with consistency days. Agendas demonstrated that data and assessment was a focal point for discussion at a stage and grade level. • Whole school assessment schedules created - includes both formative and summative assessments. **Data Analysis: Sustaining and Growing** • Leadership team triangulated and analysed internal and external (Check-In Assessment) data in Semester One and shared these results during whole staff professional learning sessions. • APCI completed analysis of 2022 NAPLAN Data. • APCI and Stage 2/3 AP triangulated and analysed internal and external (Check-In Assessment) in Semester Two. • APCI led data analysis meetings twice a term at stage meetings with a focus on literacy and/or numeracy. • MacqLit data analysis completed weekly and shared at 3-6 stage meetings every week. • Executive team reviewed InitiaLit data in Implementation and Progress Monitoring 1 for Strategic Improvement Plan. **Data Use in Planning: Sustaining and Growing** • Whole-staff participation in 2021 SEF-SaS. Staff brainstormed evidence that would demonstrate that we were working towards sustaining and growing. Staff identified areas of improvement to be implemented throughout 2022 to achieve the level of sustaining and growing by end of 2022. • Leadership team triangulated and analysed internal and external assessment data regularly and shared these results during whole staff professional learning sessions. • Individual Education Plans (IEP'S) were created and shared during parent meetings in Term 1 and 4. • Parent teacher interviews were held in Term 3 to discuss student data, assessment and results. • Academic reports - Semester One and Semester Two. now include what students can do and a learning goal for Literacy and Numeracy. • Learning and support programs - parents receive communication prior to and throughout the duration of the program. • Proactive teacher contact with parents with regards to student progress and achievement. Documented in Sentral. **Data use in teaching:** • Whole school assessment schedules created - includes both formative and summative assessments. • Google drive established for the collection and recording of all student assessment data. Transparency for teachers K-6 and leadership team. • Data tracking sheet established and used for recording Literacy and Numeracy data and progression data K-6. Digital student assessment portfolio will follow them K-6. • Leadership team triangulated and analysed internal and external assessment data regularly and shared these results during whole staff professional learning sessions. Initiatives put in place and teaching and learning programs adjusted to include the explicit teaching of vocabulary.

SEF	Impact of this was that vocabulary went from our lowest performing area to our highest in the Check-In Assessment 2022 in Semester Two.
* SEF element 'Data skills and use'- Sustaining and Growing.	• Teaching and Learning Programs adjusted based on analysis of internal assessment data.
	• K-6 teacher professional learning time allocated to consistent teacher judgement sessions for writing.
*SEF element 'Effective classroom practice'- Sustaining and Growing.	• Stage 2 mathematics groups were flexible and responsive to student data.
	SEF element 'Effective classroom practice'- Sustaining and Growing
	Lesson Planning: Sustaining and Growing
	• Teachers participate in collaborative planning and consistency days once a term to evaluate current programs using student assessment data and feedback and create and tailored programs for the following term based on this information.
	• A focus of 2022 programming has been to explicitly include planned differentiation of teaching content using student assessment data.
	• Learning intention and success criteria embedded in all teaching and learning programs.
	• APCI lead analysis and evaluation of current teaching and learning programs and assisted teachers to adjust them in response to student data.
	• APCI led analysis of Check-In Assessment results and worked with staff to complete reflections that would be used to inform their next steps and teaching and learning programs.
	• Teacher PDP observations provided teaches with the opportunity to share best practice, reflect on their teaching and receive feedback from their peers.
	• Whole school teacher professional learning provided to unpack and analyse the CESE's What Works Best in Practice documents. Staff reflected on and evaluated their current practice using the WWB toolkit to inform future practice.
	• Regular consistent teacher judgement sessions at a whole school and stage level.
	Explicit Teaching: Sustaining and Growing
	• Explicit teaching evident across K-6.
	• Programs are clear and demonstrate how content will be explicitly delivered. Programs include learning intention and success criteria and this is an explicit teaching tool used during lessons.
	• Teachers have begun experimenting with leveled success criteria using SOLO verbs (Stage 3).
	• Teachers have been observed through the PDP process using the explicit teaching strategy questioning to demonstrate differentiation to support all student needs.
	• Feedback was used to differentiate the learning during explicit lessons.
	• Differentiation pre-planned and embedded into teaching and learning programs as an explicit teaching strategy.
	Feedback: Sustaining and Growing
	• Professional learning provided to whole staff on explicit feedback practices.
	• Resources were provided to classrooms teachers K-6 including feedback stamps, feedback classroom displays and prompts.
	• Staff unpacked the What Works Best Chapter: Explicit Feedback. Goals for 2023 include incorporating growth mindset for students, teachers and parent community.
	• Student survey on feedback showed that receiving feedback was having a positive impact on their learning.
	• InitiaLit - provides students with immediate (timely) feedback on their learning.
	• Feedback was a focus during the LEED project.
	Classroom Management: Excelling
	• Our Positive Behaviour for Learning (PBL) provides a school-wide approach to effective and positive classroom management.
	• Support is provided to teachers where needed, ensuring optimum learning.
	• Teachers model and share a flexible repertoire of strategies for classroom management and promotion of student engagement and responsibility for learning (Excelling) at a grade, stage and whole school level.
	• Fortnightly goals provided based on current PBL data.

SEF	• Circle time has been shared and introduced as a tool for achieving school wide consistency.
* SEF element 'Data skills and use'- Sustaining and Growing.	• All inappropriate classroom behaviour is documented on our Sentral recording system and reviewed by the PBL team and executive staff for immediate follow up. Student concerns are included on all stage meeting agendas.
*SEF element 'Effective classroom practice'- Sustaining and Growing.	• Well-planned teaching that ensures a high level of student engagement to promote productive learning with minimal disruption.
	• Once a term the PBL team deliver an analysis of the Sentral data to inform our PBL goals and school-wide consistency in our approach to student behaviour.

Strategic Direction 2: Connect, Succeed, Thrive and Learn

Purpose

To ensure that all of our students are able to connect, succeed, thrive and learn, there will be a planned approach to developing whole school wellbeing processes that support high levels of wellbeing and engagement. We will ensure resilient and optimistic students make informed decisions and choices for their well-being, establishing a positive and cohesive school community.

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.

- Positive Behaviour for Learning (PBL)
- Involved, connected and engaged community

Resources allocated to this strategic direction

Socio-economic background: $10,800.00

Summary of progress

In 2022 the school focused on revitalising the PBL framework and reconnecting with our community after Covid. Staff engaged in professional learning information sessions around the use data to inform decisions for PBL Goal of the Week. displayed were placed in classrooms, office, canteen and Library. Daily Positive Behaviour Learning (PBL) focus was provided through videos and/or song. Anecdotal records maintained on parent/community commentary, SENTRAL records, SEF-SaS, Validation, website and social media (Facebook) data analytics. This resulted in the re-establishment of face to face P&C meetings, Parent Interviews, Meet the teacher, Kindergarten Orientation, after school Sporting activities, Mother's Day and Father's Day breakfasts, Grandparents' Day, Easter Hat Parade, Colour Run and end of year school concert.

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
• TTFM Well-being data - Students with a positive sense of belonging. School mean of 73% (2020) increases to 80%. • Increase 5% of students attending more than 90% of the time (from our 2021 data of 69.8% to 74.8%).	• TTFM data indicated 68% of students report a positive sense of belonging. (Expectations for success, advocacy, and sense of belonging at school). • TTFM Well-being data - Students with a positive sense of belonging - September 2022 = 68% of students with a positive sense of wellbeing. • 119 students from 208 are in attendance more than 90%. This equates to 57.2% of students attending more than 90% of the time. Kenthurst Public School was affected by floods twice in 2022 which affected students ability to travel to school safely and multiple COVID outbreaks. Of the 42.8% of students that attended less than 90% of the time, 34% provided an explanation of illness.
• TTFM Well-being data - Students are interested an motivated in their own learning. School mean of 65% (2020) increases to 70-75%	• TTFM Well-being data - Students are interested and motivated in their own learning. School mean of 65% in 2020 to 54% in September 2022. A decline of 11%.
• Expectations of learning and behaviour continually reviewed and refined with all students, staff and community. • Regular monitoring exists with lessons for explicit teaching developed, while behaviour and attendance plans are refined.	**Expectations of learning and behaviour** • Expectations are reviewed as needed - using data to inform. This can look like conversations at assemblies - reflecting upon current playground issues and restating PBL expectations and behaviours - (wording from the PBL Expectation and Behaviour Matrix.) • Expectations are continually reviewed -using data to inform. Goal of the Fortnight -(wording from the Expectation and Behaviour Matrix), is published as a classroom poster and promoted on the front page of Sentral.

• Expectations of learning and behaviour continually reviewed and refined with all students, staff and community. • Regular monitoring exists with lessons for explicit teaching developed, while behaviour and attendance plans are refined.	Short videos accompany to promote discussion in class for 5 minutes per day. • Expectations are refined during PBL meetings (Staff Development Day) and input from all staff. Additional phrases are added as required as a result of data evidence and collegial conversations. • Expectations are reviewed with the community with the Parent Booklet, which is annually updated, published and sent home as a hard copy, to each school family. **Regular monitoring exists** • Lessons for explicit teaching are embedded with the Fortnightly Goal of the Week, attached videos and daily whole class discussions. • Regular monitoring of student behaviour is achieved with all staff responsible for documenting behaviour in Sentral, -Wellbeing. These notes are available to all staff to ensure consistency and knowledge of behaviour issues/concerns. • Tier 2 students receive individual reflection and teaching to address their specific behaviour needs. • Tier 3 students have an Individual Behaviour Plan and this is shared with all relevant staff members.
• Increase 5% of students attending more than 90% of the time (from our 2021 data of 69.8% to 74.8%), with an ongoing goal of 80-90% of students attending more than 90% of the time.	• 119 students from 208 -90% attendance at Kenthurst Public School is outstanding, above the State average of 85%, and above our network average of 84.9%. • 119 (57.2%) students attended greater than 90% of the time for 2022 (based on information provided by SAM early Term 4).

Purpose

To uplift and inspire highly professional, well-resourced teachers who demonstrate a deep commitment to the exploration of ways to improve professional practice. Learning will be optimized through the highly effective, explicit, evidence-based teaching practices being delivered in high quality learning environments. A school wide culture of high expectations focusing on literacy and numeracy development. Assessment practices will be rich and effective to identify students' learning needs. This information will be vital to the regular and timely communication of learning progress with families.

Initiatives

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

- Quality Teaching Rounds
- High Performance Culture

Resources allocated to this strategic direction

Professional learning: $7,000.00

Summary of progress

In 2022 the school commenced lesson observations and collegial feedback for teachers. Teachers participated in a structured lesson observation that focused on performance development goals. Each teacher observed another and provided written feedback for evaluation and reflection. The process increased teacher confidence in having a colleague observe their lesson and also improved their confidence in providing feedback. In 2023 the school will focus on building the capacity of teachers to provide more detailed and explicit feedback, against set criteria and use this to inform and influence lesson planning. There will be a particular focus on differentiation and explicit instruction using data.

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
• Improved three-year average TTFM survey data in the 'Collaboration' and 'Learning Culture' drivers of student learning, to 7.6 and 7.4 respectively. • Improved annual TTFM student survey data in the 'Explicit teaching practices and feedback' and 'Expectations for success (High expectations)' drivers of student outcomes, to 7.5 and 8.0 respectively	• Improved annual TTFM student survey data in the 'Explicit teaching practice and feedback to 7.5. Our September 2022 TTFM data indicated a mean of 6.9. There has been no movement from our mean of 6.9 in 2021. • Improved annual TTFM student survey data in the 'Expectations for success (High expectations)' drivers of student outcomes to 8.0. TTFM data mean was 7.9 overall, a decrease of 0.1 from 7.9 in 2021.
School assessment in the School Excellence Framework (SEF) shows Sustaining and Growing or Excelling in the following themes: • Lesson planning; • Improvement of practice; • Collaborative practice and feedback; • Professional learning; • Instructional leadership; • High expectations culture	Whole staff participated in teacher professional learning in Term 4 to discuss where Kenthurst Public School is sitting against the identified themes in the School Excellence Framework. Staff identified where KPS are by brainstorming current school wide practices including evidence that we have to support this determination. **Lesson planning: Sustaining and Growing** • Teachers participate in collaborative planning and consistency days once a term to evaluate current programs using student assessment data and feedback and create and tailor programs for the following term based on this information. • A focus of 2022 programming has been to explicitly include planned differentiation of teaching content using student assessment data. • Learning Intention and Success Criteria embedded in all teaching and learning programs.

School assessment in the School Excellence Framework (SEF) shows Sustaining and Growing or Excelling in the following themes: • Lesson planning; • Improvement of practice; • Collaborative practice and feedback; • Professional learning; • Instructional leadership; • High expectations culture	• APCI lead analysis and evaluation of current teaching and learning programs and assisted teachers to adjust them in response to student data. • APCI led analysis of Check-In Assessment results and worked with staff to complete reflections that would be used to inform their next steps and teaching and learning programs. • Teacher PDP observations provided teaches with the opportunity to share best practice, reflect on their teaching and receive feedback from their peers. • Whole school teacher professional learning provided on unpacking and analyzing the CESE's What Works Best in Practice Documents. Staff reflected on and evaluated their current practice using the WWB toolkit to inform future practice. • Regular consistent teacher judgement sessions at a whole school and stage level. **Improvement of Practice: Sustaining and Growing** • Whole school teacher professional learning on CESE's What Works Best documents. Teaching and learning programs reflect these evidence-based practices. • Teaching staff PDP's reflect whole school goals around differentiation, feedback and use of data to inform practice. • Additional time provided to Early Career's Teachers to receive mentoring to build their capabilities. • Teacher strengths identified and used as a resource to build the capacity of staff across the school. • PDP meetings - used to identify teacher strengths and gaps. Discussion on current and future goals to build their capacity. • Accreditation maintenance logs - all staff demonstrate a commitment to the accreditation process. **Collaborative Practice and Feedback: Sustaining and Growing** • Classroom observations - linked to PDP's and school goals. • APCI provided additional release time for staff to observe best practice across the school. • Team teaching opportunities • Consistency days once a term - staff had the opportunity to engage in professional discussions and collaborative practices to ensure teaching and learning programs were responsive to data and reflected evidence-based practices and school-wide initiatives. • Data is visible and transparent. Allows for conversations to be had across stage groups and whole-school. • Quality Teaching Rounds (2023 goal). **Professional Learning: Sustaining and Growing** • Whole school teacher professional learning timetable collaboratively created by executive staff. • Provision of weekly teacher professional learning in Terms 1, 2 and 3. This covered identified initiatives from the SIP including: Effective feedback, explicit vocabulary instruction, analysis and evaluation of the School Excellence Framework, Strategic Improvement Plan 2021-2025 and CESE's What Works Best documents. Opportunities were provided to staff to participate in CTJ collaboration sessions where student work samples were shared and discussed. • Stage consistency days - provided once per term - allowed staff the opportunity to share new knowledge, evidence-based best practice, and reflect on stage data. • Staff development days - Early Stage 1 and Stage 1 - K-2 Syllabus preparation, Top Ten Curriculum Day, analysis and evaluation of internal and external data. **Instructional Leadership: Delivering** • Executive team attended a TPL Day in Term 3- Tao of Teams to build leadership capabilities. • APCI completed induction training provided by the Department of Education. • APCI completed the LEED Learner Serious of teacher professional learning provided by the Department of Education. • APCI participated in the Circle of Practice: Instructional Leadership to build their capacity in Terms 1 and 2. • Members of the executive staff participated in the LEED project in Terms 1, 2 and 3. • Executive staff review teaching and learning programs once per term to

| School assessment in the School Excellence Framework (SEF) shows Sustaining and Growing or Excelling in the following themes:
• Lesson planning;
• Improvement of practice;
• Collaborative practice and feedback;
• Professional learning;
• Instructional leadership;
• High expectations culture | ensure they meet NESA guidelines.
 • APCI provided demonstration lessons to staff on evidence-based best practices in Term 3.
High Expectations: Delivering
 • School assemblies - student awards presented. Sporting achievements
 • Parent teacher interviews - student progress and achievement communicated.
 • Seesaw - a platform used K-6 to maintain parent communication with respect to student learning and achievement.
 • Regular communication maintained with parents through fortnightly newsletters.
 • Parent information sessions - meet the teacher in Term 1, Check-in Assessment and NAPLAN information sessions delivered by relieving AP St2 & St3, Kindergarten orientation and information session delivered by relieving AP ES1 & S1, KPS Kindergarten Orientation Open Day.
 • K-6 Tracking sheet - digital student portfolios.
 • Google Drive - transparency. Allows for teacher conversations and progress in learning to be identified K-6.
 • PLAN2 - goals
 • Regular collegial discussions on student progress and achievement.
 • Teacher Professional Learning session - CESE's What Works Best: Chapter on High Expectations.
 • LaST meetings - Executive team and school counselor meet once per fortnight. teachers are invited to present if needed. |

Funding sources	Impact achieved this year
Socio-economic background $14,619.00	Socio-economic background equity loading is used to meet the additional learning needs of students at Kenthurst Public School who may be experiencing educational disadvantage as a result of their socio-economic background. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Personalised Learning • Positive Behaviour for Learning (PBL) **Overview of activities partially or fully funded with this equity loading include:** • SLSO's have been working in small groups and with individual students to maximise explicit instruction and support. • employment of additional staff to support [name] program implementation. • providing students without economic support for educational materials, uniform, equipment and other items • resourcing to increase equitability of resources and services **The allocation of this funding has resulted in the following impact:** Students were able to follow with clear instructions and benefited from the one on one teaching. InitiaLit and MultiLit assessments showed improvement and engagement in learning as the key elements. **After evaluation, the next steps to support our students will be:** We will continue to monitor and support these students with the Learning and Support team, through explicit programs that target the students needs.
Aboriginal background $723.00	Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Kenthurst 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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Personalised Learning **Overview of activities partially or fully funded with this equity loading include:** • creation of school literacy resources embedding local language • employment of additional staff to deliver personalised support for Aboriginal students **The allocation of this funding has resulted in the following impact:** The student was supported in the Literacy program MultiLit by an SLSO. Improvement and adjustments were noted through the assessments used in MultiLit. **After evaluation, the next steps to support our students will be:** Working in small groups to improve fluency and continued explicit teaching and monitoring.
English language proficiency $17,500.00	English language proficiency equity loading provides support for students at all four phases of English language learning at Kenthurst Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Data Driven Practices **Overview of activities partially or fully funded with this equity loading**

English language proficiency $17,500.00	**include:** • employment of additional staff to support delivery of targeted initiatives • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional teacher time to provide targeted support for EAL/D students and for development of programs • additional teacher time to provide targeted support for EAL/D students and for development of programs **The allocation of this funding has resulted in the following impact:** !00% of the targeted students have demonstrated growth in reading and writing outcomes. Detailed records have assisted teachers to differentiate in their programs. **After evaluation, the next steps to support our students will be:** Teachers giving detailed feedback to enhance the improvement in reading and writing. together with high expectations as students develop their confidence in fluency and comprehension.
Low level adjustment for disability $80,600.00	Low level adjustment for disability equity loading provides support for students at Kenthurst Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Data Driven Practices **Overview of activities partially or fully funded with this equity loading include:** • 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 • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students **The allocation of this funding has resulted in the following impact:** Students have benefitted from explicit teaching delivered by the LaST and SLSO's. **After evaluation, the next steps to support our students will be:** Students will continue to work in small groups in The Hive with L&ST support teacher and MultiLit.
Professional learning $15,389.00	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 Kenthurst Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Personalised Learning • Quality Teaching Rounds • Data Driven Practices **Overview of activities partially or fully funded with this initiative funding include:** • engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing • Whole day Teacher Professional Learning with a focus on Numeracy. **The allocation of this funding has resulted in the following impact:** Teachers are confident in programming and implementing the new

Professional learning $15,389.00	Mathematics syllabus. **After evaluation, the next steps to support our students will be:** Teachers will have further professional learning and Consistency Days to prepare their programs and resources.
QTSS release $41,400.00	The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Kenthurst Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this initiative funding include:** • additional staffing to support staff collaboration in the implementation of high-quality curriculum • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff **The allocation of this funding has resulted in the following impact:** Teachers have become more confident in using the template, internal assessment tracking and external. They are beginning to use Essential Assessment as a tool to show evidence of student growth. **After evaluation, the next steps to support our students will be:** Further professional learning for the staff to track progress which will then be reflected in programs which have a focus on differentiation.
COVID ILSP $67,900.00	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • releasing staff to analyse school and student data to [identify students for small group tuition groups/monitor progress of student groups] • providing targeted, explicit instruction for student groups in literacy. • providing intensive small group tuition for identified students who were in need.… • releasing staff to participate in professional learning • employment of additional staff to support the monitoring of COVID ILSP funding **The allocation of this funding has resulted in the following impact:** The MacLit assessments enabled staff to track the progress of the targeted students and adjust their programs accordingly. **After evaluation, the next steps to support our students will be:** Some students will exit from this program, whereas others, after teachers analyzing the data, will continue on this program.

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	96	101	94	101
Girls	120	116	110	107

Student attendance profile

School				
Year	2019	2020	2021	2022
K	94.0	95.3	93.1	89.6
1	96.1	95.1	92.1	88.5
2	94.9	94.8	92.4	86.0
3	95.3	95.0	93.8	88.4
4	94.0	95.9	93.7	87.7
5	96.1	94.6	93.7	88.8
6	94.6	94.2	88.5	88.9
All Years	95.0	95.0	92.7	88.3
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)	2.8
Classroom Teacher(s)	8.14
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.6
School Administration and Support Staff	2.42

*Full Time Equivalent

Workforce composition statement

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

Aboriginal and Torres Strait Islander workforce composition

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

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark[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	150,120
Revenue	2,449,164
Appropriation	2,254,556
Sale of Goods and Services	875
Grants and contributions	190,429
Investment income	3,203
Other revenue	100
Expenses	-2,374,047
Employee related	-2,058,396
Operating expenses	-315,650
Surplus / deficit for the year	75,117
Closing Balance	225,237

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	0
Equity Total	113,667
Equity - Aboriginal	723
Equity - Socio-economic	14,676
Equity - Language	17,560
Equity - Disability	80,708
Base Total	1,819,030
Base - Per Capita	51,547
Base - Location	0
Base - Other	1,767,484
Other Total	226,640
Grand Total	2,159,337

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

Parents have welcomed the return to events over the year. Most notably Parent Interviews were face to face, Grandparents' Day, Mother's Day breakfast, fun run spectacular, Father's Day breakfast, Face to Face P&C meetings.

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.

Aboriginal Education - School statement

Our focus areas for 2022 include ongoing learning and professional development, Making connections with the local Indigenous community to establish links to embed culture and knowledge into learning programs..

All major school gatherings begins with an Acknowledgement to Country and significant Indigenous dates and events are recognized and celebrated by the school.

Aboriginal students are identified and valued. Personalised Learning Plans are drawn up in collaboration with parents and the students when possible. Kenthurst Public School provides opportunities for teachers to attend workshops to enhance their knowledge of integrating Aboriginal education in their day to day teaching.

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.