

# 2022 Annual Report

## Kentlyn Public School



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# Introduction

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

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

## School contact details

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## School vision

At Kentlyn Public School, our vision is to provide an inclusive, child centred learning environment where all students are catered for and supported to achieve their full potential. We educate the whole child, with a focus on academic, creative, social and physical domains of learning, prioritising positive engagement and mental and emotional wellbeing.

We strive for all students to achieve academic excellence, with teachers and the school community holding high expectations for success, and students having a sense of pride and ownership of their learning. The success of the school is underpinned by positive partnerships with parents and the wider community, and a commitment to developing students as responsible local and global citizens.

Kentlyn Public School is a school where every student is known, cared for and valued. Our School Motto of "Always Our Best" complements our premise of "Together We Can - Learning for Life".

## School context

Kentlyn Public School is situated in a semi-rural setting on the outskirts of Campbelltown. All 114 students who attend Kentlyn Public School have a right to enjoy their learning and their time at our school. It is our belief and practice of putting every student at the centre of all decision making.

At Kentlyn Public School our teachers genuinely care for their students. This, combined with the dedicated professionalism of all our staff creates a very powerful learning environment. Kentlyn Public School is committed to continuous improvement and delivering quality education to all our students K-6.

Our school provides a safe, caring and positive learning environment where all students have the opportunity to engage in lifelong learning and to become worthy citizens through quality education. A comprehensive curriculum complements our core values and is characterised by a strong focus in English and Maths; proactive welfare programs provide an inclusive environment and focus on building respect, resilience and social responsibility along with the desire to excel. Students are celebrated as safe, respectful learners with awards for merit, Positive Behaviour for Learning (PBL) and Learner Quality Awards. The opportunity for students to have a voice in decision making takes place through our Student Representative Council, which includes students from K-6, and student forums. Parents, community members and our local schools play a vital role in the life of the school. These strong partnerships contribute to the outstanding quality of education.

Kentlyn Public School and Ruse Public School have united to create a professional learning community. We are two schools working together under the same school plan, continually deepening our knowledge, reflecting on our methods and improving our practices to address shared challenges. Over the last four years, we have established an authentic and symbiotic relationship to ensure our students receive best educational practice, **every single day**. Our vision for both schools is the pursuit of excellence for **every student, every day in every classroom**. We are proud of our combined achievements thus far and look forward to expanding this success into the future.

Through our situational analysis, we have identified the need for a continued emphasis on embedding quality teaching practices in literacy and numeracy. Using evidenced based teaching strategies as outlined in the What Works Best document we will provide opportunities to improve teacher practice, as outlined in the High Impact Professional Learning policy, and ensure students achieve expected growth and attainment in their learning. This will be achieved through collaboration, quality intervention, instructional leadership and assessment. There will continue to be a strong focus on student attendance and student engagement through the use of effective practices and strategies to support student wellbeing. We have identified the need to move towards deeper reflective practices based on quality data analysis. We will look to embed reflective practices not just in school planning but also in all teaching and learning practices. This reflective practice will involve a deeper use of data to inform all processes and practices across the school.

## 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	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
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	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1: Student growth and attainment

### Purpose

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In order to improve explicit teaching practices and improved differentiated instruction our teachers will reflect on their own teaching practices against a number of metrics receiving quality feedback.

### Initiatives

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

- Reading
- Numeracy

### Resources allocated to this strategic direction

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**AP Curriculum & Instruction:** \$125,000.00

**Integration funding support:** \$78,101.00

**Per capita:** \$29,310.85

**English language proficiency:** \$10,323.93

**Low level adjustment for disability:** \$68,636.89

**:** \$0.00

**Professional learning:** \$7,158.80

**Socio-economic background:** \$10,000.00

### Summary of progress

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In 2022, the science of reading was the foundation for our improvement activities in reading K-6. This instruction focused on comprehension and vocabulary, with an additional focus on implementing a tiered approach to phonics and decoding intervention in K-3. We partnered with the Strategic School Support Team, to develop a theory of action and plan high impact professional learning through the 'Learn-do-Reflect' model. Teachers implemented daily think alouds within their explicit teaching of reading comprehension and close reading of texts within their guided reading sessions. We saw significant improvements in a number of areas. Teachers' knowledge of, and ability to implement, evidence-based effective teaching strategies in comprehension was enhanced and they worked collaboratively to monitor student data, and improve lesson plans, teaching and learning programs, formative assessment strategies and classroom teaching practice. MiniLit and Reading Tutor data also shows significant growth in phonics and decoding for our intervention students and our Year 1 Phonics Screener Results have more than doubled since 2020.

In 2023, our focus for reading will be strengthening the explicit evidence based teaching practices introduced in 2022. Our Assistant Principal Curriculum and Instruction (APCI) will work collaboratively with the executive team to develop a new scope and sequence for reading comprehension, lead professional learning with all teachers to unpack the new K-2 English syllabus and upskill teachers on the resources available within the Universal Resource Hub. Teachers will employ the skills they have developed this year to sustain and grow their use of the think aloud strategy and close reading as core components of their literacy sessions, ensuring all students are given maximum opportunities to see, think and model what a 'good' reader does.

In numeracy, our aim in 2022 was to strengthen our approach to mathematical fluency across K-6 and create a coherent, whole-school approach to the explicit teaching of reasoning and problem-solving. This involved professional learning for all teachers and instructional leadership support from our APCI. We redesigned our model for collaborative planning and placed more focus creating consistency across the whole school. Our leadership team worked together to develop a consistent planning framework for our numeracy sessions and collaborated with teachers to develop rich, culminating tasks in mathematics.

In 2023, our delivery of quality numeracy curriculum and instruction will be underpinned by a revitalised scope and sequence based on the new mathematics syllabus. The scope and sequence has been thoughtfully developed to foster comprehensive delivery of number and algebra content throughout the term, with a staggered approach to the introduction of new skills from measurement and space and statistics and probability, to ensure appropriate time is dedicated to each learning experience. Teachers will engage in professional learning around the new syllabus and corresponding scope and sequence, with a strong focus on developing quality learning experiences that are engaging, purposeful and challenging. As a school, our lead focus for improvement will be in the strand of measurement and geometry with the aim to strategically link key learning experiences concerning additive and multiplicative thinking at every opportunity. The teaching and learning cycle will be supported by comprehensive assessments, both written and computer-based, to provide a variety of data sets that will enhance the teachers' ability to cater to all students' needs. The leadership team will work shoulder-shoulder with teachers to unpack the data and establish challenging, yet

achievable, learning goals. Students will also engage with their own assessment results, reflecting on their own learning and setting their own learning goals.

### **Progress towards achieving improvement measures**

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

<b>Annual progress measure</b>	<b>Progress towards achievement</b>
Increase the percentage of students achieving top two bands in NAPLAN reading by at least 5.4% to meet or exceed the school's lower bound target by 2022.	2022 NAPLAN data indicates 33.3% of students are in the top two skill bands for reading indicating the school did not achieve the system negotiated target. However, focus on this target resulted in an increase of 7.4% from 2021.
Increase the percentage of students achieving top two bands in NAPLAN numeracy by at least 6.8% to meet or exceed the school's lower bound target by 2022.	2022 NAPLAN data indicates 11.1% of students are in the top two skill bands for numeracy indicating the school did not achieve the system negotiated target. However, focus on this target resulted in an increase of 3.7% from 2021.
An increase of 4% of students in Years 3-6 achieving a growth effect size of 0.4 or higher in the Progressive Achievement Test Reading based on 2021 data.	The percentage of students meeting or exceeding expected growth in Years 3-6 in the Progressive Achievement Test Reading increased by 6.8%, indicating achievement of the annual progress measure.
An increase of 4% of students in Years 3-6 achieving a growth effect size of 0.4 or higher in Progressive Achievement Test Mathematics based on 2021 data.	The percentage of students meeting or exceeding expected growth in Years 3-6 in the Progressive Achievement Test Maths increased by 4.8%, indicating achievement of the annual progress measure.

## Strategic Direction 2: Evaluative Educators

### Purpose

In order to improve student learning outcomes in reading and numeracy, we will develop and sustain collaborative processes for collecting and analysing formative and summative assessment data. This will ensure the implementation of appropriate curriculum provision for every student is underpinned by evidence-informed strategies and embedded evaluative 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.

- Assessment
- Collaboration

### Resources allocated to this strategic direction

**AP Curriculum & Instruction:** \$16,571.00

**QTSS release:** \$21,720.07

**English language proficiency:** \$10,000.00

**Professional learning:** \$5,000.00

### Summary of progress

In 2022 we strengthened and refined our tiered approach to collaboration and professional development that was introduced the previous year. Our leadership team identified common areas for whole school professional learning, small group collaboration using the WALKTHRU model and individual coaching and mentoring opportunities. Our aim was to continue enhancing our collaborative processes for collecting and analysing student assessment data.

**Whole school professional learning:** Throughout the year, the leadership team comprehensively analysed student progress and achievement data for insights into student learning and discussed results with the whole staff. We utilised these insights to develop cycles of professional learning in reading comprehension and numeracy following the Learn-do-Reflect model. We worked collaboratively with the Strategic School Support Team to develop a theory of action, plan high impact professional learning and ongoing instructional leadership around the implementation of daily 'think alouds' within all K-6 classrooms in the explicit teaching of reading comprehension and 'close reading' of texts within guided reading sessions. For numeracy, whole school professional learning focussed on unpacking the new K-2 Syllabus, Numeracy Guides and Numeracy Learning Progressions and enhancing teachers' understanding of evidence-based best practice in teaching Measurement and Geometry. Our initial goal was to increase teachers' ability to implement explicit problem solving sessions within their mathematics lessons. **Stage based and small group:** Small group collaboration and professional learning sessions allowed the leadership team to work closely with our teachers to analyse their student data more specially. Teachers were guided through professional learning in data concepts, analysis and use of student assessment data to evaluate student learning progress. **Individual coaching and mentoring:** Our leadership team provided individual teachers and school learning and support officers with additional one-on-one coaching, mentoring and instructional leadership support related to their unique professional development goals. When introducing new concepts and changes in pedagogy, they followed a gradual release of responsibility framework, modelling lessons, team teaching and observing lessons.

In 2023, we will strengthen our whole school monitoring of student learning. A more robust numeracy assessment schedule will be developed, and implemented whole school to monitor student progress, reflect on and evaluate teaching effectiveness and drive future directions. Data use in teaching will be the driving focus. Our leadership team will work collaboratively with teachers to ensure assessments are developed and used regularly across the whole school to help promote consistent and comparable judgement of student learning, monitor student learning progress, and identify skill gaps for improvement and areas for extension. Will continue to sustain and grow our use of the Learn-do-Reflect model for professional learning and collaboration.

### 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>Improvement as measured by the School Excellence Framework:</p> <ul style="list-style-type: none"> <li>Teaching: Data Skills and Use - Delivering</li> </ul>	<p>Self-assessment against the School Excellence Framework shows the school currently performing at delivering overall in the element of data skills and use. Positive growth has been seen in the themes of data analysis and data use in planning, where the school is currently sustaining and growing these practices.</p>
<p>Increase our Check-In Assessment Data in Numeracy by 6% for the same cohort.</p>	<p>The percentage of questions correct for the Year 4 Numeracy Check-in Assessment increased by 9.5% from Term 1 2022 to Term 4 2022, indicating achievement of this progress measure. There was also a reduction in the difference from state from -4.9% to -1.2%. The Year 6 Year Numeracy Check-in Assessment results also indicate positive growth, in Term 1 2022 the difference from state was -5%, by Term 4 the cohort average was above the state average by 1.7%.</p>
<p>An increase of 4% of students in Years 3-6 achieving a growth effect size of 0.4 or higher in Progressive Achievement Test Maths and Progressive Achievement Test Reading based on 2021 data.</p>	<p>The percentage of students meeting or exceeding expected growth in Years 3-6 in the Progressive Achievement Test Reading increased by 6.8%, indicating achievement of the annual progress measure. The percentage of students meeting or exceeding expected growth in Years 3-6 in the Progressive Achievement Test Maths increased by 4.8%, indicating achievement of the annual progress measure.</p>
<p>Increase results on the LEED, Improvement Innovation &amp; Change - What Works Best Survey by 2% in the areas of Collaboration and Use of Data to Inform practice, based on 2020 data.</p>	<p>The 2022 results from the LEED, (Leading Evaluation, Evidence and Data) , Improvement Innovation &amp; Change - What Works Best Survey in the area of Collaboration increased by 9% compared to 2020 data, indicating achievement of the annual progress measure. The 2022 results in the area of Use of Data to Inform Practice increased by 8% compared to 2020 data, indicating achievement of the annual progress measure.</p>
<p>Increase our Check-In Assessment Data in Reading by 4% for the same cohort.</p>	<p>The percentage of questions correct for the Year 4 Reading Check-in Assessment increased by 3.1% from Term 1 2022 to Term 4 2022, indicating the school did not achieve the agreed annual school based target. However, there was positive growth evident in a reduction in the difference from state from -7.9% to -3.8%. The Year 6 Year Reading Check-in Assessment results also indicate positive growth, in Term 1 2022 the difference from state was -0.2%, by Term 4 the cohort average was above the state average by 3%.</p>



### Purpose

All students feel that they belong and are known, valued and cared for through supportive relationships and systematic approaches that aim to have a high impact on the learning outcomes of all students.

### Initiatives

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

- Attendance and Connection
- Inclusiveness and High Expectations

### Resources allocated to this strategic direction

**Low level adjustment for disability:** \$10,000.00

**Integration funding support:** \$20,000.00

**Socio-economic background:** \$42,859.20

**Aboriginal background:** \$6,431.05

**English language proficiency:** \$10,000.00

### Summary of progress

In 2022 Kentlyn Public School was part of a trial to extend the school day by offering activities for students at school outside the standard 9am to 3pm school day. Our students were invited to take part in a range of activities including fitness, gymnastics, drama, pottery, STEM, soccer and martial arts. Our school became a community hub and students reported enhanced wellbeing and sense of belonging. The TTFM Student Survey indicates that there was a 30% increase in the percentage of students participating in extracurricular activities from the beginning of 2022 to the end of the year.

Our teachers engaged in an EAL/D book club led by Kerrie Quee, EAL/D Education Leader for the Campbelltown Network. All teachers chose to participate in this, reading chapters from the text "Teaching English Language Learners in Mainstream Classes" by Margery Hertzberg. Through the EALD bookclub, teachers discovered new strategies, tried them out in the classrooms and brought work samples or observations to discuss as a group at our meetings. This ensured that the professional learning was meaningful and targeted to our students and teachers' needs. We also focused on improved PBL and wellbeing practices in classrooms and across the school, consistently implementing and maintaining wellbeing systems that promote High Expectation behaviours (academic, social, behavioural, and emotional).

In 2023, KPS will engage with the Berry Street Education Model (BSEM) training with all teachers and executive. The aim will be to better equip our teachers with the strategies that enable them to increase engagement of students with complex, unmet learning needs and to successfully improve all students' self-regulation, relationships, wellbeing, growth and academic achievement.

### 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
Increase the percentage of students attending > 90% by 9% based on 2020 data.	The number of students attending school 90% of the time or more has decreased by 13.5%, indicating progress has not yet been seen towards the agreed annual school based target.
Increase TTFM Wellbeing data (advocacy, belonging, expectations) by 2.7%, based on 2020 data.	The 2022 TTFM Wellbeing data fromv Snapshot 2 all increase when compared to 2020 data. Advocacy at School increase by 15%, Expectations for Success increased by 10 and Students with a Positive Sense of Belonging increase by 21%, indicating achievement of our annual progress measure.

Increase results on the LEED, Improvement Innovation & Change - What Works Best Survey by 2% in the areas of Classroom Management and Wellbeing, based on 2020 data.

The 2022 results from the LEED, Improvement Innovation & Change - What Works Best Survey in the area of Classroom Management increased of 4.6% compared to 2020 data and in the area of Wellbeing by 20%, indicating achievement of the annual progress measure.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$98,101.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Kentlyn 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>• Reading</li> <li>• Attendance and Connection</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>• SLSO support in the classroom.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The impact of this funding was that students with disabilities were supported with their social, emotional and academic needs as outlined in their Personalised Learning and Support Plans. Student have all shown growth in their individual learning goal.</p> <p><b>After evaluation, the next steps to support our students will be:</b> We will continue to have SLSOs supporting the social, emotional and academic needs of funded students in our K-3 classrooms in 2023. We will also have two SLSOs running academic intervention, one in K-1 and 2/3.</p>
<p>Socio-economic background</p> <p>\$52,859.20</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Kentlyn 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>• Numeracy</li> <li>• Inclusiveness and High Expectations</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>• additional staffing to implement intervention programs to support identified students with additional needs</li> <li>• professional development of staff through InitialLit to support student learning</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Funds from socio-economic background have been used to numeracy and wellbeing initiatives. This has lead to progress towards and/or achievement of our annual progress measure.</p> <ul style="list-style-type: none"> <li>- Increase of 3.7% in students achieving in the top two bands for the 2022 NAPLAN Numeracy assessment.</li> <li>- The percentage of students meeting or exceeding expected growth in Years 3-6 in the Progressive Achievement Test Maths increased by 4.8%, indicating achievement of the annual progress measure.</li> </ul> <p>The percentage of questions correct for the Year 4 Numeracy Check-in Assessment increased by 9.5% from Term 1 2022 to Term 4 2022, indicating achievement of this progress measure. There was also a reduction in the difference from state from -4.9% to -1.2%. The Year 6 Year Numeracy Check-in Assessment results also indicate positive growth, in Term 1 2022 the difference from state was -5%, by Term 4 the cohort average was above the state average by 1.7%.</p> <ul style="list-style-type: none"> <li>- The 2022 TTFM Wellbeing data from Snapshot 2 all increase when compared to 2020 data. Advocacy at School increase by 15%, Expectations for Success increased by 10 and Students with a Positive Sense of Belonging increase by 21%, indicating achievement of our annual progress measure.</li> </ul>

<p>Socio-economic background</p> <p>\$52,859.20</p>	<p><b>After evaluation, the next steps to support our students will be:</b> Funding will continue to support literacy/ numeracy and wellbeing activities.</p>
<p>Aboriginal background</p> <p>\$6,431.05</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Kentlyn 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>• Inclusiveness and High Expectations</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>• Community consultation and engagement to support the development of cultural competency.</li> <li>• Staffing release to support development and implementation of Personalised Learning Plans.</li> <li>• Growth for Aboriginal students in reading and numeracy achieved, as result of targeted intervention.</li> <li>• Opportunities for Aboriginal students to engage in extra-curricular activities developing a stronger cultural awareness.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- All Aboriginal students K-6 have Personalised Learning Pathways.</li> <li>- The 2022 TTFM Wellbeing data from Snapshot 2 all increase when compared to 2020 data. Advocacy at School increase by 15%, Expectations for Success increased by 10 and Students with a Positive Sense of Belonging increase by 21%, indicating achievement of our annual progress measure.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b> We will continue to use this funding to support Aboriginal students' attendance and wellbeing initiatives in 2023.</p>
<p>English language proficiency</p> <p>\$30,323.93</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Kentlyn 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>• Reading</li> <li>• Collaboration</li> <li>• Inclusiveness and High Expectations</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>• provision of additional EAL/D support in the classroom and as part of differentiation initiatives</li> <li>• employment of additional staff to support delivery of targeted initiatives</li> <li>• additional staffing to implement Individual Educational Plans for all EAL/D students</li> <li>• additional teacher time to provide targeted support for EAL/D students and for development of programs</li> <li>• withdrawal lessons for small group (developing) and individual (emerging) support</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- Releasing an EAL/D/ intervention teacher to implement small group intensive programs for our students identified in the beginning and emerging phase.</li> <li>- Professional learning for our EAL/D teacher and executive staff on how to accurately place students.</li> <li>- Greater understanding of the EALD progressions for staff.</li> </ul>

<p>English language proficiency</p> <p>\$30,323.93</p>	<ul style="list-style-type: none"> <li>- Individualised programs for EALD students at their point of need.</li> <li>- Improved outcomes for EALD students.</li> <li>- In-depth support for students (modified programs and individualised support).</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b> To continue professional learning for all staff on the EALD progressions and EALD strategies- to develop in-depth plans for EALD students by EALD specialist teacher in consultation with class teachers- to share tracking and growth of EALD students with all staff through executive meetings and stage collaboration and planning meetings. Introduction of Eid Celebration for our muslim community.</p>
<p>Low level adjustment for disability</p> <p>\$78,636.89</p>	<p>Low level adjustment for disability equity loading provides support for students at Kentlyn 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>• Reading</li> <li>• Numeracy</li> <li>• Attendance and 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>• engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students</li> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• targeted students are provided with an evidence-based intervention MiniLit and Reading Tutor to increase learning outcomes</li> <li>• employment of LaST and interventionist teacher.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> literacy and numeracy initiatives being supported. This funding has also been used for learning and support and to facilitate our DP being off class, acting in an instructional leadership capacity.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to continue the work established in these initiatives in 2023.</p>
<p>Professional learning</p> <p>\$12,158.80</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 Kentlyn 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>• Reading</li> <li>• Numeracy</li> <li>• Collaboration</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• engaging APCI &amp; DP to unpack evidence-based approaches to teaching reading and explore modelled, interactive, guided and independent reading</li> <li>• professional learning focusing on the science of reading and problem solving in numeracy</li> <li>• purchasing online professional learning resources to support quality teaching in reading and mathematics.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The 2022 results from the LEED, (Leading Evaluation, Evidence and Data) ,</p>

<p>Professional learning</p> <p>\$12,158.80</p>	<p>Improvement Innovation &amp; Change - What Works Best Survey in the area of Collaboration increased by 9% compared to 2020 data, indicating achievement of the annual progress measure. The 2022 results in the area of Use of Data to Inform Practice increased by 8% compared to 2020 data, indicating achievement of the annual progress measure.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to continue funding professional learning initiatives in 2023.</p>
<p>QTSS release</p> <p>\$21,720.07</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Kentlyn 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>• Assessment</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>• DP provided with additional release time to support classroom programs</li> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> <li>• implementation of instructional rounds to strengthen quality teaching practices</li> <li>• additional teaching staff to implement quality teaching initiatives</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></p> <ul style="list-style-type: none"> <li>- The percentage of questions correct for the Year 4 Numeracy Check-in Assessment increased by 9.5% from Term 1 2022 to Term 4 2022, indicating achievement of this progress measure. There was also a reduction in the difference from state from -4.9% to -1.2%. The Year 6 Year Numeracy Check-in Assessment results also indicate positive growth, in Term 1 2022 the difference from state was -5%, by Term 4 the cohort average was above the state average by 1.7%.</li> <li>- The percentage of students meeting or exceeding expected growth in Years 3-6 in the Progressive Achievement Test Reading increased by 6.8%, indicating achievement of the annual progress measure. The percentage of students meeting or exceeding expected growth in Years 3-6 in the Progressive Achievement Test Maths increased by 4.8%, indicating achievement of the annual progress measure.</li> <li>- The 2022 results from the LEED, (Leading Evaluation, Evidence and Data) , Improvement Innovation &amp; Change - What Works Best Survey in the area of Collaboration increased by 9% compared to 2020 data, indicating achievement of the annual progress measure. The 2022 results in the area of Use of Data to Inform Practice increased by 8% compared to 2020 data, indicating achievement of the annual progress measure.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b> continue resourcing the literacy and numeracy initiatives and allowing Deputy Principal to be off class to act as an instructional leader.</p>
<p>COVID ILSP</p> <p>\$67,653.00</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>• releasing staff to analyse school and student data to identify students for</li> </ul>



<p>COVID ILSP</p> <p>\$67,653.00</p>	<p>small group tuition groups and monitor progress of student groups</p> <ul style="list-style-type: none"> <li>• providing targeted, explicit instruction for student groups in literacy - MiniLit and Reading Tutor</li> <li>• releasing staff to participate in professional learning</li> <li>• leading professional learning for COVID educators</li> <li>• development of resources and planning of small group tuition.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  COVID ISP students receiving intervention had an average effect size of 0.7 in PAT-R, above the cohort averages.  All students in COVID ISP for multiplication had positive growth in PAT-maths for the multiplication question.</p> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ol style="list-style-type: none"> <li>1. Use a range of internal and external assessment data to identify cohorts for inclusion in the 2023 COVID ILSP program and implement reading and numeracy small group tuition accordingly.</li> <li>2. Organise school staffing structures that ensure efficient use of funding and maximise time for learning groups.</li> <li>3. Continue to share data and engage in collaborative practice between the COVID ILSP Coordinator, LST and classroom teachers.  This includes: <ul style="list-style-type: none"> <li>o Discussions with classroom teachers of students beginning the program around presented data and implications for classroom learning.</li> <li>o Data documents, assessments and timetables are in a school based shared drive for teachers and LST to view at any time.</li> <li>o Discussions with classroom teachers of students who come off the program and how they can best cater for them for the future.</li> </ul> </li> <li>4. Communicate and collaborate with parents and caregivers of students involved in the program through notes home, reports, parent information sessions, meetings, phone calls, emails and messages through internal online platforms such as Seesaw.</li> <li>5. Further engagement in PL in alignment with school directions that is heavily based on COVID ILSP student data. For example: <ul style="list-style-type: none"> <li>o Upskilling new SLSOs in MiniLit and Reading Tutor</li> <li>o COVID ILSP Microsoft Team Network &amp; PL</li> <li>o I See Maths with Gareth Metcalfe Training</li> </ul> </li> </ol>
<p>AP Curriculum &amp; Instruction</p> <p>\$141,571.00</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>• Reading</li> <li>• Numeracy</li> <li>• Assessment</li> <li>• Collaboration</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>• implementation of evidence-informed literacy and numeracy practices to improve teaching, learning and assessment across the curriculum</li> <li>• providing differentiation, high impact professional learning that ensures the continual development and growth of teacher expertise in the teaching of literacy and numeracy across the curriculum</li> <li>• working with teachers to plan, teach and evaluate the impact of evidence-informed teaching strategies for improved student outcomes in literacy and numeracy across the curriculum</li> <li>• strengthening the capabilities of teachers and leaders to progress schoolwide literacy and numeracy priorities through effective collaboration.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  - The percentage of questions correct for the Year 4 Numeracy Check-in Assessment increased by 9.5% from Term 1 2022 to Term 4 2022, indicating achievement of this progress measure. There was also a</p>

<p>AP Curriculum &amp; Instruction</p> <p>\$141,571.00</p>	<p>reduction in the difference from state from -4.9% to -1.2%. The Year 6 Year Numeracy Check-in Assessment results also indicate positive growth, in Term 1 2022 the difference from state was -5%, by Term 4 the cohort average was above the state average by 1.7%.</p> <p>- The percentage of students meeting or exceeding expected growth in Years 3-6 in the Progressive Achievement Test Reading increased by 6.8%, indicating achievement of the annual progress measure. The percentage of students meeting or exceeding expected growth in Years 3-6 in the Progressive Achievement Test Maths increased by 4.8%, indicating achievement of the annual progress measure.</p> <p><b>After evaluation, the next steps to support our students will be:</b> for the APCI to continue leading evidence-informed initiatives in literacy and numeracy, enhancing teacher capabilities through hands on instructional leadership.</p>
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# Student information

## Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	68	64	68	65
Girls	56	53	48	41

## Student attendance profile

School				
Year	2019	2020	2021	2022
K	91.8	87.2	91.6	87.9
1	93.1	91.9	91.1	84.1
2	93.4	93.6	93.2	84.1
3	90.7	92.4	94.2	90.7
4	91.9	93.1	90.5	90.9
5	93.1	88.0	90.4	84.6
6	88.2	83.0	92.9	83.5
All Years	91.7	89.1	91.9	86.4
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

## Attendance

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures from 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the department's centralised data warehouse every night. The AAF significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

## Management of non-attendance

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

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

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	2
Classroom Teacher(s)	4.6
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.2
School Administration and Support Staff	1.81

\*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>	197,079
<b>Revenue</b>	1,835,811
Appropriation	1,781,707
Sale of Goods and Services	289
Grants and contributions	52,047
Investment income	1,768
<b>Expenses</b>	-1,774,256
Employee related	-1,588,201
Operating expenses	-186,055
<b>Surplus / deficit for the year</b>	61,555
<b>Closing Balance</b>	258,634

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

## Financial summary - Equity loadings

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

	2022 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	98,101
<b>Equity Total</b>	168,251
Equity - Aboriginal	6,431
Equity - Socio-economic	52,859
Equity - Language	30,324
Equity - Disability	78,637
<b>Base Total</b>	1,118,901
Base - Per Capita	29,311
Base - Location	0
Base - Other	1,089,591
<b>Other Total</b>	242,616
<b>Grand Total</b>	1,627,870

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

In 2022, The Tell Them From Me suite of parent, student and staff surveys were used to gain feedback in relation to a range of aspects of school life and learning.

All students in Years 4, 5 and 6 completed the Tell Them From Me student survey.

Staff completed the "Focus on Learning" Teacher surveys and parents completed the "Partners in Learning" survey.

Some of the students responses included:

81% of students have a positive sense of belonging and 89% of students stated that they have friends at school they can trust and who encourage them to make positive choices;

97% of students believe that schooling is useful in their everyday life and will have a strong bearing on their future;

84% of students stated that they do not get in trouble at school for disruptive or inappropriate behaviour;

92% of students try hard to succeed in their learning.

Parents rated us above the NSW government state norms for six out of the seven "Tell Them From Me domains";

85% of parents feel welcomed at the school;

79% feel that they are informed;

76% feel that the school supports learning;

80% of parents believe the school supports positive behaviour;

80% of parents stated that their child feels safe at school

79% of parents believe their child is encouraged to do their best work;

76% stated that we have an inclusive school;

75% of parents believe that teachers help students to develop positive friendships.

77% believe that teachers take account of their child's needs, abilities and interests;

Teachers rated us above the NSW government state norms for all of the Tell Them From Me domains;

94% of teachers believe that school leaders have helped them to establish challenging and visible learning goals for students;

97% of teachers believe that school leaders have helped them create new learning opportunities for students.

88% of teachers work with other teachers to develop cross-curricular learning opportunities;

92% of teachers believe they set high expectations for their students;

92% of teachers use assessment data to inform their planning;

91% of teachers believe we are an inclusive school.

*Refer to help text (?) for advice on this section*

# Policy requirements

## Aboriginal Education Policy

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The responsibility for enacting the Aboriginal Education Policy rests with all departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

## Anti-Racism Policy

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All teachers are responsible for addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

## Multicultural Education Policy

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Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.