

# 2022 Annual Report

## Kiama Public School



2293

## Introduction

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

Creating a connected, challenging and collaborative learning community where the whole school community strives to reach academic goals and has a strong sense of belonging.

Empowering students to become confident, inquisitive learners who are kind and thoughtful citizens.

## School context

As a proud Department of Education public school, Kiama Public School is located on the South Coast of New South Wales. Kiama Public School has an enrolment of 516 students and supports 20 mainstream class groupings from Kindergarten to Year 6.

Kiama Public School prides itself on engaging students in dynamic learning experiences that encourage them to reach their full potential. These activities and experiences are founded on a culture of high expectations and academic excellence. The school boasts outstanding academic results and classrooms foster student development based on Positive Behaviour for Learning practices.

The school has developed and maintained a strong Science, Technology, Engineering and Mathematics (STEM) program that is a model of excellence in public education. Every student has opportunities to use flexible learning spaces across the school to enrich their learning. These include the outdoor kitchen, the garden, the science room and the Library. The garden is an extensive agricultural program where students produce, manage and build gardens and nurture and care for animals. An outdoor kitchen supports students' lessons across the curriculum.

The Library has become a pioneering space for STEM, and teacher professional learning in our school. This space includes infrastructure to support 3D printing and robotics. Coding and computational thinking characterise learning in these experiences. Technology is a valued component embedded in classroom practices. Students have access to iPads, laptops and mixed technology resources with Wi-Fi access across the school. Our school has BYOD technology in Stage 3.

Our students are provided with extensive opportunities to engage in a range of extra curricular activities including; band, choir, debating/public speaking, drama, dance, representative sport, robotics, STEM, enrichment groups and garden.

Kiama Public School has strong community support, where parents and carers are partners in their child's education. Teachers and support staff share a culture of professional excellence, continuously learning to provide challenging and engaging experiences to empower our students to become confident and inquisitive learners.

The whole school community, involving students, staff, parents and carers were consulted in a thorough situational analysis to determine high-level areas for improvement and further development. Through our situational analysis, Kiama Public School has identified a need to challenge students in their learning, provide the structures for authentic and robust teacher collaboration to occur with the purpose of enhancing teacher quality and pedagogical practice and enhance data literacy knowledge and practices to drive growth and attainment.

In recent years, Kiama Public School has had a large staff turn over due to retirement and promotion. It was noted that strategic succession planning to ensure the continuity of service, staff capacity and performance is required.

In order to maximise student learning outcomes for every student in reading and numeracy and to achieve system negotiated targets, we will further develop and refine data driven teaching practices that are responsive to the learning needs of individual students. Our work in this area will be underpinned by the evidence base provided by What Works Best: 2020 Update. As the literature suggests, we will focus on developing and sustaining whole school processes for collecting and analysing student data to inform teaching and learning programs to embed evidence-informed teaching strategies for every student in every classroom.

Staff will also be engaging in regular collegial observations to continue to develop their repertoire of evidence-based teaching strategies to strengthen teacher quality, create a shared dialogue of learning, enhance pedagogical knowledge and challenge students in their learning.

Work will also take place on developing quality summative and formative assessment tasks and data collection practices and developing greater consistency of judgement within and across schools.

Finally, Kiama Public School will establish well developed and evidence-based practices to monitor and refine whole school approaches to wellbeing and engagement to improve and enhance student learning outcomes and achievement.

## 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	Delivering
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	Delivering
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1: Student growth and attainment

### Purpose

In order to maximise student growth and attainment in reading and numeracy, we will implement evidence-based teaching strategies to ensure students consistently perform at high levels on external and internal school performance measures.

### 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.

- Evidence Informed Teaching

### Resources allocated to this strategic direction

**Low level adjustment for disability:** \$129,100.63

**English language proficiency:** \$4,805.23

**Literacy and numeracy:** \$17,194.58

**Literacy and numeracy intervention:** \$60,333.53

**QTSS release:** \$98,487.30

### Summary of progress

The focus for 2022 was to continue to strengthen data meetings through regular cyclic time frames across the school. This involved explicit teaching and learning that were supported by regular timeframes to conduct grade data meetings across the school. Classroom teachers were supported by an off-class Assistant Principal to analyse data and generate targeted teaching plans to address the identified student needs. As a result, more teachers have assessed students through PLAN 2 and identified achieved outcomes as well as seeing an identified need using the PLAN 2 data. Another focus for 2022 was to build staff capacity to effectively implement and evaluate targeted teaching plans. This has been strengthened through participation twice per term in scheduled data meetings. Staff were supported to collaborate across grade level to identify an area for growth and to analyse pre and post cycle data to measure the impact of the targeted teaching cycle. All Assistant Principals were mentored to lead data meetings which has built their capacity. As a result, Assistant Principals have led grade data meetings independently. Next year the focus will be for data meeting cycles to be stage based in a five-weekly cycle across the school to allow for collaborative planning within stages to be led by Assistant Principals as this will support further improvement towards continuous growth in collecting, entering and analysing data using PLAN 2.

The school strengthened consistent teacher assessment in Literacy and Numeracy. In response to the new DoE assessments, all year 1 students completed the Phonic Screening assessment and also completed the phonics diagnostic as needed. The Interview for Student Reasoning (IfSR) assessment in Mathematics has been introduced to all staff across the school as a diagnostic tool. Years 3-6 have completed regular check in assessments. This has resulted in new assessments being trialed within our school and our whole school assessment schedule under review to accommodate the DoE assessments. Members of the executive staff completed the Leading Evaluation Evidence and Data (LEED) initiatives and developed the capacity of all executive staff members through sharing evaluative tools which have been implemented which have been able to evaluate strategic directions within the School Improvement Plan. Explicit teaching and learning was supported by regular cyclic timeframes with pre and post targeted teaching.

Next year the focus will be to review and update the whole school assessment schedule, align consistent teacher judgement and embed analysis of data and subsequent planning into regular stage data meetings, which will support improvement in collaborative planning of teaching and learning as well as assessments. The school will implement 5 weekly whole school data entry and analysis, supported by collaborative planning days, implementing teaching cycles based on identified needs. The school will utilise the LEED evaluative tools to support our evidence collection for external validation.

### 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

An uplift in the percentage of students in the top 2 bands for NAPLAN Numeracy to be above the system negotiated lower bound target, trending towards the upper bound target.	The proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN Numeracy is 49.64% indicating progress yet to be seen toward the lower-bound system negotiated target. Focus on this target included diagnostic assessments 3-6 using the Interview for Student Reasoning (IfSR) in Mathematics as well as Check-in and Snapshot assessments.
An uplift of 6.9% of Year 3 and Year 5 students achieving in the top 2 bands in NAPLAN Reading Assessments.	The proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN Reading is 33.58% indicating progress yet to be seen toward the lower-bound system negotiated target. Focus on this target included increased skill development in phonological and phonemic awareness across the school.
An increase in the number of Aboriginal students in the top three bands in NAPLAN Numeracy Assessments.	Aboriginal students continue to perform significantly above State averages in NAPLAN Numeracy Assessments. The school is tracking towards meeting our progress measures.
An increase in the number of Aboriginal students in the top three bands in NAPLAN Reading Assessments.	Aboriginal students continue to perform significantly above State averages in NAPLAN Reading Assessments. The school is tracking towards meeting our progress measures.
Expected growth is unable to be measured by NAPLAN numeracy due to the impact of COVID 19 on the National Assessment program in 2020. Expected growth will be monitored and reported using internal school data	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
Expected growth is unable to be measured by NAPLAN reading due to the impact of COVID 19 on the National Assessment program in 2020. Expected growth will be monitored and reported using internal school data	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
Self-assessment against the School Excellence Framework in the element 'Assessment' will be maintained at Sustaining and Growing.  Self-assessment against the School Excellence Framework in the element 'Student Performance Measures' will be maintained at Delivering with some themes at Sustaining and Growing.	Self-assessment against the School Excellence Framework in the element of Assessment shows the school currently performing at Sustaining and Growing.  Self-assessment against the School Excellence Framework in the element of Student Performance Measures shows the school currently performing at Delivering.
Self-assessment against the School Excellence Framework in the element 'Data Skills and Use' will be maintained at Sustaining and Growing.	Self-assessment against the School Excellence Framework in the element of Data Skills and Use shows the school currently performing at Sustaining and Growing.

## Strategic Direction 2: Engagement and Challenge

### Purpose

In order to establish a culture of challenge and high expectations by promoting optimal conditions for learning across the school, we will engage in a consistent approach to effective learning.

### Initiatives

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

- Student Engagement: Challenging Learning
- Connection and Belonging

### Resources allocated to this strategic direction

**Socio-economic background:** \$32,685.08

: \$32,685.08

**Aboriginal background:** \$14,986.04

**Location:** \$6,583.23

### Summary of progress

#### Student Engagement: Challenging Learning

To support student engagement within classrooms, staff engaged in extended professional learning, readings and commenced an action research learning project to improve teacher dialogue structures utilising the Challenging Learning framework. To promote consistency across the school, teachers collaboratively developed whole school expectations for how to use dialogue effectively within lessons to improve student engagement and outcomes, participating in demonstration lessons led by Challenging Learning Champions and Coaches to enhance pedagogical practice. Action plans were developed to refine and reflect on existing practices incorporating the principles of Challenging Learning. This resulted in dialogue being embedded into teaching and learning programs and daily practice. Challenging Learning teacher surveys and observations indicated that staff have a common understanding and language around high expectations and challenge.

To enhance students' sense of belonging and strengthen positive learning environments within the school, the Positive Behaviour for Learning (PBL) team regularly and effectively analysed behaviour data on a fortnightly basis. This was communicated to all staff at weekly Communication Meetings and allowed for the collaborative development of programs and initiatives in response to data trends. The PBL Wellbeing scope and sequence was revised, shared and incorporated across the school community through explicit classroom lessons, assemblies, newsletter articles and social media posts. A whole school acknowledgement system was collaboratively developed with staff that authentically incorporated student voice and choice. To promote positive community engagement, postcards were introduced and sent home to celebrate positive student behaviour and support connection and belonging. Tell Them From Me Wellbeing data was collected to measure the impact on student wellbeing. Professional learning in Functional Behaviour Assessments (FBA) and Antecedent, Behaviour, Consequence (ABC), the new Student Behaviour policy, and the Inclusive Education Policy for Students with Disability, and Living Ripples further supported staff understanding of whole school student wellbeing practices.

Our next steps in 2023 will be to engage teaching staff in professional learning on effective feedback strategies and support in-class implementation. Teachers will work collaboratively to develop consistent school wide strategies for incorporating learning intentions and success criteria. The school will familiarise with the new Inclusive Education Policy for Students with Disabilities and the Student Behaviour Policy and develop school based guidelines and implementation strategies. Staff will continue to build knowledge of how to support behaviour through ongoing professional learning. Staff will engage in professional learning experiences around the Living Ripples project and the Restrictive Practices component of the Inclusive, Engaging and Respectful policy package, as well as continuing to strengthen whole school responses to data trends and developing the new School Behaviour Support and Management Plan.

### 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
Attendance rates of 90% and above demonstrating a 6.1% uplift.	The number of students attending greater than 90% or more of the time is 50.97% indicating progress yet to be seen toward the lower bound system negotiated target.
Increase the proportion of students reporting positive Wellbeing (Expectations for Success, Advocacy and Sense of Belonging) at school to the lower bound system negotiated target of 89.3%.	Tell Them From Me data shows 78.06% of students identify as having positive Wellbeing (Expectations for Success, Advocacy and Sense of Belonging) at school indicating progress yet to be seen toward the lower bound target.
Self-assessment against the School Excellence Framework in the elements of 'Learning Culture' and 'Wellbeing' will be maintained at Sustaining and Growing.	Self-assessment against the School Excellence Framework in the elements of Learning Culture and Wellbeing shows the school currently performing at Sustaining and Growing.
Self-assessment against the School Excellence Framework in the element 'Effective Classroom Practice' will be maintained at Sustaining and Growing.	Self-assessment against the School Excellence Framework in the elements of Effective Classroom Practice shows the school currently performing at Sustaining and Growing.
Increase in shared understanding and commitment to challenge and high expectations for students, shown in focus groups within the whole school community.	<p>Tell Them from Me (TTFM) student survey data indicates a measure of 62% of students with a positive growth orientation. The NSW Government Norm is 79%.</p> <p>Tell Them from Me (TTFM) parent survey data indicates a score of 6.5 in the measure of high teacher expectation for student success.</p>



## Strategic Direction 3: Continuous Improvement

### Purpose

In order to support the continuity of learning to drive ongoing school-wide improvement, we will refine systems and practices to promote collaboration and enhance pedagogical knowledge.

### 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.

- Collective Teacher Efficacy
- Curriculum

### Resources allocated to this strategic direction

**Professional learning:** \$33,193.23

**Beginning teacher support:** \$2,080.00

### Summary of progress

The focus for 2022 was on implementing Quality Teaching Rounds (QTR) to support embedding the culture, climate, processes and protocols of classroom observation, feedback and coaching to support professional development and encourage reflective practice. This involved recruiting new staff to participate in the QTR Professional Learning Communities (PLC) through an EOI process; participating in professional learning on the Quality Teaching Framework and QTR principles; and releasing teachers to participate in observations, coding, feedback and professional readings. As a result QTR supported the enhancement of collegial observations, build leadership capacity through opportunities to coordinate PLCs, and supported teachers to analyse their own and others' teaching in professional learning communities to support reflection and evaluation of current practice. Teachers engaged in professional learning to develop a deep understanding of the new curriculum and how this supports effective programming, implementation and evaluation of teaching and learning programs to enhance student learning outcomes based on identified needs. This involved staff engaging with new curriculum microlearning modules focused on evidence-based practices that underpin curriculum planning and programming; assessment; and reporting processes K-6. As a result all staff developed awareness of the research underpinning the new curriculum and K-2 staff worked with the new syllabus to evaluate current programming and identify current effective practices and areas of development for 2023 teaching and learning programs.

Next year the focus will be building leadership of current QTR participants to lead other staff in PLCs and continuing to recruit and expand the initiative to other staff in the school which will support further improvement towards embedding the culture, climate, processes and protocols of classroom observation, feedback and coaching to support professional development and encourage reflective practice. The school will implement the new K-2 units, revising the K-2 scope and sequences as well as preparing for the implementation of the 3-6 syllabus which will support further improvement towards effective programming, implementation and evaluation of teaching and learning programs to enhance student learning outcomes.

### 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
Tell Them From Me (TTFM) teacher survey indicates an increased score in the measure 'teaching strategies'.	Tell Them From Me (TTFM) teacher survey indicates a score of 7.8 in the measure 'teaching strategies'. The NSW Government Norm is 7.9.
Self-assessment against the School Excellence Framework in the element 'Curriculum' will be maintained at Sustaining and Growing.	Self-assessment against the School Excellence Framework in the element of Curriculum shows the school currently performing at Delivering.
Self-assessment against the School Excellence Framework in the theme 'Explicit Classroom Practice' will be	Self-assessment against the School Excellence Framework in the element of Explicit Classroom Practice shows the school currently performing at Sustaining and Growing.

maintained at Sustaining and Growing.	
Self-assessment against the School Excellence Framework in the element 'Educational Leadership' will be maintained at Sustaining and Growing.	Self-assessment against the School Excellence Framework in the element of Educational Leadership shows the school currently performing at Sustaining and Growing.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$161,210.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Kiama Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of staff to provide additional support for students who have high-level learning needs</li> <li>• additional staffing to assist students with additional learning needs</li> <li>• release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP)</li> <li>• intensive learning and behaviour support for funded students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> All eligible students demonstrating progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms and playgrounds where necessary.</p> <p><b>After evaluation, the next steps to support our students will be:</b> The use of integration funding will be adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$32,685.08</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Kiama 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>• Student Engagement: Challenging Learning</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• professional development of staff through Challenging Learning to support student learning and give explicit feedback.</li> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> <li>• resourcing to increase equitability of resources and services</li> <li>• employment of external providers to support students with additional learning needs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Student improvement evidenced by: Year 3 Reading NAPLAN results significantly achieving above state average. Year 3 Writing NAPLAN results significantly achieving above state average. Year 3 Numeracy NAPLAN results significantly achieving above state average. Year 5 Reading NAPLAN results significantly achieving above state average.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to engage the literacy and numeracy mentor to support our trajectory towards achieving targets by enhanced targeted teaching and learning cycles tracking student progress and achievement.</p>

<p>Socio-economic background</p> <p>\$32,685.08</p>	<p>Continue to enhance building staff capacity to use data to strengthen teaching and learning practices and give feedback on student learning.</p>
<p>Aboriginal background</p> <p>\$14,986.04</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Kiama 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>• Connection and Belonging</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to deliver personalised support for Aboriginal students</li> <li>• community consultation and engagement to support the development of cultural competency</li> <li>• employment of specialist additional staff (SLSO) to support Aboriginal students</li> <li>• staffing release to support development and implementation of Personalised Learning Plans</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  Strengthened school processes to provide opportunities for students to connect with culture and other First Nations people. Consistent school-wide processes to share and build on student PLP.  Increased participation and engagement at AECG meetings. Strengthened community consultation practices promoting inclusivity through the formation of a RAP (Reconciliation Action Plan) working party.  33% of Aboriginal students in the top 2 NAPLAN bands in Reading.  33% of Aboriginal students in the top 2 NAPLAN bands in Numeracy.  33% of Aboriginal students in the top 2 NAPLAN bands in Grammar and Punctuation.  66% of Aboriginal students in the top 2 NAPLAN bands in spelling.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  Complete the RAP (Reconciliation Action Plan) to support First Nations students.  Continuing to engage a SLSO to support Aboriginal students achieve PLP goals.  Continuing to support students and staff to engage in Cultural Immersion initiatives.  Continuing Morning Mob, and local cultural immersion days for students to regularly engage in connecting to country and connecting with others.</p>
<p>English language proficiency</p> <p>\$4,805.23</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Kiama 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>• Evidence Informed Teaching</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> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  Enhanced targeted teaching practices to support English language development in students.</p> <p><b>After evaluation, the next steps to support our students will be:</b></p>

<p>English language proficiency</p> <p>\$4,805.23</p>	<p>Utilise flexible funding as needed to support students achieving language proficiency.</p> <p>Enhance targeted teaching cycles to differentiate lessons accordingly to meet English needs of students.</p>
<p>Low level adjustment for disability</p> <p>\$129,100.63</p>	<p>Low level adjustment for disability equity loading provides support for students at Kiama 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>• Evidence Informed Teaching</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 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 programs to increase learning outcomes</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <p>The school achieving an enhanced and more consistent approach to student learning support and interventions.</p> <p>Increased sharing of information between external specialists and agencies to support student social, emotional, wellbeing and academic needs.</p> <p><b>After evaluation, the next steps to support our students will be:</b></p> <p>Further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of SLSOs.</p>
<p>Location</p> <p>\$6,583.23</p>	<p>The location funding allocation is provided to Kiama Public School to address school needs associated with remoteness and/or isolation.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Connection and Belonging</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• staff release to engage in professional learning</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <p>Strengthened school processes to support wellbeing and positive student behaviour.</p> <p><b>After evaluation, the next steps to support our students will be:</b></p> <p>Continuing to engage in professional learning to support the implementation of the IER (Inclusive, Engaging Respectful School) Policy.</p>
<p>Professional learning</p> <p>\$33,193.23</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 Kiama 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>• Collective Teacher Efficacy</li> <li>• Curriculum</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p>

<p>Professional learning</p> <p>\$33,193.23</p>	<ul style="list-style-type: none"> <li>• providing teacher release for teachers to engage in professional learning</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Increased teachers engaging in reflective observations to build their knowledge of Quality Teaching Elements and enhanced pedagogical knowledge. Increased capacity of teachers to incorporate evidence-based strategies into units of learning in mathematics. Increased capacity of teachers to incorporate and range of question techniques and dialogue structures.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Targeted professional learning to build consistent feedback structures into teaching and learning programs.</p>
<p>Literacy and numeracy</p> <p>\$17,194.58</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Kiama Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Evidence Informed Teaching</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>• staff training and support in literacy and numeracy</li> <li>• targeted professional learning to improve literacy and numeracy</li> <li>• resources to support the quality teaching of literacy and numeracy</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Teachers building knowledge and understanding of the new K-2 English and Mathematics Syllabus with greater focus on programs in Reading, Phonics and Numeracy. Purchasing of resources needed to support revised curriculum.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Teachers building knowledge and understanding of new 3-6 English and Mathematics Syllabus and purchasing resources to support revised curriculum. To engage an Assistant Principal, Curriculum and Instruction with our new executive entitlement allocation. This new, permanent leadership role will share the broader educational imperatives of the assistant principal position but with an explicit focus on the leadership of effective, evidence-based literacy and numeracy teaching and assessment practices for improved student learning outcomes across the curriculum.</p>
<p>QTSS release</p> <p>\$98,487.30</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Kiama 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>• Evidence Informed Teaching</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> <li>• assistant principals provided with additional release time to support classroom programs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Improved staff confidence and teaching practice with a focus of using data to drive teaching and learning practices. Teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice.</p>

<p>QTSS release</p> <p>\$98,487.30</p>	<p>Increased regular tracking of student progress and achievement using the Literacy and Numeracy Progressions in response to targeting teaching cycles.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Release teachers to work collaboratively to share and build professional teaching practice in Literacy and Numeracy with the support of the Assistant Principals, including the Assistant Principal Curriculum and Instruction.</p>
<p>Literacy and numeracy intervention</p> <p>\$60,333.53</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Kiama Public School who may be at risk of not meeting minimum standards.</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>• Evidence Informed Teaching</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>• employment of classroom teacher to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy</li> <li>• purchasing of targeted literacy and numeracy resources to support targeted interventions for students at point of need.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Differentiated teaching through on-going formative assessment followed by targeted literacy programs for identified students performing below the expected level for their stage. This intensive approach has resulted in improved engagement in learning. Evidence can be seen in a combination of internal assessment measures, student work samples, teacher observation, NAPLAN data and tracking of student progress using PLAN2.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Engagement of teaching staff to extend intensive small group intervention programs based on identified school and student areas of need and development.</p>
<p>COVID ILSP</p> <p>\$83,780.00</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 small group tuition groups/monitor progress of student groups</li> <li>• providing targeted, explicit instruction for student groups in literacy/numeracy</li> <li>• employing/releasing staff to coordinate the program</li> <li>• leading/providing professional learning for COVID educators</li> <li>• employment of additional staff to support the monitoring of COVID ILSP funding</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Literacy: 75% of students are now at grade expected levels in phonological awareness and phonic knowledge, previously 0% were at grade expectations. Year 2 reading support; 100% of students demonstrated positive growth in all assessed aspects of phonological awareness. Positive growth in basic phonemic awareness ranged from an 8% to 40%</p>



<p>COVID ILSP</p> <p>\$83,780.00</p>	<p>uplift in individual students. Positive growth in advanced phonemic awareness ranged from a 6% to 100% uplift in individual students. Phonic knowledge; 100% of students demonstrate positive growth in all assessed aspects of phonic knowledge. Positive growth in VC &amp; CVC words ranged from a 33% to 70% uplift in individual students. Positive growth consonant digraphs &amp; one-syllable words ranged from a 7% to 50% uplift in individual students. Positive growth in split vowel digraphs &amp; longer one-syllable words ranged from a 27% to 50% uplift in individual students. Positive growth in multisyllabic &amp; more complex words ranged from a 43% to 113% uplift in individual students.</p> <p>Numeracy: Year 2 Numeracy extension 100% of students demonstrated positive growth in all assessed aspects of number and place value The largest positive growth was recorded in patterning with 84% of students achieving all assessed items, up from 38%. Positive growth in number knowledge with 50% of students achieving all assessed items, up from 0% . Positive growth in counting with understanding with 67% of students achieving all assessed items, up from 13% Year 4 numeracy support: 100% of students demonstrated positive growth in all assessed aspects of number and place value. The largest positive growth was recorded in patterning with 100% of students achieving all assessed items, up from 0%. Positive growth in number knowledge with 67% of students achieving all assessed items, up from 0% . Positive growth in counting with understanding with 67% of students achieving all assessed items, up from 13%. Positive growth in understanding decimal place value with 33% achieving all assessed items, up from 0%. Year 6 numeracy extension - Group A &amp; Group B 100% of students demonstrated positive growth in all assessed aspects of Stage 3 and Stage 4 mathematics content knowledge . In group A, percentage of increased growth in individual students ranged from 5% to 38%. In group B, percentage of increased growth in individual students ranged from 9% to 26%.</p> <p><b>After evaluation, the next steps to support our students will be:</b> After evaluation, the next steps to support our students with this funding will be; to continue to implement small group tuition in literacy and numeracy using data to identify specific students and their individual needs. There is now a whole school approach to plotting data in PLAN2 and using evidence to inform practice.</p>
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## Student information

### Student enrolment profile

	Enrolments			
Students	2019	2020	2021	2022
Boys	293	296	252	237
Girls	242	248	249	215

### Student attendance profile

School				
Year	2019	2020	2021	2022
K	93.8	95.8	95.2	91.2
1	93.4	94.4	93.1	90.9
2	94.1	95.8	94.3	89.4
3	93.8	95.9	93.8	90.1
4	94.1	94.4	94.1	87.9
5	94.0	95.4	92.5	88.4
6	92.3	93.2	92.5	88.6
All Years	93.7	95.0	93.6	89.4
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
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	14.27
Literacy and Numeracy Intervent	0.53
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.8
School Administration and Support Staff	3.62

\*Full Time Equivalent

## Workforce composition statement

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

## Aboriginal and Torres Strait Islander workforce composition

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

## Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark <sup>1</sup>	2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

Note 1: The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

Note 2: Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

## Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

## Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice. Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 <b>Actual</b> (\$)
<b>Opening Balance</b>	608,998
<b>Revenue</b>	4,507,548
Appropriation	4,324,306
Sale of Goods and Services	7,180
Grants and contributions	172,521
Investment income	3,540
<b>Expenses</b>	-4,442,028
Employee related	-3,909,514
Operating expenses	-532,514
<b>Surplus / deficit for the year</b>	65,519
<b>Closing Balance</b>	674,518

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>	161,210
<b>Equity Total</b>	181,577
Equity - Aboriginal	14,986
Equity - Socio-economic	32,685
Equity - Language	4,805
Equity - Disability	129,101
<b>Base Total</b>	3,239,422
Base - Per Capita	126,593
Base - Location	6,583
Base - Other	3,106,247
<b>Other Total</b>	292,582
<b>Grand Total</b>	3,874,791

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

Each year schools are required to seek the opinions of parents, students and teachers about the school. This year, Kiama Public School used Tell Them From Me to collect this information.

Tell Them From Me is an online survey system devised by The Learning Bar that helps schools capture the views of students, teachers and parents.

### **In 2022, 184 students participated in the Tell Them From Me Student Feedback Surveys.**

\*89% students have friends at school they can trust and who encourage them to make positive choices (above NSW Govt Norm: 85%).

\*79 % of students have a high rate of participation in sports with an instructor at school, other than in a physical education class.

\*57% of students have a high rate of participation in art, drama, or music groups; extracurricular; or a school (above NSW Govt Norm: 55%).

\* 89% of students feel they display positive behaviour at school (above NSW Govt Norm: 83%).

\* 76% of students strive hard to achieve in their learning.

### **Parent Satisfaction**

In 2022, 91 Parents participated in the Tell Them From Me survey.

\*Parents report that the school supports positive behaviour (7.9 School mean score, above NSW Govt Norm of 7.7).

\*Parents report supporting learning from home (6.8 School mean score, above NSW Govt Norm of 6.3).

\*Parents report feeling welcome at school (7.5 School mean score, above NSW Govt Norm of 7.4).

\*84 % of parents agree the school is well maintained.

\*82% of parents agree the physical environment of the school is welcoming.

\*88% of parents agree formal interviews are useful to very useful when discussing student.

\*77% of parents agree the school is a culturally safe place for students.

### **Teacher Satisfaction**

In 2022, 17 Teachers participated in the Tell Them from Me Survey.

\*76% of teachers agreed that school leaders are leading improvement and change.

\*94% of teachers agreed that school leaders clearly communicate their strategic vision and values for our school.

\*65% of teachers report having skills and confidence to meet the needs of students with disabilities or special needs.

\*100% of teachers report they are aware that new syllabuses will be released for all Key Learning Areas from 2021 onwards as part of the NSW Curriculum Reform initiative.

\*83% of teachers report that the school does a good job of implementing curriculum change.

\*100% of teachers believe the school is a welcoming place for all students.



# 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.