

2022 Annual Report

Kirkton Public School



2314

Introduction

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

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

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School vision

Students have a strong sense of belonging, are engaged in and responsible for their learning and are supported by an informed and active community.

At Kirkton Public School we will feel a sense of belonging through connection, inclusivity and ownership to the school and our own culture. We will identify strengths in ourselves and others and understand how to use these strengths to reach our learning goals. We will use supportive language and take on feedback to create a happy, engaging and productive environment. Staff and students at Kirkton Public School will be excited and happy to come to school and will focus on developing their values of friendship, learning, opportunity, respect and achievement. Staff, parents and students will collaboratively work together to ensure student growth and attainment.

School context

Kirkton Public School has carefully catered for student learning since 1882. Our small school lies within the rural community of Lower Belford, situated 20km east of Singleton. We have a current enrollment of 29 students with a capacity to consider out of zone applications. We are part of the Singleton Learning Community and the Maitland Principal Network

Our school numbers as well as students who identify as Aboriginal or Torres Strait Islanders have fluctuated over the last 10 years. Our student numbers over the previous two years have stabilized and broken a general fall to increase, particularly in our intake for kindergarten. Our FOEI at this point in time is 127.

The previous school planning cycle led to the Kirkton PS community fostering a culture of high expectations and the benefit of high levels of community engagement. We started our journey to ensure programs were personalised, using evidenced based judgments to underpin practice and support student learning.

The whole school community, involving students, staff, parents, and the local Aboriginal Education Consultative Group (AECG), were consulted in a thorough situational analysis followed by the development of the Strategic Improvement Plan to build upon the improvements undertaken in the previous school planning cycle and inform this planning cycle. We have identified some interrelated themes of school excellence for school growth.: continuous improvement - implementation and measurement to inform what is working, how well and why; curriculum provision and differentiation with an emphasis on a high expectations framework; formative and summative assessment - to inform data practice (specifically literacy and data analysis) for measured impact on student growth; and instructional leadership for collective responsibility and action towards measurable growth for every student. This has led to the formation of two areas of focus and strategic direction. Our approach reflects a commitment to a narrow and deep approach to planning and evaluation.

1. Student growth and attainment

Our work with individual students will be responsive and closely monitored. Individual and targeted support will be provided where growth is not evident. Professional learning around effective assessment and data skills and use will support analysis of the impact of evidence based, explicit teaching pedagogy and what works best. Structures will be strengthened in data collection and analysis to identify students who need intervention. Continual monitoring of student performance data will determine areas of need and success at a class and school level and authentic partnerships with the whole school community in this process will be essential for success.

2. High Expectations and Engagement

We will embed a high expectations framework through a spiral of inquiry approach to explicit and effective teaching practice that results in measured impact on student learning. So that students can connect, succeed, thrive and learn in a culture of high expectations and community engagement that is strongly focused on learning and sustained and measurable whole school improvement, we will use an evidence-based, strategic and planned approach to develop whole school wellbeing processes that support all students. A school culture that develops mutually supportive, collaborative and trusting relationships can embed continuous improvement through regular feedback and evaluation and evidence of impact on student outcomes that allow our students to thrive.

Self-assessment and school achievement

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

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

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

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

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

Self-assessment using the School Excellence Framework

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

Strategic Direction 1: Student growth and attainment

Purpose

In order to ensure measurable growth and achievement for every child we will use an evidence informed and individualised approach to quality teaching and effective explicit teaching methods that are informed by authentic data skills and use.

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.

- Know the story, know the child
- Partnership and Student Voice

Resources allocated to this strategic direction

Literacy and numeracy: \$2,333.20

Professional learning: \$6,092.34

Socio-economic background: \$23,368.56

QTSS release: \$5,401.29

English language proficiency: \$2,400.00

Low level adjustment for disability: \$22,984.20

Summary of progress

Our focus in 2022 was to research and deliver appropriate professional learning to ensure collaborative and effective classroom practice, supported by the development of collective expertise and implementation of school wide systems for tracking and monitoring data to inform practice. This informed our focus on targeted literacy and numeracy programs for all students.

Staff engaged in professional learning around smart goals and their use in classroom practice and review of this with new staff to foster high expectations for every student's growth and attainment. This involved professional learning around the progressions and their use to support judgments about student progress towards targeted syllabus outcomes. It also involved a collaborative review of explicit teaching practice to inform an inquiry approach to an identified focus practice. Staff met on a weekly basis to participate in a range of professional learning on quality teaching practice, unpacking the new K-2 syllabus documents and supporting resources. Staff used their weekly PL time as well as additional student goal setting days funded through the professional learning budget to facilitate collaborative opportunities to review and prioritise student evidence as it represents growth with staff and parents. Additional staff allocation was given to support the delivery of targeted reading and numeracy intervention. This involved ensuring funding was used to prioritise two teachers on class 5 days a week where the availability of staff would allow and supported the Covid Intensive Learning Support funding to allow targeted intervention programs to run consistently 3 days per week.

As a result teachers engaged in a range of authentic professional learning linked to classroom practice. All students had IEPs developed which focused on at least one goal for reading, writing and numeracy. Teachers identified student progress to identify and adjust intervention in reading and numeracy and to support students purposefully. School programs were well resourced, using extra teaching and support staff strategically to maintain consistency in implementation of Covid Intensive Learning Support programs and intervention initiatives. Verification of these activities can be found in classroom programs and intervention documentation. Due to changes in staff roles throughout the year time was additionally spent on revisiting and building staff knowledge and capacity in school targeted practice and process.

Next year our focus will be to continue to build whole staff capacity through professional learning in using PLAN 2 (progressions and assessments) and focus groups to further support improvements towards tracking student growth and progress. This will support teachers to embed and differentiate teaching practice to meet individual student needs within a multistage classroom and continue to build practice in co-developed learning goals for literacy and numeracy supported by clearly defined learning intentions and success criteria.

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
All students showing growth through meeting their negotiated goals in Individual Education Plans (IEPs) where there is a continuity of learning of two terms or more.	Classroom teaching and learning programs, assessments, intervention programs and IEPs provided evidence to support that students were successfully working towards their individual goals. Revision and refining of some goals was necessary to assist judgments about measurable progress and the purchase of Essential Assessment was made to assist on balance judgments in primary where staff change occurred. Whilst students met individual goals, continued focus is required to support some students in making a year's growth for a year at school in relation to syllabus outcomes and learning progression markers.
Uplift to 50% students achieving expected growth in NAPLAN reading where there has been continuity of learning.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN however individual student progress is reported directly to parents and carers throughout the year.
Uplift to 50% students achieving expected growth in NAPLAN numeracy where there has been continuity of learning.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN however individual student progress is reported directly to parents and carers throughout the year.
Evidence collected from the School Excellence Framework (SEF) indicates that the school is excelling in at least 2/4 themes within the data skills and use element.	Evidence collected as part of our evaluative processes did not support the attainment of this target. A number of staffing changes proved a barrier in this area, as we reviewed and built understanding of school practice to support all teachers use data effectively to evaluate student understanding of lesson content, inform planning, identify interventions and modify teaching practice. Time was spent with each new staff member to work towards assisting understanding of how learning goals for students are informed by analysis of internal and external data in a small school and progress towards goals is monitored through collection of quality, valid and reliable data. This meant specific and focused professional learning for teachers was not implemented with rigour around developing and applying a full range of assessment strategies - assessment for learning, assessment as learning and assessment of learning - in determining teaching directions, learning intentions and success criteria, and monitoring and assessing student progress and achievement using focus groups and PLAN 2.
Improvement in the high expectations of the whole school community to show demonstrated evidence in most aspects of the excelling descriptors in the School Excellence Framework (SEF) theme of high expectations.	Evidence collected in our evaluative process did not support an on-balanced judgement of excelling. Whilst in the learning culture element many descriptors were demonstrated, for example much of our school community demonstrated aspirational expectations of learning progress demonstrated throughout our student goal meetings, feedback about IEPs and student goal meetings, overall evidence supported operation within sustaining and growing as we continue to work on developing student ownership and voice in goal setting to ensure effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve. Due to staffing shortage for large parts of the year the teaching principal spent most of the time on class ensuring consistency in student learning. Whilst this maintained a consistent learning environment, this resulted in barriers to implementing strong and rigorous formal performance and development activities of observation, feedback, scheduled shoulder to shoulder mentoring and inquiry based goal setting leading to an on-balanced judgement of delivering in this area of high expectations.

Purpose

So that students can connect, succeed, thrive and learn In a culture of high expectations, we will foster community engagement that is strongly focused on learning. We will use an evidence-based, strategic and planned approach to develop whole school wellbeing processes that support all students and enable sustained and measurable whole school improvement.

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.

- Connect, Succeed, Thrive and Learn
- School Culture and Partnerships

Resources allocated to this strategic direction

Per capita: \$7,075.04

Low level adjustment for disability: \$6,417.56

Integration funding support: \$34,975.00

Aboriginal background: \$1,524.67

Location: \$1,041.63

Summary of progress

Our focus in 2022 was on supporting high expectations in regards to respect, kindness and collective efficacy and continued growth of a school culture that develops mutually supportive, collaborative and trusting relationships.

This involved professional learning and evaluation of classroom practice. Our school accessed support from the DoE team around a school to review planning for our students who identify as Aboriginal or Torres Strait Islander, which resulted in a more authentic consultation and collaborative approach to personalised learning pathways. Two staff participated in the Connecting to Country cultural awareness teaching program to learn about local Aboriginal culture, history and social experience. Participating teachers significantly improved the depth of their insight into the myriad of social, cultural, historic, economic and political issues that continue to affect and concern Aboriginal peoples and communities and engaged with the concept of country from an Aboriginal cultural standpoint. Staff collaboratively participated in ongoing and robust professional learning in Visible Wellbeing, Classroom Management Fundamentals, CPI Verbal Intervention and understanding Autism to develop capacity and strategies to support all students to connect, succeed and thrive. Staff development day focused professional learning in Visible Wellbeing continued strong connections with our Singleton Learning Community of schools in regards to coordinated approach to wellbeing in our network of schools, and sharing and celebration of practice. Professional learning built staff understandings in trauma-informed and person-centred approaches with a focus on prevention. A school initiated review of current systems and practice also engaged support around a school resources to engage a DoE behaviour specialist to support all staff to analyse trends and review and build systems to support a positive school climate. As a result staff re-established practices of co-constructing and co-developing expectations of behaviour using teacher led explicit classroom lessons and continued weekly whole school meetings to focus on character strengths, and PBL values. This practice supported the development of self-regulation skills and resilience which was identified as a need within the school. The school continued to implement strong LST practices with the support of DoE staff, to ensure that additional support was available to vulnerable students in classes. This was achieved by working with students and their parents and carers to create and regularly review personalised learning plans, which includes individualised strategies to support learning and wellbeing in consultation with DoE staff and external providers.

Next year, the school will continue to refine and implement whole school behaviour and wellbeing policies in response to feedback from our review and in line with the Inclusive, Engaging and Respectful Schools Policies. We will refine our processes for using Sentral as a school wide system for tracking student learning across all wellbeing areas (IEP/PLPS, LST meetings, attendance support and communication, reporting, behaviour) and investigate community involvement opportunities within the school - system of recognition of core values.

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 and maintain student attendance to 94% of the time or greater .	<p>The overall attendance rate was: 87%</p> <p>The number of students attending school 90% of the time or more has decreased. Attendance rates have been significantly impacted by severe weather events (flooding) and ongoing restrictions related to the pandemic, evidenced by parent explanation data. Specific supports are in place for identified students and student attendance at and above target measures is celebrated and shared.</p>
Evidence collected against the School Excellence Framework indicates that the school is sustaining and growing in the area of learning culture. and is excelling in at least one theme of this element.	<p>The evidence collected in our evaluative process validates that our school continues to work within sustaining and growing practice descriptors. There is demonstrated commitment within the school community that all students make learning progress. Partnerships with parents and students support clear improvement aims and planning for learning. The school collects and analyses information to inform and support students' successful transitions. The school seeks to collaborate with parents of students whose continuity of learning is at risk and attendance data is regularly analysed and is used to inform planning.</p>
Improvement in the school's planned approach to wellbeing and support for individualised learning when measured against the School Excellence Framework (SEF) when the school can demonstrate through evidence that they are excelling in at least two of four themes in the element of wellbeing.	<p>A number of changes to staffing throughout the year have impacted upon the consistency of the work towards this target. A structured program of professional learning is currently in place to continue to move towards excelling descriptors so that wellbeing strategies and initiatives are explicitly, consistently and supportively applied across the school in line with evidence based change in order to ensure optimum conditions for student learning across the whole school.</p>



At Kirkton PS we work to engage student voice and opportunities for student mentorship that promote a shared value of high expectations and engagement for all.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$34,975.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Kirkton Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • School Culture and Partnerships <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • employment of staff to provide additional support for students who have high-level learning needs • implementation of targeted programs to differentiate teaching and learning programs • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in the following impact: improved outcomes for students in the areas of phonic knowledge and word recognition, reading and numeracy; all eligible students demonstrating progress towards their personalised learning goals; systems that support teaching and non-teaching staff to collect and review observations and evidence in reading and behaviour; and evidence informed decision-making that informs personalised learning plans and behaviour support plans and the implementation of 'point of need' intervention programs. These support individualised progress and growth towards academic, behavioural and social IEP goals.</p> <p>After evaluation, the next steps to support our students will be: continue to provide additional staffing to allow for ongoing implementation of tailored interventions for the targeted support of students with additional needs.</p>
<p>Socio-economic background</p> <p>\$23,368.56</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Kirkton Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Partnership and Student Voice <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support targeted differentiated literacy and numeracy intervention program implementation. • resourcing to increase equitability of resources and services • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in the following impact: focused ability groups receiving targeted instruction; data analysis showing improvement in short term numeracy goals; data analysis showing improvement in reading achievement K-2; and equity in access for excursions and items relating to school;</p> <p>After evaluation, the next steps to support our students will be: continue to enhance the current Learning and Support teacher allocation and ensuring that families in crisis have equity in access to learning resources and experiences.</p>
<p>Aboriginal background</p>	<p>Aboriginal background equity loading is used to meet the specific learning</p>

<p>\$1,524.67</p>	<p>needs of Aboriginal students at Kirkton Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • School Culture and Partnerships <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans <p>The allocation of this funding has resulted in the following impact: 100% of Aboriginal families engaged in the PLP process and, more importantly, conversations that became more authentic and that were able to be scheduled throughout school time when all stakeholders could be present; collaboration with the Aboriginal Community Liason Officer to discuss and review processes to support authentic consultation with families, the students and staff around personalised learning pathways; targeted support for students who are Aboriginal or Torres Strait Islander by LaST teacher in literacy and numeracy; increased collaboration and communication about the outcomes of students who are Aboriginal with the classroom teacher which has increased targeted teaching at the point of need both within the classroom and during intervention lessons; and students made measured growth towards their specific learning targets.</p> <p>After evaluation, the next steps to support our students will be: continue to fund staffing release to support the collaborative development and review of PLPs to ensure that PLPs meet the educational aspirations of students and families; continue to engage additional days for LaST teacher to deliver targeted teaching to implement goals and educational priorities within PLPs.</p>
<p>English language proficiency</p> <p>\$2,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Kirkton Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Partnership and Student Voice <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives • additional staffing to implement Individual Educational Plans for all EAL/D students • withdrawal lessons for small group (developing) and individual (emerging) support <p>The allocation of this funding has resulted in the following impact: students from an EAL/D background were able to benefit from additional small group support; students received support that matched learning goals around reading comprehension and interpretation of numeracy concepts and tasks; and students from an EAL/D background were more confident and prepared to take risks with tasks that required higher level vocabulary and language concepts and structures as noted in teacher observations during intervention.</p> <p>After evaluation, the next steps to support our students will be:</p>

English language proficiency \$2,400.00	<p>continue to use this funding to maintain additional teacher intervention for targeted support and capitalise on this time to support classroom teachers with planned mentoring, co-teaching and co-planning in this area.</p>
Low level adjustment for disability \$29,401.76	<p>Low level adjustment for disability equity loading provides support for students at Kirkton Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Partnership and Student Voice • Connect, Succeed, Thrive and Learn <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a Learning and Support teacher to work with individual students in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers <p>The allocation of this funding has resulted in the following impact: the school achieved a more consistent approach to student intervention with increased staff to implement interventions and supporting strategies across 5 days; greater success of social integration of targeted students within the playground; focused ability groups receiving targeted instruction; data analysis showing improvement in short term numeracy goals; and data analysis showing improvement in reading achievement K-2.</p> <p>After evaluation, the next steps to support our students will be: continue to support the implementation of evidence based intervention programs with the employment of additional staffing.</p>
Location \$1,041.63	<p>The location funding allocation is provided to Kirkton Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • School Culture and Partnerships <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate • additional staffing for teaching principal release <p>The allocation of this funding has resulted in the following impact: improved equity of access for students to external learning opportunities; a number of excursion/incursions heavily subsidised to align with and enhance student learning; focused ability groups receiving targeted instruction in reading leading to data analysis demonstrating reading improvement K-2; and release from face to face teaching in order for equity in access for teaching principal participate in principal professional learning, networking and collaboration.</p> <p>After evaluation, the next steps to support our students will be: continue to prioritise opportunities for teaching principal release for essential professional learning and assess the impact of excursions to student learning and opportunity to assist decision making about alignment of excursions and funding to support continued educational needs.</p>
Professional learning \$6,092.34	<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 Kirkton Public</p>

<p>Professional learning</p> <p>\$6,092.34</p>	<p>School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Know the story, know the child <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staff engagement with professional learning to increase cultural awareness • engagement of casual staff to release teachers to collaborate, plan and develop personalised learning plans • personalised learning to support performance and development of staff and improved student outcomes • staff engagement and collaboration in professional learning supporting students with additional needs (Understanding Autism, CPI verbal intervention) <p>The allocation of this funding has resulted in the following impact: staff professional learning applied a collaborative and applied model of professional learning and allowed time for evaluation and adjustment to practice; and strengthened teacher practice around differentiation and understanding of intervention and behaviour support planning for students with additional needs.</p> <p>After evaluation, the next steps to support our students will be: continue to support professional learning that develops collaborative embedded practice and is driven by identified student need and impact. Provide increased targeted professional learning in the form of mentoring and co-teaching.</p>
<p>Literacy and numeracy</p> <p>\$2,333.20</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Kirkton Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Know the story, know the child <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • online program subscriptions to support literacy and numeracy • resources to support the quality teaching of literacy and numeracy • purchasing of literacy resources such as quality picture books for guided and shared instruction <p>The allocation of this funding has resulted in the following impact: increased the capacity of the teacher to differentiate effectively within a multistage classroom; provision of resources to families that allow a fluid home to school learning connection; and quality mentor texts to support learning and engagement.</p> <p>After evaluation, the next steps to support our students will be: to select the most effective online subscriptions to support teaching and assessment of learning in literacy and numeracy and use online resources to support learning connections at home. Build upon our texts to support the teaching of Component B in the new K-2 English syllabus. Additionally consider the need for staff professional learning and follow up mentoring in additive and multiplicative strategies, as well as the new English and Mathematics syllabus.</p>
<p>QTSS release</p> <p>\$5,401.29</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Kirkton Public School.</p>

<p>QTSS release</p> <p>\$5,401.29</p>	<p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Partnership and Student Voice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in the following impact: improved staff confidence and teaching practice as a result of collaborative practice and opportunities around planning to better target student goals for learning and wellbeing improvement; and increased consistency in whole school practice, for example teachers use CI verbal intervention in student planning and increasingly in interactions and practice.</p> <p>After evaluation, the next steps to support our students will be: to support teachers to continue to build capacity to use data effectively for student learning improvement.</p>
<p>COVID ILSP</p> <p>\$20,181.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • providing intensive small group tuition for identified students to meet identified literacy and/or numeracy growth goals • employing/releasing teaching staff to support the implementation and administration of the program • releasing staff to participate in professional learning <p>The allocation of this funding has resulted in the following impact: the majority of the students in the program achieved significant progress towards their personalised goals; targeted support for nearly all students in either literacy or numeracy, and sometimes both; high student engagement in lessons as evidenced in observations and student feedback; and increased teacher capacity in using system-wide data tracking systems and increased time for effective data analysis to inform student selection, groupings and teaching focus.</p> <p>After evaluation, the next steps to support our students will be: to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. Review evidence and formalisation of monitoring systems for students as they transition this learning back into all classrooms. In addition, continue to allow provision for release from face to face teaching for appropriate staff to participate in professional learning and data analysis and monitoring related to the role.</p>



We prioritise needs-based funding to build teaching capacity, provide maximum staffing and impact upon student learning and wellbeing.

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	8	9	14	15
Girls	12	12	14	13

Student attendance profile

School				
Year	2019	2020	2021	2022
K	95.9	97.3	91.6	89.9
1	96.9	91.6	94.1	85.2
2	91.5	98.4	87.4	92.9
3		93.2	96.4	81.5
4	95.7		88.2	85.1
5	95.3	95.3	82.8	86.6
6	92.9	91.9	94.8	84.9
All Years	94.3	94.5	91.5	87.0
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		92.1	92.7	87.6
4	92.9		92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

Attendance

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

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

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

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

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

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

Management of non-attendance

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

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



A variety of experiences are designed to promote student engagement and foster a strong sense of belonging at Kirkton PS.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	1.3
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration and Support Staff	0.9

*Full Time Equivalent

Workforce composition statement

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

Aboriginal and Torres Strait Islander workforce composition

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

Aboriginal and Torres Strait Islander school workforce composition

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

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

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

Teacher qualifications

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

Professional learning and teacher accreditation

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

Financial information

Financial summary

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

	2022 Actual (\$)
Opening Balance	34,025
Revenue	663,709
Appropriation	651,817
Sale of Goods and Services	2,421
Grants and contributions	9,344
Investment income	127
Expenses	-700,067
Employee related	-642,249
Operating expenses	-57,818
Surplus / deficit for the year	-36,358
Closing Balance	-2,333

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.



Targeted intensive support to ensure growth for every child is a priority at Kirkton PS.

Financial summary - Equity loadings

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

	2022 SBAR Adjustments (\$)
Targeted Total	34,975
Equity Total	56,696
Equity - Aboriginal	1,525
Equity - Socio-economic	23,369
Equity - Language	2,400
Equity - Disability	29,402
Base Total	503,121
Base - Per Capita	7,075
Base - Location	1,042
Base - Other	495,004
Other Total	17,200
Grand Total	611,991

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

School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.



Parent/caregiver, student, teacher satisfaction

The school regularly seeks feedback from parents/carers to create a shared understanding of priorities for students and to gauge levels of satisfaction. This informs school planning and improvement. Consultation occurs in a variety of forms including: surveys, P&C meetings, online/social media platforms, contact calls and formal reporting and student goal meetings throughout the year. Across multiple platforms key priorities of our parents were highlighted and centred around high expectations for individualised planning and support, student learning and engagement, and the importance of students possessing a strong sense of belonging. Parent/caregiver responses indicated that they valued being actively involved in learning and goal setting which was reinforced through a very near 100% participation rate of families in person with teachers and students at goal setting and individual education plan meetings. Contact calls with families allowed open communication channels about student levels of engagement and success. Satisfaction was communicated through referrals of new families to our school in 2022 and increased enrolments for 2023. Re-established involvement of parents in events on school grounds included the reintroduction of parent helpers and high parent on-site participation in events such as assemblies, presentations, carnivals, working bees and celebrations. Numbers for these events were large in proportion to total student numbers with positive feedback received about events and satisfaction citing a sense of belonging for themselves and their child.

Throughout the year informal and formal channels for student voice are reflected in aspects of whole school practice including reporting, goal setting, peer mentoring, whole school morning circle Mondays and engagement in classroom and playground discussion. This is used to ascertain student levels of satisfaction. Early in Term 1 and in preparation for student goal meetings students shared what they liked and disliked about school, what they wanted to improve in and what their strengths were. Within half yearly and annual reports students identified through self assessment their levels of engagement with tasks, their level of self-regulation in following school rules, their level of responsibility for their own actions, their level of effort, their enjoyment of learning and whether they asked for help when it was needed. As a whole school most responses indicated that students felt that they were usually or consistently engaged in these activities with some senior students indicating goals around self-regulation as something they were working on. Data from the initial sample in the first half of the year indicated that a number of students in our senior class rarely asked for help when needed. A follow up sample indicated that nearly all students now asked for help at point of need. Responses indicate that a significant proportion of our senior class also selected that they rarely enjoy learning. However, they did indicate that they enjoyed targeted intervention sessions and learning that involves practical exploration such as science. This reinforces our priority of engagement in Strategic Direction 2, as essential in effecting student growth and attainment in Strategic Direction 1. Students also commented on what they liked best about learning at school, what they had worked hard at, something they were proud of and goals they were working on. These indicated that their responses in this area were closely linked. Students viewed 'working hard' as something positive that was important and linked to feeling proud of improvements and their goal setting. Many students also linked this to their work in targeted intervention groups. Students consistently indicated that they had improved in areas of reading, writing and mathematics. Their responses indicated that they were becoming more specific in identifying their goals and why they were important. Mathematics was identified across the whole calendar year and the entire cohort of students as an area of satisfaction, enjoyment and engagement. Students consistently identified extracurricular opportunities and experiences used to enhance student learning as some of the best things about school, such as cooking, canteen, NAIDOC celebrations, messy day(science based), athletics carnival, and excursions. This reinforced decisions to continue to support funding and planning of these events to decrease isolation and increase collaboration with other schools and as curriculum engagement activities. Each child could identify a PBL FLORA value that was important to them and why. Whilst all values were identified, the value of Friendship was identified most commonly as the most important. Most students could also identify their own strengths, although responses indicated that a review early in 2023 of Visible Wellbeing strengths-based language would be necessary. Student responses showed a greater understanding of goals and teaching staff are continuing to build on this understanding and our own teaching practice and feedback to refine student goal setting, engagement and success.

Staff satisfaction was evaluated and measured through: participation in surveys; staff reflection on professional development; evaluation against the School Excellence Framework and Performance Development Planning (PDP); and staff participation in evidence gathering and analysis in school improvement evaluation. All staff identify, plan for and evaluate professional learning goals that demonstrate aspirational learning outcomes for students. Their responses to evaluation reflect recognition of the importance of quality student engagement in their satisfaction and as an essential component in planning and whole school growth towards school strategic directions and this underpins their PDP planning and processes and the school plan for continual improvement. These PDPs inform professional learning needs and opportunities. Staff identified professional learning that supported a whole school approach to wellbeing practice and supporting personalised planning for student growth as key areas for 2022 and their evaluation and feedback indicated that they prioritised and valued opportunities for authentic collaboration and professional learning that impacted directly on classroom practice and had a high satisfaction level when this was achieved. Through feedback they have identified that a continued focus on data use to make evidence informed judgements about teaching, differentiation and impact of intervention is important moving into 2023. Staff feedback also demonstrated a strong belief that high staff to student ratio was reflected in evidenced student growth and attainment within our school and enhanced student and staff feelings of support, success and engagement.

Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Anti-Racism Policy

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

Multicultural Education Policy

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

