

# 2022 Annual Report

## Kitchener Public School



2315

# Introduction

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

---

Kitchener Public School

38 Richmond Street

KITCHENER, 2325

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

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

4990 2974

## School vision

### **Empowering all in an engaging environment.**

We strive for excellence in an inclusive environment where every student maximises their potential through high expectations and strong community connections.

## School context

Kitchener Public School is a small school, situated on the outskirts of Cessnock with an enrolment of 112. We have 19 Aboriginal and Torres Strait Islander students with a FOEI of 126. As a proud member of the Cessnock Community of Great Public Schools (CCGPS) we aim to deliver high quality, engaging learning opportunities for all members of our school community.

A strong and committed staff lead future-focused teaching and learning, preparing our students for success today, tomorrow and into the future.

The school enjoys strong links with similar schools in the Cessnock area, with many connections through professional learning, teaching and learning, sporting and cultural activities. Links with the wider community are continually being developed in order to provide greater opportunities for our students.

The school is considered to be delivering in terms of value-added measures for K-2 and 5-7. Percentages of students in the top two skill bands will continue to be a focus and will continue to be a focus for the school.

Key programs that will remain and grow include Early Action for Success, Science, Technology, Engineering and Mathematics (STEM), Behavioural Reading and POD, MiniLit, L3 and a K-6 focus on developing number sense.

Time and resources have been invested into developing teacher's skills, consistency and evolving classroom practice. High level areas for improvement over the next four years are stronger practice using school based data, informing teaching programs and the wellbeing needs of individuals.

## Self-assessment and school achievement

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

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

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

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

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

### Self-assessment using the School Excellence Framework

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

## Strategic Direction 1: Student growth and attainment

### Purpose

Student Growth and Attainment.

To ensure all students are achieving their best possible achievements at Kitchener Public School. To maximise the learning outcomes for every student, all staff will use data to understand the learning needs of individual students and inform differentiated teaching for all students.

### Initiatives

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

- Initiative 1 - Data
- Initiative 2 - Self Directed Learning with more one to one support

### Resources allocated to this strategic direction

**QTSS release:** \$19,651.00

**Literacy and numeracy:** \$15,747.00

**Professional learning:** \$5,746.61

**Socio-economic background:** \$33,000.00

**Low level adjustment for disability:** \$52,835.49

**Integration funding support:** \$78,836.00

**AP Curriculum & Instruction:** \$60,228.00

### Summary of progress

The activities the school undertook in relation to this strategic direction were designed to give students, teachers and support staff timely and useful information to adjust learning experiences presented to be tailored at each students level. The school's use of targeted professional learning and several cycles of learning sprints as well as the APCI resource enabled many gains from a teacher professional understanding perspective. As demonstrated the impact of this, on the teaching and learning programs were distinct and the resulting of internal and external student data showed some correlation and some positive growth in some areas. The focus on data use and differentiation will continue to underpin our school's efforts within this strategic direction.

### 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
- a minimum of 7.6% increase in Year 3 and 5 students achieve in the top two bands in NAPLAN Numeracy (above baseline data)	NAPLAN scores indicate a 15.63% of students in the top two skill bands for Numeracy, although this is growth, it does not meet our target.
- a minimum of 6.5% increase in Year 3 and 5 students achieve in the top two bands in NAPLAN Reading (above baseline data)	NAPLAN scores indicate 33.33% of students in the top two skill bands for reading which is slightly above our target.
• Spiral of Inquiry survey data shows at least 60% of students can articulate what they are learning, why this learning is important and what their current goals in literacy and numeracy are. At least 60% of parents/ carers surveyed will have knowledge of their child's goals	Surveys show that 72% of students are able to articulate what they are learning and why it is important. Students are able to discuss this in their 3 way meetings as well as in their classroom settings. Students have been setting their own literacy and numeracy goals with the assistance of their teachers.  58% of parents are aware of their child's goals.

<p>- Assessments are used regularly with Interventionist and whole school monitoring learning, identifying gaps and areas for extension and determining learning sprint focus</p>	<p>APCI and interventions support team have been working with small groups and individual students ensuring selected assessments are completed so that learning sprints are effective and have focus, ensuring differentiation is accurate.</p>
<ul style="list-style-type: none"> <li>• SEF element "Data skill and use" sustaining and growing</li> <li>• SEF element "Effective classroom practice" moving towards excelling</li> </ul>	<p>Professional learning is assisting in creating more effective practices in data skill and use and in the classroom to collaboratively improve these skills.</p> <ul style="list-style-type: none"> <li>• SEF element "Data skill and use" sustaining and growing</li> <li>• SEF element "Effective classroom practice" moving towards excelling</li> </ul>
<p>- at least 80% of students across k-6 will have achieved the learning indicators within the additive strategies sub element in the numeracy progression and the punctuation and understanding text in the literacy progression (baseline 60%)</p>	<p>Year 1 students</p> <ul style="list-style-type: none"> <li>- 95% have achieved AdS1 sub element 1,</li> <li>- 92% have achieved AdS1 sub element 2</li> <li>- 76% have achieved AdS2 sub element 1</li> <li>- 72% have achieved AdS2 sub element 2</li> </ul> <p>Year 2 students</p> <ul style="list-style-type: none"> <li>- 100% have achieved AdS1 sub element 1 and 2</li> <li>- 98% have achieved AdS2 sub element 1 and 2</li> </ul>

## Strategic Direction 2: Well-being and Engagement

### Purpose

To ensure all students are attending, happy, succeeding and reaching their full potential with a planned approach to developing whole school wellbeing and attendance processes that support all students engagement.

### 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.

- Wellbeing and Engagement
- Attendance

### Resources allocated to this strategic direction

**Professional learning:** \$5,747.00

**Socio-economic background:** \$46,480.07

**Aboriginal background:** \$17,938.00

### Summary of progress

The activities the school undertook in relation to this strategic direction were designed to give students, teachers and support staff skills to impact the well-being, attendance and engagement of students at Kitchener Public School. The school's use of targeted professional learning to ensure staff had skills in demonstrating resilience and changing our behaviour management system enabled a wholistic approach to this with clear and concise consequences. Internal qualitative data and Tell Them from Me data shows the school is achieving our targets across all areas. Although we have made very little progress in improving our attendance data this will remain an area of focus moving forward and will underpin future strategies in this space.

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
- Increase the percentage of students attending above 90% by 2.9% in lower band target.	KPS 90% or greater attendance has decreased by 17.17%, we believe COVID restrictions have negatively impacted our school due to the high number of families.
- Wellbeing, behaviour and attendance plans are embedded practice and achieved for all students.  - Decrease negative recorded behaviours and suspensions by a minimum of 25% determined by a two year baseline of incident reports as at year end 2020	The new behaviour system has clear and understandable expectations for every student and had been created as a collaborative effort.  Clear, concise behaviour system in place with communication to the whole school community, has resulted in a 20% reduction in negative behaviour reports. This has resulted in a 5% reduction in suspensions across the school
- TTFM Wellbeing data (advocacy, belonging, expectations) increases to be at or above the lower bound system-negotiated target of 90%	Our TTFM results show that in regards to advocacy, belonging, and expectations KPS has had a slight decline from our 2021 data. In 2022 we introduced our new behaviour expectations which have been very clear, structured and concise and have taken students a little bit of time to adjust to.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$78,836.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Kitchener 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>• Initiative 1 - Data</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>• additional staffing to assist students with additional learning needs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- lessened behavioural referrals</li> <li>- improvement in students academic results</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b> continue with this support, ensuring effective relationships are built</p>
<p>Socio-economic background</p> <p>\$124,124.97</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Kitchener 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>• Wellbeing and Engagement</li> <li>• Attendance</li> <li>• Initiative 1 - Data</li> <li>• Other funded activities</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 to support student learning</li> <li>• staff release to increase community engagement</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- positive relationships have been built between staff and community members ensuring communication is positive</li> <li>- improved student attainment in reading as evidenced in NAPLAN data.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b> Professional development of staff to support student learning around their needs and learning goals.</p>
<p>Aboriginal background</p> <p>\$17,938.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Kitchener 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>• Wellbeing and Engagement</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process</li> </ul>



<p>Aboriginal background</p> <p>\$17,938.00</p>	<p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- Aboriginal students have a stronger sense of culture and look forward to working with Joey and learning about themselves</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b> continue to employ Our Kinnection to foster relationships with the students and then continuing to community.</p>
<p>Low level adjustment for disability</p> <p>\$52,835.49</p>	<p>Low level adjustment for disability equity loading provides support for students at Kitchener 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>• Initiative 1 - Data</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>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- lessened behaviour referrals</li> <li>- improved academic performance, in the area of reading, as evidenced by NAPLAN results.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b> continue intervention, with the employment of SLSOs and tutors for intervention</p>
<p>Location</p> <p>\$1,669.38</p>	<p>The location funding allocation is provided to Kitchener 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>• Other funded activities</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>• student assistance to support excursions</li> <li>• additional staffing for teaching principal release</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- all students attending excursions where possible</li> <li>- teacher relief for principal for student wellbeing</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b> continue providing assistance for students to attend excursions</p>
<p>Professional learning</p> <p>\$11,493.61</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 Kitchener 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>• Wellbeing and Engagement</li> <li>• Initiative 1 - Data</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p>

Professional learning  \$11,493.61	<ul style="list-style-type: none"> <li>Professional learning to assist in improved teacher practice</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> - a greater understanding of how our students function</p> <p><b>After evaluation, the next steps to support our students will be:</b> continue with this professional learning to assist with and foster this understanding</p>
Literacy and numeracy  \$29,670.29	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Kitchener 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>Initiative 1 - Data</li> <li>Other funded activities</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 an additional Learning and Support intervention teacher</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> - improved outcomes in the students in the area of reading and numeracy, as evidenced by NAPLAN results</p> <p><b>After evaluation, the next steps to support our students will be:</b> continue to support teachers in professional learning and development linked to their PDP and the school plan.</p>
QTSS release  \$19,651.00	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Kitchener 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>Initiative 1 - Data</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>implementation of instructional rounds to strengthen quality teaching practices</li> <li>additional teaching staff to implement quality teaching initiatives</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> improved teaching practices across the school improved programming across the school linked to data</p> <p><b>After evaluation, the next steps to support our students will be:</b> to continue to work with teachers in ensuring teaching practices are linked to data of students.</p>
COVID ILSP  \$68,426.00	<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>

<p>COVID ILSP</p> <p>\$68,426.00</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> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Students have shown growth in both in-school and DOE assessments</p> <p><b>After evaluation, the next steps to support our students will be:</b> to continue to group our students and provide support through small group intervention</p>
--------------------------------------	---

## Student information

### Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	42	52	60	58
Girls	38	38	48	55

### Student attendance profile

School				
Year	2019	2020	2021	2022
K	92.3	90.5	93.6	88.2
1	88.6	94.1	89.2	88.4
2	94.1	92.4	92.9	85.5
3	94.1	94.0	92.1	87.7
4	87.8	89.3	95.1	83.3
5	92.4	91.5	90.2	88.1
6	94.9	90.6	90.8	87.6
All Years	92.0	91.9	92.2	87.1
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

### Attendance

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

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

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

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

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

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

## Management of non-attendance

---

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

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

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	0.4
Classroom Teacher(s)	4.68
Learning and Support Teacher(s)	0.3
Teacher Librarian	0.2
School Administration and Support Staff	1.61

\*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>	-7,778
<b>Revenue</b>	1,586,968
Appropriation	1,549,880
Sale of Goods and Services	216
Grants and contributions	36,711
Investment income	161
<b>Expenses</b>	-1,512,793
Employee related	-1,385,683
Operating expenses	-127,110
<b>Surplus / deficit for the year</b>	74,175
<b>Closing Balance</b>	66,397

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

## Financial summary - Equity loadings

---

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

	2022 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	78,836
<b>Equity Total</b>	194,899
Equity - Aboriginal	17,938
Equity - Socio-economic	124,125
Equity - Language	0
Equity - Disability	52,835
<b>Base Total</b>	1,017,636
Base - Per Capita	27,289
Base - Location	1,669
Base - Other	988,677
<b>Other Total</b>	150,354
<b>Grand Total</b>	1,441,725

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

At Kitchener Public School we have completed a community surveys through outside agencies and the Tell Them From Me survey These surveys were conducted on Staff, Students and Staff.

Staff.

Staff at Kitchener Public School displayed higher levels of satisfaction compared with our 2021 result.

The average of the key areas was 91%, which was 18% higher than the Government Primary Schools Benchmark and 21% higher than the National Benchmark.

Kitchener Public School staff believe that:

- there is a high sense of team spirit (99%)
- staff are caring and supportive of each other (99%)
- there is effective leadership in the school (98%)

Parents.

Parents at Kitchener Public School have displayed high levels of satisfaction.

The average of the key areas was identical to the 2021 survey results at 83%, which is again, 9% higher than the Government Primary Schools Benchmark and 12% higher than the National Benchmark.

Kitchener Public School parents believe that:

- the school is kept clean and tidy (91%)
- the school is a safe place for my child (91%)
- I feel like my child belongs in this school (90%)

Students.

Students at Kitchener Public School displayed high levels of satisfaction. The average of the key areas was 80%, which was 7% higher than the Government Primary Schools National Benchmark.

Kitchener Public School students believe:

- my teachers help me to be responsible in my own learning (90%)
- my teachers are of a very high standard (90%)
- i am challenged in different areas at school (90%)

Overall Kitchener Public School is satisfied with their learning experiences.

# 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.