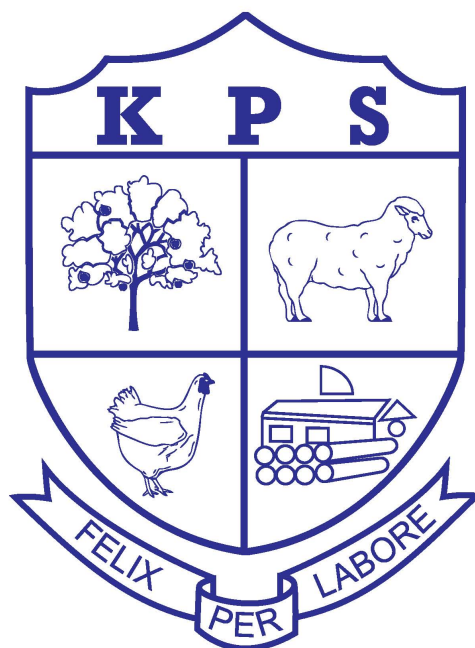


2022 Annual Report

Kootingal Public School



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Introduction

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

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

School contact details

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School vision

Kootingal Public School has a culture of collaborative practice that has high expectations for all students with the expectation of achievement in all areas of the curriculum. Kootingal Public School prides itself on catering for all students' needs, with an embedded understanding of being safe, supportive and effective learners. This is underpinned by building the capacity and supporting all teaching staff to deliver the highest quality evidenced-based learning programs through collaborative practices. We value and place great importance on student wellbeing, community participation and family involvement in our students' learning, ensuring effective partnerships between the home and school.

School context

Kootingal Public School is a small to medium sized school located at the foothills of the Moonbi Ranges and has a current enrolment of 173 students. Of the 173 students, Kootingal Public School has 26% of students identifying as Aboriginal. Our students come from a wide range of socio-economic backgrounds.

The township of Kootingal is very well serviced and the school enjoys reciprocal partnerships with the many business houses, churches, volunteer organisations and sporting groups.

Extra-curricular opportunities exist within the school in sport and the creative and performing arts.

The staffing mix is experienced with beginning teachers. Our Principal is non-classroom based and is supported by two Assistant Principal positions. Our teaching staff is supported by a small SAS team with a SAM, SAO, General Assistant and two fulltime and two parttime School Learning and Support Officers. Kootingal Public School is also supported through one day school counsellor allocation and has 8 classes.

Kootingal Public School is well resourced in technology with three class sets of iPads, three class sets of laptops, full school wifi access and interactive boards in all teaching and learning spaces.

Through our situational analysis, we have identified a need to use data driven practices in line with evidence-based pedagogical practices for the students we serve. Further work is also required in the area of student wellbeing practices across the school K-6 to enhance connectedness and a greater sense of belonging. Through the NAPLAN analysis, the school identified system-negotiated target areas in reading and numeracy. Kootingal Public School will continue its focus on the area of writing and its expansion across the curriculum.

The whole school community, involving staff, parents and the school's Parents and Citizens Association (P&C), was consulted in a thorough situational analysis followed by the development of the Strategic Improvement Plan.

We will continually monitor our progress towards our success criteria and improvement measures, and our student performance data will determine areas for strengthened focus and success at a cohort and school level. The involvement of the whole school community in this process will be essential for success.

Self-assessment and school achievement

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

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

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

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

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

Self-assessment using the School Excellence Framework

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

Strategic Direction 1: Student growth and attainment

Purpose

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

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.

- Professional learning communities

Resources allocated to this strategic direction

Professional learning: \$17,569.00

AP Curriculum & Instruction: \$75,000.00

Socio-economic background: \$144,294.20

Aboriginal background: \$80,337.00

Low level adjustment for disability: \$116,942.53

QTSS release: \$33,442.01

Summary of progress

Enablers: Kootingal Public School continued the use of professional learning communities. In 2022, staff were in the same groupings as 2021. As a result, staff quickly and easily commenced working towards a set purpose as they already knew the process and easily accessed data to support the process. Collaboration within Learning and Support staff was established with the review of programs, criteria for inclusion in programs and staff training requirements. While this was not data laden, staff were able to refresh their professional knowledge of programs and the programs reflected the needs of students rather than knowledge by staff.

Barriers: The delay of NAPLAN data and technical glitches with Check In data on SCOUT meant these data sets made it difficult to use standardised data for collaboration purposes.

Next Steps: Kootingal Public School will continue to use the collaboration process for the evaluation of student progress and the effectiveness of pedagogical practices.

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
Improvement in the % of students achieving Top 2 Bands in NAPLAN Numeracy to the system negotiated lower bound target of 27.7%.	2022 NAPLAN data indicates 18% of students are in the top two skill bands (NAPLAN) for numeracy indicating the school did not achieve the system negotiated target.
Improvement in the % of students achieving Top 2 Bands in NAPLAN Reading to the system negotiated lower bound target of 36.9%.	2022 NAPLAN data indicates 39.6% of students in the top two skill bands for reading indicating the school exceeded the system negotiated target.
Improvement of the % of students achieving expected growth in NAPLAN Numeracy to the system negotiated lower bound target of 55%.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
Improvement of the % of students achieving expected growth in NAPLAN Reading to the system negotiated lower	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.

bound target of 55%.

Strategic Direction 2: Effective collaboration and pedagogy

Purpose

Through a variety of collaborative practices, all teachers are committed to implementing the most effective explicit teaching methods based on thorough analysis of student assessment data, with the highest priority given to evidence-based teaching strategies. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth.

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.

- Development of and sustainability of professional learning communities

Resources allocated to this strategic direction

AP Curriculum & Instruction: \$75,571.00

Summary of progress

Enablers: Kootingal Public School ensure there were set times for collaboration that was communicated termly on the calendar and via email. Staff continued to use the prescribed cycle learnt through the previous professional learning with Gavin Grift and a template was utilised for the first time to document the activities undertaken to address student need within the classroom.

Barriers: Emerging needs of a new K-2 curriculum meant the constraints on professional learning time occurred. To alleviate this issue the executive restructured the whole school meeting schedule.

Next Steps: Kootingal Public School will ensure there are at least four collaboration meetings within the whole school meeting schedule in each term.

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
Executive, staff, faculty/stage, team and other meetings are used to review the curriculum and to revise teaching practices and learning programs to meet the needs of learners, based on evidence of student progress and achievement.	Document analysis of the collaboration template indicates staff are using meeting times to more efficiently analyse data to develop teaching and learning programs which include evidence based adjustments to accommodate individual student needs.
Teaching and learning programs describe expected student progression in knowledge, understanding and skill and the assessments that measure them.	Document analysis of learning programs indicate an increase in learning programs to include evidence of adjustments made to accommodate individual student needs.

Strategic Direction 3: Student wellbeing

Purpose

Kootingal Public School uses practices that support student wellbeing and involves creating a safe environment; ensuring connectedness; engaging students in their learning; and promoting social and emotional skills. This whole-school approach is important in addressing the interconnected and interdependent nature of wellbeing.

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.

- A planned approach to wellbeing
- School and community collaborative partnerships

Resources allocated to this strategic direction

Per capita: \$44,218.93

Location: \$3,872.11

Summary of progress

Enablers: Staff completed the professional learning on *Using the Wellbeing Framework for School Excellence*. Staff were able to recognise wellbeing programs within the school and the impact small changes can potentially have of the wellbeing students. The P&C of Kootingal Public School were supportive of the parent focus groups as a review of practices at the school and provided advice as to the process to undertake to garner support of the community for the process.

Barriers: Not all staff completed the prescribed professional learning on *Using the Wellbeing Framework for School Excellence*. As a result, their knowledge of wellbeing is not as proficient as others. Reluctance to have large groups of people on the school site due to COVID restrictions still in place within the school environment.

Next Steps: Feedback from the parent focus groups will be utilised by the school to inform planning for 2023 initiatives within the school with the focus on student wellbeing.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Tell Them From Me data shows an increased proportion of students reporting a greater sense of belonging from 80% to 82%.	Tell Them From Me data indicates 56% of students report a positive sense of belonging at school.
Collection and analysis of data and survey feedback indicates progress to support active parental participation (2021 feedback).	Feedback from the Tell Them From Me survey shows an increase satisfaction in parental engagement in the school in comparison to the NSW average.
Percentage of students will be above the baseline of 80.3% and moving to the lower bound target of 83.5%.	The number of students attending greater than 90% of the time or more has <increased/ decreased> by <insert value>% .

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$81,509.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Kootingal 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"> • Other funded activities <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 <p>The allocation of this funding has resulted in the following impact: Students were supported both academically and socially. Students were able to access the curriculum through modifications and participation in intervention programs. Students experienced far greater success socially in the playground with a reduction in behavioural referrals.</p> <p>After evaluation, the next steps to support our students will be: Kootingal Public School will continue to employ School Learning and Support Officers to support students both academically and socially.</p>
<p>Socio-economic background</p> <p>\$144,294.20</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Kootingal 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"> • Professional learning communities <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 QuickSmart Numeracy and the Mathematics Enrichment and Extension program implementation. • resourcing to increase equitability of resources and services • employment of School Learning and Support staff to support student learning and administer intervention programs <p>The allocation of this funding has resulted in the following impact: Kootingal Public School implemented QuickSmart and Enrichment and Extension programs in Mathematics for Stage 2. QuickSmart targeted students in Year 4, aiming to increase speed and accuracy in mental computation. From this program, all targeted students improved in the operations they were exposed to within the program, transferring this confidence to their Mathematics classes.</p> <p>Kootingal Public School employed additional staffing to deliver small group intervention in both QuickSmart and MiniLit Sage, numeracy and literacy intervention programs respectively. This employment enabled more students to be targeted for these programs than would have previously been possible. Students who were targeted in these programs improved in both their mental computation of mathematical concepts and in their ability to decode and comprehend written text.</p> <p>After evaluation, the next steps to support our students will be: Continue the employment of additional staff to support the implementation of the MiniLit Sage and QuickSmart programs to enable more students to receive the additional support required.</p>
<p>Aboriginal background</p>	<p>Aboriginal background equity loading is used to meet the specific learning</p>

<p>\$80,337.00</p>	<p>needs of Aboriginal students at Kootingal 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"> • Professional learning communities <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 literacy and numeracy programs <p>The allocation of this funding has resulted in the following impact: Aboriginal students were given the highest priority for intervention programs delivered by both classroom teachers and School Learning and Support Officers. At Kootingal Public School there is little to no difference in the achievements of Aboriginal students to their non-Aboriginal counterparts.</p> <p>After evaluation, the next steps to support our students will be: Continue to support Aboriginal students in a culturally inclusive environment through the acquisition of additional staffing and intervention programs.</p>
<p>Low level adjustment for disability</p> <p>\$116,942.53</p>	<p>Low level adjustment for disability equity loading provides support for students at Kootingal 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"> • Professional learning communities <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 and in a case management role within the classroom/whole school setting • targeted students are provided with an evidence-based intervention, MiniLit Sage, to increase learning outcomes • employment of a Learning and Support Teacher to coordinate all intervention programs as well as Access Requests, Personalised Learning and Support Plans and Out of Home Care Education Plans. <p>The allocation of this funding has resulted in the following impact: The employment of a suitably qualified and experienced Learning and Support Teacher has enabled the continuity and integrity of intervention programs to be maintained across the school. This specialist teacher also supported the impending implementation of new phonics-based programs for the commencement of the 2023 school year in K-2. Employment of a School Learning and Support Officer enabled early intervention in the K-2 area for students with additional needs that do not currently meet the criteria for a diagnosed disability.</p> <p>After evaluation, the next steps to support our students will be: Continue the employment of both the specialist teacher and School Learning and Support Officer in their roles to support students with disability.</p>
<p>Location</p> <p>\$3,872.11</p>	<p>The location funding allocation is provided to Kootingal 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"> • A planned approach to wellbeing <p>Overview of activities partially or fully funded with this operational</p>

<p>Location</p> <p>\$3,872.11</p>	<p>funding include:</p> <ul style="list-style-type: none"> • implementation of a Breakfast Club program to support all students. <p>The allocation of this funding has resulted in the following impact: Students are aware and use the Breakfast Club program to support good eating habits. This is supplemented by the Vegetable Garden program whereby produce is used directly in the Breakfast Club program. Students are more likely to try new foods as a result of Breakfast Club and the Vegetable Garden program.</p> <p>After evaluation, the next steps to support our students will be: To continue the Breakfast Club program to support all students every day the school is open for instruction.</p>
<p>Professional learning</p> <p>\$17,569.00</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 Kootinagal 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"> • Professional learning communities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing <p>The allocation of this funding has resulted in the following impact: Staff continued their professional learning with our specialist mentor, collaborating in the development of English teaching and learning programs including the development of writing processes adhered to by the school.</p> <p>After evaluation, the next steps to support our students will be: To continue the development of English teaching and learning programs for the fourth and final year of the scope and sequence in line with the development of knowledge and understanding of new syllabus requirements.</p>
<p>QTSS release</p> <p>\$33,442.01</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Kootinagal 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"> • Professional learning communities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional teaching staff to implement quality teaching initiatives <p>The allocation of this funding has resulted in the following impact: Kootinagal Public School implemented QuickSmart and Enrichment and Extension programs in Mathematics for Stage 2. QuickSmart targeted students in Year 4, aiming to increase speed and accuracy in mental computation. From this program, all targeted students improved in the operations they were exposed to within the program, transferring this confidence to their Mathematics classes.</p> <p>The Extension and Enrichment Mathematics program supplemented the Mathematics curriculum and provided extension for students in line with the current curriculum. This supported smaller Mathematics groups, enabling greater support for those students that required additional support learning numeracy concepts.</p>

<p>QTSS release</p> <p>\$33,442.01</p>	<p>After evaluation, the next steps to support our students will be: Continue the QuickSmart program until NAPLAN 2023 with the Year 4 students to see if the effect continues to make marked improvements in NAPLAN results.</p>
<p>COVID ILSP</p> <p>\$102,266.00</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"> • employment of teachers/educators to deliver small group tuition <p>The allocation of this funding has resulted in the following impact: Kootingal Public School employed an SLSO to deliver small group intervention in both QuickSmart and MiniLit Sage, numeracy and literacy intervention programs respectively. The employment of the SLSO enabled more students to be targeted for these programs than would have previously been possible. Students who were targeted in these programs improved in both their mental computation of mathematical concepts and in their ability to decode and comprehend written text.</p> <p>Kootingal Public School employed a teacher to assist in reducing the gaps as identified in the Interview for Student Reasoning (IfSR) assessment as well as Check In data. This was conducted for targeted students in years 2-6.</p> <p>After evaluation, the next steps to support our students will be: Continue to employ a teacher to conduct COVID intensive small group tuition focusing on numeracy skill development.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	104	100	93	109
Girls	81	88	82	88

Student attendance profile

School				
Year	2019	2020	2021	2022
K	94.2	91.0	88.5	91.6
1	92.6	87.9	91.7	92.0
2	93.6	91.5	91.1	92.5
3	94.1	92.3	92.4	88.6
4	93.7	91.1	92.2	91.1
5	95.0	89.3	92.1	89.3
6	92.6	95.0	90.8	89.5
All Years	93.6	91.0	91.2	90.7
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)	3
Classroom Teacher(s)	6.93
Learning and Support Teacher(s)	0.8
Teacher Librarian	0.4
School Administration and Support Staff	2.04

*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	262,976
Revenue	2,744,612
Appropriation	2,644,796
Sale of Goods and Services	25,604
Grants and contributions	71,109
Investment income	3,103
Expenses	-2,625,907
Employee related	-2,251,749
Operating expenses	-374,158
Surplus / deficit for the year	118,705
Closing Balance	381,681

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

Financial summary - Equity loadings

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

	2022 SBAR Adjustments (\$)
Targeted Total	66,637
Equity Total	316,567
Equity - Aboriginal	80,337
Equity - Socio-economic	119,288
Equity - Language	0
Equity - Disability	116,943
Base Total	1,599,208
Base - Per Capita	44,219
Base - Location	3,872
Base - Other	1,551,117
Other Total	266,363
Grand Total	2,248,775

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

Each year the school is required to seek the opinions of parents, students and teachers about the school. Schools use appropriate evaluation instruments to collect relevant data. Strategies may include interview schedules, focus groups and survey instruments (e.g. Tell Them from Me survey data). In 2022, Kootingal Public School used the Tell Them from Me survey to gauge the feelings of parents, students and teachers.

In the survey, our families indicated they feel welcome in our school, are well informed, and our school is inclusive while maintaining high expectations of social and academic behaviour. All of these scores were above the median scores of the NSW Department of Education.

While our students participate in more sporting activities in comparison to the NSW average, their feeling of a positive sense of belonging does not have the same tendency. Our students noted that they are less likely to be in trouble at school for disruptive or inappropriate behaviour and they are likely to have positive relationships with others. However, this is not correlating with a positive sense of belonging to our school.

Our teachers identified our strongest suit being that of collaboration with fellow colleagues, closely followed by our inclusive practices. Both of these scores were equal to or above the NSW median score. Areas for further development are using data to further inform practice and clear processes for supporting observations and feedback to teachers on pedagogical practices.

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.