

# 2022 Annual Report

## Kent Road Public School



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# Introduction

The Annual Report for 2022 is provided to the community of Kent Road 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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## Message from the principal

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I am pleased to present to you the annual school report for the 2022 academic year.

Over the past year, our school has continued to grow and evolve to meet the needs of our diverse student body. We have seen exceptional academic growth, reintroduced extracurricular activities, and continued to provide a safe and inclusive environment.

I am particularly proud of our students' accomplishments in all aspects of their education. From the early years to graduation from Year Six, our students have achieved great things. Their success is a testament to the dedication of our staff and the support of our parents.

As we look ahead to the future, we continue to focus on providing a rich and comprehensive educational experience, one that recognises the unique talents and strengths of every student.

Ms Denise Minifie

Principal

Kent Road Public School

## School vision

At Kent Road Public School, we believe each student should be challenged to learn and continually improve in a respectful, inclusive, collaborative environment. With a focus on academic growth, wellbeing and lifelong learning, we strive for excellence in an innovative learning environment. Teachers, parents and students work in partnership to achieve high expectations and to ensure every student is known, valued and cared for.

## School context

Kent Road Public School is a large metropolitan school located in north-western Sydney catering for students from Kindergarten to Year Six. In 2022 the school year commenced with a student population of 870 students representing 47 cultural backgrounds. The school culture is that of connectedness, inclusion and belonging with students, staff, parents and the wider community working together to promote school excellence. The greater majority of our students were born in Australia, and 80% have a language background other than English.

Quality extra-curricular opportunities in Sport, Science, Technology, and Creative and Performing Arts enable our students to excel through a range of experiences.

The school has completed a situational analysis that has identified three areas of focus for this Strategic Improvement Plan, building upon the work undertaken in the previous school planning cycle which focused on building a strong learning culture, building a leading culture and building an engaged community culture.

By reviewing the NAPLAN gap analysis, the school has identified system-negotiated target areas in Reading and Numeracy. We will continue to embed consistency of teacher judgement across the school. School services will be utilised to build understanding on how to do this successfully and the instructional leader will lead much of this work. Our work with individual students will be responsive and closely monitored. Individual and targeted support will be provided where growth is not evident. Pre and post assessments will be carried out to assess the impact of this support. Structures will be put in place to identify students who need intervention and students not showing growth will be referred to the Learning and Support Teacher for intensive intervention with the employment of additional support staff. Further work will need to occur around how teachers can successfully plan for and deliver quality differentiated instruction to students with additional needs including those identified as high potential and gifted.

Through our situational analysis, we have identified a need to further develop teachers' use of data driven practices to ensure all students have access to stage appropriate learning, and teaching practices are both informed by systematic analysis of data and responsive to the learning needs of individual students. Continual monitoring of student performance data will determine areas of need and success at a class and school level, and the involvement of the whole school community in this process will be essential for success. As students are learning in a new collaborative learning environment, the school is committed to supporting its staff to continuously develop their skills to be innovative, expert practitioners.

The leadership team is committed to building a culture of high performance with a clear focus on student progress and achievement. A continued focus on delivering evidence based whole school practices to support student wellbeing will be delivered with the support of parents/carers. The leadership team is committed to maintaining a focus on distributed leadership and evidence-based practices to deliver continuous improvement in teaching and learning.

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

## Strategic Direction 1: Student growth and attainment

### Purpose

To maximise student learning outcomes in reading and numeracy, and to build strong foundations for academic success, we will further refine whole school data driven teaching practices that are responsive to the learning needs of individual 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.

- Explicit Teaching in Numeracy
- Explicit Teaching in Reading

### Resources allocated to this strategic direction

### Summary of progress

The school's focus in 2022 was to upskill staff in preparation for the implementation of the new K-2 syllabus and to guide the planning and delivery of effective Reading and Numeracy programs.

The school participated as a 'self-select' trial school enabling our teachers access to the new syllabus, self-paced professional learning using the micro-modules and units of work in both English and Mathematics K-2. Year One teachers implemented the new syllabus and reflected as a team on their teaching practices and student learning using the sample units provided. As a collective staff, we reviewed our practices, purchased resources, and developed differentiation strategies to cater to student learning.

School data reflects the strength of the school's Reading program K-6.

In Numeracy, we initiated a Mathematics improvement team to implement changes to the delivery of Measurement and Geometry. The team reflected on the data and developed a course of action to address the school's slight decline in NAPLAN results.

In 2023, the next steps will be for teachers to continue to focus on explicitly teaching Mathematics using a stronger and more consistent approach to differentiation and the implementation of Learning Intentions and Success Criteria for each lesson. All teachers will continue to engage in professional learning to develop their understanding of the new syllabus requirements, both in Kindergarten - Year 2 and Years 3-6.

### 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 cumulative uplift of 10.31% (since 2019) of Year 3 and Year 5 students achieve in the top two bands in NAPLAN reading.	• 2022 NAPLAN data indicates 14.61 % of students achieved in the top two skill bands for reading indicating strong achievement of the system-negotiated target.
A minimum of 72.82% of students achieve expected growth in NAPLAN reading.	• Student achievement data is unavailable for this progress measure in 2022 with an absence of comparative data due to the cancellation of NAPLAN in 2020.
A cumulative uplift of 2.91% (Since 2019) of Year 3 and Year 5 students achieve in the top two bands in NAPLAN numeracy.	• 2022 NAPLAN data indicates a decrease of 3.02% of students in the top two skill bands for numeracy indicating the school did not achieve the system negotiated target.
A minimum of 65.64% of students achieve expected growth in NAPLAN	• Student achievement data is unavailable for this progress measure in 2022 with an absence of comparative data due to the cancellation of

numeracy.	NAPLAN in 2020.
At least 80% of students will achieve Phonological Awareness sub-element 4 (PhA4) of the Literacy Progression by the end of Kindergarten	<ul style="list-style-type: none"> <li>• The phonological assessment conducted used the InitialLit program - Cumulative Review 4 to assess students' ability to blend phonemes together (PhA4.1). This assessment indicates that 92% of students have achieved the phonological awareness sub-element 4.</li> </ul>

## Strategic Direction 2: Professional practice and expertise

### Purpose

To deliver teaching that is innovative, inspiring and differentiated to enhance the learning of each student and to ensure effective and systematic practices are in place so that every student makes measurable learning progress.

### 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.

- Effective Collaborative Practices
- Data to Inform Practice

### Resources allocated to this strategic direction

### Summary of progress

2022 saw a continued focus on the establishment, tracking and refinement of Reading goals for every student at Kent Road Public School, as well as the use of reliable data sources to support teachers in the delivery of highly effective individualised learning. The aim was to provide teachers with the evidence needed to inform their decisions about what students need to learn, enabling their teaching to have the greatest impact on student achievement.

The school's executive team participated in extensive professional learning through the Curiosity and Powerful Learning project, and subsequently led teachers to identify a problem of practice. This resulted in the the consistent implementation of a school protocol for Learning Intentions and Success Criteria. Teacher's embarked on professional learning and collectively produced 'The Kent Road Way' where consistency led to high impact lesson delivery across all grades.

The next phase is to create a consistent approach to data, where collection and analysis provides direction for future teaching.

### 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 teachers collect and use data as routine and a regular part of their teaching practice.  The leadership team comprehensively analyses student progress data and effectively communicates findings to staff.	<ul style="list-style-type: none"><li>• Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of data skills and use.</li><li>• Self-assessment against the School Excellence framework shows the element of assessment to be sustaining and growing.</li></ul>
All teaching and learning programs reflect the use of effective collaborative teaching practices.	<ul style="list-style-type: none"><li>• Self-assessment against the School Excellence framework shows the theme of Collaborative Teaching Practices including Differentiation and Feedback to be sustaining and growing..</li></ul>

## Strategic Direction 3: Continuous improvement

### Purpose

To promote a culture of high performance with a collective focus on student progress, achievement and wellbeing, the leadership team will ensure alignment of whole school planning practices with quality teaching and learning, supported by distributed leadership and evidence based practices to deliver continuous 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.

- High Expectations
- Educational Leadership

### Resources allocated to this strategic direction

### Summary of progress

The school's leadership team participated in the Curiosity and Powerful Learning Project throughout 2022 and identified a problem of practice to be the implementation of Learning Intentions and Success Criteria, Narrative and Pace in all classrooms and all lessons.

In 2022 the school continued to focus on student attendance and wellbeing. The school's focus on the High Potential and Gifted Education (HP&G) policy has been held over until 2023, however the implementation of LISC has seen greater differentiation of learning tasks including HPGE students .

The senior executive team implemented procedures to monitor the planning, implementation and progress of the school's strategic directions as well as each teacher's Performance and Development Plan (PDP).

### 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
Increased percentage of students attending school more than 90% of the time by 4.78% or above.	Student attendance across 2022 averaged 91.2% which is above the state, network and SSG average.  The number of students attending greater than 90% of the time or more has decreased due to illness and families travelling overseas to visit family following the re-opening of borders.
Clear guidelines are established to guide teachers in documenting differentiation in their teaching programs.	Reflection on teaching programs by executive and grade leaders indicates 100% of teachers document differentiation in their teaching programs in English and Mathematics.
The leadership team effectively implement timelines and milestones and all staff understand what they need to do to help address the school's strategic directions.	100% of teachers participated in discussions to build awareness and understanding of the school's strategic directions and understand the initiatives in place to address them.
At least 87% of students report a strong sense of advocacy and a strong sense of belonging.	Tell Them From Me data indicates 69% of students have a positive sense of belonging at school which is a 1% decrease from 2021. A score of 7.2 in advocacy at school remained steady since 2021 and Expectations for Success increased by 0.2 to value of 8.4.



Funding sources	Impact achieved this year
Refugee Student Support \$687.68	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff for targeted student support</li> <li>• additional staffing for targeted interventions to support student learning</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- targeted support has been provided for students identified as refugees.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>- continued monitoring of students' learning needs, and support provided.</li> </ul>
Integration funding support \$76,830.00	<p>Integration funding support (IFS) allocations support eligible students at Kent Road Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs)</li> <li>• staffing release to build teacher capacity around [behaviour intervention/ curriculum adjustments]</li> <li>• employment of staff to provide additional support for students who have high-level learning needs</li> <li>• intensive learning and behaviour support for funded students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- students who qualified for Integration Funding Support have received regular, targeted support in Literacy and Numeracy</li> <li>- teachers and School Learning Support Officers have participated in review meetings with parents, and helped to develop Individual Learning Plans</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>- provision of continued support</li> <li>- review of ILPs</li> <li>- feedback to parents</li> </ul>
Socio-economic background \$13,271.28	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Kent Road 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>• 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>• employment of additional staff to support Positive Behaviour for Learning (PBL) and Initialit programs implementation.</li> </ul>

<p>Socio-economic background</p> <p>\$13,271.28</p>	<ul style="list-style-type: none"> <li>• resourcing to increase equitability of resources and services</li> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- individual and small group implementation of the Initialit program to develop identified students' phonological and phonemic understanding</li> <li>- enabling participation in school programs</li> <li>- provision of school uniform to support students' participation in school life</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <p>continuing to provide students without economic support for educational materials, uniform, equipment and excursions. Next year, the school will diversify the role of the APCIs to support our trajectory towards achieving targets by training and support staff with the implementation of the Initialit program.</p>
<p>Aboriginal background</p> <p>\$3,633.89</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Kent Road 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>• 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>• employment of additional teacher to provide additional Literacy and Numeracy support to students performing below the expected stage level</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- identified students have been supported to access literacy and numeracy outcomes</li> <li>- purchase of Aboriginal cultural artefact resources helps students to develop their understanding and awareness of traditional Aboriginal culture.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>- whole school professional learning to all teachers as part of state wide focus on Aboriginal Education.</li> <li>- Continue to purchase Aboriginal cultural artefact resources to support delivery of teaching that furthers the understanding and awareness of traditional Aboriginal culture.</li> <li>- deliver differentiated and personalised support to Aboriginal students.</li> </ul>
<p>English language proficiency</p> <p>\$338,822.52</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Kent Road 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>• 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>• employment of additional staff to support delivery of targeted initiatives</li> <li>• provision of additional EAL/D support in the classroom and as part of differentiation initiatives</li> <li>• additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds</li> <li>• additional staffing intensive support for students identified in beginning and emerging phase</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- students identified as beginning and/or emerging language learners have</li> </ul>

<p>English language proficiency</p> <p>\$338,822.52</p>	<p>received additional support to develop literacy skills and to enable them to access the curriculum.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to provide personalised and targeted professional development to each teacher in the form of mentoring, co-teaching and co-planning.</p>
<p>Low level adjustment for disability</p> <p>\$108,306.69</p>	<p>Low level adjustment for disability equity loading provides support for students at Kent Road 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>• 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>• engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• targeted students are provided with an evidence-based intervention [INITIALIT] to increase learning outcomes</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The allocation of this funding has resulted in: The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities.</p> <p><b>After evaluation, the next steps to support our students will be:</b> After evaluation, the next steps to support our students with this funding will be: to further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of trained SLSOs.</p>
<p>Professional learning</p> <p>\$52,420.57</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 Kent Road 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>• 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>• engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The allocation of this funding has resulted in: increased capacity of all teachers to embed effective practices in the explicit teaching of Measurement and Geometry and the consistent inclusion of Learning Intentions and Success Criteria in all lesson, resulting in improved internal student results.</p> <p><b>After evaluation, the next steps to support our students will be:</b> After evaluation, the next steps to support our students with this funding will be: personalised and targeted professional learning in the form of mentoring of new and beginning teachers into the 'Kent Road Way'.</p>
<p>QTSS release</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Kent Road</p>

<p>\$163,877.35</p>	<p>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>• 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>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> <li>• assistant principals provided with additional release time to support classroom programs</li> <li>• implementation of instructional rounds to strengthen quality teaching practices</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> implementation of instructional rounds (CPL) to strengthen quality teaching practices</p> <p><b>After evaluation, the next steps to support our students will be:</b> improved staff confidence and teaching practice. Teachers use learning intentions, success criteria and have a strong focus on formative assessment.</p>
<p>Literacy and numeracy intervention</p> <p>\$48,266.82</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Kent Road Public School who may be at risk of not meeting minimum standards.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• 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 classroom teacher to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy</li> <li>• employment of additional LaST to address the identified needs for students who require additional support in literacy and numeracy</li> <li>• employment of an instructional leader to address literacy and numeracy learning needs and implement differentiated and personalised intervention for students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- the development of agreed collaborative teaching practices amongst teaching teams.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>- the documentation of agreed collaborative teaching practices.</li> <li>- to continue to employ a specialist to lead improvement in an area where teachers need support;</li> <li>- the implementation of instructional rounds to strengthen quality teaching practices and utilising learning intentions and success criteria.</li> </ul>
<p>COVID ILSP</p> <p>\$34,613.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p>

<p>COVID ILSP</p> <p>\$34,613.00</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 and to monitor progress of intervention programs.</li> <li>• providing intensive small group tuition for identified students who were considered at risk.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> the majority of the students in the program achieving significant progress towards their personal learning goals .</p> <p><b>After evaluation, the next steps to support our students will be:</b> to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need.</p>
<p>Literacy and numeracy</p> <p>\$52,850.23</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Kent Road 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>• 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>• staff training and support in literacy and numeracy in preparation for the implementation of the K-2 English and Mathematics syllabii.</li> <li>• literacy and numeracy programs and resources, to support teaching, learning and assessment, in particular decodable readers.</li> <li>• teacher release to engage K-2 staff in Initialit training.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> an increase in the average benchmark level in Kindergarten from 9 to 13</p> <p><b>After evaluation, the next steps to support our students will be:</b> to utilise the APCI to upskill our staff members in implementing the new K-2 syllabus through mentoring and co-teaching support.</p>

# Student information

## Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	387	439	427	459
Girls	403	419	413	430

## Student attendance profile

School				
Year	2019	2020	2021	2022
K	94.6	92.1	97.0	91.3
1	94.5	93.2	96.7	91.9
2	95.2	91.3	95.4	90.9
3	94.5	92.9	95.5	91.3
4	95.3	91.3	96.1	92.0
5	94.0	90.9	95.0	92.2
6	93.7	93.9	93.4	92.5
All Years	94.6	92.3	95.7	91.7
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

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

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

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	4
Classroom Teacher(s)	33.34
Literacy and Numeracy Intervent	0.42
Learning and Support Teacher(s)	0.5
Teacher Librarian	1.4
Teacher ESL	2.4
School Counsellor	1
School Administration and Support Staff	5.17

\*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

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

# Financial information

## Financial summary

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

	2022 Actual (\$)
<b>Opening Balance</b>	662,359
<b>Revenue</b>	8,132,777
Appropriation	7,525,446
Sale of Goods and Services	52,318
Grants and contributions	526,534
Investment income	10,931
Other revenue	17,547
<b>Expenses</b>	-7,567,898
Employee related	-6,814,413
Operating expenses	-753,485
<b>Surplus / deficit for the year</b>	564,879
<b>Closing Balance</b>	1,227,238

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

## Financial summary - Equity loadings

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

	2022 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	77,518
<b>Equity Total</b>	464,034
Equity - Aboriginal	3,634
Equity - Socio-economic	13,271
Equity - Language	338,823
Equity - Disability	108,307
<b>Base Total</b>	6,003,435
Base - Per Capita	212,251
Base - Location	0
Base - Other	5,791,184
<b>Other Total</b>	595,238
<b>Grand Total</b>	7,140,225

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

## School performance - NAPLAN

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

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

## Parent/caregiver, student, teacher satisfaction

In 2022 the school sought to re-connect with the parent community by offering opportunities to engage in purposeful, positive and authentic activities and events. Promoting parental involvement in school events and initiatives assists to build links to foster each student's academic success and social wellbeing.

Throughout the year opportunities were planned in each grade for parents to participate in activities including Art, Science and STEM.

At each of these events over 95% of students had at least one family member attend. This outstanding response reflects the value our parents place on participating in school initiatives, as well as the shared understanding of the importance of the school and parent community working together to support students' growth.

Parent attendance at assemblies and carnivals was encouraged and also at high levels throughout 2022.

In 2022 the school's executive team participated in extensive professional learning through the Curiosity and Powerful Learning initiative. The team identified Learning Intentions, Narrative and Pace as a problem of practice.

As a result, the implementation of Learning Rounds became a key focus in semester two.

- 100% of teaching staff, including Music, Library, EALD and specialist teachers participated in observations during Learning Rounds;
- Engagement in Learning Rounds equalled more than 80 hours of professional learning;
- 97% of teachers reported differentiating lessons according to students' needs;
- 77% of teachers provided students with the opportunity to use self-assessment against learning intentions and success criteria; and
- 100% teachers have embedded learning intentions and success criteria in Literacy and Numeracy lessons, and have a strong focus on formative assessment.

Participation of all teachers was significant in the further development of collaborative teaching practices, teacher confidence and improvement in student outcomes.

The Tell Them From Me survey was undertaken by students in Years Four, Five and Six.

Following extended periods of lockdown and ensuing restrictions in activities, there has been a slight decline in students' feelings of a sense of belonging and purpose at school.

However there were positive trends identified by students including:

- 92% of students believed Kent Road students displayed positive behaviour at school;
- 84% of students felt the school encouraged students to make positive choices; and
- 83% of students try hard to succeed.

# Policy requirements

## Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

## Anti-Racism Policy

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

## Multicultural Education Policy

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