# 2022 Annual Report

## Killarney Heights Public School

4386

# Introduction

The Annual Report for 2022 is provided to the community of Killarney Heights 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

Our school community is focused on providing inclusive education within engaging and supportive learning environments, valuing the diversity represented at KHPS. Through our strong local and national partnerships, including our collaboration with the French Association of North Shore (FANS), we are committed to academic excellence within an English/French bilingual setting, and to developing motivated, successful and resilient learners.

## School context

Killarney Heights Public School is situated in an elevated residential area in Sydney's Northern Beaches LCA. It has a current enrolment of 676 students. KHPS is a strong professional learning community with committed staff and supportive parents, dedicated to achieving high educational outcomes for all students. The school has excellent traditions in band, choir, dance, sport, drama, public speaking and debating.

Enthusiastic teachers are committed to team teaching, collaborative planning and effective pedagogy. The school community is committed to provide rich programs and resources to develop skills in critical thinking, problem solving, communication, collaboration, and use of technologies, to enable all students to reach their full potential academically, socially and emotionally. Teachers employ Visible Learning in their practice and students at KHPS are encouraged and provided with effective feedback to adopt learning dispositions which will help them to develop a growth mindset and strong self-efficacy with their learning.

Killarney Heights Public School enjoys close links with other primary and secondary schools through partnerships in the Warringah community of Schools. Our partnership and joint projects with early education providers and KHHS, supports the continuation of strong learning pathways for students transitioning between pre-school, primary and secondary education.

With support and encouragement of an active P&C, school and community funds are utilised to acquire new and emerging technologies for future-focused teaching and learning, and resources to develop sustainable and engaging learning environments.

Almost 64% of the students come from a non-English speaking background. Student birthplace data is representative of 27 different countries. 81% of current students were born in Australia, 6% in France and 3% in the United Kingdom. There are currently no students who identify as Aboriginal or Torres Straight Islander. The school receives an allocation for EALD support, integration funding support and an allocation for low level disability. The expenditure of equity funding and allocations provide comprehensive learning and support programs for our students. Covid intensive learning support program funding is currently being used to support targeted students.

A unique and successful French/English bilingual program operates throughout the school thanks to the strong alliance and close partnership enjoyed between the school and the French Speaking Association of the North Shore, There are currently 566 students enrolled in either the Francophone or Anglophone stream of this bilingual program. KHPS is a member of the Australian Association of French/English Bilingual Schools (AAFEBS) group. The KHPS English/French bilingual program is internationally recognized and awarded Le Label France Education to acknowledge it as an example of excellence. An MOU exists between the school and the French Govt. to endorse the programs success.

The school also offers a community language program in French and Mandarin during school hours.

The Situational Analysis identified a need for improvement measures through which we track and monitor student attainment and growth in Reading and Numeracy. Supporting further growth in our students' cognitive and social emotional wellbeing has also been identified as a priority area. Whilst the majority of KHPS students attend school at least 90% of the time, we are working to reduce the small cohort for which attendance at school is a concern. Feedback from our school community indicated that whilst strong partnerships are in place, parents and carers would appreciate enhanced communication regarding their children's academic needs and social emotional wellbeing. Plans to expand on Immersion programs are in place to improve student outcomes in French language learning and acquisition.

# 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 | Excelling |
| LEARNING: Wellbeing | Excelling |
| LEARNING: Curriculum | Excelling |
| LEARNING: Assessment | Excelling |
| LEARNING: Reporting | Excelling |
| LEARNING: Student performance measures | Sustaining and Growing |
| 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 | Excelling |
| LEADING: Management practices and processes | Excelling |

**Purpose**

We aim to improve student learning outcomes in reading and numeracy to ensure all students are reaching their potential through data-driven teaching and learning programs. Initiatives are designed to address identified areas of consistently lower results in reading and numeracy assessment data.

**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.

- Reading
- Numeracy

**Resources allocated to this strategic direction**

**Professional learning:** $45,512.16
**English language proficiency:** $160,889.40
**Per capita:** $172,074.89
**Literacy and numeracy:** $43,209.67
**Literacy and numeracy intervention:** $48,266.82

**Summary of progress**

**1. What did the school do in this initiative/strategic direction? Over what time period? What changes occurred from the original plan or timeline?**

**Numeracy 2022:**

Over the duration of the year the school achieved their Numeracy Strategic Direction by:

HPGE mathematics and problem solving: Trialling the commencing of HPGE mathematics to commence in Term 2, so that teachers could 'get to know' their students within their class as well as allow for the analysis of AGAT and Check-in to successfully select students to participate in the HPGE programs for the entirety of the year. This allowed for a more in-depth and refined selection process.

Scope and Sequence implementation: This year was the first full year of the Stage 2 and 3 implementing a re-shuffled, more streamlined and amalgamated. Throughout the year, there was some moving of weeks that content being taught, however, the ability to teach various concepts overlapping each other and over a greater duration of time benefited student engagement in the concepts. Furthermore, the adaption of the scope and sequence for mathematics provided teachers with the flexibility to explore concepts at a deeper level and to further support students in their knowledge development. This scope and sequence activity allowed for more teaching time dedicated to mathematics throughout the week which specifically targeted a progression of mathematics learning throughout the year in a more succinct structure.

IfSR implementation: Due to lack of casuals and COVID-19 in Term 1, IfSR implementation, data analysis and the critical utilising of the information gathered to support teaching programs and student development was moved to next year as an activity so that all teachers within k-2 are able to fully engage in the resource to provide effective feedback and analysis of how it is beneficial within the school setting.

Problem solving Programs across 3-6: Stage 2 teachers were mentored by stage 3 teachers in the creation and formulation of specific problem-solving programs which focused on teaching student about working mathematically. Teacher in Stage 2 participated in Professional learning with school visits and feedback, hands on TPL with implementing a problem-solving lesson and observing Stage 3 teachers teaching a problem-solving lesson with their class. This initiative was implemented in Term 4 and teachers dedicated a specific time where they embedded a problem-solving lesson in the week.

**Reading 2022:**

- Reading Target Team planned and delivered 'Effective Reading Instruction' TPL sessions in Term 1, 2 and 3.

- Stage 1 purchased decodable readers to cater for effective reading instruction.

- ES1 purchased decodable readers to support their home reading program.

- Classroom teachers and librarian planned and implemented opportunities for students to experience quality literature i.e story showbags and book tastings.

* Several changes occurred throughout the year which meant that changes needed to be made to the original plan. Some activities were postponed until 2023 as the Reading Team realised that there was a greater need for further professional learning in order to prepare for the implementation of the K-2 syllabus in 2023. The TPL timetable was modified to ensure time was allocated to deliver this TPL.

## 2.What did the school do well in this initiative/strategic direction?

**Numeracy:**
- Streamlined and amalgamated scope and sequence alongside the adaption and refinement of assessments allowed for teachers to have more time to teach various concepts, concepts to be taught across other concepts and less time spent on pre-and post-testing with assessments.
- Implementation of working mathematically lesson through the implantation for problem solving programs in Stage 2. This allowed for the whole of year 3-6 engaging in a specifically developed problem solving program

**Reading:**

- Reading Target Team planned and delivered 'Effective Reading Instruction' TPL sessions in Term 1, 2 and 3.

- Stage 1 purchased decodable readers to cater for effective reading instruction. However, additional decodables will need to be purchased in 2023 to further support the home reading program.

- ES1 purchased decodable readers to support their home reading program.


## 3. To what extent have changes occurred? How do you know? What evidence is there to support this?

**Numeracy**

- Teachers have specifically allocated a time in their timetables with a problem-solving program

- Check-in data demonstrated improved mathematics results across stage 2: Year 4 Term 1 results: 67.3%  Term 4: 72.7% (State: 63.5%) Year 3 Term 4: 63.6% (State: 57.6%)

- Teacher feedback from stage meetings and members of the Target team feeding back to the executive: teachers felt there were not rushing to complete content due to amalgamation and cross-curricular and that less time was spent on student pre-post-testing. However, a lot of time was spent doing online assessments during computer time which then took away from our ICT programs.

**Reading:**

- Increased teacher confidence was observed in the programming and delivery of phonics instruction.

- Improved student outcomes as evidenced by pre-and post-testing of reading and spelling in Stage 1.

- Increased teacher confidence was observed to program and deliver with an understanding of the three tiers of vocabulary in Stages 2 & 3.

## 4. What are the school's priorities for this initiative/strategic direction in 2023?

**Numeracy:** Due to a lot of staff shuffling we will need to maintain active monitoring of consistent implementation of the stage's mathematics scope and sequence into stage and class based programs alongside pre/post-testing. Furthermore, ensuring that teachers are confident in implementing IfSR and problem-solving programs within their class. Ensuring that all staff members on the team have been allocated with a role/activity to explore at the start of the year so that all activities within the SIP.

Continued focus on upskilling all staff in the process of analysing data on student growth and attaiment in specific aspects of numeracy using termly focuses on SCOUT data based on the Reading and Numeracy Data Packs.

Provision of high impact professional learning based on focus areas identifed in the Reading and Numeracy Data Pack and associated universal resources.

Collaboratively implementing evidence-based teaching practices based on identified focus areas and supported through targeted professional learning.

Monitoring and reviewing the implementation of targeted teaching and learning programs through consistent curriculum monitoring at a stage level in conjunction with SCOUT data monitoring.

**Reading:**

- supporting teachers with differentiated PL. This is particularly important for teachers who are on a Stage for the first time in their careers.

- Research how reading skills can effectively be assessed (Vocab, fluency, comprehension, phonics) and student progress tracked - possibly use of PLAN 3.

**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 |
|---|---|
| **Reading Top Bands:**<br><br>Increase the proportion of students in the top 2 bands (or above) in Reading by 4.63% to reach the lower bound target. | 69.62% of students achieved in the top two bands in NAPLAN reading indicating 4.2% progress toward the lower-bound target. |
| • Increase the percentage of students achieving expected growth by 2.5% from baseline figure. | Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022. |
| **Numeracy Top 2 Bands:**<br>• Increase the proportion of students in the top 2 bands (or above) in numeracy by 3.8% to reach the lower bound target. | • 46.75% of students achieved in the top two bands and beyond in NAPLAN **numeracy** indicating growing progress yet to be seen towards the system negotiated targets. |
| • Increase the in the proportion of students achieving expected growth in numeracy by 2.5% from baseline figure. | Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022 |

## Strategic Direction 2: Wellbeing

### Purpose

In order to maximise student, staff and community wellbeing we will further develop and refine whole school practices that are responsive to the cognitive and social/emotional need of all students and challenge them to reach their full potential.

### 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.

- Cognitive Wellbeing
- Social and Emotional Wellbeing

### Resources allocated to this strategic direction

**Low level adjustment for disability:** $109,052.19
**English language proficiency:** $64,897.65

### Summary of progress

In 2022, the KHPS wellbeing target team aimed to improve student intellectual and cognitive wellbeing and specifically increase student perseverance, resilience, interest, and motivation through:

- revising the KHPS HPGE policy, streamlining the identification process of HPGE students across the school in all domains, and ensuring teachers were providing sufficient differentiation within the classroom. The HPGE identification process for Writing and Mathematics was refined to include a triangulation of data including teacher observation/nomination, the introduction of ability test results (AGAT/PAT) and assessment evidence (maths post-tests and whole school writing assessment task). The timeline for HPGE withdrawal programs was modified, and additional lunchtime club groups (book club, Stage 2 drama) were formed. Feedback and data received to date indicate the process was more informative and accurate but will need another full cycle to monitor and review its success. This will be reviewed at the end of the year.

Some initiatives for 2022 included the:

- reviewing current practices of visible learning and implementing WAGOLLS (What a good one looks like) for writing across the whole school. Although evidence of this practice can be found in current teaching programs, this initiative will continue to evolve due to the introduction of the new K-2 curriculum in 2023 and 3-6 in 2024. The frequency and impact of this initiative will need to be continued in 2023.
- reviewing current practices of differentiation within the classroom. A TPL session introducing and using the DAT (Differentiation Adjustment Tool) was presented to all staff to improve a common understanding of differentiation and know and use the resource when planning. The frequency and impact of the use of this tool wwas reviewed and will need to be continued to be monitored in 2023.
- reviewing STEM and the use of authentic tasks in K-6 programs. An updated scope and sequence for the integration of digital technology in line with the latest Science & Technology curriculum was designed and gaps in STEM and authentic tasks were highlighted. Overall the use of digital technologies has been integrated more successfully within classroom practice this year and will continue to be a school focus in the next learning cycle to improve student interest and motivation. HPGE students had valuable opportunities to engage in authentic STEM challenges and competitions in all stages K-6. Challenges were highly motivating and stimulated talent development in the area of coding and robotics.

In 2022, we aimed to improve student social/emotional wellbeing and increase a positive sense of belonging, student advocacy, positive behaviour, and expectations for success through:

- maintaining, reviewing, and editing existing wellbeing practices including PBEL, Kindness Challenge, Harmony and Anti-Bullying Day acknowledgements, Bounce Back and Wellbeing Journals. Existing practices were analysed as being effective due to positive results in our TTFM survey analysis in the fields of students experiencing bullying and positive relationships with peers.
- installing a music bell, implementing parent workshops, analysing two different online parent resource sites and integrating the GOT IT program. Data from student and staff surveys indicate the music school bell has been effective in improving wellbeing and sense of belonging. Also feedback from staff, parent and student regarding the Got It! initiatives were very positive. However, such a program is not available in the same school for a second year. In 2023, our LaST will look at implementing a variation of the program for identified students. Through parent focus groups and executive meetings, it was decided that the school will begin using ParentTV, a likely Wellbeing Wednesday SchoolZine to send out Wellbeing highlights rather than it being embedded in the weekly newsletter in 2023.

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- investigating and trialing the PAX good behaviour game in 2-3 classes. The program was not implemented in its entirety but teachers did take many aspects from the program and apply them effectively in their classroom. It was decided that PAX GBG teacher professional learning will be suggested to individual teachers on a needs basis.
- lengthy staff professional development on emotional regulation by the Got It team and short and sharp 'Wellbeing Bite' PD implemented on positive reinforcement. Feedback, both verbal and survey data, was positive from both PD. Varied wellbeing PD topics to be implemented in 2023.

Focus areas for 2023 will be:

- reviewing and redesigning how KHPS implement the new HPGE policy, including the identification process, program delivery and expanding opportunities across multiple domains.
- analysing current practices of quality feedback in classrooms and embedding new and practical strategies to implement in the classroom .
- revising teaching and learning programs to increase STEM/authentic tasks and incorporating Digital technologies into multiple programs
- implementing professional development, student wellbeing initiatives and parent workshops based on annual TTFM results, and the Student Wellbeing Framework analysis.

## 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 |
|---|---|
| Improved student intellectual and cognitive well being through:<br> • an increase in the mean percentage of student TTFM high perseverance results to 40%.<br> • an increase in the mean percentage of student TTFM high interest and motivation results to 69%. | The school not achieved the annual progress measures:<br> • there has been a decrease in the mean percentage of student TTFM high perseverance results to 37%<br> • there has been a decrease in the mean percentage of student TTFM high interest and motivation results to 64%. |
| Improved student social and emotional wellbeing through:<br> • an increase in our mean score for a positive sense of belonging in TTFM from 77% to 78%<br> • a decrease in negative recorded behaviours by a minimum of 3.5% per year as of end of 2020 according to internal data (2021 data not considered due to LFH Term 3). | The school not achieved the annual progress measures:<br> • there has been a decrease in the mean score for a positive sense of belonging in TTFM to 75%<br> • there has only been a decrease in negative recorded behaviours by 2.5% to 2020 according to internal data |

## Strategic Direction 3: Productive Learning Partnerships

### Purpose

In order to maximise parent and community understanding and involvement in productive learning partnerships, we will further define communication protocols, develop an appreciation of stakeholder roles and establish consistent expectations and culturally safe and sensitive practices.

### 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.

- Learning Partnerships
- Immersion programs

### Resources allocated to this strategic direction

**Socio-economic background:** $4,408.00

### Summary of progress

**Engagement/attendance**

**What did the school do in this initiative/strategic direction? Over what time period? What changes occurred from the original plan or timeline?**

The school implemented an Impactful messaging trial across all of Stage 2.

The school increased its social media presence through regular facebook feed posts

Good news phone calls were implemented wherein all classroom teachers and Learning Support Staff called families directly on a weekly roster to give positive feedback on student accomplishments and notable achievements/good news.

Absence figures were incorporated onto reports ement of attendance impoartance and impact noting that below 90% attendance significantly correlates with educational disadvantage..

**What did the school do well in this initiative/strategic direction?**

Covid factors made it difficult to measure the impact on attendance figures and data.

Informal feedback and formal feedback from P&C chanels indicated the positive impact of teh good news phone calls for families.

Formal survey feedback on the Impactful Messaging trial returned mixed responses which indicated further work is required to balance the expectations of the majority of families with resorces available to the school to maintain such a program.

**To what extent have changes occurred? How do you know? What evidence is there to support this?**

Professional learning was undertaken during School Development Day of Term 2 including Attendance Matters Presentation and teacher mandatory training on attendance recording protocols.

An Attendance Team was established including all APs who, from 2023 onward will collect attendance information and concerns from stage teams and feed it forward to LST meetings for action.

Attendance data was reviewed using SCOUT and SENTRAL to identify targeted students and ideas and means for being proactive in affirming attendance levels =/>90% was explored. Strategies to recognise and celebrate student success and/or attendance improvement. (e.g Good news letters/phone calls) were developed and introduced. Additionally accurate personalised attendance figures were included in bi-annual written reports to promote the importance of regular school attendance.

Current attendance recording processes and systems for monitoring student attendance were revise and reviewed.

A concerted effort was made to increase communication to parents via schoolzine and the weekly Bulletin promoting the

importance of regular school attendance to improve attendance for all students. DoE Attendance Hub documents and guides e.g. 'Everyday counts' resources were used in such communications.

Stakeholder surveys to be conducted at critical points was discussed for implementation in 2023.

**What are the school's priorities for this initiative/strategic direction in 2023?**

A focus on reviewing and revsing attendance data analysis with the support of the HSLO is planned for 2023 to esnure students are identified as having attendance figures of concern routinely. Through early identification and the establishment of communication and planning with families we hope to improve the attendance rates for specific students of concern.

Continuing to imporve overall attendance rates using the attendance matters website as a resource to maintain a focus in school communicatons and P&C meetings regarding the impoartance of regular school attendance.

**Immersion Programs:**

**What did the school do in this initiative/strategic direction? Over what time period? What changes occurred from the original plan or timeline?**

Collaboratively planned and timetabled CLIL-based immersion programs intostage programs on a bi-termly rotation for both Anglophone and Francophone studnets in Science and History/Geography.

New Teachers of French were mentored and trained in the CLIL methodology to ensure consistency of teacher practice.

Efforts made to encourgae and support Anglophone studnets to participate in DELF A1 examinations in Stage 3.

**What did the school do well in this initiative/strategic direction?**

All Stage 1 classes initiated CLIL pedagogies successfully into class programs based upon the successfull implementation of immesive CLIL-based programs in 3-6 classes in recent years.

**To what extent have changes occurred? How do you know? What evidence is there to support this?**

NAPLAN 2022 data analysis revealed that, overall, Francophone students out-performed non-Francophone stream students across all domains.

An overall increase in regestrations of Anglophone students in DELF examinations demonstrated the success of this initiative.

**What are the school's priorities for this initiative/strategic direction in 2023?**

Trangulation of NAPLAN, Checkin and Internal Assessment data is required to further validate 2022 findings.

maintaining and promoting DELF enrolments, particularly for Anglophone students.

**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 parent and carer knowledge and engagement in their child/ren's learning including, an increase in the proportion of students attending >90% of the time. | The number of students attending greater than 90% of the time or more (49.47%) has decreased by 38.2%, however; this data has been heavily impacted by the Public Health Orders in place at the beginning of 2022 in relation to COVID 19 when this data was harvested. |
| 10% increase in number of Anglophone students sitting DELF exams in stages 2 and 3.

Measured improvement of 10% in individual scores for Francophone students in annual grammar | Increased proportion of Anglophone students sitting A1 DELF exams. |

assessment.

| Funding sources | Impact achieved this year |
| --- | --- |
| Integration funding support<br><br>$96,820.00 | Integration funding support (IFS) allocations support eligible students at Killarney Heights Public School in mainstream classes who require moderate to high levels of adjustment.<br><br>**Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:**<br> • Other funded activities<br><br>**Overview of activities partially or fully funded with this targeted funding include:**<br> • additional staffing to assist students with additional learning needs<br> • consultation with external providers for the implementation of specific care and learning strategies and practices.<br> • employment of staff to provide additional support for students who have high-level learning needs<br> • intensive learning and behaviour support for funded students<br><br>**The allocation of this funding has resulted in the following impact:**<br>Specific, targetted students from all stages and classes have benefitted from additional SLSO staff to strategically support their identified needs.<br><br>**After evaluation, the next steps to support our students will be:**<br>continuation of emploment of a range of SLSOs and consider applications for additional IFS for newly identified students. |
| Socio-economic background<br><br>$4,408.00 | Socio-economic background equity loading is used to meet the additional learning needs of students at Killarney Heights Public School who may be experiencing educational disadvantage as a result of their socio-economic background.<br><br>**Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:**<br> • Learning Partnerships<br><br>**Overview of activities partially or fully funded with this equity loading include:**<br> • resourcing to increase equitability of resources and services<br> • providing students without economic support for educational materials, uniform, equipment and other items<br><br>**The allocation of this funding has resulted in the following impact:**<br>Provision of equitable access for all students to curriculum and learning programs.<br><br>**After evaluation, the next steps to support our students will be:**<br>Identified students and families will continue to be monitored and additional families considered as needs become apparent. |
| English language proficiency<br><br>$225,787.05 | English language proficiency equity loading provides support for students at all four phases of English language learning at Killarney Heights Public School.<br><br>**Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:**<br> • Reading<br> • Social and Emotional Wellbeing<br><br>**Overview of activities partially or fully funded with this equity loading include:**<br> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives<br> • additional staffing intensive support for students identified in beginning |

| English language proficiency<br><br>$225,787.05 | and emerging phase<br><br>**The allocation of this funding has resulted in the following impact:**<br>All new and existing students identified with LBOTE through enrolment processes are assessed for their level of English Language Proficiency by trained EAL/D staff.<br>Identified students are catered for in a differentiated manner through in-class, and small group and individual withdrawal for the completion of specific programs to support language learning and curriculum engagement.<br><br>**After evaluation, the next steps to support our students will be:**<br>Newly enroled students will continue to abe assessed and current students progressed through levels of English Language Proficiency to cater for need and support curriculum engagement. |
|---|---|
| Low level adjustment for disability<br><br>$109,052.19 | Low level adjustment for disability equity loading provides support for students at Killarney Heights Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.<br><br>**Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:**<br> • Social and Emotional Wellbeing<br><br>**Overview of activities partially or fully funded with this equity loading include:**<br> • 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<br> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers<br> • targeted students are provided with an evidence-based intervention [GOT IT!, Great Kindness Challenge and PAX etc.] to increase learning outcomes<br><br>**The allocation of this funding has resulted in the following impact:**<br>LST and SLSO staff covered a great variety of classes through weekly timetables which supported teachers and classes based on identified student need throughout the entire school. Specific students recieved support to access the curriculum in their regular classes and SLSO staff also ensured their wellbeing and health needs were well catered for.<br>LST Staff were allocated to the GOT IT program which provided excellent results for identified students and families.<br>Specific wellbeing programs were employed successfully to ensure an ongoing culture of respect and kindness, to minimise bullying and maintain positive student and staff wellbeing.<br><br>**After evaluation, the next steps to support our students will be:**<br>Continue to monitor student need based on class teacher and external specialist feedback. Allocate SLSO and LST staff resources accordingly and ensure suitable training where specific needs demand. |
| Professional learning<br><br>$45,512.16 | 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 Killarney Heights Public School.<br><br>**Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:**<br> • Reading<br><br>**Overview of activities partially or fully funded with this initiative funding include:**<br> • Providing staff with oportunities to unpack evidence-based approaches around the science of reading, cognitive load theory and the new English curriculum.<br> • Engage staff in professional learning around best practice reading |

| | |
|---|---|
| Professional learning<br><br>$45,512.16 | approaches.<br> • Engage staff in professional learning through Australian Problem Solving Mathematical Olympiads in best-practice problem solving teaching.<br><br>**The allocation of this funding has resulted in the following impact:**<br>All teaching staff, with a particular focus on Early Stage 1 and Stage 1 staff, have developed a deeper understanding of currentm evidence-based reading teaching strategies.<br><br>**After evaluation, the next steps to support our students will be:**<br>Building the implementation of classroom practice based on professional learnnings through Stage Teams with APC&I support. |
| Literacy and numeracy<br><br>$43,209.67 | The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Killarney Heights Public School from Kindergarten to Year 6.<br><br>**Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:**<br> • Reading<br> • Numeracy<br><br>**Overview of activities partially or fully funded with this initiative funding include:**<br> • employment of an additional Learning and Support intervention teacher<br><br>**The allocation of this funding has resulted in the following impact:**<br>Additional staff employment ensured additional programs were maintained to support Litereacy and Numeracy programs for students with identified additional needs throughout the school.<br><br>**After evaluation, the next steps to support our students will be:**<br>Continue provision of in-class LST and reintroduce some class-withdrawal programs for specific focussed programs of literacy and numeracy support. |
| QTSS release<br><br>$127,907.07 | The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Killarney Heights Public School.<br><br>**Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:**<br> • Other funded activities<br><br>**Overview of activities partially or fully funded with this initiative funding include:**<br> • additional staffing to support staff collaboration in the implementation of high-quality curriculum<br> • assistant principals provided with additional release time to support classroom programs<br> • additional teaching staff to implement quality teaching initiatives<br> • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff<br><br>**The allocation of this funding has resulted in the following impact:**<br>100% staff are at proficient and regularly receive feedback on their performance to guide their professional practice. SIP and Annual Reflective practices are achieved. Target team priorities effectively managed through school Improvement processes.<br><br>**After evaluation, the next steps to support our students will be:**<br>These funds will now be utilised to ensure additional teacher release to support implememtation of new curriculum in 2023 |
| Literacy and numeracy intervention<br><br>$48,266.82 | The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Killarney Heights Public School who may be at risk of not meeting minimum |

| Literacy and numeracy intervention | standards. |
|---|---|
| $48,266.82 | **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:**<br> • Reading<br><br>**Overview of activities partially or fully funded with this initiative funding include:**<br> • employment of classroom teacher to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy<br> • implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the Strategic Improvement Plan<br><br>**The allocation of this funding has resulted in the following impact:**<br>Additional staff employment ensured additional programs were maintained to support Litereacy and Numeracy programs for students with identified additional needs throughout the school.<br><br>**After evaluation, the next steps to support our students will be:**<br>Continue provision of in-class LST and reintroduce some class-withdrawal programs for specific focussed programs of literacy and numeracy support. |
| COVID ILSP<br><br>$12,980.00 | 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.<br><br>**Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:**<br> • Other funded activities<br><br>**Overview of activities partially or fully funded with this targeted funding include:**<br> • employment of teachers/educators to deliver small group tuition<br><br>**The allocation of this funding has resulted in the following impact:**<br>Additional programs were maintained to support literacy acquisition for students with identified additional needs in specifically targetted year groups.<br><br>**After evaluation, the next steps to support our students will be:**<br>Monitor the needs of specific year groups seemingly most negatively impacted through schooling disruptions and allocate additional small group tuition accordingly. |

# Student information

## Student enrolment profile

| Students | Enrolments | | | |
|---|---|---|---|---|
| | 2019 | 2020 | 2021 | 2022 |
| Boys | 337 | 328 | 349 | 336 |
| Girls | 341 | 328 | 332 | 324 |

## Student attendance profile

| School | | | | |
|---|---|---|---|---|
| Year | 2019 | 2020 | 2021 | 2022 |
| K | 94.4 | 95.7 | 96.2 | 88.2 |
| 1 | 95.5 | 95.9 | 96.3 | 88.4 |
| 2 | 94.3 | 97.1 | 95.7 | 88.4 |
| 3 | 95.5 | 94.8 | 96.2 | 88.4 |
| 4 | 96.4 | 95.0 | 95.6 | 87.9 |
| 5 | 95.6 | 96.2 | 94.4 | 88.0 |
| 6 | 94.7 | 94.7 | 95.5 | 85.4 |
| All Years | 95.3 | 95.7 | 95.7 | 87.8 |
| **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 |
| Deputy Principal(s) | 2 |
| Assistant Principal(s) | 4 |
| Classroom Teacher(s) | 24.39 |
| Literacy and Numeracy Intervent | 0.42 |
| Learning and Support Teacher(s) | 0.6 |
| Teacher Librarian | 1.2 |
| Teacher ESL | 1.4 |
| School Counsellor | 1 |
| School Administration and Support Staff | 4.26 |
| Other Positions | 3 |

*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** | 1,212,799 |
| **Revenue** | 6,977,371 |
| Appropriation | 6,381,480 |
| Sale of Goods and Services | 3,746 |
| Grants and contributions | 574,630 |
| Investment income | 14,602 |
| Other revenue | 2,913 |
| **Expenses** | -6,878,153 |
| Employee related | -5,919,642 |
| Operating expenses | -958,511 |
| **Surplus / deficit for the year** | 99,218 |
| **Closing Balance** | 1,312,017 |

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** | 96,820 |
| **Equity Total** | 339,248 |
|     Equity - Aboriginal | 0 |
|     Equity - Socio-economic | 4,408 |
|     Equity - Language | 225,787 |
|     Equity - Disability | 109,052 |
| **Base Total** | 4,805,726 |
|     Base - Per Capita | 172,075 |
|     Base - Location | 0 |
|     Base - Other | 4,633,651 |
| **Other Total** | 818,233 |
| **Grand Total** | 6,060,026 |

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

**Parent/caregiver**

The school sought to gain feedback from parents through both the Tell Them From Me (TTFM) and school designed improvement surveys. These surveys allowed parents to provide feedback around the school's strategic directions in the SIP. The surveys also provided feedback to the school about the extent to which parents feel the school supports learning and positive behaviour and promotes a safe and inclusive environment. Survey data shows that parents *have high expectations for their children and feel their children generally have positive relationships at school. Parent reports that the school is safe and inclusive are higher than state norms.*

**Student feedback**

Results from student TTFM surveys indicate the following: *74% of students report a positive sense of belonging in school, a reduction of 5% from previous results. This could be attributed to the disruption of learning at school due to Covid. 92% of students report they have positive relationships in the school context, an increase of 1.9% from previous data. 87% of students participate in extra curricular activities in school, a reduction of 4% from 2020. 90% of students value schooling outcomes and 93% of students engage in positive behaviours at school. This data reflects similar results from 2020.*

**Teacher satisfaction**

Feedback from teachers and other staff members is sought regularly through whole staff, stage and team meetings. Issues raised are responded to promptly and proactively. Staff TTFM survey results indicate that *teachers are focused on improvement and provide adjusted, differentiated programs for students which target learning goals, feedback and engagement. Staff indicate that they build on their professional learning to improve their teaching and that they feel school leaders are focused on improvement. Staff survey data identifies these areas for continued focus: Use of data to inform practice, increased guidance and support by leaders to observe and provide feedback on teaching, ensuring all teachers are supported through collaborative practice.*

# 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.