

# 2022 Annual Report

## Killarney Vale Public School



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# Introduction

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

Killarney Vale Public School provides a safe, engaging and inclusive learning environment. High expectations, student centred goal setting and strong community connections provide our students with the best opportunity to achieve academic growth.

## School context

Killarney Vale Public School provides a vibrant learning environment where all students have the opportunity to achieve to their full potential in every aspect of the curriculum. The school has 17 mainstream classes from Kindergarten to Year 6 and three classes which support students with additional needs. Our students are encouraged to live out the school's motto of 'Forward to a Better World'. Killarney Vale Public School's professional and highly skilled teachers are committed to providing quality, differentiated learning experiences for all students. Implementing research based programs aligned to the NSW Department of Education syllabus guidelines is a school priority. The school has completed a situational analysis that has identified areas of focus for this Strategic Improvement Plan. It is important to note that this builds upon the work undertaken in the previous school planning cycle.

Through our situational analysis, we have identified a need to use data driven practices that ensure all students have access to stage appropriate learning and demonstrate growth. Further work will need to occur around how teachers can ensure that they are employing evidence-informed best practice within their classroom as well as having high expectations for all students. A triangulation analysis of our NAPLAN data and other external and internal data sets outlines the need for a focus on improving attendance and strengthening the social and emotional skills of our students.

Students and families work in partnership with the school to set aspirational educational goals which provide the pathway for ongoing academic growth. Learning programs are focused on providing engaging experiences for students that target their specific needs. Formative assessment is utilised to ensure we meet students at their point of need and develop processes to accurately monitor student achievement so that resources can be allocated appropriately. Structures will be put in place to identify students not showing improvement and our Learning and Support Teachers will deliver intensive learning programs; achieving maximum improvement and maintaining high expectations for all students.

Killarney Vale Public School is always striving to improve and enhance educational and social opportunities for all students using evidence-informed best practice. Staff members are involved in professional learning and evaluation of school programs leading to improvement of teacher quality. The school uses embedded and explicit systems that facilitate professional collaboration and effective practice.

Aboriginal Education is a priority at Killarney Vale Public School and is authentically embedded in all aspects of our school life. Students and families work in partnership with the Kuriwa Aboriginal Education Consultative Group and other community groups to celebrate a rich cultural heritage. Our school has an established alliance with the Tuggerah Lakes Learning Community and is supported by a dedicated and passionate Parents & Citizens Association. Killarney Vale Public School has a strong commitment to student wellbeing and inclusivity focusing on the social and emotional development of our students. Our Student Leadership team is active in decision-making for the school, empowering student voice.

## Self-assessment and school achievement

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

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

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

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

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

### Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
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

In order to improve student learning outcomes in literacy and numeracy we will continue to collect and analyse data to ensure the implementation of appropriate curriculum provision for every student is underpinned by evidence-informed strategies and embedded evaluative practice.

### Initiatives

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

- Use of data to inform practice
- Targeted Interventions

### Resources allocated to this strategic direction

**QTSS release:** \$69,728.34

**Socio-economic background:** \$57,600.40

**Aboriginal background:** \$0.00

**COVID ILSP:** \$251,101.00

**Professional learning:** \$1,050.00

### Summary of progress

The initiatives of Use of Data to Inform Practice and Targeted Interventions were designed to holistically address student growth and attainment. Executives collaborated to determine how to strategically support staff. Data was continually identified and reviewed to monitor student progress and form their 'where to next'. Professional learning was delivered to staff addressing the initiative focus. The Effective Instruction of Phonics was introduced K-2 providing staff with an evidence-based pedagogy.

Weekly meetings with Assistant Principal Curriculum and Instruction (APCI) and Stage Assistant Principals (AP) were conducted to identify areas of improvement. This resulted in Professional Learning being targeted and teachers developing their skills in using data to inform practice. Data analysis was incorporated into stage and whole staff meetings to ensure that students were identified and to address point of need. Data walls were used to track student progress and developed the foundation of data talks. As a result, students were effectively identified, and teaching was adjusted to meet students' needs and positively impact student outcomes. Learning Sprints were utilised to improve teacher practice in reading and numeracy. This involved mentoring, observations, feedback and coaching to support the implementation of evidence-based practices.

Moving forward we will continue to collect and analyse student data to identify student point of need and teaching deficits. The data wall will be evaluated and adapted to track student growth to better support informed classroom planning and intervention. We will continue to use collected data to support targeted interventions such as MacqLit. Effective teaching of reading will continue to be a focus aligned with the K-2 curriculum reform and in preparation of the 3-6 curriculum reform in 2024.

### 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
To achieve the 2022 system-negotiated target for all students; • Top 2 bands (or equivalent) NAPLAN reading we need an uplift of 13.1% to achieve 44.6%.	We achieved 40.19% of students in the top two bands for NAPLAN Reading.
To achieve the 2022 system-negotiated target for all students; • Top 2 bands (or equivalent) NAPLAN numeracy we need an uplift of 12.1%	We achieved 24.27% of students in the top two bands for NAPLAN Numeracy.

from to achieve 35.5%.	
<ul style="list-style-type: none"> <li>• 85% of Year 2 students achieve within or above the sound grade for reading levels.</li> <li>• 80% of Kindergarten students achieve within or above the sound grade for decodable reading levels.</li> <li>• PAT - Each grade 2-6 displays growth as compared to the norm.</li> <li>• CARs - 80% of Stage 2 and 70% of Stage 3 show growth.</li> <li>• Essential Assessment</li> <li>- 70% of all students have shown growth (Number and Algebra).</li> <li>- 75% of all students have shown growth (Measurement and Geometry)</li> <li>- 75% of all students have shown growth(Statistics and Probability)</li> <li>• Soundwaves - Spelling Diagnostic Test - More than 65% of students at or above Middle Comparison Range</li> </ul>	<ul style="list-style-type: none"> <li>• <i>74% of Year 2 students achieve within or above the sound grade for reading levels. (47% at start of Term 1.)</i></li> <li>• <i>60% of Kindergarten students achieve within or above the sound grade for decodable reading levels.</i></li> <li>• PAT - Each grade 2-6 displays growth as compared to the norm.</li> <li>Year 2 - 67%</li> <li>Year 3 - 71%</li> <li>Year 4 - 37%</li> <li>Year 5 - 70%</li> <li>Year 6 - 48%</li> <li>• CARs - 68% of Stage 2 and 77% of Stage 3 show growth.</li> <li>• Essential Assessment</li> <li>- 78% of all students are at or above expected understanding (Number and Algebra).</li> <li>- 66% of all students are at or above expected understanding (Measurement and Geometry)</li> <li>- 42% of all students are at or above expected understanding (Statistics and Probability)</li> </ul>
<p>To achieve the 2022 system-negotiated target;</p> <ul style="list-style-type: none"> <li>• Improvement in the percentage of Aboriginal students achieving expected growth in Numeracy to be an uplift of 25% to achieve 43%.</li> <li>• Increased (uplift) percentage of students achieving expected growth NAPLAN numeracy by 5.4% to achieve the forecast upper bound of 55.4%.</li> </ul>	<p>Expected growth data will not be available due to COVID-19 in 2020. Internal data will be used to monitor progress.</p>
<p>To achieve the 2022 system-negotiated target for all students;</p> <p>Increased (uplift) percentage of students achieving expected growth NAPLAN reading by 20.2% to achieve the forecast lower bound of 66.2%.</p>	<p>Expected growth data will not be available due to COVID-19 in 2020. Internal data will be used to monitor progress.</p>

## Strategic Direction 2: Teacher Practice and Collaboration

### Purpose

To build the capabilities of staff so that they can authentically engage and improve student learning outcomes by embedding evidence informed best practice into all areas of the curriculum.

### 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.

- Building the capacity of staff
- Teacher Collective Efficacy

### Resources allocated to this strategic direction

**Socio-economic background:** \$2,135.56

**Beginning teacher support:** \$24,000.00

**QTSS release:** \$23,242.75

### Summary of progress

The initiatives of Building Capacity and Teacher Performance were designed to holistically build the capabilities of staff so that they can authentically engage and improve student learning outcomes by embedding evidence informed best practice into all areas of the curriculum.

Executives collaborated to determine how to strategically support staff addressing the initiative focus through high impact Professional Learning. Professional learning was differentiated to cater for the needs of staff identified in Strategic Direction 1 to ensure improved student outcomes. The introduction of CLARITY by Lyn Sharratt ensured the implementation of consistent data collection across K-6 and collaborative construction of data walls in literacy and numeracy. Data talks and learning walks ensure staff knew the faces of the learners. Pre- and post self assessments for the 14 parameters informed future high impact professional learning.

Moving forward we will continue to seek clarity through consistency. Identified points of need in the 14 parameters will be addressed during professional learning with a focus on continually analysing data to ensure the faces of all learners are known.

### 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
85% of teachers are using Formative Assessment strategies effectively.	88% of teachers are using Formative Assessment strategies effectively.
In the Tell Them From Me survey <ul style="list-style-type: none"><li>• Student data improves 72% in the area of students being motivated and interested in their learning.</li></ul>	<ul style="list-style-type: none"><li>• Student data was 47% in the area of students being motivated and interested in their learning.</li></ul>
In the Peoples Matter survey <ul style="list-style-type: none"><li>• 80% of staff report a favourable response in the area of Feedback and Performance Measurement.</li><li>• In the performance management processes, 75% of staff report that they have received feedback from their line manager. (Question 3, Page 20).</li></ul>	<ul style="list-style-type: none"><li>• 70% of staff report a favourable response in the area of Feedback and Performance Measurement.</li><li>• In the performance management processes, 85% of staff report that they have received feedback from their line manager.</li></ul>
In the Peoples Matter survey <ul style="list-style-type: none"><li>• 95% of staff report a favourable</li></ul>	<ul style="list-style-type: none"><li>• 86% of staff report a favourable response in the area of Teamwork and Collaboration.</li></ul>

response in the area of Teamwork and Collaboration.



## Strategic Direction 3: Wellbeing and Connections

### Purpose

To ensure all stakeholders are encouraged to have a collective responsibility in building an inclusive learning environment in which every student has the opportunity to access high quality education and fulfill their 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.

- Student Wellbeing
- Community Connection

### Resources allocated to this strategic direction

**Professional learning:** \$1,500.00

**Flexible Funding for Wellbeing Services:** \$100.00

**Aboriginal background:** \$250.00

### Summary of progress

The initiatives of Student Wellbeing and Community Connection were designed to strengthen relationships between teachers, students and the community to ensure that every student will be known, valued and cared for. Wellbeing data was collected and reviewed to identify areas of need across the school to support students socially and emotionally. Professional learning was delivered to staff to ensure they had the skills and processes to adequately manage learning environments through a consistent, school-wide approach. Teams worked collaboratively to plan and implement opportunities to engage the community in student wellbeing.

A comprehensive wellbeing review was conducted using survey and observations, and changes were made to current practices to further support staff and students. Consistent data collection for students' emotional levels using Life Skills Go 3-6 enabled stage teams to identify students who may need further support. All staff participated in TRUST in Schools workshops, building their skills when dealing with students who had experienced trauma. The LaST team, class teachers and parents collaboratively profiled identified students to develop plans that supported them while they were at school. Sentral Parent portal was effectively set up with the majority of parents being connected providing a streamlined communication method for parents. Termly Aboriginal Education Yarns were held with a range of external guests presenting the services and support they have to offer our community.

### 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
To achieve the 2022 school-based target: <ul style="list-style-type: none"><li>• average Positive Sense of School Belonging for the school wide cohort will increase to 71% in Tell Them From Me data.</li><li>• average Positive Sense of Belonging for girls will increase to 64% in Tell Them From Me data.</li></ul>	<ul style="list-style-type: none"><li>• average Positive Sense of School Belonging for the school wide cohort was 59% in Tell Them From Me data.</li><li>• average Positive Sense of Belonging for girls will increase to 64% in Tell Them From Me data (TTFM doesn't split girl/boy data anymore)</li></ul>
To achieve the 2022 school-based target: <ul style="list-style-type: none"><li>• average student attendance across the school to increase to 95%</li><li>• students with equal to or greater than 90% attendance to increase to 78%</li></ul>	<ul style="list-style-type: none"><li>• average student attendance across the school is 87.4%. This is above Network, SSSG and State.</li><li>• students with equal to or greater than 90% attendance is 49.16%. This is above Network, SSSG and State.</li></ul>
To achieve the 2022 school-based	<ul style="list-style-type: none"><li>• 71% of parents report that teachers have high expectations for their child</li></ul>

target: • 80% of parents report that teachers have high expectations for their child based on Tell Them From Me data.	based on Tell Them From Me data.
To achieve the 2022 school-based target; • average student attendance for Aboriginal students to increase to 87% • students with equal to or greater than 90% attendance to increase to 52%	• average student attendance for Aboriginal students is 81%. • students with equal to or greater than 90% attendance has increased to 57.3%.
To achieve the 2022 school-based target; • Number of major behaviour incidents in a year reduced to 400. • Number of major behaviour incidents for Year 6 reduced to 140.	• Number of major behaviour incidents in a year is reduced 407. • Number of major behaviour incidents for Year 6 was 243.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$183,161.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Killarney Vale 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>• implementation of targeted programs to differentiate teaching and learning programs</li> <li>• staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs)</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> In 2022 all students eligible for Integration Funding Support received additional support from School Learning and Support Officers to support their attainment of learning, social or emotional goals. All PLSPs were regularly updated and responsive to students learning needs and progress, ensuring eligible students received personalised learning support within their own classrooms. PLSP goals were developed in consultation with teachers, students and families to target identified needs. The school's Learning and Support Team oversees the staffing for student support and makes decisions about staff allocation which is responsive to student needs. This flexible model allows for interventions to be put in place at the point of need.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Formally incorporate integration funding decision making into the Learning and Support Team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to students' PLSPs, including ongoing consultation with school counsellor, external support agencies and families. These adjustments will specifically meet the dynamic needs of funded students. Staff will receive ongoing professional learning about the Inclusive, Engaging and Respectful Schools (IER) reform and how the aspects of this reform will be used to support students at Killarney Vale Public School.</p>
<p>Socio-economic background</p> <p>\$278,229.80</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Killarney Vale 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>• Use of data to inform practice</li> <li>• Building the capacity of staff</li> <li>• Targeted Interventions</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• professional development of staff through in the used of the targeted intervention program, MacqLit to support student learning.</li> <li>• providing students without economic support for educational materials, uniform, equipment and educational excursions/camps.</li> <li>• employment of additional staff to support wellbeing and engagement across the school.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> In 2022 a school funded Deputy Principal was employed to oversee student wellbeing, including the supervision of the Learning and Support Team and</p>

<p>Socio-economic background</p> <p>\$278,229.80</p>	<p>management of the procedures and practices that support attendance and student engagement. Small group intervention programs were a focus across the school with additional Learning and Support Teachers and School Learning Support Officers working with targeted groups using program such as MacqLit to improve student understanding. Financial support was provided to all students who required it to allow access to equitable educational opportunities for all.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Next year the school will continue to invest above the school's staffing entitlement to ensure the academic growth of students is reflected at the same rate as the growth in attendance. Small group targeted interventions will continue as a mechanism to support students to continue academic growth and achieve identified goals.</p>
<p>Aboriginal background</p> <p>\$74,172.57</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Killarney Vale 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>• Use of data to inform practice</li> <li>• Community Connection</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional teaching staff and SLSOs to provide targeted support to Aboriginal students and their families, including the refinement and home-school commitment to the Personalised Learning Pathway (PLP) process. Staff members were provided with the time necessary to contact and meet with students and families to identify SMART goals for 2022. Each term staff reviewed the progress towards these goals in consultation with students and families.</li> <li>• purchasing of literacy and cultural resources to embed Aboriginal cultural elements across the curriculum.</li> <li>• Aboriginal staff members working with Aboriginal students as mentors for both academic and cultural growth.</li> <li>• termly Yarns held with Aboriginal students and families providing opportunities to celebrate achievements by students, consult and meet with families and share valuable information about services available in the local community, for example: Department of Education Support Staff, Dhinewan Mentoring and Yerin Eleanor Duncan Aboriginal Health Services.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The employment of additional staff to support Aboriginal student's academic and cultural growth has allowed Killarney Vale PS to provide targeted interventions for students at specific points of need. Students have had the opportunity to participate in programs such as MacqLit, targeted numeracy groups and Learning and Support sprints. Tell Them From Me data highlights that 89% of students feel good about their culture while at school and 81% of students believe their teacher has a good understanding of their culture. Aboriginal staff members have developed strong connections with planned cultural activities each Friday. These activities included excursions to local sites of significance as well as cultural activities in school. Student and parent feedback indicated that this process helped develop a greater understanding of cultural identity and strengthened their connection to the land.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continuing to engage Aboriginal staff members to support students, families and the community. An Aboriginal Education Officer will be employed to build on already strong relationships with Aboriginal families and help them</p>

<p>Aboriginal background</p> <p>\$74,172.57</p>	<p>to access a variety of supports, further developing their authentic cultural connections and engagement with academic opportunities at school.</p> <p>In 2023 we will continue to engage Aboriginal community members and families to create a supportive and inviting school environment that encourages ongoing communication and consultation in order to provide the best opportunities to the students. We will use the skills and cultural knowledge of the Aboriginal Education Officer to build and maintain a strong, supportive relationship that is culturally sensitive with our Aboriginal families.</p> <p>All staff members will continue to develop their understanding of the needs of Aboriginal students by participating in targeted professional learning that focuses on developing cultural awareness and addressing the goals set out in the Aboriginal Education policy to improve student outcomes.</p>
<p>English language proficiency</p> <p>\$2,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Killarney Vale 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>• establish a core practice for supporting students learning English as an Additional Language or Dialect.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <p>Assessment of students to identify specific point of need in relation to the EAL/D Progressions. This has allowed our Learning and Support Teachers to develop specific goals for student growth and attainment.</p> <p>Students are becoming more confident and prepared to take risks with their use of language across the curriculum. This has been recorded in teacher observations and work samples.</p> <p><b>After evaluation, the next steps to support our students will be:</b></p> <p>To continue to build on the confidence of EAL/D students so they can use their language skills to support their learning across the curriculum.</p> <p>Ongoing professional learning opportunities which will identify language and cultural demands across the curriculum. Staff will co-develop integrated units of work that reflect the ongoing needs of EAL/D learners.</p>
<p>Low level adjustment for disability</p> <p>\$152,307.76</p>	<p>Low level adjustment for disability equity loading provides support for students at Killarney Vale 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 a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting.</li> <li>• targeted students are provided with an evidence-based intervention (MacqLit) to increase learning outcomes.</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <p>The school has employed additional Learning and Support and Support Officers to support students academic, social and emotional development. This increased allocation has allowed for the deployment of a flexible staffing model that is responsive to the changing needs of the students. Support is available during class learning time and in the playground during</p>

<p>Low level adjustment for disability</p> <p>\$152,307.76</p>	<p>breaks. The Learning and Support Team has overseen the program, working with staff and families to identify specific strategies to support students and increase engagement at school.</p> <p><b>After evaluation, the next steps to support our students will be:</b> In 2023 we will continue to identify individual students who have additional needs at school. In consultation with teachers, students and families, we will develop individual learning and support plans, and student profiles which will meet the ongoing and dynamic needs of our students. As a school we will continue to look for opportunities to provide evidence based learning experiences for our students that are responsive to their individual needs. School staff supporting these students will be provided with professional learning opportunities that will enable them to enhance the achievement of student outcomes.</p>
<p>Professional learning</p> <p>\$34,127.16</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 Killarney Vale 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>• Student Wellbeing</li> <li>• Targeted Interventions</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• implementation of the MacqLit to support students in Year 3-6 in literacy and reading fluency. COVID ILSP attended professional learning to become a MacqLit coordinator. This has allowed them to up-skill staff in the implementation of this small group targeted intervention program. The resources necessary to run the MacqLit program were purchased.</li> <li>• participation in the TRUST In Schools program, focusing on developing the staff's understanding of trauma informed practice. This program is part of a collaborative project with The Entrance Public School, Kincumber Public School and North Gosford Learning Centre. Professional learning elements included; three staff members being trained as an accredited facilitator for Crisis Prevention Institute Verbal and Crisis Intervention, virtual workshops and a staff development day involving all partner schools.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> MacqLit was introduced to targeted groups who worked in small groups with a teacher or School Learning Support Officer on explicit lessons focusing on phonemic awareness, phonics, fluency, vocabulary and comprehension. Growth was demonstrated in all cohorts in the area of fluency (Year 3: 35% growth, Year 4: 20% growth, Year 5: 30% growth, Year 6: 12% growth).</p> <p><b>After evaluation, the next steps to support our students will be:</b> In 2023 Killarney Vale Public School will continue the small group tuition for identified students. Students will continue to focus on mastering and accumulating phonological skills to continue to improve reading fluency. We will use professional learning and discussions with colleagues to continue to develop and improve the teaching and learning programs.</p>
<p>Beginning teacher support</p> <p>\$45,000.00</p>	<p>Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at Killarney Vale Public School during their induction period.</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>• Teacher Collective Efficacy</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p>



<p>Beginning teacher support</p> <p>\$45,000.00</p>	<ul style="list-style-type: none"> <li>beginning teachers met with their mentor fortnightly to plan future days, discuss goals and plan for their development as a high quality teachers. Mentors were able to observe teaching practice of the beginning teachers and provide critical feedback on strengths and areas for development. Beginning teachers also had the opportunity to observe exemplary teaching practice by mentor teacher.</li> <li>beginning teachers participated in The 5 Choices of Extraordinary Productivity (Franklin Covey) professional learning which focuses on improving productivity and manage time management, decision making, attention and energy. This professional learning experience was facilitated by Killarney Vale PS staff who were trained to deliver the program.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The result of this funding has built the capacity of beginning teachers. Through fortnightly meetings with mentors, observations and professional readings, beginning teachers feel confident in improved classroom practice.</p> <p><b>After evaluation, the next steps to support our students will be:</b> The next steps to supporting these teachers will be to provide additional support from the stage supervisor and mentor, if funds permit. PDP goals will be built on and classroom management and teaching strategies improved.</p>
<p>QTSS release</p> <p>\$92,971.09</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Killarney Vale 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>Use of data to inform practice</li> <li>Teacher Collective Efficacy</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>assistant principals provided with additional release time to support classroom programs.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> In 2022 additional staff were employed to support the implementation of high quality curriculum to reflect school priorities. Areas of focus included literacy, numeracy and student wellbeing. Executive teachers supported staff members to improve their practice through a series of observations, providing explicit feedback and recognising exemplary practice in the areas of high expectations and use of data to inform practice. The allocation of this funding improved staff competence and teaching practice. Teachers effectively used Learning Intentions, Success Criteria and Formative Assessment strategies to deliver high quality learning experiences to meet students at their point of need.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Employ specialist teachers to lead the ongoing improvement and development of pedagogy and systems to monitor and support identified student needs. Numeracy will be a school wide focus and teachers will be mentored to build capacity to deliver explicit numeracy lessons and use assessment to guide their teaching.</p>
<p>COVID ILSP</p> <p>\$251,101.00</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>Targeted Interventions</li> <li>Other funded activities</li> </ul>

<p>COVID ILSP</p> <p>\$251,101.00</p>	<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 teachers/educators to deliver small group tuition.</li> <li>• releasing staff to analyse school and student data to identify students for small group tuition and to monitor progress of student groups.</li> <li>• providing targeted, explicit instruction for student groups in literacy/numeracy.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The COVID ILSP team and the learning support teachers worked collaboratively to ensure that the programs delivered were reflective of the data collected and the learning needs of students. The literacy programs implemented built capacity and increased the strategies students use in decoding and encoding. Classroom teachers have updated their knowledge by attending professional learning and completing evidence-based readings. This has complemented the COVID program as skills taught in small group tuition is reflected in the teaching and learning programs in the classrooms.</p> <p>The COVID ILSP has certainly benefited our students. The personalised support created students who were happier and more motivated to learn. The small group environment provided a learning space where students were comfortable to take risks and allowed for the consolidation of skills and knowledge. Students had a sense of belonging, enjoyed designated learning spaces where routines and consistency allowed for student success.</p> <p>The allocation of COVID funding has resulted in :</p> <ul style="list-style-type: none"> <li>• majority of students in the program achieving significant progress towards their personal learning goals.</li> <li>• 36% of Year 1 students were unable to read a decodable text in Term 1. Of these students 96% have shown substantial growth and are now competently decoding and encoding CCVC, CCCVC, multisyllabic words, common diagraphs and basic vowel diagraphs.</li> <li>• Stage 2 and 3 have improved their skills in decoding unfamiliar texts which has improved their confidence and increased their engagement in reading.</li> <li>• Stage 2 and 3 have improved their fluency in reading on average by 32%.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b> Continue the implementation of literacy and numeracy small groups tuition using data sources to identify specific student need. The school learning and support processes have also been revised and now involve regular monitoring of students as they transition back into classrooms.</p>
<p>AP Curriculum &amp; Instruction</p> <p>\$180,685.20</p>	<p>Assistant Principals, Curriculum and Instruction support strong instructional leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student 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 Staffing - Other funding include:</b></p> <ul style="list-style-type: none"> <li>• Clarity - What Matters Most in Learning, Teaching and Leading (by Lyn Sharratt). Assistant Principal Curriculum &amp; Instruction has unpacked the 14 Parameters of Clarity and contextualised professional learning for staff. Particular focuses have included planned learning walks, teacher self reflection on their own practice and the purposeful use of the "Third Teacher". The theme that runs through all professional learning based on Clarity is "consistency" and this has become a mantra for staff across the school.</li> <li>• establishment of the APCI Hub where a data wall has been created to represent student achievement and growth. This has become the centre of rich discussions about the progress that students are making with classroom teachers, Learning and Support Teachers and executive staff.</li> </ul>



<p>AP Curriculum &amp; Instruction</p> <p>\$180,685.20</p>	<p><b>The allocation of this funding has resulted in the following impact:</b>  As a result of the introduction of the Assistant Principal Curriculum and Instruction (APCI), professional learning initiatives that allow all teaching staff to develop curriculum expertise and build processes and structures to ensure this expertise is shared with colleagues over time was introduced. The APCI supported teaching staff to develop in areas of learning most critical to their classroom practice, aligned with their identified professional development goals, and supported by evidence of learning. Participating in Clarity (Lyn Sharratt) professional learning, all teachers have, initiated the use of the third teacher into their classrooms, completed learning walks, and used initiatives they observed in their colleague's teaching practice. Completing the 14 parameters self-assessment tool in Term 1 highlighted areas to focus on to ensure continued improvement in classroom practice and student learning outcomes. Data talks have consistently identified student growth and point of need. APCI completed walk throughs with a focus on The third teacher and use of data. Data talks are valued and staff recognise the need to be consistent with assessment and data.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  The next steps will be to identify 2023 professional learning for Clarity from the 14 parameters self-assessment tool results. This will direct professional learning in 2023</p>
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## Student information

### Student enrolment profile

	Enrolments			
Students	2019	2020	2021	2022
Boys	237	223	227	210
Girls	224	207	219	222

### Student attendance profile

School				
Year	2019	2020	2021	2022
K	94.5	94.5	93.4	89.5
1	92.6	94.3	91.4	86.7
2	92.8	93.8	94.1	88.2
3	91.5	91.8	92.3	88.6
4	92.4	90.8	91.2	87.5
5	90.5	91.3	89.6	84.4
6	90.7	90.3	89.1	85.2
All Years	92.1	92.3	91.5	87.2
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
Assistant Principal(s)	7.2
Classroom Teacher(s)	19.02
Learning and Support Teacher(s)	0.8
Teacher Librarian	1
School Administration and Support Staff	6.72

\*Full Time Equivalent

## Workforce composition statement

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

## Aboriginal and Torres Strait Islander workforce composition

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

## Aboriginal and Torres Strait Islander school workforce composition

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

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

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

## Teacher qualifications

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

## Professional learning and teacher accreditation

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

## Financial information

### Financial summary

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

	2022 <b>Actual</b> (\$)
<b>Opening Balance</b>	148,614
<b>Revenue</b>	5,885,220
Appropriation	5,702,738
Sale of Goods and Services	43,176
Grants and contributions	137,191
Investment income	2,016
Other revenue	100
<b>Expenses</b>	-5,858,608
Employee related	-5,389,926
Operating expenses	-468,682
<b>Surplus / deficit for the year</b>	26,612
<b>Closing Balance</b>	175,227

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>	183,161
<b>Equity Total</b>	504,975
Equity - Aboriginal	74,173
Equity - Socio-economic	276,094
Equity - Language	2,400
Equity - Disability	152,308
<b>Base Total</b>	3,916,414
Base - Per Capita	115,737
Base - Location	0
Base - Other	3,800,677
<b>Other Total</b>	579,350
<b>Grand Total</b>	5,183,900

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

## Students - Perspectives from Tell Them From Me Survey

In 2022 there was 100% student completion of the "Tell Them From Me" survey which focuses on measuring student engagement and wellbeing. The survey captures student voice, aspiration, teaching practice and leadership to inform future practice at Killarney Vale Public School.

Key findings from the survey include:

- 89% of students feel good about their culture when they are at school.
- 81% of students feel that their teachers have a good understanding of their culture.
- 89% of students feel their teacher takes time in class to ask them to remember and explain things that they have been taught before.
- 80% of students have positive teacher-student relations.
- 86% of students value schooling outcomes.

## Teachers - Perspectives from Tell Them From Me and People Matters surveys.

In 2022 staff members at Killarney Vale Public School completed the "Tell Them From Me" and "People Matters" survey which measure workplace satisfaction and effectiveness.

Key findings from these surveys include:

- 100% staff feel that senior managers communicate the importance of customers in our work.
- 100% staff feel that the school meets the needs of the community.
- 97.4% of staff feel that our organisation shows a commitment to ethical behaviours.
- 97.4% of staff support the organisation's values.
- 97.4% of staff feel that personal background is no barrier to participation in the organisation(e.g. cultural background, age, etc).
- 91% staff feel that they set clear expectations for behaviour in class.
- 81% staff feel that school leaders have helped improve their teaching practice.

## Parents - Perspectives from Tell Them From Me

In 2022 parents were provided with the opportunity to participate in the "Tell Them From Me" survey. It provides parents with the opportunity to reflect and comment on school practice. 106 parents participated in the survey.

Key findings from the survey include:

- 87% of parents feel welcome when visiting the school.
- 87% of parents feel their child has a clear understanding of school rules.
- 83% of parents feel that their child is safe at school.
- 80% of parents feel that teachers will notify them immediately if there are concerns about student behaviour.
- 80% of parents feel that they can easily speak with their child's teacher.



# 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.