

2022 Annual Report

Kariong Public School



4580

Introduction

The Annual Report for 2022 is provided to the community of Kariong 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.

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School vision

Kariong Public School is a positive, engaging and supportive environment where all students are valued and motivated to learn. Our whole school community shows RESPECT, RESPONSIBILITY, and strives to achieve their PERSONAL BEST. Our staff continually strive to provide innovative and creative teaching and learning programs which will engage all students from all backgrounds.

School context

Kariong Public School was established in 1988 and has a current enrolment of 515 students, including 45 Aboriginal students and 73 EAL/D students. The school is situated west of Gosford on the Central Coast Highway and is a proud member of the Kariong Mountains Learning Community. We are establishing strong partnerships with our Aboriginal community and the local Coinda AECG, valuing the consultative partnerships that exist. Kariong is an excellent school, which strives every day to provide its students with "A View to the Future".

Kariong Public School has a mix of experienced staff and early career teachers. We are a welcoming and friendly, focused on maintaining strong partnerships between staff, parents and students. The school caters for a diverse community and is well supported by an active Parents and Citizens' Association.

Through our situational analysis, we have identified a need to build student and teacher capacity in both Literacy and Numeracy, by providing high quality differentiated professional learning and direct literacy and numeracy support. A second focus area for the school improvement is the development of consistent school-wide practices for assessment to monitor, plan and report on student learning.

We have also identified the need to improve student engagement through the creation of teaching and learning opportunities that reflect all student levels and match student interest to curriculum content.

The Department of Education complements our strong executive based team to implement the strategies to support ongoing improvement for all students.

With a strong focus on school excellence, our school provides a positive, safe and challenging learning environment, which is underpinned by the Positive Behaviour for Learning (PBL) framework. PBL strengthens our relationship with families and communities to promote connectiveness, engagement and improved academic achievement.

We received additional School Based Allocation Resource (SBAR) funding to support our Aboriginal and EAL/D students and low-level adjustments for students with a disability. The majority of our school's equity funding will be utilised to support initiatives developed in the 2021- 2024 School Improvement Plan. Other school funding will be allocated to support additional activities not embedded in this plan.

Kariong Public School provides a variety of educational and extra-curricular experiences including a full range of PSSA teams, dance, choir, high potential and gifted education opportunities, writing, art, public speaking, the Premier's Reading and Spelling Challenge.

Self-assessment and school achievement

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

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

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

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

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

Self-assessment using the School Excellence Framework

| Elements | 2022 School Assessment |
|--|------------------------|
| LEARNING: Learning Culture | Sustaining and Growing |
| LEARNING: Wellbeing | Excelling |
| LEARNING: Curriculum | 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 | Delivering |
| 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 | Excelling |
| LEADING: Management practices and processes | Excelling |

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes in reading and numeracy we will further develop and refine data driven practices that are responsive to the learning needs of students.

Initiatives

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

- Data skills and use
- Assessment
- Learning and Development
- Effective classroom practice

Resources allocated to this strategic direction

Summary of progress

Evaluation:

This year teachers have established an assessment framework that included testing in PAT Reading and Mathematics, Check-in, NAPLAN, SHARP reading, Best-Start, Phonics Screening and Fluency assessment for all students K-6. Students participated in the Multicultural Public Speaking Competition and our school-based Public Speaking Competition.

In English, we made connections with the local library and high school and purchased bilingual and Aboriginal texts for our students. Students participated in debating and the Premier's Reading Challenge and Spelling Bee. High potential and gifted students participated in the local *Words on Waves* Writing Festival, the Stage 3 Writing Extension Group and the Pop-Up Poetry in the Playground initiative.

In Mathematics, staff confidence increased in the use of Excel to examine data more closely. Staff implemented strategies from Top 10 including the critical checkpoint ladder resource, the Quality Teaching Framework and a focus on explicit Mathematics vocabulary.

Staff participated in professional learning on the new curriculum focussing on the teaching of fluency and vocabulary. Staff reported that they believed fluency was important and that they had a good understanding of how to teach and assess fluency after the PL sessions.

Next Steps:

The implementation of the new English and Mathematics syllabuses is the main focus, especially for K-2 teachers. Teachers will be collaborating in Year groups and evaluating the DoE resources throughout 2023. The new Assistant Principal Curriculum and Instruction role will commence in 2023, with Mrs Hoyle leading effective, evidence-based literacy and numeracy teaching and assessment practices. All students will be re-assessed in reading fluency in semester one to monitor progress.

Stages 2 and 3 will be continuing to build relationships with the local high school with Maths Reward Event Days and Times Tables Rock Stars initiatives. Stage 2 and 3 staff will participate in 20 hours of professional learning - Big Ideas to Start Strong across K-6. Staff will also participate in numerous professional learning sessions throughout the year to become familiar with the new 3-6 English and Mathematics curriculum practices and pedagogy.

Executive staff will participate in extensive professional learning sessions to lead the implementation of the new K-6 curriculum.

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 |
|-------------------------|------------------------------|
|-------------------------|------------------------------|

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| <p>NAPLAN Top 2 Bands</p> <p>A minimum of 36.6% of Year 3 and 5 students achieve in the top two bands in NAPLAN Numeracy (Lower bound system-negotiated target).</p> | <p>In 2022, 33.33% of Year 3 students achieved in the top two bands in Numeracy and 22.86% Year 5 students achieved in the top two bands of Numeracy..</p> <p>28% of Year 3 and Year 5 students achieved in the top two bands in Numeracy in 2022 which indicates an increase from 26.94% in 2021.</p> |
| <p>NAPLAN Top 2 Bands</p> <p>A minimum of 48.2% of Year 3 and 5 students achieve in the top two bands in NAPLAN Reading (Lower bound system-negotiated target).</p> | <p>In 2022, 54.29% of Year 3 students achieved in the top two bands in Reading and 16.67% Year 5 students achieved in the top two bands of Reading.</p> <p>35.48% of Year 3 and Year 5 students achieved in the top two bands in Reading in 2022 which indicates an increase from 33.65% in 2021.</p> |
| <p>NAPLAN Expected growth</p> <p>Improvement in the percentage of students achieving expected growth from Year 3 to Year 5 to be above the school's lower bound system-negotiated target in Reading of 62.5% .</p> | <p>Student growth reports in Reading for 2022 cohort of students are not available due to absence of 2020 NAPLAN results.</p> |
| <p>NAPLAN Expected growth</p> <p>Improvement in the percentage of students achieving expected growth from Year 3 to Year 5 to be above the school's lower bound system-negotiated target Numeracy of 62.4%.</p> | <p>Student growth reports in Numeracy for 2022 cohort of students are not available due to absence of 2020 NAPLAN results.</p> |
| <p>Progressive Achievement Tests (PAT)</p> <p>The percentage of students achieving the highest scores of 125-150+ in PAT Maths in Years 3-6 to increase by 2% each year (Baseline PAT Oct 2020 - 40%).</p> <p>The percentage of students achieving the highest scores of 120-150+ in PAT Reading in Years 3-6 to increase by 2% each year (Baseline PAT Oct 2020 56%).</p> | <p>42% students achieved the highest scores of 125- 150+ in PAT Maths which is an increase from 40% in 2020.</p> <p>59% of students achieved the highest scores of 120 - 150+ in Reading which is an increase from 56% in 2020.</p> |

Strategic Direction 2: Student engagement through creativity in the curriculum

Purpose

To improve student engagement in learning and raise motivation, positive behaviour and attendance, we will challenge students using differentiation, collaboration and communication. We value innovation, creativity and student voice.

Initiatives

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

- High expectations
- Wellbeing
- Collaboration

Resources allocated to this strategic direction

Professional learning: \$800.00

Per capita: \$2,000.00

Summary of progress

Evaluation:

This year our school implemented the new High Potential and Gifted Education (HPGE) policy and 95% teachers have reported through the 2022 Tell Them From Me (TTFM) survey that the Kariang Public School learning environment adequately met the health and wellbeing needs of HPGE students compared with only 48% in 2021. Staff have attended whole school professional learning on the new HPGE policy presented by the regional curriculum advisor Ben Surwald. Two parent information sessions were held with over 50 families attending. Two staff were selected to attend the Tournament of the Minds as judges.

Some successes include four students being accepted into the Gifted and Talented camp, one student making the NSW State Spelling Bee finals, the Tech Girls initiative gaining first place on the Regional Competition, and four student finalists in the State-wide 'Write On' Competition. Twenty students were selected to participate in the NSW Schools Spectacular and our school held a very successful School Showcase.

In 2022 the weekly PBL lessons were updated to be more engaging for students and included 'beginning of year' lessons. Three staff were trained in Mental Health Facilitator Training and all staff were trained in Trauma Informed Practice.

Next Steps:

Our school is continuing to refine our procedures, identification and teaching/learning opportunities for HPGE students including the development of Personalised Learning and Support Plan (PLSP) goals for HPGE students. We will continue the HPGE initiatives that are in place such as the Concert in the Courtyard, Write-On, ability based Maths groups, the Kariang Mountains learning Community HPGE Extension maths sessions with Mrs Matthews, Schools Spectacular, KPS Art Show and Tech Girls programs. HPGE information will be shared with the students' 2023 teachers and communication with families is ongoing with more information sessions in planning.

Some planned activities to increase student wellbeing will be to implement the new Inclusive, Engaging and Respectful Schools policy and to review our attendance strategies with the aim to improve student attendance. We will continue to implement the 'Hub' resource program that encourages students to participate in positive hands-on activities during lunch times in a safe and secure environment. We will trial the production of short videos to accompany the weekly PBL lessons and review the points system that is currently in place to achieve the Diamond Award.

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 |
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| Attendance | Regular attendance at school is important for academic and other long-term |

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| <p>By implementing systematic processes to ensure student absences do not impact on learning outcomes we will increase student attendance by 9% to above the school's lower bound system- negotiated target of 81.7% (Baseline 76.5%).</p> | <p>outcomes. Students who do not attend regularly are less likely to complete school and more likely to experience poorer long-term health and social outcomes. A range of factors influence student attendance including student engagement and wellbeing, family and community factors and the school environment.</p> <p>In Term 1 2022 student attendance across NSW fell significantly lower (attributed to the effects of COVID and floods). Attendance continued to be affected by community sickness in Term 2 2022.</p> <p>Our schools's attendance rate was 87.3% which was equal to SSSG, higher than the Network (84.7%) and the State (84.7%).</p> <p>47.3% of students attended more than or equal to 90% of the time which was equal to the Network, SSSG and the State.</p> |
| <p>Wellbeing</p> <p>By students taking positive action to protect the health, safety and wellbeing of themselves and others in the school we will improve our school wellbeing target by 8% above the lower bound system-negotiated target of 82.9% (Baseline 77.5%).</p> <p>By teachers promoting positive mental health, wellbeing and resilience, we will ensure that the mean scores for Student Perceptions of Classroom Connectedness (SPOCC) and Teacher Observation of Classroom Connectedness (TOCC) are 2.0 or above.</p> | <p>77% of our students who completed the TTFM survey reported that they <i>'have friends at school they can trust and who encourage them to make positive choices'</i> and 83% of students said that <i>'they do not get into trouble at school for disruptive or inappropriate behaviour'</i>, equal to the NSW Govt mean of 83%.</p> <p>23% of students reported that they were victims of bullying compared with 37% NSW Govt mean score (TTFM March 2022) .</p> <p>The 2022 average score for all questions for students in the Student Perceptions of Classroom Connectedness (SPOCC) was 2.5 and for teachers in the Teachers' Perceptions of Classroom Connectedness (TOCC) was 2.6, which was well above the expected score of 2.0.</p> |
| <p>High potential and gifted education</p> <p>By establishing optimal learning environments which support the social-emotional, intellectual, creative and physical development of all students including high potential and gifted students, we will enable them to succeed and show a 10% improvement in student engagement. (Baseline 59% Stage 3 students interested and motivated TTFM 2020)</p> | <p>The 2022 school mean for Years 4 & 5 students who reported that they were <i>'interested and motivated'</i> was 49%, however the Year 4 cohort of students reported a much higher level with 64% of students being <i>'interested and motivated'</i>.</p> <p>87% of teachers agreed or strongly agreed that the <i>'Kariang Public School Learning Environment'</i> adequately met the health and wellbeing needs of high potential and gifted students (TTFM 2022).</p> |
| <p>Equity groups</p> <p>By ensuring all students are challenged and all adjustments lead to improvement, we will improve the individual progress and achievement of Aboriginal and EAL/D students so that they are equivalent to or exceeding the progress and achievement of all students.</p> | <p>In the TTFM student survey, 54% of Aboriginal students agreed or strongly agreed that they <i>'felt good about their culture'</i>, (a 4% increase from 2021 data). 54% teachers reported that <i>'they are confident in their capacity to meet the needs of Aboriginal students'</i>, which is an increase of 14% from 2021.</p> <p>Semester 1 Report results indicated that :</p> <ul style="list-style-type: none"> • 62% Aboriginal and Torres Strait Islander students received a C (Sound) and 10% were assessed as a B (High) in English. • 59% Aboriginal and Torres Strait Islander students received a C (Sound) and 13% were assessed as a B (High) in Mathematics. <p>Term 3 results in the 2022 Reading Fluency Assessments for 29 Aboriginal and Torres Strait Islander students compared with the 368 non-Indigenous students results indicated that:</p> <ul style="list-style-type: none"> • 52% Aboriginal and Torres Strait Islander students in Years 2-6 were <i>On Track</i> compared with 63% of non-Indigenous students. • However, 83% of Aboriginal and Torres Strait Islander students were |

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| <p>Equity groups</p> <p>By ensuring all students are challenged and all adjustments lead to improvement, we will improve the individual progress and achievement of Aboriginal and EAL/D students so that they are equivalent to or exceeding the progress and achievement of all students.</p> | <p>reading under the recommended Word Count per minute compared with only 44% of non-Indigenous students.</p> <p>80 EAL/D students attended Kariong PS which represented 17% of the student population.</p> |
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Strategic Direction 3: Parent and family communication and collaboration

Purpose

To enrich student learning and wellbeing we will build trust, share information and recognise the cultural and social diversity of families and communities.

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.

- Community Engagement
- Learning Culture
- Communication

Resources allocated to this strategic direction

Summary of progress

Evaluation:

In 2022 our school welcomed parents and carers back into school life after the prolonged periods of COVID school closure and Learning From Home. Parents and carers have had the opportunity to engage in a range of school-related activities which help build the school as a cohesive educational community.

Accordingly, the 2022 TTFM parent survey data reported that 98% parents attended meetings or social functions at least once during the year, which is an increase from 2020 baseline data (41% parents). These activities included Harmony Day, NAIDOC Week, Swimming and Athletics Carnival, School Showcase, Parent Teacher Interviews and Easter Hat Parade.

Next Steps:

In 2023 our school is planning to implement the following initiatives to build trust, share information and recognise the cultural and social diversity of families and our community:

- Harmony Day
- NAIDOC Week Great Book Swap
- Aboriginal and Torres Strait Islander gathering each term
- Parent Teacher Information Night
- Parent Teacher Interviews in Term 1
- Colour Run Fun Day in Term 1
- Parent Portal on Sentral to facilitate permission notes and payments
- School Planner on Facebook every Sunday
- Curriculum articles each week in the newsletter
- Notice boards with parent/carer information and news.
- Star FM radio station Friday morning of Week 10
- Home-reading selfie competition
- New Sustainability grant to develop a bush- trail in the school grounds
- Kindergarten Information Meeting
- Book Fair
- Fathers' and Mothers' Day Breakfasts
- Education Week and Art Show
- K-2 Sports Fun Day

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 |
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| Community Engagement & | The TTFM score for <i>Parents feel welcome at school</i> decreased to 7.3/10 |

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| <p>Communication</p> <p>By engaging in strong collaborations with parents and our community , we will improve parents' perception of how they feel '<i>welcome at school</i>' from 7.5 (TTFM 2020 Baseline) to 7.7.</p> <p>By establishing systematic processes to communicate with parents both regularly and in a variety of modes, we will improve the TTFM 2020 Baseline score of '<i>Parents are informed</i>' from 6.4 to 6.6.</p> | <p>with the NSW Govt norm being 7.4/10.</p> <p>The TTFM score for <i>Parents are informed</i> increased to 6.5/10 with the NSW Govt norm being 6.6/10.</p> |
| <p>Learning Culture</p> <p>By developing teacher expertise on working with culturally diverse students and families, we will improve the percentage of parents attending meetings or social functions at least once from 41% (TTFM 2020 baseline) to 47%.</p> | <p>The 2022 TTFM parent survey data reported that 98% parents attended meetings or social functions at least once during the year, which is an increase from 2020 baseline data (41% parents)..</p> <p>76% parents had talked with their child's teacher about their child's learning or behaviour at least two or three times throughout the year.</p> |

| Funding sources | Impact achieved this year |
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| <p>Integration funding support</p> <p>\$230,000.00</p> | <p>Integration funding support (IFS) allocations support eligible students at Kariong Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • intensive learning and behaviour support for funded students • Playground programs managed in collaboration between SLSO and Learning Support Team <p>The allocation of this funding has resulted in the following impact: The employment of 10 School Learning Support Officers both part time and full time. Students with additional needs have been supported in the classroom and the playground. Students requiring behaviour support have an additional staff member to assist them during key learning times. SLSO's support specific students to enhance their social skills in the playground There has been a reduction in the number of negative incidents in the playground that have resulted in planning room referrals. (2019 - 224 referrals/ 2022 - 139 referrals). There has been a significant reduction in the number of negative incidents in classrooms that have resulted in orange slip referrals (2019 - 242 referrals/ 2022 - 80 referrals).</p> <p>After evaluation, the next steps to support our students will be: We will continue the in- class support through a structured and dynamic timetable for the SLSO's according to the needs of the students. In 2023 we will continue to implement specific interventions in the playground and in the classroom for high needs students.</p> |
| <p>Socio-economic background</p> <p>\$118,000.00</p> | <p>Socio-economic background equity loading is used to meet the additional learning needs of students at Kariong Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff (AP Student Wellbeing) to support the implementation of the school's Positive Behaviour for Learning (PBL) program. • ongoing professional development of staff to manage the diverse spectrum of student needs across the care continuum. • PBL team investigated the key components of the Student Behaviour Policy and Procedures and aligned to current school practices. <p>The allocation of this funding has resulted in the following impact: Weekly PBL lessons are electronically distributed to all staff to reinforce student positive behaviour and to strengthen our school rules. Less than 5% of students received intensive support (Tier 3 PBL) by Learning Support Team members. Individual student behaviour plans were collaboratively established for Tier 3 students to reinforce expected classroom and playground behaviours.</p> |

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| <p>Socio-economic background</p> <p>\$118,000.00</p> | <p>The number of students attending Planning Room, as a consequence of inappropriate behaviour, has decreased significantly since 2020 and fell to only 15 students in Term 2, 2022.</p> <p>Three executive staff members were selected to be trained to facilitate Mental Health in Schools. The executive staff are now part of a statewide team who may be called upon to present this training to various schools.</p> <p>15 teachers completed the Teacher Perceptions of Classroom Connectedness Survey (TOCC) and 290 students completed the Student perceptions of Classroom Connectedness (SPOCC) survey in April-May 2022. The average score for students for all questions was .25/3.0 and for teachers was 2.6, which indicates a high level of classroom connectedness.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>Ongoing staff professional learning in the new DoE Inclusive Education Policy (IER), the Student Behaviour Policy and Procedures and the Restrictive Practices Framework to ensure that every student is engaged and learning.</p> <p>Through the implementation of PBL, Kids Matter, BeYou, Bounce Back, SEL and Trauma Informed Practice staff will continue to focus on developing a whole school positive, safe and supportive learning culture.</p> <p>All staff to become aware of the IER implementation and alignment to current school practices.</p> |
| <p>Aboriginal background</p> <p>\$43,900.00</p> | <p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Kariong Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Whole staff participation in three 1.5 hour professional learning workshops focussing on the Aboriginal Education Policy and Connecting with Students, Families and Communities. • All students K-6 attended the Gurwara Cultural Immersions Team visit to broaden understanding of Aboriginal culture. • Whole school participation in activities such as NAIDOC Week, The Great Book Swap and Reconciliation Week. • Teachers liaised with parents./carers to complete and review student PLPs. • employment of additional part-time staff to deliver personalised support for Aboriginal students including the collection and analysis of student academic data such as reading fluency data and semester report data. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> • Significant growth in the number of teachers and leaders who have participated in additional training in the education of Aboriginal and Torres Strait Islander students. • 62% Aboriginal and Torres Strait Islander students in Years 1-6 received a C (Sound) and 10% were assessed as a B (High) in English in their Semester 1 reports. 59% Aboriginal and Torres Strait Islander students received a C (Sound) and 13% were assessed as a B (High) in Mathematics. • Student-led assemblies now commence with the Acknowledgment of Country and student t-shirts have been re-designed to include Aboriginal art. • \$330 was raised as part of the Great Book Swap to donate to the Indigenous Literacy Foundation. • The majority of Aboriginal families attended the Welcome Morning Tea. <p>After evaluation, the next steps to support our students will be:</p> |

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| <p>Aboriginal background</p> <p>\$43,900.00</p> | <p>Continuation of analysis of attendance data to further improve the attendance of specific Aboriginal students.</p> <p>Strengthening the connections made with the community to ensure high engagement of Aboriginal students and their families.</p> <p>Student and staff participation in workshops such as the bush tucker workshop to further incorporate culturally appropriate representation in school life.</p> <p>Monitoring of the educational outcomes for all Aboriginal and Torres Strait Islander students.</p> <p>Refining the Acknowledgement to Country so that it is more student friendly.</p> <p>Employ and Aboriginal Education Office one day a week.</p> <p>Train some staff in Bro Speak and Sista Speak.</p> |
| <p>English language proficiency</p> <p>\$30,000.00</p> | <p>English language proficiency equity loading provides support for students at all four phases of English language learning at Kariong Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional teacher time to provide targeted support for EAL/D students and for development of programs. • withdrawal lessons for small group (developing) and individual (emerging) support. • Ongoing tracking of EAL/D students on the EAL/D learning progressions and ESL Scales. • Implementation of an EAL/D Research Project focussing on students in Stage 1. <p>The allocation of this funding has resulted in the following impact:</p> <p>All families of Kindergarten students completed an EAL/D survey on enrolment to collect data on languages other than English spoken at home. 23 individualised EAL/D reports completed after consultation between EAL/D teacher and class teachers.</p> <p>80 EAL/D students attended Kariong PS which represented 17% of the student population.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>Processes for collecting, monitoring and disseminating EAL/D student data to inform targeted support to be embedded in the school system including an annual cycle for EAL/D planning.</p> <p>LBOTE families will be encouraged to develop students' first language and literacy skills.</p> <p>LBOTE families to be included in meaningful school activities such as sharing specialist skills to further develop a culturally inclusive school environment.</p> |
| <p>Low level adjustment for disability</p> <p>\$63,000.00</p> | <p>Low level adjustment for disability equity loading provides support for students at Kariong Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of LaST teacher • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • Completion of National Consistent Collection of data to identify and monitor students requiring adjustments in learning or behaviour. |

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| <p>Low level adjustment for disability</p> <p>\$63,000.00</p> | <p>The allocation of this funding has resulted in the following impact: Learning and Support Teacher assisted students in class who required extra support in reading, writing and numeracy in consultation with class teachers and the Learning Support Team. 74 students identified for NCCD level of adjustment. 76 Personalised Learning and Support Plans (PLSP) have been completed by class teachers in consultation with parents/carers and Learning Support Team where needed.</p> <p>After evaluation, the next steps to support our students will be: Continuation of Learning and Support Teacher focusing on supporting students K- 6 who require adjustments to meet the Mathematics and English curriculum. Collaboration with the Learning Support Team and the EAL/D teacher.</p> |
| <p>Professional learning</p> <p>\$30,000.00</p> | <p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Kariong Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • High expectations • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • All staff have participated in a series of professional learning activities including three workshops, which addressed the Aboriginal Education Policy and Connecting with Students, Families and Communities. These workshops were led by the Regional Aboriginal Advisor. • All staff have participated in two professional learning sessions on Vocabulary and two sessions focusing on Reading Fluency. <p>All teachers have participated in professional learning sessions focusing on the development of a HPGE Action Plan and the development of a school-wide assessment strategy.</p> <ul style="list-style-type: none"> • Three executive staff members were selected and trained to facilitate Mental Health in Schools. <p>8 staff members and 2 executive staff have participated in 3 rounds of Quality Teaching Rounds.</p> <p>The allocation of this funding has resulted in the following impact: Improved cultural understanding by all staff and the incorporation of culturally appropriate representation in school life including Acknowledgement of Country at all assemblies, re-design of sports t-shirts to include an Aboriginal motif and recognition of Darkinjung land on school signage. Greater understanding of the new English and Mathematics syllabuses.</p> <p>After evaluation, the next steps to support our students will be: Ongoing staff professional learning in the new DoE Inclusive Education Policy (IER), the Student Behaviour Policy and Procedures and the Restrictive Practices Framework to ensure that every student is engaged and learning. Ongoing professional learning on the new English and Mathematics syllabuses. Continuation of professional learning using the QTR framework.</p> |
| <p>Literacy and numeracy</p> <p>\$15,000.00</p> | <p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Kariong Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities |

| | |
|--|---|
| <p>Literacy and numeracy</p> <p>\$15,000.00</p> | <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • targeted professional learning to improve literacy and numeracy through the implementation of Quality Teaching Rounds (QTR). • teacher release to engage staff in The QTR program • teachers collaboratively discussed their own and each other's teaching in QTR professional learning communities. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> • Growth in the number of teachers who have expressed an interest in participating in QTR professional development. • All of the Post QTR teacher reflections have been positive and have included insightful comments about teachers' understanding of the Quality Teaching Model. • Teacher feedback about the benefits of using shared concepts and common language to discuss their teaching has been very positive. • The Classroom Observational analysis and discussions have provided teachers with a shared vision of high quality teaching and learning. The 8 teachers in this project have shared their insights about how to best communicate high expectations to their students. <p>After evaluation, the next steps to support our students will be: The QTR project will continue in 2023 with new temporary and permanent staff engaging in professional collaboration through Quality Teaching Rounds (QTR). Measurement of the percentage of teachers incorporating QT elements into their teaching and learning programs.</p> |
| <p>QTSS release</p> <p>\$118,000.00</p> | <p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Kariong Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • assistant principals provided with additional release time to support classroom programs and to collaborate weekly with teachers in their stage to assess student outcomes and to plan activities. • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff • additional staffing (AP Instructional Leader Yrs 3-6) to implement quality teaching initiatives focussing on students in Stage 2. <p>The allocation of this funding has resulted in the following impact: All PDPs were discussed with relevant executive and completed. Class teaching programs were evaluated and refined where necessary. Stage 2 Maths groups were established with support from AP Instructional Leader Yrs 3-6 using Top Ten Maths resources. Year 4 Term 4 PAT Reading results were above State norms. Stage 2 students focussed on the reading skill of inferencing with significant improvement in PAT assessments from Term 1 to Term 4.</p> <p>After evaluation, the next steps to support our students will be: Appointment of an Assistant Principal Curriculum and Instruction (APC&I). Coaching and collaborative teaching by the APC&I with all teachers K-6. Analysis of student data (NAPLAN, PAT and Check-in) to drive explicit teaching. Implementation of the new Mathematics and English syllabuses.</p> |
| <p>Literacy and numeracy intervention</p> <p>\$60,000.00</p> | <p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Kariong Public School who may be at risk of not meeting minimum standards.</p> |

| | |
|--|---|
| <p>Literacy and numeracy intervention</p> <p>\$60,000.00</p> | <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of classroom teacher to provide part-time intensive learning support for students requiring additional support, focusing on literacy and numeracy <p>The allocation of this funding has resulted in the following impact: Assessment of Year 1 students using the DoE on-demand diagnostic assessments in Literacy and Numeracy Implementation of reading instruction to a select group of Kindergarten and Year 1 students as measured by their progress on the Literacy Progressions.</p> <p>After evaluation, the next steps to support our students will be: APC&I and LAST will collaborate with class teachers to support those students who are identified as requiring assistance in literacy and numeracy.</p> |
| <p>COVID ILSP</p> <p>\$160,000.00</p> | <p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy/numeracy • providing intensive small group tuition for identified students who were... <p>The allocation of this funding has resulted in the following impact: Explicit monitoring of student progress in Literacy and Numeracy by the COVID ILS teachers has resulted in student improvement as indicated in ongoing assessments such as PAT and Check-in.</p> <p>After evaluation, the next steps to support our students will be: Implementation of small group and intensive tuition with individuals and small groups. Liaison with AP Curriculum and Instruction to ensure that specific students are supported based on ongoing summative assessments. Collaboration with other support staff including the LAST and EAL/D teacher.</p> |

Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2019 | 2020 | 2021 | 2022 |
| Boys | 278 | 270 | 266 | 248 |
| Girls | 281 | 265 | 251 | 234 |

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2019 | 2020 | 2021 | 2022 |
| K | 93.1 | 95.7 | 92.4 | 89.8 |
| 1 | 94.4 | 93.5 | 95.1 | 87.4 |
| 2 | 92.9 | 93.0 | 92.1 | 88.2 |
| 3 | 92.4 | 96.1 | 92.1 | 88.0 |
| 4 | 93.3 | 93.4 | 92.9 | 88.3 |
| 5 | 93.2 | 94.0 | 90.2 | 83.6 |
| 6 | 91.5 | 94.2 | 90.5 | 82.9 |
| All Years | 93.0 | 94.2 | 92.2 | 86.8 |
| 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) | 1 |
| Assistant Principal(s) | 4 |
| Classroom Teacher(s) | 16.48 |
| Literacy and Numeracy Intervent | 0.74 |
| Learning and Support Teacher(s) | 0.9 |
| Teacher Librarian | 1 |
| School Counsellor | 1 |
| School Administration and Support Staff | 3.78 |

*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 | 528,173 |
| Revenue | 5,255,139 |
| Appropriation | 5,061,710 |
| Sale of Goods and Services | 16,292 |
| Grants and contributions | 170,527 |
| Investment income | 6,410 |
| Other revenue | 200 |
| Expenses | -5,247,939 |
| Employee related | -4,899,503 |
| Operating expenses | -348,437 |
| Surplus / deficit for the year | 7,200 |
| Closing Balance | 535,372 |

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 | 426,781 |
| Equity Total | 358,290 |
| Equity - Aboriginal | 41,683 |
| Equity - Socio-economic | 115,969 |
| Equity - Language | 33,589 |
| Equity - Disability | 167,049 |
| Base Total | 3,550,048 |
| Base - Per Capita | 130,635 |
| Base - Location | 0 |
| Base - Other | 3,419,412 |
| Other Total | 431,488 |
| Grand Total | 4,766,607 |

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

STUDENTS

133 students from Year 4 and Year 5 completed the TTFM survey from 14 Mar 2022 to 17 Mar 2022.

Students have consistently reported high levels of positive behaviour at school. In 2021 our school mean was 84% compared with 83% for the NSW Govt mean and in 2022 the mean score increased to 86% compared with 83% for the NSW Govt mean.

Results of interest include:

- 13% increase in students' *'Sense of belonging'* from 51% Nov 2021 to 64% March 2022.
- 21% increase in *'Homework behaviour'* from 17% Nov 2021 to 38% March 2022.
- 17% increase in *'Effort'* from 61% Nov 2021 to 78% March 2022.

The four school-level factors related to student engagement were as follows:

- *'Quality instruction'* (School mean = 6.9, NSW Govt mean = 7.7)
- *'Positive teacher-student relations'* (School mean = 8.0, NSW Govt mean = 8.5)
- *'Positive learning climate'* (School mean = 6.8, NSW Govt mean = 7.3)
- *'Expectations for success'* (School mean = 7.4, NSW Govt mean = 8.7)

STAFF

Between 9 October and 31 October 2022 24 staff members responded to the 'Focus on Learning' Teacher Survey. 77% of teachers indicated that they were either full time or part time permanent staff members.

92% of teachers reported that *'School leaders are leading improvement and change'*, an increase of 19% from 2021. The majority of teachers (96%) said that *'Leaders are clearly communicating their strategic vision and values for our school'*.

All teachers responded that they were aware of the new syllabuses as part of the NSW Curriculum Reform and 84% believed that *'the school was doing a good job of implementing curriculum change'*.

The school mean for all of the Eight Drivers of Student Learning was higher than the NSW mean, except for *Collaboration* which was 7.6 (school mean) compared with 7.8 (NSW mean). The means for all the drivers have shown an increase since November 2021 with *Technology* and *Leadership* increasing 0.9 and 0.7 respectively.

95% of teachers agreed or strongly agreed that the 'Kariang Public School Learning Environment' adequately met the health and wellbeing needs of high potential and gifted students.

PARENTS/CARERS

115 parents/carers responded to the *'Partners in Learning Parent Survey'* between 12 Oct 2022 and 15 Nov 2022.

The survey included 7 measures using a ten-point scale with 10 indicating strong agreement. School mean (NSW Govt mean).

- Parents feel welcome 7.3 (7.4)
- Parents are informed 6.5 (6.6)
- Parents support learning at home 5.9 (6.3)
- School supports learning 7.3 (7.3)
- School supports positive behaviour 7.6 (7.7)
- Safety at school 6.8 (7.4)
- Inclusive school 6.8 (6.7).

The statement with the highest mean of 8.5 was *'My child is clear about the rules for school behaviour'*. The statements with the lowest mean score of 5.0 related to the measure - *'Parents supporting learning at home'*.

30% of respondents indicated that they identified as an Aboriginal or Torres Strait Islander person and 84% of respondents agreed or strongly agreed that the *'School is a culturally safe place for all students'*.

The most useful forms of communication about school news were social media (86%), emails (85%) and school newsletters (85%).

89% parents agreed or strongly agreed that *'the school is well maintained'* and 73% said that *'they would recommend the school to other parents'*.

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.