

2022 Annual Report

Kyeemagh Public School



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Introduction

The Annual Report for 2022 is provided to the community of Kyeemagh 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

At Kyeemagh Public School, we strive for excellence in a safe and supportive learning environment underpinned by strong positive relationships, where every student maximises their potential. All learning supports our students to be confident, resilient, self-directed future citizens.

School context

Kyeemagh Public School is a high quality educational facility that is undergoing significant change. Situated in the St George area and next to Sydney Airport, the school has a strong multicultural population, where 57% of students have a language background other than English. Our students come from a wide range of socio-economic backgrounds with the school's FOEI being 57. The student population in 2022 is 168.

Over the past 3 years, the school has transitioned from a small infants school to a growing K-6. This transformation was strongly supported by the school's P&C and wider community. Due to limitations with the aging physical resources, the school was targeted to be entirely redeveloped with new flexible learning spaces, hall, COLA, canteen, administration block and library catering for a student population of 400. To manage the logistics of the student population remaining on site whilst building works were undertaken, student grade intake has been limited to one grade increase each calendar year with Year 5 established in 2021 and Year 6 established in 2022. Major capital works were completed in 2022.

Through our situational analysis, the school has identified the need for explicit teaching of literacy and numeracy throughout the all learning areas. Close tracking of student performance data in learning progressions will determine future teaching and learning needs for the students. Utilising region resources, such as LANSAs and the Curriculum Advisor, will ensure syllabus requirements are being met and student growth effectively measured. Differentiation of practice will underpin all learning, with talent development opportunities in a specific domain or field of endeavour for identified students. Reporting systems to parents need to be reviewed and refined, leading to the school working with the parent body to develop reporting materials that share student progress effectively with our families.

Continuous teacher growth is valued by all staff at Kyeemagh Public School. The staff strive to be at the forefront of practices and are encouraged to innovate and develop their skills to provide the best learning for all students. Strong knowledge of curriculum helps to drive critical and creative thinking within the classroom spaces and continuous reflection on high impact teaching strategies drives the school's purpose in creating self-directed learners. Deep knowledge and understanding of data informs the effectiveness of process and practices across the school. Further work will need to occur to build teacher capacity to successfully plan for, and deliver, quality differentiated instruction to students with additional needs including those identified as high potential and gifted.

Looking forward, the school will continue to focus on relationships within our school as well as the local and wider community. Close connections with our local schools, including supporting transition to high schools, will provide extra curricula opportunities including the provision of additional learning experiences for high potential students. Furthermore, students will be taught the skills to set, track and achieve their own learning and personal goals, as well as being able to problem solve and work collaboratively and cooperatively with others. Parent consultation will refine learning focus areas for both individual students as well as the whole school.

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>

Strategic Direction 1: Student growth and attainment

Purpose

Our school's core business is improving outcomes for all students by providing learning opportunities for each student to be their best. The school will deliver growth targets in literacy and numeracy, with our high expectations resulting in an ongoing increase in the achievement of all students.

It is through the provision of high quality learning environments that all students can consolidate and apply the core skills of literacy and numeracy. All students will strive for excellence and achieve high levels of critical and creative thinking to collaboratively achieve their best.

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.

- Initiative 1: Effective Classroom Practice
- Initiative 2: Individualised learning
- Initiative 3: Attendance

Resources allocated to this strategic direction

QTSS release: \$22,984.00

Professional learning: \$4,400.00

Per capita: \$2,000.00

Literacy and numeracy: \$10,000.00

Summary of progress

Initiative 1: Effective Classroom Practice

The focus for 2022 was on building teacher capacity through targeted professional learning in the explicit and systematic teaching of Multiplicative Thinking. Teachers participated in a series of school based professional learning sessions which unpacked the research into Multiplicative Thinking. The sessions included time to trial student activities with colleagues, with opportunities to engage in professional dialogue around the skills targeted in these activities and the impact on student learning. Teachers engaged in courses provided by the Department focusing on skills and knowledge in multiplicative thinking. Observations and discussions during the professional learning sessions indicated a high level of teacher engagement in the training which influenced teaching Multiplicative Thinking. Reference and links were made to professional learning that the staff had participated in last year, which provided foundational knowledge and skills and increased staff confidence in implementing these strategies. Teachers used the National Numeracy Learning Progression to plot student progress in Multiplicative Thinking, with regular opportunities to update formative assessment data into ALAN (PLAN2). Next year, greater time will be allocated for teachers to effectively collaborate and further develop lesson sequences that support the development of Multiplicative Thinking in line with the new mathematics syllabus.

Initiative 2: Individualised learning

The focus for 2022 was to ensure effective data systems and process were implemented in line with the High Potential and Gifted Education (HPGE) policy, providing quality data for analysis and reflection of student learning. As a pilot program, strategic deployment of additional teachers to Stage 2 and Stage 3 was allocated to provide opportunities to extend students in mathematics. Literacy and Numeracy funds were allocated to allow for class teachers to be released from the direct class instruction so they could work directly with a targeted group of extension students. The class teachers identified suitable candidates and groupings were fluid and flexible with different students targeted dependent on the strand of focus. Challenges to the program were in the form of acquiring casual staff to facilitate the programs implementation. Over half of the allocated sessions needed to be folded due to challenges attached to staffing linked with COVID-19. Due to the limited implementation of the program, it has been difficult to ascertain the effectiveness of its implementation. Next year, this program will be continued in its pilot phase, with Stage 2 and Stage 3 classes as the targeted cohorts. Further training in working with HPGE students will be undertaken to ensure high levels of teacher confidence in meeting the needs of high potential and gifted students.

Initiative 3: Attendance

Attendance levels of students continue to be closely monitored through the Learning and Support Team. Tracking of attendance occurred fortnightly; however, continued challenges from COVID-19 impacted on attendance levels

throughout all grades of the school. Processes to support regular attendance are regularly reviewed and access to departmental programs, such as Home School Liaison Program (HSLP), are used as required. Our systems support strong communication between school and home as evidenced in communication tracking. During 2022, 11 students were closely monitored for attendance. Partial attendance data indicated that several students consistently arrived late to school. Review of school based systems for monitoring and tracking student attendance, including support plans to improve attendance, will be undertaken in 2023.

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
At least 60% of students in the top 2 bands in reading in NAPLAN.	<ul style="list-style-type: none"> • 46% of students achieved in the top two bands in NAPLAN Year 3 reading indicating progress toward the lower-bound target. • 33% of students achieved in the top two bands in NAPLAN Year 5 reading indicating progress toward the lower-bound target.
At least 50% of students in the top 2 bands in numeracy in NAPLAN.	<ul style="list-style-type: none"> • 53% of students achieved in the top two bands in NAPLAN Year 3 numeracy indicating achievement of the lower-bound target. • 23.5% of students achieved in the top two bands in NAPLAN Year 3 numeracy indicating progress toward the lower-bound target.
Expected growth in literacy and numeracy of 85% Kindergarten students will achieve within the expected end of year progressions for Understanding Texts (4) in Literacy and Quantifying Numbers (4) and Additive Strategies (2) in Numeracy.	<ul style="list-style-type: none"> • 86% of Kindergarten students achieved UnT4 or greater. • 97% of Kindergarten students achieved QuN4 or greater. • 81% of Kindergarten students achieved AdS2 or greater.
Expected growth in literacy and numeracy of at least 85% of students in Year 3 will achieve within the expected end of year progressions in Understanding Texts (7) in Literacy and Quantifying Numbers (9), Additive Strategies (6) and Multiplicative strategies (4) in Numeracy.	<ul style="list-style-type: none"> • 64.4% of Year 3 students achieved UnT7 or greater. • 78% of Year 3 students achieved QuN9 or greater. • 69.5% of Year 3 students achieved AdS6 or greater. • 42% of Year 3 students achieved MuS4 or greater.
Expected growth in literacy and numeracy of at least 85% of students in Year 5 will achieve within the expected end of year progressions in Understanding Texts (8) in Literacy and Quantifying Numbers (11), Additive Strategies (7) and Multiplicative strategies (6) in Numeracy.	<ul style="list-style-type: none"> • 94% of Year 5 students achieved UnT8 or greater. • 94% of Year 5 students achieved QuN11 or greater. • 89% of Year 5 students achieved AdS7 or greater. • 47.5% of Year 5 students achieved MuS6 or greater.
All students on Integration Funding have an individual education plan with SMART goals created in consultation with parents.	<ul style="list-style-type: none"> • 100% of students receiving Integration Funding have Personalised Learning and Support Plans which are developed in consultation with the parents. Plans are regularly reviewed and learning goals updated to reflect student progress.
All targeted students for intensive programs will have minimum of 90% growth in target area (literacy or numeracy).	<ul style="list-style-type: none"> • Challenges attached to staffing (teacher and SLSO) impacted completing the sequential and consistent delivery of the program. The evidence of this limitation has directly influenced student results. • Average student growth throughout all Minilit programs (Stage 1 students) was 56%.
Scout attendance target for 2022 - 82%	<ul style="list-style-type: none"> • The number of students attending greater than 90% of the time or more has decreased by 28% in 2022. • The percentage of students attending greater than 90% of the time is in line with the network average and is greater than the state average.

Strategic Direction 2: Quality practices for high impact

Purpose

To develop excellence in practice by all staff by investing in leadership and developing teacher capabilities to make a substantial difference to the quality of teaching and therefore the quality of student learning. Professional learning will sustain our high expectation culture and deliver structures that build an inclusive learning environment.

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.

- Initiative 1: Enhancing performance
- Initiative 2: Deep curriculum knowledge and implementation

Resources allocated to this strategic direction

Professional learning: \$500.00

Literacy and numeracy: \$1,782.00

Per capita: \$8,218.00

Summary of progress

Initiative 1: Enhancing Performance

Student Assessment was a continued area of focus for 2022, building on the work in this area in 2021. Professional learning sessions were scheduled throughout the year, providing time in between each session for teachers to develop and master skills in formative assessment strategies. Teachers were allocated into Professional Learning Communities and were provided opportunities to unpack professional readings before self-identifying an area for development and practise. Professional Learning funds and Literacy and Numeracy funds were used to release teachers to perform peer observations with a focus on learning from colleagues' practices as well as to create opportunities to receive feedback on their own practice. Regular self-assessment occurred with teachers reflecting on their success in taking theory into practice. Completion survey data indicated changes to classroom practice in the area of formative assessment, demonstrating increased confidence in using a variety of strategies for assessment purposes. Looking forward, opportunities for greater collaboration in developing consistency of judgment with teachers regarding grading levels for student reports is required, as we know that collaboration is a powerful tool for deepening understanding and practice.

Initiative 2: Deep Curriculum Knowledge and Implementation

The focus during 2022 was to ensure all teachers were confident in implementing new requirements attached to both the Inclusive Education for students with disability policy (IER) and the High Potential and Gifted Education (HPGE) policy. With the IER, executive teachers were released from class to be involved in information sessions provided by the Department. Road maps for implementation were discussed and school-based meetings for information sharing planned into the professional learning calendar. At the beginning of Term 2, all School Learning Support Officer (SLSO) staff were trained in Managing Actual or Potential Aggression (MAPA) in readiness for policy implementation. Timeframes attached to the implementation of the policy created challenges, with the release date of the policy being pushed back. Due to this change of date, the school was unable to complete the necessary planned training scheduled and will now complete staff training in this initiative in Term 1 2023. With the HPGE policy, executive staff participated in training to successfully lead the implementation of the policy within the school. Teachers participated in surveys to ascertain their knowledge and skills to identify and cater for HPGE students. This survey was used in conjunction with the HPGE policy and evaluation tool to isolate key areas for development throughout the school. Further development of school based identification and tracking systems is required and a course of action completed in 2023 in Strategic Direction 1: Individualised learning.

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
Evidence proving the school is achieving Sustaining and Growing in	<ul style="list-style-type: none">• Assessment evidence is embedded into teaching programs throughout the school.

themes of Formative Assessment and Summative Assessment the area of Assessment within the SEF.	<ul style="list-style-type: none"> Teaching programs reflect adjustments to learning as determined by formative assessment data.
Policy implementation self evaluation (Taken from the HPGE Policy Evaluation and Planning Tool) demonstrates that the school is achieving an average of Sustaining and Growing in the themes of Lesson Planning and Explicit Teaching in Effective Classroom Practice as measured against <i>1.4 - High potential and gifted students across all domains require evidence-based talent development to optimise their growth and achievement</i>	<p>This project timeline has been delayed due to competing priorities.</p> <ul style="list-style-type: none"> The school completed the HPGE Policy Evaluation and Planning Tool in Term 4, identifying course of actions for 2023. In 2023, this priority will be realigned with Strategic Direction 1 - Individualised learning.
At least 10% of teachers identified as candidates for HALT accreditation or promotion.	<ul style="list-style-type: none"> During 2022, no teachers identified as candidates for Highly Accomplished accreditation. School to identify high performing staff and enhance leadership opportunities, both school based and wider network.
Evidence proving the school is measured as Sustaining and Growing in all themes of Curriculum in the SEF.	<ul style="list-style-type: none"> The school regularly reviews each learning area's scope and sequence and provides a high expectation framework when developing student learning tasks. Teaching programs describe expected student progression and knowledge, and link assessment tasks to measure student achievement. Differentiation is evident and easily identified within teaching programs.
Increased level of Learning Culture in TTFM staff survey results to be 5% greater than NSW Government Norm.	<ul style="list-style-type: none"> School result in Tell Them From Me staff survey: Learning Culture, is 5% below NSW Government Norm.
Increased level of Quality Feedback in TTFM staff survey results to be at least 4% greater than NSW Government Norm.	<ul style="list-style-type: none"> School result in Tell Them From Me staff survey: Quality Feedback, is in line with NSW Government Norm.

Strategic Direction 3: Developing independent future citizens

Purpose

To provide students with the skills to become successful learners, confident and creative individuals, and active and informed citizens.

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.

- Initiative 1: Leaders for the future
- Initiative 2: Innovative learning

Resources allocated to this strategic direction

Professional learning: \$11,780.00

Summary of progress

Initiative 1: Leaders for the future

The focus for 2022 was to build capacity of student leadership and independence with self-directed learning. This involved all teachers participating in professional learning linked to the Leader in Me program. The work of Stephen Covey's 7 Habits of Highly Effective People underpins the Leader in Me program and provide staff and students with skills and strategies to support effective relationships and set goals for personal achievement. Explicit lessons were completed weekly and linked to PD/H/PE curriculum, developing student skills in problem solving and relationship building. The school started the year with 3 new teaching staff, causing minor delays to the implementation of the program as the new teachers needed to familiarise themselves with the program. As a result, student advocacy levels for girls was in line with State averages; however, boys advocacy levels were slightly lower than State averages. Data indicated that the percentage of students identified as having a positive growth orientation was lower than State average, with boys indicating a lower level than girls. Next year, the school will focus on increasing the connection to school for all students with a particular focus on increasing learning engagement and connection to the school for boys.

Initiative 2: Innovative learning

The focus for 2022 was using the new learning spaces effectively as Innovative Learning Environments (ILEs). It is important for teachers to understand how to best use modern and flexible spaces to meet the diverse needs of the students as identified by the work of Michael Fullan and the OECD's Seven Principles of Learning. Teachers participated in a professional learning session on the pedagogy and principles behind ILEs, underpinned by students at the centre of all learning. Further participation in Department of Education - School Learning Environments and Change (SLEC) training was delayed due to competing priorities in Semester 2. Next year, the school will be continuing its partnership with the Department's School Learning Environments and Change (SLEC) unit, working towards excellence in teaching and learning innovation through effective use of flexible learning spaces.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increase level of advocacy in school in TTFM to be greater than 2020 school mean (8.7).	Student survey data indicates a reduction in advocacy levels; however, results are within range of the current NSW Government Norms.
Increased level of positive sense of belonging by students in TTFM to be in line or greater than NSW Govt Norm (82%).	• Student survey data indicates a reduction in students feeling a sense of belonging by peers and others at school.
Increased level of student perception of effective learning time in TTFM to be in	• Student survey data indicates a reduction in the level of student perception of effective learning time in comparison to NSW Government

line with or greater than 2020 School Mean (9.0).	Norms.
Evidence proving the school is performing at Sustaining and Growing in the area of Learning and Development (Expertise and Innovation)	<ul style="list-style-type: none"> • Identification of expert teachers within the staff. • Establishment of professional learning communities to support skill development in formative assessment. • Expert teacher released to lead literacy implementation throughout K-2 classes.
Increase LIM Student Led Achievement results to 75%.	<ul style="list-style-type: none"> • Academic goal achievement results increased by 7% as identified by the students. • Parents perception of student-led achievement decreased by 4% on 2021 results.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$212,196.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Kyeemagh 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"> • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • employment of staff to provide additional support for students who have high-level learning needs <p>The allocation of this funding has resulted in the following impact: Individualised support provided for targeted students through the employment of SLSOs. Professional learning for SLSOs in running explicit literacy programs during allocated hours provided targeted literacy learning for funded students. Support was provided on the playground for social/emotional development of students requiring additional support with social interactions.</p> <p>After evaluation, the next steps to support our students will be: Continue to regularly evaluate effectiveness of SLSOs with student engagement in academic and social activities through matching SLSO skills with student needs.</p>
<p>Literacy and numeracy</p> <p>\$11,782.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Kyeemagh 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"> • Initiative 2: Individualised learning • Initiative 2: Deep curriculum knowledge and implementation <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Targeted programs and resources to support growth and extension of students in key areas linked to high potential. • Additional teaching support allocation attached to Stage 2 and Stage 3 to provide time for the class teacher to focus and develop numeracy skills in students with high potential. <p>The allocation of this funding has resulted in the following impact: Challenges with COVID-19 limited the implementation and impact of this program on student growth. Teacher feedback indicated improved teacher capacity and confidence in meeting the needs of HPGE students in the area of mathematics.</p> <p>After evaluation, the next steps to support our students will be: Targeted training for teaching staff in identification of HPGE students and differentiation practices providing opportunities for students with talent in identified domain.</p>
<p>Professional learning</p> <p>\$16,680.00</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 Kyeemagh Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan</p>

<p>Professional learning</p> <p>\$16,680.00</p>	<p>including:</p> <ul style="list-style-type: none"> • Initiative 1: Effective Classroom Practice • Initiative 1: Enhancing performance • Initiative 1: Leaders for the future • Initiative 2: Individualised learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Engaging in latest research and resources to increase teacher capacity in effective implementation of the curriculum. • Observation and feedback with colleagues around targeted professional goals. • Targeted professional learning to improve teacher knowledge and capabilities in high quality differentiation in the classroom. <p>The allocation of this funding has resulted in the following impact: Increased capacity and confidence of teacher to learn from expert colleagues and innovate on practices to explicitly teach and differentiate content, meeting the needs of each student.</p> <p>After evaluation, the next steps to support our students will be: Target specific curriculum development, continuing to utilise established strengths and expertise within teaching staff.</p>
<p>Socio-economic background</p> <p>\$12,907.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Kyeemagh 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 to support Minilit/Macqlit program implementation. <p>The allocation of this funding has resulted in the following impact: Targeted students making significant gains in the intervention programs. Training of support staff occurred during the year in readiness for greater access to a wider group of students in 2023.</p> <p>After evaluation, the next steps to support our students will be: Utilisation of trained SLSO to implement targeted programs as part of Integration Funding allocation for targeted students. Continuation of targeted literacy programs will occur in 2023 with greater focus on Stage 1 students.</p>
<p>Aboriginal background</p> <p>\$2,320.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Kyeemagh 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"> • employment of additional staff to deliver personalised support for Aboriginal students • staffing release to support development and implementation of Personalised Learning Pathways

<p>Aboriginal background</p> <p>\$2,320.00</p>	<p>The allocation of this funding has resulted in the following impact: All Aboriginal / Torres Strait Islander students had Personalised Learning Pathways developed in consultation with the family. Allocation of specialist teachers provided students with greater levels of 1:1 time with class teacher or special teacher to support the consolidation of literacy skills.</p> <p>After evaluation, the next steps to support our students will be: Seeking wider opportunities for Aboriginal and Torres Strait Island students to extend their literacy skills beyond their classroom.</p>
<p>English language proficiency</p> <p>\$25,744.81</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Kyeemagh 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"> • employment of additional staff to support delivery of targeted initiatives • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds <p>The allocation of this funding has resulted in the following impact: Student with English as an Additional Language or Dialect (EAL/D) were identified and observations/assessments were completed to determine where the students' need were. Opportunities for students to practise English language in the classroom were timetabled with specialist staff. Additional staffing were working with EAL/D students to support the extension of vocabulary throughout the learning areas.</p> <p>After evaluation, the next steps to support our students will be: Strategic support in targeting vocabulary development, particularly Tier 2 and Tier 3 vocabulary, for English as an Additional Language or Dialect (EAL/D) students through providing professional learning on EAL/D progression leveling for all teachers.</p>
<p>Low level adjustment for disability</p> <p>\$36,840.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Kyeemagh 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"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students <p>The allocation of this funding has resulted in the following impact: 14% of the student population accessed the program attached to this funding source during 2022. Continuous tracking of student growth throughout the intervention demonstrated that the model facilitated with the implementation of small groups and explicit teaching, increased targeted student performance.</p> <p>After evaluation, the next steps to support our students will be: Review of monetary allocation attached to this funding source as student population will be increasing. If financially viable, expansion of support programs to include targeted numeracy programs in 2023.</p>
<p>QTSS release</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Kyeemagh</p>

<p>\$33,381.00</p>	<p>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"> • Initiative 1: Effective Classroom Practice • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Teacher release for 1 day per week to mentor colleagues in the Initialit program. • Training for SLSOs to implement Minilit or Macqlit programs. • Additional release times for teachers to undertake observations of colleagues' practices in negotiated areas linked with individuals PDP goals. <p>The allocation of this funding has resulted in the following impact: Improved staff confidence and teaching practice linked with self-identified areas of development.</p> <p>After evaluation, the next steps to support our students will be: Allocation of QTSS funds in 2023 will support and develop teacher capacity in the new NSW Curriculum Reform Syllabus. Teachers will be released to work directly with the Assistant Principal Curriculum and Instruction (APCI) to deepen knowledge and skills in the implementation of the new syllabus.</p>
<p>COVID ILSP</p> <p>\$21,240.00</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 - [focus area] <p>The allocation of this funding has resulted in the following impact: 22 students (15% of student population) participated in small group tuition in the Minilit and Macqlit programs. Average growth of students who participated in Minilit was 68%. Average growth of students who participated in the Macqlit program was 33%.</p> <p>After evaluation, the next steps to support our students will be: Data shows the positive impact the student have through participation in the program. Student gains throughout the whole cohort have increased due to quality teaching programs within the classroom. Continuation of program for targeted students to occur in 2023 with number of sessions and places to be reviewed at the conclusion of 2023.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	34	43	48	95
Girls	37	35	49	73

Student attendance profile

School				
Year	2019	2020	2021	2022
K	90.4	84.9	93.6	89.6
1	94.6	90.5	91.3	88.7
2	92.4	91.0	91.7	87.4
3	93.2	93.6	93.3	84.8
4		91.4	94.0	89.1
5			93.8	88.1
6				86.8
All Years	92.5	89.7	92.8	88.2
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		92.0	92.5	87.4
5			92.1	87.2
6				86.3
All Years	93.0	92.1	92.6	87.4

Attendance

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures from 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the department's centralised data warehouse every night. The AAF significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	2
Classroom Teacher(s)	8.14
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.4
School Administration and Support Staff	4.81

*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	186,281
Revenue	2,579,235
Appropriation	2,520,889
Sale of Goods and Services	-80
Grants and contributions	56,144
Investment income	2,182
Other revenue	100
Expenses	-2,496,469
Employee related	-2,301,812
Operating expenses	-194,657
Surplus / deficit for the year	82,767
Closing Balance	269,047

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	212,196
Equity Total	77,813
Equity - Aboriginal	2,320
Equity - Socio-economic	12,908
Equity - Language	25,745
Equity - Disability	36,841
Base Total	1,934,503
Base - Per Capita	41,626
Base - Location	0
Base - Other	1,892,876
Other Total	88,503
Grand Total	2,313,015

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

School performance - NAPLAN

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

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

Parent/caregiver, student, teacher satisfaction

Each year, schools are required to seek the opinions of students, teachers and parents about a broad range of aspects of the school.

Responses include percentages and a 10-point scale, with 0 indicating strong disagreement and 10 indicating strong agreement.

Parent responses indicated:

Strengths:

- I feel welcome when I visit the school. (8.3)
- I can easily speak with my child's teachers. (8.2)
- Teachers listen to concerns I have. (8.1)
- My child is encouraged to do his or her best work. (8.0)
- My child feels safe at school. (8.2)

Areas for development:

- Parent activities are scheduled at times when I can attend. (5.0)
- I am informed about opportunities concerning my child's future. (5.3)

Students responses indicated:

Strengths:

- Students try hard to succeed in their learning. (82% agreed)
- Students that do not get in trouble at school for disruptive or inappropriate behaviour. (89% agreed)
- Students have friends at school they can trust and who encourage them to make positive choices. (80% agreed)
- Students believe that schooling is useful in their everyday life and will have a strong bearing on their future. (87% agreed)

Areas for development:

- Students are interested and motivated in their learning. (62% agreed)
- Percentage of students with a high rate of participation in art, drama, or music groups; extracurricular school activities; or a school committee. (45% agreed)
- 51% of students indicated a high level of perseverance to pursue their goals to completion, even when faced with obstacles, and 44 % indicated a medium level of perseverance.

Teachers responses indicated:

Strengths:

- School leaders have helped me improve my teaching. (8.8)
- I work with school leaders to create a safe and orderly school environment. (8.8)
- I discuss learning problems of particular students with other teachers. (9.2)
- I set high expectations for student learning. (9.2)
- I use results from formal assessment tasks to inform my lesson planning. (8.8)

Areas for development:

- I work with other teachers in developing cross-curricular or common learning opportunities. (5.0)
- Students receive written feedback on their work at least once every week. (5.8)
- I ask parents to review and comment on students' work. (5.5)

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.