

# 2023 Annual Report

## Kelso Public School



2275

# Introduction

The Annual Report for 2023 is provided to the community of Kelso Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

## School contact details

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Kelso Public School  
19 Gilmour Street  
Kelso, 2795  
<https://kelso-p.schools.nsw.gov.au>  
[kelso-p.school@det.nsw.edu.au](mailto:kelso-p.school@det.nsw.edu.au)  
6331 1577

## School vision

**Success through belonging, opportunity and excellence.**

At Kelso Public School we will create a culture of high expectations in learning and belonging so that we fulfill the educational aspirations of every student. Together with the community we will connect, succeed, thrive and learn.

## School context

Kelso Public School has a proud history as being the longest established school in Bathurst. We have a modern, open-planned learning environment where all classrooms are connected to a central picturesque courtyard where the school community can connect as one.

Our spacious, well-kept sporting fields and play areas welcome students from a diverse range of backgrounds. Our enrolment of 388 students is inclusive of 137 Aboriginal and Torres Strait Islander students, 14 Languages other than English and 83 students with additional needs.

Our school culture of belonging, opportunity and excellence allows students to engage in a broad range of additional activities including cultural, sporting, academic and creative programs.

We invite community connection through a model of wrap-around support inclusive of playgroup, Kelso Konnex and wellbeing initiatives that foster and nurture engagement.

Our skilled, caring team of teachers and ancillary employees are committed to quality teaching and creating positive, engaging learning environments.

Our school undertook a deep and thorough analysis of internal and external data to determine our future directions informing our school strategic improvement plan. Our data indicated that we will require explicit teaching in reading and numeracy with a focus on using data consistently and efficiently to support our students achieving at or above state system targets. We require a systematic approach to wellbeing and attendance to ensure that our students are attending every day and developing sustainable and resilient wellbeing strategies in partnership with our community.

We have engaged in authentic conversations with our community and local AECG to determine our future directions. As a result, we will focus on student growth and attainment, high expectations, learning culture and connection and belonging.

We will allocate human and financial resourcing to ensure that our activities are fully resourced. We will consistently monitor the impact of our planning through regular review with our finance team and school improvement team, sharing the findings and our successes with our community.

## 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	2023 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Working towards Delivering
LEARNING: Reporting	Delivering
LEARNING: Student growth and performance	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1: Student growth and attainment

### Purpose

In order for our students to consistently perform at high levels in performance measures in reading and numeracy and to ensure we reduce the equity gaps, we will develop an integrated approach to quality teaching, planning and assessment that promotes excellence and responsiveness in meeting the needs of all our students.

### Initiatives

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

- Explicit teaching in Reading and Numeracy
- Data to inform our teaching

### Resources allocated to this strategic direction

AP Curriculum & Instruction

Professional learning

Socio-economic background

QTSS release

Low level adjustment for disability

### Summary of progress

#### Curriculum Reform, Number Sense, Data to Improve Reading

The focus for 2023 was on strengthening teacher understanding and confidence to implement the new K-2 and 3-6 English and mathematics syllabuses.

Collaboration meetings in stage teams have facilitated discussions about curriculum adjustments needed in individual classroom contexts. Areas of focus from within the syllabus (reading comprehension, sentence-level grammar) were investigated through Spirals of Inquiry, with stage teams investigating the evidence-base and examples of practice. Teachers were upskilled to use features within PLAN2 to record observations of student learning for identified Literacy Progression indicators. Whole-staff professional learning meetings were utilised to unpack syllabus content and to share examples of evidence-based practices, which addressed targeted focus areas within new mathematics syllabus (number sense, geometric and non-spatial measurement).

The impact of this initiative has been a measurable improvement in staff confidence to teach new curriculum and a shared understanding of the considerations which need to be made to create conditions for success when Years 3-6 implement their new syllabuses next year.

In 2024, the school will focus on the ongoing use of formative assessments to monitor student progress in key areas of English and mathematics, promoting the use of Literacy and Numeracy Progression observation data to inform future learning adjustments.

### 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
Year 3 and 5 Reading Check-In Assessment <ul style="list-style-type: none"><li>• Increase the mean scaled score of Year 3 and Year 5 students from 2022 to 2023 in the reading Check-in assessment.</li></ul>	The mean scaled score in Check-in Assessment <b>reading</b> for <b>Year 3</b> students increased from 321.5 (2022) to 328.2 (2023).  The mean scaled score in Check-in Assessment <b>reading</b> for <b>Year 5</b> students decreased from 370.1 (2022) to 369.0 (2023).
Year 3 and 5 Numeracy Check-In Assessment <ul style="list-style-type: none"><li>• Increase the mean scaled score of</li></ul>	The mean scaled score in Check-in Assessment <b>numeracy</b> for <b>Year 3</b> students increased from 313.3 (2022) to 320.2 (2023).

Year 3 and Year 5 students from 2022 to 2023 in the numeracy Check-in assessment.	The mean scaled score in Check-in Assessment <b>numeracy</b> for <b>Year 5</b> students decreased from 376.2 (2022) to 371.5 (2023).
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## Strategic Direction 2: High Performing Culture

### Purpose

We will create a school culture that is strongly focused on learning, the building of educational aspiration and ongoing performance improvement throughout the school community. When teachers work together, plan and design together, then student achievement and wellbeing will consistently improve.

### 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
- Collaboration

### Resources allocated to this strategic direction

Socio-economic background  
Professional learning

### Summary of progress

The focus for 2023 was using collaborative practice to improve teacher quality with the leadership team fostering a school-wide culture of high expectations by sharing evidence-based practices.

Representatives of the executive and teaching staff were trained in the 'Three Rivers' pedagogy, promoting reflection on and analysis of current teaching and leadership practices and processes. In addition, changes were made to the current professional learning plan. As a result, both collaboration meetings in stage teams and whole staff meetings have been restructured to provide staff with increased opportunities to learn about the new English and mathematics syllabus, Learning Intentions and Success Criteria, High Potential and Gifted students, and the impact these have on teaching and learning.

The impact has been a measurable improvement in staff using visual learning strategies in their classrooms, and collective efficacy has been demonstrated by staff collaborating to develop teaching programs linked to the new curriculum. Staff have used several evidence-based tools to identify High Potential students, and the school and community have facilitated programs to provide enriched opportunities for students to learn through band, choir and technology.

In 2024, the school will continue to focus on further enhancing programs to reflect success criteria including differentiation for high-potential students. The school will access further professional development around leading collaborative practices.

### 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
Explicit teaching: To be working beyond sustaining and growing and reaching indicators of the higher band bracket of excelling.	Self-assessment against the School Excellence Framework indicated the theme of explicit teaching to be sustaining and growing.
Assessment: To be working beyond delivering and reaching indicators of the upper bound target of sustaining and growing.	Self-assessment against the School Excellence Framework indicated the element of assessment to be sustaining and growing.
Feedback: To be working beyond the lower bound target of delivering and achieving indicators of sustaining and growing.	Self-assessment against the School Excellence Framework indicated the theme of feedback to be sustaining and growing.

## Strategic Direction 3: Connection and Belonging

### Purpose

We will embed research-based and innovative wellbeing practices that promote social, emotional, behavioural and intellectual engagement and foster positive relationships across the school community. We will build authentic connections and a strong sense of belonging.

### 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.

- Attendance
- Community High Expectations
- Wellbeing

### Resources allocated to this strategic direction

**Socio-economic background**

**Professional learning**

**Aboriginal background**

### Summary of progress

The focus for 2023 was on improving attendance, building community high expectations and supporting student and staff wellbeing. Attendance was increased through specifically targeted incentives and streamlining stakeholder responsibilities, with consistent tracking of data through the 'point in time' analysis of attendance. Increased opportunities were provided for community members to enhance their engagement with the school, including Yarn Up sessions, community playgroup and P&C events. Promoting staff wellbeing was a priority and was achieved through immersion in the Wellbeing Toolkit program.

The impact of this initiative has seen an increase of students reporting positive relationships across the school through Tell Them From Me (TTFM) surveys. Similarly, parent TTFM surveys highlighted an increase of parents feeling welcomed to the school and higher levels of satisfaction with parent communication. The school's responsive approach to staff wellbeing was evident through changes made to improve communication, collaboration and prioritising staff time to implement curriculum in their classrooms.

In 2024, the school will continue to strengthen processes for monitoring attendance data with incentives targeted towards identified cohorts. The school will further enhance the sense of belonging of students, staff and community by strategically funding cultural connection programs and promoting community partnerships.

### 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
• TTFM wellbeing data (advocacy, belonging and expectations) increases to be at or above the lower bound system negotiated target of 95.2%.	Tell Them From Me survey data indicated 69% of students reported a positive sense of wellbeing (Expectations for success 77%, advocacy 77%, and positive sense of belonging at school 52%).
• Increase the percentage of students achieving 90% attendance by 1.6% (achieving toward lower bound 77.3%).	The number of students attending greater than 90% of the time or more has increased by 2.9%.
• School self-assessment of the School Excellence Framework (SEF) element Educational Leadership: Community engagement indicates improvement from Delivering to Sustaining and Growing.	Self-assessment against the School Excellence Framework indicated the school had progressed to sustaining and growing in the theme of Community engagement.



Funding sources	Impact achieved this year
<p>New Arrivals Program</p> <p>\$4,712.00</p>	<p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at Kelso Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> EAL/D students became more confident and prepared to take risks with their language use, as noted in teacher observations.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To employ specialist staff where needed to support students through intervention programs.</p>
<p>Integration funding support</p> <p>\$216,523.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Kelso Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> All eligible students demonstrated progress towards their personalised learning goals. In addition, all PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To adjust the use of integration funding throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$700,309.48</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Kelso Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Explicit teaching in Reading and Numeracy</li> <li>• High Expectations</li> <li>• Attendance</li> <li>• Wellbeing</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support school identified initiatives.</li> <li>• staff release to increase community engagement.</li> </ul>

<p>Socio-economic background</p> <p>\$700,309.48</p>	<ul style="list-style-type: none"> <li>• providing students with economic support to increase participation in school activities</li> <li>• resourcing to increase equitability of resources and services</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Support was provided to address educational disadvantage to ensure student participation in school activities. Additional staff expertise was deployed to implement school programs which improved educational outcomes for students.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To continue to employ staff to support school identified initiatives that include high expectations for student growth in literacy and numeracy, and connection with community to promote attendance.</p>
<p>Aboriginal background</p> <p>\$222,126.93</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Kelso Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Wellbeing</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of specialist additional staff (AEO) to support Aboriginal students</li> <li>• staffing release to support development and implementation of Personalised Learning Plans</li> <li>• community consultation and engagement to support the development of cultural competency</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Local Aboriginal people and an Aboriginal Education Officer were employed to promote cultural identity and awareness. As a result, Tell Them From Me (TTFM) survey results highlighted a 14% increase in Aboriginal students who strongly agreed that the school made them feel good about their culture.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To continue to build upon relationships already evident in the school community and incorporate rich and authentic cultural experiences within the whole school.</p>
<p>English language proficiency</p> <p>\$2,532.87</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Kelso Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• provision of additional EAL/D support in the classroom and as part of differentiation initiatives</li> <li>• additional teacher time to provide targeted support for EAL/D students and for development of programs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Improved teacher capability to cater for the learning needs of EAL/D students in their class.</p>

English language proficiency \$2,532.87	<p><b>After evaluation, the next steps to support our students will be:</b> To provide targeted professional learning for classroom teachers to enhance teaching and learning programs through language scaffolding to ensure classroom content is accessible.</p>
Low level adjustment for disability \$237,360.52	<p>Low level adjustment for disability equity loading provides support for students at Kelso Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data to inform our teaching</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• employment of Speech Pathologist to develop phonological awareness, articulation, receptive, expressive language and self-regulation for identified students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities. In addition, physical environments were refurbished to provide additional spaces for student regulation.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To expand the impact of the learning support team, ensuring data is utilised effectively and routinely to monitor student progress and allocate intervention support accordingly.</p>
Location \$1,891.10	<p>The location funding allocation is provided to Kelso Public School to address school needs associated with remoteness and/or isolation.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• technology resources to increase student engagement</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> There was increased opportunity for students to participate in special events.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To continue to fund future opportunities for students to participate in specialist programs or events.</p>
Professional learning \$50,124.58	<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 Kelso Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Explicit teaching in Reading and Numeracy</li> <li>• Wellbeing</li> </ul>

<p>Professional learning</p> <p>\$50,124.58</p>	<ul style="list-style-type: none"> <li>• Collaboration</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• teacher relief for staff engaging in professional learning</li> <li>• course costs for staff undertaking recognised courses</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Teachers' capability to implement new English and mathematics syllabuses was increased, and there were changes made to school practices to better support the wellbeing of staff and students.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To provide ongoing relief for teachers to participate in collaborative learning, co-planning and mentoring, and targeted professional learning opportunities will be aligned to teachers' professional development goals.</p>
<p>QTSS release</p> <p>\$87,118.85</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Kelso Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Explicit teaching in Reading and Numeracy</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• assistant principals provided with additional release time to support classroom programs</li> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> There was improved staff confidence to implement evidence-based teaching strategies such as learning intentions and success criteria.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To continue mentoring and co-teaching to support teachers to implement high-impact strategies which enhance their classroom practice.</p>
<p>COVID ILSP</p> <p>\$216,878.22</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 2023.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> <li>• providing targeted, explicit instruction for student groups in reading fluency and comprehension, and number</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Students who received regular tuition were able to make progress towards their personal learning goals.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To continue funding Small Group Tuition to improve student literacy and numeracy, using internal and external assessment data sources to identify specific student need.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	162	177	187	189
Girls	125	145	160	173

### Student attendance profile

School				
Year	2020	2021	2022	2023
K	90.4	91.5	87.3	87.6
1	90.3	89.4	88.5	87.4
2	91.9	87.5	85.1	88.6
3	93.9	87.6	86.2	83.6
4	93.2	92.5	87.7	84.6
5	92.9	85.8	88.5	82.8
6	94.0	91.2	83.6	88.9
All Years	92.2	89.4	86.8	86.3
State DoE				
Year	2020	2021	2022	2023
K	92.4	92.8	87.9	91.1
1	91.7	92.7	87.4	90.5
2	92.0	92.6	87.8	90.8
3	92.1	92.7	87.6	90.9
4	92.0	92.5	87.4	90.6
5	92.0	92.1	87.2	90.3
6	91.8	91.5	86.3	89.8
All Years	92.0	92.4	87.4	90.6

### Attendance

NSW student attendance data in 2020 is not comparable to other 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.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

## Management of non-attendance

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

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

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	6.4
Classroom Teacher(s)	22.01
Learning and Support Teacher(s)	1.2
Teacher Librarian	0.8
School Counsellor	2
School Administration and Support Staff	13.42

\*Full Time Equivalent

### 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 2023, 2.5% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

### Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark <sup>1</sup>	2023 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

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 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 <b>Actual</b> (\$)
<b>Opening Balance</b>	473,248.47
<b>Revenue</b>	7,846,514.95
Appropriation	7,694,706.47
Sale of Goods and Services	25,264.18
Grants and contributions	117,692.98
Investment income	7,562.57
Other revenue	1,288.75
<b>Expenses</b>	-7,728,551.69
Employee related	-6,548,294.08
Operating expenses	-1,180,257.61
<b>Surplus / deficit for the year</b>	117,963.26
<b>Closing Balance</b>	591,211.73

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



## Financial summary - Equity loadings

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

	2023 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	176,377
<b>Equity Total</b>	1,162,330
Equity - Aboriginal	222,127
Equity - Socio-economic	700,309
Equity - Language	2,533
Equity - Disability	237,361
<b>Base Total</b>	4,750,727
Base - Per Capita	104,187
Base - Location	1,891
Base - Other	4,644,648
<b>Other Total</b>	1,047,014
<b>Grand Total</b>	7,136,448

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

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

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

## Parent/caregiver, student, teacher satisfaction

### Students

Across all year groups, positive relationships continue to flourish. Notably, both girls and boys demonstrated higher levels of engagement in all areas of schooling. Even more encouraging, there has been a remarkable overall increase with boys demonstrating an increase of 20%, which the school will aim to sustain in the future. The school has a commitment to academic excellence and this is reflected in school outcomes, positive teacher-student relations and high expectations for success being consistently maintained. The relevance of student learning remains consistently high, alongside effective explicit teaching methods and teacher feedback. Almost all students highly value the educational outcomes and opportunities provided by Kelso Public School. However, an area of focus for students is the participation of primary students in extra curricular activities offered within the school. As a result student voice will need to be heard to help staff plan and implement further opportunities.

### Teachers

Staff have reported an increase in job satisfaction and ability to provide feedback on the initiatives being run. They also identified support by executives in recognition of their efforts as having meaningful impact on their job satisfaction and their willingness to try new strategies and programs. It should also be noted that there has been a significant increase in initiatives being implemented across the school. Collaboration amongst staff has also seen positive growth and discussions surrounding learning challenges and peer interactions continued to improve. Teachers identified the school as having a collaborative environment where they felt comfortable expressing their views and engaging in open dialogue with their colleagues. This also helped drive staff in working towards the goals set out within the school's Strategic Improvement Plan. There has been a notable increase in expectations for student learning, with impact evident in student data analysis.

### Parents/Carers

As a result of data collected from the Tell Them From Me survey the school has identified significant improvement in communication with the wider community fostering a more inclusive environment where parents feel welcome, valued and involved in their child's education. There was also an increase in keeping parents informed, largely attributed to enhanced communication through platforms like Facebook and Schools Stream, ensuring parents have the necessary information to support their children. The school's inclusivity has seen a notable increase, thanks in part to teacher-parent interactions, particularly evident through the success of parent meet and greet opportunities, and the formal parent-teacher interviews. While positive behaviour among students remain stable, there is still room for improvement. Parents identified the need to ensure recognition for students consistently displaying the school wide Positive Behaviour for Learning expectations and the safety of students within the school.

# Policy requirements

## Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

## Anti-Racism Policy

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

## Multicultural Education Policy

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