

# 2023 Annual Report

## Kempsey East Public School



2278

## Introduction

The Annual Report for 2023 is provided to the community of Kempsey East 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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Kempsey East Public School

Innes St

Kempsey, 2440

<https://kempseyest-p.schools.nsw.gov.au>

[kempseyest-p.school@det.nsw.edu.au](mailto:kempseyest-p.school@det.nsw.edu.au)

6562 4927

## School vision

KEPS creates an engaging and inspiring environment, where everyone is known, valued and cared for, supporting them to achieve their personal best.

## School context

The school is located in Kempsey, a town of approximately 11,000 people on the NSW Mid North Coast. The school was established in 1881 and has a rich tradition of excellence. There is a strong commitment to improving literacy and numeracy for all students in an environment where they are supported and their social and emotional needs are met.

There are 211 students enrolled in the school with, 34% of these students identify as Aboriginal or Torres Strait Islander. The school has a high average attendance rate which is above both the state and SSSG schools.

The Family Occupation and Education Index (FOEI) for the school community in 2022 is 139. The state FOEI average is 100 (the higher the FOEI, the more disadvantaged the school).

The two strong threads through the previous school plan focused on continual whole school improvement and the teaching staff working collaboratively to support student achievement. We were successful in attaining the planned improvement measures. Through our situational analysis, we have identified the need for a continued emphasis on embedding quality teaching practices in reading and numeracy. Using high impact teaching strategies we will provide opportunities to improve teacher practice and ensure students achieve expected growth and attainment in their learning.

There will be a strong focus on whole school community engagement and embedding understanding and the use of effective practices and strategies to support student wellbeing. The school will continue to focus on building staff capacity to apply effective data practices to drive student achievement and wellbeing.

## 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

Teaching staff are committed to identifying, understanding and implementing the most effective assessment and explicit teaching methods in reading and numeracy, with the highest priority given to evidenced based teaching practices and assessments.

### 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.

- Deeper syllabus understanding
- Formalised assessment

### Resources allocated to this strategic direction

**Professional learning**  
**AP Curriculum & Instruction**  
**Location**

### Summary of progress

Our focus for 2023 was on **developing deeper syllabus understanding** and **formalised assessment practices**.

There was a strong focus on **curriculum reform**, **additive strategies**, **close reading/phonics** and **explicit teaching** with professional development taking place for staff in these areas. School based scope and sequences and assessment schedules have been updated to reflect the new K-6 syllabi with all staff developing a greater understanding and implementing K-6 new syllabuses across the year. Learning Walks were scheduled to help collect student feedback while also being used to inform future school planning and evaluate the evidence of professional learning in classroom practice. Student learning outcomes have been tracked through the collection and analysis of assessment data and **HGPE** students have been identified and been given extra learning opportunities in their targeted areas. The **reporting** to families template was updated and feedback was sort from the whole school community around this, ensuring that families and students are well informed about their progress and where they need to look next in their learning.

Next year in this strategic direction, staff will continue to deepen their understanding around explicit teaching and staff mentoring. Professional development will be based around this. Staff will deepen their understanding and application of the 3-6 curriculum reform and school based scope and sequences and assessment schedules. During 2024, 3-6 staff will be supported to report to families in a way which reflects the changes to curriculum.

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<b>System Negotiated</b> <ul style="list-style-type: none"><li>• An increased proportion of 2023 Year 3-6 students attaining a 'C' or above in number and algebra, compared with Year 2-5 in 2022.</li></ul>	<ul style="list-style-type: none"><li>• increase of 20.9% of students attaining a 'c' or above in number and algebra comparing 2022 and 2023 results.</li></ul>
<ul style="list-style-type: none"><li>• An increased proportion of 2023 Year 3-6 students attaining a 'C' or above in reading, compared with Year 2-5 in 2022.</li></ul>	<ul style="list-style-type: none"><li>• increase of 19.5% of students attaining a 'c' or above in reading comparing 2022 and 2023 results.</li></ul>
<b>School Level</b> <ul style="list-style-type: none"><li>• 65% of students will achieve at/above stage outcomes as per the school based comprehension data.</li><li>• 60% of students will achieve at/above</li></ul>	<ul style="list-style-type: none"><li>• 83% of Stage 3 students achieving at or above outcomes in comprehension in 2023</li><li>• 68% of Stage 2 students achieving at or above outcomes in comprehension in 2023</li><li>• 67% of Stage 1 students achieving at or above outcomes in</li></ul>

<p>stage outcomes based on Maths Diagnostic Tools and SENA from the baseline.</p>	<p>comprehension in 2023 73% of students in Year 1 to 6 are achieving at or above outcomes in comprehension in 2023.</p> <ul style="list-style-type: none"> <li>• 79% of Stage 3 students achieving at or above outcomes in Number in 2023</li> <li>• 68% of Stage 2 students achieving at or above outcomes in Number in 2023</li> <li>• 69% of Stage 1 students achieving at or above outcomes in Number in 2023</li> </ul> <p>68% of students in Year 1 to 6 are achieving at or above outcomes in Number in 2023.</p>
<p><b>SEF</b></p> <ul style="list-style-type: none"> <li>• SEF element of 'Effective Classroom Practice' in the theme of 'Explicit Teaching' to be assessed at Sustaining and Growing.</li> <li>• SEF element of 'Curriculum' in the theme of 'Teaching and Learning Programs' to be assessed at Sustaining and Growing.</li> </ul>	<ul style="list-style-type: none"> <li>• Self-assessment against the School Excellence Framework shows that the school is currently performing at Sustaining and Growing in the theme of Explicit Teaching from Effective Classroom Practice.</li> <li>• Self-assessment against the School Excellence Framework shows that the school is currently performing at Sustaining and Growing in the theme of Teaching and learning Programs from Curriculum.</li> </ul>

## Strategic Direction 2: Collaboration

### Purpose

To embed a whole school community culture of trust, collaboration and feedback, which embraces change and innovation within professional learning communities, that lead to demonstrated improvement in the educational outcomes of all 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.

- Enablers for Collaboration (student/staff) (drivers)
- Practices for Collaboration (staff)

### Resources allocated to this strategic direction

#### Socio-economic background

#### QTSS release

### Summary of progress

Our focus for 2023 was on developing **collaborative practices** within the school and across the community to help build strong partnerships to drive student learning.

An observation trial group was developed with implementation checklists and procedures developed by all staff across the school. This small group saw valuable increases in skills in their targeted areas. After reflection on these practices and the time and management of this observation group it was decided not to push this out school wide. Instead, observations and **Co teaching** focused on explicit teaching and ensuring that all staff are co teaching around our area of focuses. **3 way interviews** continued with goals being sent home each term to ensure that students and families could continue to discuss their progress throughout the year. A strong focus on transition points has ensured that KEPS has deepened its connection with early childhood services across the Macleay and students and families were engaged in the Early Explorer program. We further developed connection and collaboration around **High School Transition** with our feeder high school. Processes were established to ensure that assessment data and student information is transferred between the two schools, this will ensure that students will be supported from the start of their high school journey. Procedures to support the school with **external providers** have been established and relationships strengthened to support service delivery and partnerships between school, providers and families. **Community programs**, such as PCYC, SistaSpeak, Brospeak, Kinchela Boys Home transition program, CLONTARF and the Police Liaison Officers, have been successful in supporting the social and wellbeing needs of our students.

Next year in this initiative, we will continue to work with the feeder high school to further support transition to ensure students feel ready and supported and investigate ways to expand upon transition processes with other local high schools. We will continue to build relationships with partner schools, external providers and families to best support the learning needs of our teachers and all students. As a school we will review mentoring and collaborative planning structures and systems and refine these.

### 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
<b>System Negotiated</b> <ul style="list-style-type: none"><li>• TTFM teacher survey indicates that in collaboration we are at a school mean of 10 or above.</li><li>• TTFM parent survey indicates that a school mean of at or above 10 for safety at school.</li></ul>	<ul style="list-style-type: none"><li>• TTFM teacher survey 2023 indicates that the school mean for collaboration 8.3</li><li>• TTFM parent survey 2023 indicates that the school mean is 7.4 for safety at school</li></ul>
<b>School Level</b>	<ul style="list-style-type: none"><li>• In 2023 a total of 19 agencies, providers and schools completed the</li></ul>

<ul style="list-style-type: none"> <li>• Internal transition, school and external agency partnership data shows that there is a 40% increase in satisfaction from the baseline.</li> </ul>	<p>partnership survey. 100% engaged with the school. 100% strongly agreed that the partnership was beneficial this has increased from 21% in 2022 strongly agreeing</p>
<p><b>SEF</b></p> <ul style="list-style-type: none"> <li>• SEF element of 'Educational Leadership' in the theme of 'Community Engagement' to be assessed at Sustaining and Growing.</li> <li>• SEF element of 'Learning Culture' in the themes of 'Transition and Continuity of Learning and High Expectations' to be assessed at Sustaining and Growing.</li> </ul>	<ul style="list-style-type: none"> <li>• Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of Educational Leadership.</li> <li>• Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of Learning Culture.</li> </ul>



## Strategic Direction 3: Wellbeing

### Purpose

Establish whole school practices that support staff and students through an inclusive and safe environment that ensure connectedness, engagement and promotion of physical, social and emotional wellbeing.

### 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.

- Supporting an inclusive and Safe Environment
- Explicit Teaching and Expectations for all students

### Resources allocated to this strategic direction

Aboriginal background  
Low level adjustment for disability  
Socio-economic background  
Professional learning  
Per capita

### Summary of progress

Our focus for 2023 was on supporting the wellbeing needs of students and staff through the development of a **supportive and safe environment** and the **explicit teaching of expectations**.

The Got It team from NSW Health supported the implementation of **wellbeing programs** across the school. Staff understanding around trauma informed practices helped us to reflect and refine current classroom practices in line with new **IER** policies and procedures. Families were involved in a targeted small group to deepen their understanding of how they can support their children's social and emotional development. Families reported that this was very valuable and they have implemented strategies into their homes, seeing positive improvements in their children. Teachers used wellbeing planning time and attendance time to ensure a targeted approach was employed in these areas. Student **attendance** was a major focus, with strategies put in place across the school to increase the students attending school more than 90% of the time and decreasing unexplained absences. The school was very successful in decreasing unexplained absences and also increasing whole school attendance. Language and culture lessons were delivered across the school with all school staff and students being involved. This has increased everyone's understanding about the local Dhanggati language and culture. One staff member was trained in Brospeak to ensure that all our stage 3 girls and boys could be involved in strong transition processes across schools.

Next year in this initiative, we will continue a focus on school attendance and ensuring our students come to school ready to learn each and every day. We will continue to review procedures to support students sense of belonging to ensure that we are able to reach our target in this area. Staff will be supported to track their students on the Personal and Social Capabilities Framework, ensuring that they are catering for the identified areas of need. The school's behaviour management and wellbeing procedures will continue to be reviewed to ensure it is responsive to the needs of our school community.

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
• An increase of 6% attendance or above from 2020.	• There has been a decrease from 2020 data but students attending 90% of the time compared to last year has remained stable.
• 70% of students reporting that they feel good about their culture based on TTFM • 70% of students reporting that teachers understand their culture based on TTFM	• TTFM data indicates that 84% of students reported they feel good about their culture. This is above our target. • TTFM data indicates that 73% of students reported that teachers understand their culture. This is above our target.

**SEF**

- SEF element of 'Wellbeing' in the themes of 'Caring for students', 'A planned approach to wellbeing', 'Individual learning needs' and 'Behaviour' to be assessed at Sustaining and Growing.

- Self-assessment against the School Excellence Framework shows the school currently performing at Sustaining and Growing in all themes from the Wellbeing element.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$310,539.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Kempsey East 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>• Employment of staff to provide additional support for students who have high-level learning needs.</li> <li>• Release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP).</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Targeted students with additional needs having effective behaviour support plans and individual education plans that are regularly updated with teachers, parents/carers and paraprofessionals. This has ensured that these students are able to access the curriculum and are continuing to improve their outcomes. Staff have participated in professional development around behaviour management and trauma informed practice which has then enabled school systems and structures to be refined to further support these students. The Macleay external providers document has been implemented to streamline external providers coming into the school to school students.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Further investigate and source external providers that have capacity to work at school to support students with additional needs.</p>
<p>Socio-economic background</p> <p>\$288,567.37</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Kempsey East 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>• Enablers for Collaboration (student/staff) (drivers)</li> <li>• Practices for Collaboration (staff)</li> <li>• Supporting an inclusive and Safe Environment</li> <li>• Explicit Teaching and Expectations for all students</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>• Additional staffing to implement social groups and targeted literacy and numeracy groups to support identified students with additional needs.</li> <li>• Staff release to increase community engagement.</li> <li>• Employment of additional staff to support Personal Best Room and Early Explorers transition program implementation.</li> <li>• Speech therapist was employed to conduct targeted programs for students and to upskill SLSO staff.</li> <li>• Providing students without economic support for educational materials, uniform, equipment and other items.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Mentoring sessions were highly effective, with all scope and sequences updated for 2023 and will now be done in a similar way at the beginning of each year. Executive staff lead teaching staff in identifying their targeted mentoring focus and these are tracked across the school. Having mentoring sessions commence with our LST teachers ensured all staff were supported and improving their practice.</p>

<p>Socio-economic background</p> <p>\$288,567.37</p>	<ul style="list-style-type: none"> <li>• 29 students enrolled in the Early Explorers transition program. This promoted a successful transition into Kindergarten and ensured that every student had all the necessary supports in place before they are commencing Kindergarten. In the partnership survey, local preschools indicated that they had positive feedback from their students about this program and that the partnership has been beneficial. Our Year 5 students also visited Macleay Children's Service each week in term 4 to further enhance the students' transition to school. Executive staff met with or had phone calls with all early childhood settings to ensure information was exchanged and anything needing to be put in place to support students transition was implemented.</li> <li>• Drum beat was run across the school with 4 different groups throughout the year for targeted students. There has been a reduction in negative behaviour incidents at school with students missing out on the term 4 reward day being 4.2% of students in 2021, to 0.5% of students in 2022 compared to 0.4% in 2023. Suspension data remained similar to last year after a big reduction from 2021.</li> <li>• SLSO staff feel supported to continue speech therapy skills daily increasing students language skills. This has supported students in achieving their IEP and speech therapy goals. It has also increased the collaboration between school staff and external agencies to support student learning.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b> To continue to engage targeted literacy, numeracy and social groups to support trajectory towards achieving targets. Targeted mentoring for all teaching staff on a literacy and numeracy focus across the school towards achieving targets, will continue. To continue employment of a speech therapist, to ensure students are supported, and school staff are upskilled in this area. Reward days to support student wellbeing will be on going.</p>
<p>Aboriginal background</p> <p>\$134,163.81</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Kempsey East 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>• Supporting an inclusive and Safe Environment</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 deliver personalised support for Aboriginal students</li> <li>• creation of school literacy resources embedding local language</li> <li>• employment of additional teacher to work as a full-time Literacy and Numeracy mentor with students performing below the expected stage level</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>• All Year 6 Aboriginal girls and Year 6 boys have participated in the SistaSpeak/Brospeak program with Kempsey South and Melville. All students from both schools expressed that this has made them have stronger connections across schools, ensuring that they are feeling supported to start high school.</li> <li>• TTFM data indicates that Aboriginal students sense of belonging is 8% higher than that of non Aboriginal students. Aboriginal students are 7% lower than non Aboriginal students in their expectation for success. 94% of Aboriginal students had high belonging and success and 88% of Aboriginal students had high advocacy and high expectations which is 32% higher than the state average and 9% higher than SSSG.</li> <li>• Students participated in various cultural experiences throughout the year to deepen their understanding such as language camps and traditional canoe making workshop.</li> <li>• Year 6 boys participated in the Clontarf transition program also ensuring that they build stronger connections with staff and students before they</li> </ul>

<p>Aboriginal background</p> <p>\$134,163.81</p>	<p>commence high school.</p> <ul style="list-style-type: none"> <li>• The cultural groups that were run across the school deepened students understanding about their culture, their totems and Aboriginal culture.</li> <li>• All students across the school learnt Dunggutti language demonstrating respect for the local culture. Executive staff with the support of language teachers learnt Acknowledgment to Country in language.</li> <li>• the employment of an AEO deepened community connections and lead to our students being invited and participating in many community events in the year.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b> To continue to engage Aboriginal identified SLSO staff to deliver differentiated and personal support to Aboriginal students and ensure more effective tracking of personalising with families around these goals. To continue to self fund the AEO position to support community engagement. Continue with the same structure for language/cultural lessons for 2024.</p>
<p>Low level adjustment for disability</p> <p>\$139,918.12</p>	<p>Low level adjustment for disability equity loading provides support for students at Kempsey East 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>• Supporting an inclusive and Safe Environment</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> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>• Students have worked towards and achieved personalised learning and support goals both academically and socially working in small groups supported by SLSO staff.</li> <li>• The school achieved a more consistent approach to student learning and support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities. Having the LST teacher and RFF teacher consistent for each hub has ensured that students and staff have built stronger connections. Staff have been working closely with the APC and I's to ensure that pre and post data is driving group selection and re selection.</li> <li>• Teacher and SLSO understanding has deepened from professional learning being delivered by the Got It Team from NSW Health.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b> The school will provide additional support for identified students through the employment of trained SLSOs. We will continue to reflect and refine classroom procedures around behaviour management and learning and support across the school.</p>
<p>Location</p> <p>\$1,714.22</p>	<p>The location funding allocation is provided to Kempsey East 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>• Deeper syllabus understanding</li> <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>• incursion expenses</li> <li>• subsidising student excursions to enable all students to participate</li> </ul>

<p>Location</p> <p>\$1,714.22</p>	<p><b>The allocation of this funding has resulted in the following impact:</b> Students having increased opportunities with incursions and excursions throughout the year that continue to have a positive impact on student wellbeing.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To develop further collaborations with other schools around professional development and increase opportunities for our students and staff.</p>
<p>Professional learning</p> <p>\$20,544.49</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 Kempsey East 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>• Deeper syllabus understanding</li> <li>• Explicit Teaching and Expectations for all students</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>• Got it</li> <li>• Curriculum reform - APCI led PL</li> <li>• Additive Strategies</li> <li>• Explicit Instruction Conference and school visit</li> <li>• Close reading - APCI and AP co planning/co teaching</li> <li>• Aboriginal Education - language, on country experience and stronger strides</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>* Got it professional learning Staff survey indicates that 78% of teachers improved their understanding of student brain development and 69% developed their understanding of how to support student wellbeing in the classroom.</li> <li>* Following 3-6 syllabus professional learning 100% of staff stated that they had improved their ability to navigate the new online syllabus.</li> <li>* Additive strategies leadership group reflections demonstrated that they were able to implement strategies into their own room. With further explicit teaching PL a different direction for the school has been decided.</li> <li>* 100% of staff who attended the EI initial training found it beneficial. 80% of the team have begun the planning and implementation of daily reviews in classrooms.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b> Explicit Teaching and instruction will be the main focus for professional development in 2024. 1 on 1 mentoring will take place to differentiate other PL depending on varying staff needs.</p>
<p>QTSS release</p> <p>\$40,955.33</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Kempsey East 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>• Enablers for Collaboration (student/staff) (drivers)</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Additional staffing to support staff collaboration in the implementation of high-quality curriculum.</li> <li>• Staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff.</li> <li>• Assistant principals provided with additional release time to support classroom programs.</li> </ul>

<p>QTSS release</p> <p>\$40,955.33</p>	<p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>• People Matter survey results indicate that teamwork and collaboration total score of 84% which has remained stable since 2021 and was higher than other like schools and the state.</li> <li>• Tell them from me teacher survey indicates that 8.3 average for collaboration which has increased from 2021 being 7.7. This has still been a strong focus.</li> <li>• Improved staff confidence and teaching practice. Teachers use learning intentions, success criteria and have a strong focus on formative assessment.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b> Executive staff will work with our Assistant Principal Curriculum and Instruction to increase staff capacity with targeted mentoring and collaboration sessions with a focus on reading and numeracy.</p>
<p>COVID ILSP</p> <p>\$101,456.62</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 educators to deliver small group tuition</li> <li>• providing targeted, explicit instruction for student groups in literacy and numeracy</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>• The majority of the students in the program achieving significant progress towards their personal learning goals.</li> <li>• Most areas of check in assessment similar to SSSG and an increase in student percentages in areas with comparison between the two terms.</li> <li>• Throughout the year, APCI has worked with Learning and Support staff to enhance data collection and analysis procedures to improve the accuracy and validity of collected data.</li> <li>• There was an increase of 8% of students in year 3 achieving stage appropriate outcomes in writing, compared to semester two, 2022.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>* Continuation of targeted learning support groups where possible, developed for identified students following class based assessment</li> <li>* Continue to develop capacity around data literacy and usage to upskill teaching staff in the identification and monitoring of student achievement trends.</li> <li>* Ongoing use of school based and external assessment measures to help triangulate student achievement data</li> </ul>



## Student information

### Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	93	86	105	101
Girls	99	91	101	102

### Student attendance profile

School				
Year	2020	2021	2022	2023
K	92.5	94.5	86.1	91.6
1	89.9	92.0	87.9	90.4
2	93.1	90.3	87.2	94.7
3	88.3	89.2	87.5	93.2
4	94.9	90.7	85.8	90.4
5	91.0	92.0	89.3	88.4
6	92.3	90.5	89.8	90.8
All Years	91.7	91.2	87.8	91.3
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
Assistant Principal(s)	3.2
Classroom Teacher(s)	8.07
Learning and Support Teacher(s)	0.9
Teacher Librarian	0.4
School Administration and Support Staff	3.52

\*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>	157,282.13
<b>Revenue</b>	3,418,704.74
Appropriation	3,321,924.81
Sale of Goods and Services	6,210.80
Grants and contributions	85,520.68
Investment income	5,048.45
<b>Expenses</b>	-3,368,714.84
Employee related	-3,017,688.35
Operating expenses	-351,026.49
<b>Surplus / deficit for the year</b>	49,989.90
<b>Closing Balance</b>	207,272.03

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>	228,362
<b>Equity Total</b>	562,649
Equity - Aboriginal	134,164
Equity - Socio-economic	288,567
Equity - Language	0
Equity - Disability	139,918
<b>Base Total</b>	1,909,606
Base - Per Capita	55,180
Base - Location	1,714
Base - Other	1,852,712
<b>Other Total</b>	298,840
<b>Grand Total</b>	2,999,457

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

Each year, schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below.

The Tell Them From Me Parent Survey had an average rating of 8.9 for 'parents feel welcome at school'. This has remained stable compared to 2022. 8 felt that the 'I am well informed about school activities' and 8.4 felt that 'they could easily speak to the school principal'. Both of these are above the state averages. 8.2 felt that 'they were informed' which has remained stable compared to last years data. The school 'supports positive behaviour', 'the school is inclusive', 'safety at school' and 'the school supports learning' also increased from 2022 and all are above the state norm.

The results from the Student Tell Them From Me indicate that though students' sense of belonging has decreased compared to 2022. There was a large increase in the sense of belonging for Year 6 and Year 4 but Year 5 had a downward trend. Further programs will be put in place next year to support this cohort. 24% of students indicated that they had been a victim to some sort of bullying this year which is below the state norm of 36% and a further decrease from 2022.

The results from Teachers Tell Them From Me survey indicate an average rating of 8 in the Leadership domain which increased from 2021 and increased by 0.3 in 2022 and is above the State average. 100% agree or strongly agree that the leaders clearly communicate the school vision and direction and 100% agree or strongly agree that leaders were leading improvement and change. The People Matter Survey Results indicated above State and network in most areas, especially in collaboration, wellbeing and leadership.

# 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.