2023 Annual Report

Kinchela Public School

"Learning in Harmony"

2303

Introduction

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

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

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School vision

At Kinchela Public School, we strive for excellence in an inclusive environment where every student maximises their potential and remains connected to culture through high expectations and strong community connections. We provide contemporary and future-focused learning to provide success for all our students.

School context

Kinchela Public School is 20 km from South West Rocks and 25 km north of Kempsey. The school community is focused on recognising and responding to the diverse needs of all students.

With an FOEI of 71, the school is well-resourced and staffed. Our staff currently consists of one full-time teaching position and a permanent part-time teacher who works four days per week. We currently have a permanent Aboriginal Education Officer who works with all students to promote Aboriginal culture and traditions. Our SLSO position is five days per week, with an additional SLSO working three days per week.

Our situational analysis has identified a need to continue embedding quality teaching practices focusing on Visible Learning and Growth Mindsets.

Our clear focus is on creating an engaging learning environment for students, building on the capacity of all staff, and strengthening the school's culture.

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

Strategic Direction 1: Student growth and attainment

Purpose

To develop student agency and maximise outcomes, the systemic collection of school wide assessment data is used to identify and reflect on student achievement and progress to inform future teaching and learning.

Initiatives

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

- Data Driven Decision Making
- Developing Student Agency

Resources allocated to this strategic direction

Professional learning
QTSS release
AP Curriculum & Instruction
Socio-economic background
Low level adjustment for disability
Integration funding support
Per capita

Summary of progress

Data-Driven Practices

The 2022 review of our baseline data was successful in aligning student achievement across the six schools, however, the update to PLAN3 caused a change of focus in our progression tracking, with Quantifying Number now Counting Processes and Number and Place Value and a new level of "demonstrated" now being included in progression monitoring. These changes have meant that this year, our focus has been on updating these progression indicators to ensure our new baseline information is accurate when measuring student learning growth. The use of teacher input, ISF-R, and Check-In assessments over 2023 is rebuilding the tracking of students against the new areas/indicators in PLAN3.

The focus on our professional learning community (PLC) has shifted in 2023 to focus on professional learning on the new English and Mathematics K-10 syllabus. Although we continued to observe teacher practice and provide feedback against the new agreed reflection template, the professional learning these days focused on syllabus implementation and was led by our Assistant Principal, Curriculum & Instruction (APC&I). The work over previous years to build collegiality and collective efficacy has facilitated supportive and collective learning around the curriculum changes. We have used this shift in PLC focus this year to engage and build the capacity of our new teachers and APC&I across the six schools. Professional learning this year will rebuild the foundation and focus on this collective professional learning in 2024.

In preparation for this shift, we surveyed teachers from across the six schools to gain their input into what they need in relation to further learning in 2024. Qualitative data indicates teachers' development of feedback knowledge and trialing these practices in their classrooms are occurring, as well as strong support for the continuation of our PLC and ongoing collegial support; we acknowledge that consistent changeover of staffing across schools has created a disparity of experience in how to use feedback effectively. Reflection by executive staff highlighted the need for consistent and embedded evidence-gathering processes across the schools. This would be to gain a deeper understanding of how teachers apply pedagogy from professional learning in practice. In 2024, under the theme of formative assessment, we will embed a differentiated approach to professional learning, to support individuals as well as the collective across the Super 6.

Developing Student Agency

Reflection and evaluation of our observation feedback template have evolved in response to teacher feedback and collective needs. A separate template was developed to support our K-2 teachers, whereas another 3-6 staff template supported their student observations. In reflecting on processes to observe student learning behaviours, a need for a clear definition and understanding of the purpose of these observations with a succinct template to facilitate these and subsequent discussions. To this point, our focus has been on teachers' observations of student learning behaviours; however, moving forward, we aim to shift the focus to students sharing their progress towards developing learning agency with teachers during PLC observations.

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 in Check-in Assessment mean scaled score for reading in Year 4 and 6 for 2023 compared with Year 3 and 5 in 2022. .	Across the six small schools, 40% of students had growth against their check in scaled score (reading) between year three 2022 and year four 2023. Across the six small schools, 64% of students had growth against their check in scaled score (reading) between year five 2022 and year six 2023.
An increase in Check-in Assessment mean scaled score for Numeracy in Year 4 and 6 for 2023 compared with Year 3 and 5 in 2022.	Across the six small schools, 64% of students had growth against their check in scaled score (Numeracy) between year three 2022 and year four 2023. Across the six small schools, 79% of students had growth against their check in scaled score (Numeracy) between year five 2022 and year six 2023.
School Level Target Reading Increased (Uplift) percentage of students in Early Stage 1 achieving levels 3-5 by 4% and a maintenance in percentage of students in Stage 1 achieving levels 4-6 in the understanding texts sub-elements of the literacy learning progressions from 2020 baseline data. Increased percentage of students in Stage 2 achieving levels 6-8 by 4% and an increase of students in Stage 3 achieving levels 8-9 in the understanding texts sub-elements of the literacy learning progressions from 2020 baseline data.	Due to a change in the literacy and numeracy progressions, from version 2 to version 3, teachers are updating data against new indicators to develop a new baseline in 2023.
Numeracy Maintain the number of students in Early Stage 1 achieving levels 3-6 and an increase of 5.5% of students in Stage 1 achieving levels 6-8 in the Quantifying Number sub element of the numeracy progressions from 2020 baseline data	Due to a change in the literacy and numeracy progressions, from version 2 to version 3, teachers are updating data against new indicators to develop a new baseline in 2023.

Strategic Direction 2: A systematic approach to improve the health and wellbeing of our whole school community

Purpose

To embed, communicate and implement an inclusive strategy that enhances cognitive, social, emotional, physical and spiritual wellbeing in students through highly effective whole-school evidenced based strategies.

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.

- Embedded Whole-School Wellbeing processes
- Wellbeing and engagement

Resources allocated to this strategic direction

Per capita
Aboriginal background
Location
Integration funding support

Summary of progress

Embed Whole School Wellbeing Process

A planned approach to promoting positive learning behaviours was developed at Kinchela Public School. External supports were identified (Department of Education: Wellbeing Team), and they were asked to come to the school site to complete observations of student behaviour and assess current strategies and things already in place to support students' wellbeing needs. Professional development for staff was also identified. Staff procedures, strategy, and professional development were refined and developed during the three visits.

Weekly learning and wellbeing support meetings were held with all key non-teaching and teaching staff. This ensured consistency across the whole school and allowed for the tremendous success of new implementation strategies. The whole school reward system was also reviewed and updated in these meetings to ensure that it was meeting staff expectations and students' needs.

They were tracking and monitoring behaviour incidents that needed to be changed due to EBS being decommissioned by Term 4 Week 7. This required rolling over the school systems using School Bytes. The staff needed upskilling in using the new system, so tracking and monitoring behaviour and wellbeing incidents became inconsistent as the year progressed.

New student enrolment created barriers. This created complex new behaviours that required the cycle to be reset, as the staff needed to be upskilled in managing and addressing these new behaviours. This impacted the completion of the new whole-school procedure for managing wellbeing at Kinchela Public School.

Evidence of impact was centered around parents' perception of acceptable behaviour at school. This included follow-up from home regarding behaviours displayed at school. Parent engagement in meetings to address concerns and regular communication and support also improved as the year progressed.

In the next phase, a more formal program needs to be implemented across the whole school that addresses mental health (as this is the central area of need for students) and early intervention for students displaying defiant, aggressive, and disruptive behaviours. (GOT it! Program)

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
System Negotiated Target:Attendance	2020 baseline attendance was 47.1%, and students attended>90% of the time.

Achieve and uplift in the students attending more than 90% of the time by 8.5% from the 2020 baseline..	2023: The percentage of students attending >90% of the time is 53.8%, which is an increase of 6.7% from 2020.

Funding sources	Impact achieved this year
Integration funding support $42,021.00	Integration funding support (IFS) allocations support eligible students at Kinchela Public School in mainstream classes who require moderate to high levels of adjustment. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Data Driven Decision Making • Wellbeing and engagement **Overview of activities partially or fully funded with this targeted funding include:** • staffing release for targeted professional learning around Autism. • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • consultation with external providers for the implementation of Behaviour management plans and risk assessments • employment of staff to provide additional support for students who have high-level learning needs • intensive learning and behaviour support for funded students • implementation of targeted programs to differentiate teaching and learning programs **The allocation of this funding has resulted in the following impact:** Integration funding supported students with learning and behaviour needs and has had a profound impact on educational environments. The employment of additional staff was instrumental in maintaining manageable teacher-to-student ratios, facilitating more personalized learning. This support allows for collaborative efforts among staff, creating a more inclusive atmosphere. Consultation with external providers further enriched our support network, specialized expertise, resources and ensuring tailored interventions for students with unique requirements. Purchasing of resources ensured that every student had access to the curriculum. Development of behaviour management plans provided a structured framework to address behavioural challenges, promoting a conducive atmosphere for both academic and social/ emotional growth. **After evaluation, the next steps to support our students will be:** Continue to employ additional staff to provide support to students with additional learning and behaviour needs. Embed research-based practices from professional learning around managing inappropriate behaviour and building staff capacity.
Socio-economic background $11,836.80	Socio-economic background equity loading is used to meet the additional learning needs of students at Kinchela Public School who may be experiencing educational disadvantage as a result of their socio-economic background. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Data Driven Decision Making **Overview of activities partially or fully funded with this equity loading include:** • providing students without economic support for educational materials, uniform, equipment and other items • resourcing to increase equitability of resources and services **The allocation of this funding has resulted in the following impact:** The implementation of socio-economic background equity loading has played a crucial role in addressing the diverse learning needs of students facing educational disadvantages due to their socio-economic circumstances. By allocating additional resources and support tailored to the specific challenges these students may encounter, results in the Check-in

Socio-economic background $11,836.80	assessment have increased in vocabulary compared to our similar schools' group. This funding has contributed to narrowing the educational gap among students, providing a fairer chance for those facing socio-economic challenges to thrive academically and socio-emotionally. Additionally, it helps create a school culture that recognises and values the unique strengths and potential of each student, promoting a more holistic and effective educational experience for all. **After evaluation, the next steps to support our students will be:** To continue to improve Literacy and Numeracy Check-in assessment results continue to employ a second teacher two additional days per week in 2024 to form small groups to provide intensive learning support in Literacy and Numeracy.
Aboriginal background $82,391.00	Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Kinchela 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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Wellbeing and engagement **Overview of activities partially or fully funded with this equity loading include:** • employment of specialist additional staff (AEO) to support Aboriginal students **The allocation of this funding has resulted in the following impact:** Aboriginal background equity loading has been used to implement a commitment to maintaining cultural identity, fostering an inclusive and culturally sensitive educational environment that recognises and celebrates the unique heritage of Aboriginal students. The PLPs have been further developed to incorporate cultural goals as well as academic goals for students, and this has led to more community engagement opportunities for staff and AEO. Aboriginal students have consistent and full-time support with their learning in the classroom by the AEO and staff. All students have built connections with other local schools through participating in cultural activities and learning about the local Dunghutti people and land. **After evaluation, the next steps to support our students will be:** To further solidify the PLP process with regular updates, evidence collection and regular collaboration with all key stakeholders in how the PLP goals are tracking. Continue to foster an ongoing dialogue with the Aboriginal community, involving them in decision-making processes to better tailor support systems. Professional development opportunities for educators that enhance cultural competency and sensitivity should be prioritised, contributing to a more inclusive learning environment. ('AEO to attend 'Bro Speak professional development')
Low level adjustment for disability $32,558.64	Low level adjustment for disability equity loading provides support for students at Kinchela Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Data Driven Decision Making **Overview of activities partially or fully funded with this equity loading include:** • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • providing support for targeted students within the classroom through the

Low level adjustment for disability $32,558.64	employment of School Learning and Support Officers **The allocation of this funding has resulted in the following impact:** This targeted funding has allowed the school to provide tailored adjustments to accommodate diverse learning requirements, fostering a more inclusive educational environment. The impact is evident in improved accessibility to the curriculum, personalised assistance, and a reduction in potential barriers that students with disabilities might face. This approach not only contributes to the academic success of these students but also promotes a sense of belonging and equal participation within the school community, reinforcing the principles of diversity and inclusion. An increase of students achieving above SSSG school in Reading (process) has increased by 6.2%. **After evaluation, the next steps to support our students will be:** The school will provide additional support for identified students by employing an additional teacher two days per week.
Location $7,108.65	The location funding allocation is provided to Kinchela Public School to address school needs associated with remoteness and/or isolation. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Wellbeing and engagement **Overview of activities partially or fully funded with this operational funding include:** • subsiding student excursions to enable all students to participate • student assistance to support excursions **The allocation of this funding has resulted in the following impact:** This support has had several positive impacts on students and their educational experiences. Funding was used to reduce the cost of excursions for students. By doing so, made these activities more affordable and accessible to a broader range of students, ensuring that no student is excluded due to financial constraints. These excursions provide hands-on learning experiences that complement classroom instruction. Subsidising these activities increased interest and participation among students. Funding was extended beyond excursions to support a broader range of extra-curricular activities. This inclusivity contributes to a more holistic and enriching educational experience. **After evaluation, the next steps to support our students will be:** Continue to subsidise excursions and support extra-curricular activities as a strategic investment in our students' overall development and engagement. Continue to bridge financial gaps, ensuring that more students can benefit from these valuable educational experiences.
Professional learning $5,431.77	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 Kinchela Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Data Driven Decision Making • Developing Student Agency **Overview of activities partially or fully funded with this initiative funding include:** • CSUS project • Professional Development in consultation and collaboration with the other 6 small schools in the Macleay Valley. **The allocation of this funding has resulted in the following impact:** Increased capacity of all teachers to embed effective practices in the explicit teaching of understanding text (connecting ideas, comprehension), resulting

Professional learning $5,431.77	in improved internal student results. Student goal setting and developing student agency. **After evaluation, the next steps to support our students will be:** Continue to work with the Super Six Professional Learning Community in 2024. To build upon the teaching and student focussed practices begun in 2023.
QTSS release $2,012.26	The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Kinchela Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Data Driven Decision Making **Overview of activities partially or fully funded with this initiative funding include:** • additional staffing to support staff collaboration in the implementation of high-quality curriculum • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff **The allocation of this funding has resulted in the following impact:** This funding was used to support various initiatives aimed at enhancing the quality of education and professional development of staff. Additional staff members allowed staff to collaborate and collectively work on the implementation of a high-quality curriculum. Allocated time for staff members to focus on professional learning to align with the Strategic Improvement Plan. It allowed staff to engage in targeted learning experiences, workshops, or training sessions that directly contribute to the goals outlined in the improvement plan. Building staff capacity of the teaching enhances their skills, knowledge, and pedagogical approaches. This supported our staff to be better equipped to deliver high-quality education. **After evaluation, the next steps to support our students will be:** Continue our commitment to ongoing improvement, ensuring staff members have the skills and knowledge necessary to implement a high-quality curriculum.
COVID ILSP $11,927.82	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy/numeracy (phonemic awareness and Number Sense) **The allocation of this funding has resulted in the following impact:** The funding was used to provide intensive small-group tuition for students adversely affected by the shift to remote or flexible learning, which has had a positive impact on targeted students. The allocated funding has facilitated personalised and focused assistance, addressing the specific challenges these students faced during the pandemic-related disruptions. As a result, the majority of the students have improved in academic performance (Understanding text and number sense and algebra), bridging gaps created by remote learning and ensuring that students identified as most in need of additional support receive the necessary resources to thrive academically.

COVID ILSP $11,927.82	**After evaluation, the next steps to support our students will be:** To continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student needs.

Student information

Student enrolment profile

Students	Enrolments			
	2020	**2021**	**2022**	**2023**
Boys	11	8	5	7
Girls	8	6	2	6

Student attendance profile

School				
Year	**2020**	**2021**	**2022**	**2023**
K	92.4	86.5		
1	79.5	87.0	76.9	100.0
2	87.2	88.6	88.8	74.7
3	90.0	90.2	67.0	94.4
4	96.0	87.1	91.3	87.4
5	95.3	81.0	73.9	75.8
6		87.6		76.1
All Years	90.8	87.2	80.3	85.9
State DoE				
Year	**2020**	**2021**	**2022**	**2023**
K	92.4	92.8		
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		91.5		89.8
All Years	92.0	92.4	87.5	90.5

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

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)	0.2
Classroom Teacher(s)	0.24
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration and Support Staff	1.7

*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[1]	2023 Aboriginal and/or Torres Strait Islander representation[2]
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 **Actual** ($)
Opening Balance	41,883.22
Revenue	640,872.09
Appropriation	633,560.96
Sale of Goods and Services	-35.00
Grants and contributions	6,183.46
Investment income	1,162.67
Expenses	-599,997.91
Employee related	-531,904.12
Operating expenses	-68,093.79
Surplus / deficit for the year	40,874.18
Closing Balance	82,757.40

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

Financial summary - Equity loadings

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

	2023 **SBAR Adjustments** ($)
Targeted Total	34,640
Equity Total	126,786
Equity - Aboriginal	82,391
Equity - Socio-economic	11,837
Equity - Language	0
Equity - Disability	32,559
Base Total	355,534
Base - Per Capita	1,822
Base - Location	7,109
Base - Other	346,604
Other Total	50,147
Grand Total	567,108

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 to access the school data.

Parent/caregiver, student, teacher satisfaction

Kinchela Public School regularly develops informal parent feedback surveys aligned to various activities in our School Improvement Plan. Data indicated a favourable response towards our student learning, with feedback suggesting parents would like more information evenings and community-based activities. Staff completed the People Matter Employee Survey, but due to the sample size, school-based results were not available.

Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Anti-Racism Policy

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

Multicultural Education Policy

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