

2023 Annual Report

Kitchener Public School



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Introduction

The Annual Report for 2023 is provided to the community of Kitchener 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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School vision

Empowering all in an engaging environment.

We strive for excellence in an inclusive environment where every student maximises their potential through high expectations and strong community connections.

School context

Kitchener Public School is a small school, situated on the outskirts of Cessnock with an enrolment of 115. We have a Multi Categorical class with 7 students that has been established in 2023. We have 19 Aboriginal and Torres Strait Islander students with a FOEI of 126. As a proud member of the Cessnock Community of Great Public Schools (CCGPS) we aim to deliver high quality, engaging learning opportunities for all members of our school community.

A strong and committed staff lead future-focused teaching and learning, preparing our students for success today, tomorrow and into the future.

The school enjoys strong links with similar schools in the Cessnock area, with many connections through professional learning, teaching and learning, sporting and cultural activities. Links with the wider community are continually being developed in order to provide greater opportunities for our students.

The school is considered to be delivering in terms of value-added measures for K-2 and 5-7. Percentages of students in the top two skill bands will continue to be a focus and will continue to be a focus for the school.

Key programs that will remain and grow include intervention, Science, Technology, Engineering and Mathematics (STEM), Behavioural Reading, MiniLit, and a K-6 focus on developing number sense.

Time and resources have been invested into developing teacher's skills, consistency and evolving classroom practice. High level areas for improvement over the next four years are stronger practice using school based data, informing teaching programs and the wellbeing needs of individuals.

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	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
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	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

Student Growth and Attainment.

To ensure all students are achieving their best possible achievements at Kitchener Public School. To maximise the learning outcomes for every student, all staff will use data to understand the learning needs of individual students and inform differentiated teaching for 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.

- Initiative 1 - Data
- Initiative 2 - Self Directed Learning with more one to one support

Resources allocated to this strategic direction

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

Summary of progress

The activities the school undertook in relation to this strategic direction were designed to ensure students had a clear understanding within the explicit teaching. Students who were identified work with our intervention team to ensure learning experiences were tailored at each student's level. The school's use of targeted professional learning and several cycles of learning sprints as well as the APCI resource enabled many gains from a teacher professional understanding perspective. As demonstrated the impact of this, on the teaching and learning programs including intervention were distinct and the resulting of internal and external student data showed some correlation and some positive growth in some areas, particularly reading. The focus on data use and differentiation will continue to underpin our school's efforts within this strategic direction. In 2024 we will continue to focus on intervention in both Numeracy and Literacy and curriculum implementation.

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 3 and 5 for 2023 compared with Year 3 and 5 in 2022.	The Check-In Assessment mean scale score indicates the percentage of students in Year 3 and Year 5 achieving growth in Reading has increased by 0.4%.
An increase in Check-in Assessment mean scaled score for numeracy in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.	The Check-In Assessment mean scale score indicates the percentage of students in Year 3 and Year 5 achieving growth in Numeracy has increased by -0.46%.

Strategic Direction 2: Well-being and Engagement

Purpose

To ensure all students are attending, happy, succeeding and reaching their full potential with a planned approach to developing whole school wellbeing and attendance processes that support all students engagement.

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.

- Wellbeing and Engagement
- Attendance

Resources allocated to this strategic direction

Socio-economic background

Aboriginal background

Location

Summary of progress

The activities the school undertook in relation to this strategic direction were designed to give students, teachers and support staff skills to impact the well-being, attendance and engagement of students at Kitchener Public School. The school's use of targeted professional learning to ensure staff had skills in demonstrating resilience and changing our behaviour management system enabled a wholistic approach to this with clear and concise consequences. Internal qualitative data and Tell Them from Me data shows the school is achieving our targets across all areas. Although we have made very little progress in improving our attendance data this will remain an area of focus moving forward and will underpin future strategies in this space. In 2024 we will continue to have a wholistic approach while focusing on improving our attendance.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
- Increase the percentage of students attending above 90% by 2.9% in lower band target.	KPS 90% or greater attendance has increased from last year by 13.54%.
- Wellbeing, behaviour and attendance plans are embedded practice and achieved for all students. - Decrease negative recorded behaviours and suspensions by a minimum of 25% determined by a two year baseline of incident reports as at year end 2020	The new behaviour system has clear and understandable expectations for every student and had been created as a collaborative effort and a team effect amongst our students. Clear, concise behaviour system in place with communication to the whole school community, has resulted in a 30% reduction in negative behaviour reports. This has resulted in a 2% reduction in suspensions across the school.
- TTFM Wellbeing data (advocacy, belonging, expectations) increases to be at or above the lower bound system-negotiated target of 91%	Our TTFM results show that in regards to advocacy, belonging, and expectations KPS has had a slight increase in data. In 2022 we introduced our new behaviour expectations which have been very clear, structured and concise and has seen our students gain understanding of what our expectations are as well as ensured all staff members have the same expectations.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$158,004.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Kitchener Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Initiative 2 - Self Directed Learning with more one to one support <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> -lessened behavioural referrals -improvement in students academic results <p>After evaluation, the next steps to support our students will be: continue with this support, ensuring effective meaningful relationships are built.</p>
<p>Socio-economic background</p> <p>\$121,452.35</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Kitchener Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Wellbeing and Engagement • Attendance • Initiative 2 - Self Directed Learning with more one to one support • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff through to support student learning • staff release to increase community engagement <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> -positive relationships have been built between staff and community members ensuring communication is positive -improved student attainment in reading as evidenced in NAPLAN and Check in data. <p>After evaluation, the next steps to support our students will be: Professional development of staff to support student learning around their needs and learning goals.</p>
<p>Aboriginal background</p> <p>\$21,653.97</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Kitchener Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Wellbeing and Engagement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for

<p>Aboriginal background</p> <p>\$21,653.97</p>	<p>Aboriginal students</p> <p>The allocation of this funding has resulted in the following impact: -Aboriginal students have a stronger sense of culture and look forward to working with Joey (Our Kinnection) and learning about themselves</p> <p>After evaluation, the next steps to support our students will be: continue to employ Our Kinnection to foster relationships with the students and then continuing to community</p>
<p>Low level adjustment for disability</p> <p>\$52,835.49</p>	<p>Low level adjustment for disability equity loading provides support for students at Kitchener Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Initiative 1 - Data • Initiative 2 - Self Directed Learning with more one to one support <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs <p>The allocation of this funding has resulted in the following impact: -lessened behaviour referrals -improved academic performance, in the area of reading, as evidenced by NAPLAN results.</p> <p>After evaluation, the next steps to support our students will be: continue intervention, with the employment of SLSOs for intervention</p>
<p>Location</p> <p>\$1,865.15</p>	<p>The location funding allocation is provided to Kitchener Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Attendance <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • student assistance to support excursions • additional staffing for teaching principal release <p>The allocation of this funding has resulted in the following impact: -all students attending excursions where possible -teacher relief for principal for student wellbeing</p> <p>After evaluation, the next steps to support our students will be: continue providing assistance for students to attend excursions</p>
<p>Professional learning</p> <p>\$11,719.02</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 Kitchener Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Initiative 2 - Self Directed Learning with more one to one support <p>Overview of activities partially or fully funded with this initiative</p>

Professional learning \$11,719.02	funding include: <ul style="list-style-type: none"> • teacher relief for staff engaging in professional learning • other methods of learning designed to improve student outcomes. The allocation of this funding has resulted in the following impact: -a greater understanding of how our students function After evaluation, the next steps to support our students will be: continue with this professional learning to assist with and foster this understanding
QTSS release \$21,424.61	The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Kitchener Public School. Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including: <ul style="list-style-type: none"> • Initiative 1 - Data Overview of activities partially or fully funded with this initiative funding include: <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • implementation of instructional rounds to strengthen quality teaching practices • additional teaching staff to implement quality teaching initiatives The allocation of this funding has resulted in the following impact: improved teaching practices across the school improved programming across the school linked to data After evaluation, the next steps to support our students will be: to continue to work with teachers in ensuring teaching practices are linked to data of students
COVID ILSP \$51,319.43	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. Overview of activities partially or fully funded with this targeted funding include: <ul style="list-style-type: none"> • development of resources and planning of small group tuition • employing staff to provide online tuition to student groups in literacy/numeracy The allocation of this funding has resulted in the following impact: Students have shown growth in both in-school and DOE assessments After evaluation, the next steps to support our students will be: to continue to group our students and provide support through small group intervention.

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	52	60	58	62
Girls	38	48	55	52

Student attendance profile

School				
Year	2020	2021	2022	2023
K	90.5	93.6	88.2	90.5
1	94.1	89.2	88.4	90.5
2	92.4	92.9	85.5	88.9
3	94.0	92.1	87.7	84.2
4	89.3	95.1	83.3	88.3
5	91.5	90.2	88.1	82.4
6	90.6	90.8	87.6	91.6
All Years	91.9	92.2	87.1	88.0
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

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)	0.4
Classroom Teacher(s)	5.78
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.2
School Administration and Support Staff	2.61

*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	17,204.39
Revenue	1,829,425.69
Appropriation	1,806,193.53
Sale of Goods and Services	890.96
Grants and contributions	21,978.35
Investment income	362.85
Expenses	-1,831,152.24
Employee related	-1,648,477.52
Operating expenses	-182,674.72
Surplus / deficit for the year	-1,726.55
Closing Balance	15,477.84

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	130,471
Equity Total	195,942
Equity - Aboriginal	21,654
Equity - Socio-economic	121,452
Equity - Language	0
Equity - Disability	52,835
Base Total	1,223,849
Base - Per Capita	29,409
Base - Location	1,865
Base - Other	1,192,575
Other Total	159,685
Grand Total	1,709,947

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

Our school community have participated in a variety of surveys throughout the year. These include Tell Them From Me as well as other surveys and reports from outside agencies. The results from these show:

Staff of Kitchener Public School satisfaction

"#teamkitch is a great environment to work where each member carers." - Staff member

High sense of team spirit - 91%

Caring and supportive of each other - 92%

Effective leadership in the school - 90%

Parent /caregiver satisfaction

"I would not send my children anywhere else!" - A parent of a Year 2 and 5 student

Parents feel welcome - 83%

Parents are informed - 77%

Parents support learning at home - 70%

School Supports Learning - 79%

School supports positive behaviour - 81%

Student satisfaction

"Kitchener Public School is the best school in the universe because it isn't crowded and there is lots of room to play. Our teachers care about our learning, and make sure we understand and our principal is fun and not scary." - Year 3 student

Students with positive relationships - 65%

Students who are engaged - 84%

Students with a positive sense of belonging - 73%

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.