2023 Annual Report

Kingscliff Public School

4054

Introduction

The Annual Report for 2023 is provided to the community of Kingscliff 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

Kingscliff Public School is an inclusive and supportive environment with high expectations, where students are encouraged to become independent, resilient, lifelong learners. With a shared vision for respectful relationships between students, staff, parents and community, we strive for excellence in academic, cultural, physical and social development.

School context

Kingscliff is in a beach side town, situated on the Far North Coast of NSW. The school offers a full and varied curriculum within a supportive learning environment. We are a proud member of the Coastal Learning Community of Public Schools. The school currently has an enrolment of 420 students from across the full socio-economic spectrum. 9% of our students identify as Aboriginal and/or Torres Strait Islander. At Kingscliff Public School we:

* have a diverse range of staff, from beginning teachers to those with decades of experience. All are committed to achieving improved outcomes for our students.

* aim to provide students with the skills, knowledge and expertise to help master the multi-dimensional abilities required of them for future learning.

* acknowledge and showcase the academic, sporting, leadership and cultural achievements of our students.

* are committed to our core values of Safe, Responsible, Respectful, Resilient learners (Positive Behaviour for Learning).

Our school is undergoing a major infrastructure project. The hall, canteen and Out of School Hours Care facilities were completed in 2020; stage 1 (administration building) was completed in term 2, 2023 and we moved into the first 20 classrooms on day 1 of term 4, 2023. The project is due to be completed in mid-late 2024. It represents a full school rebuild and is very exciting for our community.

Through our situational analysis, we have identified a need to use data-driven practices that ensure all students have achieved one year of progress, in one year of learning. Underpinned by research, staff have engaged in professional learning to better understand the importance of evidence-based practices, differentiated teaching and learning, consistent teacher judgement, assessment and reporting. In addition, the distributive leadership model has grown and developed across the school.

In addressing state-wide priorities, our focus is on progress in reading as well as, comprehension, vocabulary and creating texts. In mathematics, our focus is on additive strategies and working mathematically. There are high expectations in all classes, and differentiation of class lessons, using visible learning strategies, as well as using the High Potential Gifted Education Policy, to challenge and extend student learning.

To prepare for the new school opening, there will be a continued focus on growth and attainment of students; developing a culture of learning and growth, across many aspects of the school; student leadership and voice; opportunities for teachers as leaders; approaches to wellbeing and community engagement.

Together Kingscliff students will "Catch the Wave of Learning" 2021 - 2025.

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability

Self-assessment using the School Excellence Framework

Elements	2023 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student growth and performance	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

With the introduction of the new syllabus K-2 in 2023, processes have been put into place to lead change that enhances pedagogy. Through sustained professional learning, teachers are becoming more confident with the new content. The Science of Reading has been a focus to support learning in teaching children how to read.

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes for every student in reading and numeracy and to build strong foundations for academic success in all key learning areas, we will further develop and refine data driven teaching practices that are responsive to other learning needs of individual 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.

- Effective Classroom Practice
- Data Driven Practices

Resources allocated to this strategic direction

QTSS release
AP Curriculum & Instruction
Professional learning
Per capita
New Arrivals Program
Low level adjustment for disability

Summary of progress

Kingscliff Public School was identified as a Guided Numeracy school based on NAPLAN 2019-2021 value add data. Work in this area had a large impact on planning for 2023. Through the collection of data, areas of focus were identified; in numeracy - Additive Strategies and in English - the teaching of reading, across the school, particularly in fluency.

Numeracy -Additive Strategies

 The school numeracy team used Check-in data to determine a specific area of focus. Additive Strategies (AdS) was identified as this area of focus. Whole school professional learning was undertaken in AdS, with a focus on Number Talks. A uniformed routine was established for delivering number talks and teachers used consistent language when facilitating student led discussions in the classroom. Teachers consulted with students 1:1 to establish base line data around every student's ability to explain their reasoning in AdS. This information was entered onto Plan2, where the analysis tool was then used to create specific areas of focus. Collaboratively, teams planned Number Talks. Post data was collected and Plan2 was updated to reflect student growth. Teachers then used the Analyse tool to compare pre and post data. Post data reported that grade cohorts grew an average 15% in their specific areas of focus. Check-in data showed significant growth in the AdS outcomes 2.5 and 3.5, with Year 3 - 6 above state average by 7%, an increase of 10.6% from 2022 results (from 3.6% below state average).

English - 'Literacy Impact' (Science of Reading)

The literacy team took part in professional learning around the evidence-based pedagogy of the Science of Reading (SoR) with Julie Scali (from Literacy Impact). Through the analysis of data, vocabulary and fluency were identified as areas of need. Whole-school professional learning was conducted in these areas. Through developing a school wide process of fluency pairs, analysis and comparison of mid and end of year DIBELS data showed that students meeting grade expectations increased by an average of 4%. While fluency has improved, as a whole school we still need to focus on the main purpose of reading; comprehension (as indicated by Check-in results). Students in Year 3 were 1.8% above SSSG, Year 4 were 8.4% above SSSG, Year 5 were 1.4% below SSSG and Year 6 were 0.5% below SSSG in Check-in comprehension. Most stages implemented recommended teaching advice around best practice vocabulary instruction. Check-in data showed that Years 3 and 4 were 2.3% and 8.3% above state average (respectively) and Years 5 and 6 were 1.4% and 2.2% under the state average (respectively). In 2024, teams will revise their vocabulary instruction in line with the new syllabus and evaluate the current practice of Daily Review. A 2024 action plan was developed under the guidance of Julie Scali from Literacy Impact.

K-2 Syllabus Implementation

In 2023, K - 2 staff began implementing the new K - 2 syllabi through the DoE units of work. Through boardroom sessions, all staff engaged with unpacking the new syllabus documents to ensure a smooth transition. K - 6 teams used the new syllabus to create report indicators, spending time developing rubrics to ensure consistency of teacher judgement in relation to allocating grade for our new grade specific reports. This ensured staff had a clear understanding

of where students were heading. To complement our school initiatives, teams worked together to unpack targeted areas of the new syllabus specifically in the areas of fluency, writing and additive strategies. Planning days were organised for all staff K - 6. On these days K - 2 staff refined their knowledge around component A expectations and reflected on their units of work and 3 -6 staff became more familiar with the general structure, content and requirements of the new DoE units of work. As a whole school we completed professional learning around navigating the new syllabus, in both the boardroom and whole school staff meeting sessions.

Learning Progressions

Prior to 2023, only some teachers had knowledge around using Plan2 and the learning progressions. Throughout the year, staff became more familiar with a specific area of focus, Additive Strategies. Staff analysed pre- and post-data and aligned students to the Learning Progressions, to ensure the learning was responsive to the needs of each student. We developed teacher capacity around unpacking and using Plan2 and the Learning Progressions in the identified area to monitor and track student progress. At the beginning of 2023, 21% of staff felt really confident to plot students using the learning progressions and 25% of staff felt really confident to use learning progressions to drive future teaching. At the end of 2023 - 28% of staff felt really confident to plot students using the learning progressions and 29% of staff felt really confident to use learning progressions to drive future teaching. These results indicate that further professional learning is needed in this area.

SCOUT and ALAN

Teachers are becoming more familiar using SCOUT and the ALAN suite. Kindergarten teachers administer Best Start and used the data to group students according to their needs. Year 1 teachers administer Phonic Knowledge assessment. Results were discussed during a boardroom session, and teaching and learning programs adjusted to meet the needs of the students in each class. As a whole school we used NAPLAN item analysis to identify strengths and weaknesses. Year 3 - 6 teachers used Check-in assessments looking at value add data as well as item analysis. In both of these, areas of need were identified and support materials from the DoE (Universal Resource Hub) were used to support learning in classrooms. While we have seen more teachers access ALAN and SCOUT, further training for the whole staff is a goal for 2024. Some teachers use these platforms consistently, to create groups and identify areas of need, while other teachers are still unsure of how to navigate them effectively.

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
The proportion of Year 4 and 6 students demonstrating growth in numeracy, by correctly answering questions in the Check-in Assessment will be at or above the average of Year 3 and 5 Similar Size School Group (SSSG) data.	In 2023, Check In Assessment results for Year 4 Numeracy indicate that the proportion of students correctly answering questions has increased by 12 percentage points above Similar Sized School Group. In 2023, Check In Assessment results for Year 6 Numeracy indicate that the proportion of students correctly answering questions has increased by 0.2 percentage points above Similar Sized School Group.
The proportion of Year 4 and 6 students demonstrating growth in reading, by correctly answering questions in the Check-in Assessment will be at or above the average of Year 3 and 5 Similar Size School Group (SSSG) data.	In 2023, Check In Assessment results for Year 4 Reading indicate that the proportion of students correctly answering questions has increased by 7 percentage points, above Similar Sized School Group. In 2023, Check In Assessment results for Year 6 Reading indicate that the proportion of students correctly answering questions has dropped by 1.3 percentage points, below Similar Sized School Group.
Improvement as measured against Scout data and the School Excellence Framework: **Teaching**: Data Use and Skills - S/G • Leadership team analyse student progress each term, discuss results with staff. • All teachers contribute to gathering and analysing data	Self-assessment against the School Excellence framework shows the school currently performing at sustaining and growing in the element of data skills and use.

Strategic Direction 2: Partnerships to enhance learning

Purpose

Fostering positive relationships across the school community to strengthen and enhance an inclusive culture that encompasses all stakeholders.

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.

- Partnerships in Leading
- Partners in Learning
- Partners in Wellbeing

Resources allocated to this strategic direction

Aboriginal background
Socio-economic background
Per capita

Summary of progress

Our focus for 2023 has been to continue to develop strong student leadership opportunities across the school. Senior students attended leadership days to prepare for their roles and to also learn about leading "without a badge". This is embedded into our leadership program. The Student Representative Council includes students from years 2 - 6 and this year students served a 6 month term on the SRC. They met regularly to bring forward student ideas and to provide feedback to staff, including on how to best use our minimal and everchanging play area. Three way "learning conversations" were introduced with students, teachers and parents, discussing progress and future goals. As part of the Coastal Learning Community (CLC), Yuli supports Aboriginal and Torres Strait Islander students specifically, Kingscliff High School STEM Challenge days, introduction to high school (for years 4 and5) and dedicated year 6 days promote the links with our local high school.

Our school has embarked on a journey to complete our Reconciliation Action Plan, with initial meetings concluded in term 4. With a dozen eager teachers on board and an initial meeting with our community completed, this will play a big role for us all in 2024. We will also continue our links through the CLC and the high school. Additionally, student voice and leadership, HPGE opportunities and enhanced engagement with community will be in our plans for 2024.

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
Uplift of 8.11% of Year 1 to 6 students attending school at least 90% of the time to meet or exceed the system-negotiated lower bound target of 88.1%.	Uplift of 7.4% of Year 1 to 6 students attending school at least 90% of the time moving toward the system-negotiated lower bound target of 88.1%.
Tell Them From Me (TTFM) wellbeing data (advocacy, belonging, expectations) improves by a minimum of 8% to be trending towards the system-negotiated upper bound target of 95.2%.	Tell Them From Me (TTFM) wellbeing data (advocacy, belonging, expectations) decreased by 7% in 2023, a very disruptive year (with major construction) and relocation into new classrooms being a contributing factor.
Improvement as measured against Scout data and the School Excellence Framework: **Leading:** Educational Leadership	• The leadership team has established processes to collaboratively review teaching practices to affirm quality of teaching and programs and is preparing processes to address underperformance.

• The leadership team develops processes to collaboratively review teaching practices to affirm quality and challenge underperformance.

Strategic Direction 3: Leading Change and Enhanced Pedagogy

Purpose

Improve student achievement, engagement and motivation for learning through innovative classroom practice.

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.

- Innovative Classroom Practice
- High Expectations

Resources allocated to this strategic direction

Per capita
Professional learning
AP Curriculum & Instruction
QTSS release

Summary of progress

Digital Computer Officer (DCO)

Under the DCO program our school benefited by strengthening staff knowledge in integrating the use of interactive displays, student, and teacher devices into their daily lessons to create new and more engaging ways of learning. Teachers upskilled in their knowledge in different programs and ways of using technology to create content, engage learners and streamline process. Teachers valued the engaging professional learning that staff "opted in', to develop skills in areas of need. Resources were shared with staff and stored for future use. The school was also supported with the "files anywhere, anytime" cloud storage migration. At the end of the year, 100% of teachers felt more confident after voluntarily attending tech talk professional learning and all teachers felt that the explanations and demonstrations provided were easy to follow and comprehend. These results show that the DCO had a positive impact in the school.

Literacy Impact

The literacy team took part in professional learning around the evidence-based pedagogy of the Science of Reading (SoR) with Julie Scali (from Literacy Impact). Through the analysis of data, vocabulary and fluency were identified as areas of need. Whole-school professional learning was conducted in these areas. Through developing a school wide process of fluency pairs, analysis and comparison of mid and end of year DIBELS data showed that students meeting grade expectations increased by an average of 4%. While fluency has improved, as a whole school we still need to focus on the main purpose of reading; comprehension (as indicated by Check-in results). Students in Year 3 were 1.8% above SSSG, Year 4 were 8.4% above SSSG, Year 5 were 1.4% below SSSG and Year 6 were 0.5% below SSSG in Check-in comprehension. Most stages implemented recommended teaching advice around best practice vocabulary instruction. Check-in data showed that Years 3 and 4 were 2.3% and 8.3% above state average (respectively) and Years 5 and 6 were 1.4% and 2.2% under the state average (respectively). In 2024, teams will revise their vocabulary instruction in line with the new syllabus and evaluate the current practice of Daily Review. A 2024 action plan was developed under the guidance of Julie Scali from Literacy Impact.

Assistant Principal (AP) - Leader of Learning

2023 saw the continuation of a school funded Assistant Principal, Curriculum (AP-Curriculum), as well as the appointment of an Assistant Principal, Curriculum and Instruction (APCI). Under the leadership of the AP-Curriculum and APCI, boardroom sessions were focused on reaching our literacy and numeracy targets, as well as curriculum development. Teams met on a weekly basis to address areas of focus and to increase teacher knowledge of the new syllabus documents. Collaborative planning and shared knowledge and expertise forged stronger teaching practice. Continued focus on learning intentions and success criteria are building students' understanding of what qualities learners have

Individual Professional Learning Monitoring

The school staff continued their professional learning journey with the team from School Learning Environments and Change, by putting into practice their learning around the co-teaching cycle and learning modes. In 2024, more teachers have indicated that they will trial more collaboratively teaching.

Data and Assessment

Teams have continued to analyse, interpret and extrapolate data and collaboratively use this to inform planning, identify interventions and modify teaching practice. The whole school assessment schedule was refined. In boardroom sessions, teams spent time developing rubrics to ensure consistency of teacher judgement in relation to allocating grades. Teams ensured their judgements were based on data collected and related directly to the learning content indicators in reports. Teachers also spent time analysing data such as Check-in, PAT, Dibels and grade-based assessments, both through item analysis and longitudinal reports. This data was then used to address specific learning needs of students in their classroom and plan for future teaching and learning activities. Teachers also used this time to collaborate and share ideas on how to best apply this in the classroom. At the beginning of 2023, 67% of staff felt confident collecting data for their class and 33% of staff felt confident using the data collected to drive future teaching and learning programs in their classroom. By the end of 2023, survey results showed significant improvement with 90% and 63% (respectively) of teachers felt confident in collecting and using data in their class. After analysing PAT reading and maths results; an average of 57% and 64% of students met expected growth and minimum outcomes (respectively) and 53% and 58% in maths. We are aiming to improve these results in 2024.

PDP/Mentoring

Due to moving into a new school, this will now be a focus for 2024. Teachers are developing skills in differentiation and making adjustments for high potential students, with increased engagement from those involved (eg: maths olympiad program in year 4). There will be continued professional learning to support HPGE adjustments in classes and across the school. Co-teaching and collaborative planning will continue to be a focus as we transition into our new school facilities.

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
All teachers use student voice to co-develop Learning Intentions and Success Criteria (LISC).	Some teachers use student voice to co-develop Learning Intentions and Success Criteria (LISC). Further professional learning in this area is required.
Class teachers make adjustments for High Potential and Gifted Education (HPGE) students. Increased involvement in enhanced curriculum opportunities, by a variety of staff.	Staff members from each stage expressed an interest to engage in additional opportunities for students, such as debating, Maths Olympiad, University of NSW Assessments, Dance festivals, and other sporting opportunities. The learning support team has supported some teachers to provide additional adjustments where required.
Improvement as measured against Scout data and the School Excellence Framework: **Teaching:** Effective Classroom Practice • Effective measures are identified, promoted and modelled and students learning demonstrates growth.	Improvement as measured against Scout data and the School Excellence Framework indicate that whilst mostly in "sustaining and growing", in the areas of lesson planning and explicit teaching the school is showing evidence of excellence in practice.

Funding sources	Impact achieved this year
New Arrivals Program $18,848.00	The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at Kingscliff Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Data Driven Practices **Overview of activities partially or fully funded with this targeted funding include:** • employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling. • utilising support material supplied by Henry Parkes Equity Centre, to work 1-1 with individuals as needed. **The allocation of this funding has resulted in the following impact:** In 2023, we had 3 EAL/D students enrolled at Kingscliff; with one student attending for the whole year (ES1) and two students (Stages 1 and 3) for 2 terms. Under the guidance of the EAL/D teacher, all students settled in well to their new environment and made pleasing progress throughout their time at our school. Students received in individualised, in class and/or small group support and progressed through the EAL/D learning progressions across the four modes (Listening, Speaking, Reading/Viewing and Writing). The student in ES1, moved from beginning to emerging phase in Listening and Speaking. The student in Stage 1, moved from beginning to emerging in all four mode of the EAL/D progressions. The student in Stage 3, moved emerging to consolidating in all four modes of the EAL/D progressions. Oral language skills showed improvement and students engaged more frequently with other students. Students became more confident participating during class and play time. They increased participation in mainstream lessons. One student is returning overseas in 2024, the other has transitioned to high school. **After evaluation, the next steps to support our students will be:** developing classroom routines and building confidence in a new class. They will be supported in making new relationships and engaging more confidently in daily lessons. and speaking out in group activities.
Integration funding support $267,911.00	Integration funding support (IFS) allocations support eligible students at Kingscliff Public School in mainstream classes who require moderate to high levels of adjustment. **Overview of activities partially or fully funded with this targeted funding include:** • employment of staff to provide additional support for students who have high-level learning needs. • implementation of targeted programs to differentiate teaching and learning programs. **The allocation of this funding has resulted in the following impact:** Learning and support teachers and learning support officers support teachers to fine tune individual learning programs. Implementing social stories, playground plans, toileting plans, 1-1 attention and supervision in class, creating adjusted resources, supporting attendance programs. all enhance the learning experience for many students. **After evaluation, the next steps to support our students will be:** This process will continue to be fine-tuned in 2024. Student needs will be reviewed during meetings held with parents, so form shared understanding of how the school will support students with additional needs.

Integration funding support $267,911.00	With fewer integration students, there will be less SLSO staff to start 2024.
Socio-economic background $40,026.62	Socio-economic background equity loading is used to meet the additional learning needs of students at Kingscliff 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:** • Partnerships in Leading • Partners in Wellbeing **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. • staff release to increase community engagement and promoting preschool to Kindergarten transition. • participation in student leadership workshops: GRIP Leadership and ASPIRE High. • resourcing to increase equitability of resources and services. **The allocation of this funding has resulted in the following impact:** Student voice has identified areas of need in the playground. The school has purchased new equipment for students to use during break time. Year 6 student showed great pride in their senior shirts. They liked being easily identified and willingly helped the younger students. Staff were provided with time to support student and community initiatives. Transition P-K and Year 6 - 7 were very successful. **After evaluation, the next steps to support our students will be:** We will continue to co-create new norms for our new spaces. We will continue to monitor play and recreational spaces and options for students, to slowly build the sense of pride and belonging to the new facilities at Kingscliff Public School. We will continue to connect with local pre-schools - pre-planning to invite in term2 2024. Playgroup will continue to occur once a week. Resourcing requirements - personnel to run playgroup and pre-school visits. The school will revisit how parent and community member can support students in classrooms. Aspire will continue for Yr 6 cohort term 1 2024. Students will provide feedback after the day. Grip leadership day for student leadership team 2024. SRC Semester 1 and Semester 2 to continue with fortnightly meetings. Reintroduce class box of suggestions to bring to meetings.
Aboriginal background $36,409.93	Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Kingscliff 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:** • Partnerships in Leading • Partners in Learning • Partners in Wellbeing **Overview of activities partially or fully funded with this equity loading include:** • staffing release to support development and implementation of Personalised Learning Plans • employment of additional staff (SLSO) to support Aboriginal students. • stage 3 Aboriginal students engaged in YULI, a transition to high school

Aboriginal background $36,409.93	program within the Coastal Learning Community, Community of Schools. • redirected FTE equivalent to continue the role of an Aboriginal and Wellbeing and Engagement Teacher to support and 35 Aboriginal and Torres Strait families. **The allocation of this funding has resulted in the following impact:** All Aboriginal Torres Strait Islander families have reported that the role of the 'Aboriginal Wellbeing and Engagement teacher' is greatly appreciated. They hope that the position can continue. The evidence showed that staff, community and students of Kingscliff PS have welcomed the commencement of our Reconciliation Action Plan. The Connecting 4 Country group reported that it has had a positive effect on them, with teachers increasing in confidence. Yuli continues to be a very valuable program across our Coastal Learning Community. **After evaluation, the next steps to support our students will be:** We will continue to co-create new norms for our new spaces. Yarning circles, story poles, garden designs will enhance our environment for our students. The AWE teacher will continue to be involved in community engagement to strengthen bonds with the school, to provide a voice for all of our families. Parents will be invited to join our RAP team.
Low level adjustment for disability $164,241.04	Low level adjustment for disability equity loading provides support for students at Kingscliff 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 Practices **Overview of activities partially or fully funded with this equity loading include:** • engaging learning and support teacher to collaborate with classroom teachers to build. capability in meeting the literacy and numeracy needs of students. • providing support for targeted students within the classroom through the employment of School Learning and Support Officers. • learning support teacher accompanied the Early Stage 1 AP to preschools to observe incoming students and determine initial needs. Similarly liaised with Kingscliff HS to support student transitioning to secondary school. • learning support teacher made class observations, met with parents to discuss ongoing needs of students. Initiated Access Requests, when appropriate to investigate targeted support for students. **The allocation of this funding has resulted in the following impact:** Strong transition programs have supported students, teachers and families to make a smoother transition into their next educational setting. Teachers are becoming very adept at making adjustment and accommodations for students with additional learning needs. **After evaluation, the next steps to support our students will be:** We will continue to upskill the learning support officers and develop teacher skills in differentiation. SLSO support will be focused in classes with students with additional learning needs.
Professional learning $45,411.81	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 Kingscliff Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Effective Classroom Practice • Innovative Classroom Practice • High Expectations

Professional learning $45,411.81	• Data Driven Practices
	Overview of activities partially or fully funded with this initiative funding include: • teacher relief for staff engaging in professional learning, presented by either internal or external providers. • all stages have introduced a variety of Literacy assessments and are using the findings to plan teaching and learning. • as a whole school we used the Learning Progressions and Plan2 to monitor and track student progress, to plan future lessons at the point of need. • the whole school used DIBELS as a 'check in' to see where students are at. Teachers compared mid and end of year data to identify student growth, to ensure their teaching was on track. • teacher relief for staff engaging in professional learning, such as new syllabus implementation.. • engaging a specialist teacher to unpack evidence-based approaches to teaching reading. The Science of Reading has been the basis of all of our literacy development. Impact Literacy was employed to deliver the professional learning. **The allocation of this funding has resulted in the following impact:** All staff acknowledged growth in their knowledge of how best to teach and assess reading , within the context of the K-2 syllabus and in preparation for the new 3-6 syllabus. Guided Numeracy Support enhanced teachers' understanding of Numeracy Progressions to monitor learning in maths. Teachers have refined their skills and used the time in the 'boardroom' to monitor student progress. **After evaluation, the next steps to support our students will be:** Teachers will participate in professional learning sessions to increase knowledge and understanding of how best to utilise Number Talks in their classrooms. Teachers will continue to use assessment to drive future teaching and ensure every child learns and grows throughout the year.

QTSS release $93,984.19	The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Kingscliff Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Effective Classroom Practice • Innovative Classroom Practice • High Expectations **Overview of activities partially or fully funded with this initiative funding include:** • assistant principals provided with additional release time to support classroom programs • additional staffing to support staff collaboration in the implementation of high-quality curriculum **The allocation of this funding has resulted in the following impact:** Assistant Principals have supported their teams to grow and develop skills in data analysis and use. Teachers are growing in confidence when using and analysing student data. Whole stage data analysis identifies successes and challenges which then inform teaching. **After evaluation, the next steps to support our students will be:** To continue to build capacity in delivering the new syllabus K-6. and identify students requiring differentiation, whether for support or extension. HPGE adjustments more evident in the classroom, as well as opportunities across the school. Work with Assistant Principals, Relieving Assistant Principals and those aspiring to lead, to further develop their leadership skills, manage time and support staff.

COVID ILSP	The purpose of the COVID intensive learning support program is to deliver

$64,990.67	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 **The allocation of this funding has resulted in the following impact:** Students have increased in confidence to engage in lessons and 'have a go'. Results indicate: 4 reading groups showed the most growth between the two check in assessments (improving on average 7.3% compared to the SSSG). **After evaluation, the next steps to support our students will be:** Small group tuition will continue for identified students, with speech and language to be a focus, to improve reading outcomes in the future.
Per capita $123,623.53	These funds have been used to support improved outcomes and the achievements of staff and students at Kingscliff Public School **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Effective Classroom Practice • Innovative Classroom Practice • Partners in Wellbeing • Data Driven Practices **Overview of activities partially or fully funded with this operational funding include:** • Additional time to teachers to develop assessments, to increase knowledge of the progressions, and to use the progressions to track progress. • Teachers participated in activities to further develop their understanding around the content of the new syllabus. **The allocation of this funding has resulted in the following impact:** Learning support groups monitored student progress using the progressions and class teachers were able to know where to next in their instruction. Students grew in confidence. **After evaluation, the next steps to support our students will be:** Teachers will use Learning progressions to complete PLasPs/IEPs for targeted students. Whole school approach to spelling, using DoE spelling assessment which will be used for planning the daily review in each class. As a whole school we will continue the focus on navigating the new syllabus.
AP Curriculum & Instruction $155,088.00	Assistant Principals, Curriculum and Instruction support strong instructional leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student learning. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Effective Classroom Practice • Innovative Classroom Practice **Overview of activities partially or fully funded with this Staffing - Other funding include:** • lead evaluative practice where a range of data supports the analysis of

AP Curriculum & Instruction $155,088.00	literacy and numeracy teaching and learning across the school • develop the capability of middle leaders and teachers to use formative and summative assessment strategies and tools effectively when identifying and monitoring progress of students in literacy and numeracy • strategically plan for and engage in professional conversations about teaching practices to enhance literacy and numeracy instruction in classrooms **The allocation of this funding has resulted in the following impact:** Teachers then used the Analyse tool to compare pre and post numeracy data. Post data reported that grade cohorts grew an average 15% in their specific areas of focus. Check-in data showed significant growth in the AdS outcomes 2.5 and 3.5, with Year 3 - 6 above state average by 7%, an increase of 10.6% from 2022 results (from 3.6% below state average). Through developing a school wide process of (reading) fluency pairs, analysis and comparison of mid and end of year DIBELS data showed that students meeting grade expectations increased by an average of 4%. Students in Year 3 were 1.8% above SSSG, Year 4 were 8.4% above SSSG, Year 5 were 1.4% below SSSG and Year 6 were 0.5% below SSSG in Check-in comprehension. **After evaluation, the next steps to support our students will be:** We will continue to develop understanding and increase use of the learning progressions and Number Talks across the school. The focus in mathematics will continue to be Additive Strategies. Teams will continue to develop their knowledge of the new syllabus and units of work. Comprehension will be a focus in reading.

Student information

Student enrolment profile

Students	Enrolments			
	2020	**2021**	**2022**	**2023**
Boys	309	271	248	243
Girls	260	236	227	184

Student attendance profile

School				
Year	**2020**	**2021**	**2022**	**2023**
K	94.6	92.5	88.5	91.8
1	94.5	92.8	90.2	90.4
2	93.0	92.5	90.8	92.7
3	92.5	91.2	87.9	90.8
4	93.0	91.2	87.1	91.6
5	92.6	89.7	87.8	86.4
6	92.0	89.7	86.8	89.4
All Years	93.1	91.3	88.4	90.5
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
Deputy Principal(s)	1
Assistant Principal(s)	5
Classroom Teacher(s)	22.07
Learning and Support Teacher(s)	1
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	4.06

*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	554,394.98
Revenue	6,586,690.51
Appropriation	6,243,723.68
Sale of Goods and Services	91,573.36
Grants and contributions	238,887.61
Investment income	10,857.11
Other revenue	1,648.75
Expenses	-6,181,231.14
Employee related	-5,317,917.54
Operating expenses	-863,313.60
Surplus / deficit for the year	405,459.37
Closing Balance	959,854.35

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	213,949
Equity Total	240,678
Equity - Aboriginal	36,410
Equity - Socio-economic	40,027
Equity - Language	0
Equity - Disability	164,241
Base Total	4,327,787
Base - Per Capita	123,624
Base - Location	0
Base - Other	4,204,164
Other Total	518,329
Grand Total	5,300,743

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

2023 saw the school return to pre-Covid conditions, and provided the P&C with a chance to reengage with our school community and parent body. The P&C ran a number of successful events during the course of the year, including a Silent Auction and Art Show which raised funds for new play areas and gardens.

The new school spaces and classrooms have been received with widespread enthusiasm from our children and families, with eagerly anticipated play spaces to follow. As we look towards 2024, we are eager to continue our partnership with the school and strengthen our ties with the Kingscliff community. (Angela Watson & Asha Lambert Patel - P & C Co-Presidents)

Tell them from Me survey indicates:

- 86% of parent respondents are involved in school committees.
- 83% of staff have a sense of belonging to Kingscliff Public School and 78% say that staff morale is good.
- 58% of students have a sense of belonging to the school, but 79% say they give their best effort.

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.