

2023 Annual Report

Killarney Vale Public School



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Introduction

The Annual Report for 2023 is provided to the community of Killarney Vale 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

Killarney Vale Public School

Hendricks Rd

Killarney Vale, 2261

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

killarneyv-p.school@det.nsw.edu.au

4388 1066

School vision

Killarney Vale Public School provides a safe, engaging and inclusive learning environment. High expectations, student centred goal setting and strong community connections provide our students with the best opportunity to achieve academic growth.

School context

Killarney Vale Public School provides a vibrant learning environment where all students have the opportunity to achieve to their full potential in every aspect of the curriculum. The school has 17 mainstream classes from Kindergarten to Year 6 and three classes which support students with additional needs. Our students are encouraged to live out the school's motto of 'Forward to a Better World'. Killarney Vale Public School's professional and highly skilled teachers are committed to providing quality, differentiated learning experiences for all students. Implementing research based programs aligned to the NSW Department of Education syllabus guidelines is a school priority. The school has completed a situational analysis that has identified areas of focus for this Strategic Improvement Plan. It is important to note that this builds upon the work undertaken in the previous school planning cycle.

Through our situational analysis, we have identified a need to use data driven practices that ensure all students have access to stage appropriate learning and demonstrate growth. Further work will need to occur around how teachers can ensure that they are employing evidence-informed best practice within their classroom as well as having high expectations for all students. A triangulation analysis of our NAPLAN data and other external and internal data sets outlines the need for a focus on improving attendance and strengthening the social and emotional skills of our students.

Students and families work in partnership with the school to set aspirational educational goals which provide the pathway for ongoing academic growth. Learning programs are focused on providing engaging experiences for students that target their specific needs. Formative assessment is utilised to ensure we meet students at their point of need and develop processes to accurately monitor student achievement so that resources can be allocated appropriately. Structures are put in place to identify students not showing improvement and our Learning and Support Teachers will deliver intensive learning programs; achieving maximum improvement and maintaining high expectations for all students.

Killarney Vale Public School is always striving to improve and enhance educational and social opportunities for all students using evidence-informed best practice. Staff members are involved in professional learning and evaluation of school programs leading to improvement of teacher quality. The school uses embedded and explicit systems that facilitate professional collaboration and effective practice.

Aboriginal Education is a priority at Killarney Vale Public School and is authentically embedded in all aspects of our school life. Students and families work in partnership with the Kuriwa Aboriginal Education Consultative Group and other community groups to celebrate a rich cultural heritage. Our school has an established alliance with the Tuggerah Lakes Learning Community and is supported by a dedicated and passionate Parents & Citizens Association. Killarney Vale Public School has a strong commitment to student wellbeing and inclusivity focusing on the social and emotional development of our students. Our Student Leadership team is active in decision-making for the school, empowering student voice.

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	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
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	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

In order to improve student learning outcomes in literacy and numeracy we will continue to collect and analyse data to ensure the implementation of appropriate curriculum provision for every student is underpinned by evidence-informed strategies and embedded evaluative 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.

- Use of data to inform practice
- Targeted Interventions

Resources allocated to this strategic direction

Socio-economic background
AP Curriculum & Instruction
Integration funding support
Aboriginal background
English language proficiency
Low level adjustment for disability

Summary of progress

The initiatives of Use of Data to Inform Practice and Targeted Interventions were designed to holistically address student growth and attainment. Executives collaborated to determine how to strategically support staff. Data was continually identified and reviewed to monitor student progress and form their 'where to next'. Professional learning was delivered to staff addressing the initiative focus. The Effective Instruction of Phonics was continued in K-2 providing staff with an evidence-based pedagogy. This approach to teaching Phonics was extended to staff teaching 3-6 allowing for intervention and an introduction to the Curriculum Reform. Knowledgeable others were utilised to improve teacher practice in English through observations of reading groups and Curriculum Reform units.

Assistant Principal Curriculum and Instruction (APCI) and Stage Assistant Principals (AP) conducted data talks with their teams across the year to construct a school wide data wall. The data wall was monitored and regularly updated to put faces to names for each student in the areas of reading and mathematics. An analysis of both external and internal assessments was incorporated into stage and whole staff meetings to ensure that students were identified and to address point of need. As a result, grammar and punctuation was identified as an area of need for Stage 2 and Stage 3. To address students' point of need explicit daily reviews were created to support students in strengthening their skills and understanding.

Moving forward we will continue to collect and analyse student data to identify student point of need and teaching deficits. The data wall will be evaluated and adapted to track student growth to better support informed classroom planning and intervention. We will continue to use collected data to support targeted interventions such as MacqLit. Effective teaching of reading will continue to be a focus aligned with the curriculum reform.

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
<ul style="list-style-type: none">• 80% of Kindergarten students achieve within or above the sound grade for decodable reading levels.• 85% of Year 1 students achieve within or above the sound grade for reading levels.• 85% of Year 2 students achieve within or above the sound grade for reading levels.	<ul style="list-style-type: none">• 77% of Year 1 students achieve within or above the sound grade for reading levels (DRA Level 7). (94% of students displayed growth)• 44% of Year 2 students achieve within or above the sound grade for reading levels (PM 25). (100% students displayed growth)• 82% of Kindergarten students achieve within or above the sound grade for decodable reading levels. (ER Level 3)• PAT - Each grade 2-6 displays growth as compared to the norm.Year 2 - 63%

<ul style="list-style-type: none"> • PAT - Each grade 2-6 displays growth as compared to the norm. • CARs - 80% of Stage 2 and 70% of Stage 3 show growth. • Essential Assessment <p>- 70% of all students are at or above expected understanding (Number and Algebra).</p> <p>- 75% of all students are at or above expected understanding (Measurement and Geometry)</p> <p>- 75% of all students are at or above expected understanding (Statistics and Probability)</p>	<p>Year 3 - 53%</p> <p>Year 4 - 56%</p> <p>Year 5 - 57%</p> <p>Year 6 - 51%</p> <ul style="list-style-type: none"> • CARS - 79% of Stage 2 and 67% of Stage 3 show growth. • Essential Assessment <p>- 69% of all students are at or above expected understanding (Number and Algebra).</p> <p>- 64% of all students are at or above expected understanding (Measurement and Geometry)</p> <p>- 71% of all students are at or above expected understanding (Statistics and Probability)</p>
<p>All students demonstrate numeracy growth and achievement from Term 1 to Term 4 using PAT as a key data point.</p> <p>Increase in the percentage of students achieving growth from 2022 to 2023 using PAT numeracy.</p> <p>Improvement in the percentage of Aboriginal students achieving growth in Numeracy using PAT as a key data point.</p>	<ul style="list-style-type: none"> • PAT Numeracy Growth from Term 1 to Term 4 Overall Years 2-6 = 57% • Percentage of students achieving growth from 2022 (57%) to 2023 (57%) has not increased. • Aboriginal students achieving growth using PAT 46% of students working at or above expectation. <p>54% of students working below expectation.</p>
<ul style="list-style-type: none"> • An increase in Check-in Assessment mean scaled score for reading in Year 3 and 5 for 2024 compared with Year 3 and 5 in 2023. 	<ul style="list-style-type: none"> • PAT Reading Growth from Term 1 to Term 4 Overall Years 2-6 = 55% • Unable to determine the percentage of students achieving growth as 2022 Reading data not recorded.

Strategic Direction 2: Teacher Practice and Collaboration

Purpose

To build the capabilities of staff so that they can authentically engage and improve student learning outcomes by embedding evidence informed best practice into all areas of the curriculum.

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.

- Building the capacity of staff
- Teacher Collective Efficacy

Resources allocated to this strategic direction

AP Curriculum & Instruction
QTSS release

Summary of progress

The initiatives of Building Capacity and Teacher Performance were designed to holistically build the capabilities of staff so that they can authentically engage and improve student learning outcomes by embedding evidence-informed best practices into all areas of the curriculum.

Executives collaborated to determine how to strategically support staff addressing the initiative focus through high impact Professional Learning. Professional Learning was differentiated to cater for the needs of staff identified in Strategic Direction 1 to ensure improved student outcomes.

The continuation of CLARITY by Lyn Sharratt ensured all staff consistently embedded the identified focus parameters for 2023. Learning walks used the five CLARITY questions to monitor the implementation of the Third Teacher and formative assessment strategies across all learning spaces. Students' answers allowed teachers to gauge how explicit their teaching was and identify areas that needed further explanation. Pre- and post self-assessments for the 14 parameters highlighted the effectiveness of the CLARITY project across the year and informed future high-impact professional learning.

Moving forward we will continue to seek clarity through consistency. Identified points of need in the 14 parameters will be addressed during professional learning with a focus on continually analysing data to ensure the faces of all learners are known.

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
85% of teachers are using Formative Assessment strategies effectively.	100% of teachers are using Formative Assessment strategies effectively
In the Tell Them From Me Survey • Student Tell Them From Me data improves to be above the State average of 78% in the area of students being motivated and interested in their learning.	• Student data was 50% in the area of students being motivated and interested in their learning in TTFM.
In the Peoples Matter survey • 80% of staff report a favourable response in the area of Feedback and Performance Measurement. • In the performance management processes, 75% of staff report that they	• 84% of staff report a favourable response in the area of Feedback and Performance Measurement in PMS. • In the performance management processes in PMS, 85% of staff report that they have received feedback from their line manager.

have received feedback from their line manager. (Question 3, Page 20).	
In the Peoples Matter survey • Maintain 95% of staff report a favourable response in the area of Teamwork and Collaboration.	• 89% of staff report a favourable response in the area of Teamwork and Collaboration in PMS.

Strategic Direction 3: Wellbeing and Connections

Purpose

To ensure all stakeholders are encouraged to have a collective responsibility in building an inclusive learning environment in which every student has the opportunity to access high quality education and fulfill their potential.

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.

- Student Wellbeing
- Community Connection

Resources allocated to this strategic direction

Professional learning
Aboriginal background
Socio-economic background

Summary of progress

The initiatives of Student Wellbeing and Community Connection were designed to strengthen relationships between teachers, students and the community to ensure that every student will be known, valued and cared for. Wellbeing data was collected and reviewed to identify areas of need across the school to support students socially and emotionally. Professional learning was delivered to staff to ensure they had the skills and processes to adequately support students with additional needs. Teams worked collaboratively to plan and implement opportunities to engage the community in student wellbeing.

A comprehensive wellbeing review was conducted to determine the suitability for current practices within our school setting. Research was conducted to identify student wellbeing approaches that would meet the needs of our school and teachers were sent out to observe these programs in action. The Toolbox Project was identified as being appropriate for our setting and moving forward will be implemented across all K-6 to support students with regulating their emotions.

The introduction of an Aboriginal Education Officer (AEO) into our school has improved the relationships with our Aboriginal and Torres Strait Islander students and their families by building trust through meaningful interactions. The effectiveness of our AEO was evident by an increase in Aboriginal and Torres Strait Islander student attendance. This role will continue into 2024 to further support our students and their families.

In 2024 attendance will continue to be a focus with whole school initiatives encouraging a high level of school 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
To achieve the 2023 school-based target: <ul style="list-style-type: none">• average Positive Sense of School Belonging for the school wide cohort will increase to 71% in Tell Them From Me data.• average Positive Sense of Belonging for girls will increase to 64% in Tell Them From Me data.	<ul style="list-style-type: none">• Average Positive Sense of School Belonging for the school wide cohort was 52% in Tell Them From Me data.• Average Positive Sense of Belonging for girls will increase to 64% in Tell Them From Me data (TTFM doesn't split girl/boy data anymore)
To achieve the 2023 school-based target: <ul style="list-style-type: none">• average student attendance across	<ul style="list-style-type: none">• Average student attendance across the school is 89.7%.• Students with equal to or greater than 90% attendance is 61.3%.

<p>the school to increase to 95%</p> <ul style="list-style-type: none"> • students with equal to or greater than 90% attendance to increase to 78% 	
<p>To achieve the 2023 school-based target:</p> <ul style="list-style-type: none"> • 85% of parents report that teachers have high expectations for their child based on Tell Them From Me data. 	<ul style="list-style-type: none"> • Mean 6.8 of parents report that teachers have high expectations for their child based on Tell Them From Me data.
<p>To achieve the 2023 school-based target;</p> <ul style="list-style-type: none"> • average student attendance for Aboriginal students to increase to 87% • Aboriginal students with equal to or greater than 90% attendance to increase to 52% 	<ul style="list-style-type: none"> • Average student attendance for Aboriginal students is 87.1%. • students with equal to or greater than 90% attendance has decreased to 48.6%.
<p>To achieve the 2023 school-based target;</p> <ul style="list-style-type: none"> • Number of major behaviour incidents in a year reduced to 380. • Number of major behaviour incidents for Year 6 reduced to 200. 	<ul style="list-style-type: none"> • The number of major behaviour incidents in a year is 418. This has increased by 11 incidents. • The number of major behaviour incidents in Year 6 is 171. This has decreased by 29 incidents.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$277,895.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Killarney Vale 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"> • Targeted Interventions • Other funded activities <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 • implementation of targeted programs to differentiate teaching and learning programs • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' Personalised Learning and Support Plans (PLaSP) <p>The allocation of this funding has resulted in the following impact: In 2023 all students eligible for Integration Funding Support received additional support from School Learning and Support Officers to support their attainment of learning, social or emotional goals. All PLaSPs were regularly updated and responsive to students learning needs and progress, ensuring eligible students received personalised learning support within their own classrooms. PLaSP goals were developed in consultation with teachers, students and families to target identified needs. The school's Learning and Support Team oversees the staffing for student support and makes decisions about staff allocation which is responsive to student needs. This flexible model allows for interventions to be put in place at the point of need.</p> <p>After evaluation, the next steps to support our students will be: Formally incorporate integration funding decision making into the Learning and Support Team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to students' PLaSPs, including ongoing consultation with school counsellor, external support agencies and families. These adjustments will specifically meet the dynamic needs of funded students.</p>
<p>Socio-economic background</p> <p>\$289,773.66</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Killarney Vale 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"> • Use of data to inform practice • Targeted Interventions • Community Connection • 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 MaqLit to support student learning. • resourcing to increase equitability of resources and services • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in the following impact: In 2023 a school funded Deputy Principal was employed to oversee student wellbeing, including the supervision of the Learning and Support Team and management of the procedures and practices that support attendance and</p>

<p>Socio-economic background</p> <p>\$289,773.66</p>	<p>student engagement. Small group intervention programs were a focus across the school with additional Learning and Support Teachers and School Learning Support Officers working with targeted groups using program such as MacqLit to improve student understanding. Financial support was provided to all students who required it to allow access to equitable educational opportunities for all.</p> <p>After evaluation, the next steps to support our students will be: Next year the school will continue to invest above the school's staffing entitlement to ensure the academic growth of students is reflected at the same rate as the growth in attendance. Small group targeted interventions will continue as a mechanism to support students to continue academic growth and achieve identified goals.</p>
<p>Aboriginal background</p> <p>\$77,412.98</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Killarney Vale 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"> • Targeted Interventions • Community Connection • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the Personalised Learning Pathway (PLP) process • staffing release to support development and implementation of Personalised Learning Plans <p>The allocation of this funding has resulted in the following impact: The employment of additional staff to support Aboriginal student's academic and cultural growth has allowed Killarney Vale Public School to provide targeted interventions for students at specific points of need. Students have had the opportunity to participate in programs such as MacqLit, targeted numeracy groups and Learning and Support sprints. Tell Them From Me data highlights that 89% of students feel good about their culture while at school and 81% of students believe their teacher has a good understanding of their culture. Aboriginal staff members have developed strong connections with planned cultural activities once a week. These activities included excursions to local sites of significance as well as cultural activities in school. Student and parent feedback indicated that this process helped develop a greater understanding of cultural identity and strengthened their connection to the land.</p> <p>After evaluation, the next steps to support our students will be: Continuing to engage Aboriginal staff members to support students, families and the community. An Aboriginal Education Officer will continue to be employed to build on already strong relationships with Aboriginal families and help them to access a variety of supports, further developing their authentic cultural connections and engagement with academic opportunities at school. In 2024 we will continue to engage Aboriginal community members and families to create a supportive and inviting school environment that encourages ongoing communication and consultation in order to provide the best opportunities to the students. We will use the skills and cultural knowledge of the Aboriginal Education Officer to build and maintain a strong, supportive relationship that is culturally sensitive with our Aboriginal families. All staff members will continue to develop their understanding of the needs of Aboriginal students by participating in targeted professional learning that</p>

<p>Aboriginal background</p> <p>\$77,412.98</p>	<p>focuses on developing cultural awareness and addressing the goals set out in the Aboriginal Education policy to improve student outcomes.</p>
<p>English language proficiency</p> <p>\$8,311.26</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Killarney Vale 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"> • Targeted Interventions • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional staffing intensive support for students identified in beginning and emerging phases • withdrawal lessons for small group (developing) and individual (emerging) support <p>The allocation of this funding has resulted in the following impact: Assessment of students to identify specific point of need in relation to the EAL/D Progressions. This has allowed our Learning and Support Teachers to develop specific goals for student growth and attainment. Students are becoming more confident and prepared to take risks with their use of language across the curriculum. This has been recorded in teacher observations and work samples.</p> <p>After evaluation, the next steps to support our students will be: To continue to build on the confidence of EAL/D students so they can use their language skills to support their learning across the curriculum. Ongoing professional learning opportunities which will identify language and cultural demands across the curriculum. Staff will co-develop integrated units of work that reflect the ongoing needs of EAL/D learners.</p>
<p>Low level adjustment for disability</p> <p>\$219,182.32</p>	<p>Low level adjustment for disability equity loading provides support for students at Killarney Vale 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"> • Targeted Interventions • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a Learning and Support teacher to work with individual students and in a case management role within the classroom/whole school setting. • providing support for targeted students within the classroom through the employment of School Learning and Support Officers <p>The allocation of this funding has resulted in the following impact: The school has employed additional School Learning and Support Officers to support students' academic, social, and emotional development. This increased allocation has allowed for the deployment of a flexible staffing model that is responsive to the changing needs of the students. Support is available during class learning time and in the playground during breaks. The Learning and Support Team has overseen the program, working with staff and families to identify specific strategies to support students and increase engagement at school.</p> <p>After evaluation, the next steps to support our students will be: In 2024 we will continue to identify individual students who have additional needs at school. In consultation with teachers, students and families, we will</p>

<p>Low level adjustment for disability</p> <p>\$219,182.32</p>	<p>develop individual learning and support plans, and student profiles which will meet the ongoing and dynamic needs of our students. As a school we will continue to look for opportunities to provide evidence based learning experiences for our students that are responsive to their individual needs. School staff supporting these students will be provided with professional learning opportunities that will enable them to enhance the achievement of student outcomes.</p>
<p>Professional learning</p> <p>\$35,641.01</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 Killarney Vale 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"> • Student Wellbeing • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • teacher relief for staff engaging in professional learning • course costs for staff undertaking recognised courses <p>The allocation of this funding has resulted in the following impact: MacqLit was continued to support targeted groups who worked in small groups with a teacher or School Learning Support Officer on explicit lessons focusing on phonemic awareness, phonics, fluency, vocabulary and comprehension. Growth was demonstrated in all cohorts in the area of fluency (Year 3: 35% growth, Year 4: 20% growth, Year 5: 30% growth, Year 6: 12% growth).</p> <p>After evaluation, the next steps to support our students will be: In 2024 Killarney Vale Public School will continue the small group tuition for identified students. Students will continue to focus on mastering and accumulating phonological skills to continue to improve reading fluency. We will use professional learning and discussions with colleagues to continue to develop and improve the teaching and learning programs.</p>
<p>QTSS release</p> <p>\$92,800.51</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Killarney Vale 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"> • Teacher Collective Efficacy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • assistant principals provided with additional release time to support classroom programs <p>The allocation of this funding has resulted in the following impact: In 2023 additional staff were employed to support the implementation of high quality curriculum to reflect school priorities. Areas of focus included literacy, numeracy and student wellbeing. Executive teachers supported staff members to improve their practice through a series of observations, providing explicit feedback and recognising exemplary practice in the areas of high expectations and use of data to inform practice. The allocation of this funding improved staff competence and teaching practice. Teachers effectively used Learning Intentions, Success Criteria and Formative Assessment strategies to deliver high quality learning experiences to meet students at their point of need.</p> <p>After evaluation, the next steps to support our students will be:</p>

<p>QTSS release</p> <p>\$92,800.51</p>	<p>Employ specialist teachers to lead the ongoing improvement and development of pedagogy and systems to monitor and support identified student needs. Numeracy will be a school wide focus and teachers will be mentored to build capacity to deliver explicit numeracy lessons and use assessment to guide their teaching.</p>
<p>COVID ILSP</p> <p>\$188,351.07</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2023.</p> <p>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"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy/numeracy - reading and number <p>The allocation of this funding has resulted in the following impact: The COVID ILSP team and the learning support teachers worked collaboratively to ensure that the programs delivered were reflective of the data collected and the learning needs of students. The literacy programs implemented built capacity and increased the strategies students use in decoding and encoding. Classroom teachers have updated their knowledge by attending professional learning and completing evidence-based readings. This has complemented the COVID program as skills taught in small group tuition is reflected in the teaching and learning programs in the classrooms.</p> <p>The COVID ILSP has certainly benefited our students. The personalised support created students who were happier and more motivated to learn. The small group environment provided a learning space where students were comfortable to take risks and allowed for the consolidation of skills and knowledge. Students had a sense of belonging, enjoyed designated learning spaces where routines and consistency allowed for student success. The allocation of COVID funding has resulted in :</p> <ul style="list-style-type: none"> • majority of students in the program achieving significant progress towards their personal learning goals. • 36% of Year 1 students were unable to read a decodable text in Term 1. Of these students 96% have shown substantial growth and are now competently decoding and encoding CCVC, CCCVC, multisyllabic words, common diagraphs and basic vowel diagraphs. • Stage 2 and 3 have improved their skills in decoding unfamiliar texts which has improved their confidence and increased their engagement in reading. • Stage 2 and 3 have improved their fluency in reading on average by 32%. <p>After evaluation, the next steps to support our students will be: Continue the implementation of literacy and numeracy small groups tuition using data sources to identify specific student need. The school learning and support processes have also been revised and now involve regular monitoring of students as they transition back into classrooms.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	223	227	210	212
Girls	207	219	222	219

Student attendance profile

School				
Year	2020	2021	2022	2023
K	94.5	93.4	89.5	93.0
1	94.3	91.4	86.7	89.7
2	93.8	94.1	88.2	90.7
3	91.8	92.3	88.6	89.9
4	90.8	91.2	87.5	91.3
5	91.3	89.6	84.4	89.5
6	90.3	89.1	85.2	88.9
All Years	92.3	91.5	87.2	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
Assistant Principal(s)	7.2
Classroom Teacher(s)	17.91
Learning and Support Teacher(s)	1.3
Teacher Librarian	1
School Administration and Support Staff	5.72

*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	160,383.40
Revenue	5,833,341.43
Appropriation	5,652,312.49
Sale of Goods and Services	40,070.98
Grants and contributions	112,438.84
Investment income	6,019.12
Other revenue	22,500.00
Expenses	-5,794,367.41
Employee related	-5,269,621.99
Operating expenses	-524,745.42
Surplus / deficit for the year	38,974.02
Closing Balance	199,357.42

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	279,519
Equity Total	594,680
Equity - Aboriginal	77,413
Equity - Socio-economic	289,774
Equity - Language	8,311
Equity - Disability	219,182
Base Total	3,848,009
Base - Per Capita	115,342
Base - Location	0
Base - Other	3,732,667
Other Total	575,829
Grand Total	5,298,037

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

Students - Perspectives from Tell Them From Me Survey

In 2023 there was 100% student completion of the "Tell Them From Me" survey which focuses on measuring student engagement and wellbeing. The survey captures student voice, aspiration, teaching practice and leadership to inform future practice at Killarney Vale Public School.

Key findings from the survey include:

- 79% of students feel they try hard at school to succeed.
- 91% of students feel they are treated with fairness and respect by their teachers in regards to their cultural background.
- 83% of students have positive teacher-student relations.
- 89% of students value schooling outcomes.

Teachers - Perspectives from Tell Them From Me and People Matters surveys.

In 2023 staff members at Killarney Vale Public School completed the "Tell Them From Me" and "People Matters" survey which measure workplace satisfaction and effectiveness.

Key findings from these surveys include:

- 93% of teachers feel the school does a good job of implementing curriculum change
- 100% staff feel that the school is a culturally safe and welcoming place for all students
- 93% of teachers feel they belong to the school
- 92% of teachers feel well supported in their job.
- 90% of teachers feel they have the knowledge required to engage with students on Aboriginal cultures and histories
- 100% of teachers feel that school leaders are leading improvement and change

Parents - Perspectives from Tell Them From Me

In 2023 parents were provided with the opportunity to participate in the "Tell Them From Me" survey. It provides parents with the opportunity to reflect and comment on school practice. 100 parents participated in the survey.

Key findings from the survey include:

- 78% of parents feel the school helps students with a disability or special needs to feel welcome.
- 100% of parents attended meetings
- 82% of parents feel school is a culturally safe place for all students
- 100% of parents talked with a teacher
- 85% of parents would recommend the school
- 89% of parents feel the physical environment is welcoming

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.