

2023 Annual Report

Kyeemagh Public School



5141

Introduction

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

Kyeemagh Public School

Beehag St

KYEEMAGH, 2216

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

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

9567 5819

School vision

At Kyeemagh Public School, we strive for excellence in a safe and supportive learning environment underpinned by strong positive relationships, where every student maximises their potential. All learning supports our students to be confident, resilient, self-directed future citizens.

School context

Kyeemagh Public School is a high quality educational facility that is undergoing significant change. Situated in the St George area and next to Sydney Airport, the school has a strong multicultural population, where 57% of students have a language background other than English. Our students come from a wide range of socio-economic backgrounds with the school's Family Occupation and Education Index (FOEI) being 57. The student population in 2023 is 208.

Over the past 3 years, the school has transitioned from a small infants school to a growing K-6. This transformation was strongly supported by the school's Parents and Citizens Association (P&C) and wider community. Due to limitations with the aging physical resources, the school was targeted to be entirely redeveloped with new flexible learning spaces, hall, covered outdoor learning area (COLA), canteen, administration block and library catering for a student population of 400. To manage the logistics of the student population remaining on site whilst building works were undertaken, student grade intake has been limited to one grade increase each calendar year with Year 5 established in 2021 and Year 6 established in 2022. Major capital works were completed in 2022.

Through our situational analysis, the school has identified the need for explicit teaching of literacy and numeracy throughout all learning areas. Close tracking of student performance data in learning progressions will determine future teaching and learning needs for the students. Utilising region resources, such as Literacy and Numeracy Strategy Advisor (LANSA) and the Curriculum Advisor, will ensure syllabus requirements are being met and student growth effectively measured. Differentiation of practice will underpin all learning, with talent development opportunities in a specific domain or field of endeavour for identified students. Reporting systems to parents need to be reviewed and refined, leading to the school working with the parent body to develop reporting materials that share student progress effectively with our families.

Continuous teacher growth is valued by all staff at Kyeemagh Public School. The staff strive to be at the forefront of practices and are encouraged to innovate and develop their skills to provide the best learning for all students. Strong knowledge of curriculum helps to drive critical and creative thinking within the classroom spaces and continuous reflection on high impact teaching strategies drives the school's purpose in creating self-directed learners. Deep knowledge and understanding of data informs the effectiveness of process and practices across the school. Further work will need to occur to build teacher capacity to successfully plan for, and deliver, quality differentiated instruction to students with additional needs including those identified as high potential and gifted.

Looking forward, the school will continue to focus on relationships within our school as well as the local and wider community. Close connections with our local schools, including supporting transition to high schools, will provide extra curricula opportunities including the provision of additional learning experiences for high potential students. Furthermore, students will be taught the skills to set, track and achieve their own learning and personal goals, as well as being able to problem solve and work collaboratively and cooperatively with others. Parent consultation will refine learning focus areas for both individual students as well as the whole school.

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 and participated in an external validation. 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. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal, School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2023 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Delivering

Strategic Direction 1: Student growth and attainment

Purpose

Our school's core business is improving outcomes for all students by providing learning opportunities for each student to be their best. The school will deliver growth targets in literacy and numeracy, with our high expectations resulting in an ongoing increase in the achievement of all students.

It is through the provision of high quality learning environments that all students can consolidate and apply the core skills of literacy and numeracy. All students will strive for excellence and achieve high levels of critical and creative thinking to collaboratively achieve their best.

Initiatives

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

- Initiative 1: Effective Classroom Practice
- Initiative 2: Individualised learning
- Initiative 3: Attendance

Resources allocated to this strategic direction

QTSS release

AP Curriculum & Instruction

Professional learning

Summary of progress

Initiative 1 - Effective Classroom Practice

During Semester 1, the focus was on the area of numeracy and implementation of the new mathematics syllabus. The Assistant Principal Curriculum and Instruction (APCI) led regular scheduled professional learning twice a term, with stage groups working directly with their stage leader and the APCI. In Kindergarten to Year 2 (K-2), the focus was on unpacking the units of work provided by the Department, with a tight focus on Additive Strategies. Teachers developed a deep understanding of the core concepts presented in the units of work, and could articulate how the learning attached to the core concepts was interrelated across syllabus areas. Teachers received support to develop assessment practices that linked closely with the core concept/focus of the unit. Research into the mathematics best practice through the support of the APCI and curriculum support day provided all teachers with a consistent understanding of the work required for the new units. English as an Additional Language/Dialect (EAL/D) support was in place to support the new arrival students with technical mathematical language. The APCI was used as an instructional leader to demonstrate strategies in the K-2 spaces, and also lead the development of key check points for collection of data. Staff demonstrated a deeper knowledge of the curriculum and the pedagogical changes linked with the new units of work/ syllabus. Staff streamlined assessments and trialled a variety of ways to effectively collect data. Consistent collection of whole school impact data is an area for future development. School based systems require adjusting to ensure that teachers have timeframes for data collection that are non-negotiable and upheld.

During Semester 2, the focus was on improving teacher understanding and knowledge of complexity of Vocabulary with students. Using the work of Simon Breakspear to lead vocabulary sprints within all classrooms throughout the school, the APCI supported staff in the development of targeted assessment practices as a way of collecting data to increase teacher understanding and knowledge of the students' current learning profile. Teachers co-planned assessment tasks for pre- and post-activity with stage colleagues, leading to increased levels of consistency with identifying student growth in Tier 2 and Tier 3 vocabulary. Teachers co-developed rubrics, using the National Literacy Learning Progressions to track students and to determine required benchmarks in line with the English syllabus. Continuation of the learning sprint process in the area of literacy will continue in 2024.

Initiative 2 - Individualised learning

The focus for 2023 was on improving teacher identification practices for students in varying domains in line with the High Potential and Gifted Education (HPGE) Policy. Staff were led through training in the different domains and aligned themselves with a school based team focusing on each of the domains. Students were identified and presented to the Learning Support Team (LST) for tracking supports. Teachers received training in the Differentiation Adjustment Tool and used this to modify and adapt class programs to meet individual needs of targeted students. The leadership team collaborated with colleagues from neighbouring schools to extend opportunities and expertise. As a result of competing priorities and challenges with securing human resources, limited the implementation of this initiative occurred.

Next year this program will be continued, focusing on the academic domain with Stage 2 and Stage 3 classes as the targeted cohorts.

Initiative 3- Attendance

Attendance levels of students continue to be closely monitored through the Learning and Support Team (LST). Tracking of attendance occurred fortnightly with processes to support regular attendance regularly reviewed and access to departmental programs, such as Home School Liaison Program (HSLP), were used as required. Our systems supported strong communication between school and home as evidenced in communication tracking. During 2023, 11 students were closely monitored for attendance. Partial attendance data indicated that several students consistently arrived late to school. Review of school based systems for monitoring and tracking student attendance, including support plans to improve attendance, will be undertaken in 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
Expected growth in literacy and numeracy of 80% Kindergarten students will achieve within the expected end of year benchmarks in reading and numeracy.	<ul style="list-style-type: none"> • Initial data indicates 80% of students have met benchmarks in reading. • School based numeracy assessment data indicates 93% of students have achieved benchmarks in numeracy.
Expected growth in literacy and numeracy of at least 80% of students in Year 3 will achieve 100% of Stage 1 outcomes and 50% of Stage 2 outcomes when measured against the Check-In Assessment.	<ul style="list-style-type: none"> • The Check-in Assessment Literacy performance by stage indicates 75% of students achieved Stage 1 outcomes and 51.6% achieved Stage 2 outcomes. • The Check-in Assessment Numeracy performance by stage indicates 83.3% of students achieved Stage 1 outcomes and 62.3% achieved Stage 2 outcomes.
Expected growth in literacy and numeracy of at least 90% of students in Year 5 will achieve 100% of Stage 2 outcomes and 70% of Stage 3 outcomes when measured against the Check-In Assessment.	<ul style="list-style-type: none"> • The Check-in Assessment Literacy performance by stage indicates 68.2% of students achieved Stage 2 outcomes and 54.4% achieved Stage 3 outcomes. • The Check-in Assessment Numeracy performance by stage indicates 77.8% of students achieved Stage 2 outcomes and 56.8% achieved Stage 3 outcomes.
All students on Integration Funding have an individual education plan with SMART goals created in consultation with parents.	<ul style="list-style-type: none"> • 100% of students receiving Integration Funding have Personalised Learning and Support Plans which are developed in consultation with the parents.
All targeted students for intensive programs will have minimum of 90% growth in target area of literacy.	<ul style="list-style-type: none"> • 89% of students involved in the program made a minimum of 90% growth in the target area of literacy.
Scout attendance target for 2023 - 83%	<ul style="list-style-type: none"> • The school's overall attendance rate for 2023 is 91.27%. • The number of students attending greater than 90% of the time or more has increased by 13% in 2023 in comparison to 2022 levels. • The percentage of students attending greater than 90% of the time is 5% greater than the network average and is 11% greater than the state average.

Strategic Direction 2: Quality practices for high impact

Purpose

To develop excellence in practice by all staff by investing in leadership and developing teacher capabilities to make a substantial difference to the quality of teaching and therefore the quality of student learning. Professional learning will sustain our high expectation culture and deliver structures that build an inclusive learning environment.

Initiatives

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

- Initiative 1: Enhancing performance
- Initiative 2: Deep curriculum knowledge and implementation

Resources allocated to this strategic direction

Beginning teacher support QTSS release

Summary of progress

Initiative 1: Enhancing performance

The focus for 2023 was Enhancing Teacher Quality. A school wide review into the professional learning practices of teaching and administration staff measured against the High Impact Professional Learning framework provided base line data for this initiative. Professional learning was aligned with initiatives developed in Strategic Direction 1: Student Growth and Attainment. Executive staff completed the High Impact Professional Learning self-assessment tool to identify the best ways to implement professional learning across the Strategic Improvement Plan initiatives. Professional learning events were developed embedding strategies to tailor learning to individual needs linked with the Performance and Development Plans of teachers and administration staff. Regularly referring back to the framework for guidance, executive staff focused on leading professional learning that improved teacher quality. Evidence of impact in this initiative was difficult to determine as data was limited. Evidence of links between the scheduled learning and school's Strategic Improvement Plan can be clearly identified, but tighter structures around the Performance and Development cycle need to be completed. When revisiting the High Impact Professional Learning self-assessment tool, the school remained at the same levels across all domains as the previous year.

Next year, the school will embed regular feedback cycles in to the professional learning systems to properly evaluate the effectiveness and impact of the training.

Initiative 2: Deep Curriculum knowledge and implementation

This initiative was focusing Effective Feedback. Due to competing priorities, it was determined that his initiative would be put on hold for 2023.

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
Evidence proving the school is measured as Sustaining and Growing in the area of Assessment within the School Excellence Framework.	<ul style="list-style-type: none">• In the element of Assessment, the school's evidence supports the on-balance judgement that the school is Sustaining and Growing.
Policy implementation self evaluation (Taken from the HPGE Policy Evaluation and Planning Tool) demonstrates that the school is achieving an average of Sustaining and Growing in the themes of Lesson	<ul style="list-style-type: none">• The school is consolidating it's position at Sustaining and Growing in Effective Classroom Practice - Lesson Planning when judged against the School Excellence Framework.• The schools is Delivering in Effective Classroom Practice - Explicit Teaching when judged against the School Excellence Framework.

<p>Planning and Explicit Teaching in Effective Classroom Practice as measured against 1.4 - <i>High potential and gifted students across all domains require evidence-based talent development to optimise their growth and achievement</i></p>	
<p>At least 10% of teachers identified as candidates for Highly Accomplished/ Lead Teacher accreditation or promotion.</p>	<ul style="list-style-type: none"> • One staff member will begin the Highly Accomplished/ Lead Teacher accreditation process in 2024. • The school has identified 2 teachers to participate in leadership mentoring in 2024.
<p>Evidence proving the school is measured as Sustaining and Growing in all areas of Curriculum in the School Excellence Framework with the theme of Teaching and Learning Programs moving towards Excelling.</p>	<ul style="list-style-type: none"> • The implementation of the new Kindergarten to Year 2 (K-2) curriculum has impacted progress in the area of Curriculum in the School Excellence Framework resulting in the school sitting at Delivering in 2023. Explicit teaching practices in English and mathematics, in line with implementation of the new curriculum, are embedded throughout all K-2 classrooms. • Teaching and learning programs continue to be revised and refined to include current and relevant evidence-based teaching practices to best meets the needs of our students and include them as active participants in their learning.
<p>Increased level of Learning Culture in Tell Them From Me staff survey results to be 5% greater than NSW Government Norm.</p>	<ul style="list-style-type: none"> • The results of the Staff Tell Them From Me survey indicate that in the Driver of Student Learning: Learning Culture, the school sits 5% lower than the NSW Government Norm.
<p>Increased level of Quality Feedback in Tell Them From Me staff survey results to be at least 4% greater than NSW Government Norm.</p>	<ul style="list-style-type: none"> • The results of the Staff Tell Them From Me survey indicate that in the dimension of Quality Feedback, the school sits on par with the NSW Government Norm.

Strategic Direction 3: Developing independent future citizens

Purpose

To provide students with the skills to become successful learners, confident and creative individuals, and active and informed citizens.

Initiatives

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

- Initiative 1: Leaders for the future
- Initiative 2: Innovative learning

Resources allocated to this strategic direction

Summary of progress

Initiative 1 - Leadership opportunities

The focus for 2023 was the implementation of the Leader in Me program. Teacher delivery of the program varied with some classes completing the whole program in Term 1 and others choosing to complete the "bite size" lessons. Due to the increases in new teaching staff, there was onboarding that was required and minimal opportunities presented themselves for this occur effectively. Teachers ran lessons linked with the units; however, the full understanding of the program was not effectively taught. All lessons were taught and timetabled as part of the personal development, health and physical education program. Consistencies with presentation occurred. Inconsistencies to the delivery of the program and the dedication to the program's philosophy were due to changes in staff and competing Positive Behaviour for Learning priorities. The school was expecting to see an increase in positive sense of belonging and decrease in negative interactions between students. Anecdotal evidence is indicating a decrease in negative interactions. However, systems data is limited and inconclusive. Next year, alternative systems for tracking positive and negative behaviours throughout the school will be implemented.

Initiative 2 - Innovative learning

The focus for 2023 was enhancing creativity. The school employed a specialist teacher to deliver the Creative and Performing Arts syllabus as part of the Relief From Face-to-face (RFF) program. Extra-curricular activities such as choir, dance club and art club, were also implemented to provide additional creative and performing arts options during lunch time breaks. Challenges presented with lunchtime activities were around student engagement, with only a small core group of students participating each week. Staffing to cover the remaining playground supervision rosters presented as the main issue, with so few students participating in the activity off the playground it was not feasible to run multiple non-playground options. Students involved in choir and sign-choir participated in the St George Performing Arts Festival, in which the students demonstrated performing arts skills. Students involved experienced positive outcomes through greater sense of self and school pride; however, the time and staffing resources allocated to provide this experience was not considered value for money due to the number of students participating. Data from the Tell Them From Me survey looking at student advocacy was lower than the previous years results.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increase level of advocacy in school in Tell Them From Me to be greater than 2020 school mean (8.9).	• The Student Tell Them From Me survey results show Advocacy at School mean is 6.7. These results are lower than the State averages (7.7).
Increased level of positive sense of belonging by students in Tell Them From Me to be in line or greater than NSW Govt Norm (85%).	• The Student Tell Them From Me survey results show 67% of students have a positive Sense of Belonging. These results are lower than the State average (81%).

<p>Evidence proving the school is performing at Sustaining and Growing and moving towards Excelling in the area of Learning and Development (Expertise and Innovation)</p>	<ul style="list-style-type: none"> • Evidence proves the school is performing at Sustaining and Growing in the area of Learning and Development (Expertise and Innovation) and is still working towards Excelling. • Evidence that the school identifies expertise within its staff and draws on this to further develop its professional learning community is evident in Staff feedback from Tell Them From Me survey which indicates that levels of Leadership and Collaboration are higher than NSW Government Norms. • Staff feedback from Tell Them From Me survey indicates school leaders have helped teachers improve their teaching. However, more time to observe teaching practices within the school needs to occur.
<p>Increase Leader in Me student leadership results to 80%.</p>	<ul style="list-style-type: none"> • Leader in Me (LiM) Student Leadership results show 79% of students identifying with student leadership attributes.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$184,780.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Kyeemagh 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"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs). • employment of staff to provide additional support for students who have high-level learning needs. <p>The allocation of this funding has resulted in the following impact: Individualised support provided for targeted students through the employment of School Learning Support Officers. Professional learning for School Learning Support Officers in running explicit literacy programs during allocated hours provided targeted literacy learning for funded students. Support was provided on the playground for social/emotional development of students requiring additional support with social interactions.</p> <p>After evaluation, the next steps to support our students will be: Continue to regularly evaluate effectiveness of School Learning Support Officers with student engagement in academic and social activities through matching SLSO skills with student needs.</p>
<p>Professional learning</p> <p>\$19,505.10</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 Kyeemagh Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Initiative 1: Effective Classroom Practice <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: Observable changes to teacher practices through the explicit teaching of literacy and numeracy concepts. Tracking systems to determine individual growth have been refined and teacher confidence in the implementation of the new curriculum has increased.</p> <p>After evaluation, the next steps to support our students will be: Continuation and consolidation of Learning Sprints methodology for improving teacher practices in literacy and numeracy.</p>
<p>New Arrivals Program</p> <p>\$37,864.00</p>	<p>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 Kyeemagh 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"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted</p>

<p>New Arrivals Program</p> <p>\$37,864.00</p>	<p>funding include:</p> <ul style="list-style-type: none"> • employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling. <p>The allocation of this funding has resulted in the following impact: Greater 1:1 time and focus on individual language needs, particularly in students who are emerging in their consolidation of the English language.</p> <p>After evaluation, the next steps to support our students will be: Continually reviewing and tracking of the needs of students with English as Additional Language or Dialect, and adjusting Staffing allocation according to need.</p>
<p>Socio-economic background</p> <p>\$14,979.10</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Kyeemagh 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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support reading intervention program implementation. • resourcing to increase equitability of resources and services. <p>The allocation of this funding has resulted in the following impact: Targeted students making significant gains in the intervention programs. Targeted training of support staff occurred during the year in readiness for greater access to a wider group of students in 2024.</p> <p>After evaluation, the next steps to support our students will be: Continuation of targeted literacy programs will occur in 2024 with greater focus on Stage 1 and Stage 2 students.</p>
<p>Aboriginal background</p> <p>\$3,253.95</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Kyeemagh 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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • release teachers to lead Aboriginal and Torres Strait Islander students in network programs and specialist days. • employment of additional staff to deliver personalised support for Aboriginal students. • staffing release to support development and implementation of Personalised Learning Pathways. <p>The allocation of this funding has resulted in the following impact: All Aboriginal / Torres Strait Islander students had Personalised Learning Pathways developed in consultation with the family. Allocation of specialist teachers provided students with greater levels of 1:1 time with class teacher or special teacher to support the consolidation of literacy skills.</p> <p>After evaluation, the next steps to support our students will be: Continue to build on the network connection opportunities for Aboriginal and</p>

<p>Aboriginal background</p> <p>\$3,253.95</p>	<p>Torres Strait Islander students. Investigate opportunities to provide authentic connection to culture for the students.</p>
<p>English language proficiency</p> <p>\$58,524.95</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Kyeemagh 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"> • 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 English as an Additional Language or Dialect support in the classroom and as part of differentiation initiatives. • withdrawal lessons for small group (developing) and individual (emerging) support. <p>The allocation of this funding has resulted in the following impact: Students with English as an Additional Language or Dialect (EAL/D) were identified and observations/assessments were completed to determine where the students' needs were. Opportunities for students to practise English language in the classroom were timetabled with specialist staff. Additional staffing were working with EAL/D students to support the extension of vocabulary throughout the learning areas, with additional time allocated to students who qualified for the New Arrivals Program.</p> <p>After evaluation, the next steps to support our students will be: Continued strategic support in targeting vocabulary development, particularly Tier 2 and Tier 3 vocabulary, for English as an Additional Language or Dialect (EAL/D) students through providing professional learning on EAL/D progression leveling for all teachers.</p>
<p>Low level adjustment for disability</p> <p>\$45,590.21</p>	<p>Low level adjustment for disability equity loading provides support for students at Kyeemagh 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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • targeted students are provided with an evidence-based intervention programs, Mini-lit and Macq-lit, to increase learning outcomes. • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students. <p>The allocation of this funding has resulted in the following impact: 16% of the student population accessed the program attached to this funding source during 2023. Continuous tracking of student growth throughout the intervention demonstrated that the model facilitated with the implementation of small groups and explicit teaching, increased targeted student performance.</p> <p>After evaluation, the next steps to support our students will be: Review of monetary allocation attached to this funding source as student population will be increasing. If financially viable, expansion of support programs to include targeted numeracy programs in 2024.</p>
<p>Beginning teacher support</p> <p>\$20,408.00</p>	<p>Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at Kyeemagh Public School during their induction period.</p> <p>Funds have been targeted to provide additional support to students</p>

<p>Beginning teacher support</p> <p>\$20,408.00</p>	<p>enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Initiative 1: Enhancing performance <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • reduced responsibilities or teaching loads sufficient to support the development of their skills. • teacher mentors access specific training and flexibility in their teaching responsibilities to support classroom observation and provide structured feedback. • professional learning that focuses on classroom and behaviour management, strategies to build student engagement, collaborative professional practices within the school and productive relationships with parents and caregivers. <p>The allocation of this funding has resulted in the following impact: Beginning teachers were regularly released from teaching load to meet with teacher mentors. Additional professional learning opportunities were provided to support individual beginning teachers with targeted training to build capacity in managing the position of class teacher. One beginning teacher achieved proficient accreditation in 2023.</p> <p>After evaluation, the next steps to support our students will be: Supervisory check-ins to ensure teachers who are within the first 5 years of the profession are continually supported with the development of their teaching skills.</p>
<p>QTSS release</p> <p>\$34,445.09</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Kyeemagh Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Initiative 1: Effective Classroom Practice • Initiative 2: Deep curriculum knowledge and implementation <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff. • additional staffing to support staff collaboration in the implementation of high-quality curriculum. <p>The allocation of this funding has resulted in the following impact: Allocation of Quality Teaching, Successful Students (QTSS) funds in 2023 increased teacher capacity in the new NSW Curriculum Reform Syllabus, with a focus on K-2 English and mathematics. Teachers worked directly with the Assistant Principal Curriculum and Instruction which resulted in deep knowledge and skills in the implementation of the new syllabus. In addition, the school observed increased levels of share practices between colleagues, driven by the Assistant Principal Curriculum and Instruction and linked with the school's initiatives and goals.</p> <p>After evaluation, the next steps to support our students will be: Continuation of the Assistant Principal Curriculum and Instruction in upskilling and building capacity of teaching staff in the implementation of the Years 3-6 English and mathematics syllabus.</p>
<p>COVID ILSP</p> <p>\$15,929.99</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>

<p>COVID ILSP</p> <p>\$15,929.99</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"> • providing targeted, explicit instruction for student groups in literacy. <p>The allocation of this funding has resulted in the following impact: Twenty-eight Stage 1 and Stage 2 students were involved in the small group tuition program with an average growth of 78%. Stage 1 students made greater gains than Stage 2 students.</p> <p>After evaluation, the next steps to support our students will be: Identify students who require further investigation to determining blockages for learning. Continuation of the program in 2024.</p>
<p>AP Curriculum & Instruction</p> <p>\$124,070.40</p>	<p>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.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Initiative 1: Effective Classroom Practice <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • lead evaluative practice where a range of data supports the analysis of literacy and numeracy teaching and learning across the school. • lead the implementation of evidence-informed literacy and numeracy teaching strategies through mentoring, team teaching and demonstration in classrooms alongside teachers. • strategically plan for and engage in professional conversations about teaching practices to enhance literacy and numeracy instruction in classrooms. <p>The allocation of this funding has resulted in the following impact: Collaborative planning sessions with teachers developing deep understanding of the new curriculum content and appropriate teaching strategies for effective instruction. Mentoring and modelling of explicit teaching practices were scheduled throughout the year, with teaching staff liaising with the Assistant Principal Curriculum and Instruction, consolidating the development and implementation of assessment practices to determine student understanding and influence the "where to next" steps in student learning.</p> <p>After evaluation, the next steps to support our students will be: Review whole school data in literacy and numeracy to determine focus areas for 2024.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	43	48	95	115
Girls	35	49	73	92

Student attendance profile

School				
Year	2020	2021	2022	2023
K	84.9	93.6	89.6	92.9
1	90.5	91.3	88.7	91.0
2	91.0	91.7	87.4	90.9
3	93.6	93.3	84.8	93.3
4	91.4	94.0	89.1	90.6
5		93.8	88.1	91.9
6			86.8	85.4
All Years	89.7	92.8	88.2	91.3
State DoE				
Year	2020	2021	2022	2023
K	92.4	92.8	87.9	91.1
1	91.7	92.7	87.4	90.5
2	92.0	92.6	87.8	90.8
3	92.1	92.7	87.6	90.9
4	92.0	92.5	87.4	90.6
5		92.1	87.2	90.3
6			86.3	89.8
All Years	92.1	92.6	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)	2.8
Classroom Teacher(s)	10.32
Learning and Support Teacher(s)	0.3
Teacher Librarian	0.6
School Administration and Support Staff	5.22

*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	269,047.29
Revenue	3,112,284.71
Appropriation	3,016,287.01
Sale of Goods and Services	4,087.58
Grants and contributions	83,836.60
Investment income	7,473.52
Other revenue	600.00
Expenses	-3,029,900.31
Employee related	-2,774,693.16
Operating expenses	-255,207.15
Surplus / deficit for the year	82,384.40
Closing Balance	351,431.69

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.

Surplus in funds are directly attributed to challenges with securing relief staff to cover for sick leave absences throughout 2023. As a result of this challenge, the school was forced to collapse specialist programs, merge/split classes and place non-teaching executive staff on to classes to provide alternative supervision.

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	184,780
Equity Total	122,348
Equity - Aboriginal	3,254
Equity - Socio-economic	14,979
Equity - Language	58,525
Equity - Disability	45,590
Base Total	2,317,099
Base - Per Capita	47,305
Base - Location	0
Base - Other	2,269,794
Other Total	221,190
Grand Total	2,845,417

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

Each year the school seeks feedback on its performance about a broad range of aspects from parents, students and teachers. The school reviews and reflects on this data, and includes it when determining future directions.

Parents indicate that:

- The school supports their child's behaviour, creating an inclusive school.
- They feel welcome when visiting the school.
- They are well informed about school activities.
- Their child is clear about the rules for school behaviour.
- Their child feels safe at school.

Areas for development -

- Information provided to parents on their child's progress in school subjects, social development and emotional development.
- Parent understanding on how the school delivers high expectations and how it impacts a child's success.

Students indicated that:

- They have friends at school who they can trust.
- They believe they demonstrate positive behaviour and do not get in trouble for disruptive or inappropriate behaviours.
- The school has improved in explicit teaching practices and feedback
- There are more opportunities for extra curricular activities

Areas for development -

- Anti-bullying programs and resilience building with students.
- Increase High Skill/High Challenge activities in everyday learning.

Teachers indicated that:

- They set high expectations for student learning.
- They set clear expectations for classroom behaviour.
- They make an effort to involve parents and other community members in creating learning opportunities.
- They try to link new learning to previously mastered skills and knowledge
- They provide regular oral feedback to students which take them closer to achieving learning goals.

Areas for development -

- Using data to determine whether a concept should be taught another way.
- Using interactive technology to give students immediate feedback on their learning.

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.