

2020 Annual Report

Kahibah Public School



3874

Introduction

The Annual Report for 2020 is provided to the community of Kahibah 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 school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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Message from the principal

Despite the obvious challenges that 2020 presented, much has been accomplished at Kahibah Public School throughout the year and this Annual Report provides a summary that allows us to look at the accumulated sum of student achievement, effort and the contributions that staff, students, parents, carers and community members have made to school life in 2020.

Teachers at Kahibah Public School have, as their central concern, the learning and wellbeing of the students. This year emphasized, in a way like never before, the commitment, the professionalism and the flexibility of the staff when teaching and learning was flipped pretty much overnight as they converted their teaching and checking-in on the wellbeing of students to the remote learning model. During both the remote learning model and with teaching and learning returning to the face-to-face mode, I am impressed by the quality of teaching that the staff displayed and by the level of engagement and enthusiasm of the students as they participated in learning activities. I know that our teachers work very hard to engage students in their learning and to build the foundations for lifelong learning and positive relationships. Our teachers are ably supported by the school administrative staff and learning support officers, working together to ensure efficiency and success.

This year, Kahibah Public School experienced a couple of changes in staffing and will see further changes into the new year. We welcomed Miss Olivia Hunt on Stage 2; and Mrs Felice Lane on Stage 1. The following teachers have been working in various roles across the school and will not be teaching in the same capacity in 2020; Mrs Melanie Davies and Mrs Nicole Brady who will both take some leave next year and we look forward to hearing about their travels and new experiences; Miss Carly Kinloch and Mrs Felice Lane who will both be teaching at Elemore Vale PS next year; and Mrs Jodie Nguyen who has been teaching Stage 1. We thank each of them for their valuable contributions, and perhaps we will be able to employ them again in some capacity as future work opportunities become available. We also look to welcoming Mrs Jodie Aguiar onto Kindergarten, Miss Sarah Outteridge and Mrs Natasha Stack onto Stage 1; Miss Jordan Bennett onto Stage 2 and Miss Lauren Brash onto 4/5. 2021 will also see some movement of supervision within the Kahibah PS executive team. Mrs Nadine Tagaroulis will be overseeing Stage 2, while Mrs Bianca Audet will supervise K-2.

We have also welcomed new staff to our SASS team; Mr Mathew Crane has joined our trusty and reliable team of School Learning & Support Officers; while our General Assistant has remained stable; each enriching our school community with their contributions. We also thank Mrs Sally-Anne Linde who has served the school community as the School Chaplain for the last couple of years and wish her well in her future pursuits, as we look to appoint a new School Chaplain in early 2021.

Opportunities for our students to participate in extra curricula activities were modified throughout 2020, yet the school persevered and flexibly adjusted where possible so extra curricula activities could still add a richness and relevance to the learning experiences of the students; including our traditional biennial school musical, which was converted to a dance concert, appropriately named, "Dance Like No One is Watching".

Last year an Outdoor Learning Committee of interested staff, parents and community members was formed to look at

plans to improve the usability of the space behind the Kindergarten classrooms. While the older outdoor classroom was renovated and converted into an Aboriginal Yarning Circle in 2019, the next phase of the project, the construction of an amphitheater was completed this year. Classes have been making good use of this space, taking their learning outdoors into nature for various activities. We thank the P&C for securing the \$100,100 NSW Government Community Grant and the wider Kahibah community for their votes. The school has also acquired 200 small plants which are currently being nurtured with plans to have students assist in the planting in the near future. The DoE Asset Management Unit has informed the school that there are still plans in place for the demountable front office building to be replaced with a permanent admin building, however this project is still in the design phase and the school is awaiting further consultation.

An ongoing mark of our school is the involvement and support of parents, carers and community members. In any other year, a large number of volunteers work regularly across the school and behind the scenes and for the benefit of all. We thank those volunteers who still found creative ways to serve amongst all the restrictions. Today, I would like to acknowledge and congratulate the parents and carers who so ably worked with the staff to maintain continuity in learning for their children when learning from home became the way of life. Despite individual circumstances and the uncertainty that we faced as a wider community, many families juggled their own work schedules and other commitments to work collaboratively with the school to maintain a high level of engagement in teaching and learning for the children. Your efforts and dedication did not go unnoticed. Thank you.

The P&C have once again supported both educational programs and key school initiatives despite restrictions imposed on fundraising throughout the year. They have made significant contributions this year; including financial contributions of; approximately \$15,000 towards canteen improvements; more than \$3,300 towards the annual Athletics and Reading Eggs subscriptions; and a commitment of \$2,000 for the purchase of educational games for classrooms; a commitment of \$4,000 for sporting equipment; and \$280 to support the Breakfast Club. The P&C have also assisted in feeding and clothing the students at Kahibah Public School through employing a canteen supervisor and providing volunteers to work in the canteen and in the uniform shop.

I would also like to acknowledge the Student Leadership team supported by the Student Council who still managed to organise a fundraising event this year for the Australian Animals Affected by Bushfires. The Student Leadership team has fulfilled their responsibilities admirably and I hope that they will continue to pursue opportunities to serve others, because leadership is not a position or a title, rather it is action and example.

Thank you for making this year at Kahibah Public School a successful one and congratulations to the whole school community on not only surviving 2020, but finding ways to thrive.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Honi Faasisila

Principal

School vision

At Kahibah Public School, our vision is for a school community which nurtures respectful relationships and cultivates confident, creative and adaptable lifelong learners.

School context

Kahibah Public School has a current enrolment of 352 students with 14 classes. Kahibah Public School services a variety of students and community members from a mixed socio-economic background with a Family Occupation and Education Index (FOEI) of 61. 4.3% of students identify as Aboriginal and 7.2% of students have English as an additional language or dialect.

A number of programs and strategies have been implemented to target specific outcomes such as Bounce Back, Zones of Regulation, and Language, Literacy & Learning (L3). The teaching staff participate in explicit professional learning in the implementation of a range of literacy and numeracy programs and teaching strategies.

The school is a part of the Whitebridge Community of Schools with cohesive links in partnership across the six primary schools and high school. These links also connect to Minimbah, our local Aboriginal Educational Consultative Group (AECG).

The school works in close partnership with the Whitebridge Community of Schools and the Kahibah Public School P&C to deliver;

- * Quality literacy and numeracy programs;
- * Innovative technologies to meet the needs of future focused learners;
- * Differentiated learning to cater for student's individual needs;
- * Explicit teaching and modelling of the school's core values and the principles of Choice Theory and Restorative Practices; and
- * Inspired programs that embed responsible attitudes and develop active and informed citizens.

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 school plan and annual report. Every five 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 school 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	2020 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

This section of the Annual Report outlines the findings from the self-assessment using the School Excellence Framework (SEF), school achievements and the next steps to be pursued. Time was dedicated at our school to thoroughly examine the school plan and identify the elements of the SEF, which the plan most strongly addressed. Staff reflected on the progress being made across the school as a whole, based on the expectations identified in the SEF. This provides an important overview to ensure our improvement efforts align with these high expectation levels.

In the domain of Learning, our efforts have continued to primarily focus on wellbeing; curriculum; and assessment. At the beginning of the year, teachers participated in a transition session where they were able to share student information with the new class teacher. Individual learning needs have been met through differentiation, Personalised Learning Pathways (PLPs), Individual Education Plans (IEPs) for all identified students, including High Potential and Gifted. Teachers identified students who required support through the stage based 3-tiered approach for Literacy and Numeracy Support. The K-2 and 3-6 fortnightly assemblies continued with a whole school assembly being held once per term but were then put on hold due to COVID-19 restrictions. Values awards continued to be distributed and students

acknowledged in the fortnightly newsletter. The Head and Heart Mindfulness program continued to run across the school. The aim of the program was for students to develop a simple and effective set of strategies that enable them to live their life with a calm mind and happy heart. Towards the end of the year a transition program was put in place for identified students to meet and visit with their next year's teacher. The revised KPS English, HSIE, PDHPE and Science scope and sequences were implemented. Teachers also participated in professional learning based on the new High Potential and Gifted Policy. K-2 teachers continued to embed L3 strategies into their classroom teaching and learning programs. All teachers implemented instructional guided reading using either PM levels (K-2) or Fountas and Pinnell (3-6). Assessment data including Markbook and PLAN2 was used to assist teachers in assessing, grouping students and directing future learning.

Our major focus in the domain of Teaching has been effective classroom practice; professional standards; and learning and development. Teachers continued to embed Visible Learning strategies within their teaching and learning programs. They included; learning intentions, success criteria and feedback. Teachers supported their students to set SMART learning goals which were differentiated to individual student needs. Writing samples were collected by teachers and shared with students, which demonstrated success criteria with a range of A-C writing samples to establish high expectations. The Seesaw app was used as a form of communication with parents and carers to share work samples of their child's learning journey and their learning goals. Parents and carers would view their child's learning activities and be able to like and/or provide feedback. Teachers focused on what works best; evidence-based practices within their teaching practice. Design Thinking teaching strategies were embedded within HSIE and class programs to develop students ability to use a solutions-based approach to solving problems. All staff including School Administrative and Support Staff (SASS) developed an individual Performance and Development Plan (PDP) which was aligned to the Australian Professional Teaching Standards, school strategic directions and personal professional goals. Staff continued to self-enrol in school based teacher professional learning sessions and it was then available on eTAMS. Professional learning was delivered by Lee Englefield in regards to the Mathematics syllabus and ideas were discussed in regards to the KPS K-6 Mathematics scope and sequence that was being reviewed. Jaimie Cook provided staff with STEM professional learning in regards to the Science scope and sequence and teaching and learning programs. Due to COVID-19 restrictions Whitebridge Community of Schools (WCoS) professional learning events and sessions did not go ahead.

In the domain of Leading, our priorities have been to progress in the areas of; educational leadership; school resources; and management practices and processes. Quality Teaching Rounds (QTRs) continued with three professional learning communities being established and one round being conducted due to COVID-19. A problem of practice was identified by each community and was the focus for the QTR. The ICT specialist teacher continued to be employed for half a day per week to support staff and rectify technology issues. Flexible learning furniture pieces were purchased for staff who completed the Flexible Learning by Design professional learning. The External Validation team worked collaboratively to ensure the evidence sets and annotations were included in the submission. The panel met on the 4th of June to present our evidence sets and answer any questions that the panel had. Due to COVID-19 parent and carer workshops were unable to be offered and will hopefully be offered again in 2021. A staff member continued to be employed an additional 3 hours per week to maintain and update the school website. The eFPT budgeting tool continued being used effectively and accurately for both Human Resources and financial planning. Online assessment tools were purchased to monitor students learning and growth. PAT Maths for Years 2-6, PAT Reading for Years 2-6 and eWrite for Years 5 and 6 are online assessments that were purchased to provide teachers with information on individual student learning. Various resources were purchased throughout the year to support Key Learning Area curriculum implementation. K-2 Home Readers were freshened up with a variety of different levelled readers being purchased. The amphitheatre that was funded by the NSW Government through the 'My Community Project' was completed. The Outdoor Learning Area is regularly accessed by classes across the school. The Parent Portal on Sentral was trialled and used for the distribution of students reports. A SAS staff member is also employed an additional three hours per week to support Library administration tasks.

The achievements and identification of the next steps are outlined in the following pages of this report.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education and services in our school.

Strategic Direction 1

Quality Learning - every student, every day

Purpose

Students at Kahibah Public School are engaged in rich learning experiences, developing the vital skills for flourishing - now, to be a successful learner, and in future years to make informed contributions as citizens and leaders.

Improvement Measures

K-6 attendance data remains above the State DoE mean and reflects a 1.5% increase in school based attendance.

K-6, 2015-2017 school mean baseline data is 95.5%, (State DoE mean = 94%); target = 97%.

Tell Them From Me student survey data indicates the school mean for engagement is at or above the NSW norm in 6 of the 9 social/emotional outcomes.

2015-2017 mean baseline data for at or above the NSW norm was 4 out of 9 social/emotional outcomes.

Sentral Wellbeing data reflects a 6% decrease in the occurrence of negative incidents and a 6% increase in the reporting of positive incidents.

Sentral Wellbeing negative incident 2015-2017 mean baseline data is 69.5%; target = 63.5%.

Sentral Wellbeing positive incident 2017 baseline data is 30.5%; target = 36.5%.

School based data reflects a 6% increase in parent / carer attendance at 3 Way Interviews.

2015-2017 baseline data is 85%; target = 91%.

29% increase in K-2 teachers trained in L3 pedagogy.

2015-2017 baseline data is 71%; target = 100%.

A mean of at least 95% of K-2 students achieving at or above age appropriate reading level(K=6, Yr 1=16, Yr 2=24).

K, 2015-2017 mean baseline data is 93%.

Yr 1, 2015-2017 mean baseline data is 86%.

Yr 2, 2015-2017 mean baseline data is 87%.

K-2, 2015-2017 mean baseline mean = 89%.

Increase the proportion of Yr 3 & Yr 5 students in the top two NAPLAN bands for Reading and Numeracy by 8%.

Yr 3 2015-2017 mean baseline data for Reading is 60%; target = 68%.

Yr 3 2015-2017 mean baseline data for Numeracy is 48.3%; target = 56.3%.

Yr 5 2015-2017 mean baseline data for Reading is 41.6%; target = 49.6%.

Yr 5 2015-2017 mean baseline data for Numeracy is 29%; target = 37%.

School Target in line with Premier's Targets:

Attendance is between 87.8% and 92.8% (Baseline 83.5%)

School Target in line with Premier's Targets:

Wellbeing is between 92.5% and 97.5% (Baseline 89.8%)

School Target in line with Premier's Targets:

% of students achieving expected growth in Numeracy is between 57.2% and 62.2% (Baseline 49.5%)

% of students achieving expected growth in Reading is between 69.2% and 74.2% (Baseline 65.8%)

School Target in line with Premier's Targets:

% of students in top 2 bands in Numeracy is between 52.6% and 57.6% (Baseline 47.7%)

% of students in top 2 bands in Reading is between 61.8% and 66.8% (Baseline 56.8%)

Overall summary of progress

The K-2 and 3-6 assemblies were successfully implemented pre COVID-19. In week six of Term 1, assemblies needed to be adjusted to adhere to government regulations. Once regulations eased, a weekly Monday whole school assembly was conducted after lunch to allow teacher messages, reminders and upcoming events to be shared with the students. Core Values awards distributed at stage assemblies pre COVID-19 and then in the classroom. Teachers were able to present the awards and explain the reason for the award to each recipient. Recipient's names are also published in the fortnightly newsletter.

Teachers continued to consult with parents and carers to develop Personalised Learning Pathways (PLPs) for all students who identify as Aboriginal. 100% of parents and carers of Aboriginal students attended scheduled meetings to discuss and devise PLP goals. Individual Education Plans (IEPs) for all identified students with additional learning needs were developed and implemented, after review meetings were conducted with families and the Learning and Support Team. Individual learning goals were identified for each student with adjustments documented. Students across K-6 were identified to participate in High Potential and Gifted (HP&G) programs throughout the year. Students, parents and carers and teachers completed the referral form at the beginning of the year and each term had a particular area of focus. The students who participated in the programs were highly engaged and advanced their skills in each of the learning areas.

K-6 students were identified and supported through the stage based 3-tiered approach for literacy and numeracy. Class teachers and the executive team identified students to participate in the intervention programs with parents and carers being notified. Student progress was tracked and monitored throughout the year. Learning and Support Teachers (LaSTs) and School Learning and Support Officers (SLSOs) timetables and programs aligned with the tiered intervention approach.

Three-Way Interviews were conducted in Term 1 and online due to COVID-19 restrictions. The interviews provided the opportunity for each student to share their learning with their parents or carers, discuss their progress and identify individual learning goals. 97% parents and carers participated in Three-Way Interviews. This opportunity strengthens the home school relationships at the beginning of the year and can have a positive impact on student learning.

Parents, carers and families have been connected to a wide range of community support agencies who assist learning and wellbeing including; Cool Kids, FACS, Samaritans, Muloobinba Aboriginal Corporation, Kids Help Line, SPELD, Early Intervention Placements and Support Services, Occupational Therapists including the Newcastle University Clinic, Speech Therapists, Vision and local Psychological services.

Student transition programs were implemented to support students coming to school for the first time in Kindergarten, going from one grade to another and moving to high school. Kindergarten students starting in 2021 came for one onsite visit due to COVID-19 restrictions and additional visits were offered to some students. The Kindergarten Orientation Information Session was conducted via Zoom with 45 parents joining the meeting. In Term 4, identified students had the opportunity to visit their next year's teacher during the targeted transition program that was implemented. Year 6 transition programs from Whitebridge High School was actioned through Zoom meetings, virtual tours and visits towards the end of the year.

Kindergarten teachers assessed the incoming students using the Best Start Assessment and placed students on the National Literacy and Numeracy Learning Progressions using PLAN2. Reports were shared with parents and carers during week four and teachers also used this data to inform their teaching. The assessment was conducted online and built upon teaching and learning programs that support students in the transition to school. K-2 teachers continued to embed Language, Learning and Literacy (L3) strategies into their classroom teaching and learning programs. Data collection continued to be collected every five weeks and was recorded in Markbook, teachers analysed the data to diagnose inconsistencies and identify areas for further improvement. In 2020, 87% of K-2 students achieved at or above age appropriate reading levels. Year 1 teachers participated in professional learning for the Year 1 Phonics Screening Trial which is a short assessment that tells teachers how students are progressing in phonics. All Year 1 students will be required to complete the mandatory Year 1 Phonics Screening Check from 2021.

The Fountas and Pinnell reading resources were utilised for teaching guided instructional reading to students. Students were benchmarked regularly to monitor their reading skills and progress. Years 3-6 students were mapped on the sub-element of Understanding Texts on PLAN2, which describes how a student becomes increasingly proficient in decoding, using, interacting with, analysing and evaluating texts to build meaning. In 2020, 91% of Years 3-6 students achieved at or above age appropriate reading levels.

At the beginning of the year, teachers reviewed exit data from the previous year on Markbook which is then used to assist teachers in assessing, grouping students and directing future learning. Stage based assessment schedules were designed and implemented for PLAN2 and mapping the sub-elements of Creating Texts and Understanding Texts twice a year. PAT Maths was purchased and implemented for Year 2-6 as an assessment tool and to identify next steps for learning in areas of Mathematics. K-6 teachers participated in regular consistent teacher judgement sessions to view student work samples and discuss student learning. Bands were created for each Stage in English and Mathematics and other Key Learning Areas to support grading of students for reports.

Progress towards achieving improvement measures

Process 1: Wellbeing processes support students to connect, succeed, thrive and learn.

Evaluation	Funds Expended (Resources)
<p>K-6 attendance data remains above the State DoE mean at 95.6%; reflecting a 2.1% increase in school based attendance from the previous year.</p> <p>Tell Them From Me student survey data from 2020 indicates the school mean for engagement is at or above the NSW norm in 3 out of the 9 social/emotional outcomes. They include Participation in extracurricular activities; Positive relationships; and Positive school behaviour.</p> <p>Sentral Wellbeing data reflects a 13% decrease in the occurrence of negative incidents and a 13% increase in the reporting of positive incidents.</p> <p>School based data reflects 97% attendance at 3 Way Interviews which is a 7% increase in parent/carer attendance; this result did exceed the annual 2% target increase.</p>	<p>PLPs & IEPs release (5 days) = \$2,605</p> <p>Values Awards = \$510</p> <p>3-way interview release (7 days) = \$3,647</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Aboriginal background loading (\$1563.00) • Socio-economic background (\$1042.00) • 6300 School Funds (\$510.00) • Socio-economic background (\$3647.00) • NCCD (\$2000.00)

Process 2: An integrated approach to quality teaching, curriculum planning and delivery, and assessment.

Evaluation	Funds Expended (Resources)
<p>100% of K-2 teachers are trained and/or mentored in L3 pedagogy.</p> <p>88% of Kindergarten students achieved a reading level of 6 or above.</p> <p>85% of Year 1 students achieved at or above level 16.</p> <p>89% of Year 2 students achieved at or above reading level 24.</p> <p>Overall, a mean of 87% of K-2 students achieving at or above age appropriate reading level.</p>	

Process 3: Consistent school-wide assessment practices to monitor, plan and report on student learning.

Evaluation	Funds Expended (Resources)
<p>Kahibah Public School continues to work towards consistent school-wide practices for assessment to monitor, plan and report on student learning across the curriculum. Formative assessment is becoming increasingly integrated into teaching practice, confirming the degree to which students have learnt what is taught.</p>	

Next Steps

To ensure processes within Strategic Direction 1 are successfully implemented in 2021, Kahibah Public School will:

- Restructure rosters for assemblies, class meetings and SRC meetings, with clearly defined leadership roles and responsibilities.
- Two teachers to attend Peer Support professional learning and introduce the Peer Support program in Terms 2 and 3. The student leadership team will also participate in Peer Support training.
- Attendance reminders and announcements communicated regularly to school community through school newsletters. Acknowledgement of outstanding or improved attendance through regular letters being sent to families.
- Review social and emotional learning programs for each term.
- Professional learning for setting SMART personalised student goals in literacy and numeracy.
- Implement a Goal Setting Journal for all students. Personal goals to be regularly reflected upon and reported upon each term.
- Literacy and numeracy intervention teachers to monitor identification of students, implementation of programs, assessment of achievement and communication with staff and parents and carers.
- Specialist HP&G teacher employed to monitor identification of students, implementation of programs, assessment of achievement and communication with staff and parents and carers.
- Revitalise the School Community Garden with students involved in hands-on gardening experiences.
- Review of Stage based schedules and assessment tasks. Ensure assessment tasks are structured to support and challenge students.
- Continuous tracking of student progress and achievement on PLAN2 and Markbook.

Strategic Direction 2

Quality Teaching - professionalism and commitment

Purpose

Teachers at Kahibah Public School demonstrate personal responsibility for improving their teaching practice through professional learning, self-reflection and embedding evidence-based strategies into their practice; taking shared responsibility for student improvement; and contributing to a transparent learning culture, including collegial observations.

Improvement Measures

6% increase in the school mean in the Tell Them From Me Student survey data indicating that school staff emphasise academic skills and hold high expectations for all students to succeed.

2015-2017 mean baseline data for student beliefs in regards to school staff emphasising academic skills and holding high expectations for all students to succeed, was 84% (GN = 87%); target 90%.

6% increase in the school mean in the Tell Them From Me Student survey data indicating that classroom instruction is well-organised, with a clear purpose, and with immediate feedback that helps them learn.

2015-2017 mean baseline data for student beliefs in regards to classroom instruction is well-organised, with a clear purpose, and with immediate feedback that helps them learn, was 81% (GN = 82%); target 87%.

90% of staff complete a minimum of 30 hours of registered and 30 hours of non-registered professional learning hours, at a minimum rate of 10 hours of each per year.

3% increase in the 3 year mean of school based professional learning scheduled on MyPL@Edu.

2015-2017 mean baseline data is 92%; target = 95%.

Overall summary of progress

Visible Learning is the result of the research undertaken by John Hattie to understand what provides the most success in learning. It is based on over 800 meta-studies covering more than 80 million students. John Hattie defines Visible Learners as students who can; articulate what they are learning, explain the next steps in their learning, set learning goals, see errors as opportunities for further learning, know what to do when they are stuck and seek feedback. Teachers participated in the Visible Learning Foundation Day with other schools in the Whitebridge Community of Schools and completed self-paced online learning due to COVID-19 on Developing Visible Learners. The executive team attended professional learning on knowing how to be a leader who is an evaluator of impact. From this professional learning teachers have embedded Visible Learning teaching strategies within their teaching practice and learning programs. Teachers have visible learning intentions and success criteria for each lesson which are documented in their programs. Effective feedback is provided to students about their learning and 'where to next?'. Writing work samples were created for each grade to view that demonstrate success criteria with a range of A-C work samples to establish high expectations.

Teachers support students to set SMART learning goals, differentiated to individual student needs. They supported students to self-evaluate their achievement of SMART learning goals and discussing 'where to next?' to enable new learning goals to be created. Seesaw is a platform for families to access their child's journal to view learning goals and work samples. Students can take pictures, draw, record videos, upload files and type notes to capture learning in their journal. Parents and carers can view their child's work and like and/or comment on it. By sharing learning goals and work samples families are engaged in their child's learning and also strengthens positive home-school relationships. Throughout 2020, over 9000 posts of students work samples were added to Seesaw, 3672 comments were made by families on student's work, 6227 likes and over 16000 visits by families.

A focus on the 'What works best: 2020 update' was embedded into professional learning sessions and teachers delivering evidence-based practices within their teaching practice. The 2020 update outlines eight quality teaching practices that are known to support school improvement and enhance the learning outcomes of students. The themes are not an exhaustive list of effective practices, but are a useful framework for teachers and school leaders to consider when deciding how to tackle student improvement. The eight themes identified as likely to make the biggest difference to our students are; high expectations, explicit teaching, effective feedback, use of data to inform practice, assessment, classroom management, wellbeing and collaboration. Explicit teaching methods were used across the school, with highest priority given to evidence-based teaching strategies. Teachers collaborate to share curriculum knowledge, data,

feedback and other information based on student progress and achievement, to inform the evidence-based programs and lessons.

All teaching staff and School Administrative and Support Staff (SASS) planned and created their own individualised Performance and Development Plan which was then shared with their supervisor and reflected upon throughout the year. Staff developed individualised and purposeful learning goals which related to the Australian Teaching Standards, school strategic directions and personal and professional goals. Teachers engaged in professional discussions and collaborated to improve teaching and learning. Observations were conducted in Semester 1 and 2 with feedback provided to the teacher, which improved professional knowledge and practice. All teaching staff are taking personal responsibility for maintaining appropriate levels of accreditation and monitoring their professional learning hours. Teachers recorded professional learning sessions with NSW Education Standards on eTAMS as Teacher Identified Professional Development. 100% of professional learning sessions were created as learning events on MyPL.

Teachers participated in a variety of professional learning that was aligned to the school plan which deepened their knowledge and understanding of curriculum areas and effective teaching practice. Professional learning sessions included; Mathematics syllabus, Additive Strategies, Visible Learning, STEM, High Potential and Gifted Education Policy, strategies for assessment and feedback K-6, becoming, and remaining mathematicians, strategies to support Aboriginal students, dyslexia, What works best: 2020 update, Learning Dispositions, School Excellence in Action: School Vision and Purpose and Smiling Minds. The Whitebridge Community of Schools (WCoS) shared two professional learning experiences in regards to Visible Learning before COVID-19 restrictions were put in place. Further learning opportunities for the WCoS to share professional learning experiences are scheduled for 2021, once COVID-19 restrictions are lifted.

Progress towards achieving improvement measures

Process 1: Explicit teaching methods used, with highest priority given to evidence-based teaching strategies.

Evaluation	Funds Expended (Resources)
86% of Year 4 to 6 students indicated early in the year in the Tell Them From Me Student survey data that school staff emphasise academic skills and hold high expectations for all students to succeed; compared with 85% later in the year. This end of year result is a 2% increase from the 2015-2017 mean baseline. 2020 Tell Them From Me Student survey data did not ask students if classroom instruction is well-organised, with a clear purpose, and with immediate feedback that helps them learn; however the 2019 student survey responses indicated a 5% increase from the 2015-2017 mean baseline.	

Process 2: Staff demonstrate personal responsibility for maintaining and developing their professional standards.

Evaluation	Funds Expended (Resources)
By the end of the year 100% of staff completed a minimum of 60 hours of professional learning as recorded with NESA. Most staff are familiar with entering unregistered professional learning hours and evaluating registered professional learning.	

Process 3: Professional learning aligned with the school plan, and explicit systems for collaboration and feedback to sustain quality teaching practice.

Evaluation	Funds Expended (Resources)
100% of school based professional learning was scheduled on MyPL@Edu; resulting in an 8% increase from the 2015-2017 mean baseline data of 92%.	Funding Sources: • Professional learning (\$21391.00)

Next Steps

To ensure processes within Strategic Direction 2 are successfully implemented in 2021, Kahibah Public School will:

- Embed Visible Learning teaching strategies across Key Learning Areas during daily lessons and evident in teaching and learning programs.
- Review and update Mathematics scope and sequences. Teachers to collaboratively plan in Stage teams, maths

lessons that are aligned to the mathematics scope and sequences.

- Teachers to provide students with work samples of A-C to support the co-creation of learning intentions and success criteria.
- Teachers to use a range of feedback strategies to help students understand their personal Mathematics learning journey with regards to where they are, where they are going and what their next learning steps are.
- Professional learning for teachers to solicit feedback from students about their teaching.
- Continue professional learning delivered by Corwin on Visible Learning with the WCoS.
- Executive team to participate in the Visible Learning Plus Evidence into Action Day 3.
- Professional learning on data concepts and use assessment data to regularly reflect upon student achievements and individual progress.
- LaSTs and COVID Intensive Support Teacher to collaboratively monitor student growth and attainment data on a regular basis.
- Teachers to implement and effectively use interactive and visible data walls.

Strategic Direction 3

Quality Leadership - instructional, transformational and distributed

Purpose

School leaders at Kahibah Public School foster a school-wide culture of high expectations and a shared sense of responsibility for student engagement, learning, wellbeing and success, and strategically plan to ensure operational issues serve the overarching vision of the school community.

Improvement Measures

12% increase in Strongly Agree in the Tell Them From Me teacher survey data indicating school leaders clearly communicate the vision and values for our school.

2017 baseline data for school leaders clearly communicate the vision and values for our school, was 54% Agree and 46% Strongly Agree; target = 58%.

12% increase in Strongly Agree in the Tell Them From Me teacher survey data indicating school leaders are leading improvement and change.

2017 baseline data for school leaders are leading improvement and change, was 54% Agree and 46% Strongly Agree; target = 58%.

Overall summary of progress

Quality Teaching Rounds is high impact professional learning, strongly supported by the Department of Education, based on over 20 years of research by the University of Newcastle and positive feedback from many teachers who have been trained in and participated. Rounds utilise the Department's Quality Teaching Model as the framework for deep engagement in analysis and review of classroom practice. Quality Teaching Rounds involves three or more teachers working together to observe and analyse lessons in each other's classroom. As teachers observe and discuss teaching, they become more aware of their strengths and what they can improve to help their students learn. Quality Teaching Rounds continued to be a focus for our staff, who could opt in to achieve their professional development observation requirements and PDP goals. Teachers had the opportunity to meet and discuss the problem of practice which would be the Quality Teaching Round focus. Three professional learning communities K-2, 3-4 and 5-6 completed two cycles throughout the year.

Once, during a four-year cycle, schools undergo an external validation of the evidence of their school self-assessment. In 2020, Kahibah Public School created an External Validation (EV) team to gather evidence sets, annotate and complete the self-assessment using the School Excellence Framework (SEF). The panel, comprising of a Principal School Leadership (PSL) and a peer principal, met with the school external validation team and determined whether the school's evidence supported their self-assessment using each element of the SEF. An external validation panel report, which included the school-determined next steps in the self-assessment process, and school-determined future directions to support school improvement, was provided to the school following the external validation.

ICT specialist teacher continued to be employed for 3 hours per week for ICT maintenance and mentorship. The ICT specialist teacher organised professional learning for teachers to participate in for Smartboards, The external trainer shared new features and resources to be used during lessons.

The school website provides easy-access, is kept up to date to engage and inform our current parents and carers and prospective families. There are links to many useful sites that are embedded into the website. The website is a true reflection of our school, its purpose, its culture and its focus. A staff member continued to be employed an additional three hours per week to maintain and update the school website, with particular attention to the news features, photo gallery, and permission to publish for students.

Community engagement in student learning through the use of the digital Seesaw platform was evident and teachers participated in training. Unfortunately, due to COVID19 restrictions the parent workshop was unable to go ahead. Executive supported stage teams with the purchase processes and requirements for flexible learning furniture purchases. An innovative learning space; is mobile, flexible, varied and connected, provides students with choice in where and how they learn, can be adapted to accommodate learning modes and technology, provides optimum learning conditions such as temperature, light and acoustics, supports opportunities for students to learn independently and in small and large group and supports collaborative learning and teaching for students and teachers.

The eFPT budgeting tool was used effectively and accurately for both human resources and financial planning.

Throughout the year the budget was regularly reviewed and updated with a finance meeting being conducted once a term. Staffing was also updated as needed within the eFPT budgeting tool.

Resources were strategically used to achieve improved student outcomes and to ensure high quality service delivery. The purchase of PAT Reading for Years 2-6, PAT Maths for Years 2-6 and eWrite for Years 5-6 to be used as assessment tools and monitor individual student growth. There was a stocktake of K-2 Home Readers and \$7000 worth of new readers were purchased for student use. Sound bars were purchased for identified interactive whiteboards and eight laptops were purchased for the STEM lab. Fourteen desktop computers for classrooms to use were also purchased. Planning, construction and completion of the outdoor amphitheatre in the Outdoor Learning Area was a major achievement that is now utilised by the school and community on a regular basis. The NSW Government funded the project after the P&C applied for the funding and received enough community votes. The project was completed within a year and an opening was conducted in 2020. .

Effective administration systems, structures and processes were put in place to ensure the professional effectiveness of the school. A SAS staff member was employed an additional 3 hours per week to support library administration tasks. The Sentral Parent Portal was introduced and parents and carers can access the portal from the school website from any internet browser and it is also available in the form of an app called 'Sentral for Parents'. The Sentral Parent Portal was also trialled for the distribution of students Semester 1 and Semester 2 Reports. The school also migrated across to cloud based Sentral. The Learning Support Team (LST) investigated a method to record student interventions such as SLSO support, LaST assessments and support, tiered intervention support and support from the School Counsellor on Sentral. Learning Support Flags in Sentral are used to record student interventions within Sentral profiles.

Progress towards achieving improvement measures

Process 1: School leadership team models instructional leadership and supports a culture of high expectations and community engagement.

Evaluation	Funds Expended (Resources)
65% strongly agree and 29% of staff agree that school leaders clearly communicate the vision and values of our school. These results reflect a 19% increase from the 2017 baseline data in those who strongly agree.	Funding Sources: <ul style="list-style-type: none"> • 6100 School Organisational Funds (\$70008.00) • 6300 School Funds (\$45000.00)

Process 2: Resources are strategically used to achieve improved student outcomes and high quality service delivery.

Evaluation	Funds Expended (Resources)
Kahibah Public School strategically used resources to achieve improved student outcomes and high quality service delivery.	Funding Sources: <ul style="list-style-type: none"> • 6100 School Organisational Funds (\$9494.00) • 6300 School Funds (\$48221.00) • Socio-economic background (\$14000.00) • Community Grant (\$110100.00)

Process 3: Administrative systems, structures and processes underpin ongoing school improvement and the professional effectiveness of the school.

Evaluation	Funds Expended (Resources)
59% strongly agree and 35% of staff agree that school leaders are leading improvement and change. These results reflect a 13% increase from the 2017 baseline data in those who strongly agree.	Funding Sources: <ul style="list-style-type: none"> • 6100 School Organisational Funds (\$1766.00) • 6300 School Funds (\$30430.00)

Next Steps

To ensure processes within Strategic Direction 3 are successfully implemented in 2021, Kahibah Public School will:

- Continue Quality Teaching Rounds. Staff create QTR teams and meet to plan a problem of practice. Each QTR will be aligned to the Australian Teaching Standards. Two rounds will be conducted throughout the year.

- Continue to employ an ICT specialist teacher for half-a-day per week to maintain ICT equipment and mentor staff. The ICT specialist to maintain the five year cycle to support the updating of technology.
- Continue to pay for subscriptions to support community engagement through Seesaw and online assessments to monitor student growth.
- Continue to add flexible furniture elements into classrooms to further empower students by having some degree of choice and control over where they work and with whom.
- Continue to employ SAS Staff for an additional 3 hours per week to support library administration tasks.
- Continue to employ SAS Staff for an additional day per week to support financial and administration tasks in the front office.
- Stage 3 interactive whiteboards to be investigated and replaced.
- Hall AV upgrade to be investigated and updated.
- Investigate playground improvements with particular consideration to improve the surface of the oval and provide additional shaded seating near the handball courts.
- Survey parents and carers in regards to topics of interest and offer parent workshops.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>PLPs (3 days = \$1,563)</p> <p>Employment of SLSOs (\$9,054)</p> <p>Employment of GaTS teacher $\frac{1}{2}$ day p/week (\$6,419)</p> <p>Educational Resources (\$277)</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Aboriginal background loading (\$17 263.00) 	<p>100% of students who identify as Aboriginal have Personalised Learning Pathways developed in consultation with student, staff and parent/carers. SLSOs work with students who identify as Aboriginal to support them in achieving their personalised learning goals.</p> <p>100% of students who identify as Aboriginal were offered the opportunity to participate in High Potential and Gifted programs, of which 80% took up the offer.</p> <p>Due to Covid-19 restrictions impacting on large gatherings such as assemblies and other special occasions, very few students who identify as Aboriginal were offered an opportunity to present the Acknowledgement of Country during 2020.</p> <p>The outdoor learning space continues to develop, including an Aboriginal perspective. The whole school gathered to participate in a traditional smoking ceremony near the Aboriginal yarning circle. As the profile of Aboriginal education was raised throughout the year, more families at Kahibah Public School came forward to formally identify with the DoE.</p>
English language proficiency	<p>EAL/D teacher $\frac{1}{2}$ day p/week (\$7,366) (1st Sem)</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> English language proficiency (\$7 363.00) 	<p>An EAL/D teacher supported students to meet grade expectations in Literacy and Numeracy. 76% of EAL/D students are performing at or above grade expectations in both Literacy and Numeracy.</p>
Low level adjustment for disability	<p>Employment of SLSOs</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Low level adjustment for disability (\$26 190.00) 	<p>100% of identified students have an Individual Education Plan developed in consultation with student, staff and parents/carers.</p> <p>Kahibah PS employed four SLSOs on staff (and an engaged additional volunteer who was completing Cert IV in Education Support at TAFE NSW) that worked with teachers to support the medical and educational needs of students. This meant that across any given week, all 14 of our classes had access to an additional adult timetabled to be in the classroom, working to meet the individual needs of students.</p>
Quality Teaching, Successful Students (QTSS)	<p>FTE 0.568 staffing entitlement</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$63 224.00) 	<p>The flexible use of the QTSS staffing entitlement resulted in 56% of staff participating in Quality Teaching Rounds to improve teaching practice; use time to collaboratively plan units of work and assessment tasks; work together to assess and analyse student data; and establish mentoring and coaching practices in the school to provide constructive feedback to individual teachers on lesson delivery and classroom management. This resulted in a strengthened collaborative approach.</p>
Socio-economic background	<p>3 Way Interviews (7 days = \$3,647)</p>	<p>Staff at Kahibah PS continued to provide differentiated and personalised learning, with</p>

<p>Socio-economic background</p>	<p>Student Assistance (\$4,091)</p> <p>IEPs (2 days = \$1,042)</p> <p>KLA Resources (\$14,000)</p> <p>Library (\$4,000)</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$26 780.00) 	<p>input from students and families, to meet individual learning needs, including students with learning difficulties and those identified as high potential and gifted. Although 3 Way Interviews were modified in line with Covid-19 guidelines, home school partnerships continue to go from strength to strength as parents and carers attended Zoom or phone interviews; participated in the development of their children's learning plans; and families experiencing financial hardship are provided with support for their children to fully participate in school activities.</p> <p>The school is well resourced across each of the Key Learning Areas and has a well resourced library to support the educational needs of students, with staff having access to up to date technology to support their teaching.</p>
<p>Support for beginning teachers</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Support for beginning teachers (\$5 210.00) 	<p>Mentor sessions focused on programming, assessing and reporting expectations and strategies. These sessions strengthened the beginning teacher's knowledge of; curriculum; effective teaching, assessing and reporting strategies; school systems and processes, resulting in a confident teacher who feels highly supported in fulfilling the roles and responsibilities expected of them. Through the support provided, the beginning teacher attained NESA accreditation at the Proficient Teacher level.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	181	187	196	182
Girls	149	156	155	159

Student attendance profile

School				
Year	2017	2018	2019	2020
K	95.5	95	95.6	95.7
1	95.1	95.6	94.3	96.3
2	95	94.5	93.3	96
3	95	94.3	93.7	95.1
4	93.4	94.6	93.1	95.9
5	95.2	93	92.5	95
6	94.7	94.8	91.8	95.2
All Years	94.9	94.5	93.5	95.6
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous 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. 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.

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)	3
Classroom Teacher(s)	13.77
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.8
School Administration and Support Staff	2.92

*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 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2014-17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Teachers at Kahibah Public School are committed lifelong learners. They regularly attend courses, share their expertise in staff meetings and implement new ideas into their classrooms. The professional learning that they engage in throughout the year, is aligned to school strategic directions, linked to professional development plans and focuses on

teacher learning to improve student outcomes. All teachers attended the equivalent of five Staff Development Days throughout the year and attend fortnightly Teacher Professional Learning (TPL) meetings, as well as courses and conferences at local and regional levels.

In 2020, professional learning continued to focus on fostering quality teaching and leadership to build teacher capacity through focused professional learning and development, that creates a culture in which every staff member is engaged in ongoing, relevant, evidence-based learning and practice.

This included professional learning in; Flexible Learning By Design, Mindfulness, Berry Street - Additive Strategies, Overcoming Struggle & Uncertainty (Dr Adam Fraser), Educator Mindframe and Why It Matters (John Hattie), School Excellence in Action, Developing Visible Learners, High Potential & Gifted Education, STEM, Visible Learning Plus, PDHPE, Mathematics, Assessment & Feedback, External Validation, Strategies to Support Aboriginal Students, Learning Dispositions, Dyslexia, What Works Best 2020 Update, and Smiling Minds.

Additional professional learning included analysing Check-in Assessment data, Consistent Teacher Judgement and Staff Wellbeing.

All staff participated in compliance training that was conducted in CPR and Emergency Care, Anaphylaxis, Asthma, Mandatory Child Protection, Code of Conduct awareness and updates, Private and Secondary Employment, Reporting and Managing Data Breaches, Disability Awareness, school policies, and Workplace Health & Safety.

Approximately \$33,499 was spent on professional learning, equating to an average professional learning expenditure of \$1,675 per teacher and has supported the achievement of school strategic directions which has improved classroom practice across the school.

During 2020, the Quality Teaching, Successful Students (QTSS) initiative provided funding to implement Quality Teaching Rounds throughout the year. Quality Teaching Rounds is a specific form of professional development for teachers that concentrates on what happens in the classroom. There were nine teachers who opted to engage in this process. Three teaching rounds were completed and focused on specific areas of teaching and learning practices.

Leadership opportunities are given in response to staff interest, expertise and professional goals. These staff members readily accept new roles and responsibilities to enhance their knowledge, skills and understanding in various leadership positions.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	379,562
Revenue	3,317,308
Appropriation	3,080,640
Sale of Goods and Services	28,107
Grants and contributions	207,349
Investment income	1,212
Expenses	-3,352,871
Employee related	-2,833,037
Operating expenses	-519,834
Surplus / deficit for the year	-35,562
Closing Balance	344,000

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.

Our school's financial management processes and governance structures successfully meet all financial policy requirements.

\$50,000 is being held in reserve to contribute to playground improvements; \$65,000 is being held in reserve to improve indoor learning spaces through the purchase of flexible learning furniture; \$80,000 is being held in reserve to resurface the school oval; and \$100,000 is being held in reserve to fund the air conditioning and covered walk ways associated with the planned new administration building. Anticipated completion date is January 2022.

Financial summary - Equity loadings

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

	2020 Approved SBA (\$)
Targeted Total	39,922
Equity Total	143,225
Equity - Aboriginal	17,263
Equity - Socio-economic	26,780
Equity - Language	7,363
Equity - Disability	91,820
Base Total	2,529,543
Base - Per Capita	84,417
Base - Location	0
Base - Other	2,445,126
Other Total	286,580
Grand Total	2,999,271

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

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

Parent/caregiver, student, teacher satisfaction

Parents & Caregivers

Parents and caregivers of students attending Kahibah Public School were asked to participate in a Kahibah Public School "Tell them From Me" Parent Survey. 57 people participated from the 222 families of KPS. 67% of respondents had children in Kindergarten - Year 2, while 56% had children in years 3-6.

This survey gathered information about parent's/caregiver's perceptions of several aspects of their children's experiences at home and school. In most instances, parents/caregivers were asked to respond to statements which were scored from 0-10 with 0 indicating strong disagreement, 10 indicating strong agreement and 5 indicating a neutral response. Other questions were rated in terms of the percentage of respondents. A NSW Government Norm (GN) provided a mechanism to compare results across the State. The findings were as follows.

- * Most parents/caregivers feel welcome when they visit the school, giving an average score of 7.7/10. (GN = 7.4/10). They feel they can easily speak with their child's teachers (8.2/10) and that any concerns that they have are listened to (7.6/10).
- * Parents/caregivers feel they are generally well informed at Kahibah Public School giving an average rating of 6.8/10 (GN =6.6/10). Student reports were given a score of 8.2/10 in regards to being written in terms they could understand. Parents agreed they believed that teachers would notify parents immediately if there were concerns about issues with students at school, 6.8/10.
- *92% of parents have talked with a teacher at least twice since the beginning of the year about their child's learning or behaviour and 94%% of parents/caregivers have attended at least one meeting or social function at the school.
- * 15% of parents/caregivers indicated that they are involved in school committees like the P&C. 22% of parents/caregivers assist in the class room, 24% assist with school sport, 26% assist with the canteen and 39% assist in some other way.
- * Parents/caregivers responses to questions regarding their support of their children's learning at home were generally neutral averaging a rating of 6.0/10 (GN =6.3/10). 100% of respondents reported that their children are spending less than an hour each day doing homework.
- * Parents/caregivers satisfaction with the support for learning at Kahibah Public School had an average rating of 7.4/10 (GN = 7.3/10). They agree teachers show an interest in their child's learning (7.7/10), and felt that the teachers take into account their child's needs, abilities and interests (7.0/10).
- * Parents/caregivers agree that Kahibah Public School shows support for positive behaviour with an average rating of 7.8/10 (GN = 7.7/10) and are confident in their teacher's ability to maintain control of their classes (7.5/10).
- *19 % of parents /caregivers identified their child as having a disability or special needs (diagnosed or not). 23% of respondents indicated that their child needed specialist assistance. 65% of these parents/caregivers reported being able to access the assistance they needed.
- * Parents/caregivers agree that their children are safe at Kahibah Public School with an average score of 7.6/10 (GN = 7.4/10). They agree that the school helps prevent bullying and that behaviour issues are dealt with in a timely manner (6.6/10).
- * Parents/caregivers believe that Kahibah Public School is an inclusive school with an average score of 6.9/10 (GN = 6.7/10).
- *Parents/caregivers were generally positive towards the learning from home experience with 62% agreeing or strongly agreeing they had adequate support info, 71% were satisfied with student learning and 89% were satisfied with learning from home resources. The majority of respondents agreed or strongly agreed that there was adequate school support (76%) and school contact (78%).
- * In regards to support for mathematics learning at home, 67% of respondents felt there was adequate resources provided and 82% felt that they could assist their child with their math homework. 89% of parents/caregivers disagreed with the statement that "child performance in maths is not important".
- * Parents/caregivers indicated that they feel the most useful forms of communication between the home and school are formal (58%) and informal meetings (52%). Parents/caregivers indicated that phone calls (31%), emails (27%), and the school reports (31%), were relatively less useful than face to face contact.

* Parents/caregivers indicated that their preferred methods of receiving news about the school are the school newsletter, text messages or emails with over 85% of respondents rating them useful or very useful. 64% rated the school website as useful or very useful.

* Parents/caregivers were generally happy with school facilities with 94% of respondents either agreeing or strongly agreeing the school is well maintained. 86% feel that the physical environment is welcoming and 90% feel that it is easily accessed.

* Educational aspirations are high with 96% of parents/caregivers indicated that they expect their child to finish Year 12, 48% expect their child to go to university, and 30% expect their child to attend TAFE.

Overall parents/caregivers agree that Kahibah Public School makes them feel welcome and well informed, supports learning, encourages positive behaviour and makes their children feel safe and included. 96% of respondents indicated that Kahibah Public School was their first choice of public school and 87% of respondents would recommend Kahibah Public School to other parents.

Students

The Kahibah Public School Student Engagement Survey "Tell Them From Me" was conducted in 2020, with 139 students from Years 4, 5 and 6 completing the survey. A NSW Government Norm (GN) provided a mechanism to compare the KPS results against state-wide responses.

- 93% of students have friends at school they can trust and who encourage them to make positive choices (GN =85%), with 71% of students feeling a positive sense of belonging at the school (GN=81%)
- 91% of students feel they have positive behaviour at school that is appropriate (GN =83%) and 84% of students indicating that they feel proud of their school. However, 21% of the students surveyed feel they were victims of bullying (GN=36%).
- 94% of students feel they value schooling outcomes believing it will have a strong bearing on their future (GN=96%), with 81% of students indicating that they were trying hard to succeed in their learning (GN=88%).
- 94% of students indicated they actively anticipate going to University after completing high school or are open to the idea of university[PF1] after high school.
- 64% of students feel they have high participation in extracurricular activities such as art, drama, music etc. (GN=55%), while 66% of students feel they have high participation in school sport (GN=83%).
- 38% of students feel they have a high skill level and they are challenged in their English and Mathematics work (GN=53%). 33% of students were confident with their work but did not find classes challenging (GN=26%). 23% were not confident with their skills and found English or Mathematics challenging (GN=14%). 6% lacked confidence in their skills and did not feel they were challenged (GN=7%).
- 66% of students are interested and motivated in their learning (GN=78%), although only 27% of students have a positive attitude towards homework (GN=63%)[PF2] This figure likely reflects the percentage of students whose families have opted out of homework.
- The majority of students indicated a positive growth mindset towards their learning, with 84% of students reporting that they consistently try to improve, 79% of students always try their best, 69% of students like challenging goals and 63% of students like to set challenges as part of their learning.

This year highlighted the impact of home learning, notably in the context of the global pandemic. The majority of students indicated a positive experience with home learning, including 91% of students reported having adequate resources for home learning, 77% reported that they felt connected to the school community, and 88% indicated no concerns about their learning while at home.

The students gave high rating scores (scored more than 8 out of 10) to the following drivers of positive student outcomes and learning: (i) positive teacher-student relationships; (ii) effective learning time; (iii) relevant classroom instruction; and (iv) high but realistic staff expectations of student success. Advocacy, meaning students feel they have someone at school that they can rely on consistently for encouragement and advice, was rated at 8.3 out of 10 (GN = 7.7).

92% of Aboriginal students surveyed feel good about their culture when they are at school and 100% feel that their teachers have a good understanding of their culture.

Survey results show that the majority of Stage 2 and Stage 3 students at Kahibah Public School feel they try hard to succeed; value their educational environment; and maintain positive relationships with their peers and their teachers.

Survey results indicate that the majority of students believe that their teachers are responsive to their needs by setting clear goals, telling students what is expected, asking students questions about their learning, correcting their work and providing helpful feedback.

Most students (>90%) agreed that the library, playground and canteen were functional, clean and well looked after. Around a third of the students thought the school would benefit from more shaded/covered areas to shelter under when

the weather is too hot or when it rains.

Teachers

Teachers at Kahibah Public School were asked to participate in a Focus on Learning "Tell Them From Me" Teacher Survey. This survey gathered information about their views, ideas and opinions. Survey results are reported by the Eight Drivers of Student Learning. 17 teachers completed the survey between the 15th September 2020 and 14th October 2020. A NSW Government Norm (GN) provided a mechanism to compare results across the State.

Results according to the Eight Drivers of Student Learning indicated:

- Leadership (GN = 71%): The school Mean for leadership sits at 82%. 94% of teachers believe they work with school leaders to create a safe and orderly school environment. 87% of staff feel that school leaders have supported them during stressful times. 80% of teachers feel they have been provided with useful feedback about their teaching.
- Collaboration (GN= 78%): The school Mean for collaboration is 84% sitting above the Government Norm. 88% of teachers reported they work with other teachers to develop cross curricular or common learning opportunities. 93% of teachers feel they are able to discuss learning problems of particular students with other teachers, and 87% of teachers talk with other teachers about strategies that increase student engagement.
- Learning Culture (GN = 80%): The schools Mean sits above the GN at 85%. 93% of teachers set high expectations for student learning and 90% monitor the progress of individual students. 87% of teachers report to work effectively with students who have behavioural problems.
- Data Informs Practice (GN = 78%): The school Mean for this driver is 84%. 91% of teachers feel that they use assessments to understand where students are having difficulty. 91% of teachers believe they use formal assessment results to inform lesson planning. 87% of teachers report that when students' formal assessment tasks or daily classroom tasks fall to meet expectations, they give the students an opportunity to improve.
- Teaching Strategies (GN=79%): The schools Mean for teaching strategies is 82%. 90% of teachers believe they link new concepts to previously mastered skills and knowledge. 88% feel they use two or more teaching strategies in most lessons. 85% believe they give student feedback to help students achieve their goals. 86% of teachers discuss with students' ways of seeking help that will increase learning.
- Technology (GN = 67%): The schools Mean for technology sits at 76%. 84% of teachers felt they help students use computers or interactive technology for researching. 87% feel that students have opportunities to use computers or other interactive technology for describing relationships among ideas or concepts and 82% of teachers feel they help students to overcome personal barriers to using interactive technology.
- Inclusive School (GN = 82%). The schools Mean for creating an inclusive school is sat above the GN at 85%. 90% of teachers feel they establish clear expectations for classroom behaviour. 90% of teachers strive to understand the learning needs of students with special learning needs and 90% of teachers create opportunities for success for students who are learning at a slower pace.
- Parent Involvement (GN = 68%): The school Mean for parent involvement is at 78%, above the GN. 86% feel that they work with parents to help solve problems interfering with the child's progress. 88% of teachers report they use strategies to engage parents in their child's learning and 81% of teachers state that parents are regularly informed about their child's progress.

The Focus on Learning Teacher Survey reports that Kahibah Public School is above the NSW Government Norm in all Eight Drivers of Student Learning. Teachers feel they are supported by a strong leadership team. This provides the teachers with a culture of safety which in turn, allows them to set clear expectations for all students. Teachers provide the right balance of support to help students achieve their goals and ensure that they work in an inclusive and collaborative environment whilst making the most out of the technological advancements.

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.

In 2020, Kahibah Public School commenced the year with an enrolment of 15 Indigenous students and completed the year with 21 Indigenous students. Each student was supported through the development of a Personalised Learning Pathway, which was created jointly with the student, parents/carers and class teacher/s. This plan was modified throughout the year as individual academic, social and cultural goals were achieved.

NAIDOC week celebrated significant Aboriginal and Torres Strait Islander peoples, with the theme for 2020 being 'Always Was, Always Will Be.' All classes participated in a variety of cultural activities around the school, these included: storytelling; music and singing; Indigenous seasons calendar; Aboriginal astronomy; Aboriginal inventions; Dream time stories; Connecting to Country and places of significance designs; kinship and community narratives; traditional burning; looking at an Indigenous language map; and participating in traditional Indigenous sports.

To kick off our NAIDOC Week celebrations we had Uncle Noel and his son Neville, perform a traditional smoking ceremony for us. The students and staff enjoyed participating in this experience which was performed in our outdoor learning area. After the ceremony students then participated in a range of art and craft activities, storytelling, songs and Indigenous games. It was an important week for us to recognise Australia's rich Aboriginal and Torres Strait Islander culture and history.

All Kahibah PS class teachers were provided with ideas and resources to acknowledge Reconciliation Week, allowing students opportunities to further their knowledge of significant events leading up to Reconciliation. The theme for Reconciliation Week 2020 was 'In This Together'. Aboriginal perspectives were taught and included across Key Learning Areas, particularly History and Geography, as well as across all stages of learning. Kahibah Public School aims to increase the awareness and understanding of Indigenous cultures with students, staff and the school community.

Acknowledgement of Country was included at each school assembly and other school events, encouraging all Indigenous students to prepare their own personal acknowledgement to present. As opportunities became limited for special events throughout the year, less students were afforded an opportunity to present the Acknowledgement of Country.

A staff member attended meetings of the Minimbah AECG, enabling schools and community members to share ideas and establish support networks. AECG meetings allow Aboriginal people to have a voice in their educational future and representatives from secondary school student AECG groups are active participants.

Anti-Racism Policy

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

One staff member is trained as the Anti-Racism Officer and when disrespectful comments are made by students in regards to race, the students are counselled and educated about the impact of inappropriate words and actions can have and how to make more appropriate and respectful choices.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are 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.

Kahibah Public School has a culturally diverse community, with 31 students representing 18 different ethnicities. These cultural backgrounds are celebrated through various whole school initiatives, such as Harmony Day and NAIDOC Week, and as an embedded perspective within lessons taught across all Key Learning Areas. These initiatives and perspectives promote respect, inclusivity and encourage community engagement.