

# 2021 Annual Report

## Kahibah Public School



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# Introduction

The Annual Report for 2021 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 Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

## School contact details

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Kahibah Public School

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## Message from the principal

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Despite the obvious challenges that 2021 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 2021.

Teachers at Kahibah Public School have, as their central concern, the learning and wellbeing of the students. This year emphasized, yet again the commitment, the professionalism and the flexibility of the staff when teaching and learning was flipped again, 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 now with teaching and learning back face-to-face, I am impressed by the quality of teaching that the staff display and by the level of engagement and enthusiasm of the students as they participate 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 Mrs Jodie Aguiar onto Kindergarten followed by Mrs Fiona Nelson, Miss Sarah Outteridge and Mrs Stack onto Stage 1; Mrs Patricia Harcomb followed by Miss Jordie Bennett and Miss Meghan-Jane McCulloch onto Stage 2 and Miss Lauren Brash onto 4/5. The following teachers have been working in various roles across the school and will not be teaching in the same capacity in 2022; Mrs Melanie Davies will take some leave next year and we wish to thank Miss Meghan-Jane McCulloch who has been teaching 3/4S this term. We thank them both for their valuable contributions. We also look to welcoming Miss Alicia Reid and Mr Jack Barham onto Stage 1; and Mr Nick Dimmers onto Stage 2.

2022 will also see some movement of supervision within the Kahibah PS executive team. Mrs Kendy Nicholas will be the Relieving Assistant Principal supervising K-2, while Mrs Bianca Audet will be taking on a role with the NSW DoE state office as a School-Based Literacy Specialist working 4 days per week supporting schools across the state and 1 day per week on site at Kahibah PS.

Our trusty and reliable SASS team of front office staff, School Learning & Support Officers, General Assistant and School Chaplain have remained stable; each enriching our school community with their contributions. Next year the front office will see some staffing changes as our beloved Mrs Loretta Boyle will take some extended leave, thus we will welcome Mrs Jodie Martin to the front office.

Opportunities for our students to participate in extra curricula activities were modified throughout 2021, 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. Star Struck; PSSA sporting opportunities; Debating; Public Speaking; Chess, Gardening, and IT are just some examples of the extra curricula activities that were available to students throughout the year.

This year the school has had an increased focus on Environmental Education and with the support of the Sustainable Schools Grant and the hard work of Ms Suzy Bates; the community garden is flourishing. Some students have had the opportunity to take their learning outdoors into the garden whether it be to construct the wicking beds, learn about irrigation techniques, soil ph, calculating volume and capacity out in the garden, linking their learning to literacy and numeracy outcomes. Classes continue to make good use of our outdoor spaces, taking their learning outdoors into nature for various activities.

The DoE Asset Management Unit has replaced all fluorescent lights across the school with LED lights supporting school environmental initiatives. The school has worked with the P&C to successfully secure funding under the School's Renewable Energy Co-contribution Program (SRECP) to the value of \$45,332. As a co-contribution program this dollar figure will be matched with the school committing \$25,000 and the P&C committing \$20,000 to support the installation of a 99kw solar panel system in a combined effort to reduce the school's carbon footprint.

The DoE Asset Management Unit has informed the school that in preparation for the construction of a new administration building, the current demountable front office building will be removed over the Christmas holidays with excavating anticipated to commence end of January / early February.

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, yet again, 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; \$5,185 towards canteen improvements; more than \$3,200 towards the annual Athletics and Reading Eggs subscriptions; \$4,600 for the purchase of teaching resources; \$550 for sporting equipment; and \$110 to support the Staff Wellbeing; and as already mentioned a commitment of \$20,000 for solar panels. 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. Please join me in thanking the P&C.

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 NSW State Emergency Service. 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 2021 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 to be an innovative learning community, nurturing high expectations and success through positive relationships.

## School context

Kahibah Public School, located in Lake Macquarie, has a current enrolment of 350 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 62. 6.3% of students identify as Aboriginal and 7.1% of students have English as an additional language or dialect. A number of evidence-based programs and strategies have been implemented to achieve specific identified targets in literacy, numeracy and wellbeing. 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 to promote excellence and equity;
- \* 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.

An authentic situational analysis, including consultation with the school community and the AECG, informed identified areas for further development, including; wellbeing, curriculum and assessment in the learning domain; effective classroom practice; data skills and use, and professional standards in the teaching domain; and educational leadership, school resources, and management practices and processes in the leadership domain.



## Self-assessment and school achievement

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

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

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

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

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

### Self-assessment using the School Excellence Framework

Elements	2021 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	Excelling
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Sustaining and Growing
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. Outstanding or improved attendance was acknowledged through letters being sent home to families each term. Attendance reminders and announcements were communicated regularly to the school community through the school newsletter. A restructured roster for assemblies was introduced where K-2 and 3-6 assemblies were held one week, followed by a whole school assembly on a Monday after lunch, under the COLA for the following two weeks. Class meetings and SRC meetings were also rostered for a Monday afternoon to provide students with defined leadership roles and responsibilities. The Head and Heart Mindfulness program continued to run across the school and Smiling

Minds program was explicitly taught. 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. Teachers participated in professional learning for setting SMART personalised student goals in literacy and numeracy. Personal learning goals were regularly reflected upon and reported upon each semester. Literacy and numeracy teachers were employed to monitor identification of students, implementation of programs, assessment of achievement and communicate to staff and parents/carers. The identification processes for High Potential and Gifted students was refined. Differentiation and adjustments were consistently noted in teaching and learning programs for students achieving below grade expectations, EAL/D, HP&G and students with disability.

Our major focus in the domain of Teaching has been effective classroom practice; data skills and use; and professional standards. Teachers focused on explicit teaching, soliciting feedback and visible teaching. They continued to participate in professional learning sessions based on Visible Learning with Corwin and embedded Visible Learning strategies within their teaching and learning programs. They included; learning intentions, success criteria and feedback. They collaboratively planned mathematics lessons aligned to the stage based scope and sequence and provided their students with mathematics work samples to assist with the co-creation of learning intentions and success criteria. Teachers analysed data to teach students at their instructional levels within reading, writing and mathematics. Stage based school assessment data was regularly entered into Sentral Markbook. Stage meetings had two scheduled sessions each term to review and analyse student growth and attainment data. Stage teams also deepened their knowledge and understanding of John Hattie's effect size formula to determine that students are making expected growth in both reading and mathematics. LaSTs and Covid Intensive Support teachers collaboratively monitored students growth and attainment twice per term. 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. Quality Teaching Rounds (QTRs) continued with five professional learning communities being established, a problem of practice being identified and one round being conducted. All teachers participated in Quality Teaching Rounds which utilise the Department's Quality Teaching Model as the framework for deep engagement in analysis and review of classroom practice. QTR is an approach that is compatible with high impact professional learning (HIPL) practice in schools, as required by the department's Professional Learning Policy for Teachers and School Staff.

In the domain of Leading, our priorities have been to progress in the areas of; educational leadership; school resources; and management practices and processes. The Covid Intensive Learning and Support Teacher worked collaboratively with LaSTs to provide personalised learning to identified students K-6. Literacy and numeracy differentiation and intervention was embedded in whole school practices. Impact Coaches attended another professional learning day. In Term 4, Impact Coaches conducted a 'Walkthrough' to support staff in the effective implementation of Visible Learning elements and conduct coaching conversations with staff. Teachers collaboratively developed "I statements" for each of the identified Learning Dispositions and started to create units of work for each. Design Bug began working on initial designs of the characters that will form the imagery on the posters. Continued to maintain our 5 year cycle to support the update of technology across the school to support improved student outcomes and high quality service delivery. Online subscriptions and licenses were purchased to support teaching and learning resources and administration processes. Teachers added another flexible furniture element to their classroom design and to further empower students by having some degree of choice and control over where they work and with whom. Reviewed the modes of home-school communication, analysing the purpose of each tool. Teachers utilised Seesaw to support parent/carer engagement in learning and as a means for students to share their learning with their families. Due to Covid-19 parent/carer workshops were unable to be offered and will hopefully be offered again in 2022. Teachers participated in professional learning on how to access and track the learning support interventions for individual students which are recorded within Sentral. Current sick bay referral processes and first aid procedures were reviewed and clearly documented for staff reference. Investigated staff sign in and sign out procedures and found that Sentral had the capability for teachers to sign in and sign out each day.

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: Student growth and attainment

### Purpose

To achieve measurable student growth and attainment, students at Kahibah Public School develop the learning dispositions to understand their personal learning journey with regards to where they are, where they are going and what their next learning steps are; seeking and acting upon feedback; reflecting on their individual growth and attainment; while developing their social and emotional wellbeing.

### Initiatives

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

- Wellbeing
- Curriculum
- Assessment

### Resources allocated to this strategic direction

**Socio-economic background:** \$25,226.49

**Low level adjustment for disability:** \$93,460.43

**Aboriginal background:** \$12,947.25

**English language proficiency:** \$3,812.00

**Integration funding support:** \$76,575.00

### Summary of progress

Roll marking and attendance monitoring PL was provided to all staff and was included within school induction procedures as new staff arrived. Attendance data was regularly analysed and used to inform planning. This has resulted in whole school and personalised attendance approaches contributing to improved regular attendance rates for most students, including those at risk. Attendance and engagement in learning was closely monitored during the learning from home period with the support staff assigned as wellbeing supports.

The roster for assemblies, Class meetings and SRC meetings, was restructured so that there are two K-2 and two 3-6 assemblies per term, with clearly defined leadership roles and responsibilities. Class meetings have been provided with suggested agenda items, and then student voice from each class is shared at SRC meetings. Assemblies, Class meetings and SRC meetings were rostered at the beginning of Term 3 but were paused during the learning from home period. Two staff members were trained in Peer Support and then provided PL to teachers, outlining the planned implementation strategy of the Peer Support Program. The Peer Support Program will be implemented in 2022.

Wellbeing programs including, Core Values, Head & Heart Mindfulness, and Smiling Minds were explicitly taught to all students throughout the year; and the Zones of Regulation were embedded for individuals and small groups to support self-regulation as needed. The Smiling Minds program was explicitly taught in Term 3. Zones of Regulation was embedded within the roll marking procedures during the learning from home period. A new School Chaplain was employed to support the social and emotional needs of identified students and to work with community groups and volunteers to support an inter-agency approach, supporting students to connect, succeed, thrive and learn. The School Chaplain continued to support the social and emotional needs of identified students and their families, especially during the learning from home period.

A specialist Learning and Support teacher was employed to support individual needs of students with disability. IEPs, PLPs and RMPs were developed in consultation with parents/carers and students for identified students, in consultation with students and families, including 3 Way Interviews. PL was provided to staff for setting SMART+ER personalised student goals in literacy, numeracy and an "other" area of student choice, including staff deciding on a Goal Setting Journal platform ie. Seesaw, to share with parents and carers. Learning progressions and "I statements" were used for student goal setting, monitoring and reflection and recorded on Seesaw to be easily shared with parents and carers. Students have also written reflective comments for both semester one and semester two reports.

Literacy and numeracy intervention teachers were employed to monitor identification of students, implementation of programs, assessment of achievement and communication with staff and parents / carers. Four SLSOs were employed to support the medical and educational needs of the students, including students with disability; and to support the educational, cultural, social and emotional needs of the students who identify as ATSI. A specialist EAL/D teacher was employed to support the language needs of identified students; and a specialist HP&G teacher was employed to refine and monitor the identification processes of students, implementation of programs, assessment of achievement and

communication with staff and parents / carers. PL was provided to teachers in providing appropriately challenging differentiated learning activities for HP&G students and staff were provided with opportunities to share teaching strategies and ideas within Stage meetings. Differentiation and adjustments are consistently noted in T&L programs for students achieving below grade expectations, EAL/D, HP&G and students with disability; including differentiation in delivery of the curriculum during the learning from home period for those unable to access online learning.

Visible teaching strategies are more widely embedded within the teaching of Mathematics across the school. Teachers are skilled at explicit teaching techniques such as questioning and assessing to identify students' learning needs, and use a range of explicit strategies to explain and break down knowledge. Students have been mapped on the National Numeracy Learning Progression each term. Consistent resources were used within Stages, including Mathematics and/or text books, especially during the learning from home period.

An above establishment GA was employed to support Environmental Education through the Sustainable Schools Grant. This GA has been working to revitalise the School Community Garden with students involved in hands-on gardening experiences resulting in a revitalised Community Garden however student and community involvement was limited due to Covid-19 restrictions. New garden beds were installed within the Nature Play area to reduce erosion and 'loose bits' were provided for student play.

Teachers provided explicit and timely feedback to students about their performance against success criteria connected to syllabus outcomes. Feedback PL was provided to support teachers to employ a variety of feedback strategies for formative and summative assessment and teachers have engaged in professional dialogue to share effective strategies within collegial groups. Timely feedback has been a challenge during the learning from home period however, teachers have demonstrated creativity in employing a variety of feedback strategies for formative assessment.

Teachers used online platforms ie. PLAN 2 & Markbook, to continuously track and monitor student progress and achievement. In Stage meetings, teachers regularly focused on assessment data and analysis of data to understand growth and attainment and to inform their teaching. The LaST and Covid Intensive Support teacher worked collaboratively to monitor student growth and attainment data and support classroom teachers to meet the individual learning needs of students.

Stage teams reviewed semester one Stage based assessment schedules and assessment tasks. Assessment schedules and some assessment tools were shared with parents / carers through the newsletter; and tools with students to clearly share success criteria. Stage teams reviewed and adjusted the semester two Stage based assessment schedules and assessment tasks to align with the modified reporting guidelines following the learning from home period.

## Next Steps

To ensure processes with Strategic Direction 1 are successfully implemented in 2022, Kahibah Public School will:

- Maintain a focus on positive student attendance and engagement strategies.
- Provide Peer Support training for student leadership team and introduce Peer Support program.
- Review Student Leadership policy.
- Sustain programs and initiatives to support student social and emotional learning.
- Prepare and familiarise staff with the new K-2 English and Mathematics syllabus for full implementation in 2023.
- Re-visit personalised learning goals in the way they are recorded and shared with families.
- Review of Mathematics scope & sequence K-6.
- Maintain the School Community Garden with students involved in hands-on gardening experiences.
- Review and improve waste management systems and processes.
- Install 90kw solar panel system on A Block.
- Increase focus on assessment data and analysis through engaging specialist literacy teacher to support staff in monitoring growth and achievement.

## 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
Attendance School Target in line with Premier's Targets:  % of students with equal to or > 90% attendance is at or above 85%.	2021 Attendance data indicates 82.3% of students have equal to or > 90% attendance; thus the school is still working towards achieving this target and will give further consideration to strategies to promote increased school attendance.
Wellbeing School Target in line with Premier's Targets:	2021 TTFM Wellbeing data indicates; Advocacy at school; Expectations for success; and Students with a positive sense of belonging is 87%; thus the



2021 TTFM Wellbeing data in; Advocacy at school; Expectations for success; and Students with a positive sense of belonging is at or above 91%.	school is still working towards achieving this target and will give further consideration to wellbeing programs to further promote a positive sense of wellbeing.
Growth School Target in line with Premier's Targets:  % of students achieving expected growth in 2021 NAPLAN Reading is at or above 68%.  % of students achieving expected growth in 2021 NAPLAN Numeracy is at or above 52%.	2021 Growth data indicates 40.0% of students achieved expected growth in 2021 NAPLAN Literacy; thus the school is still working towards achieving this target and will give further consideration to strategies to promote increased growth in Reading for all students.  2021 Growth data indicates 65.1% of students achieved expected growth in 2021 NAPLAN Numeracy; thus the school exceeded the 2021 target.
Attainment School Target in line with Premier's Targets:  % of students in top 2 bands in 2021 NAPLAN Reading is at or above 59%.  % of students in top 2 bands in 2021 NAPLAN Numeracy is at or above 50%.	2021 attainment data indicates 55.2% of students in top 2 bands in 2021 NAPLAN Reading ; thus the school is still working towards achieving this target and will give further consideration to strategies to promote increased attainment in Reading.  2021 Attainment data indicates 44.2% of students in top 2 bands in 2021 NAPLAN Numeracy ; thus the school is still working towards achieving this target and will give further consideration to strategies to promote increased attainment in Numeracy.
A mean of at least 90.7% of K-2 students achieving at or above age appropriate reading level (K=6, Yr 1=16, Yr 2=24).	2021, K-2 reading data indicates a mean of 74% of K-2 students achieving at or above age appropriate reading level; thus the school is still working towards achieving this target and will give further consideration to strategies to promote increased attainment in Reading.
A mean of at least 91.5% of 3-6 students achieving at or above expected grade reading level (Sound /High/ Outstanding).	2021, 3-6 reading data indicates a mean of 88% of 3-6 students achieving at or above expected grade reading level; thus the school is still working towards achieving this target and will give further consideration to strategies to promote increased attainment in Reading.

## Strategic Direction 2: Staff professionalism and collective efficacy

### Purpose

To achieve measurable improvement in staff professionalism and collective efficacy, teachers at Kahibah Public School improve their teaching practice through professional learning, self-reflection and embedding evidence-based strategies into their practice; delivering future-focused, visible teaching and learning programs that are flexible, relevant and dynamic.

### Initiatives

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

- Effective Classroom Practice
- Data Skills and Use
- Professional Standards

### Resources allocated to this strategic direction

### Summary of progress

A combined schools PL session was hosted at Kahibah PS where all teachers participated in the Visible Learning Plus - Impact Series, Feedback that Makes Learning Visible workshop. The executive team implemented the initial VL Action Plan and participated in the Visible Learning Plus Evidence Into Action Day 3, where they reviewed the plan and made some amendments in preparation for a second impact cycle. The executive team shared the amended VL Action Plan with the whole staff to support further implementation of the plan. Teachers participated in an online PL session, Visible Learning Plus - Impact Series, Designing Learning Using Solo Taxonomy to deepen staff knowledge of how students learn. Executive staff and impact coaches supported teachers to employ evidence-based effective teaching strategies into their teaching practice.

Staff used 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. The leadership team has designed a whole school data wall to support the monitoring of student achievement and progress, which will be finalised and made available early in 2022 to guide professional dialogue around the monitoring of student achievement and progress and developing an increase in shared responsibility for all students.

Staff planned math lessons aligned to the current mathematics scope and sequence. While pockets of staff have been co-creating learning intentions and success criteria with students, the learning from home period made this challenging. The whole school scope and sequence is an area of future focus as well as staff providing students with mathematics work samples of A, B and C to support the co-creation of learning intentions and success criteria.

Teachers analyse data to teach students at their instructional levels within Reading, Writing and Mathematics. Teachers work together in Stage meetings to develop consistent teacher judgement. A future focus on Mathematics has been identified. Some teachers use interactive and/or visible data walls within their classrooms to assist students in becoming assessment capable learners. The expectation that if less than 80% demonstrate understanding, teachers consider alternative teaching methods to re-teach concepts, may need further consolidation.

Teachers enter Stage based school assessment data regularly into Sentral Markbook. Stage meetings have had at least two scheduled sessions per term to review and analyse student growth and attainment data. The LaST and Covid Intensive Support teacher work collaboratively to monitor student growth and attainment data and exchange data with the executive team to identify students requiring support and intervention. PL was provided in Term 3 to support staff in becoming more familiar with the tools to use Hattie's effect size formula to determine whether students are making expected growth in both Reading and Mathematics.

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 one and semester two with feedback provided to the teacher, which improved professional knowledge and practice. In 2021, two teachers have successfully completed all the requirements for their current maintenance period through the teacher accreditation process with the NSW Education Standards Authority.

Quality Teaching Rounds (QTRs) were re-introduced to staff. Five teams of four were created across the school where teachers opted into their own cross-stage QTR team and met to plan problem of practice with a focus on one of the Visible Learning Mindframes, with a Mathematics curriculum base focus. Staff completed round one of QTRs in Semester One. "Walkthroughs" conducted by Impact Coaches replaced round two of QTRs, in Semester 2 with a focus on the degree to which learning intentions and co-created success criteria are embedded within each teacher's pedagogical practice.

## Next Steps

To ensure processes with Strategic Direction 2 are successfully implemented in 2022, Kahibah Public School will:

- Continue to engage in Visible Learning Plus PL - Impact Series with WCoS and implement school VL Action Plan.
- Develop student's ability to provide feedback to teachers about their performance against success criteria.
- Teachers employ a variety of feedback strategies for formative and summative assessment.
- Embed SOLO Taxonomy - Surface, Deep & Transfer knowledge within units of work and lessons.
- Triangulate external and internal data sources to inform teaching.
- Teachers use interactive and visible data walls.
- Utilise specialist literacy teacher to analyse and triangulate school-based and non-school based student growth and attainment data.
- Stage teams use Hattie's effect size formula to determine that students are making expected growth in both Reading and Mathematics.
- Continue Quality Teaching Rounds (QTRs).
- Staff continue to participate in the performance and development process.

## 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
<p>Visible Learning Mindframes Survey Report demonstrates an 2% increase in teacher practice reflecting the Visible Learning mind frames, articulated by John Hattie.</p> <p>2021 <i>Dialogue not Monologue</i> mind frame data to reflect 64.2% agree, strongly agree or very strongly agree.</p> <p>2021 <i>Fixed vs Growth</i> mind frame data to reflect 45% disagree or strongly disagree.</p> <p>2021 <i>Focus on Learning</i> mind frame data to reflect 68.7% agree, strongly agree or very strongly agree.</p>	<p>The 2021 Visible Learning Mindframes Survey Report indicates:</p> <p><i>Dialogue not Monologue</i> mind frame data reflects 68% agree, strongly agree or very strongly agree; thus the school achieved the 2021 target.</p> <p><i>Fixed vs Growth</i> mind frame data reflects 47.3% disagree or strongly disagree; thus the school achieved the 2021 target.</p> <p><i>Focus on Learning</i> mind frame data reflects 70.7% agree, strongly agree or very strongly agree; thus the school achieved the 2021 target.</p>
<p>1% increase in the school mean in the Tell Them From Me Teacher survey data indicating that teachers use data to inform their practice.</p> <p>2021 <i>Data Informs Practice</i> data to be 86% or higher.</p>	<p>The 2021 Tell Them From Me Teacher Survey Report indicates <i>Data Informs Practice</i> data is 89%; thus the school achieved the 2021 target.</p>
<p>1% increase in the school mean in the Tell Them From Me Teacher survey data indicating that teachers use effective teaching strategies.</p> <p>2021 <i>Teaching Strategies</i> data to be 87% or higher.</p>	<p>The 2021 Tell Them From Me Teacher Survey Report indicates <i>Teaching Strategies</i> data is 89%; thus the school achieved the 2021 target.</p>

## Strategic Direction 3: School improvement and engagement

### Purpose

School leaders at Kahibah Public School model and maintain a focus on instructional, transformational and distributed leadership; strategic planning and innovative thinking; supporting a culture of high expectations and community engagement, resulting in sustained, measurable whole school continuous improvement.

### 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.

- Educational Leadership
- School Resources
- Management Practices and Processes

### Resources allocated to this strategic direction

**Per capita:** \$40,692.00

**6300 Funds - Flexible Furniture:** \$65,000.00

**6300 Funds - Outdoor Improvements:** \$80,000.00

**Carry Forward:** \$11,676.00

### Summary of progress

A Covid Intensive Support Teacher was engaged in the role in working collaboratively with LaSTs to provide personalised learning to identified students K-6, with literacy & numeracy differentiation and intervention embedded in whole school practices. Literacy & numeracy face-to face in-class differentiation and a small group intervention timetable based on a student needs' analysis was developed and implemented to support identified students across the school. The learning from home period required adjustments to the delivery of the support provided to identified students however, online small group tuition continued and/or students have been submitting recordings of their reading for the Covid Intensive Support Teacher and LaSTs to provide feedback.

Impact Coaches visited Tarro PS, to network with other leadership teams who are further along the VL journey. This inter-school relationship provided mentoring and coaching support to ensure the ongoing development and improvement of Kahibah PS Impact Coaches, who in turn will provide mentoring and coaching support to teachers across the school. Nominated Impact Coaches attended Impact Coach Day 2 training. Based on the current VL Action Plan, the Impact Coaches conducted 'Walkthroughs' in Term 4 to support staff in effective implementation of VL elements and followed-up with coaching conversations with staff.

Staff collaboratively developed "I statements" for each of the identified Learning Dispositions and Design Bug has been contracted to create the characters that will form the imagery on the Learning Disposition posters. Three character proofs were presented to the school community for feedback from students, staff and parents and carers for the final product; Kah-hoot the Owl was determined as the school mascot to be featured on the posters and Budsies has been contracted to create plush toys of Kah-hoot the Owl for each classroom. Teachers have been designing Learning Disposition units of work for staff to begin explicitly teaching in 2022 to create a shared understanding of students becoming creative, collaborative, reflective and persistent learners.

The 5 year cycle to support the updating of IWBs, PCs, Chromebooks, iPads and desktops has been maintained throughout 2021. Online subscriptions and licences to support teaching and learning resources and administration processes, have also been renewed throughout 2021 when due. Some special events have been live streamed for parents/carers who are unable to attend in person. Online subscriptions have proved a valuable resource throughout the year, especially during the learning from home period, including the Athletics subscription extended to include K-2. When learning moved to the home due to the impact of Covid-19 on schools, live streaming shifted from a focus on including parents and carers in school events to engaging students with their learning.

Executive staff supported teachers in the purchase processes and requirements for flexible learning furniture. The delivery arrived during Term 3, as staff anxiously waited to be able to return to site in Term 4 to organise the layout of their classrooms with the new flexible furniture elements. An audit was conducted across the school as to the ongoing flexible furniture needs of each learning space with plans to focus on consistency across classrooms and making improvements to the school library. Consultation on improvements to the outdoor areas is yet to occur as action is limited due to planned major works for a new front office building, which will likely impact the structure of the school grounds. However, Year 6 have indicated that their 2021 gift to the school would be to upgrade the outdoor seating surrounding



the handball courts.

Modes of home / school communication were reviewed and the purpose of each tool was analysed. As such tools were streamlined to minimise duplicates and reduce administrative workload. This resulted in the Skoolbag licence not being renewed and instead the Sentral Parent Portal being utilised more effectively. It was also determined that the Seesaw platform be used school wide to support parent engagement in learning and as a means for students to share their learning with their families. Parents/carers were surveyed re workshop topics of interest; with survey results analysed and aligned to staff expertise for the delivery of workshops. Due to Covid-19 restrictions, some workshops were outsourced to external providers who were able to offer free online webinars to support parents and carers.

Various applications within Sentral were explored by the Learning Support Team and executive team before it was determined to use Student Flags to track the learning support interventions and administrative needs of individual students. PL was provided to staff as to how to access and track the learning support interventions recorded for each student within Sentral using Student Flags. Learning Support staff and the executive team record student interventions such as LST referral, SLSO support, LAST assessments and support, tiered intervention support, HP&G identification, support from School Counsellor, etc. within Sentral Wellbeing / Incidents and LST meeting minutes to support the tracking of students. The data available online proved valuable while staff were mostly working off site due to COVID-19 restrictions.

Current sick bay referral processes and first aid procedures were reviewed and clearly documented for staff reference. Updated procedures were shared with staff. Current administrative processes connected with individual class timetables was reviewed, with new processes actioned to support the timely location of students when not in home classrooms. Staff sign in and sign out procedures via electronic means were investigated with the decision made to use Sentral. It was determined that SCOUT would be used to monitor mandatory compliance training expiration dates for staff and reminders emailed out each term.

### Next Steps

To ensure processes with Strategic Direction 3 are successfully implemented in 2022, Kahibah Public School will:

- Ongoing engagement of Covid Intensive Support Teacher working collaboratively with LaSTs to provide personalised learning.
- Nominated Impact Coaches attend Impact Coach Day 3 training.
- Impact Coaches identify a VL element to support staff in implementation and provide PL for staff.
- Impact Coaches conduct 'Walkthroughs'.
- Staff collaboratively develop units of work for each of the learning dispositions.
- Learning disposition posters and plush toy, Kah-hoot the Owl are created to support the focus on all 4 learning dispositions.
- Maintain 5 year cycle to support the updating of computer resources.
- Form a technology committee to support staff with basic trouble shooting and updates.
- Continue to offer live stream options during special events for parents/carers who are unable to attend in person.
- Upgrade school hall sound system.
- Flexible furniture elements to be added to the school library.
- Investigate playground improvements with particular consideration to improve the surface of the oval and to provide additional shaded seating.
- Reconnect and re-engage parents, carers and families back into school activities and student learning opportunities.
- Annual review meetings consistently implemented for integrated / funded students.
- Adjust administrative processes to adapt to the relocated office space.

### 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
1% increase in the school mean in the Tell Them From Me Parent survey data, indicating a high level of community satisfaction, that parents would recommend the school to others.  2021 <i>Recommend School</i> data to be 93% or higher.	The 2021 Tell Them From Me Parent Survey Report indicates <i>Recommend School</i> data is 88% which is a 1% increase from 2020 data; however the school is still working towards achieving this target and will give further consideration to strategies to promote community satisfaction so that parents would recommend the school to others.
1% increase in the school mean in the	The 2021 Tell Them From Me Teacher Survey Report indicates <i>Leadership</i>

<p>Tell Them From Me Teacher survey data indicating that school leaders drive student learning.</p> <p>2021 <i>Leadership</i> data to be 83% or higher.</p>	<p>data is 82% which is consistent with 2020 data; however the school is still working towards achieving this target and will give further consideration to strategies to support school leaders in driving student learning.</p>
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Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$76,575.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Kahibah Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Curriculum</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• Employment of SLSOs to support the medical and educational needs of the students, including students with disability.</li> <li>• IEPs developed in consultation with parents and students for identified students, including 3 Way Interviews.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Four SLSOs were employed to support the medical and educational needs of the students, including students with disability. IEPs were developed in consultation with parents / carers and students for identified students.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue to employ SLSOs to support the medical and educational needs of the students, including students with disability. Maintain well-developed and evidence-based approaches, programs and assessment processes to identify, regularly monitor and review individual student learning needs. Maintain well-developed and evidence-based approaches so planning for learning continues to be informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers.</p>
<p>Socio-economic background</p> <p>\$29,115.55</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Kahibah Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Curriculum</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Employment of SLSOs to support the medical, educational, cultural, social and emotional needs of the students including students with disability and those who identify as ATSI.</li> <li>• IEPs, PLPs and RMPs developed in consultation with parents / carers and students for identified students, including 3 Way Interviews.</li> <li>• Student assistance offered to families that express financial hardship.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Four SLSOs were employed to support the medical and educational needs of the students, including students with disability; and to support the educational, cultural, social and emotional needs of the students who identify as ATSI. Staff at Kahibah PS continued to provide differentiated and personalised learning, with 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 goals;</p>

<p>Socio-economic background</p> <p>\$29,115.55</p>	<p>and families experiencing financial hardship were provided with support for their children to fully participate in school activities.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>Continue to employ SLSOs to support the medical, educational, cultural, social and emotional needs of the students.</p> <p>Maintain well-developed and evidence-based approaches, programs and assessment processes to identify, regularly monitor and review individual student learning needs.</p> <p>Continue to build school-wide, collective responsibility for student learning and success, which is shared by parents / carers and students.</p> <p>Maintain well-developed and evidence-based approaches so planning for learning continues to be informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers.</p> <p>Continue to offer student assistance to families that express financial hardship.</p>
<p>Aboriginal background</p> <p>\$12,947.25</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Kahibah 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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Curriculum</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Employment of SLSOs to support the educational, cultural, social and emotional needs of the students who identify as ATSI.</li> <li>• Develop PLPs in consultation with parents / carers and students for identified students.</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>Four SLSOs were employed to support the educational, cultural, social and emotional needs of the students who identify as ATSI.</p> <p>100% of students who identify as Aboriginal have Personalised Learning Pathways developed in consultation with student, staff and parent/carers.</p> <p>SLSOs work with students who identify as Aboriginal to support them in achieving their personalised learning goals.</p> <p>Due to Covid-19 restrictions impacting on large gatherings such as assemblies and other special occasions, very few students were offered an opportunity to present the Acknowledgement of Country during 2021.</p> <p>Two staff members attended SistaSpeak and BroSpeak facilitator workshops. The SistaSpeak wellbeing program for WCoS Stage 3 girls was implemented with the aim of encouraging students to focus on education and career pathways and increase student self esteem, strengthen their sense of identity, belonging and cultural connection to the community in which they live. The BroSpeak program is yet to be implemented for the WCoS.</p> <p>The Awabakal Language resource was utilised in pockets across K-6.</p> <p>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 2021 was 'More than a word. Reconciliation takes action'. Aboriginal perspectives were taught and included across Key Learning Areas, particularly History and Geography, as well as across all stages of learning. Students moving into the learning from home model, followed by a change in staffing impacted the implementation of The Indigenous STEM Education Project. Kahibah Public School aims to increase the awareness and understanding of Indigenous cultures with students, staff and the school community.</p> <p>NAIDOC week celebrated significant Aboriginal and Torres Strait Islander peoples, with the theme for 2021 being 'Heal Country'. All classes</p>



<p>Aboriginal background</p> <p>\$12,947.25</p>	<p>participated in a variety of cultural activities around the school in early Term 3.</p> <p>LMCC NAIDOC Week grant was used in semester two to support the growth and development of a school garden incorporating Indigenous plants as identified by local Aboriginal Elders.</p> <p>A staff member attends 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.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>Continue to employ SLSOs to support the educational, cultural, social and emotional needs of the students who identify as ATSI.</p> <p>Maintain well-developed and evidence-based approaches, programs and assessment processes to identify, regularly monitor and review individual student learning needs.</p> <p>Continue to build school-wide, collective responsibility for student learning and success, which is shared by parents and students</p>
<p>English language proficiency</p> <p>\$4,426.57</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Kahibah Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Curriculum</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Employment of specialist EAL/D teacher to support language needs of identified students.</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>A specialist EAL/D teacher was employed to support the language needs of identified students and to meet grade expectations in Literacy and Numeracy. 89% of EAL/D students are performing at or above grade expectations in both Literacy and Numeracy. Differentiation and adjustments were consistently noted in T&amp;L programs for students achieving below grade expectations, including EAL/D students.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>Continue to employ specialist EAL/D teacher to support language needs of identified students.</p> <p>Maintain well-developed and evidence-based approaches, programs and assessment processes to identify, regularly monitor and review individual student learning needs.</p> <p>Continue to build school-wide, collective responsibility for student learning and success</p>
<p>Low level adjustment for disability</p> <p>\$93,460.43</p>	<p>Low level adjustment for disability equity loading provides support for students at Kahibah Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Curriculum</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Employment of SLSOs to support the medical and educational needs of the students, including students with disability.</li> <li>• IEPs developed in consultation with parents and students for identified</li> </ul>

<p>Low level adjustment for disability</p> <p>\$93,460.43</p>	<p>students, including 3 Way interviews.</p> <p><b>The allocation of this funding has resulted in:</b>  100% of identified students have an Individual Education Plan developed in consultation with student, staff and parents/carers.  Kahibah PS employed four SLSOs on staff (and an engaged two additional volunteer who were 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 classes had access to an additional adult timetabled to be in the classroom, working to meet the individual needs of students.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  Continue to employ SLSOs to support the medical and educational needs of the students, including students with disability.  Maintain well-developed and evidence-based approaches, programs and assessment processes to identify, regularly monitor and review individual student learning needs.  Maintain well-developed and evidence-based approaches so planning for learning continues to be informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers.</p>
<p>Literacy and numeracy</p> <p>\$9,882.74</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Kahibah Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Employment of SLSOs to support the literacy and numeracy needs of the students.</li> </ul> <p><b>The allocation of this funding has resulted in:</b>  Kahibah PS employed four SLSOs on staff (and engaged additional volunteers who were completing Cert IV in Education Support at TAFE NSW) who worked with teachers to support the literacy and numeracy needs of students. This meant that across any given week, all 14 classes had access to an additional adult timetabled to be in the classroom, working to meet the individual needs of students.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  The leadership team to continue to deploy volunteers and non-teaching staff to make best use of available expertise to meet the needs of students.</p>
<p>QTSS release</p> <p>\$64,692.09</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Kahibah Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Employment of teacher to support supervisors in creating collaborative practices, to support staff participating in Quality Teaching Rounds (QTRs).</li> <li>• Exec release to work collaboratively and fulfil leadership roles and responsibilities.</li> </ul> <p><b>The allocation of this funding has resulted in:</b>  The flexible use of the QTSS staffing entitlement resulted in 95% of staff</p>

<p>QTSS release</p> <p>\$64,692.09</p>	<p>participating in Round One of the 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. "Walkthroughs" conducted by Impact Coaches replaced round two of QTRs, in Semester 2 with a focus on the degree to which learning intentions and co-created success criteria are embedded within each teacher's pedagogical practice. This resulted in a strengthened collaborative approach.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> The leadership team to maintain a focus on distributed instructional leadership to sustain a culture of effective, evidence-based teaching and ongoing improvement so that every teacher improves their practice and every student makes measurable learning progress and gaps in student achievement decrease. Quality Teaching Rounds and Walk Throughs to be conducted in 2022.</p>
<p>Literacy and numeracy intervention</p> <p>\$47,089.56</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Kahibah Public School who may be at risk of not meeting minimum standards.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Engagement of literacy and numeracy intervention teacher (0.42 FTE) and establishment of role in working collaboratively with LaSTs to provide personalised learning to identified students K-6.</li> <li>• Literacy and numeracy differentiation &amp; intervention embedded in whole school practices.</li> <li>• Develop literacy and numeracy face-to face in-class differentiation and intervention timetable based on student needs analysis. Differentiation and adjustments consistently noted in T&amp;L programs. Continue to review timetable to maximise optimum differentiated learning needs.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> A literacy and numeracy intervention teacher was engaged and the role in working collaboratively with LaSTs to provide personalised learning to identified students K-6 has been established, with literacy and numeracy differentiation and intervention embedded in whole school practices. Literacy and numeracy face-to face in-class differentiation and a small group intervention timetable based on student needs' analysis was developed and implemented to support identified students across the school.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Executive staff to continue to monitor that differentiation and adjustments are consistently noted in T&amp;L programs. While regular review of the LaST and intervention timetables to maximise optimum differentiated learning needs, ensuring the school's staffing is organised and managed to ensure an effective learning environment. The leadership team deploys teaching and non-teaching staff to make best use of available expertise to meet the needs of students.</p>
<p>COVID ILSP</p> <p>\$80,141.51</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 2021.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan</b></p>

<p>COVID ILSP</p> <p>\$80,141.51</p>	<p><b>including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• Engagement of Covid Intensive Support Teacher (0.8 FTE) and establishment of role in working collaboratively with LaSTs to provide personalised learning to identified students K-6.</li> <li>• Literacy and numeracy differentiation and intervention embedded in whole school practices.</li> <li>• Develop literacy and numeracy face-to face in-class differentiation and intervention timetable based on student needs analysis. Differentiation and adjustments consistently noted in T&amp;L programs. Continue to review timetable to maximise optimum differentiated learning needs.</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>A Covid Intensive Support Teacher was engaged and the role in working collaboratively with LaSTs to provide personalised learning to identified students K-6 has been established, with literacy &amp; numeracy differentiation and intervention embedded in whole school practices. Literacy &amp; numeracy face-to face in-class differentiation and a small group intervention timetable based on student needs' analysis was developed and implemented to support identified students across the school.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>Executive staff to continue to monitor that differentiation and adjustments are consistently noted in T&amp;L programs. While regular review of the LaST and intervention timetables to maximise optimum differentiated learning needs, ensuring the school's staffing is organised and managed to ensure an effective learning environment. The leadership team deploys teaching and non-teaching staff to make best use of available expertise to meet the needs of students.</p>
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## Student information

### Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	187	196	182	191
Girls	156	155	159	156

### Student attendance profile

School				
Year	2018	2019	2020	2021
K	95	95.6	95.7	96.5
1	95.6	94.3	96.3	94.1
2	94.5	93.3	96	94.8
3	94.3	93.7	95.1	94.2
4	94.6	93.1	95.9	91.5
5	93	92.5	95	94.3
6	94.8	91.8	95.2	92.8
All Years	94.5	93.5	95.6	94.1
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

### Attendance

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 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 in 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 has 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.

## Management of non-attendance

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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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

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.

In 2021, an additional School Development was included at the start of Term 1 to assist school leaders, teachers and support staff to participate in professional learning and mandatory training.

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 2021, 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. The High Impact Professional Learning model is used to guide a cycle of continuous professional learning for all teachers which is informed by evidence-based practice.

This included professional learning in; Growth vs Fixed Mindset, Seesaw, Feedback that Makes Learning Visible, Designing Using Solo Taxonomy, Quality Teaching Rounds, HP&G Policy and Implementation, Learning Dispositions, Oliver, Assessment and Feedback in Mathematics, SMART+ER Goals Setting and Student Journals, Sustainability, Feedback, Nationally Consistent Collection of Data, John Hattie's Effect Size Tool and Building Teacher Capacity, New K-2 Syllabus Resources, NAPLAN Analysis, Learning Dispositions Units of Work.

Additional professional learning included; High Impact Professional Learning Model, AECG Partnership Agreement 2020-2030, School Success Model, Mindframes Survey Analysis and Visible Learning Action Plan.

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 \$23,553 was spent on professional learning and has supported the achievement of school strategic directions which has improved classroom practice across the school.

During 2021, the Quality Teaching, Successful Students (QTSS) initiative provided funding to implement Quality Teaching Rounds and Walkthroughs throughout the year. Quality Teaching Rounds is a specific form of professional development for teachers that concentrates on what happens in the classroom. All teachers opted in and were part of a professional learning community which focused on specific areas of teaching and learning practices. Impact Coaches have built a strong foundation of knowledge and understanding of John Hattie's research and the principles of Visible Learning and teaching. They have learnt to work collaboratively with school and system leaders in order to establish and implement plans to collect, collate, and analyze evidence to inform the school's Visible Learning action plan. Impact Coaches conducted a 'Walkthrough' during Term 4 with the focus on Learning Intentions and co-created Success criteria.

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 <b>Actual</b> (\$)
<b>Opening Balance</b>	344,000
<b>Revenue</b>	3,351,427
Appropriation	3,239,918
Sale of Goods and Services	26,716
Grants and contributions	74,293
Investment income	501
Other revenue	10,000
<b>Expenses</b>	-3,522,625
Employee related	-3,048,026
Operating expenses	-474,599
<b>Surplus / deficit for the year</b>	-171,198
<b>Closing Balance</b>	172,802

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.

\$40,000 is being held in reserve to contribute to playground improvements; \$80,000 is being held in reserve to resurface the school oval; and \$25,332 is being held in reserve to contribute to the installation of a 99Kw solar panel system.



## Financial summary - Equity loadings

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

	2021 <b>SBAR Adjustments (\$)</b>
<b>Targeted Total</b>	78,487
<b>Equity Total</b>	139,950
Equity - Aboriginal	12,947
Equity - Socio-economic	29,116
Equity - Language	4,427
Equity - Disability	93,460
<b>Base Total</b>	2,561,081
Base - Per Capita	84,062
Base - Location	0
Base - Other	2,477,019
<b>Other Total</b>	326,052
<b>Grand Total</b>	3,105,570

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](https://myschool.edu.au) to access the school data.

## 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. 68 parents/carers participated in the survey out of the 232 families of KPS. 32% of respondents have children in Kindergarten-Year 2, while 56% have children in Years 3-6. The survey was completed between 25th Oct 2021 and 23rd Nov 2021.

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. An 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 8.0/10. (GN = 7.4/10). They feel they can easily speak with their child's teachers (8.6/10) and that any concerns that they have are listened to (8.0/10). Overall satisfaction has increased, and the home-schooling arrangements put into place this year due to Covid-19 may be contributed to the improved two-way communication with parents/caregivers.
- Parents/caregivers feel they are generally well informed at Kahibah Public School giving an average rating of 7.4/10 (above GN = 6.6/10). Student reports were given a score of 8.1 /10 regarding being written in terms they could understand. Parents/caregivers agreed they believed that teachers would notify parents immediately if there were concerns about issues with students at school, 7.8/10.
- 40% of parents/caregivers have talked with a teacher at least twice since the beginning of the year about their child's learning or behaviour and 46% of parents/caregivers have attended at least one meeting or social function at the school.
- 16% of parents/caregivers indicated that they are involved in school committees such as the P&C. Covid-19 has had a huge impact on school voluntary work due to restrictions limiting access for parents and carers onto the school site. This is reflected in the data, with only 6% of parents/caregivers assisting in the classroom once or twice this year, 26% assisted with school sport once or twice this year, 13% assisted with the canteen and 10% assisted in some other way once or twice this year
- Parents/caregivers responses to questions regarding their support of their children's learning at home were generally neutral averaging a rating of 6.3/10 (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 8.1/10 (GN = 7.3/10), this was an increase from 7.4 in 2020. They agree teachers show an interest in their child's learning (8.2/10) and felt that the teachers consider their child's needs, abilities, and interests (7.8/10).
- Parents/caregivers agree that Kahibah Public School shows support for positive behaviour with an average rating of 8.3/10 (GN = 7.7/10) and are confident in their teacher's ability to maintain control of their classes (7.7/10).
- 15% of parents/caregivers identified their child as having a disability or special needs (diagnosed or not). 18% of respondents indicated that their child needed specialist assistance.
- Parents/caregivers agree that their children are safe at Kahibah Public School with an average score of 7.7/10 (GN = 7.4/10). They agree that the school helps prevent bullying and that behaviour issues are dealt with in a timely manner (7.2/10).
- Parents/caregivers believe that Kahibah Public School is an inclusive school with an average score of 7.4/10 (GN = 6.7/10).
- Parents/caregivers were generally positive towards the learning from home experience with 40% agreeing they had adequate support information. 45% strongly agreed there were a good range of learning from home resources. Most respondents agreed (41%) or strongly agreed (44%) that there was adequate school support. Furthermore, it was agreed (46%) there was adequate school contact during home learning experience.
- Regarding support for mathematics learning at home, 51% of respondents agreed there was adequate resources provided and 55% agreed that they could assist their child with their math homework. 31% of parents/caregivers strongly 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 (49%) and informal meetings (56%). This is followed by school reports with 35% or respondents stating they are very useful.
- Parents/caregivers indicated that their preferred methods of receiving news about the school is via a school newsletter with 38% finding them very useful and 49% finding them useful. 43% found text messages to be useful and 52% found emails to be useful. 44% rated the school website as useful.
- Parents/caregivers were generally happy with school facilities with 47% of respondents strongly agreeing the school is well maintained. 49% strongly agree that the physical environment is welcoming and 59% agree that the school has good accessibility.
- Educational aspirations are high with 90% of parents/caregivers indicated that they expect their child to finish Year 12, 55% expect their child to go to university, and 35% expect their child to attend TAFE.

Overall parents and caregivers agree that Kahibah Public School is a safe school that supports inclusion and promotes positive relationships. 2021 has been a turbulent year that has required resilience and perseverance from teachers, children, and their families. The report highlights that families continued to feel connected to teachers and had easy access to resources and support throughout the home learning experience. 99% of respondents indicated that KPS was their first-choice public school. 69% of respondents would recommend KPS to other parents/carers.

## Students

The Kahibah Public School Student Engagement Survey "Tell Them From Me" was conducted in 2021, 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.

- 69% of students have a positive sense of belonging (GN =81%), with 72% of girls and 66% of boys feeling accepted and valued by others at their school.
- 88% of students feel they have positive behaviour at school that is appropriate (GN =83%) and 78% of students indicating that they feel proud of their school. However, 20% of the students surveyed feel they were victims of bullying (GN=36%). Of this 20%, 74% knew where to seek help for themselves or others. Out of a possible score of 10, 6.6 students understand that there are clear rules and expectations for classroom behaviour (GN= 7.2).
- 94% of Aboriginal students feel good about their culture when they are at school however 5% strongly disagreed with this statement. 79% of Aboriginal students agree that their teachers have a good understanding of their culture.
- 60% of students actively anticipate that they will go to University after completing high school, while a further 23% of students have not ruled out the option of university.
- On a scale of 1-10 the school mean for students believing that teachers set clear learning goals, establish expectations, check for understanding and provide feedback was 7.9 (GN= 7.5). A school mean of 8.3 (GN= 8.7) was achieved for expectations of success. Students recognise that school staff emphasise academic skills and hold high expectations for all students to succeed. 70% of students believe they set challenging goals for themselves in their schoolwork and aim to do their best (GN= 79%).
- The school mean for advocacy at school (students feel they have someone at school who consistently provides encouragement and can be turned to for advice) was 8.2 whereas the Government Norm was 7.7.

This year again highlighted the impact of home learning, however the results for the second round of home learning were more encouraging. While the majority of students indicated a positive experience with home learning, 3% of students reported inadequate resources for home learning (9% the previous year), 10% reported that they did not feel connected to the school community (down from 23% the previous year), and 2% felt that they didn't receive adequate feedback.

Students indicated that the school facilities (playground, Library and Canteen) were clean and well looked after however the results for the toilets indicated only 22% of students were in agreement. Around half of the students thought that there isn't enough shaded/covered areas to shelter under when the weather is too hot or when it rains.[PF1]

Survey results show that the majority of Stage 2 and Stage 3 students at Kahibah Public School feel that their classrooms can fit everyone (87%), that everything works (70%) and that they are clean and well looked after (78%).

Survey results indicate that around half the students feel they can pursue their goals to completion, even when faced with obstacles, however girls pushed that mean up with 69% of girls believing it with only 26% of boys scoring in the high range for this measure.

Students were given the statement, "Environmental education is a process that allows students to explore environmental issues, engage in problem solving, and take action to improve the environment. What more can Kahibah PS do to improve the environment? Of the 130 responses:

- 12 indicated that KPS was doing a great job and didn't need to improve the environment.
- 32 made mention of cleaning up litter or adding more bins (general waste, recycling and green waste bins). There was even one suggestion of hiring people to pick up the rubbish!
- 40 suggested more plants, trees, vegetable gardens and or chooks, bees and habitats to encourage more animals in the school.
- 5 mentioned cleaning up the toilet blocks
- 4 mentioned solar panels.
- 3 mentioned more shaded/sheltered areas for when it is hot or 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. 12 respondents completed the Teacher Survey between 25 Oct 2021 and 24 Nov 2021. 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%. 85% of teachers believe they work with

school leaders to create a safe and orderly school environment. 90% of staff feel that school leaders have supported them during stressful times. 69% of teachers indicate that leaders have taken the time to observe their teaching.

- Collaboration (GN= 78%): The school Mean for collaboration is 87% sitting above the Government Norm. 86% of teachers reported they work with other teachers to develop cross curricular or common learning opportunities. 96% of teachers feel they are able to discuss learning problems of particular students with other teachers, and 92% of teachers talk with other teachers about strategies that increase student engagement.
- Learning Culture (GN = 80%): The schools Mean sits above the GN at 90%. 94% of teachers set high expectations for student learning and 94% monitor the progress of individual students. 90% of teachers report to work effectively with students who have behavioural problems.
- Data Informs Practice (GN = 78%): The school Mean for this driver is 89%. 92% of teachers feel that they use assessments to understand where students are having difficulty. 92% of teachers believe they use formal assessment results to inform lesson planning. 86% of teachers report that when students' formal assessment tasks or daily classroom tasks fail to meet expectations, they give the students an opportunity to improve.
- Teaching Strategies (GN=79%): The schools Mean for teaching strategies is 89%. 92% 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. 88% believe they give student feedback to help students achieve their goals. 89% of teachers discuss with students' ways of seeking help that will increase learning.
- Technology (GN = 67%): The school's Mean for technology sits at 83%. 93% of teachers felt they help students use computers or interactive technology for researching. 85% feel that students have opportunities to use computers or other interactive technology for describing relationships among ideas or concepts and 86% 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 89%. 94% of teachers feel they establish clear expectations for classroom behaviour. 94% of teachers strive to understand the learning needs of students with special learning needs and 86% 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 84%, above the GN. 90% feel that they work with parents to help solve problems interfering with the child's progress. 83% of teachers report they use strategies to engage parents in their child's learning and 79% 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

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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.

## Aboriginal Education - School statement

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In 2021, Kahibah Public School commenced the year with an enrolment of 22 Indigenous students. Each student was supported through the development of a Personalised Learning Pathway (PLP), which was created jointly with the student, parents and carers and their class teacher. There was a PLP meeting held each semester to review and update individual academic, social and cultural goals.

NAIDOC week celebrated significant Aboriginal and Torres Strait Islander peoples, with the theme for 2021 being 'Heal Country!'. Students wore the colours of the Aboriginal or Torres Strait Islander flags, there were rotational cultural activities that were delivered by the teachers, that each class participated in. There was a range of art and craft activities, storytelling, songs, dancing and Indigenous games. It was an important week for us to recognise Australia's rich Aboriginal and Torres Strait Islander culture and history. There was also a whole school picnic lunch on the oval.

The Lake Macquarie City Council NAIDOC Week grant was used in Semester 2 to support the growth and development of an Awabakal garden incorporating Indigenous plants from this area which were identified by local Aboriginal Elders. Aboriginal students assisted with the planting process.

All Kahibah Public School 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 2021 was 'Be Brave. Make Change'. 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.

Two teachers were trained in SistaSpeak and BroSpeak. This is a 10-week program for Aboriginal students (SistaSpeak for girls, BroSpeak for boys) across the Whitebridge Community of Schools (WCoS) which was scheduled over two days. The programs consist of guest presenters coming in and talking about various social issues impacting Aboriginal students lives, goal setting as well as teaching them about their culture.

Aboriginal students also attended a 'WCoS Aboriginal Education' workshop day at Whitebridge High School. They participated in a variety of Awabakal cultural activities and all students commented on how much they enjoyed the day. The school has nominated students to participate in the 'Fernleigh Awabakal Share Track' project which will commence in 2022. They will assist with creating a artworks along the route that express connection to Country and the area's cultural significance.

Acknowledgement of Country continued to be 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.

Staff members 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

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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.

### **Anti-Racism - School statement**

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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**

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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.

### **Multicultural and anti-racism education - School Statement**

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Kahibah Public School has a culturally diverse community, with 25 students representing 15 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.