

2022 Annual Report

Kahibah Public School



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Introduction

The Annual Report for 2022 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.

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Message from the principal

Much has been accomplished at Kahibah Public School throughout 2022 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 2022.

Teachers at Kahibah Public School have, as their central concern, the learning and wellbeing of the students. As I move around classrooms I am always 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 Ms Caitlin Munday as the STEM teacher, Mr Nick Dimmers onto Stage 2; Mr Jack Barham onto Year 1 and; Miss Elizabeth Haynes onto Year 2.

The following teachers have been working in various roles across the school and will not be teaching in the same capacity in 2023; Mr Jack Barham - we thank Jack for his valuable contributions this year and perhaps we will be able to employ him again in some capacity as future work opportunities become available. Mrs Beth Filipo who has been teaching across the school for many years, has accepted a role with the University of Newcastle as a Quality Teaching Advisor and will take a couple of years leave to do so. Next year, we look to welcoming Mrs Megan Herdman onto the 2/3 class; Mrs class Alison Loreda onto the 4/5 and; Mrs Clare Smith as an APC&I who will support staff with the implementation of the new K-2 syllabuses.

2022 saw us also welcome new members of staff into our SASS team; Mrs Jodie Martin has been with us this year in the front office and will continue into next year; Mrs Tracey Richardson and Mrs Maria Tsavaris joined our trusty and reliable team of School Support Officers and Mrs Rebecca Arthur took on the role of School Chaplain; each enriching our school community with their contributions.

2023 will also see some movement of supervision within the Kahibah PS executive team. Mrs Kendy Nicholas will be continuing as the Relieving Assistant Principal supervising K-2, while Mrs Bianca Audet continues her role with the NSW DoE state office as a School-Based Literacy Specialist; Mrs Nadine Tagaroulis will step up as the Acting Principal at the beginning of 2023 as I will finish in my role as Principal of Kahibah PS at the end of this year. I have been appointed the new Principal of Warnervale PS on the Central Coast to commence Term 1, 2023.

After more than 8 years as the Principal at Kahibah PS, my time has come to a close. I have accepted the position of Principal at a school closer to home and as is often the case, career moves are driven by personal and family circumstances, so it is with my family in mind that this change occurs. I leave the school in the very capable hands of Mrs Tagaroulis and know that she will continue to move the school forward in the interim before a new principal is appointed early to mid-2023.

Opportunities for our students to participate in extra curricula activities picked up throughout 2022. Extra curricula activities add a richness and a relevance to the work that students do at school. In almost every extra curricula activity for our students, communication, critical thinking, creativity and collaboration are key components to the success of the program. These are known as the 4 C's of Education and are becoming ever more important skills for our students as we support them in striving for excellence. The whole school musical; Band; Choir; Guitar groups; Dance groups; Aerobics; 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 a continued focus on Environmental Education and with 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, harvesting the abundance of produce and selling the fresh food at the occasional market stall at the school gate. Classes continue to make good use of our outdoor spaces, taking their learning outdoors into nature for various activities.

The DoE Asset Management Unit removed the demountable front office building last Christmas and has begun the preliminary ground work in preparation for the construction of the new front office building. It is anticipated that the new building will be completed mid-2023.

An ongoing mark of our school is the involvement and support of parents, carers and community members. A large number of volunteers work regularly in classrooms, assist at fundraising events, work in the uniform shop and canteen, assisting parents during kindergarten transition and contribute to the maintenance of our gardens; these are things that we cannot do without the assistance of our community. Many others contribute through the P&C; often where the work of our volunteers is behind the scenes and for the benefit of all.

The P&C have supported both educational programs and key school initiatives through multiple fundraising events throughout the year. They have made significant contributions this year; including financial contributions of; \$150 to support students competing at state level in sport and the arts; \$400 for the purchase of a printer for the canteen; more than \$4,400 towards the annual Athletics and Reading Eggs subscriptions; \$20,000 to support the installation of a 99kw solar panel system and; most recently the P&C raised \$10,405 as a result of the very successful Colour Run. I have it on good authority that the Colour Run prizes will be at school on Monday for the students to take home. The P&C have also assisted in feeding and clothing the students at Kahibah Public School through employing a canteen supervisor and providing volunteers to work in the canteen and in the uniform shop.

I would also like to acknowledge the Student Leadership team supported by the Student Council who still managed to organise a fundraising event this year, for The Mark Hughes Foundation donating \$436. 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 an outstanding year.

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 Education 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	2022 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

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: \$20,020.00

Integration funding support: \$85,551.00

Aboriginal background: \$20,449.10

English language proficiency: \$5,786.22

Low level adjustment for disability: \$95,142.23

Literacy and numeracy intervention: \$48,266.82

Summary of progress

Staff became familiar with the Inclusive Education Reform Schools policies, framework and procedures and reviewed existing school wide processes and documents to ensure compliance with the Inclusive Education Policy for students with disability. In line with the new Student Behaviour Policy and Procedures, the school reviewed record keeping processes and updated, as necessary, to adequately reflect time frames introduced for formal cautions, suspensions and appeals. School letters were also updated to reflect the new policy and procedures. Upon familiarisation with the Restrictive Practices Framework and Restrictive Practices Reduction and Elimination Policy and Procedures, the school identified that it didn't have any prohibited practices however, staff were aware of obligations to report prohibited practice should they identify any. Record keeping processes were also reviewed and updated to make sure if and when the use of restrictive practices was to be a preferred strategy, parent/carer consent would be sought and documented. Through a consultative process a new School Behaviour Support and Management Plan was documented and is ready for implementation in 2023.

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. Outstanding attendance was monitored each semester with improved attendance recognised in second semester. Letters were sent to families and attendance reminders and announcements were communicated regularly to school community through school newsletter each fortnight.

The roster for assemblies, class meetings and SRC meetings, was restructured so that each term begins with a whole school assembly, then a three-weekly rotation occurs between Class meetings, SRC meetings and K-2/3-6 assemblies, 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. Year 6 students were trained as Peer Support leaders, with teachers forming mixed K-5 groups, with the program implemented in Term 2.

Wellbeing programs including, Core Values, Calm Hearts 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. 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. Kids Matter mental health information sheets, with a focus on early intervention for students experiencing mental health difficulties were shared regularly through school newsletters to support families whose children might be experiencing challenges related to mental health.

All teaching staff were provided with PL to prepare and familiarise them with the new K-2 English and Mathematics syllabuses for full implementation in 2023. The K-2 Assistant Principal, with some K-2 staff, visited Accelerated Adopter

Schools to become more fully informed of the changes and implications to current practice at Kahibah PS. Curriculum Reform Release funds supported the K-2 team in utilising planning days to dive deeper into the new K-2 English and Mathematics syllabuses to consider scope and sequences, content, teaching strategies, resources, and assessment tools. Collaborative planning is underway and resources have been ordered.

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 personalised student goals in literacy, numeracy and an "other" area of student choice, including staff deciding on a common method of displaying the learning goals and sharing them 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. Five SSOs 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 Aboriginal and/or Torres Strait Islander. A specialist EAL/D teacher was employed to support the language needs of identified students; and a specialist HP&G teacher was employed to implement the refined identification processes of students, implementation of programs, assessment of achievement and communication with staff and parents/carers. Support was provided to individual teachers in providing appropriately challenging differentiated learning activities for HP&G students. Differentiation and adjustments are consistently noted in T&L programs for students achieving below grade expectations, EAL/D, HP&G and students with disability.

K-2 staff familiarised themselves with the new Mathematics scope and sequence provided by the NSW Department of Education, aligned to the new Mathematics syllabus and reviewed the associated units of work to determine resourcing for 2023. 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 Mathletics and/or text books.

An above establishment General Assistant was employed to support Environmental Education to maintain the momentum from the 2021 Sustainable Schools Grant. This GA has been working to sustain the revitalised School Community Garden with students involved in hands-on gardening experiences resulting in a thriving Community Garden and the establishment of a Garden Club where students assist in caring for the garden, harvesting the ripened produce and then selling the fruit and vegetables at a regular garden stall at the school gate where families enjoy purchasing the fresh produce. General waste rubbish bins in the playground are to be replaced with colour coded bins to assist students in sorting their rubbish, including recycling and composting. The 90kw solar panel system is yet to be installed on A Block.

Teachers used online platforms ie. PLAN 2 and 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, and teachers mapped students on the whole school data wall for Understanding Texts. Stage teams collaboratively monitored and reviewed progress on the whole school data wall. 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. A School-based Literacy specialist teacher supported the executive in analysing assessment data including internal and external data sources to monitor growth and achievement.

Stage teams reviewed 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 differentiated success criteria. A School-Based Literacy specialist teacher supported the executive in identifying and implementing appropriate targeted assessment tools to track and monitor student growth and achievement, particularly aligned to the new K-2 English syllabus.

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:	2022 Attendance data indicates 75.2% 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 is between 87.8% and 92.8% (Baseline 83.5%)	attendance.
% of students achieving expected growth in 2022 NAPLAN Numeracy is at or above 54.5%.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
Wellbeing School Target in line with Premier's Targets: Wellbeing is between 92.5% and 97.5% (Baseline 89.8%)	2022 TTFM Wellbeing data indicates; Advocacy at school; Expectations for success; and Students with a positive sense of belonging is 86.2%; thus the 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 2022 NAPLAN Reading is at or above 70%.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
Attainment School Target in line with Premier's Targets: % of students in top 2 bands in Reading is between 61.8% and 66.8% (Baseline 56.8%)	2022 attainment data indicates 59.4% of students in top 2 bands in 2022 NAPLAN Reading; thus the school did not quite achieve this target and will give further consideration to strategies to promote increased attainment in Reading.
% of students in top 2 bands in Numeracy is between 52.6% and 57.6% (Baseline 47.7%)	2022 Attainment data indicates 53.1% of students in top 2 bands in 2022 NAPLAN Numeracy; thus the school has achieved this target and will continue to embed strong practices and strategies to promote ongoing attainment in Numeracy.
A mean of at least 91.2% of K-2 students achieving at or above age appropriate reading level (K=6, Yr 1=16, Yr 2=24).	2022, K-2 reading data indicates a mean of 81% 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 92% of 3-6 students achieving at or above expected grade reading level (Sound /High/ Outstanding).	2022, 3-6 reading data indicates a mean of 90% 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

Staff participated in a combined WCoS PL session in the Visible Learning Plus - Impact Series, How Students Learn: High Impact strategies to Maximise Student Learning. The executive team implemented the VL Action Plan and participated in the Visible Learning Plus Leadership Into Action Day, where they shared the plan and progression with other schools. Teachers planned and explicitly taught lessons related the identified Learner Dispositions to build students' capacity as learners and a common language across the school. Staff participated in a PL session, Visible Learning Plus - Impact Series, Mindframes for Educators where teachers focused on thinking and acting evaluatively and the mindframes that underpin teaching practice. The Mindframes and the DIIE impact model are being used as frameworks for thinking and acting evaluatively with a focus on "Knowing thy Impact".

Students use a range of feedback strategies to inform the teacher about their ability to meet the success criteria for lessons. Teachers have utilised student feedback to adjust what they are doing to make teaching more effective. Teachers use feedback questions, the three feedback levels, strategies for giving and receiving feedback and use feedback to monitor and interpret learning and teaching. Feedback on formative and summative assessments has ensured students reflect on the progress they make and identify gaps in their learning. Implementing feedback strategies assisted students in understanding their personal English and Mathematics learning journey with regards to where they are, where they are going and what their next learning steps are.

Teachers have implemented explicit teaching practices where they clearly explain to students why they are learning something, how it connects to what they already know, what students are expected to do, how to do it and what it looks like when they have succeeded. Teachers have worked in stage teams to embed SOLO verbs to write learning intentions for achievement objectives and achievement standards for a particular unit of work. Teachers have identified effective strategies and success criteria to support these learning intentions. Students have developed their understanding of SOLO verbs and how they can build on each level (i.e bringing ideas, connecting ideas and extending ideas into new contexts). Teachers attended a Staff Development Day on How Students Learn: High Impact Strategies to Maximise Student Learning which provided them with a toolbox of high-impact strategies to support students in the skill, the will, and the thrill of their learning, so they can move from surface, deep to transfer. Teachers also developed their understanding of the key ideas underpinning the Model of Learning and how to apply learning strategies that are useful for the input/output phase of the model.

Teachers understand, develop and apply a range of assessment strategies in determining teaching directions, monitoring and assessing student progress and achievement. They take the time to reflect on teaching effectiveness and promote consistent and comparable judgement of student learning. Students are taught at instructional levels within Reading, Writing and Mathematics. The leadership team has designed a whole school data wall focusing on 'Understanding Texts' to support the monitoring of student achievement and progress, which was made available in early 2022. The data wall guides professional dialogue around the monitoring of student achievement and progress, as well as developing an increase in shared responsibility for all students. Teachers participated in a professional learning session 'Using data as an aid to provide targeted teaching and learning experiences for students where they considered the types of data available in the school, and using in-school data to plan targeted activities to maximise student learning.

Teachers enter Stage based school assessment data regularly into Sentral Markbook and analyse external data to generate powerful evidence to assess performance and improve practice. Reporting on school performance is based on valid, and reliable data and analysis. 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.

Quality Teaching Rounds (QTRs) involved teachers in a specific form of school-based professional development, which brought together the strengths of professional learning communities, instructional rounds and the Quality Teaching model. QTRs were conducted in Term 3. Five teams of four were created across the school where teachers opted into their own cross-stage QTR team and met to plan a problem of practice with a particular focus. All teachers were active participants and found the process to be effective during each half-day QTR. The effectiveness of the QTRs process was the consistent use of the Quality Teaching Classroom Practice Guide to support the processes of individual coding and whole group discussion.

Due to the Performance and Development cycle changes for 2022, the PDP planning time was extended to provide more time and space for reflection, as well as the number of required activities in each PDP being reduced. These amendments supported all school staff, both teaching and non-teaching, as well as non-school-based teaching staff. 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 2-3 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. One observation of practice was conducted with feedback provided to the teacher, which improved professional knowledge and practice. The mid-year review was incorporated into the Term 4 annual review. In 2022, 15 teachers successfully completed the requirements for their current maintenance period at proficient teacher level with the NSW Education Standards Authority.

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>2022 <i>Dialogue not Monologue</i> mind frame data to reflect 66.2% agree, strongly agree or very strongly agree.</p> <p>2022 <i>Fixed vs Growth</i> mind frame data to reflect 47% disagree or strongly disagree.</p> <p>2022 <i>Focus on Learning</i> mind frame data to reflect 70.7% agree, strongly agree or very strongly agree.</p>	<p>The 2022 Visible Learning Mindframes Survey Report indicates:</p> <p>Dialogue not Monologue mind frame data reflects 67.6% agree, strongly agree or very strongly agree; thus the school achieved the 2022 target.</p> <p>Fixed vs Growth mind frame data reflects 43.6% disagree or strongly disagree; thus the school did not achieve the 2022 target, requiring an ongoing focus on Fixed vs Growth mindset.</p> <p>Focus on Learning mind frame data reflects 77% agree, strongly agree or very strongly agree; thus the school achieved the 2022 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>2022 <i>Data Informs Practice</i> data to be 87% or higher.</p>	<p>The 2022 Tell Them From Me Teacher Survey Report indicates Data Informs Practice data is 88%; thus the school achieved the 2022 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>2022 <i>Teaching Strategies</i> data to be 88% or higher.</p>	<p>The 2022 Tell Them From Me Teacher Survey Report indicates Teaching Strategies data is 87%; thus the school did not quite achieve the 2022 target, requiring a focus on teachers being able to identify unproductive learning strategies.</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

Carry Forward: \$13,009.00

Summary of progress

A Covid Intensive Learning Support Teacher was engaged in the role in working collaboratively with LaSTs to provide personalised learning to identified students K-6, 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 a student needs analysis was developed and implemented to support identified students across the school. Student groups for the intervention programs were documented on PLAN2 and a selection of students participated in the COVID ILSP evaluation survey to help understand the experience of students who participated in COVID ILSP in 2022. The LaSTs held termly meetings to discuss assessment data, student progress and concerns if student learning hadn't progressed. The impact of Covid cases across the school during the year impacted on the consistency of the programs being delivered due to students being away and inability to secure casual teachers. Teachers continue to note differentiation and adjustments in their T&L programs.

Walk throughs were conducted by Impact Coaches in Term 3 with a focus on feedback. The components of an Open-to-Learning Conversation were incorporated into the professional learning conversations after the Walkthroughs were completed. Impact Coaches participated in Impact Coach Day 3 professional learning where they further developed their knowledge, confidence, and skills to be able to be a successful impact coach at Kahibah Public School. Impact Coaches are key in building teacher and leader capacity of Visible Learning knowledge and practices.

This year teachers across stages focused on one of the Learning Dispositions (i.e creative, collaborative, reflective and persistent) to collaboratively create a 5-week unit of work to develop students knowledge and understanding of each disposition. The Learning Dispositions lessons were delivered during Term 2 and Term 3. Learning Disposition posters are visible in all classrooms across the school and each class has a Kah-hoot, the owl plush toy.

The 5-year cycle to support the updating of IWBs, PCs, Chromebooks, iPads and desktops has been reviewed with a modified odd and even year ICT Cycle proposed. A technology committee was formed with a staff member from each Stage to support their team with basic trouble shooting and updates. A few special events were live streamed for parents/carers who are unable to attend in person, however, as confidence increased with more parents and carers attending in person, this faded as the year continued. Online subscriptions and licenses to support teaching and learning resources and administration processes, have been renewed throughout 2022 when due. The computer lab laptops were decommissioned instead to be used as a mobile hub in the library and teachers to book the laptops to support lessons. The school hall sound system was upgraded in Term 3, to ensure the whole school musical was able to be performed with high quality audio and continues to benefit assemblies and other special events held in the hall. The sound system was upgraded in time for the school musical and delivered an impressive sound quality for the shows.

The teacher Librarian worked with the school executive team and a BFX Furniture consultant to design flexible furniture elements for the library. The flexible furniture arrived in Term 3 and has provided students with choice and control over where they work when visiting the library.

Playground improvements included shaded seating near the handball courts and the installation of a basketball ring and netball post in the playground for students to enjoy and improve skills. The re-surfacing of the oval is on hold until the heaters are installed because the oval will need to be dug up to connect the gas lines from the library to the hall.

This year, the school introduced online permission notes for school events through School Bytes connected with online

payments through the Sentral Parent Portal. The school supported the P&C to introduce online canteen orders through Spriggy, with online uniform orders to be introduced in 2023. Staff continue to use the Seesaw platform to support parent/carer engagement in learning and as a means for students to share their learning with their families. Parents/carers were surveyed re suggestions to make the parent/carer school experience easier. The responses included positive feedback about both the online permission notes and the online canteen orders; other suggestions will be considered by both the school and the P&C for ongoing improvements contributing to a positive parent/carer experience.

Student Flags within Sentral Student Profiles and Students Incidents within Sentral Wellbeing were used by the Learning Support Team and executive staff to track the learning support interventions and administrative needs of individual students. Staff were reminded how to access and track the learning support interventions recorded for each student within Sentral using Student Flags and Wellbeing Incidents. Learning Support staff and the executive staff continue to record student interventions such as LST referral, SSO 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. Annual review meetings were implemented for integrated/funded students to support appropriate resource allocation and monitor achievement of individual goals.

The administration of learning and support processes were adjusted to accommodate reduced teaching and learning spaces as a result of the front office building being removed. Intervention teachers and SSOs worked flexibly across the school optimising available space to ensure learning support programs could continue. Front office administrative processes were also adapted to function within a limited space as a result of the front office building being removed while the new administration office building is under construction. Front office staff continued to provide a high level of support to staff and customer service to the school community while finding creative ways to operate.

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>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.</p> <p>2022 <i>Recommend School</i> data to be 94% or higher.</p>	<p>The 2022 Tell Them From Me Parent Survey Report indicates Recommend School data is 90% which is a 2% increase from 2021 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.</p>
<p>1% increase in the school mean in the Tell Them From Me Teacher survey data indicating that school leaders drive student learning.</p> <p>2022 <i>Leadership</i> data to be 84% or higher.</p>	<p>The 2022 Tell Them From Me Teacher Survey Report indicates Leadership data is 81% which is a 1% decrease from 2021 data; 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>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$85,551.00</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Curriculum <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Employment of SSOs to support the medical and educational needs of the students, including students with disability. • IEPs developed in consultation with parents/carers and students for identified students, including 3 Way Interviews. <p>The allocation of this funding has resulted in the following impact: Five SSOs 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>After evaluation, the next steps to support our students will be: Continue to employ SSOs 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>\$28,638.98</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Curriculum • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Employment of SSOs to support the medical, educational, cultural, social and emotional needs of the students including students with disability and those who identify as Aboriginal and/or Torres Strait Islander. • IEPs, PLPs, HCPs and RMPs developed in consultation with parents/carers and students for identified students, including 3 Way Interviews. • Student assistance offered to families that express financial hardship. <p>The allocation of this funding has resulted in the following impact: Five SSOs were employed to support the medical and educational needs of the students, including students with disability. The support positively impacted the educational, cultural, social and emotional needs of the students who identify as Aboriginal and/or Torres Strait Islander.</p> <p>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. Home school partnerships continue to go from strength to strength as parents/carers attended 3 Way interviews; participated in the development of their children's learning goals; and</p>

<p>Socio-economic background</p> <p>\$28,638.98</p>	<p>families experiencing financial hardship were provided with support for their children to fully participate in school activities.</p> <p>After evaluation, the next steps to support our students will be: Continue to employ staff to support the medical, educational, cultural, social and emotional needs of the students. Maintain well-developed and evidence-based approaches, programs and assessment processes to identify, regularly monitor and review individual student learning needs. Continue to build school-wide, collective responsibility for student learning and success, which is shared by parents/carers and students. 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. Continue to offer student assistance to families that express financial hardship.</p>
<p>Aboriginal background</p> <p>\$20,449.10</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Curriculum <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Employment of SLSOs to support the educational, cultural, social and emotional needs of the students who identify as Aboriginal and/or Torres Strait Islander. • Develop PLPs in consultation with parents/carers and students for identified students. <p>The allocation of this funding has resulted in the following impact: Five SSOs were employed to support the educational, cultural, social and emotional needs of the students who identify as Aboriginal and/or Torres Strait Islander. 100% of students who identify as Aboriginal have Personalised Learning Pathways developed in consultation with student, staff and parent / carers. SSOs work with students who identify as Aboriginal and supported them to achieve their personalised learning goals.</p> <p>After evaluation, the next steps to support our students will be: Continue to employ staff to support the educational, cultural, social and emotional needs of the students who identify as Aboriginal and/or Torres Strait Islander. Maintain well-developed and evidence-based approaches, programs and assessment processes to identify, regularly monitor and review individual student learning needs. Continue to build school-wide, collective responsibility for student learning and success, which is shared by parents/carers and students. Continue to implement initiatives that increase the awareness and understanding of Indigenous cultures with students, staff and the school community.</p>
<p>English language proficiency</p> <p>\$5,786.22</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Curriculum <p>Overview of activities partially or fully funded with this equity loading</p>

<p>English language proficiency</p> <p>\$5,786.22</p>	<p>include:</p> <ul style="list-style-type: none"> • Employment of specialist EAL/D teacher to support language needs of identified students. <p>The allocation of this funding has resulted in the following impact: A specialist EAL/D teacher was employed to support the language needs of identified students and to meet grade expectations in literacy and numeracy. 69.2% of EAL/D students are performing at or above grade expectations in both literacy and numeracy. Differentiation and adjustments were consistently noted in T&L programs for students achieving below grade expectations, including EAL/D students.</p> <p>After evaluation, the next steps to support our students will be: Continue to employ specialist EAL/D teacher to support language needs of identified students. Maintain well-developed and evidence-based approaches, programs and assessment processes to identify, regularly monitor and review individual student learning needs. Continue to build school-wide, collective responsibility for student learning and success.</p>
<p>Low level adjustment for disability</p> <p>\$95,142.23</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Curriculum <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Employment of SSOs to support the medical and educational needs of the students, including students with disability. • IEPs developed in consultation with parents and students for identified students, including 3 Way interviews. <p>The allocation of this funding has resulted in the following impact: 100% of identified students have an Individual Education Plan developed in consultation with student, staff and parents/carers. Kahibah PS employed five SSOs on staff (and an engaged an additional volunteer who was completing Cert IV in Education Support at TAFE NSW) that worked with teachers to support the medical and educational needs of students. This meant that across any given week, all 14 classes had access to an additional adult timetabled to be in the classroom, working to meet the individual needs of students. Programs contributed to improved outcomes for identified students in the areas of literacy and numeracy.</p> <p>After evaluation, the next steps to support our students will be: Continue to employ SSOs 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>Professional learning</p> <p>\$23,739.58</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Kahibah Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p>

<p>Professional learning</p> <p>\$23,739.58</p>	<ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Staff engage in Visible Learning Plus training with WCoS. • TPL funds to support staff in meeting their personal PDP goals, incl. both teaching & non-teaching staff. • TPL aligned to current school initiatives. • TPL embedded regularly into Stage Meetings. <p>The allocation of this funding has resulted in the following impact: In 2022, professional learning continued to focus on fostering quality teaching and leadership to build teacher capacity through focused professional learning and development, that contributes to a culture in which every staff member is engaged in ongoing, relevant, evidence-based learning and practice. This included professional learning in; Learning Dispositions, Student Wellbeing, Goal Setting, Data Analysis, Data Walls and Bump It Up Walls, Reading Guides, Using the Wellbeing Framework for School Excellence, SOLO Taxonomy and SOLO Verbs, Feedback Strategies, Learning Goals, Seesaw, Vocabulary, Phonic Knowledge, Fluency, NAPLAN Analysis, How Students Learn: High-Impact Strategies to Maximise Student Learning, Trauma Informed Practice: Modules 1 and 2, Mindframes Report Analysis, Improving Reading and Numeracy: Comprehension, Neuroplasticity and Neuromyths, Curriculum Reform and School Behaviour Support and Management 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, Fraud and Corruption Control, Corruption Prevention, Reporting and Managing Data Breaches, Aboriginal Cultural Education, Disability Awareness, school policies, and Workplace Health & Safety.</p> <p>After evaluation, the next steps to support our students will be: Continue to provide PL opportunities to support the achievement of school strategic directions which has improved classroom practice across the school. Promote professional practice and dialogue where teachers actively evaluate, share and discuss learning from targeted professional development with other staff in their school to improve whole school practice.</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Employment of SSOs to support the literacy and numeracy needs of the students. <p>The allocation of this funding has resulted in the following impact: Kahibah PS employed four SSOs on staff (and engaged an additional volunteer who was 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. funding contributed to improved outcomes for students in the areas of reading and numeracy.</p> <p>After evaluation, the next steps to support our students will be: 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>The quality teaching, successful students (QTSS) allocation is provided to</p>

<p>\$66,884.02</p>	<p>improve teacher quality and enhance professional practice at Kahibah Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Employment of teacher to support supervisors in creating collaborative practices, to support staff participating in Quality Teaching Rounds (QTRs). • Exec release to work collaboratively and fulfil leadership roles and responsibilities. <p>The allocation of this funding has resulted in the following impact: The flexible use of the QTSS staffing entitlement resulted in 95% of staff 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 feedback strategies are embedded within each teacher's pedagogical practice. This resulted in a strengthened collaborative approach.</p> <p>After evaluation, the next steps to support our students will be: 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 Walkthroughs to be conducted in 2023.</p>
<p>Literacy and numeracy intervention</p> <p>\$48,266.82</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Curriculum <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • 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. • Literacy and numeracy differentiation & intervention embedded in whole school practices. • 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&L programs. Continue to review timetable to maximise optimum differentiated learning needs. <p>The allocation of this funding has resulted in the following impact: 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, contributed to improved outcomes for identified students in reading and numeracy, as evidenced by internal data.</p> <p>After evaluation, the next steps to support our students will be:</p>

<p>Literacy and numeracy intervention</p> <p>\$48,266.82</p>	<p>Executive staff to continue to monitor that differentiation and adjustments are consistently noted in T&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>\$71,313.00</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 2022.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Engagement of Covid Intensive Support Teacher (0.62 FTE) and establishment of role in working collaboratively with LaSTs to provide personalised learning to identified students K-6. • Literacy and numeracy differentiation and intervention embedded in whole school practices. • 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&L programs. Continue to review timetable to maximise optimum differentiated learning needs. <p>The allocation of this funding has resulted in the following impact: 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 & 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 student needs analysis was developed and implemented to support identified students across the school, contributing to learning gains in reading and numeracy.</p> <p>After evaluation, the next steps to support our students will be: Executive staff to continue to monitor that differentiation and adjustments are consistently noted in T&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>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	196	182	191	187
Girls	155	159	156	155

Student attendance profile

School				
Year	2019	2020	2021	2022
K	95.6	95.7	96.5	93.8
1	94.3	96.3	94.1	93.4
2	93.3	96.0	94.8	92.9
3	93.7	95.1	94.2	90.7
4	93.1	95.9	91.5	92.3
5	92.5	95.0	94.3	92.6
6	91.8	95.2	92.8	91.3
All Years	93.5	95.6	94.1	92.4
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

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 from 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the department's centralised data warehouse every night. The AAF significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	13.77
Literacy and Numeracy Intervent	0.42
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.8
School Administration and Support Staff	2.92

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022, an additional Staff Development was included at the end of Term 4 to assist school leaders, teachers, and support staff to participate in professional learning. 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.

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 Performance and Development Plans and focuses on teacher learning to improve student outcomes.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	159,793
Revenue	3,746,223
Appropriation	3,520,469
Sale of Goods and Services	32,278
Grants and contributions	190,403
Investment income	2,973
Other revenue	100
Expenses	-3,712,816
Employee related	-3,235,036
Operating expenses	-477,780
Surplus / deficit for the year	33,407
Closing Balance	193,200

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

Financial summary - Equity loadings

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

	2022 SBAR Adjustments (\$)
Targeted Total	61,015
Equity Total	148,091
Equity - Aboriginal	20,449
Equity - Socio-economic	28,639
Equity - Language	5,786
Equity - Disability	93,217
Base Total	2,621,399
Base - Per Capita	87,680
Base - Location	0
Base - Other	2,533,719
Other Total	347,075
Grand Total	3,177,580

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

School performance - NAPLAN

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

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

Parent/caregiver, student, teacher satisfaction

Parents/Caregivers

Parents and caregivers of students attending Kahibah Public School were asked to participate in a Kahibah Public School Tell Them from Me "Partners in Learning" Parent Survey. There were 72 school respondents (38 from Kindergarten -Year 2 and 51 from Years 3-6) who participated in the parent survey, out of 209 families attending the school between 20th September 2022 and 4th November 2022.

The 'Partners in Learning' Parent Survey is based on a comprehensive questionnaire covering several aspects of parents' perceptions of their children's experiences at home and school. It is based primarily on Joyce Epstein's framework for fostering positive relations between the school and the community.

In most instances, parents/caregivers were asked to respond to statements which were scored on a ten-point scale. The scores for the Likert-format questions (i.e. strongly agree to strongly disagree) were converted to a ten-point scale, then averaged and reported by question and by topic. A score of 0 indicating strong disagreement; 10 indicating strong agreement; 5 was determined as a neutral response. Other questions were converted to a percentage of respondents of the survey. The responses are comparable to a School Mean against the NSW Government Primary Norm (GPN).

The report findings are as follows:

- Parents/caregivers feel welcome when visiting the school with an average score of 8.0 (GPN- 7.4).
- They feel they can easily speak with their child's teachers (8.2).
- They feel well informed about school activities (8.3).
- The teachers listen to parents/caregivers' concerns (8.0).
- The school's administrative staff are helpful when problems or questions arise (8.5).

However, parents/caregivers feel that activities are scheduled at times they cannot attend (6.8).

- Most parents/caregivers feel they are well informed at Kahibah Public School with an average score of 7.1 (GPN- 6.6).
- They expressed that their child's progress is written in terms they understand (8.1).
- They feel they would be notified immediately if there were concerns about behaviour (7.3).
- They reported they would be informed if their child was not making adequate progress (7.2).
- They feel informed about opportunities concerning the future of their child (7.0).

However, parents/caregivers feel less informed about their child's social and emotional development (6.4). 43% agreed and 29% strongly agreed that school reports provide them with information on how best to support their child in their learning.

- In response to parents/caregivers' participation at school:
- 39% have spoken with a teacher two or three times since the beginning of the year about their child's learning or behaviour.
- 54% have attended meetings or social functions at the school since the beginning of the year.

However, 90% of parents/caregivers are not involved in any Kahibah Public School committee. 83% of respondents indicated they were never involved in the classroom, 68% were never involved in the canteen, with 24% involved once or twice throughout the year. 38% of respondents were involved once or twice per year with school sport and only 3% involved in some other way every week.

- Parents/caregivers responses to questions regarding their support of their children's learning at home were more neutral, with an average score of 6.2 (GPN- 6.3).
- Generally, they encourage their child to do well in school (6.5).
- They discuss feelings towards other children at school (6.8).
- They praise their child for doing well at school (6.4).
- Discuss challenges their child might have at school (6.3).

However, discussions around how their child is doing in class (5.6) and about how important schoolwork is (5.5) is just under the NSW average norm. 100% of respondents reported their child completes less than one hour of homework each day.

- When reporting on support for mathematics learning at home, 50% of respondents strongly disagreed that their child's performance in maths is not important, 34% agree the school provides enough home learning resources and 39% strongly agree they can assist their child with maths homework.

- Parents/caregivers satisfaction with school supported learning received an average score of 7.7 (GPN- 7.3).
- They feel that teachers show an interest in their child's learning (8.1).
- They feel their child is encouraged to do their best work (7.9).
- They have an expectation that teachers expect their child to work hard (7.7).
- They reported that teachers take account of the child's needs. Abilities and interests (7.7).
- Parents/caregivers agree that Kahibah Public School supports positive behaviour with an average score of 8.2 (GPN- 7.7).
- Their child is clear about school rules (8.7).
- They believe teachers devote their time to extra-curricular activities (8.4).
- They expressed the teachers maintain control of their classes (7.6).
- Parents/caregivers believe their child is safe at school with an average score of 7.8 (GPN- 7.4).
- They reported their child feels safe going to and from school (8.3).
- They believe the school helps prevent bullying (7.4).
- They feel behaviour issues are dealt with in a timely manner (7.3).
- Parents/caregivers believe Kahibah Public School is an inclusive school with an average score of 7.5 (GPN- 6.7).
- They believe teachers try to understand the learning needs of a student with special needs and school staff take an active role in making sure all students are included in school activities (7.6).
- They feel teachers help students who need extra support and assist students to develop positive friendships (7.4).

20% of respondents have identified their child as having a disability or special needs (diagnosed or not). 35% of parents/caregivers strongly agree Kahibah Public School provides enough resources to assist students with a disability or special needs and 37% strongly agree students with a disability or special needs feel welcome.

- 27% of parents/caregivers reported they were able to access specialist assistance when required, with 66% of respondents reported this was not applicable.
- 99% of respondents reported their child does not attend a specialised school for students with an intellectual disability.
- 94% of respondents reported they would support their child's decision to do TAFE or other vocational educations or training qualification with 6% unsure. 29% agreed and 57% strongly agreed VET/TAFE would provide their child with good employment and career opportunities.
- 7% of respondents identified as Aboriginal and/or Torres Strait Islander person, with their child identifying as an Aboriginal and/or Torres Strait Islander student. 36% Agreed and 55% strongly agreed Kahibah Public School is a culturally safe place for all students.
- In response to communication types, respondents reported on the usefulness and effectiveness.
- In response to discussing their child, formal Interviews were found to be 64% very useful and 28% useful, 3-way conferences (parent-teacher-student-) were found to be 54% very useful and 32% useful. Online platforms to share their child's work was reported as 51% very useful, 38% useful and only 10% found it somewhat useful.
- When communicating news about the school, 53% of respondents agreed that social media was not available at the school, 3% reported to not knowing about the P&C, and 48% find the school newsletter to be very useful.
- Educational aspirations are high with 92% of parents/caregivers indicating they expect their child to finish Year 12, 66% expect their child to go to university, and 46% expect their child to attend TAFE.
- Parents/caregivers are generally satisfied with the schools' facilities. 50% of respondents strongly agree the school is well maintained, 55% strongly agree that the physical environment is welcoming and 43% agree the school and school grounds are accessible.

Overall parents and caregivers agree that Kahibah Public School is a safe school that supports inclusion and promotes positive relationships. The report highlights that families continue to feel connected to teachers and are well informed. 96% of respondents indicated that Kahibah Public School was their first choice of public school and 90% of respondents would recommend Kahibah Public School to other parents and carers.

Students

The Kahibah Public School Student Engagement Survey "Tell Them From Me" was conducted in 2022, with 140 students from Years 4, 5 and 6 completing the shortened 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. This is the same as 2021

Belonging included students rating the answers to these statements:

I make friends easily at school.

I feel accepted for who I am.

School is a place where I feel like I belong.

I feel accepted by other kids my age.

- 86% (82% Boys, 93% Girls) 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, 29% (up 9% from 2021) of the students surveyed feel they were victims of bullying (GN=36%). 82% of students knew where to seek help for themselves or others. Out of a possible score of 10, 6.7 (+ 0.1 from 2021) students understand that there are clear rules and expectations for classroom behaviour (GN= 7.2).
- 16% of students identified as Aboriginal. 86% (-8% on 2021) of Aboriginal students feel good about their culture when they are at school however 9% strongly disagreed with this statement. 68% of Aboriginal students agree that their teachers have a good understanding of their culture (down from 79% in 2021), 14 % disagree.
- 61% of students actively anticipate that they will go to University after completing high school, while a further 27% 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 8.5 (GN= 8.7) was achieved for expectations of success (up 0.2 from 2021). Indicating students recognise that school staff emphasise academic skills and hold high expectations for all students to succeed. 75% (up 5% from 2021) 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.

In questions regarding experiences with racism, 84% always, 10% usually feel they are treated with respect by teachers in regard to their cultural background, and 69% always and 15% usually are treated with fairness by other students in regards to their cultural background. Students who experienced racism, 8% stated they experienced it often in the playground.

Students indicated that the school facilities (playground, library and canteen) were clean and well looked after however, the results for the toilets indicated only 17% of students felt they were clean and well looked after. 28% of students thought that there aren't enough shaded/covered areas to go when the weather is too hot or when it rains, 29% were undecided.

Survey results show that the majority of Stage 2 and Stage 3 students at Kahibah Public School feel that their classrooms can fit everyone (89%), that everything works (61%) and that they are clean and well looked after (68%).

Survey results indicate that 94% the students feel they have a high to medium ability to pursue their goals to completion, even when faced with obstacles. The boys increased this by 28% in the 'high' measure from last year's survey.

Teachers

The Kahibah Public School Student Engagement Survey "Tell Them From Me" was conducted in 2022, with 16 teachers completing the survey. A NSW Government Norm (GN) provided a mechanism to compare the KPS results against state-wide responses.

Eight Drivers for Student Learning

Leadership - 81% (GN 71%) of respondents felt that school leaders have provided staff with useful feedback and helped teachers establish challenging and visible learning goals for students. Collaboration - 83% (GN 78%) of teachers report that they work with other teachers developing cross-curricular or common learning opportunities, and 85% of teachers in the school share their lesson plans and other materials with others. 95% of teachers reported that they were able to discuss particular students and their learning needs with other teachers. Learning Culture - 86% (GN 80%) of teachers felt they set high expectations for student learning and discussed the learning goals for each lesson. Data Informs Practice - 88% (GN 78%) of teachers used assessment results from formal assessment tasks to inform lesson planning and use this to give students feedback on how to improve their performance on formal assessment tasks. Teaching Strategies - 87% (GN 79%) of teachers reported that they use two or more teaching strategies in most class periods and they discuss with students ways of seeking help that will increase learning. Technology - 75% (GN 67%) of teachers reported that students have opportunities to use computers or other interactive technology regularly to analyse, organise, and present subject matter. Inclusive - 91% (GN 82%) of teachers find Kahibah Public School to be an inclusive space and they strive to understand the learning needs of students with special learning needs. Parent Involvement - 82% (GN 68%) of teachers feel they make an effort to involve parents and other community members in creating learning opportunities and keep parents regularly informed about their child's progress.

Four Dimensions of Classroom and School Practices

Challenging and Visible Goals - 84 % (GN 75%) of teachers felt they established clear expectations and high expectations for classroom behaviour and learning. They use formal assessment tasks to help students set challenging goals. Planned Learning Opportunities - 86 % (GN 76%) of teachers reported that they present a new concept by linking

it to previously mastered skills and knowledge and that school leaders have helped them create new learning opportunities for students. Quality Feedback - 83% (GN 73%) of teachers reported that they gave students feedback on how to improve their performance on formal assessment tasks. Overcoming Obstacles to Learning - 84% (GN 77%) felt that if students' formal assessment tasks or daily classroom tasks failed to meet expectations they gave them an opportunity to improve.

DoE Custom Measures

- Perception of School Facilities - 53% of teachers agreed that the school was well maintained. 66% either strongly agreed or agreed that the school supports effective teaching practices. 53% agreed that students are able to focus on their learning. 80% observed a sense of belonging in students.
- Employment at Kahibah Public School - 69% of teachers are full-time permanent and 25% are full-time temporary. 6% of respondents are part-time permanent. Of these respondents, 50% have been teaching for 16 years or longer, 36% have been teaching 6-15 years, 7% for 3-5 years and 7% for less than 12 months. In regards to teachers Level of Teacher Accreditation, 81% are currently at the Proficient Teacher accreditation level and 9% are at the Conditional/Provisional accreditation level. Kahibah Public School does not have respondents at Highly Accomplished or Lead Teacher accreditation level.
- School Leaders - 53% of teachers strongly agree that school leaders are leading improvement and change, with another 33% agreeing with this statement. 53% of respondents strongly agreed that school leaders clearly communicate their strategic vision and values for our school.
- In the last 12 months, 13% of teacher respondents have undertaken professional learning for supervisors of professional experience placements for pre-service teachers.
- 87% of respondents said they strongly agreed or agreed that they have the skills and confidence to meet the needs of students with disability or special needs.
- In regards to the NSW Curriculum Reform initiative, 100% of teachers said they were aware of the initiative. 60% have a strong understanding of the government's commitments to the NSW Curriculum Reform and 67% believe that Kahibah PS does a good job of implementing curriculum change.
- 79% of teachers have not completed professional learning on reporting to parents in the past 12 months, with 50% reporting they often use a school-developed style guide to support them in writing school reports to parents.
- Teachers reported that 73% of students at Kahibah PS are able to retain what they have learned after they have been tested on it. 87% of teachers feel they share and implement ideas about ways to help students retain what they are learning.
- 71% of teachers agree that they are confident in their capacity to meet the needs of Aboriginal and/or Torres Strait Islander students. 66% felt they have the knowledge required to engage with students on Aboriginal cultures and histories.
- 100% of teachers agree or strongly agree that Kahibah PS is a welcoming place for all students. 67% strongly agree that Kahibah PS is a culturally safe place for all students.
- When asked what Visible Learning would teachers like further PL on, or support in the implementation of, 50% responded that they wanted to have more opportunities to understand and design Surface / Deep / Transfer Learning, 21% wished to learn more about SOLO Taxonomy, 14% to develop students as assessment-capable visible learners and 7% on Feedback Strategies (Student to Teacher) and Co Creation of Success Criteria.

Open Ended Questions on BYOD

- There were 6 respondents to this section. It was reported that when given the option of BYOD, students regularly do not provide a device on a daily basis, with many students preferring to use school devices. Devices are used for Google apps, publishing, research and group activities such as literacy and maths groups.

Recommendations

- BYOD promotion to families 3-6
- Staff cultural awareness and safety training/embedding Aboriginal perspectives and cultural sensitivities into curriculum.
- Staff PD on reporting, style guide and supervising Professional Experience students.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Aboriginal Education - School statement

In 2022, Kahibah Public School commenced the year with an enrolment of 20 Aboriginal and/or Torres Strait Islander 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, cultural, social and emotional goals.

NAIDOC Week is held in the first full week of July. It is a time to celebrate Aboriginal and/or Torres Strait Islander cultures and an opportunity to recognise the contributions that Aboriginal and/or Torres Strait Islanders make to our country and our society. The National NAIDOC theme for 2022 was: Get Up! Stand Up! Show Up! This theme encourages all of us to champion institutional, structural, collaborative, and cooperative change while celebrating those who have already driven and led change in Aboriginal and/or Torres Strait Islander communities over generations.

Students participated in a variety of NAIDOC Week activities on Friday 22 July. As part of our celebrations, everyone was invited to wear the colours of the Aboriginal or Torres Strait Islander Flags. The Whitebridge High School's Yulerbah dance group performed for the whole school in the morning and the students loved the performance and had many questions for the performers. Students then moved around different activities, such as painting the Awabakal totem, singing and listening to stories, baking Johnny Cakes, and playing traditional games in our Peer Support groups. We were very grateful for our volunteers on the day, where we had one student playing the yadiki (didgeridoo) for the dance activity and another assisting with an art activity. All students had a wonderful time, engaging in the NAIDOC activities.

On Wednesday 3 August, Yulerbah Dance students from Whitebridge High School visited Kahibah Public School and presented a dance workshop to our Aboriginal and/or Torres Strait Islander students. The group showed students moves that portrayed native animals, various dance poses and sequences. The student also had the opportunity to use clapsticks and spears during the dance. By the end of the workshop the students performed the whole piece in the Amphitheatre. The dance workshop was a wonderful cultural experience for our Aboriginal and/or Torres Strait Islander students to participate in and we thank the Yulerbah Dance students for working with us and sharing their dance skills and knowledge.

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 2022 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.

Aboriginal students in Stage 3 participated in the SistaSpeak wellbeing program at Whitebridge High School. The aim of the program is to encourage students to focus on education and career pathways and increase students' self-esteem, strengthen their sense of identity, belonging and cultural connection to the community in which they live.

Aboriginal and/or Torres Strait Islander students participated in the Fernleigh Awabakal Shared Track (FAST) project with an Aboriginal and/or Torres Strait Islander artist leading and a cultural mentor. Identified students contributed to a tourism landmark; a shared pathway that provides an educational and cultural experience, and a piece of public infrastructure that encourages recreation, connectivity and tourism.

The Awabakal Language Resource is an initiative of the Minimbah Aboriginal Education Consultative Group (AECG). This resource was created and developed by members of Minimbah AECG to introduce basic Awabakal language to

students and school communities. Due to our school being on Awabakal country, we honour this area by learning the Awabakal language. The Awabakal words focus on everyday language, body parts, family, animals and places. At Kahibah Public School, we continue to teach an Awabakal word each week to our students and share these words with the school community through newsletters.

Acknowledgement of Country continued to be included at the beginning of each school assembly and other school events. All Aboriginal and/or Torres Strait Islander students were encouraged to prepare their own personal acknowledgement to present or had the choice of using the school script.

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

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

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

Multicultural Education Policy

Teachers 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

Kahibah Public School has a culturally diverse community, with 26 students representing 14 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.