Kyilla

PRIMARY SCHOOL

• KATA DJINUNG •
TO SEE AND TO UNDERSTAND

Kyilla Primary School
Annual Report
2022

Kyilla Primary School
AN INDEPENDENT PUBLIC

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Our Vision: *Building a Strong Foundation for Life*

Guided by our expectations, Kyilla's children thrive academically and socially. Our school fosters a culture of collaboration and provides a learning environment in which children problem-solve utilising creative and critical thinking.

School Context:

Tucked away in the quiet streets of North Perth, Kyilla Primary School is a vibrant and inclusive Independent Public School with 360 children. Children are at the foundation of our decision making processes. Together with families and the community, Kyilla builds the critical foundations of learning through establishing a sense of belonging and connection. Children feel safe, valued and confident to tackle academic and personal challenges.

Dedicated and passionate staff work collaboratively to build the capacity of every child. A culture of lifelong learning is present amongst staff and there is a strong commitment to professional learning with a focus on evidence based teaching practices. Children are engaged in learning programs that are challenging, interesting and differentiated to improve outcomes for all. Kyilla is proud of our specialist programs which include: Music, Visual Arts, Science, Physical Education, Instrumental Music, and Japanese. We also offer a variety of before and after school programs. Our wide range of opportunities help children find their strengths and interests.

We have a high level of parental involvement in our school. An engaged School Board sets the strategic direction and monitors the school's progress. Our Kyilla Community Farmers Market, established by the P&C, makes a significant financial contribution to the school. The market provides an ongoing connection between our school and the surrounding community. We enjoy a positive school culture and our reputation has led to growth in numbers. Construction was completed on a 10 classroom block with 4 purpose built early childhood classrooms on the ground floor. 6 general classrooms are on the first floor with activity areas which will allow for small group and specialised work. Work began on an administration upgrade at the end of 2022.

2022 continued to be impacted by COVID-19, particularly in Term 1, but with unwavering support from the entire school community we overcame any challenges and continued to deliver a consistent education program.

This Annual Report gives a broad perspective of Kyilla Primary School with its activities, progress and achievements in 2022.

Jo Hine   Lee Beatty
Principal   Board Chair

Business Plan Review 2022

R Red: Not Yet	A: Amber: Working towards	G: Green: On track

Focus on high quality teaching and learning

Embed high impact teaching strategies (HITS) across the school	2022		
Develop a three year improvement plan to roll out HITS across the school	R	A	G
Access professional learning for staff that supports the implementation of HITS	R	A	G
Use collaborative meetings during Duties Other Than Teaching (DOTT) to unpack the HITS strategies	R	A	G

Comments

Industrial conditions and Covid-19 gathering restrictions prevented whole staff meetings in Semester One, thus delaying further development of staff to implement the HITS strategies. There are several pockets through out the school where various HITS strategies are being implemented successfully.

Focus for improvement

Break down the strategies that staff feel are the most effective for our context and focus on whole school implementation of these strategies for this year in order to build staff confidence and capacity as a whole.

Strengthen Performance and Development procedures	2022		
Review Performance and Development Plan	R	A	G
Provide more frequent feedback to inform teaching practice including classroom observations and walk-throughs	R	A	G
Implement an Instructional Coaching Plan as part of feedback processes	R	A	G
Use GROWTH Coaching in the Performance and Development Cycle	R	A	G

Comments

P&D processes were conducted throughout the school to a lesser degree due to Covid-19 and Admin team disruptions. Consistent Growth coaching occurred with the PP teachers, with the focus on implementation of Literacy and Numeracy Warm ups, using a consistent approach. This was very successful, producing increased levels of automaticity of Literacy and Numeracy concepts and skills.

Focus for improvement

Utilise the expertise of the PP teachers to increase capacity of the Year One teachers. Continue to develop the P&D of staff through Instructional coaching throughout the school.

Support staff to deliver STEM skills across the curriculum	2022		
Develop a whole school STEM plan	R	A	G
Build teacher capabilities in STEM through targeted professional learning	R	A	G
Utilise parent expertise and outside agencies e.g. STEM days, Scitech, Coding Clubs to provide students with opportunities to engage in STEM related activities	R	A	G

Comments

STEM plan was implemented successfully, supported by staff meetings involving staff sharing of practise and PL of STEM equipment usage. A whole school STEM Week occurred involving class activities and sharing, along with a community event hosted by Scitech and a family STEM challenge.

Focus for improvement

Continue to build staff capacity, particularly of slow adaptors, through staff meetings and pairing up of staff for support. Continue to make links with the community of those members who have STEM expertise that can enhance the schools program.

Focus on high quality teaching and learning			
Build the capacity of staff in the teaching of Mathematics	**2022**		
Provide professional learning for teachers through "Empowering Leaders of Mathematics" project	R	A	G
Use collaborative meetings (DOTT) and staff meetings to moderate assessment tasks	R	A	G

Comments

Teachers received ongoing professional learning in staff meetings in Mathematics, specifically additive and multiplicative thinking.

Focus for improvement

Focus on problem-solving skills in Mathematics is required.
Build the capacity of teachers to provide challenging tasks for A and B grade students.

Promote a safe and supportive learning environment that optimises conditions for learning			
Provide a positive and orderly learning environment with high expectations for all	**2022**		
Positive Behaviour Support (PBS) to be fully implemented	R	A	G
PBS Expectations to be clear and visible to all	R	A	G
Classroom Management Strategies and Instructional Strategies for Engagement to be used in all classrooms	R	A	G

Comments

PBS was a strong school focus area. Weekly assemblies with a focus on different expectations. Delivery of regular PBS lessons at whole school and class level. Fortnightly committee meetings. PBS Team Leader role continued. Staff training for new staff in CMS and ISE. Development of mascots for PBS visuals.

Focus for improvement

Continue all of the above. Complete process for PBS visuals.

Build the growth mindset, resilience, conflict resolution and relationship skills of students and staff	**2022**		
Friendology 101 to be taught in all classrooms (Years 1 – 6)	R	A	G
Grow Your Mind to be taught in all classrooms. Staff and parents to engage in professional learning	R	A	G
Refine whole school staff and student wellbeing plan to reflect focus areas, including a Covid-19 response and strategies to address mean on purpose behaviour and bullying	R	A	G

Comments

All areas met

Focus for improvement

Using data from 2021 Wellbeing and Engagement Census, develop a more targeted approach to student wellbeing. Continue to refine COVID response processes.

Embed sustainability practices in conjunction with the wider community

	2022	
Develop a sustainability committee and plan which includes existing practices	R	A	G

Comments

A number of sustainable practices have been embedded into the school's culture, including composting and paper recycling. The new State Government initiative , Containers for Change has developed a sustainability connection with our community as well as an avenue for the P & C to raise funds. It has been well supported by the community and has further strengthened the school home connection for students and staff.

Focus for improvement

Continue to work with the Student Council to develop an Eco Club and continue the sustainable practices already embedded into the school culture.

Provide students with a range of extra-curricular activities

	2022	
Invite external providers to run after school activities, strong consideration of organisations with a STEM focus. e.g. Scitech	R	A	G

Comments

This was limited by Covid-19 restrictions in Semester One particularly. In Semester Two, through our STEM Week Scitech were invited to undertake a family STEM session, which was well attended by many families.

Focus for improvement

Investigate more external STEM focused providers for interested students, where a regular session can be offered to enhance and engage students in this area.

Develop a stronger relationship with Network schools

	2022	
Provide moderation opportunities with Network schools	R	A	G
Use WA Future Leaders Framework to facilitate networking opportunities	R	A	G

Comments

Covid restriction in Semester One prevented any contact with Network Schools. Due to unplanned Admin leave in Semester Two, Network contact was limited to leadership meetings.

Focus for improvement

Continue to focus on planning for opportunities with the Network for teachers to moderate work samples and grades.

Embed the Aboriginal Cultural Standards Framework (ACSF) across the school

	2022	
Develop an ACSF plan that is fully implemented in all classrooms	R	A	G

Comments

As part of our NAIDOC week celebrations, all class formulated their own Acknowledgement of Country, which is referred to each day.

Focus for improvement

Ensure all classes formulate their own Acknowledgement of Country at the beginning of the 2023 school year.

Effective use of data to drive decision-making			
Build staff data literacy to inform the planning, teaching and assessment cycle	**2022**		
Use fortnightly collaborative meetings (DOTT) and staff meetings to interrogate data and to inform teaching	R	A	G
Increase moderation of assessment tasks opportunities	R	A	G

Comments

Timetabling of collaborative DOTT continues to be a challenge, the Covid-19 gathering restrictions seemed to enhance the collaboration of teams as they had limited contact with others in Term 1 and into Term 2. When the restrictions ceased, some teams continued with high levels of collaboration. Moderation of writing consistently occurred, either at staff meetings or in collaborative meetings.

Focus for improvement

Continue to improved use of staff meetings for moderation opportunities, look at more than just writing.

Teachers to increase use of assessment	**2022**		
Build teacher capacity around formative and diagnostic assessment, when and how to use assessments	R	A	G
Use collaborative meetings (DOTT) to discuss assessment	R	A	G

Comments

See comments above. Data analysis occurred during staff meetings and was lead mainly by deputies.

Focus for improvement

Continued focus on data, while also encouraging the link to classroom practice and the use of the data to inform and identify strategies to enhance student performance. Increase breadth of assessments.

Ensure early identification of students at-risk	**2022**		
Teachers to use student services processes to quickly identify students in need of additional support	R	A	G
Allocate resources according to need	R	A	G

Comments

Student Services processes continued to strengthen and be embedded into school culture. Staff knowledge was increased through dedicated PL from the School Psychologists on SDD and staff meetings. Early identification was increased in the K and PP classes but these processes will continue to be worked on in 2023.

Focus for improvement

Continue to build capacity in K and PP teachers to enhance early identification in K and PP, leading to earlier intervention in the Early Years.

Effective allocation of resources to improve student outcomes

Develop indoor and outdoor learning spaces that foster cooperative learning strategies and address social-emotional wellbeing	2022		
Investigate options for classroom furniture that promotes flexible group and individual work	R	A	G
Develop a furniture replacement schedule	R	A	G
Build on 6 seasons garden as a learning space	R	A	G
Develop outdoor spaces	R	A	G

Comments: *Building works impacted both outdoor and indoor spaces for the majority of the year. The completion of the new buildings at the end of the year created an engaging and developmentally appropriate play space for the ECE area. Further works in 2023 will see the removal of the demountable buildings as they infringed considerably on our original play space and see the play spaces return to their previous state.*

Focus for improvement: *Continue to investigate flexible seating options in classes that haven't been accommodated in the new building. Continue to build on 6 season garden as a learning space and reinvigorate areas effected by the moving of transportable classrooms.*

Cost Centre managers follow school finance procedures	2022		
80% of learning area budgets are expended by July	R	A	G
Provide budget submissions in Term 4	R	A	G

Comments: *Staff continually reminded of deadlines for expenditure.*

Focus for improvement: *Continue to remind staff of deadlines.*

Build a culture of leadership amongst students and staff

Provide a range of leadership opportunities for all staff	2022		
Continue distributed leadership model	R	A	G
Use WA Future Leaders Framework (WAFLF) to guide development of leaders	R	A	G
Senior Teachers to have a designated role	R	A	G

Comments: *Due to Covid-19 restrictions and the added pressure of illness amongst students and staff throughout Semester One and into Semester Two, no new WAFLF cohorts were initiated. Leadership opportunities were continued to be offered to identified staff as they arose.*

Focus for improvement: *Initiate WAFLF process within the Network and continue to build leadership capacity with staff who demonstrate leadership aspirations.*

Provide a range of leadership opportunities for students	2022		
Continue with Year 6 Leaders Projects	R	A	G
Establish a student council for Years 3 - 6	R	A	G
Train Year 6 Friendship Ninjas to promote *Friendology* in the playground	R	A	G

Comments: *Due to Covid restrictions and the added pressure of illness amongst staff throughout Semester One and into Semester Two, the Student Council did not meet. Year 6s successfully undertook Peer support roles at recess and lunchtime. All Year 6s took part, with many participating more than once a term. The Year 6 leaders represented the school a number of times at such events as community based ANZAC Day ceremonies and hosted our assemblies, and special events through-out the year.*

Focus for improvement: *Focus on the Student Council meeting regularly to enact student voice in decision making.*

ICSEA	2021 Cohort (released March 2022)	1127 (1)
	2019 Cohort (released March 2020)	1127 (1)
	2018 Cohort (released March 2019)	1129 (1)
	2017 Cohort (released March 2018)	1134 (1)
	2016 Cohort (released March 2017)	1130 (1)
Student Transiency	2022	3.4% (1)
	2021	3.0% (1)
	2020	6.0% (2)
	2019	6.9% (2)
	2018	5.9% (1)

Student Profile

Semester 2, 2022	Number	%
Full Time Students	350	
Students with a Disability	14	4.0%
Aboriginal Students (Sem 1, 2022)	1	0.3%
Part Time (Full Time Equivalent) Students	44 (22)	

ICSEA = Index of Community Socio-Educational Advantage

Student Numbers Semester 1 2022
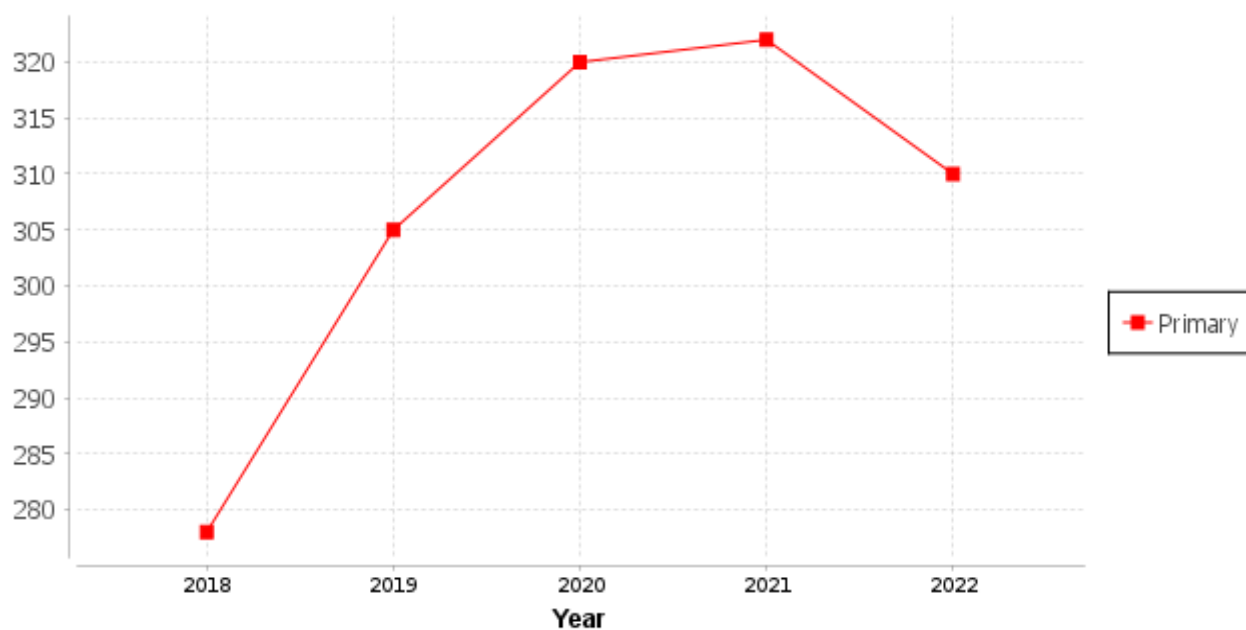
	No	FTE	AB'L
Administration Staff			
Principals	1	1.0	0
Associate / Deputy / Vice Principals	2	1.4	0
Total Administration Staff	3	2.4	0
Teaching Staff			
Other Teaching Staff	28	16.9	0
Total Teaching Staff	28	16.9	0
School Support Staff			
Clerical / Administrative	4	2.0	0
Gardening / Maintenance	1	1.0	0
Other Allied Professionals	15	9.1	0
Total School Support Staff	20	12.1	0
Total	**50**	**31.4**	**0**

All teaching staff meet the professional requirements to teach in Western Australian public schools and can be found on the public register of teachers of the Teacher Registration Board of Western Australia.

Attendance

Our attendance rates for 2022 were 91.9% for Semester One, and 91% for Semester Two, which was below our schools rate in 2021, but above that of WA Public Schools at 86.6%. This drop in attendance was expected in 2022 as Western Australian experienced widespread COVID 19 outbreaks throughout the community.

Semester One 2022:

Breakdown	Attendance Rate %	Regular	At Risk Indicated	At Risk Moderate	At Risk Severe	Auth. %	Unauth. %
KIN	90.1%	28	11	5		73%	28%
PPR	91.2%	30	13		1	82%	18%
Y01	92.4%	32	9	2		59%	41%
Y02	92.2%	36	18			70%	30%
Y03	91.8%	33	6	3		79%	21%
Y04	92.4%	27	16	1		76%	24%
Y05	92.2%	29	11	1	1	72%	28%
Y06	91.1%	25	15	2		88%	12%
Compulsory	91.9%	212	88	9	2	76%	25%

Semester Two 2022:

Breakdown	Attendance Rate %	Regular	At Risk Indicated	At Risk Moderate	At Risk Severe	Auth. %	Unauth. %
KIN	89.0%	20	20	4		65%	35%
PPR	90.9%	29	11	3	1	52%	48%
Y01	91.6%	29	12	2		65%	35%
Y02	90.1%	31	18	4		58%	42%
Y03	87.6%	22	12	9		55%	45%
Y04	92.5%	34	7	2		65%	35%
Y05	93.7%	32	8	1		79%	21%
Y06	90.9%	30	11	1		74%	26%
Compulsory	91.0%	207	79	22	1	62%	38%

Attendance Profile 2022 Semester 1 Compulsory
- Regular (90% or greater)
- Indicated (80% to <90%)
- Moderate (60% to <80%)
- Severe (<60%)

28.3%
68.2%
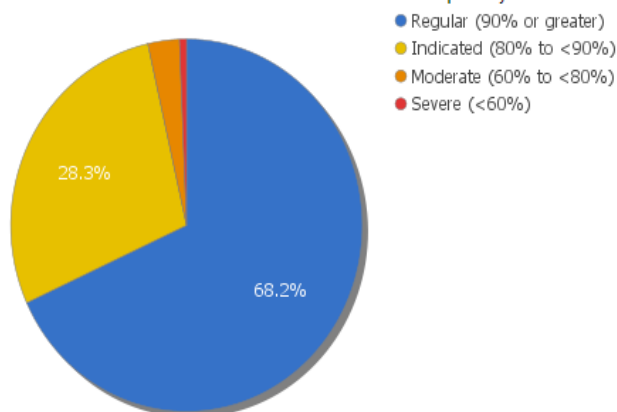
Attendance Profile 2022 Semester 2 Compulsory
- Regular (90% or greater)
- Indicated (80% to <90%)
- Moderate (60% to <80%)
- Severe (<60%)

7.1%
25.6%
67.0%
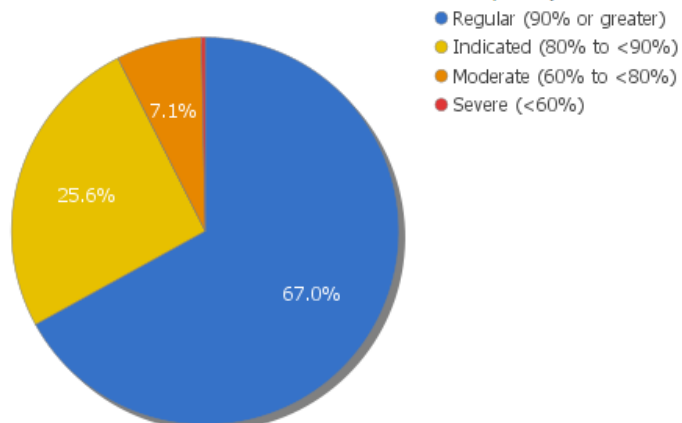
Attendance (continued)

All unexplained absences are followed up through phone calls and correspondence with caregivers, and students may be supported with an attendance plan. Caregivers are notified automatically each day for any unexplained absences through instant text messaging.

As in previous years, our high rates of Unauthorised Attendance refers to families taking students on vacation during school term.
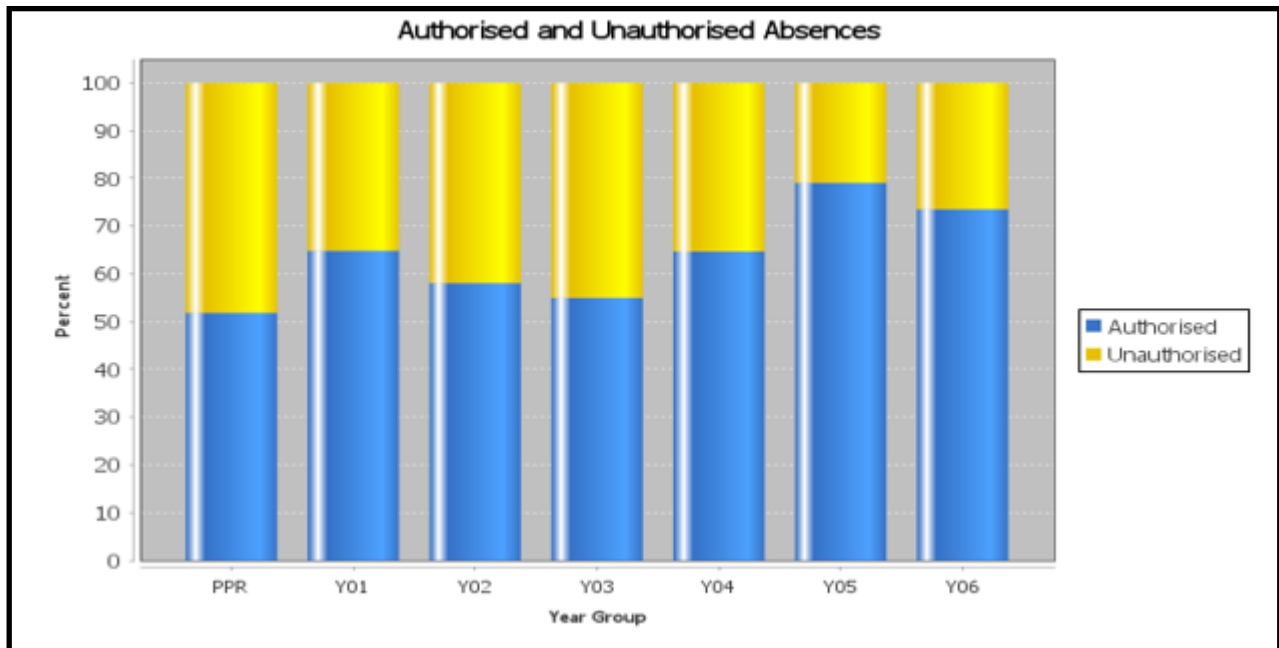
Recommendations for 2023

The school will continue to communicate the message that "Everyday Counts" through articles in our newsletter and in displays at the front office, including information on the impact of being late to school each day.

Unexplained Absences will be tracked and followed up with families, through letters home and personal contact where needed.

Students which fall into the At Risk Severe category will be assisted to improve attendance through the implementation of an individual attendance plan.

Year Level : Y06 ∨   Male: 20   Female: 25   Total: 45

Destination Schools	Male	Female	Total
	0		
4038 Mount Lawley Senior High School	9	10	19
1440 St George's Anglican Grammar Sch	2	3	5
1149 Mercedes College		3	3
1151 Trinity College	3		3
4213 Bob Hawke College	1	1	2
4002 Applecross Senior High School		1	1
1100 Aranmore Catholic College	1		1
4036 Dianella Secondary College		1	1
1193 Hale School	1		1
1121 Iona Presentation College		1	1
1366 Lake Joondalup Baptist College	1		1
1125 Perth College		1	1
4042 Perth Modern School		1	1
1374 St Andrew's Grammar	1		1

Numeracy

In 2019 Kyilla began implementing innovative and evidence-based teaching programs at Kyilla, focusing on building pedagogical knowledge and using this knowledge to create engaging lessons that allow our students to gain a deep conceptual understanding of the topic. Throughout the following years, this has remained a focus with the continued rollout of the Empowering Leaders of Mathematics' program (ELM), incorporating in house professional learning on additive and multiplicative thinking.

At the core, our teaching program delivers lessons that meet our students' conceptual mathematical development. Mathematical concepts are introduced using concrete materials, such as blocks, with progression to representations utilising modelling, and finally, students move to abstract, which is often algorithm-based.

Numero, a card game that aids the development of fluency, problem solving and reasoning, is quickly becoming an integral part of mathematics classes in Years 3 to 6. In July 2022, staff enjoyed a professional development session by Julie Richards from Numero to teach them how to play the game. With Numero gaining traction in classrooms, two Year Five and Six teams participated in an interschool competition at Anzac Terrace Primary School in Term 4. Whilst we didn't place this year, we had great fun, learned some new strategies, and will return in 2023. If you are keen to find out more about Numero, visit https://www.numero.org/.

It has been identified that our students need greater exposure to mathematic problem solving using rich tasks. To facilitate the development of teacher knowledge at Kyilla, Mrs Hearle and Mrs Young of our Numeracy Committee participated in the Lighthouse Maths problem-solving program in 2022. The Lighthouse Maths program develops the capability of primary teachers as leaders in a structured inquiry maths approach, focusing on problem-solving and reasoning techniques to build a deeper conceptual understanding of maths through challenging tasks.

As a part of the Lighthouse program, some of our Year Three and Six students enjoyed rich problem-solving sessions that involved them working together in random groups, undertaking working out on large upright whiteboards and participating in guided class discussions to explain their thinking. For further information, visit https://www.scitech.org.au/educators/professional-learning/lighthouse-maths/.

2022 saw the inaugural STEM week here at Kyilla Primary School. Across the week, students had the opportunity to participate in activities and events to increase interest across the STEM strands of Science, Technology, Engineering and Mathematics. Thank you to Mrs Mammone, who facilitated a fabulous science expo where our students presented their chosen experiments and for organising a geology incursion by Curtin University. Scitech hosted a problem-solving incursion, albeit slightly delayed, thanks to COVID, which students and parents attended well. We have a few budding scientists and mathematicians in our midst!

Data

To monitor the progress of students and the school, the PAT-M assessment was introduced in 2019 and is completed annually in November. These assessments help monitor the effectiveness of our Mathematics program and guide student achievement.

PAT-M data has been compiled from 2019 to 2022 to detail student progress over four years. 2022 NAPLAN data is documented for Years 3 and 5 to detail progress for the students over two years compared to both the norming sample and prior year results. Students did not undertake NAPLAN in 2020 due to COVID; as a result, we can not provide comparative data for Year 5s in 2022.

- Year 1: Students were above the national Year 1 norming sample, and the 'tail' (bottom 25%) is substantially above.

- Year 2: Students remain above the norming sample. Progress is evident, particularly in the top 25% of students.

- Year 3 NAPLAN: A more significant proportion of our students achieved 'Satisfactory' and 'Good' compared to like schools and would appear to be underperforming A and B-grade students. Progress has predominantly been weighted 'Moderate', with 'High' progress being satisfactory.

- Year 3 PAT-M: Our students have consistently improved from 2019 to 2021. 2022 saw a slowing in the progress growth for the top 25%; however, there was marked improvement in the bottom 50%.

- Year 4: Our students were above the norming sample in 2022. The bottom 25% showed the most significant improvement and is substantially above the corresponding norm sample.

- Year 5 NAPLAN: Most of our students achieved 'Satisfactory' compared to like schools. Progress results are unavailable as this cohort did not sit NAPLAN in Year 3.

- Year 5 PAT-M: Students consistently progressed over 2022, with a solid increase in results for the top 25% of students outperforming the norm sample.

- Year 6: 2022 saw our top 25% and bottom 25% of students make good progress from 2021 and surpass the norm sample.

Recommendations

- Continued implementation of a whole school planning document based on the 'Empowering Leaders of Mathematics' program to ensure all fundamental mathematics skills and associated vocabulary are taught across year levels.

- All staff are guided by the 2023 Numeracy Operational Plan when planning, teaching, and assessing Mathematics in the classroom.

- Continued focus on the continued professional development of teachers in Mathematics pedagogy.
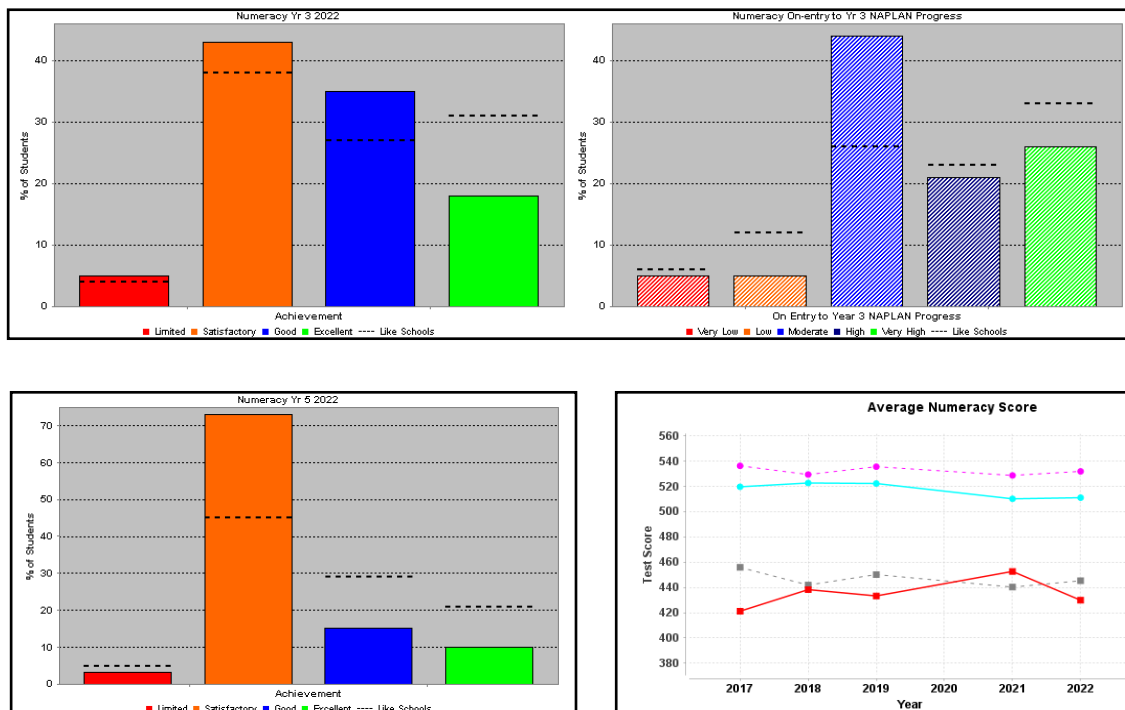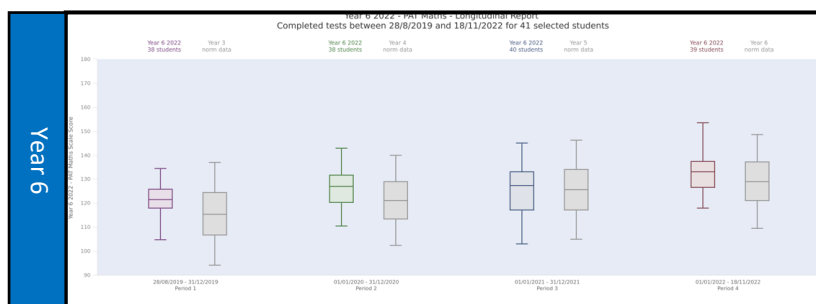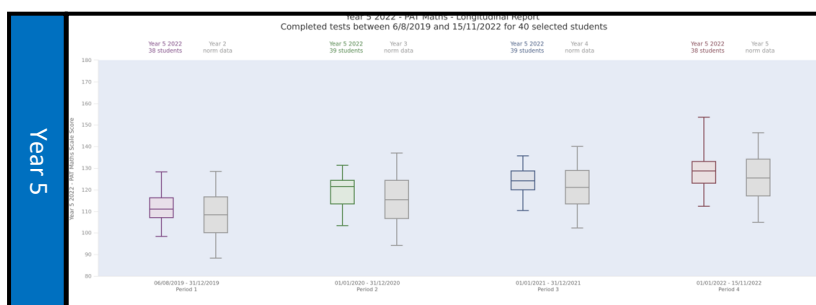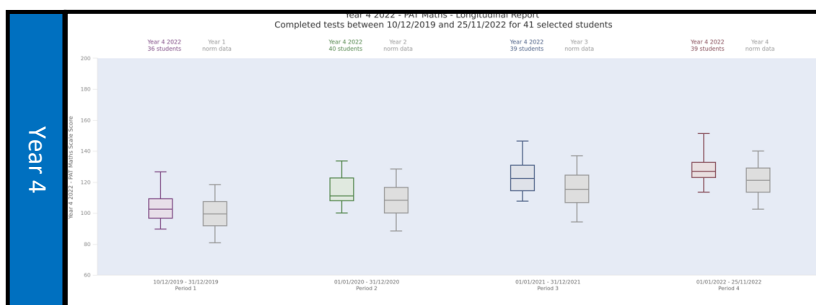
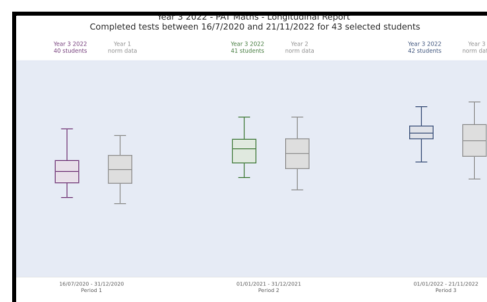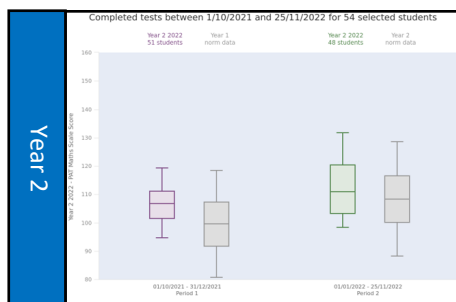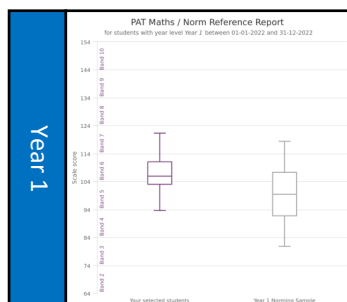**Recommendations (Continued)**

- Problem-solving sessions based on the Lighthouse Maths The program will continue in select classrooms, with additional teachers to be mentored by Julia Young and Sharman Hearle. This program will assist in pushing our students to develop their mathematical understanding and reasoning skills, allowing them to reach higher levels of achievement.

- Provide academic extension for students through differentiation and access to external mathematics competitions, such as the Numero competition and Have Sum Fun.

- Teachers will continue to utilise diagnostic testing to identify and monitor students requiring intervention in mathematics.

2022 NAPLAN Numeracy

Year 1

PAT Maths / Norm Reference Report
for students with year level Year 1 between 01-01-2022 and 31-12-2022

Your selected students   Year 1 Norming Sample

Year 2

Completed tests between 1/10/2021 and 25/11/2022 for 54 selected students

Year 2 2022   Year 1
51 students   norm data

Year 2 2022   Year 2
48 students   norm data

01/10/2021 - 31/12/2021
Period 1

01/01/2022 - 25/11/2022
Period 2

Year 3

Year 3 2022 - PAT Maths - Longitudinal Report
Completed tests between 16/7/2020 and 21/11/2022 for 43 selected students

Year 3 2022   Year 1
40 students   norm data

Year 3 2022   Year 2
41 students   norm data

Year 3 2022   Year 3
42 students   norm data

16/07/2020 - 31/12/2020
Period 1

01/01/2021 - 31/12/2021
Period 2

01/01/2022 - 21/11/2022
Period 3

Year 4

Year 4 2022 - PAT Maths - Longitudinal Report
Completed tests between 10/12/2019 and 25/11/2022 for 41 selected students

Year 4 2022   Year 1
36 students   norm data

Year 4 2022   Year 2
40 students   norm data

Year 4 2022   Year 3
39 students   norm data

Year 4 2022   Year 4
39 students   norm data

10/12/2019 - 31/12/2019
Period 1

01/01/2020 - 31/12/2020
Period 2

01/01/2021 - 31/12/2021
Period 3

01/01/2022 - 25/11/2022
Period 4

Year 5

Year 5 2022 - PAT Maths - Longitudinal Report
Completed tests between 6/8/2019 and 15/11/2022 for 40 selected students

Year 5 2022   Year 2
38 students   norm data

Year 5 2022   Year 3
39 students   norm data

Year 5 2022   Year 4
39 students   norm data

Year 5 2022   Year 5
38 students   norm data

06/08/2019 - 31/12/2019
Period 1

01/01/2020 - 31/12/2020
Period 2

01/01/2021 - 31/12/2021
Period 3

01/01/2022 - 15/11/2022
Period 4

Year 6

Year 6 2022 - PAT Maths - Longitudinal Report
Completed tests between 28/8/2019 and 18/11/2022 for 41 selected students

Year 6 2022   Year 3
38 students   norm data

Year 6 2022   Year 4
38 students   norm data

Year 6 2022   Year 5
40 students   norm data

Year 6 2022   Year 6
39 students   norm data

28/08/2019 - 31/12/2019
Period 1

01/01/2020 - 31/12/2020
Period 2

01/01/2021 - 31/12/2021
Period 3

01/01/2022 - 18/11/2022
Period 4

Literacy

Throughout 2022, students had a number of opportunities to celebrate Literacy on a whole-school level. National Simultaneous Story Time was enjoyed by students from Kindergarten to Year 6 listening to the story *Family Tree* - featuring our Principal dressed as a tree! - before completing activities within their class. Year 6 students were given the chance to prove their oral language and critical thinking skills through their participation in the City of Vincent's 2022 Interschool Debating Competition

Our annual Book Week with the theme *Dreaming with Eyes Open* saw a mysterious bed appear under the "Faraway Tree" decorated overnight as a "hook" to prompt discussion and writing activities. We welcomed author/illustrator Gabriel Evans to demonstrate his creative process to our students and had a fabulous Parade with all our teaching staff dressed as "Wallies" where students had to identify the "real" Wally! Book Week is definitely one of the highlights of our school year and the Literacy Committee works hard to ensure each is more engaging for the students than the last.

The Centre for Excellence project of explicit grammar instruction through warm ups was extended and rolled out through our Pre-primary classrooms. Teachers were engaged in regular meetings and demonstrations of best practice to explicitly teach grammar and phonological awareness through daily warm ups in the classroom. Moving into 2023, these warms ups will be shared through Professional Learning Communities within staff meeting times, and teachers will be released from teaching time to demonstrate best practice throughout the school.

Staff new to the school all receive professional development in our literacy programs Talk4Writing (T4W) and the synthetic phonics program, Promoting Literacy Development (PLD). After identifying the need for further extension of our students, in 2023 staff will undertake professional learning in these programs to further embed these lessons and allow a greater opportunity to tailor the programs to our school context.

NAPLAN 2022—Reading
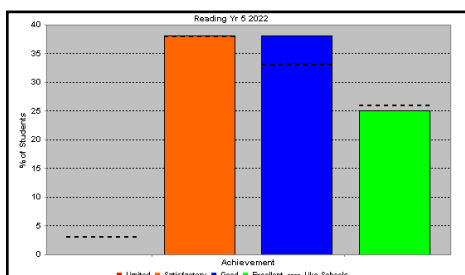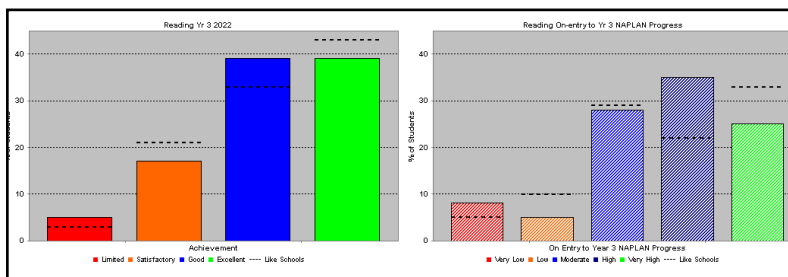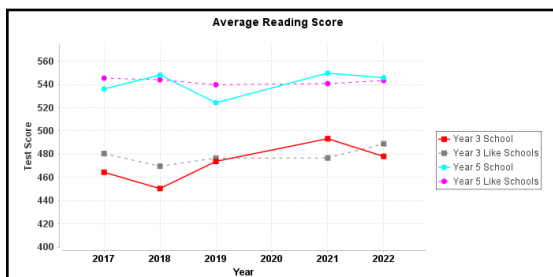
What we see

- Year 3 underperforms like schools for Reading, with a greater proportion of students achieving 'Good'. There were 5 students considered 'Limited'.

- Year 5 achieved slightly above like schools with a small number of additional students achieving 'Good', and no students considered 'Limited'.

NAPLAN 2022—Spelling

What we see

- For the period 2019 to 2021, there has been a steady improvement in our spelling results, which is attributed to the introduction of a synthetic phonics program, PLD.
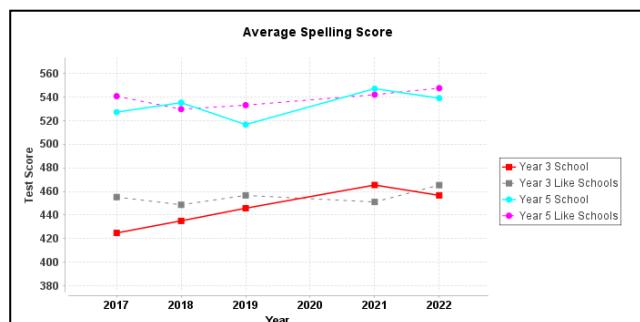
- 2022 saw both Year 3 and Year 5 cohort's achievement level decline which put us below like schools. Like schools displayed an increase in achievement in contrast to Kyilla.

NAPLAN 2022—Grammar & Punctuation
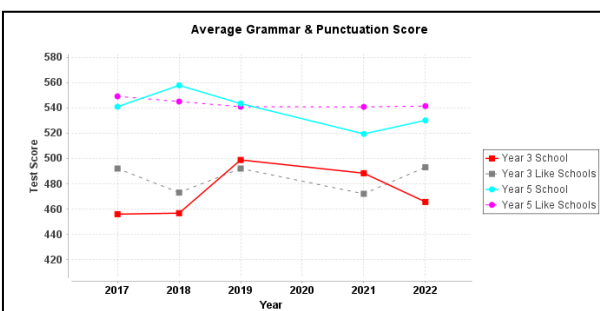
What we see

- Year 3 students have shown a continued decline in Grammar and Punctuation, now achieving below like schools.

- Year 5 students improved their results in 2022. However; they are still achieving below like schools.

NAPLAN 2022—Writing
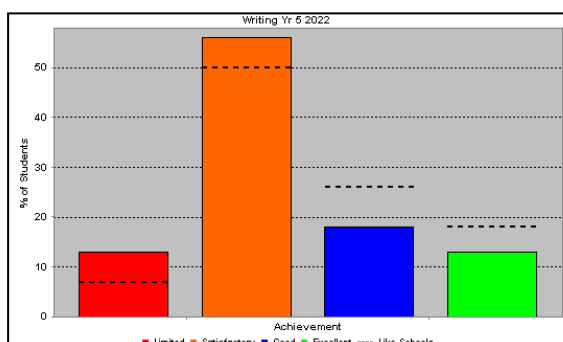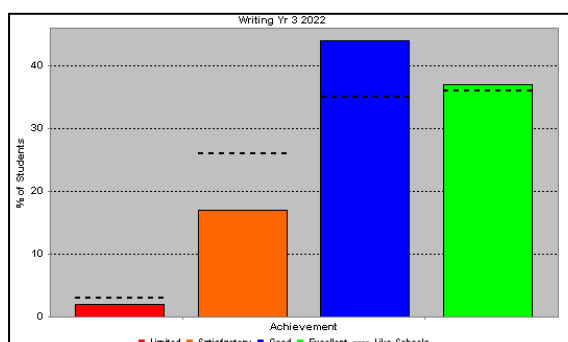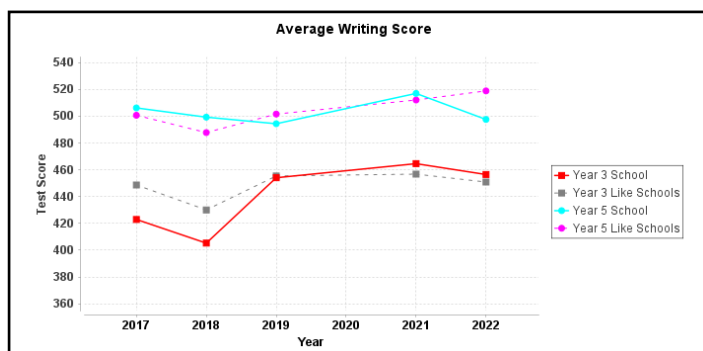
What we see

- Note: comparative data is not available for Year 5 as NAPLAN was cancelled in 2020 due to COVID.

- Year 3 performed well in comparison to like schools and the National Mean, with a larger proportion of our students achieving 'Good', as opposed to 'Satisfactory'. There were a small number of 'Limited' students. The trend line for both year levels declined.

- Year 5 student achievement is below like schools and there has been an increase in the percentage of students considered 'Limited'. Kyilla Primary School was weighted heavily with students achieving 'Satisfactory', at the detriment of 'Good' and 'Excellent' achievement levels.

Recommendations

- Continue with the PLD program in spelling and look at introducing a greater focus on morphology to further extend our students.

- Staff to attend a 'refresher' courses on the implementation of PLD and T4W to ensure the programs are being delivered with integrity.

- Target the explicit instruction of Grammar and Punctuation through participation in the Centre for Excellence Program and the development of a Scope and Sequence document.

- Introduce PAT Grammar to track results and further identify specific areas for focus.

- Continue to develop data-literacy skills of staff to ensure data informs all decision making.

**PAT Reading Results 2022**

PAT Reading was introduced in 2020 to monitor comprehension and word knowledge. We will continue to use this diagnostic assessment to inform planning and to monitor student improvement.
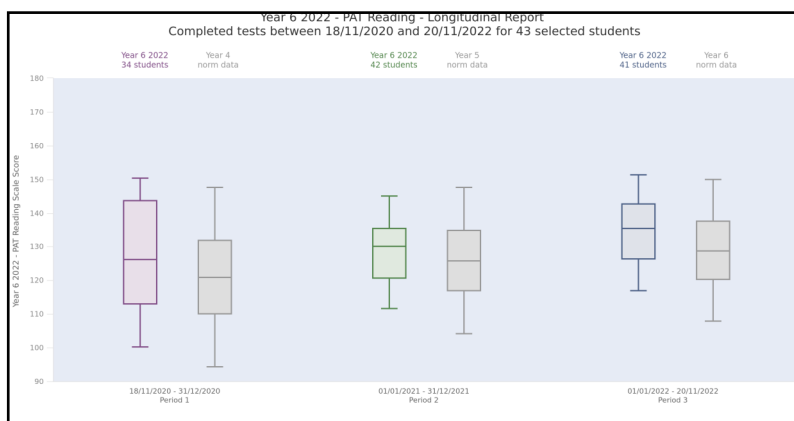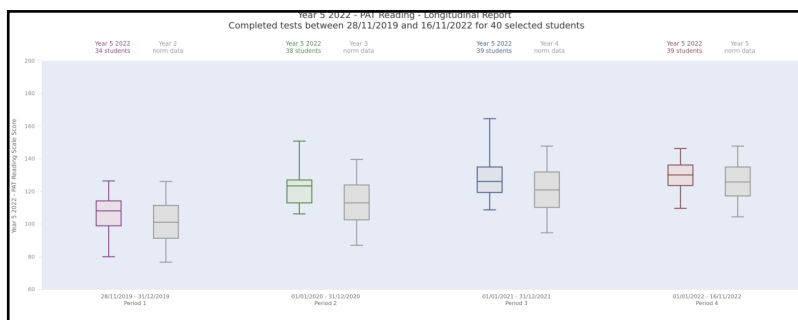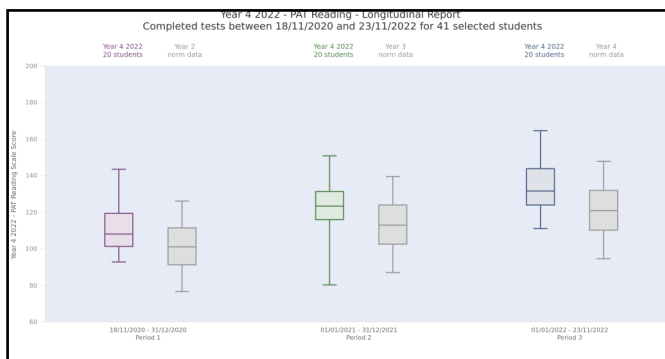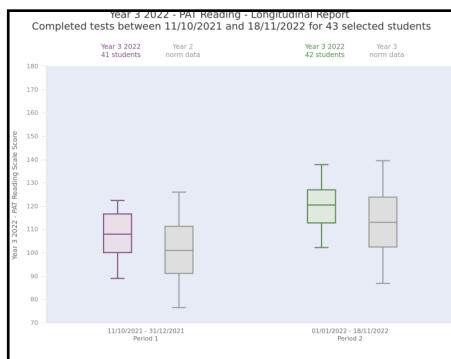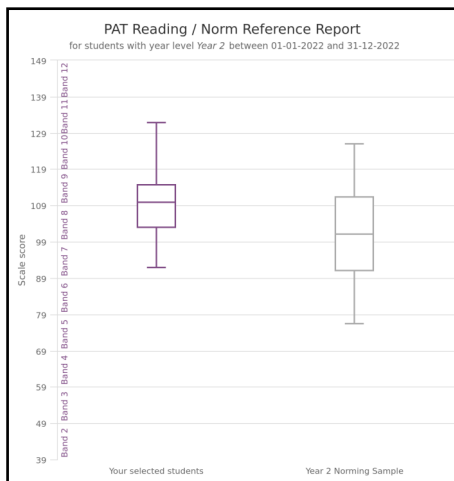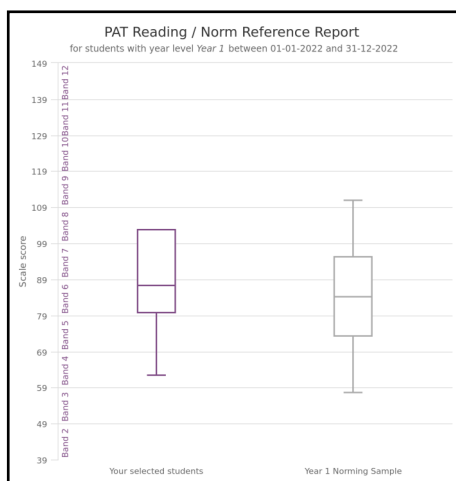
PAT Grammar Results 2022

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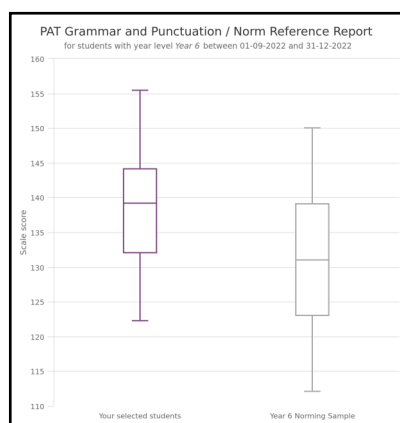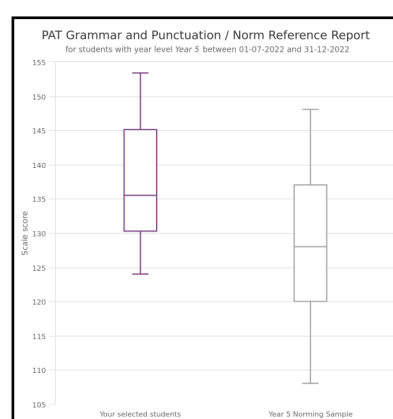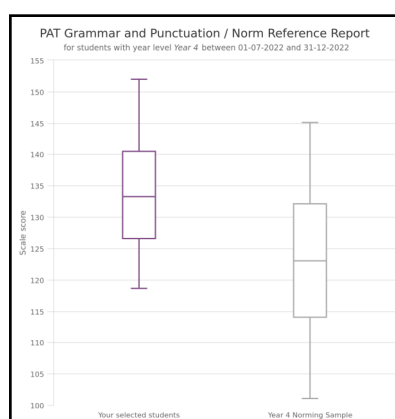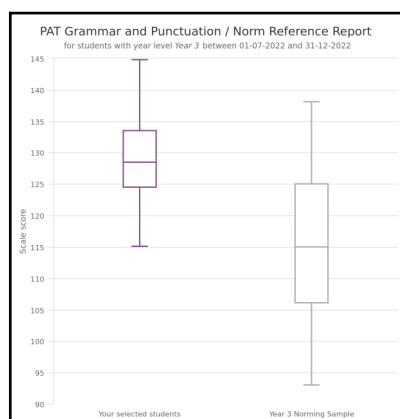
Recommendations

- Whole School staff development days for T4W and PLD.

- Use of staff meeting Professional Learning Communities once per term for Literacy focus: moderation and target setting

- Invest in decodable readers for Home Reading Program in Years 1 & 2

- Regular release time for a school leader in Literacy curriculum development

- Provide academic extension for students though differentiation and access to external competitions

- Continued use of diagnostic testing to identify and monitor students in need of intervention and extension

2022 Highlights

OUR NEW BUILDING
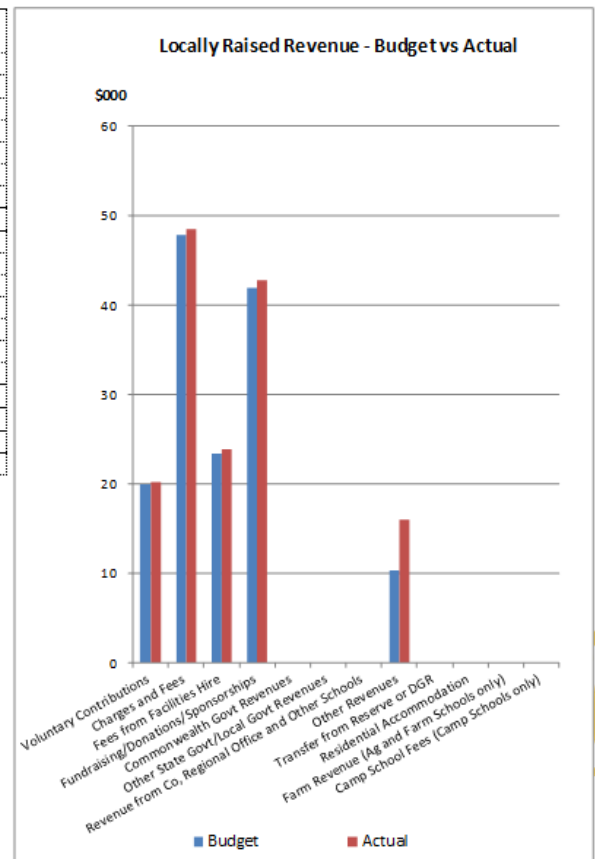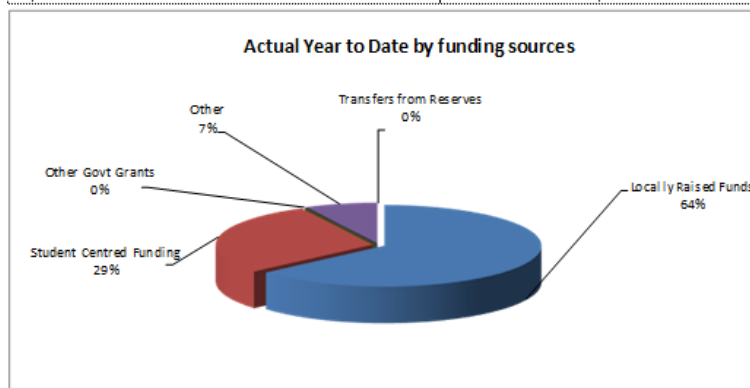
ANZAC DAY

P&C

Movie Night

Kyilla Carnivals

Kyilla Primary School
Financial Summary as at
Enter date here i.e. 31/12/2022

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	$ 19,938.30	$ 20,119.80
2	Charges and Fees	$ 47,868.96	$ 48,518.26
3	Fees from Facilities Hire	$ 23,391.82	$ 23,882.73
4	Fundraising/Donations/Sponsorships	$ 41,937.64	$ 42,760.53
5	Commonwealth Govt Revenues	$ -	$ -
6	Other State Govt/Local Govt Revenues	$ -	$ -
7	Revenue from Co, Regional Office and Other Schools	$ -	$ -
8	Other Revenues	$ 10,339.85	$ 15,930.20
9	Transfer from Reserve or DGR	$ -	$ -
10	Residential Accommodation	$ -	$ -
11	Farm Revenue (Ag and Farm Schools only)	$ -	$ -
12	Camp School Fees (Camp Schools only)	$ -	$ -
	Total Locally Raised Funds	$ 143,476.57	$ 151,211.52
	Opening Balance	$ 159,523.56	$ 159,523.56
	Student Centred Funding	$ 61,490.57	$ 61,490.57
	Total Cash Funds Available	$ 364,490.70	$ 372,225.65
	Total Salary Allocation	$ -	$ -
	Total Funds Available	$ 364,490.70	$ 372,225.65

Locally Raised Revenue - Budget vs Actual

Actual Year to Date by funding sources

- Transfers from Reserves 0%
- Other 7%
- Other Govt Grants 0%
- Student Centred Funding 29%
- Locally Raised Funds 64%

	Expenditure - Cash and Salary	Budget	Actual
1	Administration	$ 8,996.14	$ 8,626.70
2	Lease Payments	$ 16,857.00	$ 16,829.50
3	Utilities, Facilities and Maintenance	$ 91,147.54	$ 88,367.98
4	Buildings, Property and Equipment	$ 40,711.77	$ 32,493.25
5	Curriculum and Student Services	$ 163,336.95	$ 162,685.62
6	Professional Development	$ 8,293.32	$ 8,836.95
7	Transfer to Reserve	$ -	$ -
8	Other Expenditure	$ 2,843.30	$ 3,085.25
9	Payment to CO, Regional Office and Other Schools	$ 613.00	$ 870.10
10	Residential Operations	$ -	$ -
11	Residential Boarding Fees to CO (Ag Colleges only)	$ -	$ -
12	Farm Operations (Ag and Farm Schools only)	$ -	$ -
13	Farm Revenue to CO (Ag and Farm Schools only)	$ -	$ -
14	Camp School Fees to CO (Camp Schools only)	$ -	$ -
	Total Goods and Services Expenditure	$ 332,799.02	$ 321,795.35
	Total Forecast Salary Expenditure	$ -	$ -
	Total Expenditure	$ 332,799.02	$ 321,795.35
	Cash Budget Variance	$ 31,691.68	

Goods and Services Expenditure - Budget vs Actual

Cash Position Components
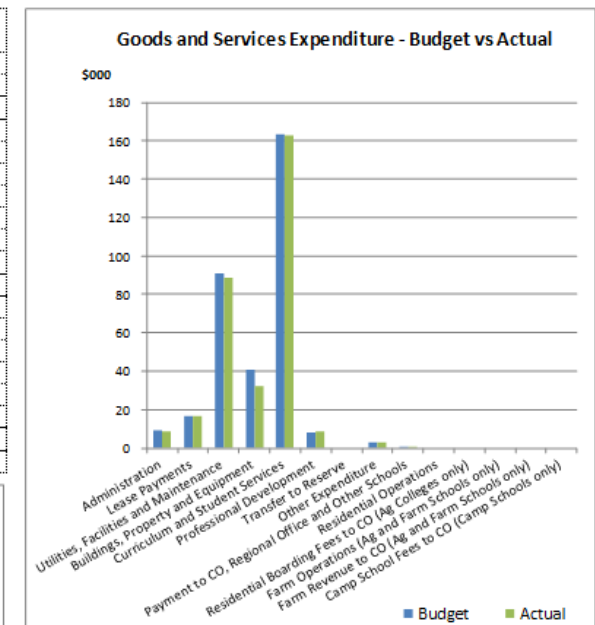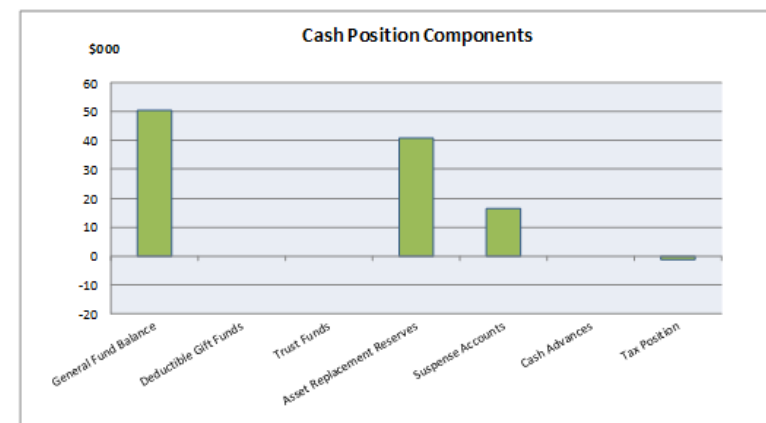
Cash Position Components		
Bank Balance	$	106,358.80
Made up of:		
1	General Fund Balance	$ 50,430.30
2	Deductible Gift Funds	$ -
3	Trust Funds	$ -
4	Asset Replacement Reserves	$ 40,812.60
5	Suspense Accounts	$ 16,345.90
6	Cash Advances	$ -
7	Tax Position	$ (1,230.00)
	Total Bank Balance	$ 106,358.80