

Kingswood Park Public School

Annual Report



2016



4346

Introduction

The Annual Report for 2016 is provided to the community of **Kingswood Park** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Katrina Berwick

Principal

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Message from the Principal

2016 saw our school community striving to work together to inspire successful and engaged learners for life. We continued our journey with our strategic directions with our whole school community which were adjusted from our parent, staff and student feedback at the end of 2015 and the analysis of school and state data sets. Late 2015 we engaged our school community to provide feedback on the dreams, aspirations and goals they held for all the children at Kingswood Park. Our staff and students were also asked to provide feedback on the evidence towards and reflection of our strategic directions this ensured all our community had a voice in our future strategic directions. We worked tirelessly across our school to deliver our vision *Striving to work together to inspire successful and engaged learners for life*. Our vision was at the forefront of all decisions made throughout 2016 and saw our community more engaged in this process. A great success during 2016 was our incursion and excursion initiative. Our students were involved in many experiences from Indonesian puppeteer to gymnastics lessons to Life Education. This engaged our learners in the real world and raised expectations and enhanced the quality of our students learning for life. Our P&C were active throughout the year and contributed to many resources being updated or purchased to support our students learning. Our teachers engaged in quality Professional Learning facilitated by our Instructional Leader and used the Performance and Development Framework and Teaching Standards to develop professional learning goals to work towards achieving throughout the year. Our teachers used the National Standards for Teachers to foster quality, inspiring teaching and leadership throughout Kingswood Park. Our greatest achievement during 2016 was strengthening our community partnerships which was achieved by our Aboriginal Education Officer and our partnership with The Smith Family and Nepean Community and Neighbourhood Services. We saw an increase in engagement at school events and community members engaged with our Facebook page. Our student voice increased with our student leaders and Year 6 class developing their own initiatives to raise money for charities and their own celebrations. Overall 2016 was a successful year for all members of our Kingswood Park community.

School background

School vision statement

Striving to work together to inspire successful and engaged learners for life.

Our school vision statement was developed after lengthy consultation with all community stakeholders at the end of 2014. It is widely published and visually evident throughout our school. It was widely endorsed and acclaimed as the school vision and future direction for Kingswood Park Public School.

School context

Kingswood Park Public School is situated on Darug land and works in partnership with its supportive low socio economic community. The school provides a comprehensive quality education and genuine care for our students and the wider school community. We hold high expectations of achievement and success.

Our school is an Early Action for Success school with an Instructional Leader appointed to provide support in building leader and teacher capacity to identify and address the literacy and numeracy learning needs of students in the early years of schooling.

Parents, staff and students work together in partnership to achieve a cohesive, focused, optimal learning environment that provides enhanced educational opportunities for all students. Participation in sport, dance and student leadership is actively encouraged and embraced.

The involvement of our highly motivated Aboriginal community is supported by our Aboriginal Education Officer. Over 38% of our school identifies as Aboriginal with our Aboriginal Education Officer working in classrooms, supporting all students in Literacy and Numeracy.

The school environment is friendly, calm, warm and welcoming. We expect high standards of behaviour, application and integrity of each child and have introduced a wellbeing program to ensure that Kingswood Park Public School is a safe and respectful place of learning.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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 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.

Throughout 2016 our staff engaged with the School Excellence Framework to discuss, evaluate and determine where our school was situated in each domain; learning, teaching and leadership. The Leadership team led stage discussions in semester 1 to develop evidence for one element in the domain of learning. Evidence was compiled and shared with our peers in the Shalvey Hub learning community. This led to teachers in semester 2 providing evidence on a domain in the teaching element to present to their peers at the school. This resulted in robust discussions on quality of evidence and the judgement made on where the teachers believed they were working in the School Excellence Framework. Throughout the year the Leadership team continued to map and charter evidence to determine our strengths and areas of adjustment with our school plan to ensure Kingswood Park Public School is working towards sustaining and growing. Overall our judgement for each domain of the School Excellence Framework in 2016 is **delivering**. In some areas we determined we are working in sustaining and growing and our external school assessment data for value added reflects this judgement.

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

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Raising expectations and enhancing the quality of student learning

Purpose

Every student in our care to be actively engaged in personalised, meaningful, challenging and future-focused learning experiences to achieve and thrive as learners, leaders and responsible, productive citizens.

Overall summary of progress

Personalised Pathways project saw the enhancement of procedures with our Learning and Support Team, which led to more detailed and purposeful Individual Education Plans being developed alongside families and being implemented by teacher, interventionist, SLSO and/or AEO. Our AEO engaged all parents in the development and review of Personalised Learning Pathways for all our Aboriginal students. Students identified through school data received SLSO and/or teacher intervention to have a tiered approach to achieve learning goals. The schools transition to school programs ran for 20 weeks in partnership with Family connect and saw an increase in participation from previous years with local community members. Families participated in workshops during this time and an increase of preschool transition families was noted at the transition program. Early Action For Success project involved weekly case management strategies led by the Instructional Leader to develop instructional strategies for targeted groups of children in Literacy and Numeracy learning. The approach contributed to deepening teachers' understanding of how to use student data and work samples to precisely identify each student's needs and plan and implement effective teaching strategies. The Instructional Leader and Principal led planning sessions and consistent teacher judgement professional learning to ensure a consistent approach to tiered intervention and to build teacher capacity was evident in a fortnightly cycle. The criteria for Positive Behaviour for Learning reward system was revised and communicated regularly to our community and was the basis for the student leadership team in 2017. Students had a voice in regards to their PBL rewards and conferenced with their teachers twice per term to decide the level of achievement they had achieved, maintaining or working towards. Targeted Aboriginal students were provided tuition from Norta Norta funding and additional funding was provided to provide targeted intervention for a tiered approach to intervention from an SLSO and teacher.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
A: Aboriginal students match or better the outcomes of all students	<p>38% of Aboriginal Kindergarten students achieved cluster 4 in reading with a further 12% achieving cluster 3 working towards cluster 4.</p> <p>60% of Year 1 Aboriginal students achieved the state reading expectations. (achieve cluster 6) with a further 20% achieved cluster 5 and working in cluster 6.</p> <p>Overall 85% of our Aboriginal students in K-2 achieved at our above state expectations for Early Arithmetical Strategies.</p> <p>43% of our year 3 Aboriginal students achieved band 4 or 5 in NAPLAN reading and writing.</p> <p>55% of our Year 5 Aboriginal students achieved band 4 or 5 in Reading NAPLAN.</p> <p>Targeted Aboriginal students in Years 4 and 6 received Norta Norta intervention for reading, writing and numeracy.</p>	<p>FTE 1 AEO</p> <p>20 hours per week Aboriginal SLSO (Norta Norta \$4780) additional \$10 000 from Aboriginal Background RAM.</p> <p>FTE 1 teacher (Low Socio Economic RAM funding \$100 000)</p>
B: Personalised and differentiated learning is evident in teaching and learning programs P-6	<p>Introduction of digital portfolio's in Preschool to communicate learning with parents and provide reflection and future direction for each child that is reflected with child and parent on a daily basis.</p> <p>Case management with teachers weekly to discuss,</p>	<p>Early Action for Success FTE .5</p> <p>.5 FTE LaST</p> <p>\$5 000 (EA4S innovation</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
B: Personalised and differentiated learning is evident in teaching and learning programs P–6	<p>examine and plan future learning experience in English and Maths for targeted learning intentions for all.</p> <p>Teaching and Learning programs reflect tier and personalised learning for all students.</p> <p>Learning and Support procedures implemented, an increase in Individual Education Plans developed and delivered by classroom and intervention teachers with termly review meetings with families.</p>	<p>grant– speech therapy)</p> <p>\$15 000 (Low Socio Economic RAM OT and Speech)</p> <p>20 hours per week SLSO (\$19 000 Low Level adjustment funds)</p>
C: An increase in students achievement evident in PLAN (K–2) and NAPLAN data	<p>26% increase students working at cluster 4 in Kindergarten for reading.</p> <p>38% increase of students achieving or working above cluster 6 for reading.</p> <p>70% of Year 2 students working at cluster 8 for reading reflecting an increase of 50% from the beginning of 2016.</p>	<p>Instructional Leader (EA4S)</p> <p>.5 Intervention teacher (EA4S)</p> <p>20 hours per week SLSO (Low socio economic RAM)</p>

Next Steps

Review of Aboriginal Personalised Learning Pathways each semester. Adjustments created and achievements celebrated.

Introduction of digital portfolios in Kindergarten following the successful introduction in Preschool 2016.

Continued investigation of assessment and moderation strategies explored by staff, engaging with teachers from local learning community to strengthen this constant teacher judgement.

Reduction of Instructional Leadership FTE in 2017 will need to review strategies and implementation of strategies of the role of Instructional Leader across school. Possibly introduction of coach amongst teaching staff.

Engagement of private consultant with introduction of concept based teaching English. Followed by in school coaching by Instructional Leader and LaST.

Attendance continued to be focus in 2017 with late arrivals being targeted.

Strategic Direction 2

Fostering quality, inspiring teaching and leadership

Purpose

Build capacity in our staff through focussed professional learning and development that creates a culture of professionals that are engaged in ongoing, relevant and evidence based learning and practice at an individual and collective level.

Overall summary of progress

The Leadership team worked with external consultants to build capacity through focussed professional learning and development in the teaching of literacy and numeracy. The culture of professionals that are engaged in ongoing, relevant and evidence based learning and practice at an individual and collective level continues to increase. Teachers engaged in professional development on the Australian Professional Teaching Standards and provided evidence that demonstrated their proficiency for each standard. Twice per term teachers shared this evidence package with their peers to reflect and receive feedback on their teaching capacity. Leading to the development and achievement of Professional Learning Goals and the completion of Professional Development Plans for all teaching staff. Teachers were observed and together with their supervisor reflected, refined and planned their continued professional development. Two teachers achieved their accreditation package throughout 2016. The Leadership team continued to work with Lyn Sharratt to develop leadership capacity in facilitating case management and coaching sessions with teachers. The school data wall was continued to be used to drive conversation on the instructional needs of all students in Reading, Writing and Numeracy.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
A: A highly skilled, responsive and diverse staff who have a shared understanding and value of themselves and each other to contribute to a culture of high expectations	<p>1 teacher identified to Perform Higher Duties to develop teacher quality.</p> <p>Staff participated in over 40 hours of professional learning facilitated by Instruction leader, Principal or external consultant targeting English and Mathematics.</p> <p>Staff survey reflected 80% reflected a strong agreement that school leaders have helped improve their teaching.</p>	<p>FTE .4 teacher (low socio economic RAM)</p> <p>PL funds (\$4300)</p> <p>Higher Duties (low socio economic RAM \$30 000)</p>
B: All staff have individual professional development plans that demonstrate reflective teaching practice, are linked to the Australian professional teaching standards and guides their professional learning, practice and capacity to improve student learning	<p>100% of teaching staff implemented a Professional Development Plan which was supported by evidence and annotation with the Australian Teaching Standards.</p> <p>80% of staff strongly agree that school leaders helped establish challenging and visible learning goals for their students.</p> <p>80% of staff strongly agree that they have opportunities to discuss assessment strategies with other teachers and have opportunities to discuss learning problems of particular students with other teachers.</p>	<p>PL funds \$4300</p> <p>External Consultant \$20 000 (Low socio economic RAM)</p> <p>additional release time .4 (low socio economic RAM)</p>
C: Data informed, differentiated and personalised learning experiences are highly visible in all staff learning and teaching programs.	<p>100% of teachers teaching and learning programs demonstrate differentiated learning experiences for their students.</p> <p>Lesson observations reflect differentiation is occurring during teaching and learning experiences in classrooms.</p>	<p>Instructional Leader</p> <p>EA4S PL \$5000</p> <p>Low socio economic RAM– external consultant \$8 000</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
C: Data informed, differentiated and personalised learning experiences are highly visible in all staff learning and teaching programs.	92% of staff strongly agree that assessment helps them understand where students are having difficulty. 80% of staff strongly agree that results from formal assessment such as SENA inform their lesson planning.	

Next Steps

Continued Professional learning facilitated by Instructional Leader, Principal, school identified coaches and external consultants to strengthen, deepen teachers instructional knowledge to deliver differentiated teaching and learning programs.

Lesson study approach introduced to strengthen delivery of instruction

Continued engagement with the Professional Development linked with the Australian Teaching Standards and the evidence to support their development.

Identified coaches complete online training to support their coaching skills

Instructional Walks on more regular basis with leadership team to determine professional development needs of teachers.

Continued professional development on wellbeing framework for school and the impact of these policies and procedures for Kingswood Park community.

Strategic Direction 3

Community partnerships engagement for all

Purpose

Strengthening family and community engagement through a collaborative approach to decision making that is accountable, transparent and reflects local and systemic priorities.

Overall summary of progress

Partnerships with our community continued to strengthen in 2016 which was enhanced with the partnerships with Family Connect, The Smith Family and Nepean Neighbourhood and Community Services. The school Facebook page increased in fellowship, with feedback from community members strongly agreeing the page promotes a positive representation of our school in the greater community. The Preschool introduced an app for parents to use to follow their child's learning journey and also provide feedback on their child's learning. This will be introduced into the kindergarten class in 2017 and continue into each year group the following year. An increase in participation in the weekly transition to school program in semester 2 reflected an increase in enrolments for Preschool and Kindergarten in 2017. Unfortunately the PATCH project was not successful in 2016 with a lack of community engagement. A notable increase in parent and community participation at community events was evident and noted by outside agencies that are involved with our school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
A: An increased number of parents participating in all school activities representing and inclusive of, all school community cultural groups	Increase from 3 parents to 6–8 families regularly attending Little Tracks to Big School. Increase in parent forum attendance in 2016 by 50%. Forum reflected: school is approachable, access and communication is good.	.2 FTE (Low socio economic RAM)
B: Increased parent and community engagement in student learning identified through surveys, data and attendance at educational meetings	Increased participation in parent forums, meet the teacher and IEP, PLP meetings. Parent feedback: the school listens and there are opportunities for giving feedback this is good!	\$5 000 (Aboriginal Background RAM)
C: Sustained, high levels of student engagement and learning evident directly resulting from strong, external partnerships	More than 80% of preschool parents engaged with online digital portfolio. Parent Forum reflected: There is community help NCNS to support our children. There is a close partnership with P&C to build trust and confidence.	\$5000 (community grant)

Next Steps

Parent workshops delivered by teachers that our community know at transition times in our school day e.g. 8:30 or 2:45pm with child minding. This will replace PATCH project.

Introduction of digital portfolio into Kindergarten 2017 then into year 1 in 2018 and so on. Teachers to explore best app to use for year group.

engage community in "Tell them from me" survey– support parents to complete this at school.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>completed and reflected positive feedback from community. Data analysis shows some increase in achievement of our Aboriginal students. Development, implementation and review of Personalised Learning Plans for all Aboriginal children.</p> <p>Aboriginal Education Officer provided cultural lessons to all classes each term and supported staff and students on achievement of learning goals in PLPS.</p> <p>Incursions booked for NAIDOC week celebrations which included dreamtime stories and Aunty Wendy's Mob.</p> <p>Employment of Aboriginal SLSO to support English and Mathematics intervention.</p> <p>AEO hosted morning tea's throughout the year to build relationships with our Aboriginal families. Increase over the year of participants.</p>	<p>Norta Norta \$4781</p> <p>\$85 693; FTE 1 AEO Flexible \$21 305</p> <ul style="list-style-type: none"> Aboriginal background loading (\$85 693.00)
Low level adjustment for disability	<p>100% of children identified have an IEP folder with documentation provided. This information is passed on to next teacher and follows child throughout school life at KPPS.</p> <p>Employment of LAST to support tired intervention with a focus on writing and numeracy.</p> <p>Employment of SLSO to support in class achievement of IEP goals.</p> <p>Professional learning provided by outside experts such as Sue Larky to develop teacher capacity to personalise learning for identified students.</p>	<p>\$70 139; FTE .5 Flexible \$19 129</p> <ul style="list-style-type: none"> Low level adjustment for disability (\$70 139.00)
Quality Teaching, Successful Students (QTSS)	<p>Assistant Principal provided additional release time to work with teams to achieve professional learning goals.</p> <p>Assistant Principal mentored by Instructional Leader to develop coaching capacity in a case management approach.</p>	<p>FTE .117</p>
Socio-economic background	<p>100% of staff demonstrated achievement or working towards PDP goals.</p> <p>Employment of teacher to create 6th class to lower class sizes K-6.</p> <p>Employment of teacher .6 to provide tiered intervention in reading, writing and numeracy.</p> <p>Additional Release From Face to Face for classroom teachers to attend targeted professional learning each week facilitated by Instructional leader and in school coaches.</p>	<p>\$253, 934; FTE .1 Flexible \$243 732</p> <ul style="list-style-type: none"> Socio-economic background (\$253 944.00)

<p>Socio-economic background</p>	<p>Professional learning provided by private consultant to develop concept pedagogy in years 3–6.</p> <p>Incursions were provided to students to support learning of other cultures and to support learning and achievement of the CAPA and PDHPE outcomes.</p> <p>Higher Duties to develop leadership capacity of identified staff member who was mentored by Instructional Leader on coaching and also leadership pathways.</p> <p>Additional Time provided to all teachers to participate in case management approach and collaborative planning time to develop consistent teacher judgement and the identification of tiered intervention.</p>	<p>\$253, 934; FTE .1 Flexible \$243 732</p> <ul style="list-style-type: none"> • Socio-economic background (\$253 944.00)
<p>Early Action for Success</p>	<p>completed– 2017 significant reduction of funding to support this key initiative across school. Implementation strategies will be discussed with new Instructional Leader who has an FTE .6 in 2017 compared to an FTE 1 in 2016.</p> <p>Instructional Leader provided coaching to leadership team members to build their capacity in leadership and coaching.</p> <p>Worked shoulder to shoulder with teacher to develop their pedagogy of personalised learning in English and Mathematics.</p> <p>Instructional Leader led case management approach to tiered intervention to identify at risk students. This led to a tiered intervention approach provided by Intervention teacher.</p> <p>Innovation Grant was used to support University of Western Sydney Occupational Therapist program– Children received daily intervention to support identified OT needs for 2 terms. OT students provided professional learning for staff on activities that could be integrated into classroom practice.</p> <p>Engaged with Dr Lyn Sharratt to support whole school focus on consistent teacher judgement on assessment strategies. This was facilitated by the Instructional Leader throughout 2016.</p>	<p>FTE 1 Instructional Leader</p> <p>FTE .5 Intervention Teacher</p> <p>Training Grant \$5000</p> <p>Innovation Grant \$5000</p> <ul style="list-style-type: none"> • Early Action For Success (\$0.00)

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	59	67	63	70
Girls	57	72	69	75

Student attendance profile

School				
Year	2013	2014	2015	2016
K	89	89.1	86.3	91.6
1	92.5	90	88.6	90.2
2	90.3	90.4	86.5	92.9
3	91	91.9	94.5	93
4	96.3	92.6	83.2	92.8
5	94.7	90.6	89.6	92.1
6	93.4	95.3	87.8	92.1
All Years	92	91.2	88.3	92.2
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	1
Classroom Teacher(s)	6.64
Teacher of Reading Recovery	0.5
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.4
School Administration & Support Staff	4.01
Other Positions	0.15

*Full Time Equivalent

Our school employs an Aboriginal Education Officer and an School Learning and Support Officer who are of Aboriginal background.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	27
Postgraduate degree	73

Professional learning and teacher accreditation

Throughout 2016 2 teachers completed their accreditation process and were successful in gaining proficiency career level. The leadership team worked through Highly Accomplished Teacher or Lead Teacher career levels, demonstrating their practice at these levels. 100% of staff provided evidence to support their proficiency career level to support their Professional Development Plans. Classroom teacher s participated in weekly 2 hour professional learning sessions with the Instructional Leader or school coach to develop deeper understanding on differentiation of English and Mathematics teaching and learning programs. Staff attended fortnightly 2 hour professional learning sessions which addressed mandatory and school identified professional development.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

The information provided in the financial summary includes reporting from <insert date> to 31 December 2016.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	460 391.33
(2a) Appropriation	462 371.53
(2b) Sale of Goods and Services	-13 669.37
(2c) Grants and Contributions	11 225.86
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	463.31
Expenses	-210 200.66
Recurrent Expenses	-210 200.66
(3a) Employee Related	-152 716.66
(3b) Operating Expenses	-57 484.00
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	250 190.67
Balance Carried Forward	250 190.67

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

<Use this text box to enter a general statement describing:

- your school's financial management processes

and governance structures to meet financial policy requirements

- any unusual spending patterns or substantial underspending/overspending (e.g. accommodating leave, illness, savings for planned capital expenditure)
- intended use of funds available>

Delete text not required.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2016 Actual (\$)
Base Total	1 135 439.12
Base Per Capita	7 621.05
Base Location	0.00
Other Base	1 127 818.07
Equity Total	414 546.51
Equity Aboriginal	90 473.09
Equity Socio economic	253 933.98
Equity Language	0.00
Equity Disability	70 139.44
Targeted Total	13 510.01
Other Total	236 336.83
Grand Total	1 799 832.47

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

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.

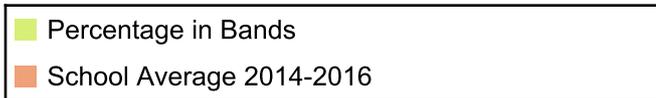
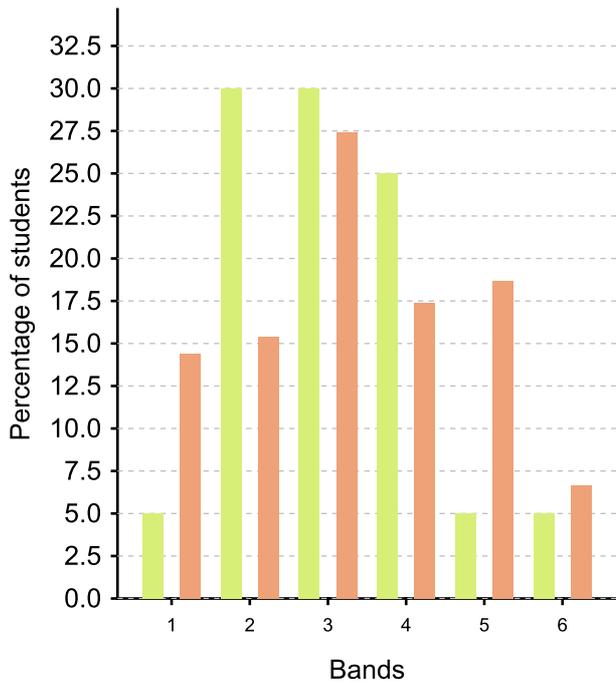
Year 3 Reading data reflects; An increase of 26.% of our Aboriginal students from band 2 to higher bands from 2015–2016. Boys in Year 3 had an increase of 16.7% in band 5. An increase of 19.5% of girls in band 4 for reading. Overall an increase of 20% of students moving into the middle 2 bands.

Year 3 Writing Data reflects; An increase of 14.3% of

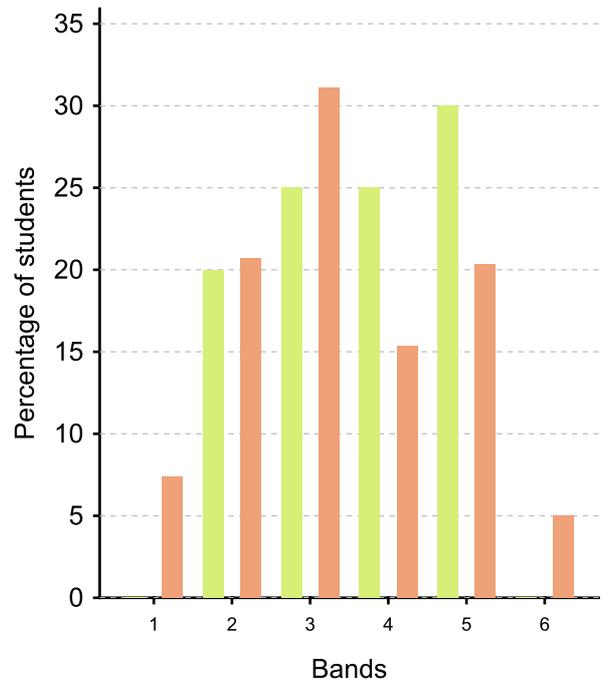
Aboriginal students in band 5 from previous years and an increase of 11.9% of Aboriginal students in band 4. An increase of 27.8% of boys achieving band 4 and an increase of 6.5% of girls achieving band 5. Overall an increase of 10% of students achieving in proficiency bands.

Year 5 Reading and Writing data reflects; 11% of students achieved proficiency in reading. Trend data indicates an increase in grammar and punctuation amongst Year 5 boys and also our Aboriginal students.

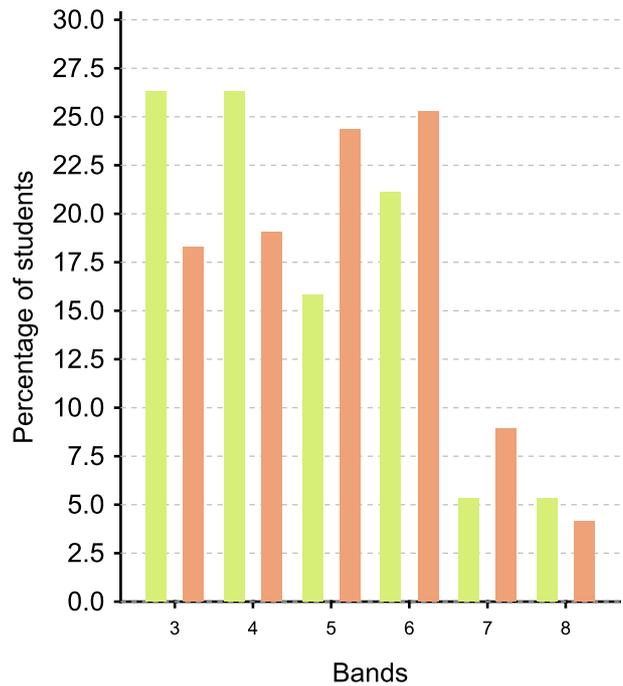
Percentage in bands:
Year 3 Reading



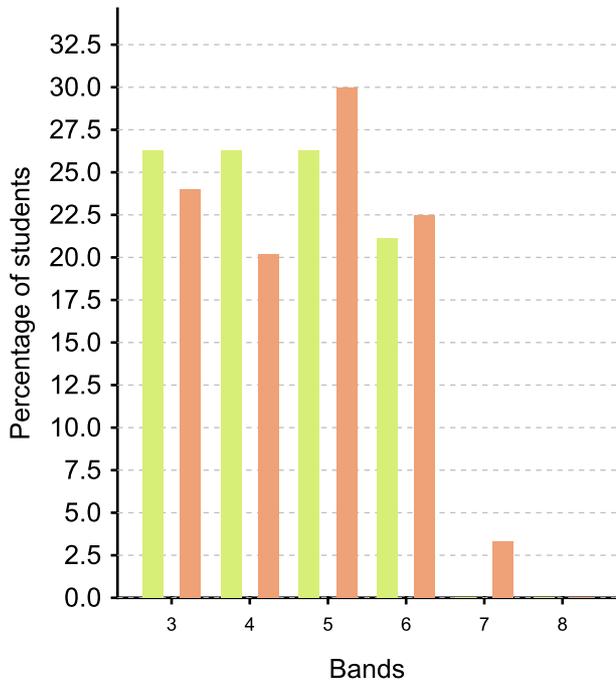
Percentage in bands:
Year 3 Writing



Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 5 Writing

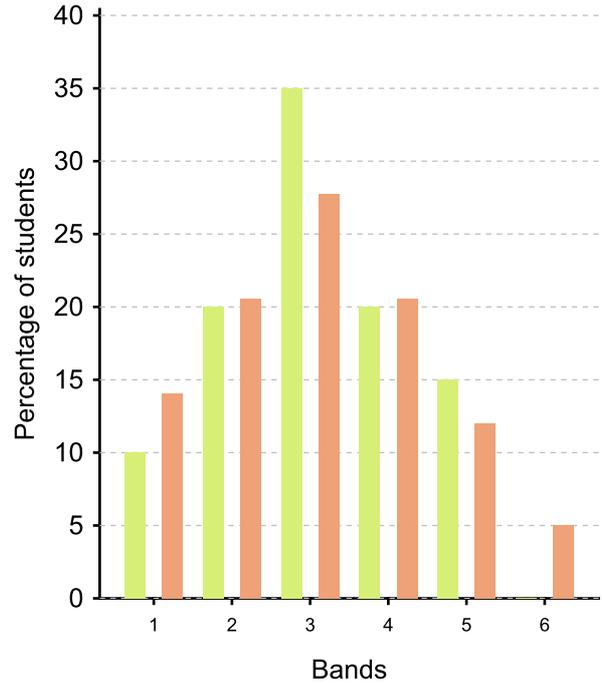


■ Percentage in Bands
■ School Average 2014-2016

Year 3 Numeracy data reflects; 15% of students achieved in the proficiency bands. With an increase of 26% of Aboriginal students achieving the middle two bands. Trend data reflects an increase in Aboriginal students in their achievement in Numeracy. 55% of students are working in the middle bands in numeracy.

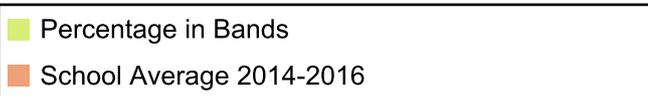
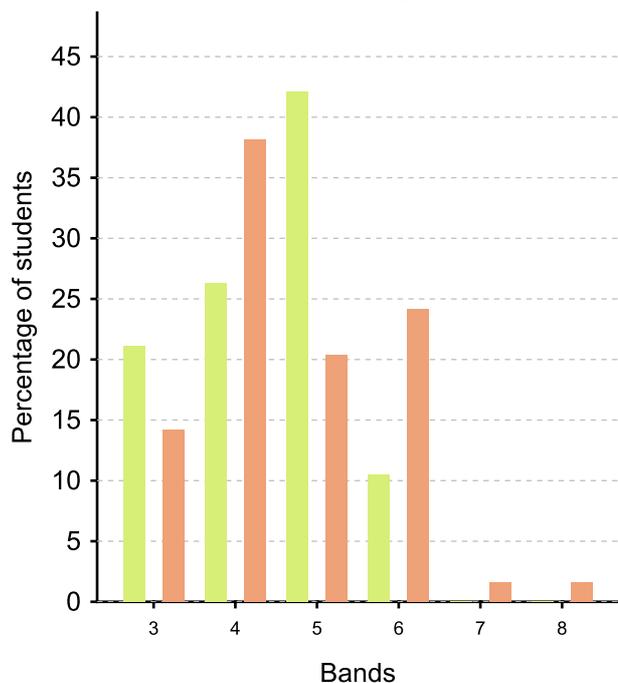
Year 5 Numeracy data reflects; An increase of 14% of students achieving the middle 2 bands. Trend data indicates an increase for girls in Numeracy. An increase of 16% of Aboriginal students working in the middle 2 bands.

Percentage in bands:
Year 3 Numeracy



■ Percentage in Bands
■ School Average 2014-2016

Percentage in bands:
Year 5 Numeracy



The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

Premier's Priorities: Improving education results and State Priorities: Better services – Improving Aboriginal education outcomes for students in the top two NAPLAN bands.

14.3% of Aboriginal students achieved in the top two NAPLAN bands for Writing and Grammar and Punctuation in Year 3 NAPLAN in 2016. An increase was shown in Writing from the previous year.

11.1% of Aboriginal students achieved in the top two NAPLAN bands for Grammar and Punctuation, Spelling and Reading in Year 5 NAPLAN in 2016.

Parent/caregiver, student, teacher satisfaction

Parents were provided an opportunity to reflect on the year 2016 and provide suggestions for our future directions at parent forums in term 4. Parents and the community are also provided an opportunity to provide feedback at school events such as Grandparents day. Overwhelming feedback that our parents and community feel they can trust our school and feel they are in partnership with their child's learning journey. Parents/Caregivers believe there has been a big improvement in the school as a whole and it is a community based school. Social media has helped them be part of the learning joinery and they feel

teachers and Principal made them feel welcome and are very helpful. They believe we are a school that listens and makes an effort to build community partnerships.

Students completed Tell Them From Me surveys which reflected Positive Teacher–Student relationships were rated 8 out of 10. Students related Teachers' Expectations for Academic Success 8.3 out of 10. 87% of students tried hard to succeed with 82% of girls and 92% of boys in our school tried hard to succeed. 72% of students were interested and motivated. 96% of students valued school outcomes.

Teachers completed Tell Them From Me surveys with a focus on learning. A score of 8 out of 10 for school leaders have provided guidance for monitoring student progress and school leaders help me improve my teaching. 8.1 out of 10 teachers discuss learning problems of particular students with other teachers. 8.3 out of 10 set high expectations for student learning. 9.2 out of 10 strongly believe that their assessments help them understand where students are having difficulty. An average of 7 out of 10 for the 4 dimensions of classroom and school Practice survey.

Policy requirements

Aboriginal education

Our school Aboriginal Education Officer Mrs McFarlane worked tirelessly to engage our school community with our school life. She ensured she was in our playground at key transitions times throughout the day to be available for a yarn with our community members. She also facilitated "yarn ups" with morning and afternoon teas where our Aboriginal and non Aboriginal families were invited to yarn about our school and our community. From these yarns future strategic directions were made and events organised. Mrs McFarlane organised times in each classroom to deliver cultural yarns with the children and teachers to deepen understanding across the school. Our NAIDOC week celebrations were successful with notably more community involvement than previous years with a welcome BBQ and cultural incursions from Auntie Wendy's Mob in our Preschool and from a local elder telling Dream Time yarns and the dances that went with these. All Aboriginal children worked through a Personalised Learning Pathway (PLP) that was created in partnership with family and school. The achievement of our students PLP goals was celebrated and shared with our school community at the end of the year. Students from Years 2 to 6 were identified to receive additional support by an Aboriginal SLSO for reading, writing and numeracy support. These students were provided targeted intervention from teachers throughout the year to support the achievement of their PLP goals. It was decided that in 2017 we will celebrate this learning each term with our families invited to attend and share in the celebration of achievement.

Multicultural and anti-racism education

Kingswood Park students and staff share a rich cultural

and language diversity. Our multicultural perspective at our school is maintained through special events such as Harmony Day and Grandparents Day. We had a significant turnout for Harmony Day with a range of parents, carers, family and community member attending the celebrations led by our Student Leadership Team. Each class completed activities that were shared with the community at a picnic lunch, which ended with everyone placing an orange ribbon on our school fence to signify Harmony Day.

Multicultural education is integrated into our units of work in HSIE, which has allowed for students to gain insight into their own and other cultures through stories, research projects, art and craft and music. We had a staff member trained to be our school ARCO in 2016. She provided professional development to staff at staff meetings and educates children when necessary. In 2016 incursions were selected to provide a varied cultural representation to all our students, including an Indonesian Puppeteer.