

Governor Philip King Public School Annual Report



2016



4567

Introduction

The Annual Report for **2016** is provided to the community of **Governor Philip King Public School** as an account of the school's operations and achievements throughout the year.

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

Jason Corcoran

Principal

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School background

School vision statement

At Governor Philip King Public School, every mind is inspired, every person is valued and every potential is fostered. We are committed to creating a dynamic, supportive and cooperative environment that will ensure our students, staff and community are moving forward while promoting academic and personal excellence.

School context

Governor Philip King Public School is located in the Fairfield Group of schools. The school population currently stands at 573 students. The school is 93% non-English speaking background with children from over 40 different cultural identities. Governor Philip King offers a broad, well-balanced, quality education for all students. Our programs emphasise tolerance and understanding. The school motto 'Striving for Personal Excellence' encompasses all areas of school life and is reflected in the wide variety of opportunities our students have access to. Our students have a commitment to high standards in all areas, including academic, citizenship, student leadership, sports and the arts. Quality teaching underpins all that we do at Governor Philip King PS. Our highly experienced, dedicated teachers ensure that high expectations and quality programs across all Key Learning Areas are at the forefront of what we do every day with students. Quality teaching, consistent teacher judgement in assessment, syllabus expertise and accountability are common themes in the school planning cycle. Students are expected to be responsible for their behaviour and active participants in the learning process. Parents are encouraged to be active partners in their child's education. Special events during the school year include Open Days for Public Education Day and Education Week, Grandparents' Day, Multicultural Celebrations and Book Week. Other special programs include Community Languages, School Parliament, Performing Arts and a Values Education Program.

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.

Learning

Learning Culture

Our whole school approach to developing an integrated approach to curriculum delivery is continuing to build a school culture of high expectations and performance improvement. Staff commitment to, and enthusiasm for, all professional development sessions has improved staff pedagogy. This has been demonstrated in programming and lesson delivery, as noted through supervision practices. Our SRL framework and our new anti-bullying policy ensure that students take responsibility for their behaviour which, in turn, has a positive influence on their learning. As a part of students' educational aspirations, extra-curricular activities are provided throughout the year. These have included public speaking, debating, spelling bees, performing arts, School Spectacular, PSSA, parliament and skipping. The promotion of community links ensures involvement of parents in the classroom, in school events and in curriculum development. Community links have promoted collective responsibility for student learning.

Future Directions

- * Promote further opportunities for students to participate in a variety of extra-curricular activities.
- * Increased involvement of community in building whole school and student performance improvements.
- * Continuing a focus on learning intentions so that students learn to take responsibility for their ongoing learning.
- * Continued parent information sessions on topics of their choice from a parent survey.

Curriculum and Learning

Due to whole school professional learning sessions on Writing and Representing, and subsequent upskilling of staff in this area, students have demonstrated improvement in confidence and skills in writing. This has been seen in the assessments completed in the unaided writing books. With all staff involved in the Get Reading Right program, there is a whole school commitment to deliver quality, systematic, explicit teaching of reading and writing as a priority. Through the development of core programs and scope and sequences for PDPHE, English, Mathematics, Science and Technology, History and Geography, teachers ensure all outcomes are taught sequentially over a stage. Students are demonstrating growth in these areas through school-based assessment such as benchmarking, comprehensive stage Mathematics assessments and writing samples. The scope and sequence for Morning Routine has been adjusted as students are demonstrating a vast improvement in general knowledge. This means that more detailed content needed to be added to broaden the scope. Whole school, stage and grade teams are involved in weekly professional development to evaluate and make adjustments to teaching programs according to the needs of students. Our integrated approach to curriculum planning and delivery, and developing extensive school-based assessments, is promoting learning excellence across the school. Teachers are differentiating their curriculum delivery to meet the needs of students. Our approach is providing learning opportunities for all students.

Future Directions

- * Collecting measurable data to demonstrate growth in writing, reading and Mathematics.
- * Continue to develop and evaluate high quality programs based on syllabus outcomes.
- * Ongoing Get Reading Right professional development, extending to spelling in 2017.
- * All staff continue to be actively involved in professional learning.
- * Continual evaluation, reflection and adjustment to teaching programs to meet the needs of all students.
- * Begin to develop core program for Creative Arts.
- * Ensuring core programs are accessible for all staff, in both paper and digital format.

Wellbeing

We are providing high quality, supportive, planned, explicit and systematic learning activities through our scope and sequence and core programs to support the needs of all students. The SRL whole school approach provides clear outlines of student behaviour expectations and attitudes, enhancing student wellbeing and progress. The reward system is working extremely well and students are committed to this program. This approach is educating students to take responsibility for their behaviour and learning. The overall wellbeing of all students is supported by our Learning and Support referral process, which was evaluated and updated this year, and consequent interventions, also reviewed and changes made. This is also supported by identifying, catering for and nurturing student talents to promote a positive teaching and learning environment through a range of extra-curricular activities.

Future Directions

- * Evaluating the Learning and Support team delivery process and timetables to ensure best practice in 2017.
- * Continued implementation of our Values program.
- * Review of Governor Philip King Public School's policies that impact on student engagement and welfare.
- * Continue to offer extra-curricular activities to promote all areas of development.
- * Continuing to collect information/data in regards to our Safe, Respectful Learner Program.

Assessment and Reporting

All staff have been involved in professional learning activities to develop internal school performance-based measures in Writing and how to mark writing based on NAPLAN, supported by the use of an Unaided Writing Book and Writing Assessment Guide. We have developed an Unaided Writing Assessment book which will track all students from Kindergarten to Year 6. We will use this data to monitor, track and report on student performance/growth in this area. School-based assessment in reading and Mathematics is giving us trends in student achievement, together with our analysis of Best Start, PLAN and NAPLAN data. Individual student reports include descriptions of achievements, areas of growth and strengths, and areas of weakness. We have trialled a new report format in 2016. This format has been favourably received by our parent community. Parents are updated on student progress through written reports and interviews.

Future Directions

- * Evaluation of the benchmarking process.
- * Adding writing levels to our data wall.
- * Tracking students beyond extension reading level.
- * Evaluate the new school report from 2016 with all staff and the community in 2017 and make necessary changes/modifications.
- * Continue to use both external and school-based data to inform student progress and set targets for improvement.

Teaching

Effective Classroom Practice

K–6 classes are being taught from core programs to ensure that all classes are being taught from high quality programs that are aligned to the syllabus and our school scope and sequence, with students engaged in productive learning, building on previous skills already taught. We currently have a whole school focus on Writing and Representing, Speaking and Listening, Get Reading Right, Mathematics, Geography, History, Science and Technology and Morning Routines, which are linked to our Professional Development Plans. Each term, class teachers have met to evaluate their programs, lessons and student learning, and then made adjustments at grade planning sessions. Classroom teachers met as a grade/stage and with Learning and Support teachers to plan and record adjustments to their programs, lessons and student learning, to cater for individual learning needs. Supervision through programs and walk throughs has ensured better teaching practices leading to improved student outcomes. School-based assessments in writing, reading comprehension and Mathematics are demonstrating student growth.

Future Directions

- * Finalise English, Mathematics, History, Geography and Science and Technology scope and sequence, core programs and assessments.
- * Create Creative Arts scope and sequence and units of work.
- * Professional Development so staff have increased knowledge and skills when working with PLAN and NCCD data.
- * Collect measurable data to demonstrate improvements and growth in students in the area of writing.
- * On-going and systematic approach for all students K–6 with new focus on spelling in 2017.
- * Create a writing data wall – placing all students in bands across the school.

Data Skills and Use

Teachers collect, analyse and use student data to understand the learning needs and progress of students. School assessment tools such as benchmarking, Learning to Write books and pre and post Math assessments, are used to help monitor student learning progress and to identify learning needs. All class teachers are allocated 45 minutes a week to specifically collect comprehension data using benchmarking. An analysis of student performance data is reported to parents with a written report, via a check list and a comment section, twice a year. Formal writing assessments occur at the end of each term, across the school.

Merit, SRL and Citizenship awards are recorded on Sentral for individual students. A PBIS consultant collects this updated data each year to see trends. The SRL team collects positive and negative data to observe trends. Current data for 2016 shows a major increase in teacher data collection of positive and negative incidents. There has been a reduction in negative incident reports and maintenance of positive incidents across the school. Data for 2017 is expected to show a further increase in positive incidents. The school leadership team regularly uses this data to inform decisions.

We created a report ready to present to executive staff on Planning Day in 2016 and to all staff on SDD in Term 4 with a view to implementing this in 2017. Our data wall tracks the progress of all students' progress in comprehension and reading levels. Our SRL data is showing an improvement with more positive and less negative comments. We have fewer students on detention and a number of repeat offenders now have behaviour plans in place.

Future Directions

- * Evaluate the effectiveness of the new report, with staff and parents.

- * To ensure optimal utilisation of data collected and measure growth and areas of need.
- * Incorporate value of the fortnight into Literacy lessons.
- * Collect information from classroom teachers to monitor the reasons minis are being distributed (e.g. behaviour, effort, manners and safety).

Collaborative Practice

All staff have worked together to create, plan and implement: scope and sequences in Writing and Representing, Science and Technology, History, Geography and Mathematics; Core program and lessons in Writing, Speaking and Listening, Science and Technology, History, Geography, Get Reading Right, SRL and Mathematics. Staff worked together to decide upon, write and implement the school plan. All class teachers work with support staff to improve teaching and learning, and assist students to reach their potential. Grade teams work together to select indicators to add to our parent report and create/evaluate assessment tasks. All staff regularly work cooperatively in a variety of groupings: Whole school Professional Development plans, stage, grade, PLC and interest groups. These groupings meet through regular sessions: weekly grade/stage meetings, weekly professional development sessions, grade planning days held each term and individually planned sessions each term. We use experienced staff and outside sources to lead the staff in improving teaching and learning. A key feature of all developed programs at GPK is the collaborative aspect between staff and the community, within the creation, implementation and evaluation processes. All students are engaged in high quality, explicit activities across the school. The process has highlighted, and ensured, that all grades K–6 are covering expected content in line with syllabus expectations and requirements.

Future Directions

- * More Professional Learning Communities formed to research new ideas or update current plans.
- * Continue to make adjustments to the referral process and best practice for LaST.
- * Continue to use strategies for improving the performance of our middle students.
- * Collect measurable data to demonstrate improvements and growth in students in the areas of Science and Technology, PDHPE, History, Geography, Mathematics, Writing and Representing, Spelling and Speaking and Listening.

Learning and Development

All staff participated in professional learning with Professional Development targeted to school priorities and their goals identified in their individual Performance and Personal Development Plans. Our school has effective professional learning for induction, beginning and early career teachers, teaching quality, leadership preparation and leadership development through our extended executive team and our targeted mentoring of aspiring executives. There is a particular focus on improved teaching methods in the teaching of spelling, with professional learning activities focused on building teachers' understandings of effective teaching strategies in Literacy. Our data wall and reading targets are demonstrating improvement. Students' comprehension skills have shown a marked improvement, as evidenced by PLAN and school-based data.

Future Directions

- * GRR is an on-going professional learning program for all staff for 2017.
- * On-going and systematic approach for all students K–6 with new focus on Spelling in 2017.
- * More individualised Professional Development sessions – so staff are involved in relevant professional development.
- * Utilise core programs, ensuring differentiation is registered.
- * Increase of parents attending future parenting workshops.

Professional Standards

Grade teams allow teachers to understand and implement professional standards and curriculum requirements. All staff worked in grade teams to develop units of work for new curriculum areas, such as Writing and Representing, Geography and History. Grade teams worked together to develop core programs across all Key Learning Areas. Weekly small group meetings are allowing the attainment of professional learning goals and teaching requirements as part of the school's performance and development processes, supporting our whole school professional development. A smaller group allows everyone to actively participate and target specifically relevant areas and needs. GPKPS staff attainment of professional learning goals and teaching requirements are part of the school's performance and development processes. Staff monitors the standards that they have attained and record these as evidence in their 'Spotty Books'. The school

has a culture of supporting teachers developing leadership skills, with their active participation as a member of the executive team and being assigned an executive as a mentor.

Future Directions

- * Target individuals who have experienced interest in leadership as part of their Professional Development Plans.
- * Teachers and executive begin applying for higher duties.
- * Continue to write and assess/analyse high quality core programs and collect relevant data in grade teams.
- * Continue to write, implement and evaluate the new History and Geography programs.
- * Continue to meet on a regular basis as a grade to discuss issues and concerns and stay informed about what is happening at an executive level.
- * Continue to maintain their professional standards by recording their learning evidence in their 'Spotty Book'.

Leadership

Governor Philip King Public School is committed to the development of leadership for both staff and students. All staff are provided with opportunities for leadership and leadership skill development. Leadership opportunities are provided for aspiring executives. This includes leading and supervising grades and teams. All staff lead or contribute to the leadership of initiatives across the school. We have utilised experienced staff, as well as staff with particular expertise, to lead professional learning and initiatives K–6. Our focus is on skill development, succession planning, distributed leadership and organisational best practice.

Future Directions

- * Leadership goals identified through Professional Development Plans (PDPs).
- * Continue to develop and expand the executive mentoring program.
- * Continue early career teachers' guidance and support.
- * Provide assistance with accreditation.
- * Identify leadership potential across staff and provide meaningful, relevant opportunities.

School Planning, Implementation and Reporting

Staff contribute to, lead and implement all facets of the Governor Philip King School Plan, ensuring strategic directions, school vision and continuous improvement are central to all that we do. There has been a strong movement towards data analysis to reflect and enhance school programs. Staff collaboration is a key feature of all planning cycles and initiatives. Where possible and appropriate, community feedback and participation are valued and important parts of the school planning process. Effective communication across all teams is a key element K–6. Development of grade and school core programs has been undertaken across all key learning areas. Professional Development Plans have been fully implemented, monitored and evaluated for all staff members. Planning sessions continue to be effective and valued, ensuring collaboration and consistency with programs. With community input we have refined and updated the Anti-Bullying Plan for our school. The school-based SRL and Values programs are having a significant impact, evidenced through an increase with students moving through the award system and a reduction in detention numbers. Students have been offered a wider variety of extracurricular activities throughout 2016.

Future Directions

- * Increased data collection and analysis by all staff.
- * Evaluation of new school report.
- * Increase Professional Learning Communities across the school.
- * Increase community engagement and participation in school planning process.

School Resources

Strategic planning and resource management has been vital to the successful implementation of the school plan. The establishment of a school data wall accurately reflects student's achievement and progress. Staff has been provided with

additional assessment time each week to ensure the accuracy and reliability of assessment information, as well as reflecting student growth, progress and achievement. The employment of an independent literacy consultant through the Get Reading Right program has seen significant improvement in classroom pedagogy, explicit teaching and student results. Purchasing days for staff to develop, refine and review school scope and sequence documents, as well as the creation of core units of work, has improved teacher knowledge, understanding and implementation of new syllabus documents. The use of staff with expertise in delivering professional development sessions across the school has engaged staff and developed leadership opportunities K–6. Display boards, school website, signage and the schools electronic sign have been a valuable tool and resource to share successful projects and initiatives and inform the community of student success and involvement across the school.

Future Directions

- * Full implementation of financial proforma for all resources acquisition.
- * Development of data wall for writing.
- * Tracking and monitoring of syllabus implementation and unit development.
- * Continue Get Reading Right training with a focus on spelling.
- * Delivery of explicit, focused professional learning for staff.

Management Practices and Processes

Management systems have been established to ensure processes implemented across the school are maintained and contribute to the on-going effectiveness of the school plan and improvement of learning outcomes for all students. Administrative practices support all areas of school operation, including financial management as well as human and physical resources. Scope and sequence documents have provided quality, effective implementation of syllabus documents, while core programs have ensured effective, explicit delivery of all content. Report expectations, outlines and requirements are made available to staff during each reporting semester. School policies and procedures are reviewed and updated as required and implemented across the school with professional learning and support for staff. Management systems ensure our community are well informed, resulting in increased parental involvement and the development of community links.

Future Directions

- * Implement new, revised school report format.
- * Seek opportunities for community involvement.
- * Continue to develop community links.
- * Create a PLC on Assessment.
- * Review and refine scope and sequence documents, including a new addition of Spelling.
- * Develop feedback avenues for all key stake holders across the school community.

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

Creating and Nurturing Successful Learners

Purpose

To ensure that students are engaged learners who are able to access curriculum through planned explicit and systematic learning activities. Learners achieve their social, emotional and academic potential through supportive quality educational delivery, and through consistent, high standard and shared professional practices.

Overall summary of progress

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">• 90% of students demonstrate growth in the aspects of reading and Mathematics based on PLAN data as well as school– based reading and mathematics assessments.	With our Assessment strategies and developed teaching strategies, all teachers have been able to measure over 90% growth for all students in reading and mathematics	107,555 for consultant in GRR and providing release time for staff to learn and implement the program.
<ul style="list-style-type: none">• 90% of students demonstrate growth in aspects of writing based on PLAN data and school–based assessments.	With our Assessment strategies and developed teaching strategies, all teachers have been able to measure over 90% growth for all students in writing	
<ul style="list-style-type: none">• 90% of students demonstrate growth in aspects of spelling based on PLAN data and school–based assessments.	With our Assessment strategies and developed teaching strategies, all teachers have been able to measure over 90% growth for all students in spelling	

Next Steps

- Collect and analyse measurable data to demonstrate improvements and growth in students in the areas of Science and Technology, PDHPE, History, Mathematics, Writing and Speaking and Listening.
- Staff continue the development and implementation of high quality classroom programs through the development of further units of work and core programs.
- Continue to make adjustments to the referral process for 2018.
- Planning for best practice in delivery of the learning and support program.
- Continue to use strategies for improving the performance of our middle students.
- G.R.R. is an on–going professional learning program for all staff for 2017.
- On–going and systematic approach for all students K–6 with a continued focus on writing in 2017.
- Continual evaluation and reflection to assess the effectiveness of the programs in reading and writing.

Strategic Direction 2

Fostering Excellence in Leadership, Teaching and Learning

Purpose

To ensure all staff are proficient in identifying, understanding, and implementing the most effective teaching methods, with a high priority given to evidence-based teaching strategies. All staff are professionally developed to enable them to actively participate as leaders of learning across the school.

Overall summary of progress

All staff have been able to identify and integrate a whole school, grade and personal goal into their PLPs. There are many opportunities provided within a whole school and grade context for these goals to be addressed and achieved. There are many procedures in place – such as weekly grade meetings and twice a week whole school sessions – to regularly provide support for teacher's goals.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% Staff individual Professional Development plans completed with goals set and achieved, with accreditation at the appropriate level.	All staff have completed and enacted PLPs with the support of their grade leaders. All beginning teachers were well on their way to completing accreditation documents. Improved knowledge of curriculum, planning and student welfare strategies were discussed and adopted.	
All staff are engaged in personalised learning.	All staff actively participate in Professional Learning, which relates to our School Plan and goals within PLPs. Aspiring executives frequently indulge in informal collegial dialogue with their mentors on a needs be basis.	

Next Steps

- * Professional development in entering PLAN data correctly with understanding of each cluster on the Numeracy continuum.
- * LaST to use data wall to identify and target low/high students
- * Ensure processes are in place to support beginning and early career teachers and provide assistance with accreditation for all staff.

Strategic Direction 3

Enhancing a Positive School Culture

Purpose

To ensure that a safe, respectful, learning environment and culture is created and maintained so that the experience of teaching and learning is enhanced for all members of the school community.

To ensure that curriculum and organisational structures promote whole school well being, engagement, academic achievement and the development of active, informed citizens.

Overall summary of progress

Staff are working to keep parents informed about their student's progress and school events, while encouraging parent attendance at workshops. We are providing workshops on topics that parents have requested more information on. We use student messages, newsletters, school noticeboard, web site and the Skoolbag app to keep parents informed. Our parent workshops have only had minimal attendance.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All members of the school community can understand and utilise the common language to identify the culture of our school.	We are utilising our electronic sign, newsletter and skoolbag app to inform parents of programs and events occurring at school. Offering Parent workshops throughout the year, with limited parent participation.	Michael Grose Parenting Pack \$500 Copying \$200
All staff consistent in their recording and use of student well being data.	There has been an increase of positive data being recorded onto Sentral, and a greater incidence of negative data being recorded quickly and in greater detail.	

Next Steps

- Increase attendance of parents at future parenting workshops
- Continue to inform staff about reasons for handing out minis
- Inform parents at Kinder Orientation about the SRL and the values program
- Include values in homework and encourage parent feedback
- Incorporate value of the fortnight into Literacy lessons
- Analyse Sentral data to determine number of incidents of bullying and consistency of follow up procedures

Key Initiatives	Impact achieved this year	Resources (annual)
English language proficiency	Meet with class teachers to evaluate programs + record progress and identify needs for next year.	3 days a fortnight – teacher 3 days a week – SLSO For the year – \$22,000
Low level adjustment for disability	Very successful program. We will be continuing and extending this program and approach in 2017.	\$24, 725 a semester
Socio–economic background	All staff involved in developing writing programs + implementing them with their students. All staff kept updated with School Plan and our schools development of the Australian Curriculum.	RAM – \$130,282 a semester
Get Reading Right	This is an extremely successful program. All staff are committed to using this program in their class. It has revolutionised our literacy programs and teaching. We will continue this program in 2017, with a focus on spelling.	Planning Literacy/Numeracy – \$11,058.79 Literacy Consultant – \$37,400 for 22 days Teacher Professional Learning – \$13,000 a semester

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	307	317	299	294
Girls	299	304	276	268

Student attendance profile

School				
Year	2013	2014	2015	2016
K	77.9	95.6	94.7	95.4
1	95.3	95.7	93.9	95.1
2	94.7	96.2	93.5	95.5
3	95.6	95.9	95	94.3
4	95.9	95.9	94.9	96.6
5	95	96.1	94.2	94.9
6	95.5	95.6	94.3	94.7
All Years	93.3	95.9	94.3	95.2
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

Class sizes

Class	Total
KBM	18
KTR	18
KSK	19
KPG	18
1/2AS	24
1SS	22
1ES	22
2SM	25
2CW	24
2SV	25
3SR	29
3JL	28
3/4IE	27
4KT	26
4SK	25
4LT	27
5NS	30
5LF	29
5SM	29
6HA	30
6EF	30
6BS	30

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	24.31
Teacher of Reading Recovery	0.63
Learning and Support Teacher(s)	1.2
Teacher Librarian	1
Teacher of ESL	3.8
School Counsellor	1
School Administration & Support Staff	4.06
Other Positions	0

*Full Time Equivalent

In 2016, Governor Philip King had no Aboriginal teachers and administrative staff.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	8

Professional learning and teacher accreditation

In 2016, we had 1 teacher achieve accreditation with the Institute of Teachers. In 2016, we had 7 teachers who are at maintenance level for accreditation. In 2016, we had 0 teachers seeking voluntary accreditation at Highly Accomplished or Lead. At this point in time, our experienced teachers are not required to attain accreditation.

In 2016, all staff participated in a significant amount of professional learning. Professional learning consisted of weekly professional learning sessions (one hour every week), five whole day professional development sessions, numerous sessions with Literacy consultant Jo-Anne Dooner, four half day sessions and one whole day session with Mrs Hosking with a focus on Writing and Representing and professional dialogue during weekly grade/stage meetings.

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to <insert date> and does not involve expenditure areas such as permanent salaries, building and major maintenance.

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.

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.

<You may use this text box to comment on:

- voluntary school contributions
- any significant variation between income and expenditure
- high levels of retained income and retained income held in trust
- significant expenditure on student curriculum materials, resources and technology.>

Delete text not required.

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

	2016 Actual (\$)
Opening Balance	0.00
Revenue	1 120 938.58
(2a) Appropriation	1 069 184.22
(2b) Sale of Goods and Services	12 236.28
(2c) Grants and Contributions	36 962.05
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	2 556.03
Expenses	-293 077.54
Recurrent Expenses	-293 077.54
(3a) Employee Related	-164 300.27
(3b) Operating Expenses	-128 777.27
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	827 861.04
Balance Carried Forward	827 861.04

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	3 605 214.63
Base Per Capita	30 555.22
Base Location	0.00
Other Base	3 574 659.41
Equity Total	847 918.40
Equity Aboriginal	0.00
Equity Socio economic	274 384.34
Equity Language	407 267.01
Equity Disability	166 267.06
Targeted Total	48 443.71
Other Total	620 972.91
Grand Total	5 122 549.65

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.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

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

	2016 Actual (\$)
Opening Balance	0.00
Revenue	1 120 938.58
(2a) Appropriation	1 069 184.22
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(3b) Operating Expenses	-128 777.27
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	827 861.04
Balance Carried Forward	827 861.04

<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	3 605 214.63
Base Per Capita	30 555.22
Base Location	0.00
Other Base	3 574 659.41
Equity Total	847 918.40
Equity Aboriginal	0.00
Equity Socio economic	274 384.34
Equity Language	407 267.01
Equity Disability	166 267.06
Targeted Total	48 443.71
Other Total	620 972.91
Grand Total	5 122 549.65

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

<You may choose to use this text box to comment on other assessment data including:

- Best Start
- Literacy and numeracy achievement against the literacy and numeracy continuums>

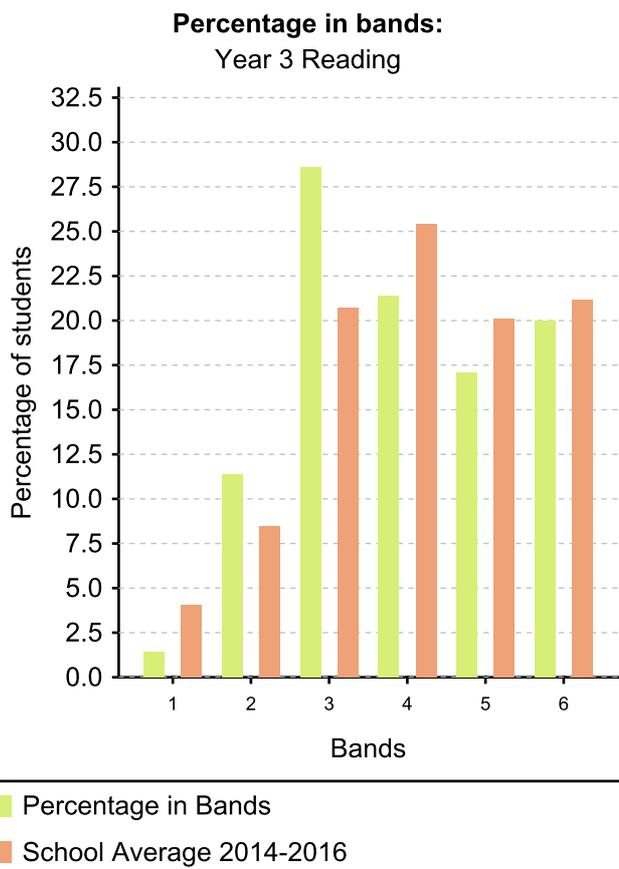
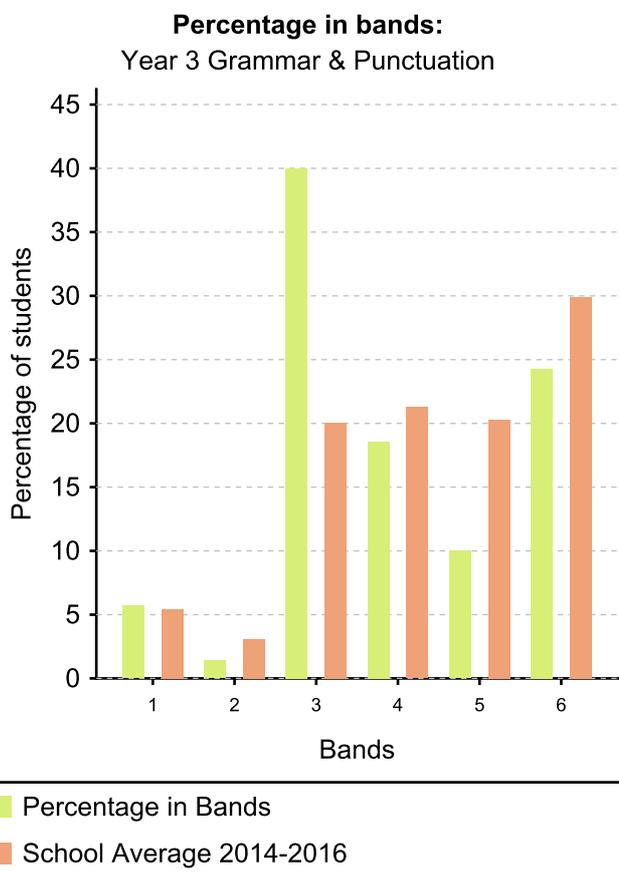
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NAPLAN

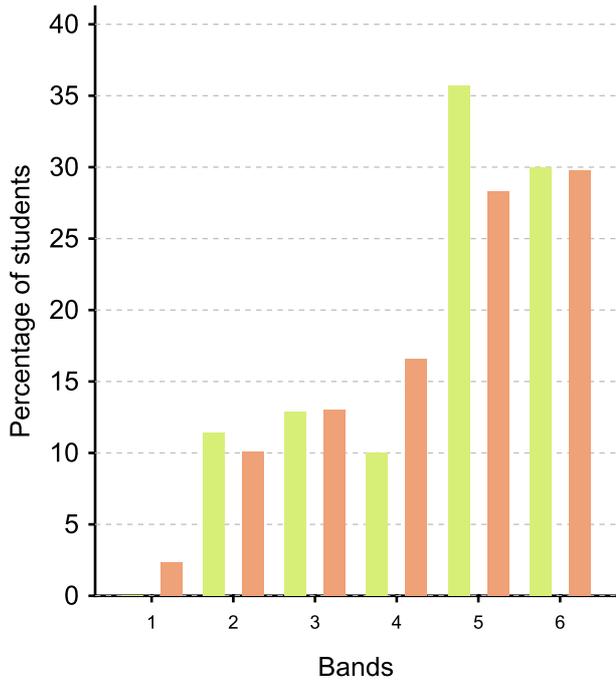
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

<Use this text box to comment on literacy NAPLAN data>

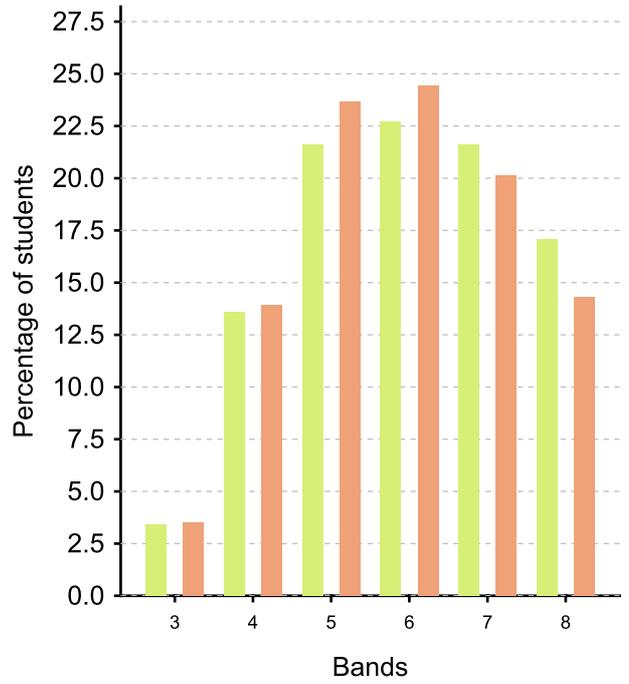
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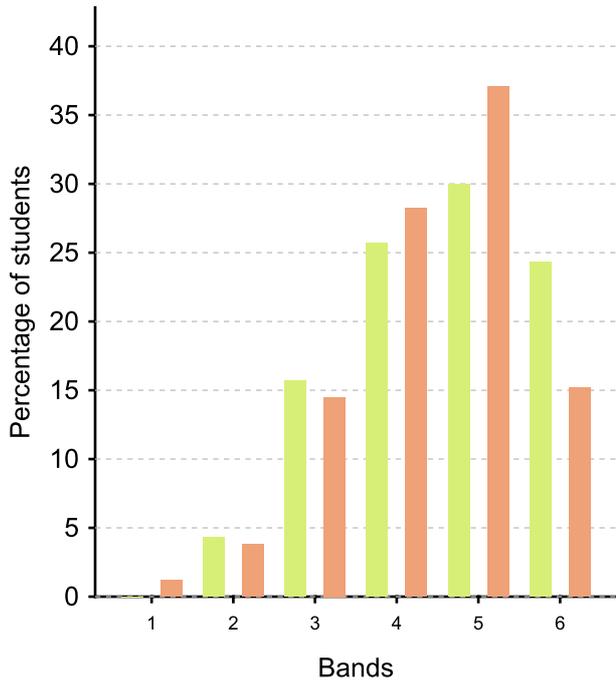
Percentage in bands:
Year 3 Spelling



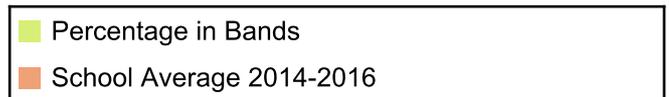
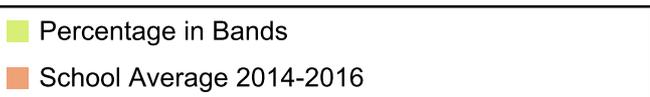
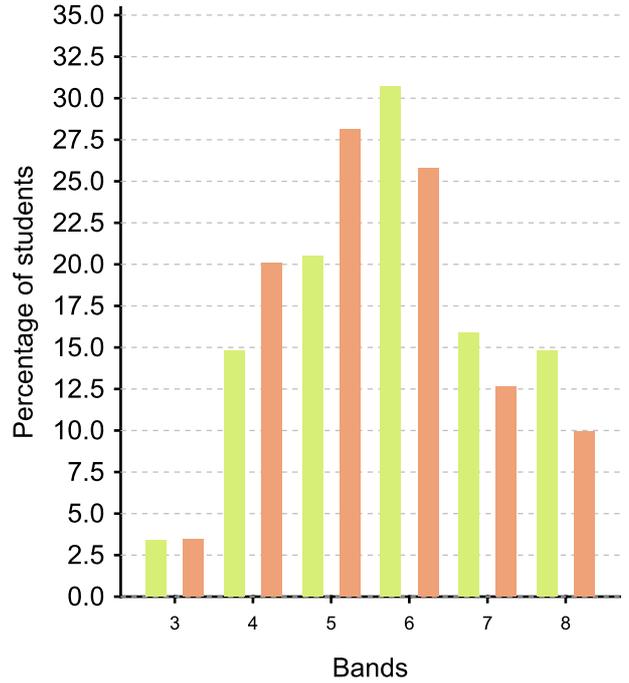
Percentage in bands:
Year 5 Grammar & Punctuation



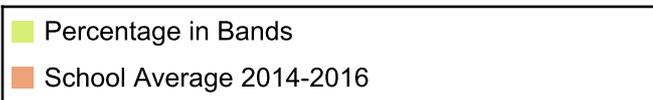
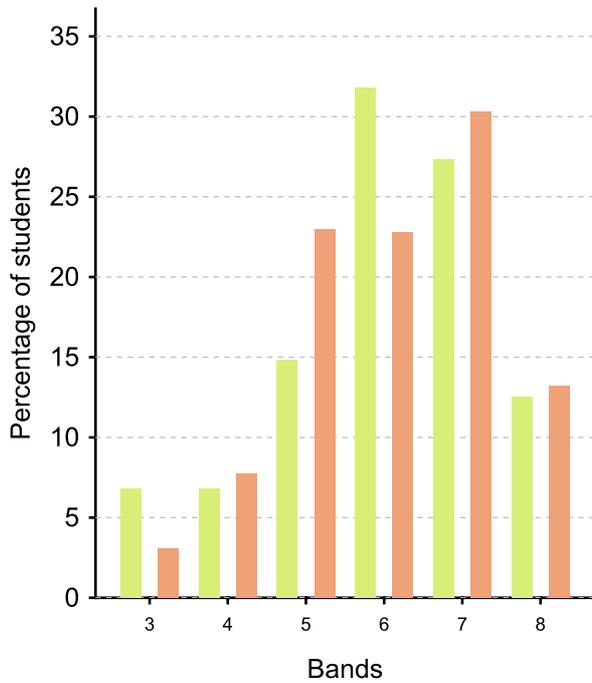
Percentage in bands:
Year 3 Writing



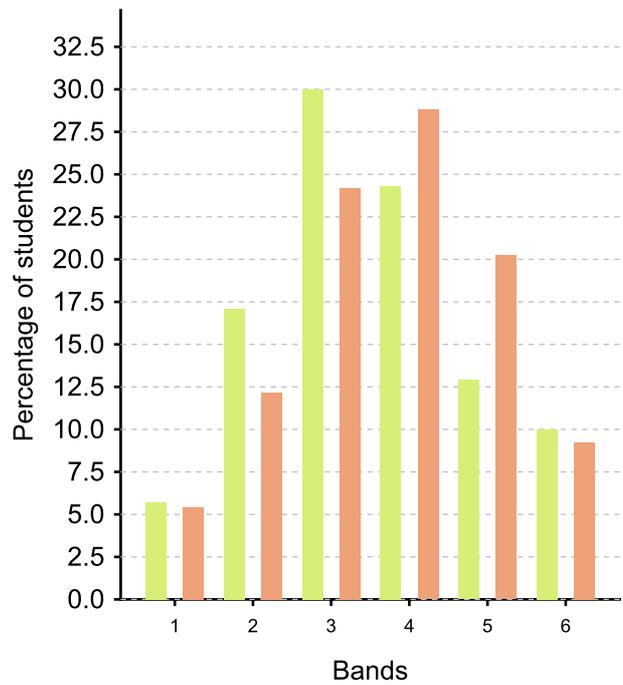
Percentage in bands:
Year 5 Reading



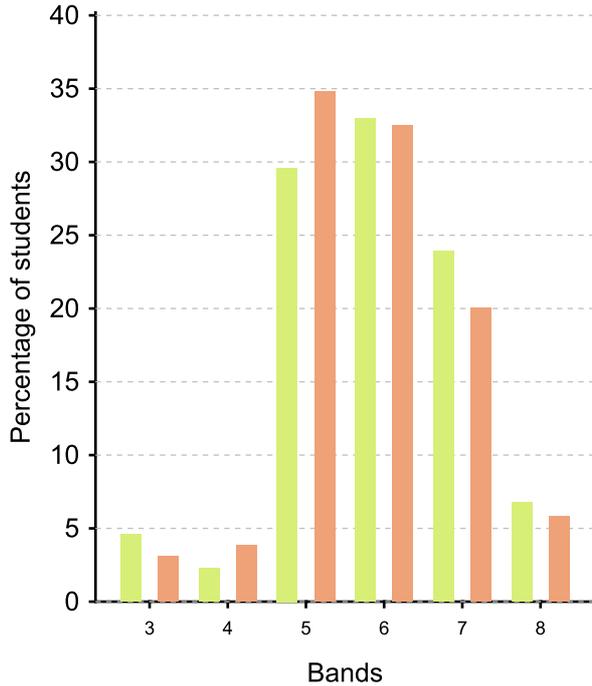
Percentage in bands:
Year 5 Spelling



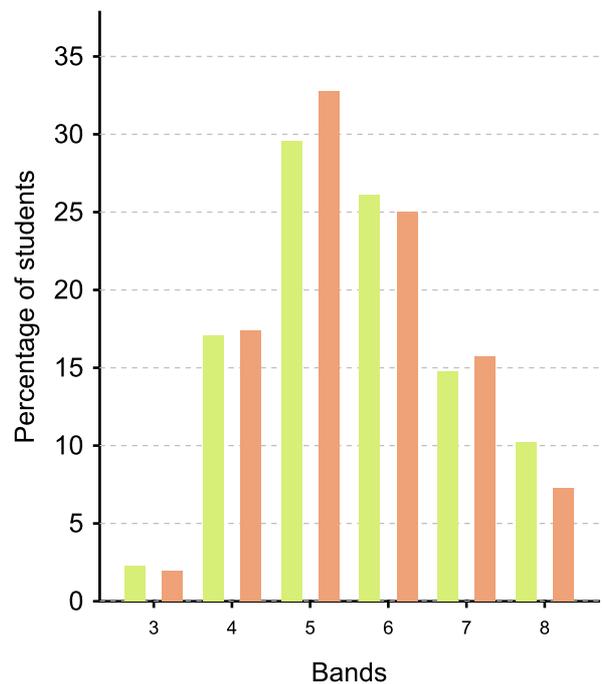
Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Writing



Percentage in bands:
Year 5 Numeracy



<Use this text box to comment on numeracy NAPLAN data>

Delete text not required.

<You may choose to use this text box and statement to refer readers to the My School website:

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.>

Delete text not required.

<Use this text box to comment on mandatory reporting requirements in accordance with the *Premier's Priorities: Improving education results* and *State Priorities: Better services – Improving Aboriginal education outcomes* for students in the top two NAPLAN bands>

Delete text not required.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school.

Parents, students and staff were asked various questions based on learning, teaching and leading. They were required to respond to each question by agreeing, mostly agreeing, mostly disagreeing or disagreeing. They were also given the opportunity to comment on their responses.

Their responses are presented below.

Parents

Learning:

Based on the surveys that were returned by parents, 98% agreed or mostly agreed that our school provides a safe, learning environment for all students with a focus on Literacy and Numeracy.

Some parent comments included:

"I think the kids have every opportunity if they are interested in that particular area."

"Teachers are good at helping my child to learn in various ways and I especially like Mathematics."

"The teachers are on board with all learning programs at all times and help students in areas where they need extra help."

"My child is in Kindergarten. Her teacher has been very good. I can say this because of how far my child has come over the past year...is more than I expected!"

Teaching:

Based on the surveys that were returned by parents, 98% agreed or mostly agreed that our school has competent teachers who cater for their child's academic, social and emotional needs as well as setting high standards of achievement while providing a range of innovative programs.

Some parent comments included:

"Very helpful and approachable, have genuine interest and concern for the students, enthusiasm for teaching, create a warm and welcoming environment."

"The teachers are good at getting through the curriculum and being sensitive to the fact that students come from many different backgrounds."

"Excellent! The school has high teaching standards."

"The teachers are responsible, respectful and helpful whenever a parent or child needs them."

Leading:

Based on the surveys that were returned by parents, 97% agreed or mostly agreed that the school's leadership team provide effective communication about the school to the community as well as providing a supportive environment for staff and students.

Some parent comments included:

" They set high goals for the school and students. They make a concerted effort to implement new and innovative learning initiatives. Provides a good background and support network."

"The leadership at GPK provides a safe learning environment for the whole school."

"From the teachers to the principal, they are all working together to get the best for all of the students who will form our community in the near future."

"I am happy with the leadership because it is supportive towards our children."

Students

Stage Three students completed the survey based on learning, teaching and leading at Governor Philip King Public School.

Learning:

Based on the survey that was completed by all Stage Three students, over 95% of students agreed or mostly agreed that their school is a safe, learning environment where the work is interesting, enjoyable and that they feel successful most of the time.

Some student comments included:

"We learn lots of different subjects and they are all fun to learn. My favourite subject is Mathematics because I am always learning different things." (Year 5 male student)

"I enjoy everything about GPK because it's safe and is a good place to learn." (Year 5 female student)

"I enjoy learning as I expand my knowledge and, most of the time, the teachers make it fun in some way." (Year 6 male student)

"I enjoy learning at GPK because the teachers make it

entertaining and that gets us to pay attention to our work. I favour English the most.” (Year 6 female student)

“Mathematics and English are my favourite subjects as they play a significant part in our lives and are tools we need to carry through to high school, university and the real world. I also enjoy learning another language and want to be able to speak fluently.” (Year 6 female student)

“I really enjoy Science because it is interesting and I really enjoy being with my friends.”(Year 6 male student)

Teaching:

Based on the survey that was completed by all Stage Three students, over 95% of students agreed or mostly agreed that their teacher is fair, makes them feel safe and helps them with their work.

Some student comments included:

“They make me feel safe and respected.” (Year 5 female student)

“They work hard to prepare our work and help us understand the work that we are doing.” (Year 5 female student)

“I think that the teachers do well at teaching us different things and helping us out.” (Year 5 male student)

“They teach extremely well, they make sure we are safe at all times and they are very approachable and friendly.” (Year 6 male student)

“I love how the teachers are interactive and engaging.” (Year 6 female student)

“I think that the teachers do well in teaching, keeping us safe and they are like my second parents.” (Year 6 female student)

Leading:

Based on the survey that was completed by all Stage students, 97% of students agreed or mostly agreed that our school Parliament endeavours to make Governor Philip King a better school for all students.

Some student comments included:

“They are good role models for younger children because they are kind and respectful.” (Year 5 male student)

“The GPK leaders direct everyone the right way.” (Year 5 male student)

“They listen well and help you to solve your problems with your friends and with your work.”(Year 5 male student)

“They are helpful, friendly and approachable. They try to make GPK a better place.” (Year 5 female student)

“They are great role models for the younger students, they raise great ideas and motions for our school.” (Year 6 male student)

“They are always positive towards students and never criticise someone’s opinion in Parliament.” (Year 6 male student)

Staff

Learning:

Based on the surveys that were completed by the teachers of Governor Philip King Public school, 100% agreed or mostly agreed that the students are the school’s main concern where a safe, learning environment is provided for all students with a focus on Literacy and Numeracy as well as providing a range of extra-curricular activities.

Some staff comments included:

“The students at GPK are given wonderful learning experiences and great opportunities in all aspects of their education.”

“I think the school supports effective learning programs with excellent professional development, followed by resources designed for the learning needs of students.”

“Our students are provided with a variety of learning opportunities and extra-curricular programs.”

“Great opportunities in Sport and Creative Arts. Teachers are kind and supportive, giving up their time to organise such experiences.”

“Over the last 2 years the quality of teaching and learning programs has improved significantly. The focus has been the improvement of Literacy and Numeracy programs.”

Teaching:

Based on the surveys that were completed by the teachers of Governor Philip King Public school, 99% agreed or mostly agreed that GPK teachers cater for the academic, social and emotional needs of students while providing innovative programs and high expectations of achievement. Also, the teachers’ welfare is respected and ample professional development opportunities are provided.

Some staff comments included:

“Professional learning is a priority K–6. Active involvement in quality professional learning ensures more effective and engaging teaching and learning. Professional learning aims to improve the pedagogy of all staff.”

“Teachers deliver excellent classroom programs as their knowledge/skills are constantly updated/improved/developed. They are also strong in student welfare.”

“ Teachers work hard at creating and differentiating activities for their students. Teachers provide activities that cater for different learning styles. They share resources and best practice.”

“The teachers are enthusiastic and driven. Most staff are willing to be involved in whole school events and they ensure student well-being is a priority.”

“Teachers have comprehensive knowledge of the curriculum and are able to cater for the different learners in their class.”

Leading:

Based on the surveys that were completed by the teachers of Governor Philip King Public school, 99% agreed or mostly agreed that the school leaders provide a supportive environment for staff and students as well as providing effective communication about the school to staff and community.

Some staff comments included:

“When I've approached leaders in the school I have been listened to and supported as a professional member of staff.”

“I believe we have a strong team culture. The leadership is supportive on both a professional and personal level.”

“We have strong leaders that support staff, students and the school community.”

“It is a fair leadership team and opportunities are provided for all staff to openly discuss areas of concern.”

“Supportive and always willing to help, advise and provide knowledge when needed.”

Policy requirements

Aboriginal education

Our school continues to provide programs designed to educate all students about Aboriginal history, culture and contemporary Aboriginal Australia. These programs are presented as part of a wider philosophy to prepare all students to be worthy citizens in a multicultural, inclusive society that is representative of modern Australia.

Multicultural and anti-racism education

Governor Philip King Public School continues to promote multicultural education through a range of initiatives. In 2015, all students participated in multicultural day where teachers transformed their classrooms to represent countries from around the world to educate students on various costumes, flags, traditions and celebrations. All students had the opportunity to view and participate in a variety of cultural dances. This is completed every second year

and will be implemented in 2017.

In 2016, We ensured that:

* Teachers recognised and responded to the cultural needs of the school community.

* Classroom teachers, Librarians, Community Language and English as an Additional Language/Dialect teachers worked cooperatively to develop strategies that best catered for student's individual needs.

* Students were presented with inclusive teaching practices which recognised and valued the backgrounds and cultures of all students. Tolerant attitudes towards different cultures, religions and world views were promoted.

* Teaching and learning programs supported the particular learning needs of targeted students from culturally and linguistically diverse backgrounds.

* One of our staff members is trained as an Anti-Racist Contact Officer. The school is committed to the elimination of racist discrimination through our school's curriculum, policies, values program and working environment.