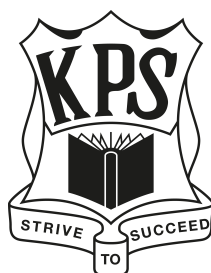


# Kingswood Public School

## Annual Report



2017



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## Introduction

The Annual Report for **2017** is provided to the community of **Kingswood 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.

Ms Norma Petrocco

Principal

### School contact details

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### Message from the Principal

Kingswood Public School continues to provide quality teaching in a caring environment. The school motto 'Strive to Succeed' underpins the programs and practices of the school and supports all students to achieve their best.

The school continues to have a strong focus on the improvement of learning outcomes for all students, especially in Literacy and Numeracy whilst ensuring that the whole child is being developed academically, socially and emotionally. Programs such as PBL (Positive Behaviour for Learning) and Best Start ensure that teaching and learning focuses on the improvement of learning outcomes for all students whilst developing skills through quality teaching.

The P & C and school community has continued to work hard this year to raise funds to support our current school priorities. Due to their efforts, we are moving closer to achieving our school targets.

I would like to acknowledge the wonderful work of all the students, staff and the school community. A special thank you to the teachers and administrative staff who work so hard to ensure that all students fulfill their potential academically, socially and emotionally, leading to the maximization of their life chances.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

## School background

### School vision statement

At Kingswood Public School we believe in:

Creating a resilient school community where all students develop independence, emotional intelligence and social competency as they strive to achieve their full potential as 21st century learners.

Providing a supportive, safe and secure learning environment that promotes thinking, creativity and individuality.

Providing high quality programs that engage our students in their learning and instil the essential skills that will enable them to reach their full potential; supporting and extending them in all forms of academic, social, creative and physical endeavours.

Providing a stimulating and supportive environment for all staff and to assist, inform and involve parents and the greater community of Kingswood.

### School context

Kingswood Public School approaches education from an inclusive and stimulating learning environment. The challenge for its community is to build upon the values and abilities of all students while extending those who excel. Our school curriculum, therefore, aims to provide avenues for all students to extend their skills through classroom and targeted extra curricula activities.

The school has served the community since 1892 and currently caters for 412 students. It is located in spacious grounds adjacent to the University of Western Sydney, Kingswood campus. The community is composed of families with a non-English speaking background, Aboriginal students and students whose parents are temporary residents of Australia. The school has 16 staged classes from Early Stage 1 to Stage 3. This includes two Stage 3 Opportunity Classes which caters for identified gifted and talented students.

The staff at Kingswood Public School consists of experienced and beginning teachers, support and administrative staff who are dedicated professionals who work with the school community to ensure quality teaching and learning practices and improved learning outcomes for all students. Enrichment programs enhance this learning, with the university playing a pivotal role in the teaching and learning programs of these students.

## 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.

#### In the Learning Domain:

Sustaining and growing for the elements: Learning Culture, Wellbeing, Curriculum, Assessment and Reporting.

Delivering for the elements: Student Performance Measures.

#### In the Teaching Domain:

Delivering for the elements: Effective Classroom Practice, Data Skills and Use, Professional Standards, Learning and Development.

#### In the Leadership Domain:

Sustaining and growing for the elements: Educational Leadership; School Planning; Implementing and Reporting; School

Resources.

Delivering for the elements: Management Practices and Processes

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

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

## Strategic Direction 1

### Student Learning and Engagement

#### Purpose

To improve student capacity to reason and think critically and creatively and to respond to their learning as 21st Century thinkers.

#### Overall summary of progress

During 2017 there was a strong focus on the implementation of the Geography syllabus along with the ongoing monitoring of syllabus implementation and teacher professional learning. Teachers engaged students in teaching and learning programs that differentiated learning practices for 21st Century Learners. The wider community were given opportunities to engage with the school through parent workshops on reading and 21st Century Learning practices.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase of technology across the school to support teaching and learning programs.	\$20,000 to purchase stage sets of laptops.	Teachers now have greater access to portable technology to use across all Key Learning Areas within their classrooms.
Evidence of differentiation in teaching and learning programs and personalised learning plans.	Nil	Teachers programs continued to be monitored by school executive to ensure the individual needs of students are being met. All students recorded on the NCCD had Individual Learning Plans written by the classroom teacher.
Improvements in NAPLAN and PLAN data in Literacy and Numeracy across all student cohorts.	Nil	Student performance measures indicate around 20% of students achieve at higher levels of performance on external performance measures. The school achieves mid range value added results.
Teaching and learning programs to incorporate new syllabus outcomes and 21st century learning practices.	\$2,500 TPL	Teachers attended relevant professional learning opportunities to support their implementation of new syllabus documents and 21st Century Learning Practices.

#### Next Steps

After a careful analysis of school data, parental surveys and student data the strategic directions for our 2018–2020 school plan have been identified as Teaching and Learning, Learning Culture and Wellbeing.

The focus of Teaching and Learning will be based on using collaborative inquiry to increase the use of data driven teaching and learning programs, along with current research to improve best practice to promote high expectations and student engagement and growth across the school.

## Strategic Direction 2

### Teacher Quality

#### Purpose

To build the capacity of all staff to effectively deliver teaching and learning programs that engage students with a focus on leadership, teacher quality and the accreditation of staff.

#### Overall summary of progress

Throughout 2017, opportunities for both formal and informal mentoring partnerships were developed. Teachers were encouraged to meet informally with their mentor/buddy as often as possible. The school executive worked to increase opportunities available for leadership opportunities across the school in both formal roles and through the use of sharing expertise. School induction packages continued to be refined and were published at the end of 2017.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Integrate new LMBR Management Systems. Local Schools Local Decisions policies, BOSTES teacher accreditation procedures and DEC accountabilities while maintaining a sustained focus on learning.	Nil	Pre 2004 teachers received information to prepare for the rollover to proficient accreditation at the beginning of 2018. 2 beginning teachers completed their accreditation and were issued with proficient accreditation.
Procedures for the development and achievement of the Performance and Development Plans documented.	Nil	Teachers commenced working with the procedures for PDPs which was developed in 2016. Further refinements to the process were made in preparation for the 2018 year.
Successful implementation of LMBR and DEC reforms.	\$200 SASS PL	In 2017 we entered our first full year of LMBR implementation, during this time the SASS team and executive continued to up skill in the relevant areas. School procedures were updated to reflect the changing needs of working with the LMBR system.

#### Next Steps

After a careful analysis of school data, parental surveys and student data the strategic directions for our 2018–2020 school plan have been identified as Teaching and Learning, Learning Culture and Wellbeing.

In 2018, the strategic direction of Teacher Quality will be renamed Learning Culture and will focus on the lifelong learning of teachers, parents and students. There will also be a strong emphasis on embracing and recognising the diversity of our school community.



## Strategic Direction 3

### School Community Wellbeing

#### Purpose

To build a school community that promotes the development of safe, responsible and respectful learners in an environment that nurtures resilience and community engagement.

#### Overall summary of progress

In 2017, the school improved its processes and practices around the NCCD data collection, subsequently the development of IEPs and the transferring of information about students between teachers occurred. These processes will continue to be refined and updated as needed. There was an increase in school-home communication and information sharing around the wellbeing needs of our students, including cyber bullying. Our school Peer Support program was also updated to include the wellbeing needs relevant to our students.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Updated Student Welfare Policy to include cyber bullying and information regarding the Acceptable Usage of Social Media platforms.	\$1,000 Teacher Salleries	This was extended during 2017 to include changes to our schools Peer Support Program. Student leaders implemented this program in 2017.
Develop IEPs for all students identified on the National Consistent Collection of Data Program (NCCD).	Nil	Students who were identified on the NCCD have been placed onto a school data base to record the adjustments made. As a result IEPs were developed.
Enhance student and parent understanding and reduced incidents of unacceptable social media use.	Nil	Regular home-school communication through the school newsletter and Skoolbag App. Students participated in visits from the local police.
Updated Attendance Policy to include partial attendance leading to decreased rates of partial attendance.	Nil	Ongoing implementation of the updated Attendance Policy.

#### Next Steps

After a careful analysis of school data, parental surveys and student data the strategic directions for our 2018–2020 school plan have been identified as Teaching and Learning, Learning Culture and Wellbeing.

In the 2018–2020 school plan, Wellbeing will continue to be a strategic direction. It will be broadened to include staff wellbeing and improving the wellbeing knowledge of our parents and community members.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$20,336	Aboriginal students received additional in class support time from a SLSO. Students needs were catered for on an individual or small group basis. The main priorities for support were given in Literacy and Numeracy.
<b>English language proficiency</b>	\$21,368	Funds were used to purchase additional EALD resources due to our increasing population of EALD students. Resources were also purchased to set up a space for support staff to work with students, 2 EALD teachers use this space on a daily basis.
<b>Low level adjustment for disability</b>	\$37,371	The school identified students who required additional support in the classroom based on the NCCD data. Funding in this area was spent on SLSO salaries. Those students who were identified as needing higher levels of support were targeted by the SLSO to provide assistance within the classroom and implement IEPs as needed.
<b>Quality Teaching, Successful Students (QTSS)</b>	\$30,371	Time was allocated to each Assistant Principal to work with their stage teams to focus on mentoring, classroom observations and the development of stage based practices.
<b>Socio-economic background</b>	\$36,485	Additional LaST teacher time was provided to support identified students in Stage 1. Support was given in the classroom alongside the classroom teacher.
<b>Support for beginning teachers</b>	\$30,963	In 2017 Kingswood Public School received funding support for 3 beginning teachers. Two first year teachers and one second year teacher. The two first year teachers received additional weekly RFF and participated in formal mentoring sessions. The second year teacher received the additional 1 hour each week of RFF as per the guidelines of Beginning Teacher Support.
<b>Targeted student support for refugees and new arrivals</b>	\$2,047	Targeted students received the appropriate withdrawal support from EALD teachers.



## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	190	199	212	213
Girls	158	186	199	211

Once again in 2017 Kingswood Public School numbers have increased, with our 17th class being formed this year.

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	94.4	93.3	92	94
1	94.6	93.1	91.5	93.5
2	95	93.2	92.1	92
3	94.7	94.8	93.6	92.7
4	95.6	92.2	93.5	94.3
5	95.1	96	93.9	93.9
6	94.8	91.8	94.2	94.6
All Years	94.9	93.5	93	93.6
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

### Management of non-attendance

Student attendance is managed and monitored by classroom teachers and is referred to the school executive in charge of attendance in accordance with the Department of Education Attendance Policy and Procedures.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	3
Head Teacher(s)	0
Classroom Teacher(s)	15.71
Teacher of Reading Recovery	0.42
Learning & Support Teacher(s)	0.9
Teacher Librarian	0.8
Teacher of ESL	1.6
School Counsellor	0
School Administration & Support Staff	3.22
Other Positions	0

\*Full Time Equivalent

Kingswood Public School has one member of teaching staff that identifies as Aboriginal or Torres Strait Islander.

### Teacher qualifications

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	63
Postgraduate degree	37

### Professional learning and teacher accreditation

All staff participated in Professional Learning meetings and Strategic Direction Team meetings throughout the year and on staff development days, including mandatory training requirements in areas such as CPR and Child Protection.

A number of staff participated in external Professional Learning opportunities provided by both the Department of Education and private providers. These professional learning experiences were aligned to the school's strategic directions and personal and professional learning goals.

Our School Administrative Staff participated in ongoing professional learning in order to successfully transition our school to the new LMBR systems.

All teaching staff developed individual Professional Development Plans (PDPs). Individual PDPs were linked the current strategic directions of the school and the individual needs of teachers. Teachers and Supervisors took part in lesson observations and feedback sessions. PDPs were reviewed in consultation with supervisors and possible directions for 2018 were discussed.

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

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 <b>Actual</b> (\$)
<b>Opening Balance</b>	229,294
<b>Revenue</b>	3,369,490
Appropriation	3,246,295
Sale of Goods and Services	2,458
Grants and Contributions	117,231
Gain and Loss	0
Other Revenue	0
Investment Income	3,506
<b>Expenses</b>	-3,425,776
Recurrent Expenses	-3,425,776
Employee Related	-3,121,442
Operating Expenses	-304,334
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	-56,286
<b>Balance Carried Forward</b>	173,008

Kingswood Public School adheres to the Department of Education policies and procedures regarding finance. Schools funds are directed to meet the needs of the current school plan and targets.

### Financial summary equity funding

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

	2017 <b>Actual</b> (\$)
<b>Base Total</b>	2,717,269
Base Per Capita	62,812
Base Location	0
Other Base	2,654,457
<b>Equity Total</b>	370,013
Equity Aboriginal	20,336
Equity Socio economic	36,485
Equity Language	183,886
Equity Disability	129,305
<b>Targeted Total</b>	13,275
<b>Other Total</b>	75,362
<b>Grand Total</b>	3,175,919

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

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

## Parent/caregiver, student, teacher satisfaction

In 2017, staff, students and parents completed the Tell them from Me surveys. Their responses are presented below:

### Parents

Parents feel welcome:

- Parents indicated that they feel welcome when they visit the school and that they can easily speak with their child's teacher/s. Parents also feel that teachers listen to concerns they have and that they receive written information in a language they can understand.

Parents are informed:

- Parents feel that if there was a problem regarding their child they would be contacted immediately and that they are informed about their child's behaviour whether it is positive or negative. Parents are also satisfied that reports on their child/ren's progress are written in terms they understand.

School supports learning:

- Parents believe that we have high expectations for their child/ren and that the teachers show an interest in the learning of our students. Parents acknowledge that teachers expect students to work hard and are encouraged to do their best work.

### Teachers:

Teachers answered questions based on the Eight Drivers of Student Learning, our highest scores in each of the domains were:

Leadership

- I work with school leaders to create a safe and orderly school environment.

Learning Culture

- Students become fully engaged in classroom activities.
- I monitor the progress of individual students.

Collaboration

- I talk with other teachers about strategies that increase student engagement.
- I discuss learning problems of particular students with other teachers.

Data Informs Practice

- My assessments help me understand where students are having difficulty.
- I give students feedback on how to improve their performance on formal assessment tasks.

Teaching Strategies

- When I present a new concept I try to link it to previously mastered skills or knowledge.

Inclusive School

- I establish clear expectations for classroom behaviour.
- I make an effort to include students with special learning needs in classroom activities.
- I create success opportunities for students who are working at a slower pace.

Parental Involvement

- I work with parents to solve problems interfering with their child's progress.
- Parents understand the expectations for students

in my class.

### Students:

- Kingswood Public School students had a much higher score when looking at positive relationships and being interested and motivated whilst at school compared to the DoE average.
- The students also stated their effort was as high as 92% and stated they tried hard to succeed in their learning.
- Kingswood Public School scored 8.8 out of 10 for positive teacher student relations and the DEC average is 8.4.
- A high percentage of our students stated they had a high rate of participation in school sports which is more than the NSW DoE average.
- Overall Kingswood Public School provided above average results in all areas relating to a positive sense of belonging, positive relationships and valuing school outcomes.

## Policy requirements

### Aboriginal education

Kingswood Public School is committed to the continual improvement of the educational outcomes and wellbeing of Aboriginal and Torres Strait Islander students so that they excel in every aspect of their education.

In 2017, 17 students identified as being of Aboriginal and/or Torres Strait Islander descent. These students had Personalised Learning Plans written in consultation with parents to ensure that the educational and personal goals would be successful for these students.

RAM funding was also used to employ an SLSO to work with the Aboriginal/Torres Strait Islander students in their classrooms.

Kingswood Public School promotes the inclusion of Aboriginal perspectives in the teaching programs to ensure student education opportunities are well rounded. The school also promotes respect of the unique and ancient culture in the following forms:

- Acknowledging the traditional custodians of the land in all assemblies as well as the display of the Aboriginal flag in our assembly hall.
- Integration of Aboriginal perspectives as all Key Learning Areas so students develop a deep understanding about Australia's first peoples.
- Participation in NAIDOC week activities. This year every class had indigenous artwork on display throughout the school.

### Multicultural and anti-racism education

68% of the students at Kingswood Public School come from a language background other than English. We are very proud of this diversity and the rich cultural experiences it brings. Our school has a long-standing

reputation for promoting an inclusive culture of respect and tolerance for all.

This year we celebrated another successful Harmony Day on the 21st of March. Students were encouraged to dress in their national dress or the colour orange. During the day, students decorated hands in a way that showcased their uniqueness. These were displayed in the front office and library to symbolise that everyone belongs. Parents were encouraged to attend on the day by the Parents and Citizens Association (P&C). The P&C organised for interested parents to cook finger foods connected with their culture. These were enjoyed by parents and teachers alike.

Kingswood Public School follows the DoE Anti-Racism Policy and does not tolerate any racism. There are three teachers in the school who are trained in the procedures to handle complaints of a racist nature. The Anti-Racism Officer (ARCO) is trained to assist with any racial grievances which are swiftly followed up by the executive team.

## Other school programs

### Debating

Students from Kingswood Public School participated in The Premier's Debating Challenge for Years 5 & 6. They began the journey as novices in the art of debating. But their confidence and talents as debaters improved over the course of debates against other public school teams.

Eventually the students managed to make their way into the quarter finals where again they successfully won their next debate. This led the students into the semi-finals of the Western Sydney zone. The semi-final was held against Vardy's Road Public School at Kingswood Public School. Kingswood Public School were encouraged by the home crowd and won the debate.

The final was held at night at Jaspar Road Public School against Kurrajong Heights Public School. Kingswood Public School students were very good but unfortunately lost the debate to Kurrajong Public School. The confidence and the skills that they gained at debating will serve them well in the future.

### Sport

Our students regularly engage in varied physical education experiences designed to provide the foundation for lifelong commitment to, and value for, leading a healthy lifestyle.

Our achievements in school sports competition were:

- Sixty students from Years 2–6 participated in the Special Swimming Scheme.
- Seventeen students were chosen to represent the school at the Penrith Zone Swimming Carnival. One student achieved the impressive feat of representing the Sydney West region at the State Swimming Carnival.

- Forty-seven students were chosen to represent the school at the Penrith Zone Cross Country Carnival.
- Twenty students were chosen to represent the school at the Penrith Zone Athletics Carnival. One student went on to represent the Penrith Zone in Long Jump at the Sydney West Carnival.
- Twenty-three students trialled for Penrith Zone PSSA teams in rugby league, cricket, touch football, netball and basketball. Unfortunately none of our students made the final PSSA teams.
- Kingswood Public School entered a team into the NSW PSSA Todd Woodbridge Cup. The team finished 4th in the regional tournament.

#### Special Sports Programs 2017:

- Twelve Stage 3 students participated in the Premier's Sporting Leadership Program.
- All K–6 students successfully participated in the Premier's Sporting Challenge. The Premier's Sporting Challenge aims to engage young people in sport and physical activity and encourages them to lead healthy, active lifestyles.
- 2017 saw Kingswood Public continue to be part of the Sporting Schools initiative. Grant money received by the school was used to deliver sporting programs to all students in K–6 and to acquire new sporting resources for the school. The programs were also successful at increasing the uptake of sport outside of school.
- All Stage 2 and all Kindergarten students successfully participated in a skills-based Tennis program delivered by NSW Tennis coaches.
- All Stage 1 and Stage 3 students participated in the Backyard NRL program. This program was delivered by the NRL development and coaching team.

### Choir

This year the School Choir had the opportunity to participate in Creative and Performing Arts programs at both a school and community level. Forty eight dedicated and passionate students from grades 3–6 proudly represented our school in the Penrith Valley Performing Arts Festival; where they performed a number of repertoires as a combined Choir with other schools in the community. The Choir also performed at numerous school assemblies where they were able to showcase their talent in front of their peers.