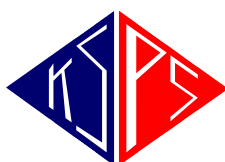


King Street Public School

Annual Report



2017



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Introduction

The Annual Report for 2017 is provided to the community of King Street 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.

Ashleigh Blayden

Principal

School contact details

King Street Public School

King St

Singleton, 2330

www.kingstreet-p.schools.nsw.edu.au

kingstreet-p.school@det.nsw.edu.au

6572 2281

Message from the Principal

It brings me great pleasure in presenting the 2017 Annual School Report for King Street Public School.

2017 was a year of great change, where the staff, students and community of King Street Public School embraced our inclusion in the Early Action for Success initiative. With the introduction of Early Action for Success, all teachers K–6 had the opportunity to participate in a wide range of professional learning to increase the quality of instruction delivered to all students, in all classrooms. All students K–6 were tracked in five weekly cycles on the Literacy and Numeracy Continua to ensure ongoing progress. Two Instructional Leaders provided individualised professional learning to ensure best practice evidenced based pedagogy was utilised in all classrooms. Students that were identified as not reaching grade targets were supported through small group or individual instruction by our Interventionist team.

We maintained our focus on Positive Behaviour for Learning and two highlights from the 2017 year were the launch of our PBL mascot 'Tawny' the Tawny Frogmouth and the introduction of our PBL Tawny Badge reward system. Both of which have had positive responses and praise from the King Street Public School community.

Throughout 2017, King Street Public School maintained a strong focus on extra-curricular activities, where we provided a wide range of academic and sporting opportunities. Students completed these events with great enthusiasm and achieved excellent results.

2017 was a successful and productive year for King Street Public. Our staff and students embraced the introduction of changing pedagogy and worked hard, in partnership with our school community, to improve student achievement.

Ashleigh Blayden

Principal

School background

School vision statement

King Street Public School is creating a culture in which everyone is challenged, and supported through progressive classroom practices, community participation and strategic management. We are promoting the importance of values throughout the school community. Our school is striving to become a model of quality student outcomes in a caring environment.

Our vision is underpinned by our key messages of 'Care, Innovation, Opportunity, Quality' and our motto 'Our Best Always'. Our Positive Behaviour for Learning (PBL) values of 'Kind, Safe, Proud and Supportive' (KSPS) and 'Cooperative, Listen, Attitude, Sensible and Studious' (CLASS) guide our students, staff and community as they learn together.

The Melbourne Declaration

'Promotion of equity and excellence' – Our students become successful learners, confident and creative individuals and active/informed citizens'.

School context

King Street Public School aims to provide a dynamic learning environment based on care, opportunity, quality and innovation to equip our students for the future. Integral to our school environment are our community partnerships and support networks including our P&C, King Street Community Working Group, Singleton Youth Centre Partnership and support from local industry. King Street Public School is one of three large primary schools in the town of Singleton in the Hunter Valley. It has a population of 380 students in 15 regular and staged classes. Sixteen percent of our students are from Aboriginal and Torres Strait Islander (ATSI) backgrounds. Many of our students have families that work in local industry which is experiencing an economic downturn. Due to a changed model of funding from state government we received significant equity funding in 2014. This has enabled us to initiate and strengthen significant research based initiatives in our school. KSPS 2014 initiatives included: One Assistant Principal off class implementing the Great Teaching/Inspired Learning Reform (NSW Government); increased Assistant Principal Release from Face to Face (RFF) time to more successfully support stage teams with successful practice and student wellbeing; one planning day per term for the whole stage team to examine data, share best practice initiatives, design units of work and assessments and to contribute to consistency of teacher judgement across the stage; one Community Liaison Officer to improve across community communication including website, newsletter, school app, media liaison, Kindergarten Orientation and to support new enrolments to the school; significant technology purchases to address technology needs in partnership with the P&C and local industry; one experienced teacher to support the successful growth of our Aboriginal students in liaison with our local Aboriginal Education Consultative Group (AECG). Due to significant programs being introduced in 2014 with the arrival of our Resources Allocation Model (RAM) funding, our aim in the 2015–2017 plan is to embed and consolidate our improvements through ongoing support for staff and a culture of high expectations of our students. In addition to this we will actively implement new reforms and mandatory processes.

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 2017, King Street Public School staff examined various data sources to determine areas of strength and achievement against the School Excellence Framework descriptors, and possible areas for school improvement. The sources of data and evidence of excellence included: NAPLAN results, student, staff and parent Tell Them From Me (TTFM) surveys, Best Start and PLAN data, Early Action for Success benchmark attainment levels, internal school assessment data, Wellbeing Review process and our Positive Behaviour for Learning (PBL) data.

LEARNING

2017 Achievements:

Whole school displayed a demonstrated commitment to using data to inform practice and recognition that all students make significant learning progress within a twelve month period

Continued to track all students K–6 on the Literacy and Numeracy Continua using PLAN software.

Successfully introduced the Early Action for Success (EaFS) Initiative as a phase 2 school. Implemented evidence-based approaches to learning that included the regular monitoring and review of individual students learning needs.

All students accessed explicit differentiated teaching based on their learning levels. Teachers utilised a range of formative assessment processes to inform their teaching.

Attendance data was regularly analysed and is used to inform planning. The Wellbeing Officer worked closely with the Home School Liaison Officer to improve attendance systems and processes. This has led to improved attendance rates for all students.

Expectations of student behaviour were explicitly, consistently and supportively applied across the school with the continuation and strengthening of the Positive Behaviour for Learning (PBL) initiative. Introduction of our PBL mascot, Tawny the Tawny Frogmouth, student behaviour contracts and the new Tawny Badge system were used to positively recognise students being Kind, Safe, Proud and Supportive at school.

TEACHING

2017 Achievements:

Teachers K–6 collaborated in stage teams and across the school with the Instructional Leaders to share curriculum knowledge and analyse data to inform the development of evidence-based programs and lessons, which meet the needs of all students.

A school-wide approach was utilised to effectively manage positive classroom and playground interactions through the introduction of the King Street Public School Behaviour Consistency Guide to support all teachers to ensure optimum learning time.

All teachers took part in regular data protocol meetings. During these meetings teachers discussed student progress and achievement data with an Instructional Leader. Data was analysed and teaching focus areas were identified.

Executive staff implemented a coordinated whole school approach to developing professional practice, informed by research. Areas for professional learning were identified using Teacher Professional Development Plans and school performance data with the view to improve teaching and learning outcomes.

LEADING

2017 Achievements:

Strategic financial management was utilised to provide effective use of resources and ensure students and teachers were supported and achievement of school strategic priorities and improvement goals were met.

All teachers had access to Instructional Leadership K–6.

All students supported by quality differentiated instruction and tiered intervention. Two interventionist were employed to provide small group quality teaching on specific areas identified through data analysis.

Wellbeing Officer role introduced to ensure successful implementation of the Department of Education's Wellbeing Framework and revitalise the PBL program.

Introduced a range of best practice, evidenced-based programs to support teachers and students. These decisions were based on cost effectiveness and in response to local context and need.

Regular self-assessment processes were implemented at executive meetings to 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

Develop Active, Informed Creative Citizens

Purpose

To improve the capacity of students to be active, informed, resilient and creative citizens through the rejuvenation of current initiatives and programs and in line with the Melbourne Declaration.

Overall summary of progress

During 2017, King Street Public School introduced the role of Wellbeing Officer to compliment and enhance the existing wellbeing programs being run at the school. The Wellbeing Officer also led the rejuvenation of the Positive Behavior for Learning (PBL) initiative. This resulted in the strengthening of the behaviour consistency guide to support positive behaviour across all areas of the school. Through community and student consultation the very popular Tawny the Tawny Frogmouth PBL mascot was designed, created and implemented at King Street Public School. Tawny was included on all PBL signage and he has become a very visual reminder of the King Street school values of being Kind, Safe, Proud and Supportive.

Throughout the previous year, the school undertook a review of the positive awards system. During consultation it was established that the current model was inconsistent and not acknowledging students that were following the school values. In 2017 the PBL team devised an awards system based on students achieving a designated number of behaviour goals, specific to their grade. Once the students had achieved the identified behaviour goals they could be nominated for a Tawny Badge. The students' applications for a Tawny Badge needed to be supported by two other teachers, a school executive and the school principal. Once the contract was signed off by the relevant staff the student would be presented with their badge. This resulted in students being highly engaged with the process and working hard to earn their Tawny Badge and follow the school values.

The Yarning Place and a variety of interest based clubs were introduced to support students social development and interactions during Lunch and Recess. Strong participation was evident in this initiative. Students were highly engaged and a reduction of negative behaviour incidents were recorded on Sentral.

The Wellbeing Officer reviewed student attendance processes and procedures. Working in close association with the Home School Liaison Officer the Wellbeing Officer collaboratively identified and supported students experiencing difficulties with attendance. The work that was conducted by staff at King Street was used as an example of high quality practice and shared with other local schools.

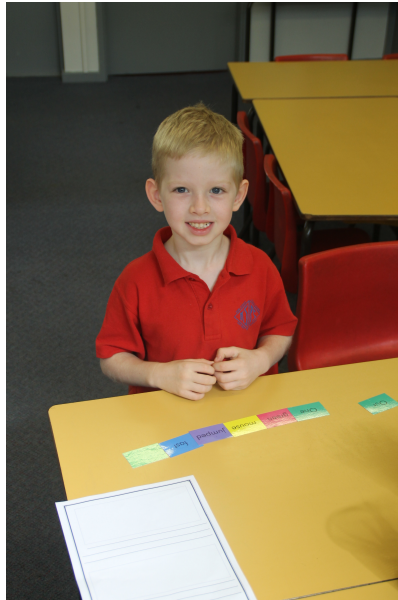
Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Wellbeing Framework is being used to inform practice around the support of behavioural learning across the school.	\$90,000	–Establishment of the Wellbeing Officers role
	\$5,000	–Maintained school wide focus on PBL–implementation of the Tawny Badge Reward System
	\$2,000	–Review of Wellbeing Initiatives conducted
	\$2,500	–Rock and Water Training
Tell Them From Me Survey indicates 7% less students identifying as victims through resilience programs (currently 42%).	\$2,000	–Continuation and improvement of the 009 Leadership Program and Kinder Buddy Program
	\$500	–Targeted weekly explicit PBL lessons continued to take place
	\$2,000	–Establishment of the Yarning Place and Lunch time activities
	\$1,000	–Attendance systems and process reviewed and enhanced

Next Steps

Possible areas identified for review and improvement in 2018 are:

- Enhance existing successful practices through the continuation of the Wellbeing Officer role
- Continue to utilise data to inform decisions made in relation to PBL and other Wellbeing programs
- Introduce a wider range of wellbeing initiatives to enhance existing practice. Such as Rock and Water and Seasons for Growth
- Introduce The Children's University initiative to promote self efficacy among students and create greater connections with the local Singleton community



Strategic Direction 2

Promote Quality Teaching and Leading

Purpose

To build the capacity of teachers to deliver quality educational programs through the implementation of teaching, learning and leadership initiatives.

Overall summary of progress

Throughout 2017, the School Executives collaboratively worked with the Instructional Leaders to lead the successful implementation of the Early Action for Success initiative at King Street Public School. This included the introduction of Instructional Leadership K–6, with a 3–6 Instructional Leader funded through school equity funds.

All students were tracked and monitored on the Literacy and Numeracy Continua, in five weekly cycles. Data was collected, analysed and then utilised to support students with quality Literacy and Numeracy instruction, that was differentiated to meet their specific learning needs. Students requiring additional support or extension were provided strategic small group or one-on-one teaching by our two Interventionist Teachers. This was done in consultation with the Learning and Support teachers. As a result of this tiered learning intervention support, the staff were able to support a higher volume of students in a strategic manner. King Street Public School's Literacy and Numeracy results have trended upwards as a result of high quality teaching and tiered learning intervention.

All staff were provided with access to high quality differentiated and individualised professional learning based on needs identified in the Professional Development Plan Process.

A teacher induction program was devised and implemented by school executives to support early career teachers and fortnightly meetings were held to provide opportunities to site specific information. Teachers were also supported in the Proficient Accreditation process.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
80% of students demonstrating expected growth (1 year growth per student) per semester across DEC Literacy and Numeracy continuums relevant to expected time frames (current NAPLAN growth averages 52.88% of students achieving expected growth between years 3 and 7).	\$100,000 \$180,000 \$10,000	– All staff K–6 supported by Instructional Leadership through Early Action for Success (EAfS) and self funding a 3–6 Instructional Leader. –All students supported via tiered intervention and the use of two Interventionists –Purchase of a range of hands on learning materials and equipment to support the implementation of EAfS
Tell them From Me Survey indicates staff growth in the areas of Leadership and Technology (current 7.1 average, and 8.1 for Leadership– Focus on Learning survey).	\$30,000 \$2,000 \$3,000 \$20,000	–All K–2 staff trained in Language, Learning and Literacy (L3) initiative. –Professional learning on Mathematics Building Block for Numeracy for identified staff. –Targeting Early Numeracy (TEN) training for required staff – All staff supported through additional release time to provide targeted, individualised professional learning.

Next Steps

Possible areas identified for review and improvement in 2018 are:

- Continue to utilise evidence-based practices and programs to provide high quality differentiated learning activities to all students
- Ensure a focus is maintained on twelve months student growth for twelve months of learning
- Review implementation of Early Action for Success and strengthen systems and processes to ensure continued success and strong student growth in Literacy and Numeracy.
- Continue to support teachers K–6 through differentiated professional learning and through Instructional Leadership



Strategic Direction 3

Implement Quality Systems and Processes

Purpose

To improve the quality of current school systems and embed new systems based on reforms and drivers relevant to King Street PS.

Overall summary of progress

In 2017, the highly successful Kindergarten Transition Program continued into its second year. This system was initiated to ensure all students entering Kindergarten had a positive start to their transition to school. Again there was an overwhelming response to the program with over 65 children participating. Feedback from the parents stated that they and their children felt comfortable, confident and supported as they moved into their child's first year of school. The Kinder Transition Program is the first of its kind in the Singleton area. It is very highly regarded by the community. This was a contributing factor in 2018 having the highest number of Kindergarten enrolments from the previous 5 years.

The structure of regular data meetings continued throughout 2017 to maintain the strong focus on the utilisation of data to inform decisions when planning teaching and learning activities. All students K–6 were tracked and monitored on the Literacy and Numeracy Continua. State Early Action for Success benchmarks and targets were routinely discussed and ways in which teaching and learning could be improved to meet these targets was the centre of discussion at weekly planning meetings. A range of systems and process were introduced at teacher, stage and whole school level to promote accountability and provide opportunities for success.

The School Excellence Framework (Version 2) and the Centre for Education Statistics and Evaluation (CESE) document 'What works best: Evidence-based practices to help improve NSW student performance' was regularly used as a benchmark to measure the success of the improvement measures put into place at King Street Public School.

The Wellbeing Officer and the Instructional Leaders continued to enhance systems and practices linked to student wellbeing and quality of teaching and learning activities delivered across the school by investigating best practice models established in high performing schools. Analysis of existing practices were conducted to identify ways our systems and process could be further improved.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of KSPS Staff have Professional Development Plans and support processes are in place for all teaching and executive staff based on the Department of Education's Performance and Development Framework	\$10,000 \$5,000	– Additional release time provided for all teaching staff to provide time personalised professional learning aligned with PDPs –LMBR Training professional development
All staff aligned to the goals within the school plan and actively support their implementation (current– staff knowledge of School Excellence Framework has been initiated, focus on data informing practice identified)	\$40,000 \$2,000 \$30,000	–Kinder Transition Program –School Planning and Wellbeing Evaluation Team Review –Community Liaison Officer

Next Steps

Possible areas identified for review and improvement in 2018 are:

- Continue to enhance and improve the Kinder Transition Program to ensure the students of King Street Public School are supported in their transition to primary school and are given the best possible opportunities to be successful at school.
- Investigate a range of ways parents/carers and the community can engage more productively with the school to enhance learning outcomes. For example implement the Parents as Teachers and Classroom Helpers (PaTCH) training.
- Continue to strengthen systems and processes by utilising evidence-based practices to improve student wellbeing and student performance. This will be led by the Wellbeing Officer, the Instructional Leaders and the School Executive team.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$75,209	<p>All Aboriginal students supported through tiered intervention with their learning and have a Personalised Learning Pathway.</p> <p>Conducted 715 Health Checks and Hearing Checks in liaison with Ungorooo Aboriginal Corporation.</p> <p>All Aboriginal students provided the opportunity to attend cultural lessons. This involved dance, language and sharing of stories.</p> <p>All Stage 3 students attended Biami Caves excursion supported by local Aboriginal elders and future leaders.</p>
English language proficiency	\$400	ESL resources updated
Low level adjustment for disability	\$179,572	Two teachers employed in the role of Interventionist to support all students through strategic analysis of data and explicit point of need teaching.
Quality Teaching, Successful Students (QTSS)	\$27,120	Teachers released from class to participate in team teaching. lesson observations and data protocol meetings with colleagues and the Instructional Leaders.
Socio-economic background	\$100,000 \$40,000 \$90,000 \$60,000 \$20,000 \$2,000 \$10,000	<p>Instructional Leader 3–6 employed to ensure all teaching staff are supported to implement best practice evidence-based teaching</p> <p>Kinder Transition Program continued to ensure all students have a smooth start to school.</p> <p>Employment of a Wellbeing Officer to support all students. provide targeted intervention and enhance wellbeing initiatives across the school.</p> <p>Additional support for identified students with additional learning needs and targeted learning programs are implemented for those students</p> <p>Upgrade of technology resources, including laptops and comm boxes</p> <p>Breakfast Club continues</p> <p>Student Welfare funds to ensure equity of student support, for example– school excursions</p>



Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	206	187	165	168
Girls	195	197	197	196

In 2017, King Street Public School maintained a similar number of students to the previous year. The school structure consisted of 14 grade and stage based classes.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	93.6	93	92.9	93.6
1	92.3	93.2	92.4	91.1
2	94.1	93.8	92.3	91.2
3	91.4	94.1	90.9	91.8
4	91.6	93.2	93.2	91.2
5	93.2	93.6	92.1	92
6	91.9	93.9	93.5	91.1
All Years	92.6	93.6	92.5	91.7
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

With the introduction of the Wellbeing Officer role at King Street Public School a renewed focus was placed on identifying and supporting students experiencing difficulties with attendance. The Wellbeing Officer, working collaboratively with the Home School Liaison Officer (HSLO), reviewed the systems and processes in place regarding attendance. Attendance was recorded electronically by the roll marking system on Sentral. Clearer guidelines and a flowchart to assist staff in the

identification and management of students with attendance concerns was implemented at King Street. This was a model of exemplar practice and was shared among the schools in the local area.

The Learning and Support Team in consultation with the Wellbeing Officer and HSLO regularly monitored student attendance data and a variety of new strategies were trialed to increase attendance. A successful initiative was the Non-attendance Interview Program (NIPs). This gave students the opportunity to discuss any problems they had regarding their attendance and put in place plans, with assistance from school staff to address these concerns with their parents.

Class sizes

Class	Total
KM	19
KF	18
K/1B	20
1/2P	23
1F	20
2I	25
2/3B	29
3/4G	30
3T	29
4M	30
S3W	29
S3M	30
S3G	31
S3B	29

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	3
Head Teacher(s)	0
Classroom Teacher(s)	12.46
Teacher of Reading Recovery	0.42
Learning & Support Teacher(s)	1.3
Teacher Librarian	0.8
Teacher of ESL	0
School Counsellor	1
School Administration & Support Staff	3.22
Other Positions	0

*Full Time Equivalent

Currently, King Street Public School has one staff member that identifies as Aboriginal.

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	0.1

Professional learning and teacher accreditation

Each year the school is allocated funding for the professional development of staff. Our priorities for professional learning throughout 2017 have been aligned with the school's strategic directions and have continued to target best practice Literacy, Numeracy and Wellbeing initiatives. Our inclusion in the Early Action for Success initiative has placed a strong focus on Instructional Leadership and creating transformational change across all areas of pedagogical practices ensuring continuous student growth.

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

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

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

2017 witnessed the introduction of the Local Management Business Reform (LMBR) system, which meant a completely different way of managing school finances and student administration. The school administration and support staff led by the School Administration Manager, Cindy Judge, should be commended for their fine efforts, dedication and ultimately the successful transition into LMBR.

Receipts	\$
Balance brought forward	377,183
Global funds	175,048
Tied funds	344,471
School & community sources	60,482
Interest	4,290
Trust receipts	10,980
Canteen	0
Total Receipts	595,271
Payments	
Teaching & learning	
Key Learning Areas	6,924
Excursions	23,131
Extracurricular dissections	29,347
Library	6,580
Training & Development	0
Tied Funds Payments	319,565
Short Term Relief	47,670
Administration & Office	56,286
Canteen Payments	0
Utilities	33,417
Maintenance	20,786
Trust Payments	45,446
Capital Programs	0
Total Payments	589,151
Balance carried forward	383,303

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.

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

	2017 Actual (\$)
Opening Balance	0
Revenue	912,332
Appropriation	846,528
Sale of Goods and Services	9
Grants and Contributions	65,754
Gain and Loss	0
Other Revenue	0
Investment Income	41
Expenses	-454,930
Recurrent Expenses	-454,930
Employee Related	-299,199
Operating Expenses	-155,731
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	457,402
Balance Carried Forward	457,402

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	2,377,085
Base Per Capita	55,323
Base Location	4,536
Other Base	2,317,226
Equity Total	659,451
Equity Aboriginal	75,209
Equity Socio economic	404,270
Equity Language	400
Equity Disability	179,572
Targeted Total	64,620
Other Total	396,613
Grand Total	3,497,769

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.

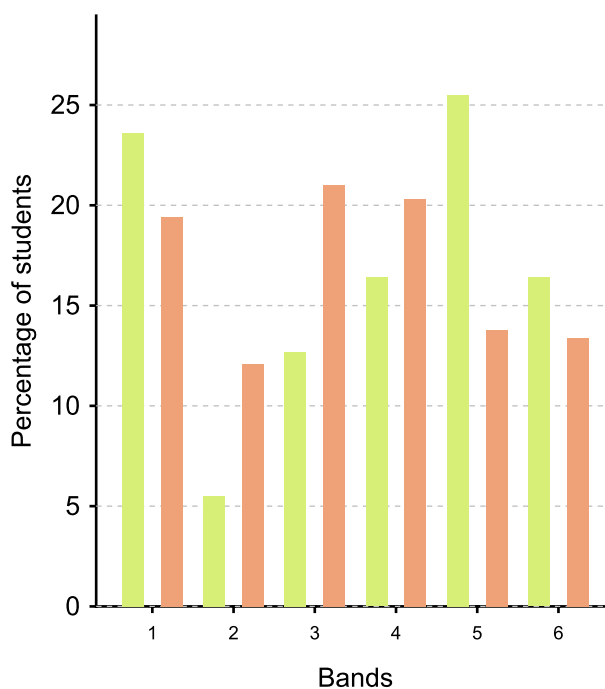
School performance

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.

All students in Years 3 and 5 participated in the NAPLAN assessments. Data has been analysed and key focus areas for 2018 have been identified. The school will continue to focus on the areas of writing and place value. The school is greatly anticipating 2018 NAPLAN results to view the success of the last two years in analysing student data to inform teaching directions.

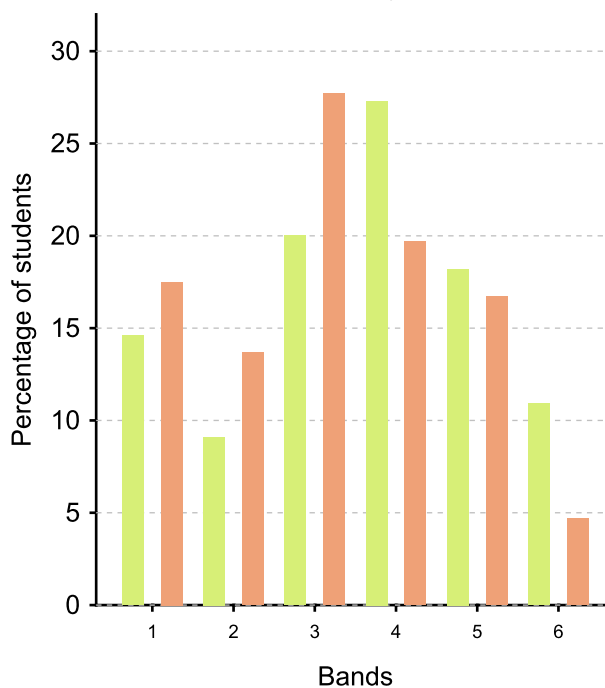
Percentage in bands:
Year 3 Grammar & Punctuation



Percentage in Bands
School Average 2015-2017

Band	1	2	3	4	5	6
Percentage of students	23.6	5.5	12.7	16.4	25.5	16.4
School avg 2015-2017	19.4	12.1	21.0	20.3	13.8	13.4

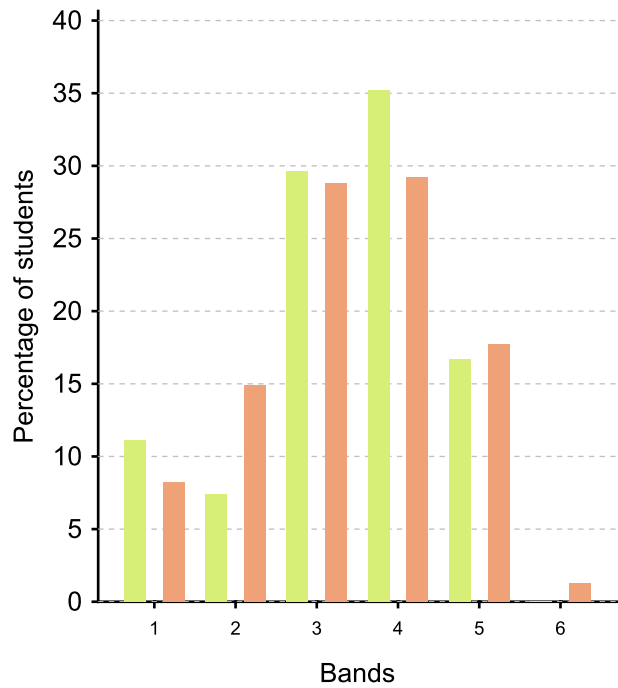
Percentage in bands:
Year 3 Reading



Percentage in Bands
School Average 2015-2017

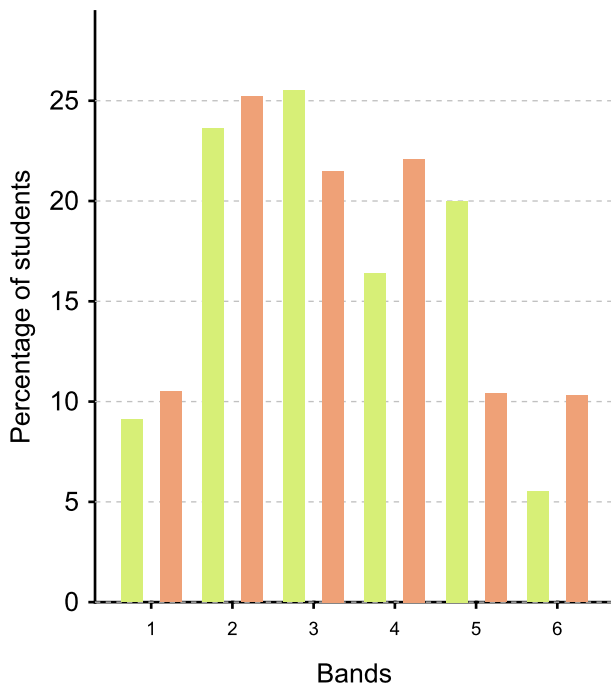
Band	1	2	3	4	5	6
Percentage of students	14.6	9.1	20.0	27.3	18.2	10.9
School avg 2015-2017	17.5	13.7	27.7	19.7	16.7	4.7

Percentage in bands:
Year 3 Writing



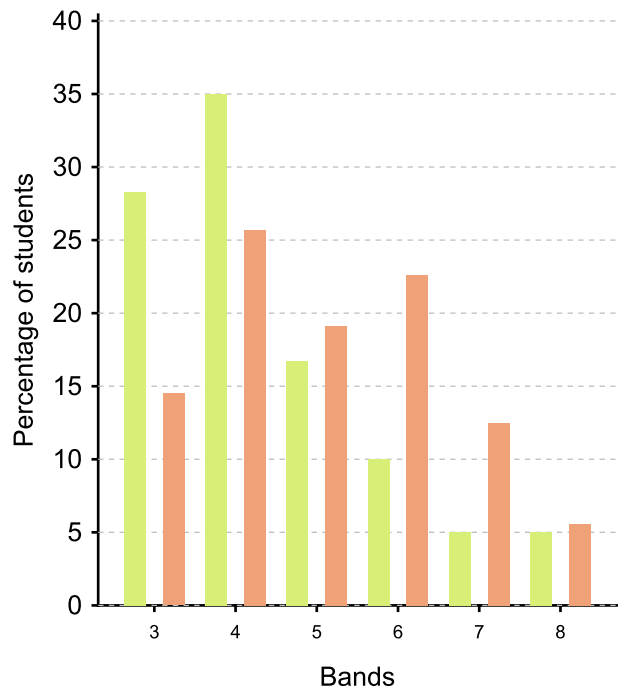
Band	1	2	3	4	5	6
Percentage of students	11.1	7.4	29.6	35.2	16.7	0.0
School avg 2015-2017	8.2	14.9	28.8	29.2	17.7	1.3

Percentage in bands:
Year 3 Spelling



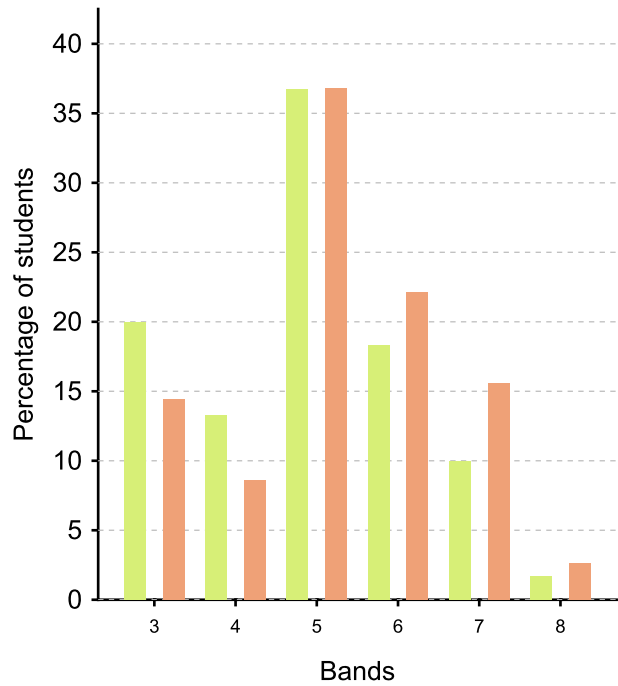
Band	1	2	3	4	5	6
Percentage of students	9.1	23.6	25.5	16.4	20.0	5.5
School avg 2015-2017	10.5	25.2	21.5	22.1	10.4	10.3

Percentage in bands:
Year 5 Grammar & Punctuation



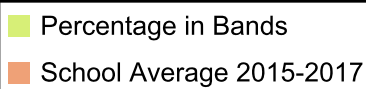
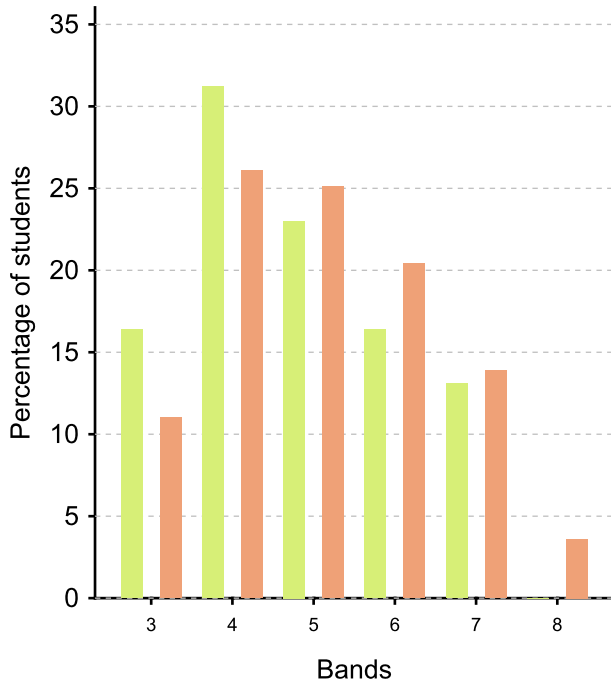
Band	3	4	5	6	7	8
Percentage of students	28.3	35.0	16.7	10.0	5.0	5.0
School avg 2015-2017	14.5	25.7	19.1	22.6	12.5	5.6

Percentage in bands:
Year 5 Spelling



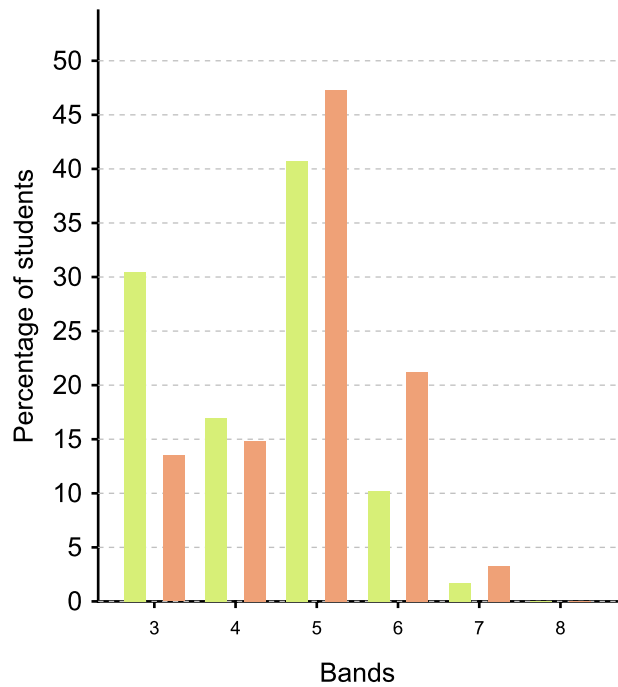
Band	3	4	5	6	7	8
Percentage of students	20.0	13.3	36.7	18.3	10.0	1.7
School avg 2015-2017	14.4	8.6	36.8	22.1	15.6	2.6

Percentage in bands:
Year 5 Reading



Band	3	4	5	6	7	8
Percentage of students	16.4	31.2	23.0	16.4	13.1	0.0
School avg 2015-2017	11.0	26.1	25.1	20.4	13.9	3.6

Percentage in bands:
Year 5 Writing



Band	3	4	5	6	7	8
Percentage of students	30.5	17.0	40.7	10.2	1.7	0.0
School avg 2015-2017	13.5	14.8	47.3	21.2	3.3	0.0

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.

After thorough NAPLAN analysis, King Street Public School has identified areas for teachers professional learning and student focus areas to ensure we continue to work towards the *Premier's Priorities: Improving education results* and *State priorities: Better services—Improving Aboriginal outcomes for students in the top two NAPLAN bands*. At the end of 2017 all K–6 students had again been plotted on the Literacy and Numeracy Continua. All students had been provided targeted, explicit and differentiated lessons at their point of need to ensure that all students continue to progress. As a result of our involvement in the Early Action for Success initiative all staff have worked with Instructional Leaders to improve their teaching practice. So far King Street Public School's student learning results have been strong with 90% of students attaining state and school benchmarks.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. In 2017 the school participated in the Tell Them From Me— suite of surveys and conducted a Wellbeing Evaluation.

Student Results:

Student results indicated overall positive attitudes towards school.

86% of our students experienced positive relationships at school.

91% of students value school.

91% of students put in their best efforts at school.

Parent Results:

Positive responses to school initiatives aimed at improving student engagement and wellbeing.

Very supportive of the new PBL Tawny Badge Rewards systems, stating that this was a very consistent system and was highly valued among students and parents.

Kinder Transition Program received a high level of positive responses and parental support.

Parents have again requested workshops to develop their understanding and knowledge in the areas of numeracy, spelling and student wellbeing.

Parents would like to know more about supporting students to ensure they have the skills and knowledge to be resilient and resolve any conflict/bullying situations that they may encounter.

Teacher Results:

Implementation of the School Plan has seen an increase in teacher satisfaction in the areas of technology, leadership and using data to inform practice

Staff have found working with Instructional Leaders to be very beneficial in improving teaching practice and utilising data to make informed decisions about teaching strategies



Policy requirements

Aboriginal education

King Street Public School is committed to improving the educational outcomes and wellbeing of Aboriginal and Torres Strait Islander (ATSI) students so that they can excel and achieve in every aspect of their education and training. In 2017, 62 of our students identified as Aboriginal.

King Street Public School promotes respect for the unique and ancient culture of the Aboriginal people in the following forms:

- Acknowledging the traditional custodians of the land, the Wanaruah people, in all assemblies.
- Integration of Aboriginal perspectives across Key Learning Areas so students can develop deeper knowledge and understanding about Australia's first peoples.

Throughout 2017, our Aboriginal Education Teacher, coordinated many opportunities for our ATSI students, these included:

- Collaboratively writing all Individual Learning Plans
- Co-ordinating Aboriginal Dance group each Friday
- Conducting a weekly homework centre
- Providing targeted explicit small group teaching to students based on individual leads
- Conducted professional learning with all staff on

the Aboriginal 8 Ways Learning Framework

- Promote awareness of local significant Aboriginal sites by taking all Stage 3 students to Biami Caves and working with local Elders and future elders



Multicultural and anti-racism education

In line with the School Plan, the school has reviewed its teaching and learning programs this year to ensure that culturally inclusive classroom and school practices are embedded. Further to this, our programs foster students understandings of culture, cultural diversity, racism and active citizenship within a democratic, multicultural society.

King Street Public School has an Anti-Racism Contact Officer who is responsible for staff awareness training and the promotion of culturally inclusive programs within the school.