



Kings Langley Public School

Annual Report



2017



4528

Introduction

The Annual Report for 2017 is provided to the community of Kings Langley 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.

Phil Walker

Principal

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Message from the Principal

Congratulations to the Kings Langley Public School (KLPS) community for another year of taking opportunities and gaining achievements. Kings Langley Public School is a highly effective school due to the contribution and team work of our parents and our teachers who encourage and support the enthusiasm of our students.

Our students enjoy coming to school. They take opportunities, contribute to our school and achieve their best. Their work in the SRC, class buddies, prefects and captains, in the garden, library, band, sport or just on the playground, being fair and responsible school citizens sets a positive tone for the school and maintains an established culture of high expectations of student learning and behaviour.

Our teachers' contribution to the success of our school is the key to the success of our students. They work hard, work together and learn together. Our teachers, Office Staff and School Learning Support Officers are motivated and dedicated.

The manner with which our teachers work is impressive. I thank them for their efforts and the results they achieve for our students.

Our school has a strong and supportive Parents & Citizens (P&C) Association which works closely with the school executive to raise funds to support the school in a number of key areas. The P&C Association, through the support and assistance of parent volunteers, run the school canteen and uniform shop. They also have bi-annual discos, Mother's and Father's Day stalls and other fund-raising activities.

In 2017 the P&C raised in excess of \$80,000 for the school which is greatly appreciated by the staff of Kings Langley Public School.

Significant achievements in 2017

Our school has achieved success in a variety of ways in 2017.

- Impressive NAPLAN results with all aspects of Literacy and Numeracy above State averages for both Year 3 and Year 5.
- Continued implementation of K-6 Crunch & Sip and Fundamental Movement Skills encouraging students to eat healthily and remain active.
- Expansion of our highly successful Kindergarten Speech Pathology program.
- Continuing to update technology across the school by purchasing more Interactive Televisions and Laptops for student use.
- The introduction of Visible Learning and Project Based Learning into classrooms.

- Our School Musical 'Ease on Down the Road' involved many staff and over 100 students who performed two night concerts and one matinee concert to the parents of KLPS.
- Winning the Seven Hills/Wentworthville Zone PSSA Swimming and Athletics Carnivals.
- Creating history by being the first metropolitan school to make the final of the State Cup AFL competition.
- Our Signing Choir performed at the Kings Langley Village Fair and the International Day of Disability concert organised by Blacktown Council and a seniors concert organised by our Local Federal Member, Michelle Rowland.
- Making the finals of the Paul Kelly Cup Competition for boys and girls and playing at the Sydney Cricket Ground.
- Jemma Battersby in Year 1 having her artwork selected to be on the cover of the 2016 Christmas Card that our Executive Director sent to staff throughout NSW.
- Winning the Western Sydney Todd Woodbridge Tennis competition and participating in the State Final.
- Our Senior Band receiving a Highly Commended and the Junior Band coming second at the Sydney Eisteddfod.
- The Senior Band receiving a Highly Commended and the Junior Band coming second at the Sydney Eisteddfod.
- The Senior Choir performing at the Blacktown Musical Festival at Wyndham college.
- Participating in the Schools Spectacular.
- Stewart House Gala Day – raising much needed funds for our major charity, Stewart House.
- Participating in the Premier's Reading challenge.
- Year 6 Point Wolstoncroft Camp and Canberra/Snowy overnight excursion.
- Year 5 Bathurst gold overnight excursion.,.
- Choirs, Bands and Dance Groups performing at the Sydney Opera House, Panthers, Education Week, Assemblies and Kings Langley Village Fair.
- A number of Distinctions and High Distinctions in the University competitions.
- Showcase of Excellence Concert
- Winning the prestigious 'Board of Directors Cup' from Stewart House for raising the most amount of money of any school in NSW.
- Participation in the Blacktown District Gifted and Talented 'Sharing' courses.
- Two author visits this year sponsored by our P&C.
- Eleven students represented Western Sydney in q variety of NSW Sporting Carnivals.
- Winning the under 9's Rugby League Knockout organised by the Parramatta Eels.
- Introduced tennis lessons into the school.
- Implemented a School Chaplaincy Program two days a week.
- Implemented Crunch and Sip and a Fundamental Movement Program K–6.
- All three Bands winning GOLD at the NSW Band Festival.
- Our Senior Dance Group achieving a Highly Commended award at the Sydney Eisteddfod.
- Four, Year 6 students gaining entry to Selective High Schools in 2018.

School background

School vision statement

Kings Langley Public School is committed to:

Excellence in Scholarship

Citizenship

Personal Development

- Providing a happy, co-operative environment conducive to learning
- Maintaining cohesiveness through a K–6 philosophy
- Providing equal opportunities for all students
- Implementing a caring, supportive student welfare program
- Expecting high standards of achievement
- Providing quality teaching/learning programs presented by a dedicated, progressive, flexible staff
- Promoting the professional development and welfare of staff
- Working in partnership with the school community

School context

Kings Langley Public School is situated within the Blacktown Local Government area and The Hills School Education group.

The school population has been reasonably stable over the three years of the School Plan; 2015 – 713, 2016 – 700 and 2017 – 721. The school's current population is the highest in its 36 year history. Currently we have 28 classes of which 6 are demountable classrooms. All classrooms are air conditioned and have an Interactive Whiteboard or Panel. The school is extremely well resourced.

The school is supported in technology with 150 iPads, 150 Laptops, computers in the classroom and Wi-Fi throughout the school.

In late 2016 we have converted our Technology room into a RFF room for Primary Science.

The community has high expectations of the school and work enthusiastically in a three way partnership between the parents, staff and students. The P&C work extremely hard with fundraising and with the operation of the Uniform Shop and Canteen. The P&C provide the school in excess of \$80 000 each year to help purchase resources. We have parent representatives on a number of committees including Finance, Non-Local Placement, BLC, Student Wellbeing and the School Plan Writing Team. We average 25–30 parents at our monthly P&C meetings.

Parents help out in a variety of other ways, including helping in the classroom, being MiniLit and MultiLit tutors, transporting students involved in extracurricular activities and training PSSA teams.

Our school has a stable and dedicated staff of experienced and Institute teachers in their first ten years of teaching. Our classroom teachers are complemented by a LaST teacher, EaLD teacher, full time Librarian, Reading Recovery Teacher, School Chaplain and a School Counsellor. The school has four office staff, one General Assistant and five School Learning Support Officers.

Generally, students are very well behaved and the suspension rate in the last five years is less than 1 short suspension per year. The school has its own 'Code of Conduct' that all students follow. Our students wear their full school uniform including school hat and black shoes on a regular basis. In 2018 we will be introducing Positive Behaviour for Learning(PBL) into our school.

Our school has an outstanding reputation in the community. As a result our school is very popular. However since 2013 our school does not accept Non-Local Enrolments unless there is an exceptional circumstance or they have a sibling currently at the school. This will continue until at least 2018.

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.

Across our three Strategic Directions our school has made a significant impact across the domains of Learning, Teaching and Leading. As a result our Strategic Directions have been refined for 2017 and beyond. Our self-assessment process will further assist the school to refine the strategic priorities in our School Plan leading to further improvements in the delivery of education to our students.

In the three domains of Learning, Teaching and Leading, the school is sustaining and growing. Evidence in each of the domains includes the following:

Learning

Well developed and current policies, programs and processes identify, address and monitor student learning needs.

The school consistently implements a whole-school approach to wellbeing that has clearly defined behavioural expectations and creates a positive teaching and learning environment. The implementation of PBL commenced in 2017.

Curriculum provision is enhanced by learning alliances with other schools and organisations. We work closely with the Blacktown Learning community and one of our local High Schools, Seven Hills High.

The school has analysed school performance data and a range of other contextual information and is aware of trends in student achievement levels. This will be reflected in our 2018–20 School Plan.

The school achieves good value added results and excellent levels of performance on external performance measures.

Teaching

Teachers regularly use student performance data and other student feedback to evaluate the effectiveness of their own teaching practices. This area is developing well with teachers introducing strategies from Visible Learning and Project Based Learning.

The school leadership team engages the school community in reflecting on student performance data.

Teachers work together to improve teaching and learning in their year groups.

Teachers are actively engaged in planning their own professional development to improve their performance.

Teachers work beyond their classrooms to contribute to broader school programs.

Leading

The school community is committed to the school's Strategic Directions and practices to achieve educational priorities.

There is broad understanding of, and support for, school expectations and aspirations for improving student learning across the school community.

Physical learning spaces are used flexibly and technology is accessible to staff and students.

There are opportunities for students and the community to provide constructive feedback on school practices and procedures.

This year our Parent Satisfaction Survey went online and we received 175 responses which was 40% more than our previous best achievement..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

Purpose

The school will deliver quality teaching and learning programs to equip students with the necessary literacy and numeracy skills.

To support all students to achieve their potential as learners through whole school programs, teacher capacity and student engagement through purposeful, targeted learning opportunities.

Overall summary of progress

The main aims of the Strategic Direction 1 Committee were to continue focusing on developing and implementing units for new syllabus documents in English and History and Geography along with encouraging Teacher Professional Learning. The scope and sequence for English Concept units following English K–10 the NSW Syllabus was refined, with existing units being further developed. A KLPS scope and sequence for Mathematics was formalised. Teacher Professional Learning supported teachers in becoming familiar with and confident in their implementation of these new syllabus documents thus maintaining quality teaching and learning programs for all students. The goal was to continue the high levels of achievement experienced by Kings Langley Public School students in NAPLAN testing.

Throughout 2017 the teachers of KLPS have trialled implementing Visible Learning strategies including references to "I can 'statements. Staff participated in training focusing on Visible Learning strategies and shared experiences. TPL also focused on teacher feedback to students. Student reports have been updated to reflect new syllabus documents and assessments reviewed to monitor student progress.

All staff attended internal TPL sessions.

Quality teaching programs have resulted in students experiencing continued above state average achievement in all areas of NAPLAN. Minimum expectations of benchmark levels have been met K–2 with K at 50%, Year 1 at 91% and Year 2 at 66%.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All teachers implementing History and Geography syllabuses.	\$6000 school based funding	All teachers implementing History and Geography units following new syllabus documents. Reports changed to include new include statements reflecting new units.
All teachers K–6 using concept based units for English programs.	\$14000 – English resources school based funding \$5000 TPL	All teachers teaching concept based English units following school scope and sequence. Report statements altered to reflect new units.
Year 3 students in top 3 bands to be higher than the State average in Writing.		NAPLAN achievements are above the state average in writing. 78.3% of KLPS students in top 3 bands compared to 76.3% of state students.
Year 5 students in top 3 bands to be higher than the State average in Writing.		NAPLAN achievements are close to the state average in writing. 47.1% of KLPS students in top 3 bands compared to 48.1% of state students.
Year 3 students in top 3 bands to be higher than the State average in Mathematics.		NAPLAN achievements are above the state average in Mathematics. 79.4% of KLPS students in top 3 bands compared to 70.6% of state students.
Year 5 students in the top 3 bands to be higher than State average in all areas of Mathematics.		NAPLAN achievements are above the state average in writing. 77% of KLPS students in top 3 bands compared to 61.8% of state students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
50% of K–2 students to meet minimum expectations in Benchmarking. K–8, 1–16, 2–26.		Minimum expectations of benchmark levels have been met K–2 with K at 50%, Year 1 at 91% and Year 2 at 66%.
At least 75% of staff attending external TPL providing feedback to staff.	\$20000 TPL	Feedback from staff attending TPL will be a focus next year as a part of the Accreditation process in Strategic Direction 3.

Next Steps

NAPLAN achievement in Writing has led to a school focus on explicitly teaching the skills of writing. This will be done through on-going professional learning and support to teachers.

A Handwriting scope and sequence will be developed and implemented across the school.

THRASS will continue to be used to teach reading, writing, spelling and handwriting at KLPS. New staff will require training in this program.

The new Mathematics scope and sequence will be presented to all staff.

History and Geography units will be stage based. A new scope and sequence will be followed. Units will be planned with accompanying excursions.



Strategic Direction 2

ENGAGEMENT AND ATTAINMENT

Purpose

Lead whole school practices enabling all students to be highly engaged in schooling, emotionally and socially aware and technologically competent.

To support all staff and students to become active, engaged and successful lifelong learners.

Overall summary of progress

There has been a significant increase in students engaged in creative and innovative learning activities. The Wi-Fi upgrade has been completed, additional resources such as laptops and interactive panels have been purchased and the management of iPads has been upgraded. Training has provided to staff in cloud based technologies and use of iPads throughout the year.

The PDHPE school scope and sequence is now fully implemented. Fundamental Movement Skills and Crunch and Sip implemented through the Live Life Well Strategy all classes implementing Fundamental Movement Skills and a focus on sport and games following the PDHPE syllabus and our school scope and sequence. All staff trained in Physical Literacy continuum and all staff are aware of the mandated 150 minutes of planned physical activity per week.

Sentral used effectively for student administration and reporting.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
25% increase each year in students actively engaged in lessons incorporating 21C learning technologies	School-based funding \$124186 TPL \$10000 <ul style="list-style-type: none">• School-based funding (\$124186.00)• TPL (\$10000.00)	Wi-Fi upgrade completed, purchasing of additional resources such as laptops and interactive panels completed and management of iPads upgraded. Training provided to staff in cloud based technologies and use of iPads.
100% of students engaged in planned physical activity (incorporating FMS) and health lessons.	<ul style="list-style-type: none">• School-based funding (\$2000)• TPL (\$2000)	Implementation of the PDHPE school scope and sequence by all classes; incorporating Live Life Well strategies of Crunch and Sip and Fundamental Movement Skills and a focus on sport and games. All staff trained in Physical Literacy continuum and all staff are aware of the mandated 150 minutes of planned physical activity per week.
At least 95% of parents are satisfied with the school's reporting system.	IT relief days (see Process 1 for funding details)	Parent Satisfaction Survey indicates 95% of parents are satisfied with the formal written school's reporting
100% of teachers utilising technology independently to complete student reports to parents.	IT relief days (see Process 1 for funding details)	100% of teachers completed Semester 1, Term 3 and Semester 2 reports using Sentral.

Next Steps

- Innovative and creative technologies will continue to be a focus for the school as technologies change and there will be ongoing maintenance of these technologies.
- A new focus will be to incorporate flexible learning spaces in teaching practices, this was trialled in one classroom in 2017 and will be further implemented in 2018–2020.
- Support teaching practices that engage and prepare students to become collaborative, creative and critical thinkers, and future focused learners.
- Provide staff with opportunities to investigate, develop and share creative, engaging and innovative teaching

practices.

- The PDHPE school scope and sequence and syllabus will continue to be a school focus in 2018–2020. This will be a focus area for Strategic Direction 1 in 2018–2020.
- Reporting will continue to be administered on Sentral, as well as many other areas of student data. Assessment will be a focus for Strategic Direction 1 in 2018–2020.
- Teacher professional learning and accreditation to be monitored to ensure creative, engaging and innovative teaching practices are being used. All teaching staff to have completed 20 hours(or equivalent part-time) of registered and non-registered professional learning each year in order to maintain accreditation over 5 years.
- Improved communication between school staff and from school to parents. All new teachers will need to complete the school induction program.



Strategic Direction 3

SCHOOL CULTURE AND VALUES

Purpose

All stakeholders engaging as partners in education developing the school as a centre of excellence.

To celebrate the achievements and successes of our school (as a community) through a shared vision and connectedness to improve student learning outcomes. To build stronger relationships as an educational community by leading and inspiring a culture of collaboration, engaged community, empowered leadership and organisational practices.

Overall summary of progress

The main aim was to ensure that all students received a well-rounded education and equal access to the curriculum. We have endeavoured to do this through targeted programs, high levels of professionalism, strong leadership and positive community relationships. The programs have allowed the students to value their education, value their relationships, value their achievements and value their own wellbeing.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Kings Langley Public School represented and involved in an extensive range of extracurricular activities.	30 teacher relief days for extra-curricular activities = \$15000 teacher relief days for Presentation Days = \$5000 teacher relief days for Sporting activities = \$5000	Percentage of students involved in extra-curricular activities. 94% of Year 6 students were involved in extra-curricular activities. KLPS students were involved in PULSE, Infants and Senior choirs, Show Group Dance Group and Infants Dance Group, Debating Team and Public Speaking Competitions, Showcase of Excellence, School Musical – 'Ease on Down the Road', Schools Spectacular, Signing Choir, School Bands, Library Monitors, Canteen Assistance and Sporting Teams representing the school, Zone, Regional and State Teams .
100% of IEPs developed in consultation with parents and teachers		100% of IEP's and PLP's compiled in collaboration with parents at Parent/Teacher interviews at the end of Term 1. 13 Aboriginal students had PLP's developed, discussed and approved by parents. 4 Out of Home students had their IEP's developed in consultation with carers, Caseworkers, teachers and Learning and Support Team Coordinator.
90–95% of students receiving playground awards and banners		Explicit teaching of School Code of Conduct of Conduct, a Manners Program and Values Education has resulted in: 97% of students in Term 1 receiving playground awards, 95% of students in Term 2, 96% of students in Term 3 and 94% of students in Term 4. 91% of students received banners for excellent playground behaviour in 2017.
30% increase in students provided with support they need – cognitive, social, physical, emotional and spiritual		In excess of 40% of students were supported by the LaST teachers, EaLD and Chaplain programs.

Next Steps

- Launch of the PBL pedagogy across the whole school
- Continue casual relief days for creating PBL resources
- Explicit teaching of PBL lessons – Resilience, Respect, Learner
- Continue with 100% of IEP's developed at the end of Term 1 in consultation with parents
- Learning and Support Team meeting regularly each fortnight to cater for students through counselling, Move to Learn, LaST Programs, EaLD programs, Chaplain programs, IEP's and PLP's
- Continue to increase support for as many students as possible so they thrive in their environment through LaST, EaLD and Chaplain programs
- Well-being policy has been updated
- Continue to offer as many different extra-curricular activities for the students
- Chaplain programs to continue. Introduction of sensory room to cater for students with processing concerns
- Plans and construction of Adventure Playground
- Improved communication with parents through school newsletters, flexibuzz, website and P & C Facebook page



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$500 – Review process Total: \$6000	Aboriginal students supported throughout the year to improve their student learning outcomes. All students have an increased understanding of Aboriginal Culture
English language proficiency	\$15000 3 days per week \$2500 per term Total: \$70000	Improved academic results eg Benchmark levels. Recommendations put in place for 2018. Employment of Community Engagement officer supports the community have an enhanced understanding of how the school system works.
Low level adjustment for disability	\$3000 Total: \$19500	Students in need supported throughout 2017 via SLSO assistance in the classroom. Students in need supported financially where needed eg camps, excursions etc. Students selected for support in 2018.
Quality Teaching, Successful Students (QTSS)	.52 staffing component for the year which equates to \$55 000	All staff feel genuinely supported and Executive staff have the time to effectively support their team members. All PDPs effectively written and supported.
Socio-economic background	\$10000 (EaLD funding) \$2000 Total: \$48000	Program evaluated. Recommendations put in place for 2018. Evaluate whole program and make recommendations for 2018. Speech Pathology programs supported students in Kindy and Year 1 . School Chaplain supported students selected from Learning Support Team in areas of anxiety and resilience.
Support for beginning teachers	Total: \$12500	Beginning teachers supported with extra financial support throughout the year so that they could have time to write programs, mark assessments, observe lessons, write student reports and attend Professional Learning courses

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	360	369	360	366
Girls	339	336	337	358

The forecast for 2018 is 716 students. The school population should decline over the next three years as larger cohorts of students are in our Senior grades.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	96.3	96	93.9	95.8
1	95.6	95	95	95.3
2	97.1	95.6	94.4	95.9
3	96.2	96.3	95.3	96.2
4	97.2	95.5	95.1	95.5
5	96.1	95.9	95.1	96.7
6	96	95.4	95.4	94.9
All Years	96.3	95.7	94.9	95.8
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 rates were above State averages. This success is due to the parents and the school working together to provide a quality education program for its students. The school has effective strategies to monitor student absences.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Head Teacher(s)	0
Classroom Teacher(s)	26.98
Teacher of Reading Recovery	0.42
Learning & Support Teacher(s)	0.7
Teacher Librarian	1.2
Teacher of ESL	0.6
School Counsellor	0.5
School Administration & Support Staff	4.47
Other Positions	0

*Full Time Equivalent

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

At Kings Langley Public School we have no Indigenous component in our workforce..

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	25

Professional learning and teacher accreditation

All teachers participate in professional learning activities to maintain their professional knowledge of current teaching theory and expertise in effective classroom practice.

Teacher Professional Learning occurs formally during planned fortnightly meetings after school which conclude at 4.30pm, during School Development Days and at specific professional learning courses with the aim of maintaining and improving knowledge and skills while focusing on student learning needs.

There is money in our school budget for staff to

participate in their own Professional Learning throughout the year. Professional Learning is linked to their own PDPs.

One staff member achieved their accreditation in 2017 while two staff members wrote their report to maintain their accreditation.

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 Actual (\$)
Opening Balance	153,654
Revenue	5,685,997
Appropriation	5,052,731
Sale of Goods and Services	46,593
Grants and Contributions	574,552
Gain and Loss	0
Other Revenue	7,687
Investment Income	4,434
Expenses	-5,630,434
Recurrent Expenses	-5,630,434
Employee Related	-4,920,282
Operating Expenses	-710,152
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	55,563
Balance Carried Forward	209,216

The school has a Finance Committee comprised of the Principal, staff and two parent representatives. The Finance Committee meets once a term to discuss and plan the school's financial direction.

Money rolled into 2018 will be used to update technology and purchase furniture for our flexible learning spaces.

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	4,427,762
Base Per Capita	106,520
Base Location	0
Other Base	4,321,242
Equity Total	257,485
Equity Aboriginal	7,403
Equity Socio economic	37,833
Equity Language	91,867
Equity Disability	120,382
Targeted Total	75,102
Other Total	152,171
Grand Total	4,912,520

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

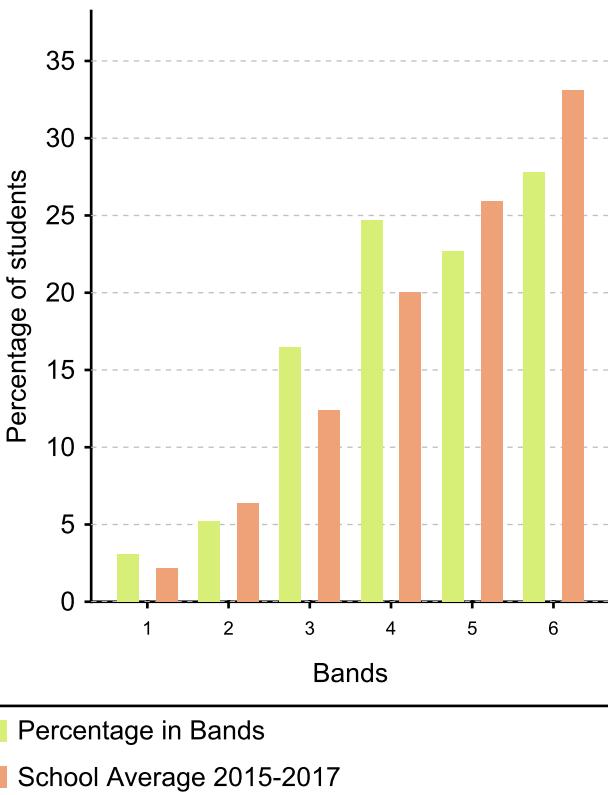
NAPLAN

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.

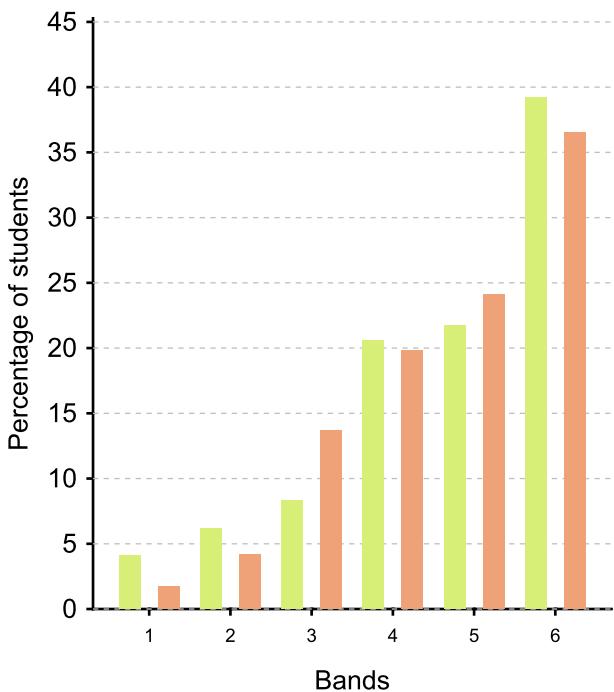
NAPLAN results in Year 3 were not as strong as previous years. Reading was on par compared to the State but Writing was below State for the first time. Spelling and Grammar and Punctuation were above State averages. In Year 5 Reading, Spelling and Grammar and Punctuation were well above State norms while Writing was just above State.

In 2018 there will be a greater emphasis in teaching Writing across all grades K–6. Our School Development Day in Term 3 will be devoted to Writing where we will have External consultants coming into the school to conduct a range of Professional Learning activities for our staff.

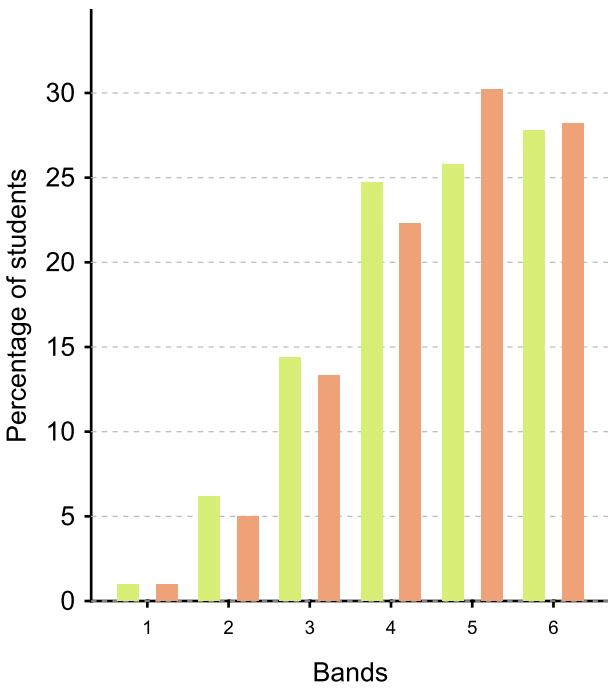
Percentage in bands:
Year 3 Reading



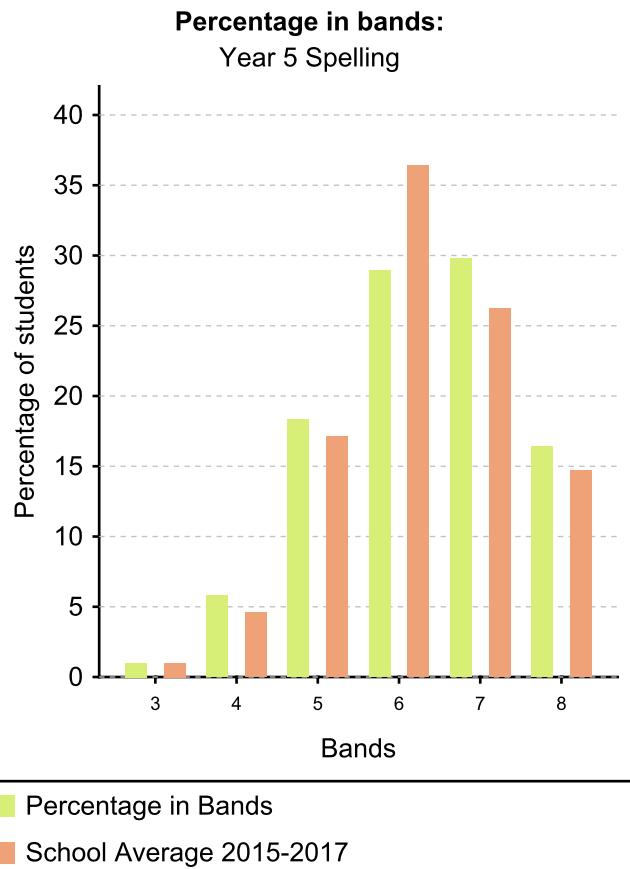
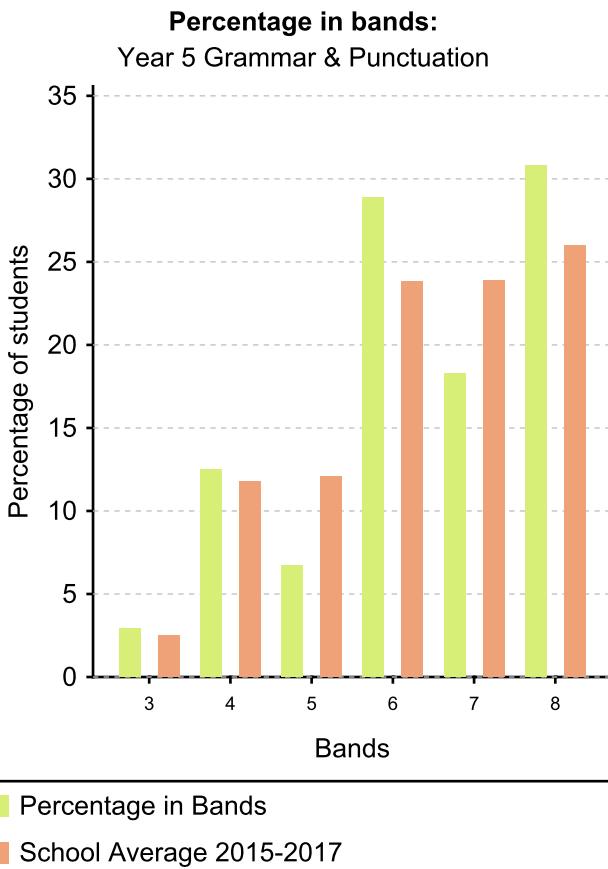
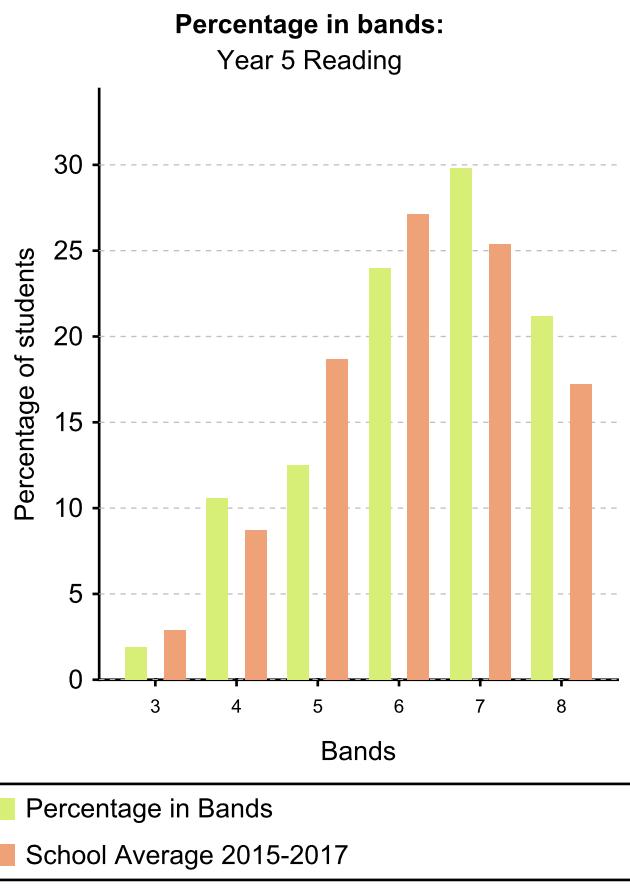
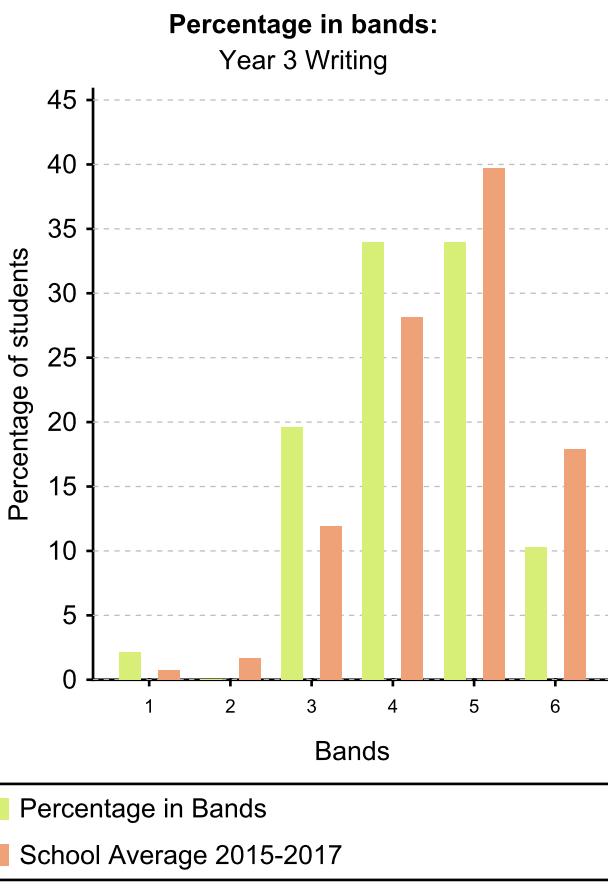
Percentage in bands:
Year 3 Grammar & Punctuation

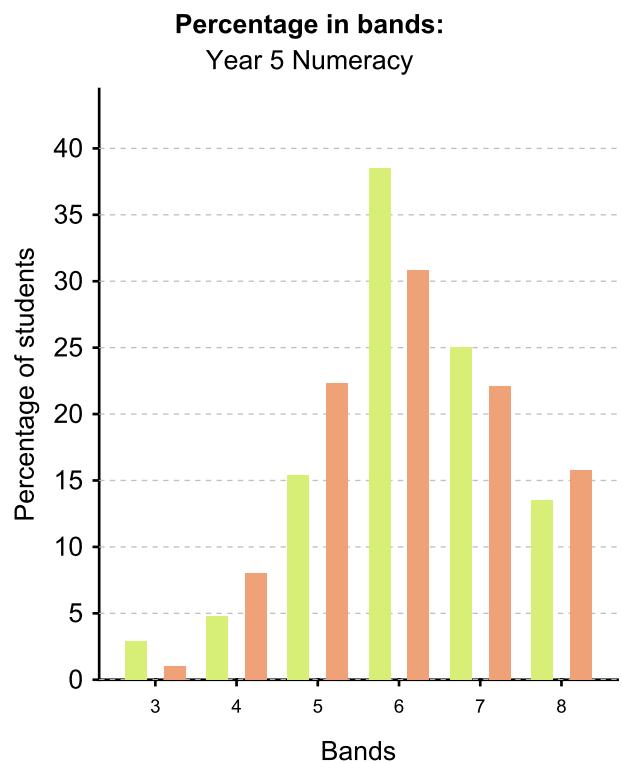
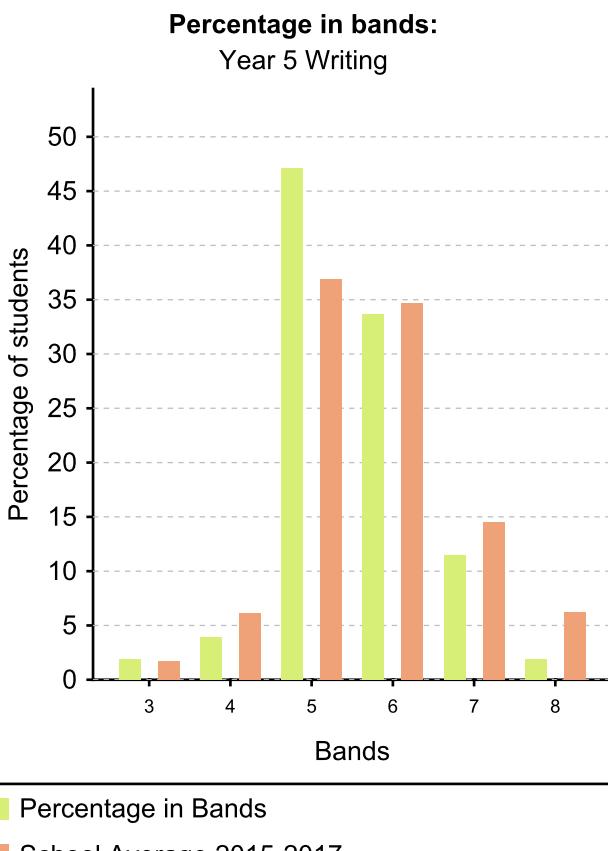


Percentage in bands:
Year 3 Spelling

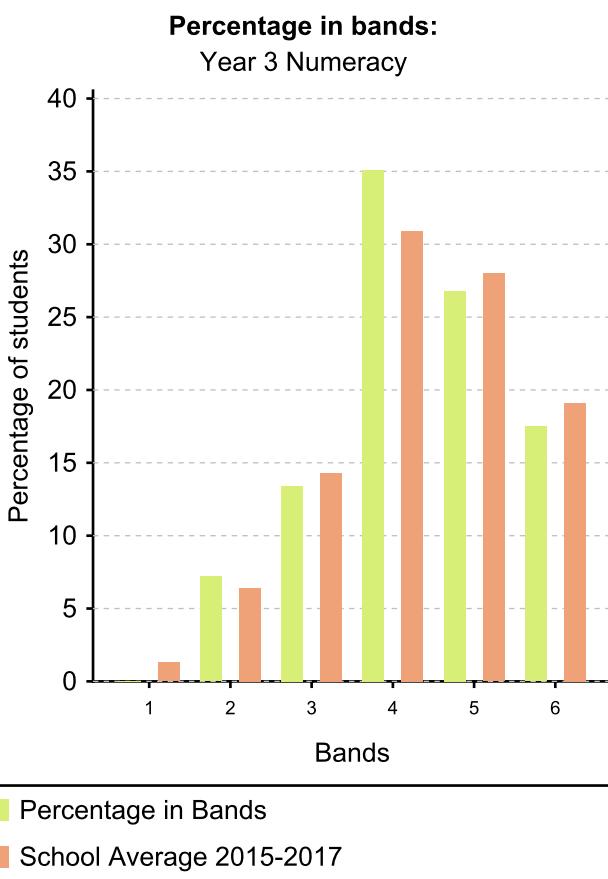


■ Percentage in Bands
■ School Average 2015-2017





Numeracy results continue to be strong with both Year 3 and 5 above State averages.



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

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

Their responses are presented below:

For the first time our parent Satisfaction Survey went online. The online survey was distributed through our Newsletter, on our App Flexibuzz and on our website.

The response was exceptional as we received 161 responses which was forty more than the history of this survey.

Students were surveyed through the SRC (Student Representative Council) and staff were surveyed in relation to our upcoming School Plan 2018–20.

The data gathered from all stakeholders indicates that as a whole, our school is doing an excellent job and we are improving each year.

Two areas that were not as strong, but still with the majority of parents being happy with what we are doing are Communication and Discipline. Both these areas will be highlighted in our 2018–20 School Plan.

Areas where the school ranked the highest were:

- Students at KLPS achieve high academic students – 98%
- There is a wide range of extra curricular activities
- The school effectively teaches PE, Health and Personal Development – 98%
- The school has effective pastoral care services eg School Counsellor, School Chaplain, School Engagement Officer – 96%
- The school is connected to its community and welcomes parental involvement – 97%



Policy requirements

Aboriginal education

Aboriginal Education and Training incorporates the delivery of quality teaching and learning activities to Aboriginal students in schools, embedding Aboriginal Australia into all KLAs for all students and Aboriginal culture for both students and staff. They also incorporate the local Aboriginal community as joint partners in the delivery of Aboriginal Education and Training.

During 2017 Kings Langley Public School staff was given the following experiences to assist them in the implementation of Aboriginal education into their teaching and learning programs –

- Continued use of Quality Teaching programs that assist in the delivery of Aboriginal Culture in conjunction with the new JSW Syllabus in all KLAs.
- Continued purchasing of resources that support Aboriginal Culture and the units through the library.
- Personalised Learning Pathways are developed in a consultation process between the student, parents/carers and teachers, to identify, organise and apply personal approaches to learning and engagement. Personalised Learning Pathways are written for each Aboriginal student stating their short term or long term goals.
- Participation in NAIDOC week and Harmony Day celebrations utilising special guests and performers from outside agencies to promote Aboriginal Culture.

Multicultural and anti-racism education

During 2017, nearly 25% of Kings Langley Public School's student population is from a language background other than English (LBOTE). There are over 37 languages recognised, with the three largest being Indian, Chinese and Arabic.

Students are identified as having a LBOTE background when one or more of their parents or grandparents speak a language other than English in the home. Of these LBOTE students, some are further identified as EAL/D students because they are able to speak one or more languages other than English, including Aboriginal dialects. These students enter school with varying degrees of Standard English proficiency.

This year, the EAL/D program has operated three days per week. programs were delivered to students from Kindergarten through to Year 6 by a qualified EAL/D specialist teacher in collaboration with classroom teachers. The programs focussed on developing all modes of communication skills (talking, listening, reading, writing and viewing) across the curriculum areas. Various delivery patterns for these programs were used, such as in-class team teaching, small withdrawal groups and some individual withdrawal.

Kings Langley Public School also highlighted Multicultural Education by providing experiences such as National Aborigines and Islanders Day Observance (NAIDOC) week celebrations,. Multicultural Speaking Competitions and a Multicultural Day Festival which included student performances, translations of early reader books into Home languages and food tasting. These programs aim to develop a positive sense of self and promote the acceptance of cultural diversity.

Kings Langley Public School also provides two ARCO trained staff members who are responsible for Anti-Racism issues. Kings Langley strives to provide an environment of harmony, tolerance and inclusivity.