

King Park Public School Annual Report



2018



4467

Introduction

The Annual Report for **2018** is provided to the community of King Park 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.

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Principal

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School background

School vision statement

King Park Public School aims to provide a supportive, challenging and engaging learning environment that fosters the development of balanced, happy and confident students who are engaged in and take responsibility for their learning. These students will be resilient, reflective, able to work collaboratively to solve problems and adapt and respond to a changing and uncertain tomorrow.

School context

King Park Public School is located in the Fairfield School Education Group on Humphries Road, Wakeley. It was opened in 1973. It has an enrolment of 510 students. The population consists of 84% of students from non-English speaking backgrounds. The pleasant physical environment is welcoming and features well maintained classrooms, a school hall, and extensive landscaped and grassed areas. King Park Public School has a highly regarded reputation for providing quality education in a safe, caring and supportive environment, where the needs of all learners are met. The school community places great importance on the development of literacy and numeracy skills as well as the development of well-rounded students through effective student welfare programs, and extensive sporting and creative arts programs. Our dedicated and caring teachers are actively engaged in ongoing professional development, building their capacity to enable all students to succeed.

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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated that in the School Excellence Framework domain of Learning our school is sustaining and growing in Learning Culture, Curriculum, Assessment and Student Performance Measures. In the elements of Reporting and Wellbeing the evidence indicated that the school is operating at the excelling stage. There is demonstrated commitment within the school community that all students make learning progress. Through student learning goals and our assessment and reporting process parents and students work in partnership to support a clear improvement agenda. The school collects and analyses information to ensure students' make successful transitions into kindergarten and high school. Teachers differentiate curriculum delivery to meet the needs of all students with most students able to articulate what they are learning and why, and what they need to do next to enable continuous improvement. Teachers regularly use formative assessment strategies to inform teaching practice and meet student learning needs.. The school uses systematic and reliable assessment information to evaluate student learning over time. Trend data shows the school is making measureable improvements in student learning. Our school has a focus on wellbeing and supporting the cognitive, physical, social and emotional development of all students. There is a strong sense of belonging and connectedness to the school from all stakeholders. The leadership team uses evidence–based approaches to regularly identify, monitor and review individual student learning needs.

The results of the external validation process in the domain of Teaching showed that our school is sustaining and growing in the areas of Effective Classroom Practice, Learning and Development, Data Skills and Use and Professional Standards. All staff are provided with the time to collaboratively plan teaching and learning programs to suit the full range of abilities in their class. Teachers use success criteria to provide explicit and timely feedback to improve student learning. Teachers engage in data talks with their team leader that build their skills in analysing and using student progress and achievement data. Data is systematically collected and comprehensively analysed to inform programs and to reflect on teaching effectiveness. Consistent teacher judgement practices are used regularly to promote consistent and comparable judgements of student learning. Clear performance and development processes exist where all staff are supported by instructional leaders to reflect on their practice and plan for and monitor their own professional development to improve their performance. Planned and targeted professional learning builds the teachers understanding of effective strategies in the teaching of literacy and numeracy.

The results of the external validation process in the domain of Leading showed that our school is sustaining and growing in Educational Leadership, School Planning, Implementation and Reporting and Management Practices and Processes. In the element of School Resources the evidence presented indicated the school was operating at the Excelling stage. The leadership team maintains a clear focus on distributed instructional leadership to sustain a culture of effective evidence–based teaching to ensure every child makes measureable learning progress. There is a focus on continuous improvement of teaching and learning through the provision of planned professional learning that follows a process of theory, demonstration, practice, observation and coaching. The school plan reflects the values, ideas and aspirations of the school community. Every staff member contributes to a project team and understands what they need to do to address the school's strategic directions and meet the school's improvement measures. School resources are used strategically to ensure effective learning environments and that student learning needs are met. A range of strategies and services are used to support communication and community engagement. The school community is given many opportunities to voice their opinions on school practices. Feedback and suggestions are taken on board to improve systems and processes.

Our self–assessment and the external validation 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

Dynamic Learning Culture

Purpose

To create and promote students who are resilient risk-takers, confident, aspirational and reflective learners, with an excellence in the foundations of Literacy and Numeracy.

To promote teachers who are lifelong learners, collaborative, reflective and evaluative.

To promote with parents a partnership in learning that creates high aspirations for their children and provides opportunities for them to be active in their child's learning.

Overall summary of progress

Student Reports

In 2016, the school embarked on a project to improve the systems we used to report student progress. The new reporting system was developed as a result of teacher and parent feedback that student reporting wasn't clear or meaningful. A new reporting proforma was developed in line with Department policy with the aim to make reporting on student progress clear, timely and accurate across all curriculum areas. The new system reports on targeted indicators that are explicitly taught and assessed throughout the semester. The report addresses

all Key Learning Areas and uses the A E scale for reporting. It also provides information about the grade distributions across the year, the level of effort applied by the student in each curriculum area, behaviour, the ability to apply the "Keys to Success" strategies and a general comment. A key component of the report is the future learning goals for the student in the areas of Mathematics and English. This new reporting system has resulted in students and parents being provided with personalised and comprehensive information each semester about student learning and the next steps they need to take for future growth and improvements.

Learning Goals

In 2018 learning goals were formalised across King Park K-6. Learning goals were being used across a number of classrooms but we wanted a more consistent approach. At the beginning of the year each class teacher was given time to hold 1-1 meetings with every child in their class. This gave teachers an opportunity to get to know their students. An English, Mathematics and personal goal were developed for every child. They were called "Growth Mindset Talks" with the idea of developing in students a mindset that they could achieve what they wanted to with hard work and the help of teachers and parents. This was also a time for developing positive relationships. Students know they can talk to their teacher or the stage leader about anything that is bothering them. Stage leaders will "check in" with students daily or weekly if the need arises.

Keys to Success Strategy

In 2016 and 2017 we investigated learner qualities. We explored with staff the qualities we thought our students needed to be successful in the future. We came up with 5 Keys to Success. They are: Be Collaborative; Be Resilient; Be Reflective; Be a Problem Solver; Be an Inquirer. We set about embedding this language in the school. As staff we developed a deep understanding as to what these qualities mean – what they look like, feel like and sound like. We then developed lesson breaks and ideas to implement these "Keys" into lessons in the classroom. A reward system was developed with the whole school to recognise when students are exhibiting these qualities.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
An increase in student achievement and progress in Literacy and Numeracy.	\$15,680 (Literacy & Numeracy Funds) \$9581 (Refugee Support Funds) \$47,116 (English Language)	Baseline data collected to measure progress in literacy and numeracy. Learning goals for students needs refinement for next year to take into consideration, developing, monitoring and tracking these goals.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
An increase in student achievement and progress in Literacy and Numeracy.	Proficiency Funds) Funds were used to purchase additional teacher and School Learning Support Officer time.	Baseline data collected to measure progress in literacy and numeracy. Learning goals for students needs refinement for next year to take into consideration, developing, monitoring and tracking these goals.
An increase in student resilience and risk taking behaviours.	\$38,130 Flexible Funding for Wellbeing Services) Additional teacher time was bought to run specific programs	Baseline data collected to measure resilience and risk taking behaviour.
An increase in parent engagement in student learning.		Parent and teacher surveys indicate that the new report gives a more personalised, comprehensive and detailed account of student learning. It also provides clear information about next steps for improvement. 94% of parents surveyed found the report easy to understand and with clear information about steps for future development. The evidence also shows the school provides regular opportunities for parents to engage with teachers about their students learning including parent/teacher/student interviews. These were found to be very valuable with 89% of teachers agreeing, and with 17 our of 20 classes having more than 50% of parents attending the meetings.

Next Steps

Continue to strengthen the parent/teacher/student partnership to ensure students and parents understand the assessment and reporting process.

Continue to develop and refine student learning goals so that they are effective as a way of targeting learning.

Continue to embed the "Keys to Success" strategy across the school. Learner keys will be explicitly taught and integrated across all areas of teaching and learning. In 2019 we will use Peer support as a dedicated time to explicitly teach each key.



Strategic Direction 2

High Impact Teaching

Purpose

To ensure teachers know their impact, are adaptive and responsive, and open to change.

To ensure high quality, evidence based teaching practices exist in all classrooms underpinned by collaboration, high expectations and innovation to meet the diverse needs of our students, staff and community.

To create a culture of collaborative instructional leadership to ensure evidence based teaching and ongoing improvement so that every student makes measureable learning progress.

Overall summary of progress

Improved Teaching and Learning Programs

To create greater consistency in what is being taught within grades, and to ensure syllabus outcomes are being covered in every classroom, King Park Public School has developed a Scope and Sequence document for learning/units of work for all KLAs (except in English which is under construction). This scope and sequence is the starting point for planning and programming. The outcomes from the scope and sequence are used for reporting and to plan assessments. Learning sequences are then backward mapped. Time allocations are given for each KLA in the scope and sequence and teachers devise their class timetables following these guidelines. All teachers on a stage are given 3hrs per week of release from face to face together. This provides time for the collaborative development of programs. When programming, teams always start with the outcomes from the syllabus. From here assessment tasks and success criteria are developed. Teams then decide on the teaching sequence. The outcome (boulder) is broken down using the learning progressions (pebble) and then broken down even further into teachable events (sand) that are differentiated to take into account differing learning needs. This collaborative style of programming builds capacity and ensures consistency across the grades.

Data Talks

The school funds four Assistant Principals to be off class in the role of Instructional Leader for each stage. This has created time for the focus to be on student learning progress. Data Talks are timetabled each term for each class teacher to meet 1–1 with their Instructional Leader. The purpose of these data talks are to analyse and make sense of student learning data to ensure every student in the class is learning and making enough progress. We want at least one years' growth in learning for one year of teaching. Teachers and Instructional Leaders were posed the question how would they know this occurred? What data needed to be collected? These questions formed the basis of our data talks.

Explicit Evidence–based Teaching

Over the last three years King Park Public School has embarked on an improvement journey using the research of John Hattie, Dylan William, "What works best" (CESE) and the "Curiosity and Powerful Learning" framework (Professor David Hopkins). The executive team were the change agents and attended a number of workshops given by Professor David Hopkins and facilitated by ACEL. As a result, evidence–based explicit teaching practices have been introduced into all classrooms. The first theory of action introduced was "Learning Intentions, Success Criteria and Narrative". The introduction of learning intentions and success criteria has had a huge impact on student learning. Students can now articulate what they are learning, why they are learning it and what they have to do to gain success. Similarly, teachers are reflective about what they are teaching and why, and how they will know student's have learnt what they have taught.

Formative Assessment

The second theory of action introduced was "Commit to Assessment for Learning" which linked closely with Dylan William's research. Formative assessment has been successfully introduced into all classrooms. Teachers use a variety of methods to gauge student learning including smiley faces, thumbs up and thumbs down and "no hands up". Teachers use information gathered to plan next steps in teaching.

The giving of effective feedback has also been a focus. Teachers use various levels of feedback (task and process) to move students forward in their learning. We are currently in the process of explicitly teaching students how to give effective feedback – for themselves and others.

Synthetic Phonics

In 2018 two evidence-based teaching methods were introduced to develop whole school consistency and to improve student learning outcomes aligned to the 2017–2020 Literacy and Numeracy Strategy. The first was synthetic phonics to be explicitly taught in K–2 classrooms. K–2 teachers attended a training day through "Get Reading Right" and assistant principals attended DoE provided training on "Effective reading in the early years". This is the first year a consistent and systematic synthetic phonics teaching approach has been undertaken. We intend to monitor the impact of this program closely by collecting progress and achievement data.

7 Steps to Successful Writing

The second evidence-based teaching method introduced was "7 Steps to Successful Writing" for years 3–6. This is a very structured program aimed to improve writing. The assistant principals attended facilitator training and then on term 2 school development day introduced this strategy to the whole staff. The impact of this program is being measured using pre and post writing samples.

Specialist Subjects – Teaching Expertise

In order for the whole stage to be released at the one time we employ a team of teachers who specialise in certain Key Learning Areas (KLA's). This year we have formed teams of these specialist teachers so that they too can work together and build their expertise in their KLA. The specialist KLA's are PDHPE, Creative Arts and Science. These teams have worked on developing a compliant Scope and Sequence for their learning area, attended professional learning and held network meetings. Network meetings are voluntary staff meetings that are attended by staff who want to learn more in a particular area. As a result this year we held our first annual Art Exhibition showcasing students' creativity and visual arts achievements.

Progress towards achieving improvement measures		
Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased involvement with local schools.	\$5,000 Professional Learning Funds to release teachers	We have developed strong ties with St John's Park High School with students attending a variety of activities throughout the year. Our "Curiosity and Powerful Learning" group consists of 5 local school giving opportunities for increased collaboration.
Students are achieving expected growth on internal school progress and achievement data.		Strong evidence in student work samples from school based data show huge improvements in writing for all students 3–6.
An increase in the number of students achieving in the top two bands of NAPLAN for reading.		Our baseline data for 2018 shows that: Year 5 – 27.6% of students were achieving in the top two bands of NAPLAN for reading. Year 3 – 36.2% of students were achieving in the top two bands of NAPLAN for reading.
An increase in the number of students achieving in the top two bands of NAPLAN for writing.		Our baseline data for 2018 shows that: Year 5 – 7.6% of students were achieving in the top two bands of NAPLAN for writing. Year 3 – 57.8% of students were achieving in the top two bands of NAPLAN for writing.
An increase in the number of students achieving in the top two bands of NAPLAN for numeracy.		Our baseline data for 2018 shows that: Year 5 – 23.1% of students were achieving in the top two bands of NAPLAN for numeracy.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
An increase in the number of students achieving in the top two bands of NAPLAN for numeracy.		Year 3 – 34.7% of students were achieving in the top two bands of NAPLAN for numeracy.

Next Steps

- Build skills and knowledge of teachers and executive staff to improve reliable data collection and analysis.
- Develop a scope and sequence for English.
- Investigate evidence based effective numeracy teaching.
- To establish learning alliances with other schools that support instructional collaboration.



Strategic Direction 3

Success for Every Student

Purpose

For all teachers to understand and develop the strategies to ensure all students reach their potential. To have high expectations for every student to thrive as learners, leaders and responsible productive citizens.

Overall summary of progress

Connectedness

One of the key features about King Park Public School is the sense of family that can be felt amongst students and staff. Over the years there has been a lot of time invested into developing this sense of belonging and connectedness to the school. The students have a real sense of school pride, they call themselves King Parkers, and once a King Parker always a King Parker, is the mantra often heard. This sense of connectedness has been developed through the school song and the slogan "That's My School". This school branding is used across all areas of the school. High expectations are set by staff and students themselves on what it means to be a King Parker.

We have employed an ethnic aide and an office assistant who speak Arabic, as families from this language background at our school are often new to Australia and have very limited English. By ensuring we have someone at the school they can communicate with gives these families a greater sense of connectedness to the school. We also provide one set of uniforms to those students who are refugees, or to families in financial crisis, so that from the beginning they can look and feel a part of the school.

A mini King Parkers playgroup meet once a week to develop an early connection with the school. This is run by parents as a sub group of the P&C. The P&C has an active voice in the school community and meets twice a term. Pre-kindergarten interviews are held at the end of the year prior to commencement of school for all students and their families entering kindergarten. Families new to the school are also interviewed by team leaders prior to commencement. This establishes a connection with new families and reinforces the message "we care". Show bags have been developed with school branding that are given to all new families.

A whole school behaviour management policy has been developed and implemented to create greater consistency across the whole school when reinforcing school rules, particularly in the playground. This policy is sent home to every family and included in the show bags. As a result, the great majority of our students display positive, respectful relationships with their peers and teachers.

Student Leadership

The Peer Support program has been in operation at King Park Public School for the last three years. Year 6 students are trained as peer leaders and during term 3 Peer Support occurs for half an hour each week. Each peer support class contains students from kindergarten to year 5. Students work together to solve problems. The establishment of the SRC in 2018 has given another layer of student leadership opportunities across the school. The SRC has worked to form connections with our local community and charities relevant to our school. We have provided authentic leadership opportunities for our student leadership team such as Anzac Day at Canley Height RSL, running Monday morning assemblies as well as stage assemblies, and welcoming visitors to our school.

Social Emotional Learning (SEL)

Learning Support

The school learning and support team meets fortnightly. All four stage leaders (APs), the school counsellor and EALD teacher attend the meetings. Each AP knows their stage well. Authentic relationships are built with teachers, families and students. A concerted effort is made to spend time in every classroom and connect with students. The IL's are able to identify students at risk academically, socially and emotionally. They have developed positive relationships with these students and their families. They are the first point of call when a problem arises. Personalised learning plans are developed for all students at risk. Case meetings are held with families and outside agencies for those students at high risk. The school works closely with the school counsellor, out of home care, home school liaison officer, Anglicare, high schools, day care centres and case workers to ensure we achieve the best possible outcomes for every child.

During data talks, in consultation with class teachers, students "at risk" are identified. This could be students that are way behind their peers or students that are stagnating and not making expected progress. The Instructional Leader and the

class teacher together decide on the best course of action. This may involve: –

- * Referral to the Learning Support Team for discussion and advice.
- * An individualised learning support plan where modifications and adjustments are made during lessons.
- * Targeted support using a School Learning Support Officer (SLSO).
- * Focus student at Team meetings – students that are not making progress may become a focus student at the stage team meeting. Here the class teacher will present the case and team members will offer strategies to elicit improvement to learning. These are implemented and then reported back to the group showing evidence of success or failure.
- * Differentiated support within the classroom.

We have employed 5 SLSOs that are targeted to a specific grade. These SLSOs work with small groups of children that have similar needs. They administer targeted programs such as Multi-Lit and Mini-Lit or Fine Motor.

Transitions

Particular attention is paid to transitions at King Park P.S. We have an extensive Kindergarten Orientation program which involves kindergarten interviews with families, a pre-kindergarten skills check, 8 playgroup sessions with fine motor and kinder readiness the focus, 2 parent information sessions and in-classrooms sessions for the children. A lot of information is gathered over the course of the transition program and this is used to ensure teachers, students and parents are prepared for a smooth start to school. A transition to high school program also occurs with two of the local high schools. This involves student visits and taster lessons as well as a more intensive program for students at risk. We also employ an SLSO from Westfield Sports High School one day per week to work with students on preparing them for high school. This develops a relationship before high school begins and students find they already know one staff member quite well when starting the following year. It also allows for transfer of information between the primary school and high school.

Progress towards achieving improvement measures		
Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased student engagement in all classrooms.		The consistent school-wide approach to behaviour management has resulted in minimal disruption during lesson time. The Tell Them From Me survey shows 91% of year 4,5 and 6 students state that they do not get into trouble at school. The school is performing significantly higher than NSW government norms for effective learning time, relevance and rigour of classroom activities in the Tell Them From Me surveys.
Demonstrated growth in learning for all students.	\$104,000 (Low Socio-Economic Funding) to release Assistant Principals as Instructional Leaders	NAPLAN data confirms a high value-add and higher than expected growth from year 3 to 5 in Reading, Writing and Numeracy. NAPLAN data also shows that over the last three years the percentage of students achieving in the top two bands is steadily growing. In Reading, Writing and Numeracy NAPLAN results there is an upward trend in student achievement data in Year 3 and Year 5 with all areas at or above state averages except for Year 3 numeracy.
An increase in the number of student led events/initiatives.		The SRC has been involved in raising awareness and collecting funds from the whole school community by organising various events at school including Care packages for Australian troops and Fiver for Farmer.

Next Steps

Continue to embed the SRC in all school activities.

Implement the "GOT IT" program and explore other programs that focus on supporting the social and emotional wellbeing of students. eg Drumbeat.

Explore opportunities for catering for gifted and talented students.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$6,258	Quality PLPs implemented and evaluated. PLAN data reflects improvement in student outcomes.
English language proficiency	\$234,519 Includes a 1 full time teaching position plus \$47,116 in flexible funding.	100% of teachers differentiating teaching to support English language learners. ESL teacher attended network meetings and collaborated with other schools to improve practice. Flexible funding was used to employ SLSOs to assist students to follow up on instruction from small group learning and to complete work in class. EaLD framework reflects improvements in student learning outcomes.
Low level adjustment for disability	\$183,791 Includes a 1.2 full time teaching allocation plus \$ 58,855 in flexible funding.	We have employed 5 SLSOs that are targeted to a specific grade. These SLSOs work with small groups of children that have similar needs. They administer targeted programs such as Multi-Lit and Mini-Lit or Fine Motor. The data shows that the intervention strategies in place such as MultiLit and the "Focus Student" are having a high impact on student learning.
Quality Teaching, Successful Students (QTSS)	\$89,225	Our evidence shows that programs are collaboratively planned and that a backward mapping process is used. The data shows that as a result of this process teachers are more critical of what they teach, ensuring that it relates closely to the success criteria. The data collected shows that learning intentions and success criteria have been successfully embedded in the majority of classrooms and that this has had a positive effect on learning outcomes. Teachers have commented on having greater clarity in what they are teaching and that students are more engaged. The school uses explicit systems that facilitate professional dialogue, classroom observation and embed and sustain changes to practice. One such system is the Triads. Teachers work in groups of three to observe teaching practice. In each round of Triads one teacher will teach and two teachers will observe. Directly following the lesson the three teachers meet to discuss what was observed. We have found this an effective way to drive schoolwide improvement in teaching practice.
Socio-economic background	\$231,481	4 Assistant Principals working as Instructional Leaders – one per stage to build teacher capacity and to drive quality, effective teaching practice in ever classroom to ensure

Socio-economic background	\$231,481	learning progress for every student. This has resulted in improved learning outcomes for students as evidenced in school data, PLAN data and NAPLAN data.
Targeted student support for refugees and new arrivals	\$9,581	Daily withdrawal by EALD teacher and an Ethic Aid SLSO to work with students in class has resulted in refugee and new arrival students being able to access the curriculum sooner.



Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	247	254	263	267
Girls	232	230	251	252

Student attendance profile

School				
Year	2015	2016	2017	2018
K	93.3	94.8	94.3	92.8
1	92.9	92.6	91.6	94.8
2	92.1	93	91.4	92.4
3	94.8	93.9	94.5	93.6
4	92.8	94.7	92.3	94.5
5	93.8	93	94.5	92.4
6	92.8	94.4	94.3	92.9
All Years	93.2	93.7	93.3	93.3
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

Management of non-attendance

The school implements the department's attendance policy, monitoring attendance regularly. We work closely with the Home School Liaison Officer and maintain close contact with families whose attendance is below 85%. The school implements "check ins" with these students and families and initiates rewards for those students who improve their attendance. The school has a checklist that it follows for students who are an attendance concern. This involves calling and sending notes home, referral to the Learning Support Team, interviews with parents and a student and a referral to the Home School Liaison Officer.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	19.5
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	1.2
Teacher Librarian	1
Teacher ESL	1.8
School Counsellor	1
School Administration and Support Staff	3.96

*Full Time Equivalent

We have no teachers of Aboriginal descent working at King Park in 2018.

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	20

Professional learning and teacher accreditation

In 2018 there were 27 teachers who were accredited at proficiency level and three working towards completing the accreditation process. Professional Learning funds of \$30,402 were combined with other school funds to enable professional learning for all staff. Professional learning is planned and strategic. An extra one hour of release time is timetabled for each stage to meet together for weekly professional learning. The impact of this weekly professional learning has been the establishment of a rich and collaborative professional learning culture with teachers trialling and embedding new effective classroom practice. All staff completed annual compliance training of CPR and Anaphylaxis, Emergency Care, Code of Conduct and Child Protection. The executive team attended EduTech in Sydney and the "ionthefuture" conference to gain insights into preparing students for the future.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	399,536
Revenue	4,860,638
Appropriation	4,598,740
Sale of Goods and Services	55,067
Grants and Contributions	201,153
Gain and Loss	0
Other Revenue	0
Investment Income	5,678
Expenses	-4,644,931
Recurrent Expenses	-4,644,931
Employee Related	-4,024,234
Operating Expenses	-620,697
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	215,707
Balance Carried Forward	615,243

Financial management processes at King Park Public School are managed by the principal and overseen by the school Financial Committee. This committee consists of the principal, school administration manager and assistant principals. Budgets are prepared and submitted to the committee for approval.

Planned use of surplus funds includes:

- * Salaries for additional School Learning and Support Officers and support staff
- * Further refurbishment of primary classrooms and purchase of future focused furniture for all classrooms
- * Upgrade the remaining 10 classrooms with Promethean Active Panels
- * Purchase additional chromebooks and ipads
- * Removal of dead trees in playground

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	3,474,081
Base Per Capita	99,392
Base Location	0
Other Base	3,374,689
Equity Total	656,049
Equity Aboriginal	6,258
Equity Socio economic	231,481
Equity Language	234,519
Equity Disability	183,791
Targeted Total	21,132
Other Total	281,502
Grand Total	4,432,764

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

36.1% of Year 3 students scored in the top two bands in reading.

57.7% of Year 3 students scored in the top two bands in writing.

50% of Year 3 students scored in the top two bands in spelling.

41.7% of Year 3 students scored in the top two bands in grammar and punctuation.

27.5% of Year 5 students scored in the top two bands in reading.

7.5% of Year 5 students scored in the top two bands in writing.

42.5% of Year 5 students scored in the top two bands in spelling.

35% of Year 5 students scored in the top two bands in grammar and punctuation.

34.7% of Year 3 students scored in the top two bands in numeracy.

23.1% of Year 5 students scored in the top two bands in numeracy.

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. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN

online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

Go to <http://www.myschool.edu.au> to access the school data.

Parent/caregiver, student, teacher satisfaction

Student satisfaction

The "Tell Them From Me" Student Engagement survey conducted in April 2018 was completed by all students in years 4, 5 and 6. The following results were revealed:

86% of students say they are interested and motivated in their learning;

91% of students report that they do not get into trouble at school for disruptive or inappropriate behaviour;

75% of students understand there are clear rules and expectations for the classroom;

84% of students report a positive sense of belonging;

82% of students believe they have someone at school who consistently provides encouragement and can be turned to for advice; and

90% of students report they have positive student-teacher relationships.

These surveys show that King Park student responses are much higher than NSW government norms in all areas and that positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school.

Staff satisfaction

Staff evaluation survey on student wellbeing showed that 78% of staff believe that have the tools to support student wellbeing.

100% of teachers surveyed believed that the Instructional Leaders have positively impacted their classroom practice.

Over a two year period visible learning, focusing on learning intentions and success criteria, and formative assessment, were a focus for professional learning. At the end of that two year period a survey of staff showed that 77% of staff believe they have embedded visible learning and 86% of staff believe they have embedded formative assessment into their teaching practice.

As part of school evaluation processes the TRIAD structure was evaluated by staff. This is where staff have the opportunity to observe each other and provide

feedback on teaching practice. All staff surveyed believed the TRIAD structure to be effective and a valuable experience. Teachers commented that the ability to give and receive feedback on their teaching improved their teaching practice.

Teacher's were asked how professional learning at King Park has impacted on their teaching practice. They were all overwhelmingly positive and identified learning intentions and success criteria as resulting in greater engagement and focus for students and greater clarity for teachers.

Parent satisfaction

Parents are regularly asked for their opinion on events and systems and processes so that we can continue to improve. The following information was used to improve our practices throughout the year:

The school uses "School Interviews.com.au" to book parent/teacher interviews each year. This was introduced in 2017 and found to be very popular. 100% of parents surveyed found the system easy to use;

The SMS system of communication was evaluated in a parent survey and which found that 76% of parents had used it and found it to be effective;

80% of parents surveyed were happy with the opportunities presented to them to engage with the school;

Our Facebook page has a total of 613 followers representing 375 families from King Park P.S. Over a 28 day period our Facebook page had 14,542 post engagements in this time. This is the number of times people have engaged through likes, comments and shares.



Policy requirements

Aboriginal education

King Park Public School is committed to improving the educational outcomes and wellbeing of all its Aboriginal students. 100% of Aboriginal students and their families participated in developing Personalised Learning Pathways (PLPs) and were provided with support to assist in achieving their goals. Acknowledgement of Country and the Aboriginal National Anthem is represented at all school gatherings. We participated in NAIDOC week using visiting performers to highlight cultural heritage. Successful transition programs were implemented to improve lifelong learning pathways for Aboriginal students starting kindergarten and entering Year 7.



Multicultural and anti-racism education

Approximately 87% of students attending King Park Public School have language backgrounds other than English. The school is committed towards providing opportunities which will enable all students to achieve equitable educational and social outcomes. All cultures are valued and celebrated through learning and social experiences. Annual focus and celebration of Harmony Day promotes inclusivity, understanding and tolerance of differences and recognition of similarities.

We have employed an ethnic aide and an office assistant who speak Arabic, as families from this language background at our school are often new to Australia and have very limited English. By ensuring we have someone at the school they can communicate with gives these families a greater sense of connectedness to the school. Interpreters are provided to support families who need it to learn about their child's progress. The school has an anti-racism contact person who is trained in procedures to mediate instances of racism.

Other school programs

Debating

What a successful year it has been for our debating team! King Park Public School participated in the Parks Area Debating Competition this year, and have worked hard in researching, preparing and presenting exceptional speeches. Through their collaboration and teamwork, our Stage 3 members have accomplished the title of the **Parks Area Debating Champions!**

In each debate, we have a team of four speakers who present arguments and rebuttals that aim to persuade the audience and adjudicators to agree with their side. There were a total of eight schools that participated in the competition, and out of eight rounds, King Park only lost two. Our debaters demonstrated resilience and commitment as they took on the constructive feedback to improve their speeches. In our final debate against Bossley Park Public School, the team showed their King Park spirit and pride as they presented well-prepared and thought out arguments. The debating coaches, Mr Landow and Mrs Taylor, are proud of all the dedication and effort the debaters have put in this year. Well done Axel, Zachary, Giana, Sienna, Angelina, Sarah, Joshua, Kaycee, Aijanah and Liesel for your accomplishments this year! We would also like to thank all the effort and support provided by the families and teachers of the debaters, as it has allowed them all to achieve great things. We look forward to maintaining our title next year, as Parks Area Debating Champions!

SRC – Student Representative Council

This year we established a student representative council (SRC) at King Park Public School. Students Years 3–6 had the opportunity to nominate themselves to represent their class and be a voice in making decisions. Over the course of the year we had a total of 44 students whom were elected, one student each term who represented their class from years 3–6.

The purpose of the SRC was to help promote school spirit and leadership amongst our students. Students who participated made a positive impact on our school and the local community. Throughout the year the SRC organised care packages for the troops serving overseas in the defence force, mufti days, and games at school discos. Their chosen charity was Ronald McDonald House Westmead.

Thank you to the students who put themselves forward and made a commitment to be a student's representative. Your time was truly appreciated. We look forward to 2019 and continuing to serve our school and community.

Mini King Parkers Playgroup

Fine motor skill practice, gross motor activities, spatial awareness, building of the cerebral cortex, development of the frontal cortex, more and more neural connections all disguised as FUN!!

Our Mini King Parkers (MKP) playgroup has become a covert operation in learning and education.

At MKP we have a dynamic group of committed parents and children who come together each week to play and learn.

In Term 3 parents took turns leading small groups in the kitchen. The children had such fun learning to cook everything from biscuits to rice paper rolls. There was quite a sense of achievement as they ate what they had made themselves.

In term 4 we have had 'Fun with Art', led by one of our parents, Mrs Botic. You would have seen some of our collaborative art projects on display around the school. To build, create and explore has been a wonderful experience for our playgroup families.

Art Exhibition

King Park Public School proudly celebrated its first Art Exhibition this year, showcasing students' creativity and visual arts achievements.

The Art Exhibition was a huge success and was well attended by students, teachers, parents and families. The school hall was transformed into an amazing art gallery displaying a collection of paintings, drawings, sculptures and installation created by our talented students. Each student had at least one piece of artwork displayed. A number of attendees noted how impressed they were with the high standard of work and overall presentation.

KPPS Bike Education

King Park's Bike Education program is in its third year. Initially implemented as part of the school's Release from Face-to-Face program for Years 3–6, it now runs from Years 2 to 5.

The aim of the program is to increase the cycling skill level of students, develop a positive attitude towards cycling as a viable means of transport and as a fun, healthy recreation activity and to improve their understanding of the rights and responsibilities of cyclists.

The program includes an extensive Road Safety component that is implemented for Kindergarten through to Year 6.

Since its implementation in 2016, the following data has been accumulated:

* The number of students (Years 3–6) who could not ride a bike at all has gone from 37% to less than 5%.

* Bike ownership amongst students in this age group has increased from 60% to more than 90%.

* The number of students who use their bike to ride to and from school has increased,

* Anecdotally, more families are cycling as a recreational activity.