

Kingsgrove Public School

2019 Annual Report



2307

Introduction

The Annual Report for 2019 is provided to the community of Kingsgrove 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.

School contact details

Kingsgrove Public School

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School background

School vision statement

Kingsgrove Public School develops confident, creative and successful future focused learners in a caring, multicultural and inclusive school community.

School context

Kingsgrove Public School is a friendly, high achieving, inclusive, multicultural learning community in Sydney's southern suburbs. The school currently has a student enrolment of approximately 477 students of which 81% are from language backgrounds other than English. The major cultural groups are Arabic (27%), Chinese (15%), Greek (10%) and Macedonian (5%).

The school is situated on two sites with the Years K–2 and Years 3–6 campuses located approximately 300 metres apart and each in different local government areas: Bayside and Georges River.

The school provides excellent literacy and numeracy programs through the Language, Literacy and Learning (L3) and Targeted Early Numeracy (TEN) programs. The school also offers a wide choice of extra-curricular programs in Dance, Choir, Music and Sport. The school opened a new STEM (Science, Technology, Engineering and Maths) centre in 2016 where students participate in computer coding, 3D printing, Lego robotics and iPad movie making and photography. As well students use computers, laptops, iPads and interactive whiteboards in classrooms. The school has implemented the Positive Behaviour for Learning (PBL) program since 2016 to enhance student wellbeing and success.

The school is supported by a proactive Parent and Citizens Association which promotes community engagement and inclusion. The school offers onsite quality before and after school and vacation care programs through provider Primary OSH Care. Kingsgrove Public School has partnerships with local community groups such as Kingsgrove RSL, Bunnings Kingsgrove and local businesses.

Our motto is "Truth and Service".



Self-assessment and school achievement

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

Confident, creative and successful learners

Purpose

To ensure a student centred learning environment providing challenging and engaging learning programs to develop creative, confident, future focused learners who are literate, numerate and digitally proficient problem solvers.

Improvement Measures

By end of 2020:

Kindergarten to Year 2 students achieve substantially higher levels in literacy and numeracy on PLAN2 data than 2018 benchmark.

Decrease in percentage of Year 3 and 5 students in lowest two bands of NAPLAN literacy and numeracy from 2018 benchmark.

Increase in percentage of Year 3 and 5 students in top two bands of NAPLAN literacy and numeracy from 2018 benchmark.

Progress towards achieving improvement measures

Process 1: Design, implement and evaluate a Literacy improvement program Language, Literacy and Learning (L3) and Years 3–6 Implementing the Daily Literacy Block.

Evaluation	Funds Expended (Resources)
<p>K–2 L3 data comparison 2017 to 2019 indicated increases of 6% in Kindergarten, 4% in Year 1 and 1% in Year 2 improvement reading levels.</p> <p>The percentage of students in Year 3 in lowest two bands in NAPLAN decreased in 2019 in Reading 10% & Numeracy 2%. The percentage of students in Year 3 in the highest two bands of NAPLAN Reading decreased by 3%, In Numeracy increased by 2% in 2019.</p> <p>The percentage of students in Year 5 in the lowest two bands of NAPLAN Reading increased by 1% in 2019. The percentage of students in Year 5 in the lowest two bands of NAPLAN Numeracy decreased by 21% in 2019. The percentage of students in Year 5 in the highest two bands of NAPLAN Reading increased by 9% and Numeracy increased by 4% in 2019.</p>	<p>Teacher release</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$2000.00)

Process 2: Design, implement and evaluate a Years3–6 project to improve teaching and learning in English as an Additional Language/Dialect (EALD).

Evaluation	Funds Expended (Resources)
<p>EAL/D student data demonstrated measurable increase in EAL/D students' reading achievement levels.</p> <p>Classroom teachers planned for the specific needs of EAL/D students and confidently delivered and assessed programs employing EAL/D pedagogy.</p> <p>The EAL/D team comprehensively developed learning plans that focused on strengthening EAL/D pedagogical professional practice.</p>	<p>The school allocated 5 days a week for the continued implementation of effective EAL/D teaching strategies.</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• English language proficiency (\$33361.00)

Strategic Direction 2

Great teaching, inspired learning

Purpose

To ensure quality teaching practices focusing on high expectations, differentiation of learning activities based on ongoing assessment data, student feedback on learning goals and consistency of teacher judgements.

Improvement Measures

By end of 2020:

All teachers K–6 use formative assessment to differentiate tasks and set learning intentions and success criteria.

All teachers K–6 can articulate teacher accreditation goals and requirements and link these to their annual performance and development plans.

Progress towards achieving improvement measures

Process 1: Teacher professional learning to enhance collaborative practice and consistency in planning, programming and assessment.

Evaluation	Funds Expended (Resources)
Over 90% of K–6 teacher programs indicate the use of formative assessment and differentiated tasks. Lesson observations indicate over 95% of teachers provide timely, effective and appropriate feedback to students about their achievement relative to their learning goal.	Teacher release Funding Sources: • General funds (\$5000.00)

Process 2: Design, implement and evaluate a school framework to support teachers to understand and achieve mandatory and voluntary levels of accreditation.

Evaluation	Funds Expended (Resources)
100% of teachers can articulate their current career goals at mandatory or higher levels of accreditation and select appropriate Australian Professional Standards for Teachers to support their Performance and Development Plans. In 2019 one permanent and one temporary teacher achieved accreditation at proficient.	Teacher release Funding Sources: • Support for beginning teachers (\$1000.00)

Strategic Direction 3

A positive and engaged learning community

Purpose

To develop a positive and engaged learning community ensuring leadership development through shared responsibility, respect, collaboration and consultation so that our students grow into responsible and resilient global citizens.

Improvement Measures

By end of 2020:

Tell Them From Me survey indicates increase in Year 4–6 students perception of a positive school learning environment from 2018 benchmark.

Increase in achievement in school's self assessment against the elements of the School Excellence Framework from 2018 benchmark.

Progress towards achieving improvement measures

Process 1: Design, implement and evaluate a program of professional learning in Tier 2 Positive Behaviour for Learning (PBL) interventions to develop student social and emotional problem solving skills and engagement in learning.

Evaluation	Funds Expended (Resources)
<p>Our areas of success are 83% of students participate in school sports and 60% of students participate in extracurricular activities. The data showed a decrease in some students' positive sense of belonging and positive relationships at school.</p> <p>School self–assessment for 2019 indicates the school continues to excel in Student Wellbeing whilst sustaining and growing in most other elements.</p>	<p>PBL meeting; PBL coach</p>

Process 2: Design and implement a framework of regular review and update of school policies and evidence of implementation to support student learning, wellbeing and engagement.

Evaluation	Funds Expended (Resources)
<p>School self–assessment for 2019 indicates the school continues to excel in Student Wellbeing whilst sustaining and growing in most other elements.</p>	<p>Teacher release</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Quality Teaching, Successful Students (QTSS) (\$1000.00)

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Executive	In 2019 there was one Aboriginal student in Year 3 NAPLAN and no Aboriginal students in Year 5 NAPLAN. The cohort is too small for data to be valid. The one Year 3 student achieved at approximately state average in Writing, Spelling and Grammar & Punctuation and below state average in Reading and Numeracy.
English language proficiency	EAL/D staff Funding Sources: • English language proficiency (\$1 000.00)	Targeted support programs and resources for EAL/D students were developed and implemented. Increased percentage of EAL/D and LBOTE students achieved above growth in NAPLAN for writing (Year 3 Band 5 2018 15% – Year 3 Band 5 2019 33% and Year 5 Band 5 2018 29% – Year 3 Band 5 2019 36%).
Low level adjustment for disability	LaST	The program impacted the development of the literacy outcomes of students. A targeted program was developed to focus on the literacy development of students.
Quality Teaching, Successful Students (QTSS)	Executive release Funding Sources: • Quality Teaching, Successful Students (QTSS) (\$2 000.00)	2020 school plan priorities include: explicit coaching and mentoring in literacy and numeracy, assessment and differentiation for teachers K–6 through instructional leadership and participation in the L3 and TEN programs.
Socio–economic background	Executive	As a group, students in the lowest socio–economic quartile at Kingsgrove Public School improved achievement levels in Year 3 in all NAPLAN tests and in Year 5 in all NAPLAN tests other than Spelling.
Support for beginning teachers	Beginning Teachers	Two beginning teachers in their first year of teaching are currently completing accreditation at proficient. All other early career teachers at Kingsgrove Public School have completed accreditation at proficient within first two years.
Targeted student support for refugees and new arrivals	0.4 New Arrival Program staff	The program impacted the development of the literacy outcomes of 16 New Arrival students. A two day a week program was developed focusing on the transition of the emotional, social and language impact of arriving in a new school setting.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	265	254	240	238
Girls	234	240	247	228

Student attendance profile

School				
Year	2016	2017	2018	2019
K	94.6	94.4	93.5	91.8
1	94.2	91.8	92.8	92.5
2	93.4	94.8	92.1	92.2
3	93.1	91.3	94.4	92.5
4	92.7	93.2	92.6	91.5
5	94.6	94.1	91.9	91.1
6	95.5	93.3	91.7	92
All Years	94	93.3	92.7	91.9
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	16.41
Teacher of Reading Recovery	0.74
Learning and Support Teacher(s)	1.2
Teacher Librarian	1
Teacher ESL	2
School Counsellor	1
School Administration and Support Staff	4.18
Other Positions	2

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	776,966
Revenue	5,361,774
Appropriation	5,073,056
Sale of Goods and Services	21,557
Grants and contributions	257,405
Investment income	5,105
Other revenue	4,650
Expenses	-5,359,117
Employee related	-4,561,299
Operating expenses	-797,818
Surplus / deficit for the year	2,658

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	125,399
Equity Total	600,996
Equity - Aboriginal	8,023
Equity - Socio-economic	151,529
Equity - Language	246,793
Equity - Disability	194,651
Base Total	3,303,397
Base - Per Capita	114,269
Base - Location	0
Base - Other	3,189,128
Other Total	642,886
Grand Total	4,672,678

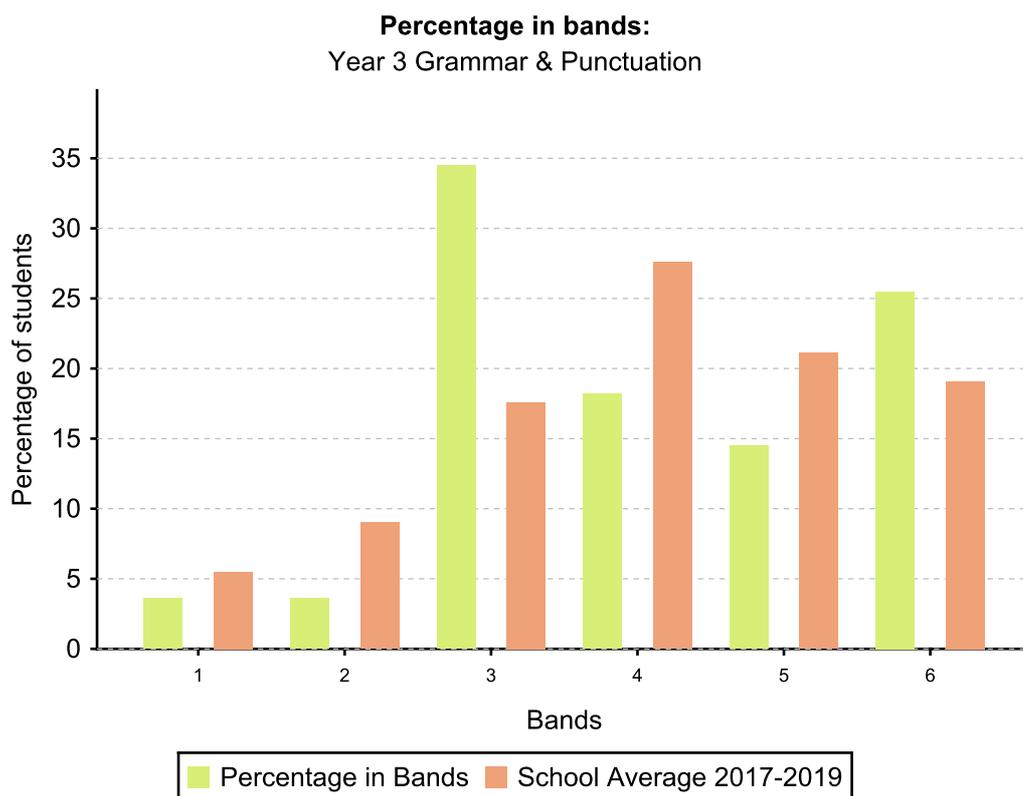
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School performance - NAPLAN

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.

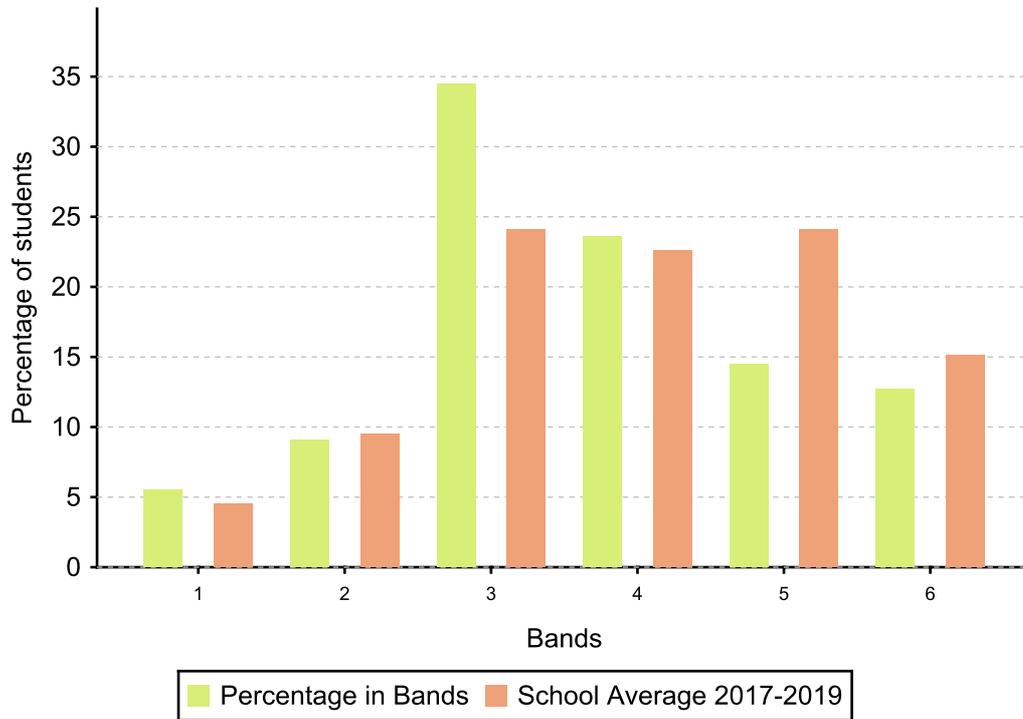
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

Literacy and Numeracy Graphs



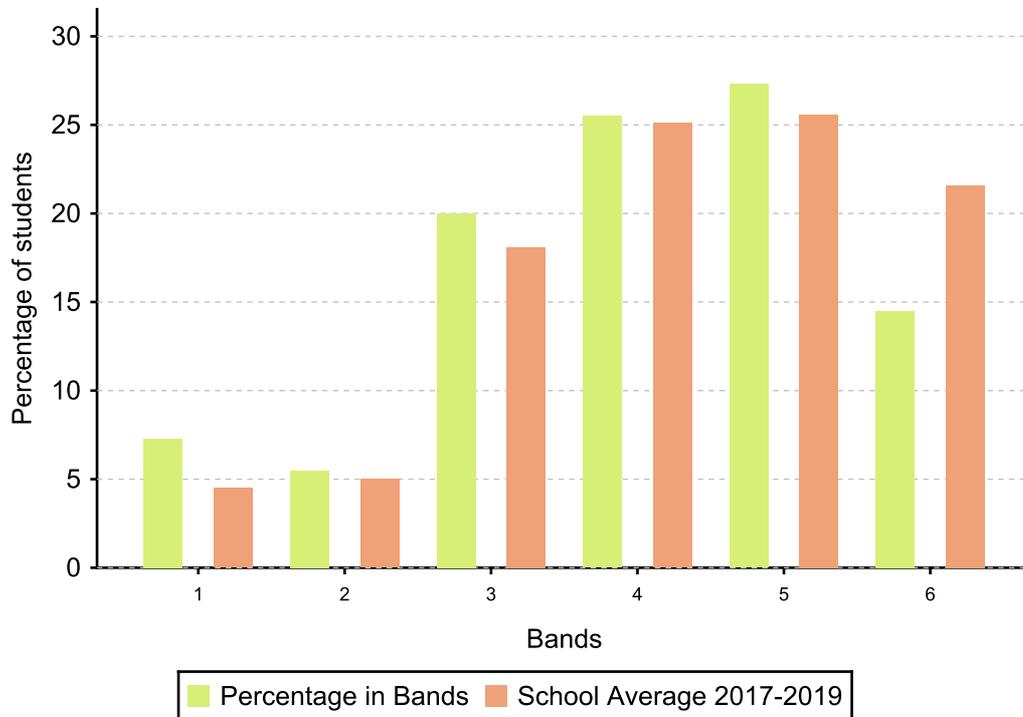
Band	1	2	3	4	5	6
Percentage of students	3.6	3.6	34.5	18.2	14.5	25.5
School avg 2017-2019	5.5	9	17.6	27.6	21.1	19.1

Percentage in bands:
Year 3 Reading



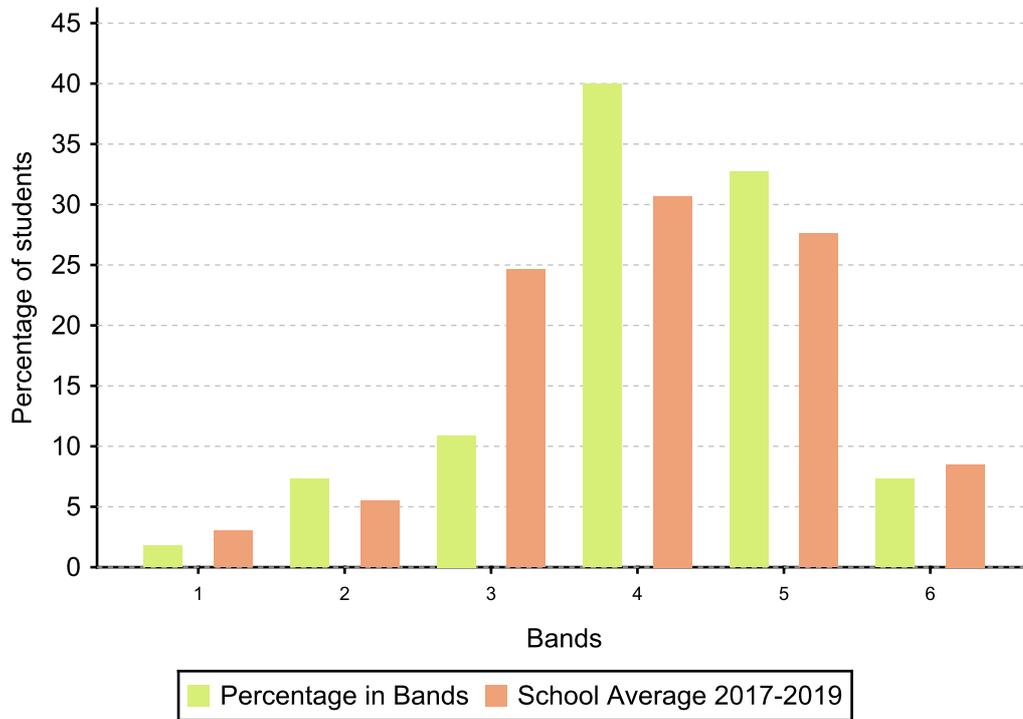
Band	1	2	3	4	5	6
Percentage of students	5.5	9.1	34.5	23.6	14.5	12.7
School avg 2017-2019	4.5	9.5	24.1	22.6	24.1	15.1

Percentage in bands:
Year 3 Spelling



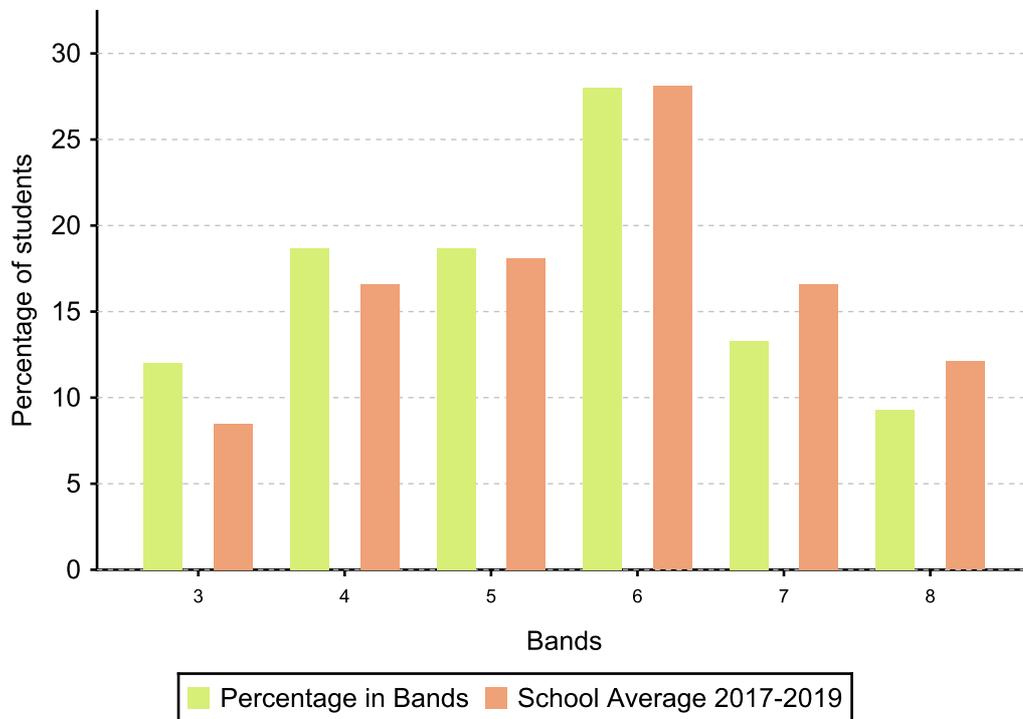
Band	1	2	3	4	5	6
Percentage of students	7.3	5.5	20.0	25.5	27.3	14.5
School avg 2017-2019	4.5	5	18.1	25.1	25.6	21.6

**Percentage in bands:
Year 3 Writing**



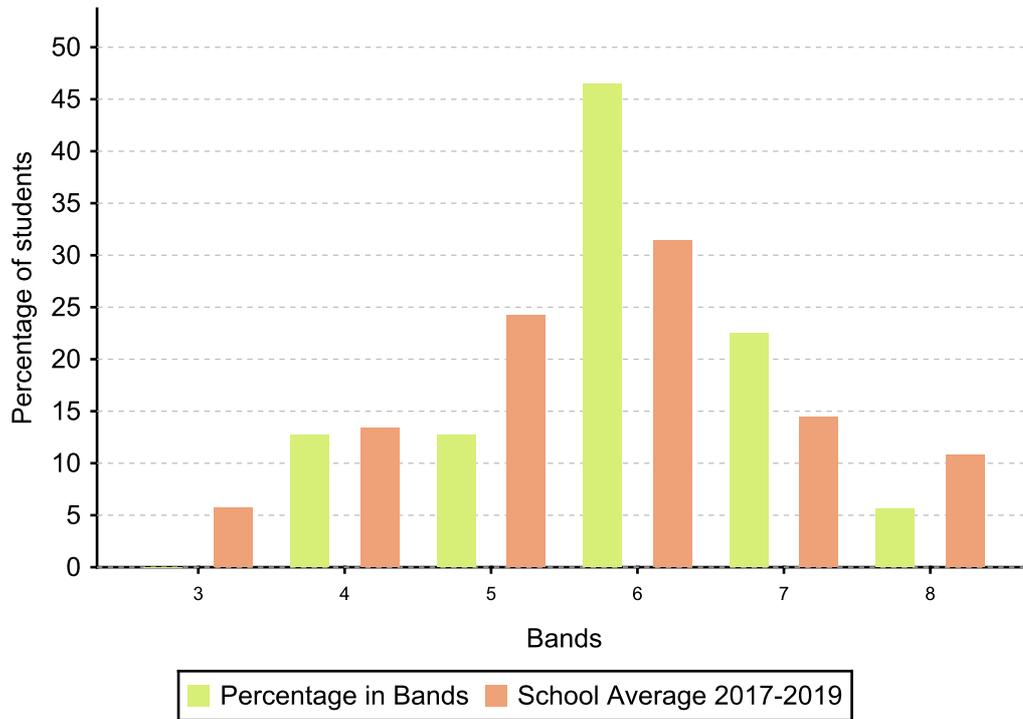
Band	1	2	3	4	5	6
Percentage of students	1.8	7.3	10.9	40.0	32.7	7.3
School avg 2017-2019	3	5.5	24.6	30.7	27.6	8.5

**Percentage in bands:
Year 5 Grammar & Punctuation**



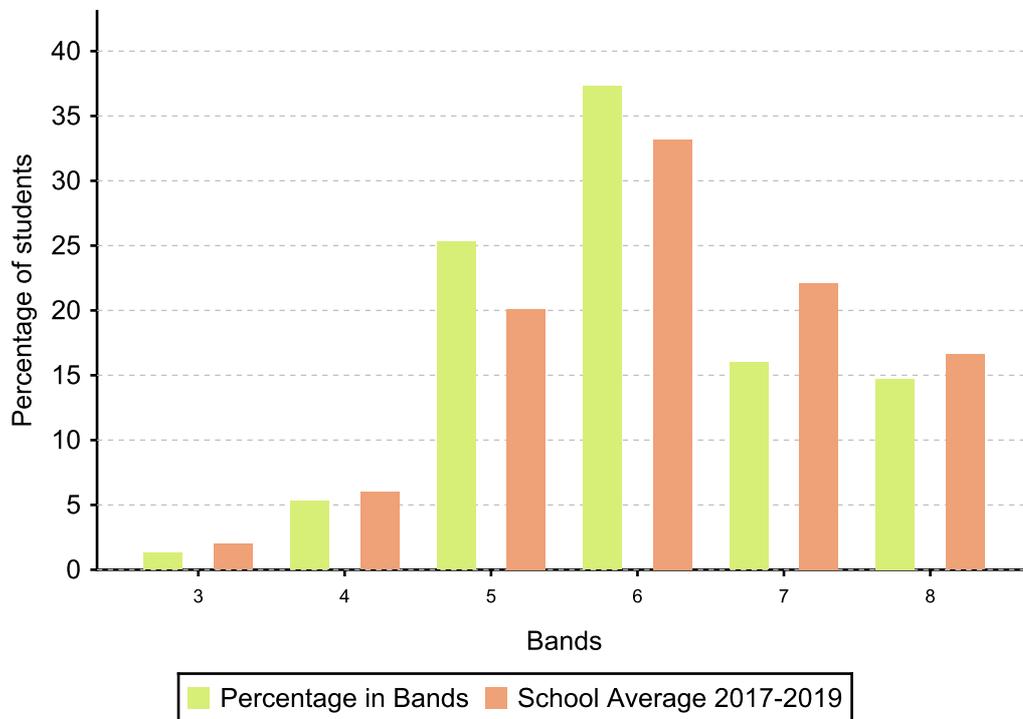
Band	3	4	5	6	7	8
Percentage of students	12.0	18.7	18.7	28.0	13.3	9.3
School avg 2017-2019	8.5	16.6	18.1	28.1	16.6	12.1

Percentage in bands:
Year 5 Reading



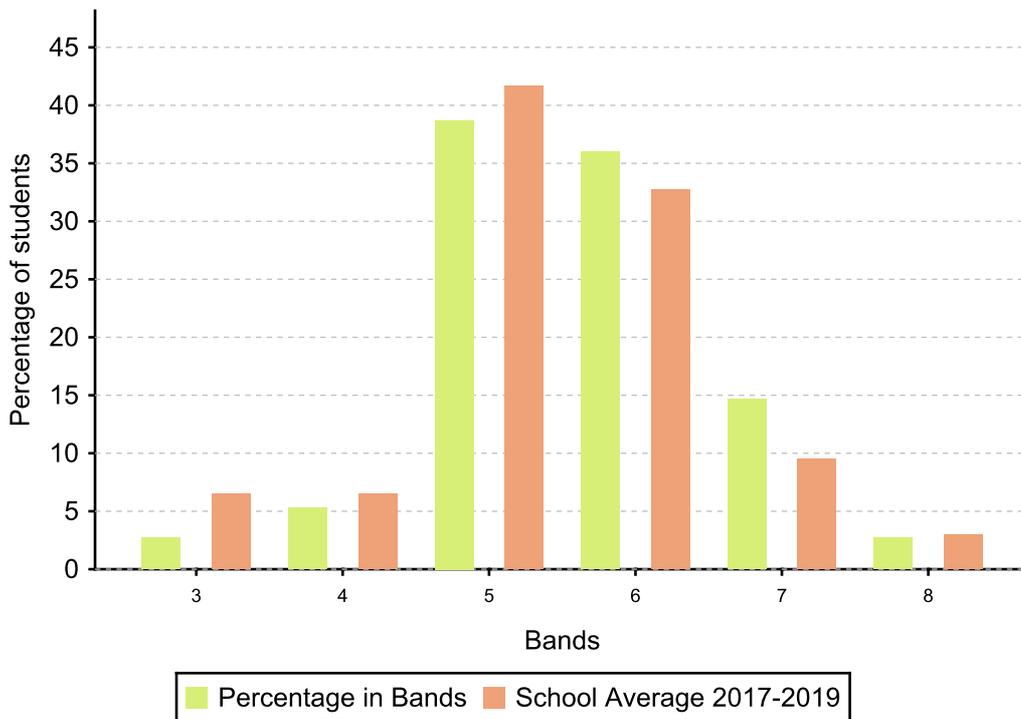
Band	3	4	5	6	7	8
Percentage of students	0.0	12.7	12.7	46.5	22.5	5.6
School avg 2017-2019	5.7	13.4	24.2	31.4	14.4	10.8

Percentage in bands:
Year 5 Spelling



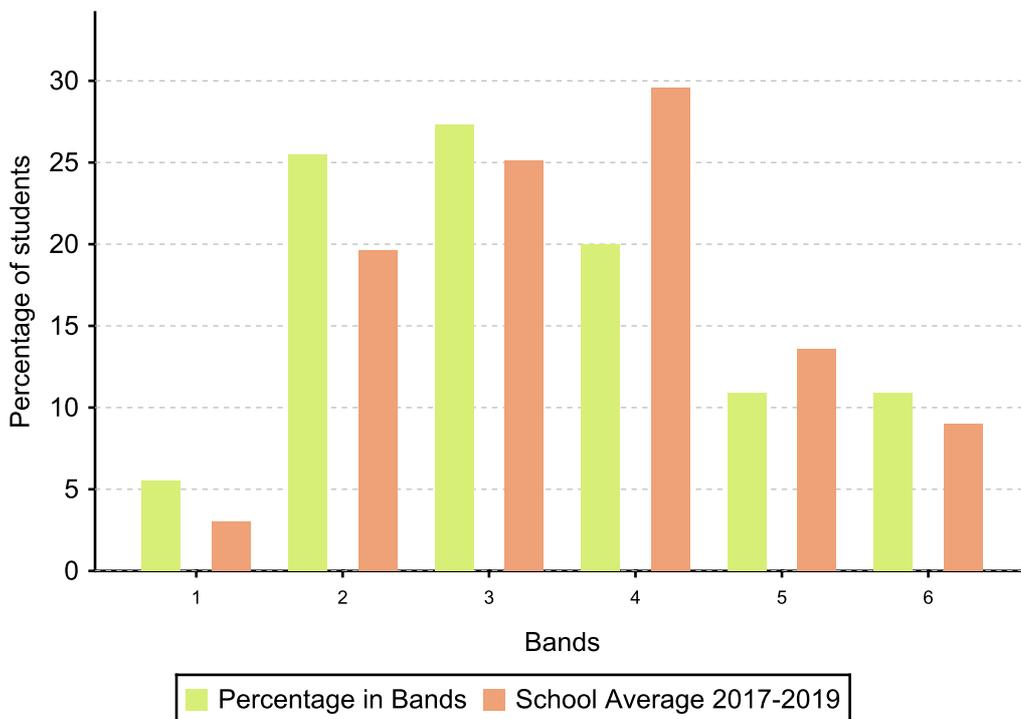
Band	3	4	5	6	7	8
Percentage of students	1.3	5.3	25.3	37.3	16.0	14.7
School avg 2017-2019	2	6	20.1	33.2	22.1	16.6

Percentage in bands:
Year 5 Writing



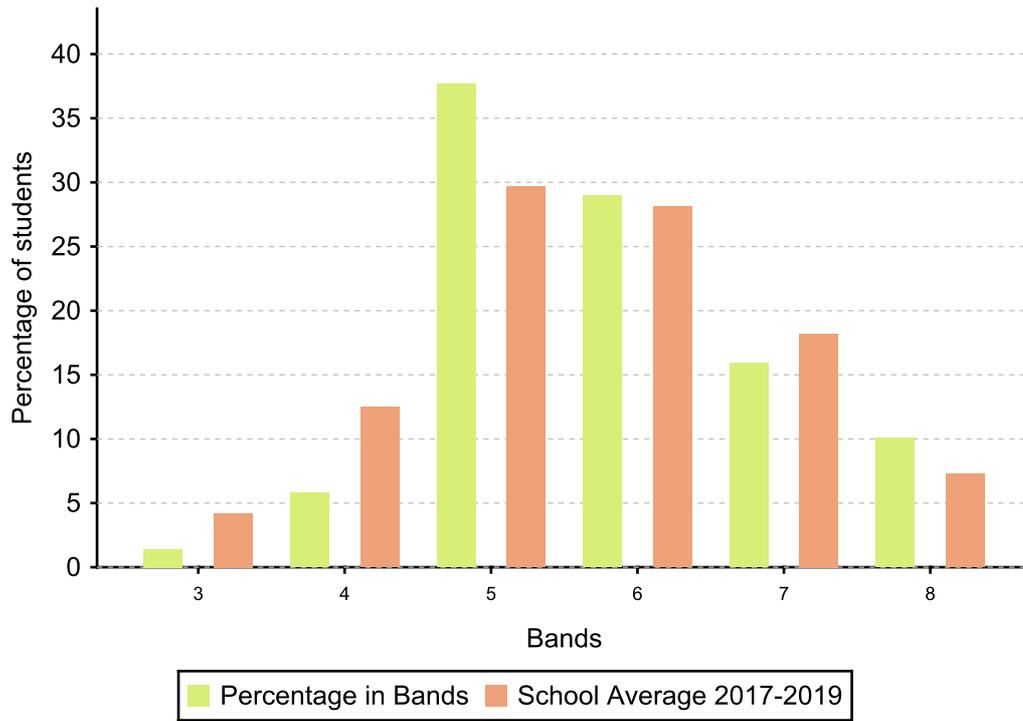
Band	3	4	5	6	7	8
Percentage of students	2.7	5.3	38.7	36.0	14.7	2.7
School avg 2017-2019	6.5	6.5	41.7	32.7	9.5	3

Percentage in bands:
Year 3 Numeracy



Band	1	2	3	4	5	6
Percentage of students	5.5	25.5	27.3	20.0	10.9	10.9
School avg 2017-2019	3	19.6	25.1	29.6	13.6	9

Percentage in bands:
Year 5 Numeracy



Band	3	4	5	6	7	8
Percentage of students	1.4	5.8	37.7	29.0	15.9	10.1
School avg 2017-2019	4.2	12.5	29.7	28.1	18.2	7.3

Parent/caregiver, student, teacher satisfaction

The school invited feedback from the community through the Tell Them From Me survey, school based surveys and Community Consultation meetings. Parent responses indicated that they are generally satisfied with the school. Parents identified the following as school strengths: a welcoming and inclusive school environment; the school's communication processes; extracurricular activities offered; the Positive Behaviour for Learning program; a focus on targeted student support through evidence-based Literacy and Numeracy programs including: Language, Learning and Literacy (L3) and Targeted Early Numeracy Program (TEN). Parent suggestions for improvement included: a greater variety of healthy canteen options; more homework specifically in Mathematics and writing and a continued focus on improving the school environment.

The majority of students indicated the following aspects of school life are considered strengths: teachers are caring and helpful; student have access to sporting opportunities and extracurricular activities, including: dance, choir and excursions. Student suggestions for improvement included: more variety of healthy food options at the canteen; flexible seating classrooms and an improvement of bathroom facilities.

Teachers indicated the following aspects of school life are considered strengths at Kingsgrove Public School: teacher collaboration to develop quality learning opportunities for students; working with school leaders to maintain a positive school environment and monitoring the progress of individual students. Teachers suggestions for improvement focused around the effective use of technology into classroom practice and greater parent involvement in our school.



Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

The school maintained a strong commitment to supporting Indigenous students and embedding indigenous perspectives across the curriculum in 2019.

All students at Kingsgrove Public School experienced a wide range of activities to support understanding of Aboriginal culture and history such as celebrating NAIDOC Week with lessons and performances. Stage 3 Aboriginal students attended 3 days of Yarn Up training in public speaking.

The school implemented Personalised Learning Plans for Indigenous students enrolled and these were monitored and reviewed throughout the year. The perspective of Aboriginal Education was taught through Human Society and its Environment, Creative Arts and literacy programs, which aim to develop an understanding and empathy with the Aboriginal way of life through history and present day events.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti–Racism Contact Officer who is trained to respond to concerns in relation to racism.

Harmony Day was celebrated in March and was a great time to reflect and celebrate the many cultures within our school. Students participated in activities with the theme 'Everyone Belongs'.

Kingsgrove Public School currently has two trained Anti–Racism Contact Officers who provide timely and professional responses to suggestions and complaints regarding racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

Multicultural Education outcomes are included within each Key Learning Area (KLA) where appropriate.

Three Community Language programs (Arabic, Chinese and Greek) operate in the school. Community language staff continue to promote Kingsgrove's multicultural approach to learning through the teaching of dance, drama and cultural awareness.

EAL/D (English as an Additional Language or Dialect) staff promote multicultural perspectives; collect and analyse statistics relating to the culturally and linguistically diverse population of our school and regularly advise and assist mainstream staff with the development of teaching and learning programs for these students.

Multicultural and Anti–Racism concepts are taught in the Bounce Back program where students learn strategies for a positive learning community.

