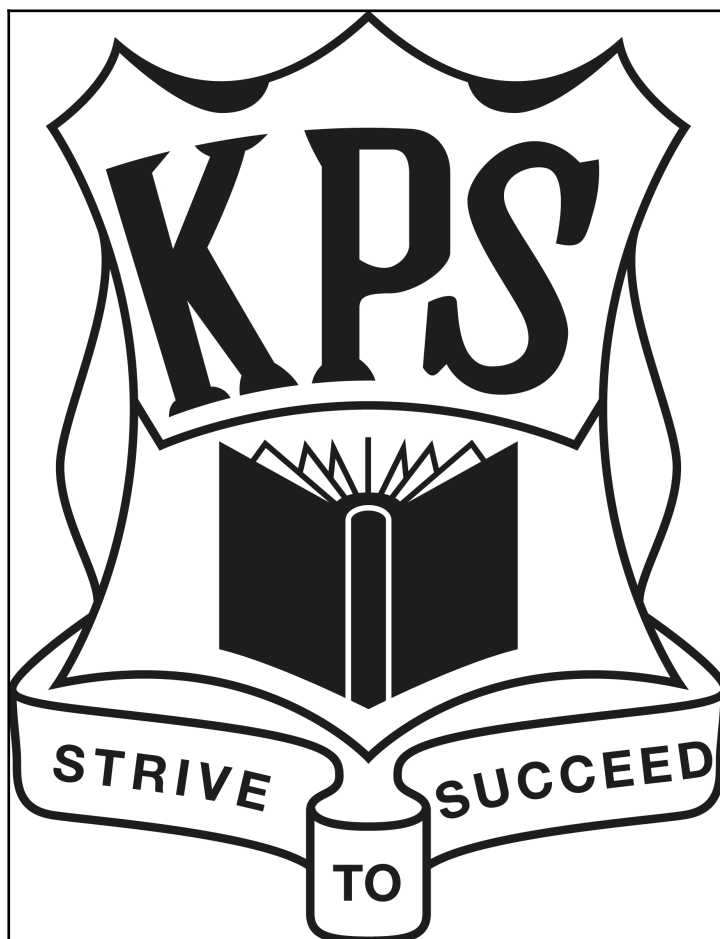


Kingswood Public School

2019 Annual Report



Introduction

The Annual Report for 2019 is provided to the community of Kingswood Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

School contact details

Kingswood Public School

Second Ave

Kingswood, 2747

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

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

4736 4028

School background

School vision statement

At Kingswood Public School we believe in a school community where everyone can learn in a safe, stimulating and collaborative environment as we strive to reach our full potential.

School context

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

The school has served the community since 1892 and currently caters for 490 students. It is located in spacious grounds adjacent to the Western Sydney University, Kingswood campus. The community is composed of families with a non-English speaking background, Aboriginal students and students whose parents are temporary residents of Australia. The school has 20 staged classes from Early Stage 1 to Stage 3. This includes two Stage 3 Opportunity Classes which caters for identified gifted and talented students.

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

Self-assessment and school achievement

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	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
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

Quality Teaching and Learning

Purpose

To enhance the professional practice of all staff by:

- Setting high expectations for student learning and engagement.
- Using best practice to drive teaching and learning programs.
- Increasing collaborative practice.
- Improving learning outcomes for all students.

Improvement Measures

All teachers have high expectations for student learning, through the use of learning intentions, student goals and success criteria.

All teachers working collaboratively on a regular basis to improve student learning outcomes.

Increase the number of students achieving in the top two NAPLAN bands by 8% for reading and numeracy.

Increased proportion of Aboriginal students in the top two NAPLAN bands by 8% for reading and numeracy.

Overall summary of progress

Throughout 2019 we achieved the following milestones within the Quality Teaching and Learning Strategic Direction of our School Plan:

- K–2 teachers continued to work with the new Literacy and Numeracy Progressions, entered data into PLAN 2 and used the reporting features to assist with teaching and learning programs.
- Stage 2 and Stage 3 began to refine the development of assessment tasks in Literacy and Numeracy.
- Staff undertook professional learning on the new PD/H/PE syllabus.
- Staff engaged with and participated in fortnightly Spirals of Inquiry sessions facilitated by the Deputy Principal Instructional Leader with a focus on writing across the school.
- Additional Weebly websites have been set up for ATSI Units and Wellbeing Units for teachers to access and use.

Progress towards achieving improvement measures

Process 1: Collaborative Practice

Embed collaborative teaching practices across the school by engaging in Collaborative Planning Sessions, Data Talks and Lesson Observations.

Evaluation	Funds Expended (Resources)
Staff reported greater collegiality and improved teaching and learning practices as a direct result of their participation in fortnightly Spirals of Inquiry sessions.	Additional Professional Learning time for all teaching staff. School funded Deputy Principal Instructional Leader.

Process 2: Data

Through the use of a Deputy Principal Instructional Leader and the self funded EAfS program, teachers will use data to drive their teaching and learning practices. A major focus will be on the Literacy and Numeracy Progressions and PLAN 2.

Evaluation	Funds Expended (Resources)
All K–2 teachers are using the Literacy and Numeracy Progressions to determine future directions for their students. 3–6 teachers have been using	Additional Professional Learning time for all teaching staff. School funded

Progress towards achieving improvement measures

the Literacy and Numeracy Progressions during Spirals of Inquiry sessions to build their understanding of the link between the syllabus and progressions.

Deputy Principal Instructional Leader.

Process 3: Assessment Practices

Embed consistent assessment practices at a stage and whole school level. Focusing on Visible Learning strategies with a balance of formative and summative assessment practices.

Evaluation	Funds Expended (Resources)
All teaching staff have undertaken professional learning in the role of visible learning in the classroom. Visible learning strategies are discussed, trialed and evaluated during fortnightly Spirals of Inquiry sessions.	Additional Professional Learning time for all teaching staff. School funded Deputy Principal Instructional Leader.

Next Steps

- Key staff to participate in Spirals of Inquiry Masterclass.
- Refine Spirals of Inquiry to strengthen the link between the theory and planning.
- Deputy Principal Instructional Leader to co-plan Spirals of Inquiry sessions with Assistant Principals to build leadership capacity.

Strategic Direction 2

Learning Culture

Purpose

To create a school community where:

- Students, staff and parents are recognised as lifelong learners.
- Learning alliances within and beyond our school are accessed to support school programs.
- Parents and families are encouraged to take a genuine interest in the work of the school.
- Diversity is embraced and celebrated.

Improvement Measures

Increase the number of opportunities for staff to lead/mentor across all areas of responsibility.

Increase parental involvement across the school through engagement opportunities.

Strengthen links with learning alliances beyond our school, including Western Sydney University.

Increased number of teachers accredited at the Highly Accomplished and Lead Teacher levels.

Overall summary of progress

Throughout 2019 we achieved the following milestones within the Community Culture Strategic Direction of our School Plan:

- Several parent workshops were held throughout the year, an average of 50 families were represented at each of these events.
- Changes were made to the Parent/Teacher Interview process resulting in increase participation by parents.
- The ATSI Yarning Area was completed with the support of our school community through a successful working bee.
- Current school events were refined and expanded on to increase parent involvement and interaction between families.

Progress towards achieving improvement measures

Process 1: Culture of Lifelong Learning

Teachers, students and parents reflect a school wide commitment to purposeful, successful learning. Global perspectives are taught through connected curriculum links. Teachers embedding teaching and learning opportunities across all Key Learning Areas.

Evaluation	Funds Expended (Resources)
Staff engaged in a wide range of professional learning, this was also incorporated into our fortnightly Spirals of Inquiry sessions.	Professional Learning

Process 2: Learning Alliance Links

Develop links with professional learning communities around cultural diversity in schools and Aboriginal Education. Build opportunities to promote learning culture through the parental forums, school events and the school website.

Evaluation	Funds Expended (Resources)
Regular use of the ATSI Yarning Circle by classes across the school, providing an authentic link to teaching Aboriginal perspectives. ATSI weebies are used by classroom teachers in an authentic way.	Funding Sources: <ul style="list-style-type: none">• Aboriginal background loading (\$8000.00)

Progress towards achieving improvement measures

Process 3: Celebrating Cultural Diversity

Strengthen opportunities for cultural diversity to be celebrated through school events, by creating authentic links to the cultural backgrounds of our students through syllabus documents. Focus on Aboriginal Education teaching (8 ways of learning) and embedding it in our teaching and learning.

Evaluation	Funds Expended (Resources)
Teachers incorporating the 8 ways of learning into their programs with success for all students. High levels of community engagement at all cultural celebrations throughout the year.	DoE personnel for professional learning.

Next Steps

- Increase opportunities for parents to engage and celebrate with the school.
- Strengthen the link with NOII NSW and worldwide.

Strategic Direction 3

Wellbeing

Purpose

To improve the wellbeing of all stakeholders through:

- Regular opportunities for staff collaboration and connectedness.
- Deepening students, staff and parents understanding of wellbeing.
- Promoting positive relationships across the school.

Improvement Measures

Implementation of new PD/H/PE syllabuses and update scope and sequence to reflect the new syllabus and the current wellbeing needs of our community.

All staff participate in regular opportunities to work collaboratively and display connectedness.

Increased proportion of students reporting a sense of belonging, expectations for success and advocacy at school.

Improved staff engagement results in the People Matter Employee Survey.

Overall summary of progress

Throughout 2019 we achieved the following milestones within the Wellbeing Strategic Direction of our School Plan:

- Data analysis of The Tell Them from me surveys to determine future directions in Wellbeing.
- Staff participation in professional learning opportunities with a focus on trauma informed practice and restorative practices.
- Communication with Early Stage 1 parents about E–Safety, through the orientation program.
- The creation and implementation of a Reflection Room to provide students with an opportunity to participate in reflective practices.
- Staff participated in a number of staff wellbeing initiatives.

Progress towards achieving improvement measures

Process 1: Review and Refine PD/H/PE programs

Whole school approaches to physical health and fitness, social skills and friendship, empathy and resilience, peer support and mentoring, student leadership, citizenship and community engagement contribute to the growth of individual and collective wellbeing.

Evaluation	Funds Expended (Resources)
Successful completion of the new PD/H/PE syllabus training modules.	Professional Learning

Process 2: Staff Collaboration and Connectedness

Opportunities for staff collaboration and connectedness are valued and occur on a regular basis through informal meetings and a formal framework of inquiry based collaborative professional learning (Spirals of Inquiry).

Evaluation	Funds Expended (Resources)
Staff reported greater collegiality and improved teaching and learning practices as a direct result of their participation in fortnightly Spirals of Inquiry sessions. Increased staff morale and focus on well-being through school based initiatives for staff well-being.	Additional Professional Learning time for all teaching staff. School funded Deputy Principal Instructional Leader.

Progress towards achieving improvement measures

Process 3: Understanding of Wellbeing

All stakeholders are up skilled in their understanding of wellbeing and the important role it plays in fostering lifelong learning. Shared knowledge is contextually relevant to the audience, whether it is staff, students or parents.

Evaluation	Funds Expended (Resources)
Professional learning has been responsive and tailored to staff and student needs. As a result teachers have been able to cater for the diverse needs of our learners.	Additional Professional Learning.

Next Steps

- Further development of school PD/H/PE Scope and Sequence as the new syllabus document is implemented.
- Continue Professional Learning around staff and student well-being.
- Refine school practices and procedures that ensure every student is known valued and cared for..

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$18 996	Throughout 2019, funds were used to provide Aboriginal students with School Learning Support Officer time to support the implementation of their Personalised Learning Plans. As a result, students made progress towards achieving their specific goal. Funds were also used to provide teachers with frequent, dedicated time to work collaboratively. During these sessions, teachers worked together to analyse student data, provide quality feedback to teaching practice to improve the quality of teaching and learning programs and as a result, improve the targeted teaching for students.
English language proficiency	\$43 826	In 2019, funds were used to improve the quality of our English as an Additional Language or Dialect (EALD) teaching and learning resources. As a result, our increasing number of EALD students has greater access to quality teaching and learning programs. Funds were also used to provide teachers with frequent, dedicated time to work collaboratively. During these sessions, teachers worked together to analyse student data, provide quality feedback to teaching practice to improve the quality of teaching and learning programs and as a result, improve the targeted teaching for students.
Low level adjustment for disability	\$46 973	During 2019, funds were used to provide targeted support to identified students through the use of School Learning and Support Officers. Targeted students were given in class support to work towards their goals identified in their Individual Education Plans
Quality Teaching, Successful Students (QTSS)	\$76 942	In 2019, funds were used to provide time for each Assistant Principal to support their team. The type of support given was responsive to the needs of the individual teachers and their students.
Socio-economic background	\$33 131	In 2019, the Socio-economic background funds were used to increase our Learning Support Teacher staffing allocation. This increased the opportunity for students to access additional Learning and Support time to develop their skills in an identified area. Students participated in targeted small group Mathematics, writing and reading lessons, as well as individualised support.
Support for beginning teachers	\$42 390	Throughout 2019, Kingswood PS had three beginning teachers who were in their first year of funding. These teachers received the additional RFF and mentoring time as outlined by the NSW Department of Education Beginning Teacher policies.
Targeted student support for refugees and new arrivals	\$1 322	During 2019, these funds were used to employ additional English and an additional Language or Dialect (EALD) teachers to provide intensive support to the identified students.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	212	213	222	256
Girls	199	211	220	243

Student attendance profile

School				
Year	2016	2017	2018	2019
K	92	94	91.8	90.1
1	91.5	93.5	91.4	89.5
2	92.1	92	94.1	88.2
3	93.6	92.7	93.5	92.4
4	93.5	94.3	92.3	93.3
5	93.9	93.9	94.8	92.4
6	94.2	94.6	90.7	91.1
All Years	93	93.6	92.7	91.1
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
Assistant Principal(s)	4
Classroom Teacher(s)	17.32
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.9
Teacher Librarian	1
Teacher ESL	1.2
School Administration and Support Staff	3.38

*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	224,018
Revenue	4,304,932
Appropriation	4,166,515
Sale of Goods and Services	8,968
Grants and contributions	125,809
Investment income	2,639
Other revenue	1,000
Expenses	-4,378,720
Employee related	-3,954,492
Operating expenses	-424,228
Surplus / deficit for the year	-73,789

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	128,450
Equity Total	367,029
Equity - Aboriginal	18,996
Equity - Socio-economic	33,131
Equity - Language	171,885
Equity - Disability	143,017
Base Total	3,175,773
Base - Per Capita	103,710
Base - Location	0
Base - Other	3,072,063
Other Total	229,900
Grand Total	3,901,151

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.

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.

NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to 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.

Parent/caregiver, student, teacher satisfaction

Kingswood Public School used the Tell Them from Me surveys to gather data from our school community. The highlights are listed below:

Students

- 86% have a high rate of participation in sports at school. This is higher than the NSW Government Norm.
- 81% feel accepted and valued by their peers and others at school.
- 93% believe that schooling is useful in their everyday life and will have a strong bearing on their future.
- 87% try hard to succeed in their learning.
- 42% had scores that placed them in the desirable quadrant with high skills and high challenge.
- Believe that important concepts are taught well, class time is used effectively, and homework and evaluations support class objectives.
- Feel they have someone at school who constantly provides encouragement and can be turned to for advice.
- Understand there are clear rules and expectations for classroom behaviour.

Staff

- Scored the leadership of the school significantly higher than the NSW Government Norm. Particular focus was made to the support that the Leadership Team provides in relation to teaching and learning.
- Highlighted the collaboration work between teachers. Including discussing teaching strategies, student engagement and assessment.
- Believe that they are effective in setting learning goals for their students and monitoring their progress.
- Use data from assessments to drive their teaching and learning programs and provide feedback to students on how to improve their performance.
- Help students use computers and technology in order to support their learning.
- Create opportunities to include all students to ensure they experience success with their learning.
- Work with parents to solve problems regarding their child's progress.

Parents

- Believe that they are well informed about school activities and that written information from the school is in plain language that they can understand.
- Indicate that the teachers informed them immediately if there are concerns regarding their child's behaviour at school and that they are informed of both positive and negative behaviours regarding their child.
- Encourage their child to do well at school and praise their child for doing well at school.
- Believe that teachers encourage students to do their best work and expect homework to be completed.
- Feel that their child is clear about the school rules and that teachers expect students to pay attention in class.
- Indicate that their child feels safe and supported at school.
- Believe that teachers take an active role in making sure that all students are included in activities and help those students who require additional support.
- 79% of our parents would recommended our school to other parents.

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.

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.

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.