

# Kingswood Park Public School

## 2019 Annual Report



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## Introduction

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

### School contact details

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## School background

### School vision statement

**Striving to work together to inspire successful and engaged learners for life.**

Our school vision statement was developed after lengthy consultation with all community stakeholders at the end of 2014. It is widely published and visually evident throughout our school. It was widely endorsed and acclaimed as the school vision and future direction for Kingswood Park Public School.

### School context

Kingswood Park Public School is situated on Darug land and works in partnership with its supportive low socio economic community. The school provides a comprehensive Preschool to Year 6 quality education and genuine care for our students and the wider school community. We hold high expectations of achievement and success.

Our school is an Early Action for Success school with an Instructional Leader appointed to provide support in building leader and teacher capacity to identify and address the literacy and numeracy learning needs of students in the early years of schooling.

Parents, staff and students work together in partnership to achieve a cohesive, focused, optimal learning environment that provides enhanced educational opportunities for all students. Participation in sport, dance and student leadership is actively encouraged and embraced.

The involvement of our highly motivated Aboriginal community is supported by our Aboriginal Education Officer. Over 38% of our school identifies as Aboriginal with our Aboriginal Education Officer working in classrooms, supporting all students in Literacy and Numeracy.

The school environment is friendly, calm, warm and welcoming. We expect high standards of behaviour, application and integrity of each child and have introduced a wellbeing program to ensure that Kingswood Park Public School is a safe and respectful place of learning.

## 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	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
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

Excellence in Learning

### Purpose

**Every student will develop foundation skills in literacy and numeracy, strong content knowledge and the ability to learn, adapt and be responsible citizens through individual learning pathways from Preschool and beyond.**

### Improvement Measures

To increase the 3 year average of students in the top three bands of NAPLAN by 5% each year for writing and numeracy

Aboriginal trend data reflects an increase in Year 3 and Year 5 NAPLAN for writing and numeracy

PLAN data indicates one year's growth for one year's learning for every student for writing and number.

### Progress towards achieving improvement measures

#### Process 1: Formative Assessment

used; flexibly, responsively and integrally as part of daily instruction.

Evaluation	Funds Expended (Resources)
<p>Formative assessment practices are embedded in all classroom practice.</p> <p>There has been an increase in NAPLAN results from Year 3 to 5 in most areas. Although the targets for NAPLAN results were not achieved it is evident through all forms of assessment that the staff and students have improved across all areas of the curriculum.</p>	<p>Teacher release time.</p> <p>Professional Learning time for onsite and offsite delivery of PL.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Socio-economic background (\$8000.00)</li></ul>

#### Process 2: Individual Learning Pathways

Learning goals are informed holistically for every student Preschool to Year 6 in consultation with child, teacher and families.

Evaluation	Funds Expended (Resources)
<p>All students along with parents have a completed PDP and/or IEP each term where goals are evaluated and set for future learning. parent involvement is varied from face to face meetings, phone consultation or them signing and returning the documents.</p> <p>Moving forward the school will continue to use strategies to involve the parents more actively in this process.</p>	<p>AEO time.</p> <p>Teacher release time for meetings.</p> <p>Technology for student use.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Aboriginal background loading (\$25000.00)</li><li>• Quality Teaching, Successful Students (QTSS) (\$12000.00)</li><li>• Socio-economic background (\$12000.00)</li></ul>

#### Process 3: Teaching and Learning Programs

Instruction is guided by; feedback, revision, assessment, tracking and differentiated to lead to improvement.

Evaluation	Funds Expended (Resources)
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## Progress towards achieving improvement measures

Analysis of NAPLAN/PLAN data

Instructional walk and talk to evaluate successful student learning and effective feedback

Peer review and monitor teaching programs and practices.

### Funding Sources:

- Low level adjustment for disability (\$22000.00)
- Socio-economic background (\$16000.00)
- Aboriginal background loading (\$12000.00)

## Strategic Direction 2

Excellence in Teaching

### Purpose

Teachers demonstrate personal responsibility for improving their teaching practice in order to improve student learning which is evidence based. Individually and collaboratively, teachers evaluate the effectiveness of their teaching practices to plan for the ongoing learning of each student in their care.

### Improvement Measures

100% of teaching and learning programs reflect the use of data and feedback to inform future instruction

Teaching pedagogy reflects evidence of embedded assessment in teaching practice

### Progress towards achieving improvement measures

#### Process 1: Feedback

Teachers and students review learning, seek feedback to inform teachers instruction to optimise learning progress.

Evaluation	Funds Expended (Resources)
SEF reflects movement from sustaining and growing to excelling. Staff surveys/data analysis and program monitoring cyclic review of Teacher Performance and Development Plan. Collaborative planning and practices used for deep and deliberate reflections.	

#### Process 2: Data use in Teaching

teachers understand, develop and apply a range of assessment strategies for, as and of learning to determine the teaching and learning cycle.

Evaluation	Funds Expended (Resources)
Assessment schedules have been refined in order to suit the school setting and the learners. Teachers have developed and demonstrated deep knowledge and understanding of formative assessment strategies including seeking feedback from students to effect their teaching instruction to impact all students in their care.	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Low level adjustment for disability (\$35550.00)</li><li>• Socio-economic background (\$26700.00)</li></ul>

#### Process 3: Collaborative Practice

Embedded and explicit systems to facilitate collaboration amongst teaching staff to enhance pedagogy.

Evaluation	Funds Expended (Resources)
Collaborative planning and practices used for deep and deliberate reflections. The staff at Kingswood have actively engaged in collaborative practices where groups have worked cohesively shoulder to shoulder to ensure the best outcomes both academically and socially for all students. These practices have given all staff a sense of responsibility for all students in the school whether they teach them in the classroom or not. A shared	Casual teaching days. External professional expertise to assist in planning processes <b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Support for beginning teachers (\$9500.00)</li></ul>

**Progress towards achieving improvement measures**

responsibility is evident across the school.

- Socio-economic background (\$20000.00)

## Strategic Direction 3

Excellence in Leading

### Purpose

School leaders enable a school wide commitment to fostering self-sustaining and self improving that supports a culture of high expectations and a shared sense of responsibility for student engagement, learning, development and success.

### Improvement Measures

100% of students have a Personalised Learning Pathway collaboratively developed with child, teacher, family.

Instructional Leadership is observed and reflected in leadership team members practice.

An increase in the number of parents/carers engaged as partners in their child's learning.

### Progress towards achieving improvement measures

#### Process 1: Instructional Leadership

Focus on distributed instructional leadership using research and strategies of Breakspear, Williams and Dinham.

Evaluation	Funds Expended (Resources)
<p>The PL undertaken by staff has greatly impacted knowledge and pedagogy and is consistently used in all teaching and learning spaces at Kingswood Park PS</p> <p>There has been a culture of evidence based teaching practice so staff are more equipped to assess gaps in student learning and know where to go next in learning thus decreasing gaps in student learning.</p>	<p>Professional Learning for all staff.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Socio-economic background (\$65400.00)</li></ul>

#### Process 2: Professional Standards

Collaboratively use data to inform planning, identify interventions and modify teaching practice.

Evaluation	Funds Expended (Resources)
<p>There have been strong collaborations between parents, students, community to inform and support continuity of learning from Preschool and beyond.</p> <p>Parents have an understanding that positive relationships across the school community underpin a productive learning environment, and support students' development of strong identities as learners.</p> <p>Tell them from me survey analysis</p> <p>Attendance rates at Personalised Learning Plan meetings each term</p> <p>Impact milestones, monitored to ensure plans are successfully implemented</p>	<p>Community engagement programs.</p> <p>School events</p> <p>Interviews and meetings</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Aboriginal background loading (\$32000.00)</li><li>• Low level adjustment for disability (\$6500.00)</li><li>• Socio-economic background (\$23000.00)</li></ul>

#### Process 3: Community Engagement

Strong collaborations between parents, students, community to inform and support continuity of learning from Preschool and beyond.

Evaluation	Funds Expended (Resources)

## Progress towards achieving improvement measures

Individual learning is supported from Preschool and beyond through community expertise and organisational support.

Tell them from me survey analysis

Teachers directly, regularly engage with families to improve understanding of student learning.

### **Funding Sources:**

- Socio-economic background (\$16500.00)

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	Personnel  <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Aboriginal background loading (\$153 292.00)</li> </ul>	There has been a positive impact for all ATSI students and the wider school community in regards to cultural awareness and the implementation of Aboriginal perspectives throughout the curriculum. The use of both internal and external expertise has assisted in the achievement of goals and improvements in NAPLAN results.
<b>Low level adjustment for disability</b>	Personnel  SLSO's  <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Low level adjustment for disability (\$111 523.00)</li> </ul>	The use of personnel to met the needs of specific students was successful.  All identified students worked on specific areas of need with specialised programs developed by staff and other experts.  There was an increase in engagement for most children in this area.
<b>Quality Teaching, Successful Students (QTSS)</b>	Personnel  <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Quality Teaching, Successful Students (QTSS) (\$28 280.00)</li> </ul>	All staff were mentored throughout the year with a member of the executive team to work through PDP goals and other areas of teaching and learning. Lessons and strategies were modelled and further implemented into classrooms.
<b>Socio-economic background</b>	Staffing both teaching and SLSO's.  <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Socio-economic background (\$379 134.00)</li> </ul>	All students were provided with equity of opportunity within the school as well as with other students throughout the system. The students at KPPS were given a multitude of opportunities to participate in and achieve in a wide variety of opportunities.
<b>Early Action for Success</b>	Personnel  <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Early Action for Success (\$261 207.00)</li> </ul>	The program provided opportunity for staff to focus upon early learning strategies. The shoulder to shoulder support was beneficial in the achievement and working towards specific goals and outcomes for students and staff.

## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	70	73	71	68
Girls	75	69	71	67

### Student attendance profile

School				
Year	2016	2017	2018	2019
K	91.6	91.3	93.7	89.2
1	90.2	84.1	89	92.8
2	92.9	93.4	87.7	87.1
3	93	92.2	92.1	92.5
4	92.8	89.8	91.8	90.4
5	92.1	91.2	87.6	90.7
6	92.1	92.4	88.8	87.1
All Years	92.2	90.6	90.1	89.8
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)	1
Classroom Teacher(s)	5.86
Teacher of Reading Recovery	0.32
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.2
School Administration and Support Staff	4.11

\*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 <sup>1</sup>	2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 (\$)
<b>Opening Balance</b>	233,850
<b>Revenue</b>	2,508,062
Appropriation	2,433,700
Sale of Goods and Services	45,741
Grants and contributions	26,709
Investment income	1,912
<b>Expenses</b>	-2,452,470
Employee related	-2,171,551
Operating expenses	-280,919
<b>Surplus / deficit for the year</b>	55,591

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 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	119,931
<b>Equity Total</b>	645,931
Equity - Aboriginal	153,292
Equity - Socio-economic	379,134
Equity - Language	1,982
Equity - Disability	111,523
<b>Base Total</b>	1,073,970
Base - Per Capita	35,548
Base - Location	0
Base - Other	1,038,423
<b>Other Total</b>	549,368
<b>Grand Total</b>	2,389,200

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](https://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](https://myschool.edu.au) website.

## Parent/caregiver, student, teacher satisfaction

Kingswood Park Public School completed the *Tell it from me surveys* throughout 2019. Participating in the surveys has provided us with valid and reliable data that has been used as part of the 2018–2020 School planning cycle. The surveys have also supported the department's strategic goal that "Every student is known, valued and cared for in our schools". It was found that 90% of year 5 boys and 86% of year 5 girls, 87% of year 4 boys and girls and 82% of year 6 girls and 84% Year 6 boys, feel accepted and valued by their peers and by others at Kingswood Park Public School. An overall 85% of students at Kingswood Park had a positive sense of belonging. An overall 88% of students at Kingswood Park Public School feel that they are interested and motivated in learning and 94% value schooling outcomes.

On a 10 point scale where the school versus New South Wales (NSW) Government Norms, Kingswood Park Public School had an equal 8.2 mean score for '*Important concepts are taught well, class time is used efficiently, and homework and evaluations support class objectives*'. Kingswood Park Public School received an 8.8 mean score for '*School staff emphasise academic skills and hold high expectations for all students to succeed*' which was only slightly below the NSW Government Norm of 8.7.

Parents and teachers responded to a five–point scale which is scored as follows: 0 (Strongly Disagree), 1 (Disagree), 2 (Neither Agree nor Disagree), 3 (Agree), and 4 (Strongly Agree). The data are scaled on a 10–point scale. The average score for '*parents feel welcome*' at Kingswood Park Public School had a mean score of 7.1.

7.9 felt *the school supports positive behaviour* and 7.6 felt that they support their child's learning at school. 90% of parents had spoken to their child's teacher throughout 2019.

8.3 teachers felt that data informed teaching, 8.4 felt that they used effective teaching strategies, 8.6 felt they had challenging and visible goals, 8.5 felt they gave quality feedback, 7 felt capable of using technology to support the teaching and learning cycle.

## 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.