

King Park Public School

2019 Annual Report



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Introduction

The Annual Report for 2019 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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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

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	Excelling
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Sustaining and Growing
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	Excelling
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

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.

Improvement Measures

An increase in student achievement and progress in Literacy and Numeracy.

An increase in student resilience and risk taking behaviours.

An increase in parent engagement in student learning.

Progress towards achieving improvement measures

Process 1: To develop effective partnerships in learning with parents, students and teachers.

Evaluation	Funds Expended (Resources)
All students in collaboration with their teachers are developing learning goals in English and Mathematics. These goals were used to drive targeted learning in English and Mathematics. Goals were shared with parents and systems were developed for writing goals, tracking goals and reflecting on achievement of goals. An increase in student growth was determined on both internal and external assessments. 3-way interviews were introduced at our annual parent/teacher interviews so that goals and progress towards goals could be shared and clarified.	* \$24,926 (Literacy & Numeracy Funds) * \$13,696 (Refugee Support)

Process 2: To implement consistent learning protocols.

Evaluation	Funds Expended (Resources)
Our "Keys to Success" program is explicitly taught to all K-6 students. A reward system has been introduced using "keys" to recognise students that are using these learner qualities. Students are able to use a common language to describe what it means to be a good learner. They are able to use these protocols in their learning.	\$27,797 (Flexible Funding for Wellbeing Services) \$80,000 (Socio-economic Background Funding) Combined funds were used to purchase additional teacher and school learning support officer time.

Next Steps

- * Conduct parent workshops to ensure parents understand the purpose of goal setting
- * Share ongoing assessments and student work with parents – development of an e-portfolio
- * Teaching and learning programs are dynamic, show evidence of revisions based on feedback on teaching practices

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.

Improvement Measures

Increased involvement with local schools.

Students are achieving expected growth on internal school progress and achievement data.

An increase in the number of students 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.

An increase in the number of students achieving in the top two bands of NAPLAN for numeracy.

Overall summary of progress

Internal data from reading levels and PAT testing has shown the majority of students are achieving expected growth.

There has been an increase in the number of Year 3 students achieving in the top 2 bands of NAPLAN in Reading from 28% in 2016 to 50% in 2019.

There has been an increase in the number of Year 3 students achieving in the top 2 bands of NAPLAN in Writing from 34% in 2016 to 71% in 2019.

There has been an increase in the number of Year 3 students achieving in the top 2 bands of NAPLAN in Numeracy from 23% in 2016 to 32% in 2019.

There has been an increase in the number of Year 5 students achieving in the top 2 bands of NAPLAN in Reading from 27% in 2016 to 25% in 2019.

There has been an increase in the number of Year 5 students achieving in the top 2 bands of NAPLAN in Writing from 14% in 2016 to 23% in 2019.

There has been an increase in the number of Year 5 students achieving in the top 2 bands of NAPLAN in Reading from 16% in 2016 to 28% in 2019.

Progress towards achieving improvement measures

Process 1: Literacy – implement a whole school approach to Literacy.

Evaluation	Funds Expended (Resources)
Staff have undertaken professional learning in synthetic phonics, guided reading and 7 steps to writing. New protocols for teaching programs have been implemented and programs are developed collaboratively to target student needs. These reforms have seen changes to planning, programing and teaching in all classrooms. An English scope and sequence has been developed including English Concepts. The Learning Progressions have been utilised for consistency of teacher judgement, to plan and target learning and to assess learning and teaching.	\$20,000 (Socio-economic Background)

Progress towards achieving improvement measures

Process 2: Numeracy – implement a whole school approach to Numeracy.

Evaluation	Funds Expended (Resources)
Investigation of evidence based effective numeracy teaching methods has commenced. Alliances with other schools and instructional leaders have been utilised to provide expertise and guidance. Initial data has been analysed by executive using PAT testing and NAPLAN to identify and target areas of need.	\$5000 (Socio-economic background)

Process 3: Data collection and analysis

Evaluation	Funds Expended (Resources)
A regular schedule for collecting and analysing data has been developed and embedded into teaching practices. Data talks are regular and timetabled between class teachers and team leaders. Learning progress is tracked.	\$20,000 (Socio-economic background)

Process 4: To establish learning alliances with other schools that support instructional collaboration.

Evaluation	Funds Expended (Resources)
Learning alliances have been made across our network of schools to utilise expertise. Instructional leader expertise from a neighbouring school provided professional learning and advice on English and Mathematics programs. Visits to support units and other local schools occurred to share expertise.	\$5,000 (Socio-economic background)

Next Steps

- * Develop a visual data wall to track student progress
- * Implement dedicated team meetings to discuss and share student progress data
- * Implement findings from Numeracy investigations into best practice in all classrooms



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.

Improvement Measures

Increased student engagement in all classrooms.

Demonstrated growth in learning for all students.

An increase in the number of student led events/initiatives.

Progress towards achieving improvement measures

Process 1: Learning and Support – to provide personalised and differentiated learning and support for every student to succeed.

Evaluation	Funds Expended (Resources)
Learning goals have allowed for targeted teaching providing differentiation to meet needs. Consistent teacher judgement and analysis of work samples has focused teaching to be differentiated to meet needs.	\$43900 (English Language Proficiency)

Process 2: Student Welfare – to support the social and emotional wellbeing of students.

Evaluation	Funds Expended (Resources)
Peer support, buddy classes and the SRC programs have been embedded across the school. "Every Student known, valued and cared for" initiative implemented with team leaders following up vulnerable students.	\$5000 (Socio-economic background)



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$6258	PLPs implemented and evaluated.
English language proficiency	\$257,332 Includes 2 full time teaching positions plus \$43900 in flexible funding	100% of teaching programs are differentiating teaching to support English Language Learners. 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.
Low level adjustment for disability	\$194,469 Includes 1.2 full time teaching allocation plus \$66,410 in flexible funding	We have employed 5 SLSOs that are targeted to specific grades. These SLSOs work with small groups of children on targeted programs such as Multi-Lit, Mini-Li or Fine Motor. Results show these programs are having a high impact on student learning.
Quality Teaching, Successful Students (QTSS)	\$89,748	Allocation purchases teacher time to allow for team collaboration in planning, programing and assessment. Provides time for data talks and a focus on teacher practice and student progress. Data shows these practices are having an impact on students learning with an increase in attainment and progress data across all grades as shown on internal assessments and NAPLAN results.
Socio-economic background	\$253,554	4 Assistant principals work as Instructional Leaders across each of the stages. Their role is to build teacher capacity and to drive quality, effective teaching practice in every classroom. This has resulted in increased student attainment and progress data as evidenced by school data, PLAN data and NAPLAN data.
Targeted student support for refugees and new arrivals	\$29,059	Daily withdrawal by EALD teacher and an Ethnic Aid SLSO to work with students in class has resulted in refugee and new arrival student being able to access the curriculum sooner.



Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	254	263	267	264
Girls	230	251	252	249

Student attendance profile

School				
Year	2016	2017	2018	2019
K	94.8	94.3	92.8	94.1
1	92.6	91.6	94.8	91.6
2	93	91.4	92.4	93
3	93.9	94.5	93.6	93.5
4	94.7	92.3	94.5	92.2
5	93	94.5	92.4	94
6	94.4	94.3	92.9	92.9
All Years	93.7	93.3	93.3	93
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)	19.48
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	1.2
Teacher Librarian	1
Teacher ESL	2
School Counsellor	1
School Administration and Support Staff	3.96

*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	615,243
Revenue	5,111,306
Appropriation	4,877,204
Sale of Goods and Services	45,553
Grants and contributions	168,534
Investment income	4,364
Other revenue	15,651
Expenses	-4,941,153
Employee related	-4,158,969
Operating expenses	-782,185
Surplus / deficit for the year	170,152

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	29,059
Equity Total	715,769
Equity - Aboriginal	10,413
Equity - Socio-economic	253,554
Equity - Language	257,332
Equity - Disability	194,469
Base Total	3,527,383
Base - Per Capita	121,777
Base - Location	0
Base - Other	3,405,606
Other Total	409,680
Grand Total	4,681,892

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

The King Park school community are regularly surveyed to gauge satisfaction with our systems and processes. One key strategic direction was 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. Learning goals were introduced to share student learning with parents. 93% of parents surveyed received their child's learning goals and 76% discussed goals with their children. 86% of those surveyed said they would use the information to support their child's learning at home.

Parents suggested they would like to see more student work sent home so they could greater understand what students are doing and how they can help. This will be addressed in 2020.



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.

