

Governor Philip King Public School

2019 Annual Report



4567

Introduction

The Annual Report for 2019 is provided to the community of Governor Philip King 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

Governor Philip King Public School

Allambie Rd

Edensor Park, 2176

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

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

9610 8955

School background

School vision statement

At Governor Philip King Public School, every mind is inspired, every person is valued and every potential is fostered. We are committed to creating a dynamic, supportive and cooperative environment that will ensure our students, staff and community are moving forward while promoting academic and personal excellence.

School context

Governor Philip King Public School is located in the Cowpasture Network. The school population currently stands at 613 students. The school is 86% non-English speaking background with children from over 40 different cultural identities. Governor Philip King offers a broad, well-balanced, quality education for all students. Our programs emphasise tolerance and understanding. The school motto 'Striving for Personal Excellence' encompasses all areas of school life and is reflected in the wide variety of opportunities our students have access to. Our students have a commitment to high standards in all areas, including academic, citizenship, student leadership, sports and the arts. Quality teaching underpins all that we do at Governor Philip King Public School. Our highly experienced, dedicated teachers ensure that high expectations and quality programs across all Key Learning Areas are at the forefront of what we do every day with students. Quality teaching, consistent teacher judgement in assessment, syllabus expertise and accountability are common themes in the school planning cycle. Students are expected to be responsible for their behaviour and active participants in the learning process. Parents are encouraged to be active partners in their child's education. Special events during the school year include Open Days for Public Education Day and Education Week, Grandparents' Day, Multicultural Celebrations and Book Week. Other special programs include Community Languages, School Parliament, Performing Arts and a Values Education Program.

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	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
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	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

Learning Culture

Our whole school method to developing an integrated approach to curriculum delivery is continuing to build a school culture of high expectations and performance improvement. Staff commitment to, and enthusiasm for, all professional development sessions has improved staff pedagogy. All professional learning follows an evidence-based structure, which includes standards, learning intentions, success criteria and technological applications. This has been demonstrated in programming and lesson delivery, as noted through supervision practices. With all staff involved in the Get Reading Right program and the writing of core programs, in the areas of Mathematics, Personal Development Health and Physical Education (PDHPE), Grammar and Punctuation, and Science and Technology, there is a whole school commitment to deliver quality, systematic, explicit teaching as a priority. All core programs promote the use of feedback and assessment to ensure learning progress and achievement for all students.

As a staff, we are committed to improving results across the whole school, and to ensure all programs and resources are easily accessible to staff. Our Safe, Respectful Learner (SRL) framework and anti-bullying policy ensure that students take responsibility for their behaviour, which, in turn, has a positive influence on their learning. As part of students' educational aspirations, extra-curricular activities are provided throughout the year. These have included public speaking, debating, spelling bees, performing arts, PSSA and Parliament. The promotion of community links ensures

involvement of parents in the classroom, in school events and in curriculum development. Community links have promoted collective responsibility for student learning. There are multiple opportunities for parents to be involved in school programs that operate online, grade overviews and workshops in curriculum areas. As a school community, all members are cognisant and practice the clear systems to maintain school attendance. Transition programs support students at all stages of schooling – before students start school with pre visits, changing classes and areas of the school, students with special needs and moving into High School.

Future Directions:

- Increase the variety of parent workshops across a variety of curriculum areas, where core programs have been created and in response to parent surveys.
- Promote further opportunities for students to participate in a variety of extra-curricular activities.
- Continue to increase involvement of community in building whole school and student performance improvements.
- Streamlining learning intentions so that students learn to take responsibility for their ongoing learning.

Wellbeing

We are providing high quality, supportive, planned, explicit and systematic learning activities through our scope and sequence, core programs and differentiated teaching to support the needs of all students. The PDHPE PLC have developed evidence-based programs and assessment processes to identify and monitor individual student's achievement. Our behaviour expectations are explicitly communicated and taught during the SRL units of work. The whole school approach provides clear outlines of student behaviour, expectations and attitudes, enhancing student wellbeing and progress. The reward system is working extremely well and students are committed to this program. This approach is educating students to take responsibility for their behaviour and learning. The overall wellbeing of all students is supported by our Learning and Support referral process, which was evaluated and updated this year, and consequent interventions, also reviewed and changes made. This is also supported by identifying, catering for and nurturing student talents to promote a positive teaching and learning environment through a range of extra-curricular activities. The Student Welfare and Discipline Procedure ensures that behaviours (both positive and negative) are dealt with in a fair and equitable manner for each individual. The document includes strategies that teachers can use to support the cognitive, emotional, social, physical and spiritual wellbeing of all students. Students meet with specialist staff members regularly such as our Occupational Therapist, Speech Therapist, School Counsellors, Learning and Support teachers (LaST), Interventionists and mentors, who provide measurable improvements in wellbeing and engagement to support learning. Positive respectful relationships are fostered and evident within the school community as responses are sort through student/parent/staff feedback forms, each year. These valuable responses drive future directions and have a positive impact on the individual student. Sentral data enables a school wide collective responsibility for student learning. Academic, attendance, behaviour and parent contacts are readily accessible to all staff.

Future Directions:

- Evaluating the Learning and Support team delivery process and timetables to ensure best practice in 2020.
- Creating a new role – *Interventionists* – to work with middle students.
- Continued implementation of our Values program, integrated into PDHPE programs.
- Implement GPKPS policies that impact on student engagement and welfare.
- Continue to offer extra-curricular activities to promote all areas of development.
- Continuing to collect information/data in regards to our Safe, Respectful Learner Program and modify as needed.

Curriculum

Due to whole school professional learning sessions on Grammar and Punctuation, and subsequent upskilling of staff in this area, students have demonstrated improvement in confidence and skills through their writing. This has been seen in the assessments completed in the unaided writing books. With all staff involved in the Get Reading Right (GRR) program, there is a whole school commitment to deliver quality, systematic, explicit teaching of reading and writing as a priority. With a core reading and writing program, teachers are then able to make adjustments with their delivery of lessons to meet individual needs.

The Grammar and Punctuation, Mathematics, Science and PDHPE Scope and Sequence, as well as core programs K–6 have been sequentially developed on a high expectations framework to ensure all students develop their knowledge, understanding or skills across the strands and the assessments that measure them. Governor Philip King Public School (GPKPS) ensures it consistently delivers differentiated programs to ensure we meet the particular needs of our identified students. All lessons detail the learning intention and success criteria to inform students of the expected outcomes and allow them to articulate their learning and areas for improvement. This ensures that they are engaged and have access to syllabus outcomes and content, and that quality teaching and learning programs are delivered to all students. Teaching and Learning programs are regularly evaluated and revised based on teacher feedback and student assessment data.

Whole school, stage teams are involved in weekly professional development to evaluate and make adjustments to

teaching programs according to the needs of students. Our integrated approach to curriculum planning and delivery, and developing extensive school-based assessments, is promoting learning excellence across the school. Teachers are differentiating their curriculum delivery to meet the needs of students. Our approach is providing learning opportunities for all students, which also includes outsourced curriculum advisors and the expertise of local High Schools to adjust programs for students who have been identified as gifted and talented. We regularly share our expertise, through partnerships with other school leaders, on our successful curriculum implementation.

Future Directions:

- Collecting measurable data to demonstrate growth in our core programs.
- Continue to develop continuous teacher capacity through professional learning, following our guidelines for delivery.
- Begin to develop a core program for Creative Arts.
- Continuing to ensure core programs are accessible for all staff, in both paper and digital format.
- Ongoing evaluation and adjustments of core programs based on syllabus outcomes, effectiveness, engagement and attainable outcomes for all students.
- Utilise Maths consultants from School Services to develop staff skills in differentiation.

Assessment

All staff routinely use evidence of learning by employing a vast range of formative and summative assessments to monitor, plan and report on student learning in the areas of Mathematics, Writing, Reading, Spelling, PDHPE, Grammar and Punctuation, Science and Technology, History and Geography. Comprehensive and informative assessment strategies have been embedded into all core programs to allow teachers to routinely use evidence to inform their teaching and to monitor, plan and report on student learning across all curriculum areas. Assessments are an integral part of daily classroom instruction, whereby teachers differentiate their program and adapt their teaching practices to meet the individual needs of students. Assessment data is used to monitor, track and report on student performance/growth in these areas. School based assessments across the curriculum is giving us trends in student achievement, together with our analysis of Best Start, Learning Progressions and National Assessment Program – Literacy and Numeracy (NAPLAN) data.

Teachers provide academic feedback, both formally and informally (academic reports, conferencing, discussion, feedback), to parents and students. This informs further teaching and thus, enhances student learning outcomes. The learning intention and success criteria of every lesson is presented in detail to allow teachers to inform students of the expectations and provide explicit and valuable feedback.

Future Directions:

- Continue to evaluate and modify assessment processes K–6.
- Continue to use assessment data to inform and differentiate teaching practices.
- Implement and evaluate the new school report for 2020 with all staff and the community.
- Utilise Interventionists to target 'Amber' (mid-range students).

Reporting

Teachers provide academic feedback, both formally and informally (academic reports, conferencing, discussion, feedback), to parents and students. This informs further teaching and thus, enhances student learning outcomes. The learning intention and success criteria of every lesson is presented in detail to allow teachers to inform students of the expectations and provide explicit and valuable feedback.

Individual student reports include comprehensive descriptions of achievements, areas of growth and strengths. Parents are updated on student progress through written reports, interviews and regular meetings.

Future Directions:

- Evaluate and modify written report K–6.
- Continue to evaluate and modify recording processes K–6.

Student Performance Measures

The school has established high expectations regarding collection and use of data to target teaching and track progress. Students are demonstrating growth within our core programs, through school based assessment such as benchmarking, comprehensive stage Mathematics assessments and writing samples. All students achieving below grade expectations work on an individual or small group program with either an Interventionist or a Learning and Support teacher.

Future Directions:

- Improve the training of new teachers around assessment and the use of data.

- Provide on the ground support and professional development to existing teachers and school leaders around assessment and the use of data.

Effective Classroom Practice

K–6 classes are being taught from core programs created by our staff. This ensures that all classes are being taught from tailored high quality programs that are aligned to the syllabus and our school scope and sequence, with students engaged in explicit, productive learning, building on previous skills already taught. We currently have a whole school focus on speaking and listening, Get Reading Right, Writing, Grammar and Punctuation, Mathematics, Science and Technology, Geography, History, PDHPE and morning routines, which are linked to our Professional Development Plans (PDP). Lessons in these areas are systematically planned as part of coherent core programs, that have been collaboratively designed by our staff, implementing the most effective, explicit teaching strategies. A whole school approach ensures the most effective evidence–based teaching methods are promoted and modelled to optimise learning progress for all students. Throughout the year, staff have met to consistently evaluate their programs, lessons and student learning, and then make changes at grade planning sessions. Classroom teachers meet as a stage and with (LaST) and English as an Addition Language/ Dialect (EAL/D) teachers to plan and record adjustments to their programs, lessons and student learning, to cater for individual learning needs. These programs have had a significant impact as evidenced by PDP conversations and student wellbeing. Supervision, through programs and walk throughs has ensured better teaching practices, leading to improved student outcomes. School based assessment in reading comprehension, writing and Mathematics are demonstrating student growth.

Future Directions:

- Finalise Grammar and Punctuation, PDHPE and Science and Technology core programs and assessments.
- Develop Creative Arts scope and sequence and core program and assessments.
- Feedback and evaluations of the core programs from teachers implementing the new Scope and Sequences, in Mathematics, Grammar and Punctuation, Science and PDHPE.
- Restructure the Learning and Support Team, adding a new team – 'Interventionists' – who work with students who can achieve progress within a five–week period of targeted support.
- On–going and systematic approach for all students K–6 with a focus on developing all student's understanding of learning intentions.
- A system of tracking students who go beyond extension, for example, the use of 'Lexiles'.

Data Skills and Use

Teachers collect, analyse and use student data to understand the learning needs and progress of students, and to inform future school directions. School assessment tools such as benchmarking, Lexile levels, writing assessments and pre and post Maths assessments are used to help monitor student learning progress and to identify learning needs. All class teachers are allocated 45 minutes a week to specifically collect and analyse assessment data. Comprehension and fluency data is collected through Benchmarking and the analysis of Literacy Pro data; Athletics data supports our school–based assessments and observations, and identifies student achievements and progress. An analysis of student performance data is reported to parents with a written report, via a check list and a comment section, twice a year. There is also a scheduled interview once a year, with parents able to make appointments with teachers at any time throughout the year.

Our data wall tracks the progress of all students' progress in comprehension, reading levels and grade targeted Mathematics. These data walls allow all stakeholders to easily view data, and use it to reflect on student progress and develop plans and strategies for improvement.

Merit, SRL and Citizenship awards, as well as incidents are recorded on Sentral for individual students. A Positive Behaviour Interventions and Supports (PBIS) consultant collects this updated data each year to see trends. The SRL team collects positive and negative data to observe trends. Current data for 2019 shows an increase in teacher data collection of positive and negative incidents. There has been a reduction in negative incident reports and maintenance of positive incidents across the school. We have fewer students on detention – with several repeat offenders, who now have behaviour plans in place. Each of these students is matched to a staff mentor, who has regular daily or bi–weekly check–ins with their student. Data for 2020 is expected to show a further increase in positive incidents. The school leadership team regularly uses this data to inform decisions.

Teachers effectively implement the assessment strategies embedded into the core programs K–6 in Mathematics, Grammar and Punctuation, Science and PDHPE, to monitor student achievements and progress to inform their future teaching programs. Leaders use this data school–wide to reflect on teaching effectiveness and inform future school directions.

Future Directions:

- Implement and evaluate the effectiveness of the school report, with staff and parents.
- To ensure optimal utilisation of data collected, by all relevant staff, regular data review meetings will be held every

five weeks.

- Evaluate the effectiveness and purpose of our K–6 data walls.
- Collect information from classroom teachers to monitor the reasons minis are being distributed (eg. behaviour, effort, manners and safety).

Professional Standards

Grade teams allow teachers to understand and implement professional standards and curriculum requirements. All staff represent their grade while working in teams to develop core programs in the areas of Science and Technology, Mathematics, Grammar and Punctuation and PDHPE processes. A smaller group allows everyone to actively participate and target specifically relevant, areas and needs. GPKPS staff attainment of professional learning goals and teaching requirements are part of the school's performance and development processes, supporting our whole school professional development.

The school has a culture of supporting teachers developing leadership skills, with their active participation as a member of the executive team. We continue to impact beyond our school with many schools visiting our site engaging with many of our high–quality programs, reinforcing the Learning Culture of our school and our professional standards and expectations.

Future Directions:

- Offer all staff reusable Rocket books to easily transfer their written information to computer files and NSW Educational Standards Authority site, from training sessions and meetings.
- Target individuals who have experienced interest in leadership as part of their Professional Development Plans.
- Teachers and executive begin applying for higher duties.
- Continue to write and assess/ analyse high quality core programs and collect/analyse relevant data in grade teams.
- Continue to meet on a regular basis as a grade to discuss issues and concerns and stay informed about what is happening at an executive level.
- Continue to collect measurable data to demonstrate improvements and growth in students in the area of Reading, Writing and Mathematics.

Learning and Development

All staff participate in professional learning targeted to school priorities and their goals identified in their individual PDP's. Our school has effective professional learning for induction, beginning and early career teachers, teaching quality, leadership preparation and leadership development, through our extended executive team and our targeted mentoring of aspiring executive.

All staff have worked together to create, plan and implement scope and sequences, core programs and lessons in Science and Technology, PDHPE, Grammar and Punctuation and Mathematics. All class teachers work with support staff to improve teaching and learning and assist students to reach their potential. Stage teams work together to select indicators to add to our parent report and create/evaluate assessment tasks. All staff regularly work cooperatively in a variety of groupings: Whole school Professional Development plans, stage, grade, PLC and interest groups. These groupings meet through regular sessions: weekly grade/stage meetings, weekly professional development sessions, grade planning days held each term. We use experienced staff and outside sources to lead the staff in improving teaching and learning. Our parent community has participated in regular high–quality professional workshops to explain their role in our focus areas, with attendance increasing with our use of translators. All students are engaged in high quality, explicit activities across the school. The process has highlighted, and ensured, that all grades K–6, are covering expected content, in line with syllabus expectations and requirements.

Future Directions:

- Continue to develop professional capacity through individualised, relevant professional learning.
- Continue to form Professional Learning Communities to research new ideas or update current plans.
- Continue to increase teacher capacity to implement and differentiate core programs in the areas of Mathematics, Grammar and Punctuation, PDHPE and Science and Technology.
- Continue to respond to parent requests and our students learning needs, by providing our parent community with the opportunity to improve their children's academic skills and develop their own understandings.

Educational Leadership

GPKPS is committed to the development of leadership for both staff and students. All staff are provided with opportunities for leadership and leadership skill development. The building of teacher capacity through evidence based research continues. Strong and authentic partnerships will continue to be developed with the wider community. Leadership opportunities are provided for aspiring executives, this includes leading and supervising stages, teams, PLC's and school events. All staff lead or contribute to the leadership of initiatives across the school. We have utilised

experienced staff, as well as staff with particular expertise, to lead professional learning and initiatives K–6. All staff are required to lead or support a leader in presenting their initiative to staff, through professional development. Our focus is on skill development, succession planning, distributed leadership, and organisational best practice.

Our students are provided with several diverse opportunities to take an active role in leading our school, with emphasis on our School Parliament.

Future Directions:

- Leadership goals identified through Professional Development Plans.
- Identify leadership potential across staff and provide meaningful, relevant opportunities.
- Continue to develop professional capacity through individualised, relevant professional learning.
- Continue to provide guidance for the formation of Professional Learning Communities to research new ideas or update current plans.

School Planning, Implementation and Reporting

Staff contribute to, lead and implement all facets of the Governor Philip King School Plan, ensuring strategic directions, school vision and continuous improvement are central to all that we do. There has been a strong movement towards the use of data analysis to reflect and enhance school programs. Staff collaboration is a key feature of all planning cycles and initiatives. Where possible and appropriate, community feedback and participation are valued and important parts of the school planning process. We have developed numerous Professional Learning Communities to research new ideas or update current plans. These are formed and led by interested staff, with their plans presented to and enacted by all staff, to become part of our school culture. Effective communication across all teams is a key element. Development of grade and school core programs has been undertaken in Mathematics, Science and Technology, PDHPE and Grammar and Punctuation. Professional Development Plans have been fully implemented, monitored and evaluated for all staff members. Planning sessions continue to be effective and valued ensuring collaboration and consistency with programs.

The school based Safe, Respectful Learner Program is having a significant impact which is evidenced through an increase in students moving through the award system and a reduction in detention numbers. Students have been offered a wider variety of extracurricular activities throughout 2019.

The School Report provides the community with information about school performance. It gives parents and other members of the community a clear sense of how students in the school are progressing, within the grade expectations.

Future Directions:

- Increase community engagement and participation in school planning.
- Professional Learning Communities work to increase teacher capacity in the area of differentiation.
- Increased data collection and analysis by all staff.
- Continue to offer a wide range of extracurricular activities K–6.
- Continue to promote Professional Learning Communities across the school.

School Resources

Strategic planning and resource management has been vital to the successful implementation of the school plan. The establishment of a school data wall accurately reflects student's achievement and progress. Staff have been provided with additional assessment time each week to ensure the accuracy and reliability of assessment information, as well as time to reflect on student growth, progress and achievement. The employment of an independent literacy consultant through the Get Reading Right program has seen significant improvement in classroom pedagogy, explicit teaching and student results. Purchasing days for staff to develop, refine and review school scope and sequence documents, as well as the creation of core units of work has improved teacher knowledge, understanding and implementation of new syllabus documents. The use of all staff in delivering professional development sessions across the school has engaged teachers and developed leadership opportunities for all staff.

With the increased technological demands and a thirst for innovative learning spaces, the school has invested substantially in developing a quality learning environment supported by excellent infrastructure. We have invested heavily in Information and Communications Technology to support our students who may not necessarily have the means to access cutting edge resources, but have the skills and desire to succeed in this area of learning.

2019 saw the increased use of social media to streamline communications in partnership with our community. Display boards, school website, Skoolbag, signage and the schools electronic sign have been a valuable tool and resource to share successful projects and initiatives, and inform the community of student success and involvement across the school.

New furniture, in most classrooms, has ensured that physical learning spaces are used flexibly to maximise explicit evidence-based teaching methods and optimise student learning.

Future Directions:

- Full implementation of financial proforma for all resource acquisition.
- To ensure optimal utilisation of staff, regular review meetings will be held every five weeks with all support programs.
- Increase the range of translated text in all our modes of communication to provide easier access to the full range of our school community.

Management Practices and Processes

Management systems have been established to ensure processes implemented across the school are maintained and contribute to the on-going effectiveness of the school plan and improvement of learning outcomes for all students. Administrative practices support all areas of school operation, including financial management, as well as human and physical resources. Scope and sequence documents have provided quality, effective implementation of syllabus documents, while core programs have ensured effective, explicit delivery of all content. Report expectations, outlines and requirements are made available to staff during each reporting semester. School policies and procedures are reviewed and updated as required and implemented across the school with professional learning and support for staff. Management systems ensure our community are well informed, resulting in increased parental involvement and the development of community links.

Future Directions:

- Continue to increase our use of Sentral – as an online resource we can access 24/7 to access an ever increasing amount of student data.
- Seek opportunities for community involvement.
- Continue to develop community links.

Strategic Direction 1

Successful Curriculum Implementation

Purpose

To create high quality teaching and learning programs, through collaboration, that ensure quality teaching and learning and high engagement for all students. Learners achieve their social, emotional and academic potential through supportive quality educational delivery, and through consistent, high standard and shared professional practices.

Improvement Measures

- Clear sequence of learning that correlates to the curriculum and learning progressions.
- Increased teacher confidence and skill in implementing the curriculum.
- Improved student results identified in PLAN 2 and NAPLAN data.

Progress towards achieving improvement measures

Process 1: Develop teacher knowledge of syllabus/content – through advice/research/experts.

Update/review/create scope and sequence.

Gather current programs/research K–6.

Evaluation	Funds Expended (Resources)
GROUP 1: Science K–6 core programs are ready and will be implemented in 2020.	English, Science and Mathematics Syllabuses, Scope and Sequences.
GROUP 2: PDHPE K–6 core programs are ready and will be implemented in 2020.	Science, PDHPE, Mathematics and Grammar and Punctuation programs saved to Staff Share.
GROUP 3: Comprehensive Grammar and Punctuation K–6 core programs are ready and will be implemented in 2020.	
GROUP 4: Mathematics K–6 core programs are ready and will be implemented in 2020.	

Process 2: Research new ideas/strategies/resources.

Review existing/identify changes/ ensure valid with: syllabus; scope & sequence; learning progressions; current pedagogy. Remove tasks not in syllabus.

Evaluation	Funds Expended (Resources)
GROUP 1: Finalise Semester 2 Science Programs.	English syllabus, K–6 Scope and Sequence for Grammar and Punctuation, teacher feedback
GROUP 2: Parents are informed of the 'big' changes to the PDHPE curriculum and ways to promote health and wellbeing with their child/children.	
GROUP 3: Continue to make any necessary adjustments/modifications to the Grammar and Punctuation Core Program based on syllabus content and teacher feedback.	
GROUP 4: Overall evaluation of 2019 Mathematics Core Programs.	

Strategic Direction 2

Assessment of Learning

Purpose

To ensure assessment guides and supports targeted teaching and learning; provides regular feedback to students about how they can improve their learning and clarifies future teaching and learning needs.

Improvement Measures

- Assessment tasks are built into the scope and sequence of all updated curriculum.
- Students are informed of success criteria.
- Reliable data is collected, that supports targeted teaching and learning.

Progress towards achieving improvement measures

Process 1: Identify appropriate assessment processes – use research base of full range of options to identify relevant strategies that provide valid data.

Evaluation	Funds Expended (Resources)
GROUP 1: Science and Technology assessments are complete and ready for implementation in 2020.	Governor Philip King Public School Assessment guidelines.
GROUP 2: PDHPE assessments are complete and ready for implementation in 2020.	Science and Technology, Mathematics and English Syllabuses, Scope and Sequences, K–6 core programs and teacher feedback.
GROUP 3: Grammar and Punctuation assessments are complete and ready for implementation in 2020.	
GROUP 4: Mathematics assessments are complete and ready for implementation in 2020.	

Process 2: Clearly identify learning intentions and success criteria.

Create core programs.

Evaluation	Funds Expended (Resources)
GROUP 1: All K–6 Core Programs in Science and Technology incorporate learning intentions and success criteria. Continue to analyse all learning intentions and success criteria based on teacher feedback and syllabus content. Make any necessary adjustments/modifications.	Science, PDHPE, English and Mathematics Syllabuses, Scope and Sequences and teacher feedback.
GROUP 2: All K–6 Core Programs in PDHPE incorporate learning intentions and success criteria. Continue to analyse all learning intentions and success criteria based on teacher feedback and syllabus content. Make any necessary adjustments/modifications.	Science, PDHPE, Grammar and Punctuation and Mathematics K–6 core programs all on Staff Share ready for implementation in Semester 1 2020.
GROUP 3: All K–6 Core Programs in Grammar and Punctuation incorporate learning intentions and success criteria. Continue to analyse all learning intentions and success criteria based on teacher feedback and syllabus content. Make any necessary adjustments/modifications.	
GROUP 4: All K–6 Core Programs in Mathematics incorporate learning intentions and success criteria. Continue to analyse all learning intentions and success criteria based on teacher feedback and syllabus content. Make any necessary adjustments/modifications.	

Strategic Direction 3

Leading Learning

Purpose

To provide quality teacher leadership in every classroom. To build teacher capacity and leadership through effective professional learning and collaborative practice to improve student outcomes.

Improvement Measures

- Teachers develop mastery of updated curriculum, assessment and teaching and learning strategies.
- All staff involved in the creation and presentation of updated curriculum areas.

Progress towards achieving improvement measures

Process 1: Prepare and present quality professional development to develop an understanding of the content and up-skill teachers in implementation strategies.

Evaluation	Funds Expended (Resources)
GROUP 1: Completed plan and activities on the incorporation of Digital Technologies ready to deliver on SDD in Term 1 2020.	Laptops, USB's and completed core programs.
GROUP 2: Completed plan and activities on the successful implementation of the PDHPE Core Program ready to deliver during PL time in Term 1 2020.	
GROUP 3: Continue to modify/evaluate Core Grammar and Punctuation Programs.	
GROUP 4: Completed plan and activities on the successful implementation of the Mathematics Core Program ready to deliver on SDD and various PL times in Term 1 2020.	

Process 2: Staff trial content – collect evidence that measures the impact on student learning.

Staff give feedback and evaluation.

Modify and final review of content/resources. Publish.

Evaluation	Funds Expended (Resources)
GROUP 1: Seek evaluation from staff of Semester Two Science core program (odd). Seek evaluation from staff of Digital Technologies core program (odd) in 2020.	Semester Two Science core program (odd). Digital Technologies core program (odd). All core programs available on Staff Share.
GROUP 2: Updated PDHPE Core Program and Scope and Sequence Document to be implemented in 2020 presented to staff and available on Staff Share.	
GROUP 3: Grammar and Punctuation program provided to staff, ready to trial in 2020. Seek evaluation from staff in 2020.	
GROUP 4: Staff trial Mathematics core program and provide feedback in 2020. Modify mathematics resources and Core Program as needed.	

Key Initiatives	Resources (annual)	Impact achieved this year
Low level adjustment for disability		<p>Very successful program. The flexibility of working in class or with groups of students to achieve specific goals and close working relationship with the K–2 teachers and LaST has given students and teachers extra assistance to ensure students have support to ensure students can progress in their learning.</p>
Quality Teaching, Successful Students (QTSS)		<p>All teachers are continuing to improve their understanding and development to successfully teach reading, writing and grammar and punctuation, using the GRR program. All staff are eager to continue this process in 2020.</p> <p>Providing time for teachers to work together to evaluate and modify programs to match Syllabus requirements. This has allowed them to successfully consult with all relevant parties when evaluating, modifying and creating core programs.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	294	305	303	311
Girls	268	286	284	302

Student attendance profile

School				
Year	2016	2017	2018	2019
K	95.4	96.6	95.1	93.3
1	95.1	96.1	94.2	93.9
2	95.5	95.4	94.4	93
3	94.3	96.1	95.4	92.9
4	96.6	96.4	95.8	94
5	94.9	96.1	94.2	94.6
6	94.7	96.7	95	93.6
All Years	95.2	96.2	94.9	93.6
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)	23.08
Teacher of Reading Recovery	0.63
Learning and Support Teacher(s)	1.2
Teacher Librarian	1.2
Teacher ESL	4
School Counsellor	1
School Administration and Support Staff	4.06
Other Positions	4.6

*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	1,079,048
Revenue	7,043,098
Appropriation	6,828,135
Sale of Goods and Services	63,486
Grants and contributions	140,807
Investment income	10,671
Expenses	-7,035,472
Employee related	-6,186,370
Operating expenses	-849,102
Surplus / deficit for the year	7,627

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	73,443
Equity Total	1,133,177
Equity - Aboriginal	661
Equity - Socio-economic	470,561
Equity - Language	466,446
Equity - Disability	195,509
Base Total	4,127,794
Base - Per Capita	137,733
Base - Location	0
Base - Other	3,990,061
Other Total	1,247,120
Grand Total	6,581,534

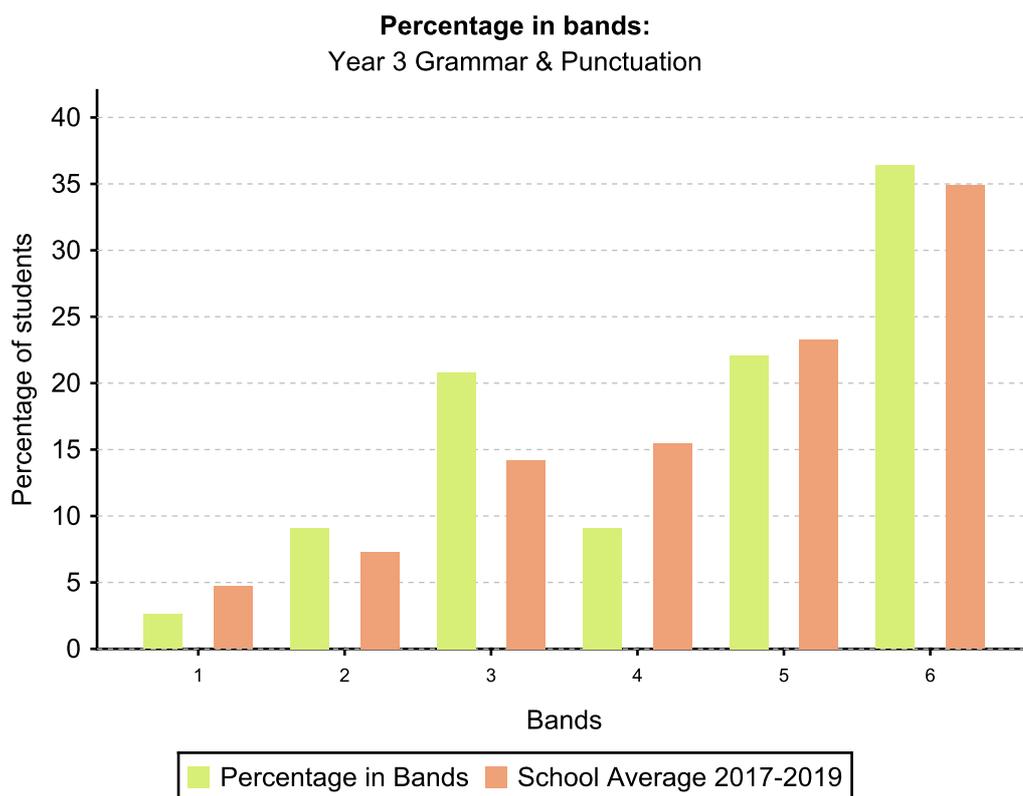
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

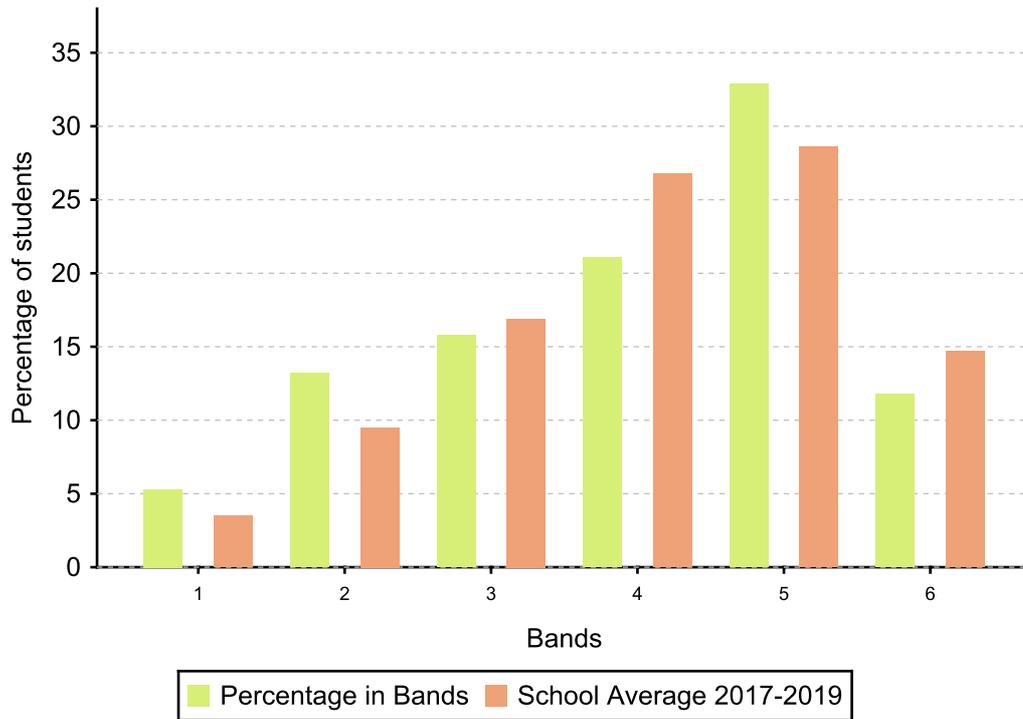
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison 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.

Literacy and Numeracy Graphs



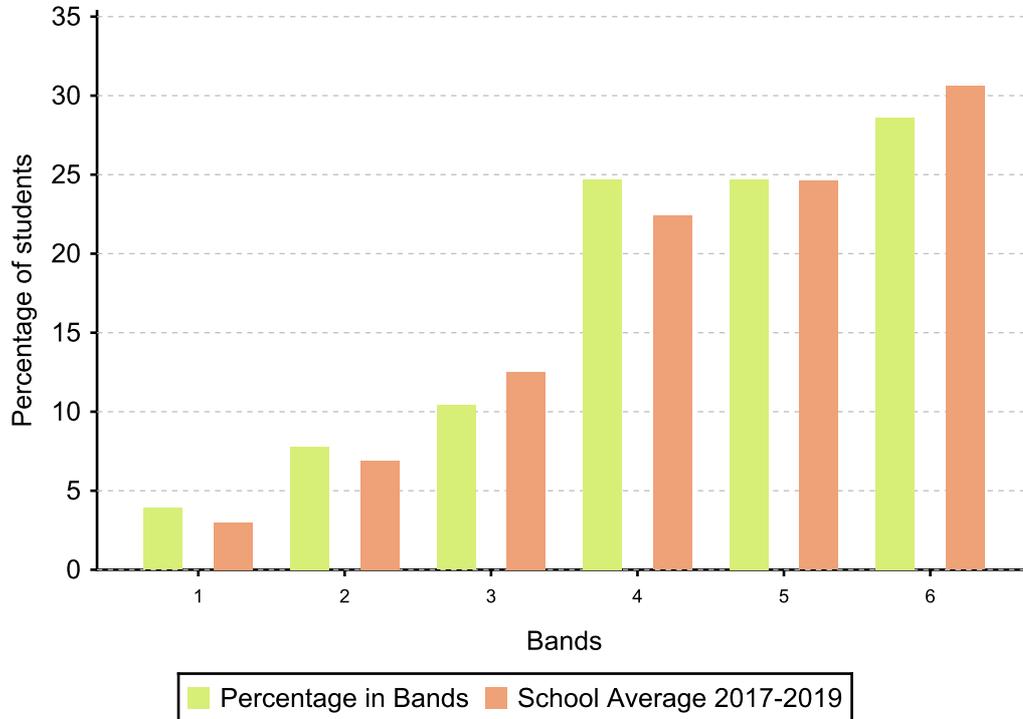
Band	1	2	3	4	5	6
Percentage of students	2.6	9.1	20.8	9.1	22.1	36.4
School avg -2019	4.7	7.3	14.2	15.5	23.3	34.9

**Percentage in bands:
Year 3 Reading**



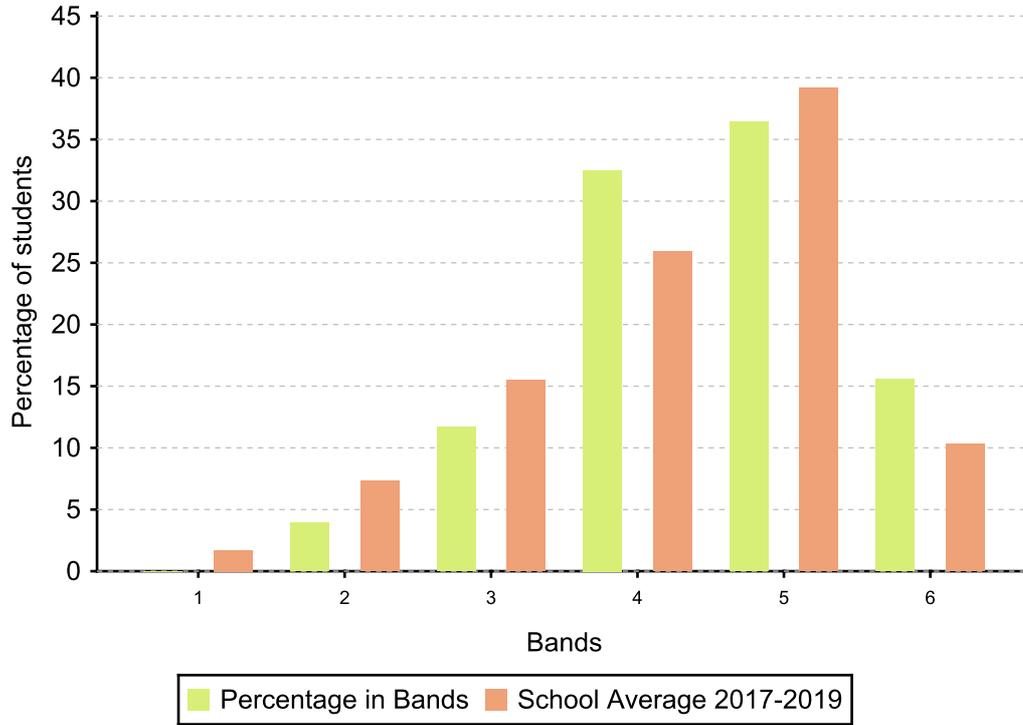
Band	1	2	3	4	5	6
Percentage of students	5.3	13.2	15.8	21.1	32.9	11.8
School avg -2019	3.5	9.5	16.9	26.8	28.6	14.7

**Percentage in bands:
Year 3 Spelling**



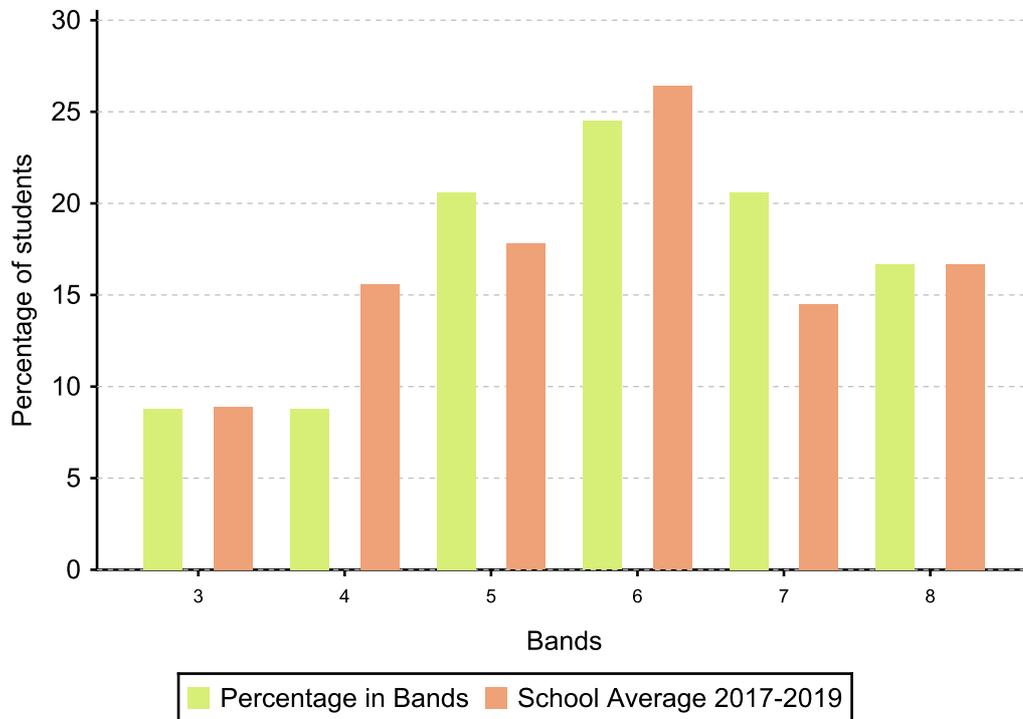
Band	1	2	3	4	5	6
Percentage of students	3.9	7.8	10.4	24.7	24.7	28.6
School avg -2019	3	6.9	12.5	22.4	24.6	30.6

**Percentage in bands:
Year 3 Writing**



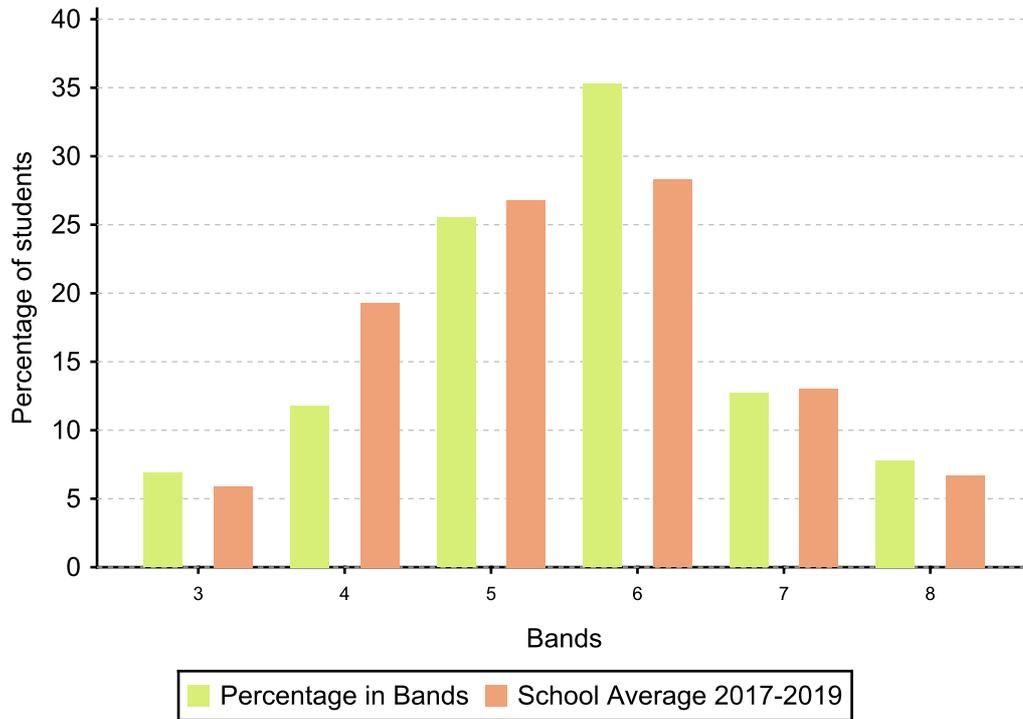
Band	1	2	3	4	5	6
Percentage of students	0.0	3.9	11.7	32.5	36.4	15.6
School avg -2019	1.7	7.3	15.5	25.9	39.2	10.3

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



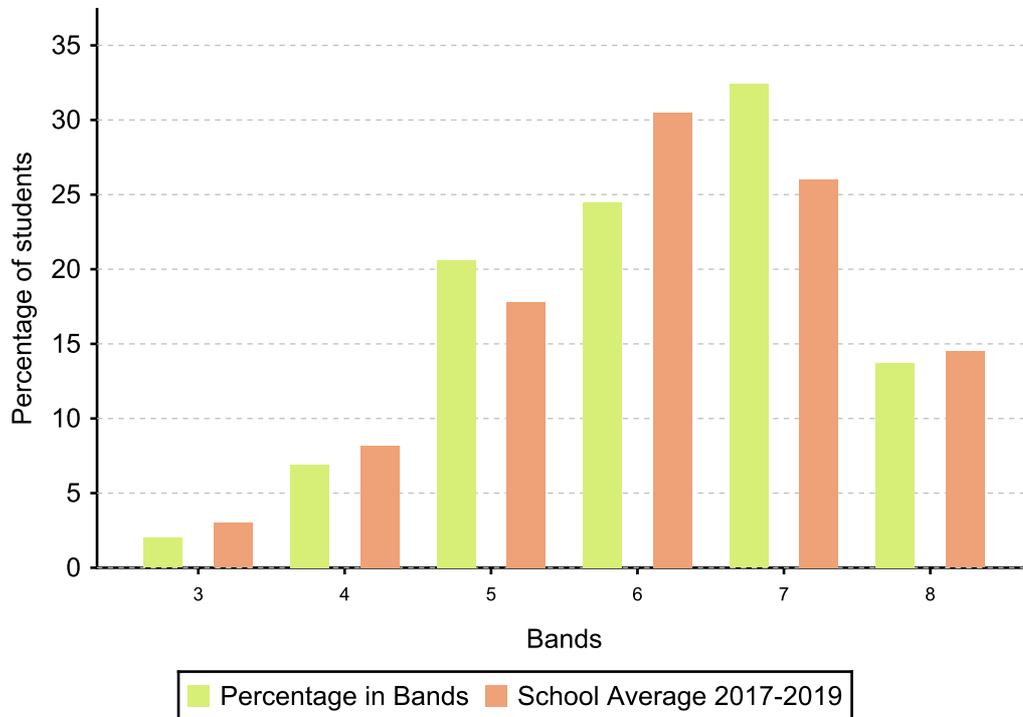
Band	3	4	5	6	7	8
Percentage of students	8.8	8.8	20.6	24.5	20.6	16.7
School avg -2019	8.9	15.6	17.8	26.4	14.5	16.7

**Percentage in bands:
Year 5 Reading**



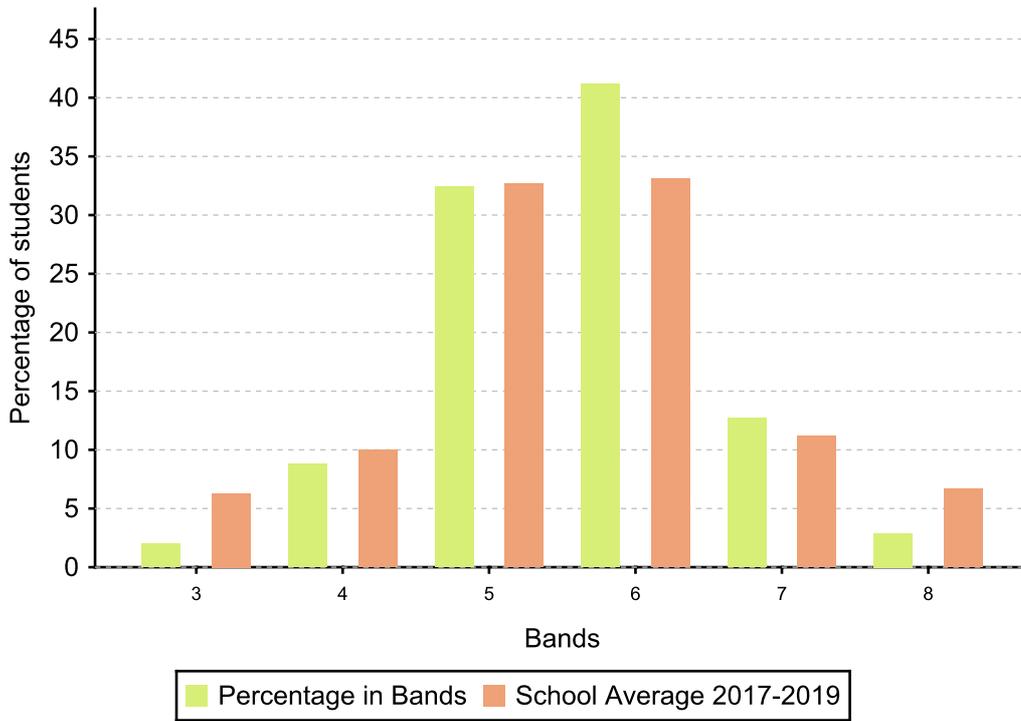
Band	3	4	5	6	7	8
Percentage of students	6.9	11.8	25.5	35.3	12.7	7.8
School avg -2019	5.9	19.3	26.8	28.3	13	6.7

**Percentage in bands:
Year 5 Spelling**



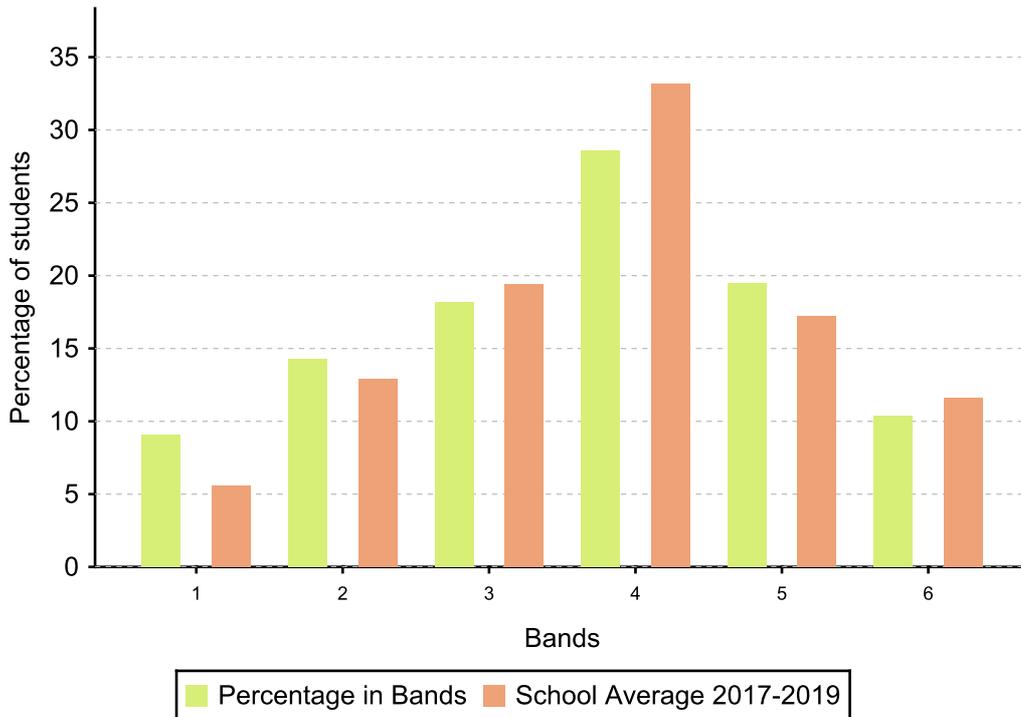
Band	3	4	5	6	7	8
Percentage of students	2.0	6.9	20.6	24.5	32.4	13.7
School avg -2019	3	8.2	17.8	30.5	26	14.5

Percentage in bands:
Year 5 Writing



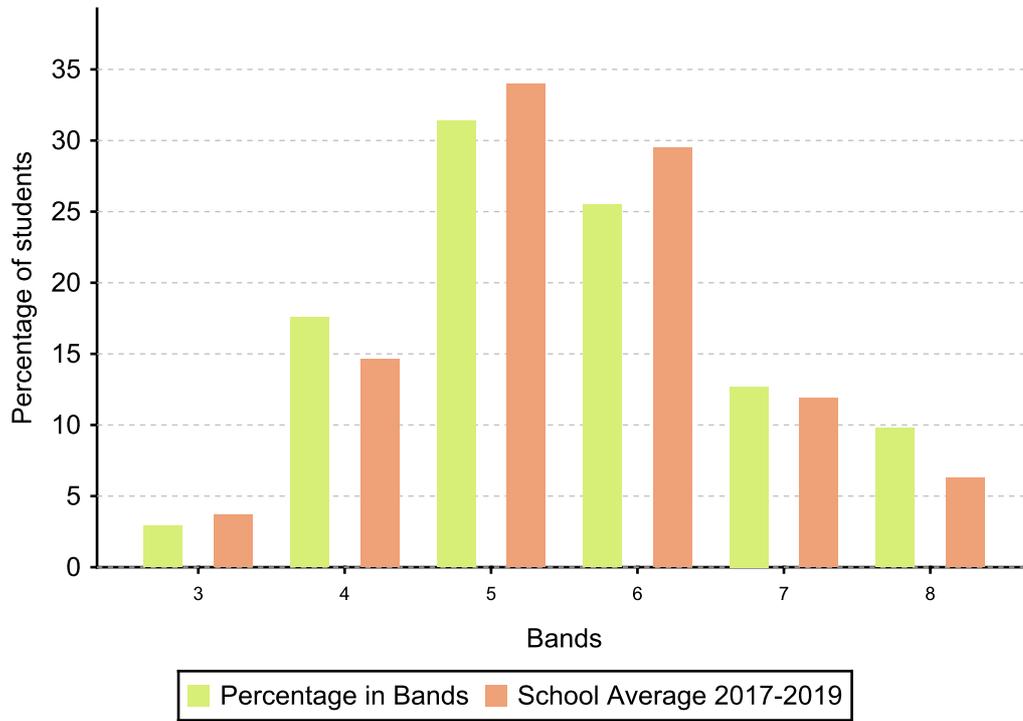
Band	3	4	5	6	7	8
Percentage of students	2.0	8.8	32.4	41.2	12.7	2.9
School avg -2019	6.3	10	32.7	33.1	11.2	6.7

Percentage in bands:
Year 3 Numeracy



Band	1	2	3	4	5	6
Percentage of students	9.1	14.3	18.2	28.6	19.5	10.4
School avg -2019	5.6	12.9	19.4	33.2	17.2	11.6

Percentage in bands:
Year 5 Numeracy



Band	3	4	5	6	7	8
Percentage of students	2.9	17.6	31.4	25.5	12.7	9.8
School avg -2019	3.7	14.6	34	29.5	11.9	6.3

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Parents, students and staff were asked various questions based on learning, teaching and leading. They were required to respond to each question by agreeing, mostly agreeing, mostly disagreeing or disagreeing. They were also given the opportunity to comment on their responses. Their responses are presented below.

Parents

Learning:

Based on the surveys that were returned by parents, 97% agreed or mostly agreed that our school provides a safe, learning environment for all students with a focus on Literacy and Numeracy.

Some parent comments included:

"The children's learning is the main focus and they are given a number of opportunities for growth and development."

"The overall learning opportunities at GPK are fantastic."

"The learning opportunities are excellent with exquisite extracurricular activities."

"The learning equipment and teachers are great."

"Learning opportunities are widely available with required support as necessary."

Teaching:

Based on the surveys that were returned by parents, 96% agreed or mostly agreed that our school has competent teachers who cater for their child's academic, social and emotional needs as well as setting high standards of achievement while providing a range of innovative programs.

Some parent comments included:

"The teachers work well with students of mixed abilities. They spend time with students who have special needs, but also go out of their way to meet the needs of identified gifted kids."

"Academic, social and emotional needs are catered for."

"Staff provide a safe learning environment for all students in the classroom. They provide all the necessary support in order for students to learn."

"Teachers create a safe environment for the students and teach them the skills needed for the future."

"Teachers create real community spirit and a relaxed open minded environment."

Leading:

Based on the surveys that were returned by parents, 94% agreed or mostly agreed that the school's leadership team provide effective communication about the school to the community as well as providing a supportive environment for staff and students. Some parent comments included:

"The leadership of the school help communicate effective ideas to the community and are supportive towards the students."

"The leadership of the school is quite involved with students, parents and community."

"The leadership at the school is great and they have proven it by dealing with any issue straight away and professionally."

"The leaders are very approachable and innovative with school initiatives."

"The leaders are highly visible, approachable and out to greet families with comfort and a smile."

Staff

Learning:

Based on the surveys that were completed by the teachers of Governor Philip King Public School, 100% agreed or mostly agreed that the students are the school's main concern where a safe, learning environment is provided for all students with a focus on Literacy and Numeracy as well as providing a range of extracurricular activities.

Some staff comments included:

"Students are provided with a diverse range of learning opportunities."

"GPK provides students with valuable opportunities that will allow them to grow emotionally, socially and cognitively."

"Students are provided with a safe and positive learning environment".

"Great programs and many opportunities for extras. Example: Kilometre Club, K–2 Fitness."

Teaching:

Based on the surveys that were completed by the teachers of Governor Philip King Public School, 100% agreed or mostly agreed that teachers cater for the academic, social and emotional needs of students while providing innovative programs and high expectations of achievement. Also, the teachers' welfare is respected and ample professional development opportunities are provided.

Some staff comments included:

"Teachers are highly committed – giving up their own time to offer various extracurricular activities."

"Teachers provide a range of activities to cater for students sporting and creative arts interests."

"Teachers implement knowledge gained from professional learning effectively in the classroom."

"Teachers at GPK understand the importance of utilising data to drive their programs to cater for all learning needs."

"Teachers go above and beyond to provide a rich and diverse learning environment. They respond to all expectations and demands, and are adaptable and flexible."

Leading:

Based on the surveys that were completed by the teachers of Governor Philip King Public School, 99% agreed or mostly agreed that the school leaders provide a supportive environment for staff and students as well as providing effective communication about the school to staff and community.

Some staff comments included:

"The leadership team are strong and cohesive."

"Leaders provide a supportive environment for staff and are always trying to make the school a better place."

"Staff members are respected and cared for by the leaders of GPK."

"Leaders are supportive and look out for the wellbeing of staff."

"The leadership team is hardworking, progressive and a great representation of the high standards we have grown to uphold and expect."

Students

Stage Two students completed the survey based on learning, teaching and leading at Governor Philip King Public School.

Learning:

Based on the survey that was completed by most Stage Two students, over 95% of students agreed or mostly agreed that their school is a safe, learning environment where the work is interesting, enjoyable and that they feel successful most of the time.

Some student comments included:

"I like Spelling Mastery because it's fun and enjoyable". (Year 3 male student)

"I like History because I learn about what happened in the early days when they had no technology." (Year 3 male student)

"I like Art because I like to express myself." (Year 3 female student)

"I like Science because we get to do experiments." (Year 4 male student)

"I love Maths because it's challenging and the teachers give me extension work so I can learn more." (Year 3 male student)

"I like learning about multiple subjects because we learn new things and the teachers make learning fun." (Year 4 female student)

Teaching:

Based on the survey that was completed by most Stage Two students, 100% of students agreed or mostly agreed that their teacher is fair, makes them feel safe and helps them with their work.

Some student comments included:

"The teachers are good at encouraging the kids to learn things in a fun way." (Year 4 female student)

"The teachers always have room in their heart to help." (Year 4 female student)

"The teachers make the students feel happy because they take us out for sport and games". (Year 3 male student)

"The teachers make children smarter and they are respectful." (Year 3 male student)

"Teachers are really good at the modelled part of teaching." (Year 4 female student)

"The teachers make me feel safe on the playground." (Year 4 male student)

Leading:

Based on the survey that was completed by most Stage Two students, over 96% of students agreed or mostly agreed that our school Parliament endeavours to make Governor Philip King a better school for all students.

Some student comments included:

"The school leaders listen to our concerns and do what they think is right". (Year 3 male student)

"The leaders make sure we don't get hurt and put more things into the school. (Year 3 male student)

"The leaders help students and think of great ideas to do for our school." (Year 3 female student)

"Leaders listen to our suggestions and take care of our environment." (Year 4 female student)

"The leaders make the school a better place by letting us share our thoughts about the school and how we should improve it." (Year 4 female student)

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.