

2020 Annual Report

King Park Public School



4467

Introduction

The Annual Report for 2020 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.

School contact details

King Park Public School

Humphries Rd

St Johns Park, 2176

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

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

9604 7691



School vision

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.



Year 6 "Kindness" mural.

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>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
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	Excelling
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)
<p>Parent and teacher surveys indicate that the new report gives a more personalised, comprehensive and detailed account of student learning. It also provides clear information about next steps for improvement. 94% of parents surveyed found the report easy to understand and with clear information about steps for future development. The evidence also shows the school provides regular opportunities for parents to engage with teachers about their students learning including parent/teacher/student interviews. These were found to be very valuable with 89% of teachers agreeing, and with 17 out of 20 classes having more than 50% of parents attending the meetings.</p> <p>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 the achievement of goals.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• English language proficiency (\$40000.00)• Socio-economic background (\$50000.00)

Process 2: To implement consistent learning protocols.

Evaluation	Funds Expended (Resources)
<p><i>NAPLAN results over the last five years show an upward trend in overall literacy in the percentage of the students in the top two bands.</i></p> <p><i>Internal data from reading levels and PAT testing has shown the majority of students are achieving expected growth.</i></p> <p><i>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.</i></p> <p><i>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.</i></p> <p><i>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.</i></p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Literacy and numeracy (\$24926.00)• Socio-economic background (\$90000.00)

Progress towards achieving improvement measures

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.

Tell Them From Me data indicated that student perseverance levels were High at 54% compared to 48% of the state.

Next Steps

- Improve student achievement in Mathematics.
- 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.

Progress towards achieving improvement measures

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

Evaluation	Funds Expended (Resources)
<p>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 51% in 2019.</p> <p>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 35% in 2019.</p> <p>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.</p> <p>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.</p> <p>Strong evidence in student work samples from school based data show huge improvements in writing for all students 3-6.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• English language proficiency (\$40000.00)• Quality Teaching, Successful Students (QTSS) (\$92000.00)

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

Evaluation	Funds Expended (Resources)
<p>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.</p> <p>There has been an increase in the number of Year 5 students achieving in the top 2 bands of NAPLAN in Numeracy from 16% in 2016 to 28% in 2019.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$50000.00)

Process 3: Data collection and analysis

Evaluation	Funds Expended (Resources)
<p>A regular schedule for collecting and analysing data has been developed and</p>	

Progress towards achieving improvement measures

embedded into teaching practice. Data talks are regular and timetabled between class teachers and team leaders. Learning progress is tracked.

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

Evaluation

Funds Expended (Resources)

We have developed strong ties with St John's Park High School with students attending a variety of activities throughout the year. We have strengthened partnerships with Westfield Sports HS with students attending transitions (2019), the employment of an SLSO who works between the schools to support transition (2018 & 2019), the Primary Football program.

Funding Sources:

- Socio-economic background (\$50000.00)

Our "Curiosity and Powerful Learning" group consists of 5 local school giving opportunities for increased collaboration. (2018)

We participated in Instructional Rounds with 3 other local schools. (2019)

Next Steps

- Improve student achievement in Mathematics. Continue to build networks across schools.
- 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)
NAPLAN data confirms a high value-add and higher than expected growth from year 3 to 5 in Reading, Writing and Numeracy. NAPLAN data also shows that over the last three years the percentage of students achieving in the top two bands is steadily growing. In Reading, Writing and Numeracy NAPLAN results there is an upward trend in student achievement data in Year 3 and Year 5 with all areas at or above state averages except for Year 3 numeracy. Our value-add data for K-2 is excelling, 3-6 is excelling and 5-7 is delivering.	Funding Sources: <ul style="list-style-type: none">• Aboriginal background loading (\$7400.00)• Integration funding support (\$91000.00)

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

Evaluation	Funds Expended (Resources)
The consistent school-wide approach to behaviour management has resulted in minimal disruption during lesson time. The Tell Them From Me survey shows 92%(2019) 85% (2020) of year 4,5 and 6 students state that they do not get into trouble at school. The school is performing significantly higher than NSW government norms for effective learning time, relevance and rigour of classroom activities in the Tell Them From Me surveys.	



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$7810	PLPs implemented and evaluated. SLSO support as required.
English language proficiency	\$ 336,152	Includes 2 full time teaching positions plus \$51,753 in flexible funding which was used to support class teachers and target EALD students. 100% of programs are differentiated to support EALD learners. SLSOs were used to assist students as required. This program resulted in an improvement in literacy and numeracy outcomes as evidenced by NAPLAN results and internal school data.
Low level adjustment for disability	\$192,163	Includes 1.2 full time teaching position plus \$60,903 in flexible funding used to employ 5 SLSOs to target specific student need. Results in Mini Lit and Multi Lit show these programs are having a high impact on student learning.
Quality Teaching, Successful Students (QTSS)	\$92,320	Additional teacher support allows time for grade and stage collaboration in planning, programming and assessment. This has resulted in the development of quality, targeted teaching programs and effective data driven teaching practice. This has led to a significant increase in student results in literacy as evidenced by NAPLAN and internal school data.
Socio-economic background	\$290,338	4 Assistant Principals work as instructional leaders across 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 evidence by school data, PLAN data and NAPLAN data.
Targeted student support for refugees and new arrivals	\$18,871	Targeted support by SLSOs and EALD teacher during online learning ensured these refugee students were able to access the help they needed to complete set activities.



Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	263	267	264	221
Girls	251	252	249	228

Student attendance profile

School				
Year	2017	2018	2019	2020
K	94.3	92.8	94.1	94.3
1	91.6	94.8	91.6	91.9
2	91.4	92.4	93	91.4
3	94.5	93.6	93.5	92.2
4	92.3	94.5	92.2	93.4
5	94.5	92.4	94	92.4
6	94.3	92.9	92.9	92.8
All Years	93.3	93.3	93	92.5
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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)	16.44
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	1.2
Teacher Librarian	1
Teacher ESL	2.6
School Counsellor	1
School Administration and Support Staff	4.78

*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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	785,396
Revenue	4,780,377
Appropriation	4,683,690
Sale of Goods and Services	39,947
Grants and contributions	51,592
Investment income	1,797
Other revenue	3,350
Expenses	-4,820,408
Employee related	-4,281,136
Operating expenses	-539,272
Surplus / deficit for the year	-40,031
Closing Balance	745,365

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.

	2020 Approved SBA (\$)
Targeted Total	110,779
Equity Total	826,463
Equity - Aboriginal	7,810
Equity - Socio-economic	290,338
Equity - Language	336,152
Equity - Disability	192,163
Base Total	3,353,129
Base - Per Capita	123,379
Base - Location	0
Base - Other	3,229,750
Other Total	386,422
Grand Total	4,676,792

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.

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.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.



Parent/caregiver, student, teacher satisfaction

The King Park school community are regularly surveyed to gauge satisfaction with our systems and processes. In 2020 parents were surveyed using the Tell Them From Me "Partners in Learning" survey. The 'Partners in Learning' Parent Survey is based on a comprehensive questionnaire covering several aspects of parents' perceptions of their children's experiences at home and school. The survey includes seven separate measures, which were scored on a ten-point scale. This report provides results based on data from 23 respondents in this school who completed the Parent Survey between 02 Sep 2020 and 09 Sep 2020.

1. Parents Feel Welcome - School Mean (NSW Govt Norm) - 7.2 (7.4)
2. Parents are Informed - School Mean (NSW Govt Norm) - 6.3 (6.6)
3. Parents support learning at home - School Mean (NSW Govt Norm) - 7.2 (6.3)
4. School supports learning - School Mean (NSW Govt Norm) - 7.0 (7.3)
5. School supports positive behaviour - School Mean (NSW Govt Norm) - 7.4 (7.7)
6. Safety at School - School Mean (NSW Govt Norm) - 6.9 (7.4)
7. Inclusive School - School Mean (NSW Govt Norm) - 6.4 (6.7)

Analysis of this data shows:

- Parents feel welcome - Fell by 0.1%, below NSW Govt norm on TTFM, but on school survey data (survey monkey) this was one of our highest scores.
- Parents Support Learning at home - Up 0.7% and above NSW gov norm
- Educational Aspiration - 91% of parents expect their child to complete year 12 , 78% parents expect their child to go to university. This indicates parents share high expectations for their children.
- Surveys showed that parents want greater communication on what students are learning in class



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.

