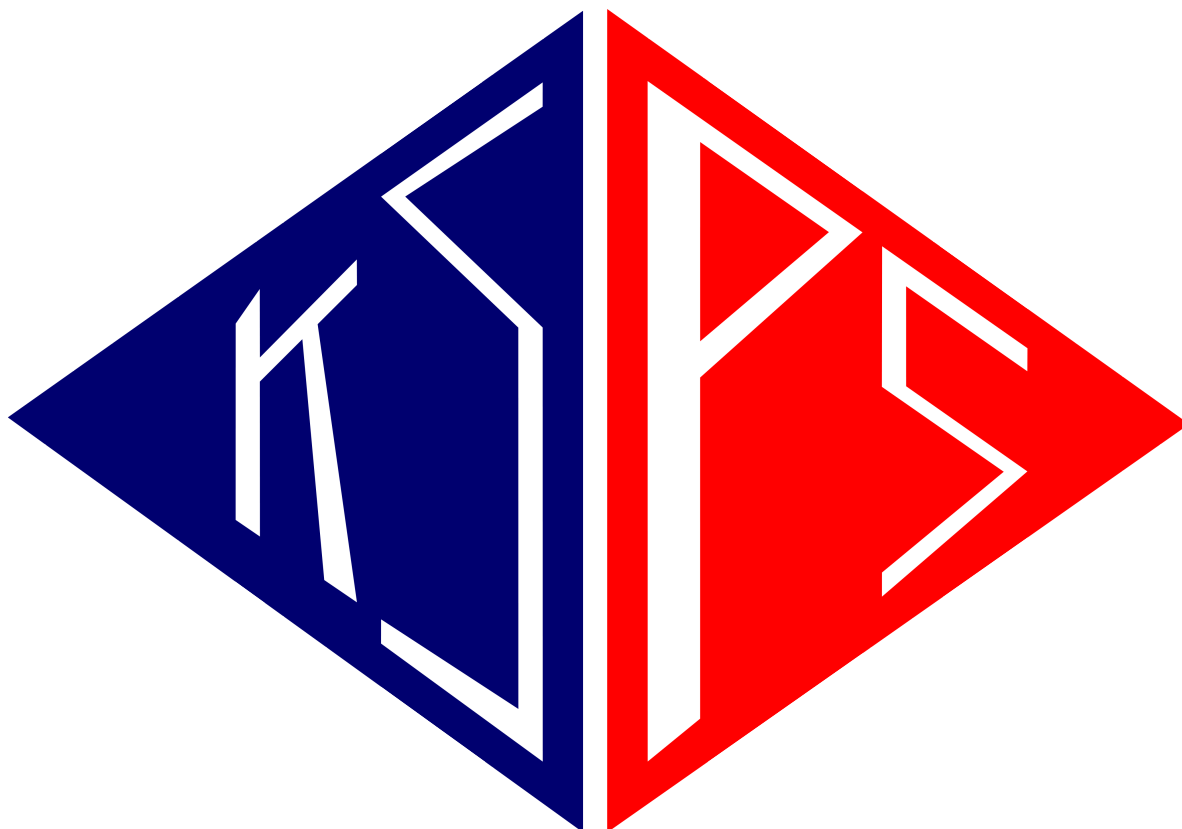


2020 Annual Report

King Street Public School



4514

Introduction

The Annual Report for 2020 is provided to the community of King Street 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 Street Public School
King St
Singleton, 2330
www.kingstreet-p.schools.nsw.edu.au
kingstreet-p.school@det.nsw.edu.au
6572 2281

Message from the principal

The year of 2020 provided the whole school community with one of strategic thinking, challenges and opportunities for future learning. A world wide pandemic in Covid 19 created a new age of learning online and increased value for teachers and the profession. Students, teachers and parents worked collaboratively and strategically to continue educational practices from home. King Street Public School teachers worked tirelessly in a short space of time to navigate Google Classroom. Learning packs were provided for families who were not up to date with the demands of technology including laptops and sufficient internet service. Our community are to be commended for their work ethic, support and dedication to the students of King Street Public School.

Student enrolments increased by 4% over the past twelve months which was very pleasing and ATSI enrolments held steady throughout the year.

In 2020, the Early Action for Success reform enabled a pleasing number of students in Kindergarten to Year Two to make significant gains in literacy and numeracy. Our staff continued to benefit from ongoing professional learning in utilising PLAN2 data, L3, embedding Visible Learning practices and teacher mentoring and classroom teaching support.

In 2020, the school congratulated Mr Phil Lindsell, on his appointed to the role as relieving Principal of Clarence Town Public School. This role has continued on throughout 2021.

King Street Public School prides its strong connection with the University of Melbourne and in 2020 became an institutional member of the Positive Education Schools Association (PESA) with its consistent focus on visible wellbeing initiatives. The staff consolidated their training delivered by Professor Lea Waters and her qualified team from the University of Melbourne around the SEARCH Wellbeing framework and the teachers continue to lead and support the Singleton Learning Community with their implementation of the Visible Wellbeing initiative.

The Positive Behaviour for Learning program continues to embed the values of being Kind, Safe, Proud and Supportive in our school wide processes for student welfare and quality learning. The school continues to use Sentral data to evaluate its processes and uses these outcomes to drive improvement in the classroom and the playground. The school has shown a significant decrease in negative incidents from 2017 through to the end of 2020 and an increase in students receiving Tawny Badges, the school's highest accolade.

King Street Public School technology program, had a significant upgrade with all teachers being provided laptops to be able to complete their work from home and connect with students, teachers and families online. All laptops came with a camera to ensure ease when video conferencing and completing online professional learning activities.

A key area of implementation for 2020, was the introduction of our music program. King Street Public School purchased a large keyboard lab and ukuleles, so all students can learn to read and play music from Kindergarten through to Year 6. This program started in Term 3 and will continue to expand into 2021.

I certify that the information provided in this report is the result of a rigorous school self-assessment and review process

undertaken with staff and parents and provides a balanced and genuine account of the school's achievements and areas for development.



School vision

King Street Public School is committed to creating a positive learning culture with an emphasis on high expectations, excellence and the wellbeing of all students. Our classrooms resemble an engaging and challenging learning environment where all students are striving to give their best always. The school will continue to promote the core values of being Kind, Safe, Proud and Supportive.

School context

King Street Public School is situated in the township of Singleton within the southern sector of the town. We have 362 students attending, with 18% identifying Aboriginal. Our students come from a diverse range of social and economic backgrounds. Our committed and dedicated staff reflects a mixture of experienced and developing teachers working within our school.

King Street Public School strives to be recognised as a school that sets the standard in education and professional excellence. We continue to build the skills and knowledge of our teachers through ongoing Professional Learning which make strong links with the Professional Standards for teachers and leaders.

The Early Action for Success program has enabled professional development for staff in literacy and numeracy and a rigorous accountability of data collection and analysis.

King Street Public School was accepted into the Positive Education Schools Association due to its work with the University of Melbourne and the Visible Wellbeing initiative that included all Upper Hunter schools in both private and public sectors. The teachers are trained in the SEARCH model that was developed by Professor Lea Waters.

As a Positive Behaviour for Learning school our values of being 'Kind, Safe, Proud & Supportive' are embedded in programs, practices and relationships.



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	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Delivering
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	Excelling
LEADING: Management practices and processes	Excelling

Strategic Direction 1

Visible Learning

Purpose

King Street Public School will inspire lifelong learners by embedding evidenced based practice and explicit quality teaching, which is built on the foundation of engagement, targeted learning, reflection and feedback.

Improvement Measures

A minimum of 80% of students demonstrating expected growth per semester in Writing. Plan data 2017/18.

A minimum of 80% of students demonstrating expected growth per semester in Number Sense. Plan data 2017/18.

All students set explicit learning goals (relevant to each child's needs) and identify the specific thinking strategies required to achieve them. Teachers provide feedback to support specific learning intentions.

Progress towards achieving improvement measures

Process 1: Professional Learning for teachers in Visible Learning that will provide a shared understanding of learning goals and intentions.

Using success criteria and explicit teaching as the main practice and providing explicit and timely feedback to students

Utilise best practice teaching methods to implement high quality lesson delivery in literacy and numeracy.

Build the capacity of teachers to implement engaging units with a technology and STEM focus.

Evaluation	Funds Expended (Resources)
<p>One Instructional Leader visited three local schools to support their teachers and effective teaching of Mathematics as part of Mathematics within the Singleton Learning Community. All visits were positively received and supported each school appropriate to their learning needs of staff and students.</p> <p>Instructional Leader annual conference revised current projects around literacy, numeracy and evidence based school planning (situation analysis). Instructional Leaders reported to executive staff.</p> <p>Staff Professional Learning was evaluated in preparation for 2021. Many Professional Learning sessions were modified and conducted online or via readings, due to COVID-19 restrictions.</p> <p>K-2 Intervention continued for 21 at risk students and 18 students supported by Learning and Support teachers. 24 x Kindergarten students, 9 x Year 1 and 9 x Year 2 students have now been identified as 'at grade level'. K-2 intervention in 2021 will support 24 students and 7 LST students.</p> <p>Three Kindergarten students completed Oral Language Lessons with an SLSO. Pleasing results were noticed, particularly in an 'increase in content knowledge' and 'complex descriptive sentences'. Another group of four students started the program.</p> <p>Primary Writing and Mathematics Extension continued. Students have demonstrated an enthusiastic response and pleasing growth. There have</p>	<p>1 x Casual for evaluation day.</p> <p>L3 teachers - whole day casual x 2</p>

Progress towards achieving improvement measures

been less disruptions in Term 4.

Reports have been distributed to parents. Parents have been notified that parent-teacher information discussions will be able to occur in Week 10 if parents wish to do so.

Transition Practices for 2021 have occurred.

- Kindergarten transition day occurred, whereby students spent the day at King Street Public School with 2021 Teachers. This will continue with 6 transition days at the beginning of 2021.
- Year 6 students spent a transition day at Singleton High School, whereby they were placed in 2021 class groups and complete high school subject activities. Students requiring additional support with high school transitions have had extra sessions where they have met the Year Advisor or attended the special education unit.
- Transition folders were compiled for all King Street Public School students attending in 2021 and 'speed dating' sessions were a buzz of conversation for teachers to discuss and share information about their class next year.
- Students requiring additional support with in-school transitions were supported by an SLSO to spend sessions with their new teacher for 2021 in a new context.

AMSI Coaching and Mentoring team worked with Stage 1 Teachers at King Street Public School. An Action Research Project was completed. A School Mathematics Plan was developed and was implemented with teaching staff. Reflection and results were collated and reported to AMSI.

Mentoring a Stage 1 staff member in leadership/coaching/ data analysis has continued. Due to COVID-19 the grammar project will be implemented in Term 1 2021.

Visible Learning practices continued to be implemented within classrooms in-line with the Quality Learning Environments document to be used as a guide. The Visible Learning survey was repeated for teaching staff in December.

Staff attended several Professional Learning sessions and have continued to plan for the School Excellence in Action Framework.

Tell them from me surveys were evaluated and used to inform future directions. These results were analysed and discussed at an executive meeting and results are being used by Strategic Direction Teams.

Next Steps

Reading and Numeracy will be the school's main target areas for 2021, in accordance with the Premier's Priorities.

Key initiatives for 2021 and beyond will include the ongoing professional learning of Visible Learning practices across the whole school.

Assessment and Reporting will have a sustained focus for 2021 and beyond. This will include assessment guidelines, procedures and implementation of a whole school scope and sequence. Reporting procedures will be analysed and a stronger focus on Student/Teacher/Parent conferencing in the evaluation of the semester report.



Strategic Direction 2

Visible Wellbeing

Purpose

The King Street Public School community believes that the positive wellbeing of all individuals is central to creating successful, thriving citizens.

Improvement Measures

PBL - SET data displays 100% in all areas and journey of PBL 2018-2020 (Photo Story)

Positive Education - Increasing number of staff, students and the community actively involved in and leading wellbeing throughout the school - Journey of Visible Wellbeing (Photo Story)

Decrease of classroom & playground negative incidents by 20% as recorded in Wellbeing data (Sentral) - comparing 2017 Sentral data

Progress towards achieving improvement measures

Process 1: PBL team to analyse data to inform key initiatives and practices throughout the school.

Professional Learning for teachers in Visible Wellbeing that focus on the SEARCH framework to enhance staff and student wellbeing and engagement.

Evaluation	Funds Expended (Resources)
<p>Additional planned signage has been installed with plans underway for the installation of Strength Pencils</p> <p>Admin/Visitor's carpark has been established to ensure safety of staff, by providing off-street parking for all staff</p> <p>Our Kindergarten Transition Day enabled 2021 enrolled students to visit our school until lunchtime and provided them with an insight into our school, as well as meet prospective staff and gauge daily routines.</p> <p>End-of-Year Strengths Concert online was produced and uploaded with classes providing creative arts-based activities for our parents and carers</p> <p>PBL data continues to show a reduction in both minor and major incidences, particularly in the playground compared to previous years which demonstrates many of our key initiatives are working successfully in PBL, Visible Wellbeing, Positive Education and Strengths-based activities.</p> <p>Strategic Direction 2 Visible Wellbeing Team presented a Powerpoint/photo story to staff in Term 4. Team members were relieved for the day and took photographs, viewed and analysed data, compiled information and graphs to support the presentation.</p>	<p>Signage</p> <p>Painting of lines in both carparks</p> <p>Employment of casual teachers to relieve Kindergarten staff</p> <p>Video, costumes, music, play equipment, casual staff to relieve staff members videoing performances and compiling presentation to staff</p>

Next Steps

Attendance data will be analysed and evaluated on a weekly basis to ensure King Street Public School meets the attendance target.

King Street Public School will continue to evaluate the Tell Them From Me and People Matters surveys to ensure that student and teacher wellbeing is heard and acted upon.

King Street Public School will continue to work closely with the University of Melbourne to implement the SEARCH Framework into classroom and school practices. The school will lead the Singleton Learning Community throughout their training and offer any support to principals and schools.

Other future directions were established that included: the creation of an obstacle course in the playground for students and staff, community kitchen, full-sized rugby league/soccer field, PBL Set undertaken by an external validator, creation of a Student Parliament and the continuation of analysing data to inform practice.



Strategic Direction 3

Visible Community

Purpose

King Street Public School promotes high expectations through committed connections and collaboration with its community by developing strong partnerships and maximising excellence.

Improvement Measures

Increased number of positive responses captured in wellbeing surveys i.e. components of the TTFM survey and social media sites.

Increased opportunities, participation and engagement of parent/caregivers to participate in school based curriculum and extra-curricular activities. (2017 TTFM)

Creating stronger partnerships with the AECG and the Aboriginal community through strategic planning and the delivery of Aboriginal Culture throughout the school.

Progress towards achieving improvement measures

Process 1: Establish and embed the PaTCH program within the school. Regular number of parents attend workshops and are visible in classrooms.

Invite parents and the wider community into our school community to:

Engage in literacy and numeracy workshops;

Provide feedback on specialised programs;

Participate in specialised parent workshops

Annual planning and implementation of activities with all stakeholders re Aboriginal Education at KSPS.

Evaluation	Funds Expended (Resources)
<p>Presentation Assembly was held on the 4th of December. Assembly was run in line with school Covid-19 safe plan. Awards were presented to students in stage groupings and after each stages awards were handed out, guests were asked to leave so a new group could enter. All award winners were photographed and this was communicated to the community through the school Facebook page.</p> <p>Sports Assembly was held 27th November. All students attended under Covid-19 guidelines. Ceremony was filmed for parents and carers.</p> <p>TTFM Survey results was reviewed by executive staff and is currently being used to inform future School Plan and Directions. 77% of parents surveyed stated that they had communicated with their child's teacher more than twice during the year.</p> <p>With the delivery of student reports, parents and carers have been offered Zoom or Phone Call Parent/Teacher Interviews regarding student progress. This has been offered via a note accompanying the school report, through the 'From the Principals Desk' online communication delivered through the schools Facebook site, and via the school website.</p>	<p>RFF during Week 10 for teachers to complete planned Parent/Teacher communication.</p> <p>RFF during Wednesday 9th December, week 9 for Strategic Direction 3 staff to analyse TTFM survey results.</p>

Progress towards achieving improvement measures

Students attended presentation for NAIDOC Week art project, accompanied by the schools AEO, principal and head of the Aboriginal Education committee.

Aboriginal Education Community Consultancy Group had it's first meeting which was highly successful. Meeting was attended by school AEO Pauline Mitchell, Principal Jonathan Russell, parent representative Justin Burgess, President of the Singleton AECG Jo Vincent, local Aboriginal Elder uncle Warren Taggart and 8 student representatives spanning from grade two to five.

Next Steps

Aboriginal Education will be a focus within the next School Improvement Plan and key areas will include to drive improved student outcomes in Reading and Numeracy.

King Street Public School will have a focus on the physical, human and teaching resources throughout the school for 2021 and beyond. This will create opportunities and provide students with outstanding facilities to ensure they have the best start to their schooling journey.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Aboriginal Education Officer School Learning Support Officer (Stage 3) Yarning Circle	The employment of our Aboriginal Education Officer has assisted and promoted Aboriginal Culture throughout the school. The AEO supported students, teachers and families in the classroom building a stronger sense of belonging and assisted with the medical needs of students throughout the year. The implementation of our Yarning Circle has created a spiritual space for our indigenous students and given all students a strong sense of belonging.
English language proficiency	Classroom Teacher	The funds were used to ease the student numbers in the Stage 2 classrooms to be well below 30 students.
Low level adjustment for disability	P-2 Learning and Support Teacher - 0.5 3-7 Learning and Support Teacher - 1.0 16th Classroom Teacher in Stage 2	The P-2 and 3-7 Learning and Support roles are important to King Street Public School. Both roles create strong supports for our students and families in their transition to and from school. Both roles identify the support needs that are available to assist the students and teachers in developing positive outcomes in all areas of academic and wellbeing needs. These roles will continue through 2021.
Quality Teaching, Successful Students (QTSS)	0.3 Classroom Teacher (Stage 2) 0.3 Classroom Teacher (Stage 1)	The Assistant Principals in Stage 1 and Stage 2 were allocated additional release time due to the Stage 3 Assistant Principal currently being in a Wellbeing role off class. Specific roles were placed on the Assistant Principal's during their additional time including wellbeing and accreditation for teacher roles.
Socio-economic background	Classroom Teacher employed for Assistant Principal Wellbeing position PDHPE Teacher Music Teacher (0.4) Infants Intervention Classroom Teacher (0.6) Instructional Leader Deputy Principal Keyboards and Ukuleles Casual Classroom Teacher costs for Kindergarten Transition program Speaker upgrade Data Projector and electrical upgrades in the hall	Assistant Principal Wellbeing, PDHPE Teacher, Instructional Leader and Interventionist Teacher have all been running their programs for more than three years and are embedded into the programs that King Street Public School has to offer. The Music program was a new initiative during 2020 and our Music Teacher implemented the keyboard and ukulele program into the school which was very successful and engaging for students. Due to Covid 19, the Kindergarten Transition program was implemented virtually and through home packs. Videos were designed to engage the new students and their families to our school. Upgrades to the hall and speaker system were well overdue and have been well received by the whole school community.
Support for beginning teachers	Casual Teacher costs and relief	All of the school's Beginning Teachers were allocated their allotted time to take their Release from Face to Face to ensure they followed the Beginning Teacher Release policy. An Assistant Principal Beginning

Support for beginning teachers

Casual Teacher costs and relief

Teacher Support was employed to work with the Beginning Teachers in the classroom, through the accreditation process and on their programs.



Student information

Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	168	178	171	182
Girls	196	187	189	195

Over past twelve months, student enrolments have increased by almost 2%. The school is building on its reputation for sustaining strong literacy and numeracy programs as part of the Early Action for Success reform and its strong focus on wellbeing programs within the school. The three large public schools in Singleton are enforcing the zoning regulations so that our school can continue to build into the future.

Student attendance profile

School				
Year	2017	2018	2019	2020
K	93.6	91.5	93.3	95.1
1	91.1	92.8	91.3	92.9
2	91.2	92.2	91.4	93.1
3	91.8	90.3	90.9	94.1
4	91.2	89.8	91.3	92
5	92	89	87.1	93.6
6	91.1	90.9	87.3	91.5
All Years	91.7	90.9	90.3	93.2
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.

King Street Public School has an Assistant Principal (Well-being) assigned to the monitoring of attendance. The Assistant Principal works closely with the district Home School Liaison Officer to monitor and pursue regular cases of absenteeism. In 2020, the school reviewed its attendance policy and was extremely proactive in making contact with

families to ensure students were attending school. As a matter of urgency, procedures were put in place for habitual lateness which has improved the attendance data and has reduced workload of administration staff. However, due to the Covid 19 pandemic, it was at times difficult to monitor student attendance from home. Attendance increased by nearly 3% from 2019 to 2020.

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)	3
Classroom Teacher(s)	13.83
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	1.5
Teacher Librarian	0.8
School Counsellor	1
School Administration and Support Staff	3.22

*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.

All staff completed mandatory Professional Learning (PL) in Cardio-Pulmonary Resuscitation (CPR), Child Protection,

Code of Conduct and Anaphylaxis training and e-Learning modules during Terms 1 and 2. All staff participated in ongoing professional learning in Literacy and Numeracy in stage teams. This allowed for teachers to be more focused on their individual stages rather than at a whole school level. Our infants staff continue ongoing external training and observations in the L3 program. The success of the Learning Progressions saw all staff receive ongoing training in the input and analysis of PLAN2 data. Most of the professional learning throughout 2020 was linked to the 2018-2020 School Plan and the Early Action for Success reforms. In 2020, there were three staff members who achieved accreditation at the Proficient Level. A number of others, including five beginning teachers, are working towards the Board of Studies Teaching and Education Standards (BoSTES) accreditation at Proficient Level. All beginning teachers at our school are supported by an Assistant Principal mentor. The school provides professional learning opportunities to assist beginning teachers to complete their accreditation. Other professional learning opportunities for staff in 2020 included Visible Learning, Geography/History syllabus, Google Classroom, NCCD harvest and the implementation of the keyboard lab.



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	597,720
Revenue	4,694,555
Appropriation	4,660,573
Sale of Goods and Services	5,140
Grants and contributions	28,687
Investment income	154
Expenses	-4,699,462
Employee related	-4,213,217
Operating expenses	-486,245
Surplus / deficit for the year	-4,907
Closing Balance	592,813

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	318,953
Equity Total	983,320
Equity - Aboriginal	113,454
Equity - Socio-economic	613,736
Equity - Language	7,298
Equity - Disability	248,832
Base Total	2,695,021
Base - Per Capita	86,582
Base - Location	5,116
Base - Other	2,603,324
Other Total	532,587
Grand Total	4,529,881

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

Each year schools are required to seek opinions of parents, students and teachers about the school. In 2020 the school participated in the Tell Them From Me and the People Matters survey with the following results:

TTFM - Student

Positive Relationships

2019 -78%; 2020 - 85%

Positive Behaviour at School

2019 - 80%; 2020 - 81%

Positive Learning Climate

2019 - 6.4; 2020 - 6.5

TTFM - Parent

Parents are informed

2019 - 7.0; 2020 - 7.2 (NSW Govt Norm - 6.6)

School Supports Positive Behaviour

2019 - 7.8; 2020 - 8.0 (NSW Govt Norm - 7.7)

School Supports Learning

2019 - 7.8; 2020 - 7.7 (NSW Govt Norm - 7.3)

TTFM - Teacher

Leadership

2019 - 7.1; 2020 - 7.2 (NSW Govt Norm - 7.1)

Learning Culture

2019 - 8.0; 2020 - 8.0 (NSW Govt Norm - 8.0)

Quality Feedback

2019 - 6.9; 2020 - 7.1 (NSW Govt Norm - 7.3)

People Matters - Positives - Action on Results - 83% (Up 42%)

Job Satisfaction

2019 - 80%; 2020 - 87%

Risk and Innovation

2019 - 84%; 2020 - 88%

Customer Service

2019 - 78%; 2020 - 87%

People Matters - Areas for Improvement

Flexible working satisfaction

2019 - 49%; 2020 - 53%

Feedback and Performance Management

2019 - 59%; 2020 - 69%

Role Clarity and Support

2019 - 70%; 2020 - 70%



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.

Our Aboriginal Education Officer was employed to support the students, teachers and families of King Street Public School. The AEO provided external services for many of our families to access and the position has been well supported across the whole school community. NAIDOC Day celebrations had a different look due to Covid 19 pandemic however students engaged in many workshops and an online visit from performer Sean Chullburra. The Yarning Circle was established in the back playground and was installed by the students and staff of King Street public School.

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.

Two staff members during 2020 are trained as Anti-Racist Contact Officers. The school is committed to the elimination of racist discrimination through our school's curriculum, policies and working environment. Student participation in school and community Anzac Day Services and Remembrance Day Services supported the development of a historical and ethical perspective of world events.

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.

Students participated in a number of multicultural education programs in Human Society and Its Environment, Personal Development and Literacy helping to develop the skills of tolerance and acceptance and how to build and maintain respectful relationships within the community. Students learn how different cultures and religions contribute to the Australian identity and the need for compassion, tolerance and respect. Our school participated in "Bullying No Way" day during Term 1. Students engaged in lessons and designed posters to display in their rooms.