

2021 Annual Report

Kingstown Public School



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Introduction

The Annual Report for 2021 is provided to the community of Kingstown 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 Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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School vision

At Kingstown Public School new initiatives will continue to build capacity to develop an innovative, productive and collaborative school environment in which self-regulation, successful learning, leadership and respect are fostered.

Quality teachers will promote a high expectation teaching and learning culture and regularly reflect on the impact of their practice in their pursuit of teaching excellence and improved student outcomes. Evaluative thinking will drive ongoing school improvement.

Data driven practices will inform teaching and learning programs. Students will know what they need to learn and continually set learning goals to maximise their achievement.

Problem Based Learning will build an integrated approach to quality teaching, support a high expectations framework and enhance curriculum and delivery. It will challenge students to be inquisitive, think deeply and develop their capacity to learn and solve problems beyond the classroom.

Students will become increasingly informed and connected to their local area and collaborate with experts in the wider community. They will care about their environment and develop their awareness of sustainable practices to preserve it.

Parents, school and the wider community will work together to develop strong, student centered partnerships which support student well-being and learning success in a caring, safe environment.

School context

Kingstown Public School is located in a rural setting in the Northern Tablelands of NSW, near the towns of Uralla and Bundarra and 66 kilometres west of Armidale. We have a current enrolment of eleven students with six students in the Year 4-6 class and five students in the K-3 class.

Student well-being and the continuous improvement of student learning outcomes are the central focus of all school business. A culture of high expectations in both behavioural and academic realms is evident across the school.

Kingstown Public School encourages positive and open interactions with parents and students and is committed to providing a supportive, collaborative school environment in which self-regulation, successful learning, leadership and respect are fostered.

We aim to empower every student to reach their full potential and be provided with opportunities to connect, succeed and thrive. All students will be supported to develop themselves as learners through a whole school focus on visible learning, goal setting, self-reflection and explicit feedback practices.

Based on the outcome of our Situational Analysis, planning, programming, assessment and using data for teaching and learning, are areas of ongoing improvement. We have determined we need to continue to develop our formative and summative assessment practices with the increased use of PLAN2 and the Learning Progression Tool across stages, to inform student learning goals and track progress towards their achievement. Personalised Learning Plans (PLP's) will be used for each student, to promote learning and well-being growth. Clear processes will be put in place to support students with additional needs and teachers will continually evaluate the effectiveness of their teaching practices.

There will be a focus on ensuring teaching and learning programs are engaging and explicit.

Project based learning units will enhance curriculum provision and promote a high expectation framework for learning.

The Quality Teaching elements will be evident in daily lessons and the Quality Teaching Observation Rounds will enable collaboration and feedback opportunities between teachers to improve student learning outcomes and embed a high expectation teaching and learning culture.

Tell Them From Me surveys (TTFM) will provide an ongoing data set pertaining to student voice and community perceptions and expectations around well-being and engagement. Engagement with the well-being Framework Self Assessment Tool will identify focus areas in developing whole school processes to support every student being known, valued and cared for.

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 and participated in an external validation. 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 Strategic Improvement Plan and annual report. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation process will assist the school to refine our Strategic Improvement 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	2021 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Excelling
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	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

In the 2021 School Validation Process, the element of School Planning and Implementation was assessed by the validation panel as Sustaining and Growing.

Strategic Direction 1: Student growth and attainment

Purpose

Data skills and use:

Student assessment data is regularly used school wide to identify student achievements and progress, in order to reflect on teaching effectiveness and inform future school directions.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Initiative 1: Data skills and use

Resources allocated to this strategic direction

Socio-economic background: \$9,276.96

Aboriginal background: \$4,795.64

Low level adjustment for disability: \$13,964.94

COVID ILSP: \$11,212.00

QTSS release: \$1,232.60

Professional learning: \$3,000.00

Location: \$10,000.00

School support allocation (principal support): \$13,604.80

Literacy and numeracy: \$1,041.78

Summary of progress

2021 Internal and external data (NAPLAN, Check-in Assessments) have evidenced significant improvement and growth in reading. Year Three and Year Five students achieved in the top two skill bands in 2021 NAPLAN Reading and all Year Four students results were well above State and SSSG in the 2021 Term 2 and Term 4 Reading Check-in Assessments. Our Aboriginal students achieved in the top skill bands in both external assessments. Reading improvement was promoted as the shared responsibility of all staff in all key learning areas. Feedback from staff indicated a consistent and school wide understanding of evidence-based instruction and assessment in reading, using syllabus outcomes, national learning progressions and check-in assessment data to identify, plan and track student progress, positively impacted these results. The use of literacy and learning progressions has supported teacher understanding of observable behaviours that align to syllabus outcomes, ensuring consistent teacher judgement. The PLAN2 Area of Focus Tool was successfully used to target and differentiate student learning and plan for explicit teaching. This approach to whole school improvement of practice in reading has led to measurable student growth and improvement.

This year's External Validation and Self-Assessment Process against the School Excellence Framework showed Kingstown School performing at Excelling in the element of Effective Classroom Practice and Sustaining and Growing in the elements of Data Skills and Use and Assessment.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
SEF Data skills and use - Sustaining and Growing Assessment - Sustaining and Growing Effective Classroom Practice- Sustaining and Growing	<ul style="list-style-type: none">• Self-assessment against the School Excellence Framework shows the school currently performing at Excelling in the element of Effective Classroom Practice supported in the 2021 External Validation process.• Self-assessment against the School Excellence Framework shows the school currently performing at Sustaining and Growing in the elements of Data Skills and Use and Assessment, supported in the 2021 External Validation process.
Progressions	<ul style="list-style-type: none">• Teacher records indicate 100% of students regularly utilising feedback in

<ul style="list-style-type: none"> • All students achieve or exceed expected growth in Literacy and Numeracy using the literacy and numeracy progressions, PLAN2 data and syllabus indicators • Teaching Sprints, consistent with learning intentions, have become a common practice and used twice a term • Learning progression achievement informs student learning goals and teaching effectiveness • Students know where they are and where to next. • Progress toward goals is monitored through collection of of quality, valid and reliable data and pre and post assessment samples. 	<p>literacy (Reading) to set explicit learning goals, informed by Learning Progressions to improve their learning outcomes.</p> <ul style="list-style-type: none"> • Regular teaching sprints and the implementation of the Area of Focus Tool have positively impacted student achievement and improved results in the focus areas of reading in 2021. • This is evidenced in Term 2 2021 Check-in Assessment achievement data and Year Three and Year Five 2021 NAPLAN results with all students results well above SSSG and State results in Reading. • 75% Aboriginal student results in NAPLAN and the Check-in Assessments were in the top two bands in Reading • Term 4 Check-in Assessments and Learning Progression data will inform teaching and learning programs for recently (Term 4) enrolled students in Reading and Numeracy and also students whose results have declined from Term 2 to Term 4.
<p>Progressive Achievement Tests</p> <ul style="list-style-type: none"> • Every student shows a minimum growth of 10 points from commencement to end of year in Reading and Numeracy Year 2-6 	<p>Progressive Achievement Test was replaced with Term 4 Check-in assessment.</p>
<p>NAPLAN top two bands</p> <ul style="list-style-type: none"> • System negotiated small school targets exceed lower bound for Year Three and Year Five Students in Numeracy and Reading 	<p>2021 NAPLAN Results</p> <ul style="list-style-type: none"> • Two students sat 2021 NAPLAN. Both achieved in the top two bands in Reading, with scores significantly above State and SSSG. In numeracy, both student were above the score for SSSG. • School achievement results in Reading met the Upper Bound of Small Schools Targets, and showed positive progress towards the upper bound in Numeracy. <p>2021 Term 2 Check-in Assessment Year 4 Cohort</p> <p>All Year Four students achieved equal to all schools and significantly above State and SSSG scores in Reading and Numeracy in the Term 2, 2021 Check-in Assessments, with 100% achieving in top two bands compared to 80% in 2020. The cohort data in Reading and Numeracy demonstrated good growth from 2019, with all students achieving above State and SSSG in Numeracy and most students achieving above State and SSSG in Reading.</p> <p>2021 Term 4 Check-in Assessment results for this cohort in Reading and Numeracy, reflected a continuation of strong results in Numeracy.</p> <p>Most of the new student enrolments in Term 4 participated in the 2021, Term 4 Check-in Assessments. The Check in assessments provided teachers with baseline data for these incoming students and reflected the need for targeted programs in both Reading and Numeracy.</p>
<p>NAPLAN Value-Add</p> <ul style="list-style-type: none"> • Sustaining and Growing K-3, 3-5, 5-7 	<p>Self-assessment against the School Excellence Framework and participation in the External Validation process shows that Kingstown Public School is currently performing at Delivering for K-2 and Sustaining and Growing for Years 3-5 in the element of NAPLAN Value-Add.</p>

Strategic Direction 2: High Expectations Teaching and Learning Culture

Purpose

High Expectations Teaching and Learning Culture

Teachers are critical in ensuring excellence in teaching and learning in every classroom.

School Excellence Framework states:

In schools that excel teachers demonstrate responsibility for improving their teaching practice in order to improve student learning outcomes. Student learning is underpinned by high quality teaching.

In schools that excel there are explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers. Processes are in place to evaluate, refine and scale success. This drives and sustains school wide improvement in teaching practice and student results.

In schools that excel the school's curriculum provision supports a high expectations framework for student learning.

Authentic learning opportunities enhance curriculum provision and actively engage and challenge students to question, think deeply, problem solve and make connections beyond the classroom.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Collaborative Practice and Feedback
- Curriculum Provision

Resources allocated to this strategic direction

Socio-economic background: \$9,277.00

Aboriginal background: \$4,795.00

Low level adjustment for disability: \$13,965.00

Location: \$2,409.64

Literacy and numeracy: \$1,235.41

Professional learning: \$1,428.20

QTSS release: \$1,234.00

Per capita: \$3,451.24

Summary of progress

Collaborative Practice and Feedback: Quality Teaching Rounds

Two of the four Quality Teaching Rounds planned for this year took place, due to Covid -19. The two rounds at Kingstown School were successful in facilitating collaborative and collegial approaches around whole school improvement of Stage Two Reading. Teachers analysed and refined their practice in reading to ensure the most effective evidence-based teaching methods are being used, optimising learning for all students. The quality of teaching in reading has improved in line with the Quality Teaching Model (QTM). Year Three, Four and Five 2021 external assessment results in reading were well above State and SSSG and in the top two skill bands of NAPLAN.

The 2021 External Validation process validated Kingstown School as Excelling in the elements of Learning Culture (High Expectations) and Effective Classroom Practice. Quality Teaching Rounds are planned for 2022-2023, with a continued focus on Numeracy.

Curriculum Provision: Project-Based learning

Students commenced the Project-Based Learning initiative, developing their driving question around the endangered Bell's Turtle. The disruption to face to face learning and inability to plan experiences with external agencies on the river site, has delayed this project to 2022.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<p>SEF</p> <p>Learning and Development- Sustaining and Growing</p> <p>Effective Classroom Practice- Sustaining and Growing</p> <p>Professional Standards -Sustaining and Growing</p> <p>Curriculum- Sustaining and Growing</p>	<p>Self-assessment against the School Excellence Framework and participation in the External Validation process shows Kingstown Public School currently performing at Excelling in the elements of Effective Classroom Practice and Learning Culture (High Expectations) and Sustaining and Growing in the elements of Learning and Development, Professional Standards and Curriculum.</p>
<p>Collaborative Practice and Feedback/Quality Teaching Model Rounds</p> <ul style="list-style-type: none"> • All staff to complete the QTR Teacher Survey and set individual goals for improvement. • Delivery of PL sessions builds understanding of the QT Model (classroom and assessment practice). • All teachers in the PLC participate in the Quality Teaching Rounds and teach at least one lesson with a focus on teaching 'regular' lessons in Reading and Viewing Stage 2/3 • The Quality Teaching Model provides an explicit framework to assist teachers to focus and reflect on the quality of their practice. • Teachers develop capacity in coding lessons against the Quality Elements • Teaching units and overviews implement QTM • Teacher surveys indicate impact of rounds on changes to teaching and programs • Learning is connected and meaningful to students and high student engagement is evident in lessons 	<p>A delay in implementing all Quality Teaching Rounds across two alliance schools in Terms 3 and 4 have required the third and fourth rounds to be postponed to 2023. To date there has been two members of staff from Kingstown School who were able to fulfil this progress measure.</p> <p>All teachers at Kingstown have embedded the Quality Teaching elements into their planning and teaching of reading to improve student outcomes.</p> <p>The impact of the rounds on the teaching and learning culture of Kingstown School was significant, evidenced in teacher surveys, observed lessons, programs and class walls. Using the four critical quality questions, learning is more connected and meaningful to students with higher student engagement evident across lessons. All teachers are now developing on-going expertise in evidence-based teaching practices and a shared vision of what constitutes <i>quality</i> in the teaching of reading.</p>
<p>Curriculum Provision: Problem Based Learning is aligned with the elements of the Quality Teaching Framework Model.</p> <ul style="list-style-type: none"> • Students are explicitly taught the problem solving and design process and together build capacity in critical and creative thinking • Scaffolded Critical and Creative Thinking Journals support teachers and students through the Design Thinking Process to Fact Find, Generate Ideas, Judge Ideas, Plan, Produce and Reflect • Students and teachers identify an authentic challenge around sustainability; collaboratively write a problem statement; develop a driving question and action plan to advocate 	<p>A delay in implementing initiatives in Term 3 and Term 4 have required this work to be postponed to 2022. To date there has been only an initial introduction to the project and Problem-Based Learning initiative.</p>

change; seek outside expertise and create a product to present to present to the wider community. They reflect on its impact and seek feedback

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$18,553.96</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Kingstown Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Initiative 1: Data skills and use • Collaborative Practice and Feedback <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to support identified students with additional needs. <p>The allocation of this funding has resulted in: a second teacher being employed.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue supporting smaller class sizes which enables more personalised support for all students.</p>
<p>Aboriginal background</p> <p>\$9,590.64</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Kingstown Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Initiative 1: Data skills and use • Collaborative Practice and Feedback <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support literacy and numeracy programs. <p>The allocation of this funding has resulted in: Aboriginal students achieving in top two bands in 2021 NAPLAN and Term 2 and Term 4 Check-in Assessments in Reading and Numeracy.</p> <p>After evaluation, the next steps to support our students with this funding will be: to provide individualised support for Aboriginal students in reading and comprehension.</p>
<p>Low level adjustment for disability</p> <p>\$27,929.94</p>	<p>Low level adjustment for disability equity loading provides support for students at Kingstown Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Collaborative Practice and Feedback • Initiative 1: Data skills and use <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students. • employment of additional staff to support teachers to differentiate the

<p>Low level adjustment for disability</p> <p>\$27,929.94</p>	<p>curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs.</p> <p>The allocation of this funding has resulted in: speech assessments for students and integrated speech programs being implemented by teachers.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue collaborating with the speech pathologist to support our students and differentiate their learning programs to ensure we meet their identified needs.</p>
<p>Location</p> <p>\$12,409.64</p>	<p>The location funding allocation is provided to Kingstown Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Initiative 1: Data skills and use • Collaborative Practice and Feedback <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • purchasing technology resources to increase student engagement. • additional staffing for teacher release. <p>The allocation of this funding has resulted in: the Principal collaborating with staff to collate evidence against SEF for External Validation and then analysing the data to identify areas of student need.</p> <p>After evaluation, the next steps to support our students with this funding will be: to employ a Digital Classroom Officer and to allocate time for the Principal and staff to develop differentiated programs that support targeted students in reading and numeracy.</p>
<p>Literacy and numeracy</p> <p>\$2,277.19</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Kingstown Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Initiative 1: Data skills and use • Collaborative Practice and Feedback <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • targeted professional learning to improve literacy and numeracy. • purchasing of literacy resources such as quality picture books for guided and shared instruction. • updating reading resources to meet the needs of students. <p>The allocation of this funding has resulted in: targeted professional learning for staff in the use of Essential Assessment as well as release time for staff to develop their understanding of PLAN2 assessments and the Department's Reading and Comprehension Resources. Teacher were also given release time for video conferences during COVID-19.</p> <p>After evaluation, the next steps to support our students with this funding will be: to provide targeted professional learning and release time for teachers to collaborate with the AP-CI to develop differentiated learning programs for new students.</p>

<p>QTSS release</p> <p>\$2,466.60</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Kingstown Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Initiative 1: Data skills and use • Collaborative Practice and Feedback <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support teachers to collaborate in the implementation of high-quality curriculum. • staffing release time to align professional learning to the Strategic Improvement Plan and develop the capacity of teachers to share the impact of their professional learning. <p>The allocation of this funding has resulted in: extra release time for the temporary teacher to collaborate with the Principal on SEF Data Skills and Analysis.</p> <p>After evaluation, the next steps to support our students with this funding will be: to provide release time for teachers to support them to implement Essential Assessment.</p>
<p>COVID ILSP</p> <p>\$11,212.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Initiative 1: Data skills and use <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • providing targeted, explicit instruction for student groups in spelling and reading. <p>The allocation of this funding has resulted in: students demonstrating improvement in spelling.</p> <p>After evaluation, the next steps to support our students with this funding will be: to provide on-going small group tuition to support targeted students.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	11	11	9	8
Girls	10	8	5	3

Student attendance profile

School				
Year	2018	2019	2020	2021
K	83.8	97.4	100	88.8
1	91.6	96	96.3	94.6
2	91.2	93.5	96.5	76.1
3		94.5	96.3	91.9
4	92.5		97.5	89.7
5	93	94	100	95.1
6	92.6	98.6	95.7	100
All Years	91.9	95.8	96.9	89.9
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3		93	92.1	92.7
4	93.4		92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.3	92.8	92	92.4

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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
Classroom Teacher(s)	0.15
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration and Support Staff	0.7

*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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	191,993
Revenue	425,291
Appropriation	421,093
Grants and contributions	3,973
Investment income	224
Expenses	-436,715
Employee related	-391,814
Operating expenses	-44,900
Surplus / deficit for the year	-11,424
Closing Balance	180,569

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.

	2021 SBAR Adjustments (\$)
Targeted Total	0
Equity Total	56,075
Equity - Aboriginal	9,591
Equity - Socio-economic	18,554
Equity - Language	0
Equity - Disability	27,930
Base Total	342,707
Base - Per Capita	3,451
Base - Location	12,410
Base - Other	326,846
Other Total	10,047
Grand Total	408,829

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.

Parent/caregiver, student, teacher satisfaction

Student Feedback

Kingstown School is a kind, peaceful, calm and harmonious school.

Kingstown School has a high expectation learning culture where we are all encouraged to do our very best and always set our bar high.

We know what successful learners do and say to improve their learning.

Staff and Parent Feedback

Kingstown School has a kind , supportive , collaborative and respectful working environment.

Teachers are enthusiastic and professional, giving our kids the very best education.

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 addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.