

# 2021 Annual Report

## King Park Public School



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# Introduction

The Annual Report for 2021 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 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.

## School contact details

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King Park Public School

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School Leaders 2021

## School vision

Our vision is to work collaboratively in partnership with students, parents and teachers in a high expectations environment where every student is known, valued and cared for. Our goal is for expert teachers to deliver high quality and engaging learning opportunities that ensure our students become confident, creative and resilient individuals who are successful learners, achieving ongoing academic growth and equipped to navigate a complex and dynamic world.

## School context

King Park Public School is situated in South Western Sydney and has an enrolment of 440 students. The school caters for students from Kindergarten to Year 6 with 18 mainstream classes and two support classes for students with a disability. The school serves a culturally diverse community with 87% of students from a non-English speaking background, 34% receive additional EALD (English an additional language or dialect) support. There are 38 language groups predominantly English, Vietnamese and Arabic with an even spread of the additional 35 languages. Ten students identify as having an Aboriginal background. The school has a stable FOEI of 116 and attracts significant equity funding.

The school is an integral part of the local community providing a venue for weekend Community Language school and a local community church group. After hours Karate, Zumba and soccer coaching groups also occur on school grounds and an OSHC (Out of School Hours Care) facility operates daily and in the school holidays.

The school has a strong academic focus, achieving excellent student growth and value added results. The parent community are aspirational, wanting their children to succeed academically, to have fun learning and to engage in all aspects of school life. The school has a proud history of sporting excellence which continues in partnership with Westfield Sports High School providing a primary soccer/football program targeting high potential students. The school provides opportunities in performing arts through local festivals, production, choir and Schools Spectacular. A strong student leadership team, SRC (School Representative Council) and peer support program operate within the school.

The school has completed a thorough situational analysis and as a result has identified three areas of focus for this Strategic Improvement Plan. These areas continue to build upon the work undertaken in the previous school planning cycle around embedding evidence informed best practice into every teacher's daily practice through professional learning, collaboration and instructional leadership. The identified areas are Student Attainment and Growth, with a focus on data informed, effective classroom practice; Connect, Succeed, Thrive and Learn with a focus on instructional leadership, attendance and engagement; and Future Focused Learners with a focus on deeper learning and using technology to create efficient systems and processes in teaching and learning, administration and in connecting with parents.



Harmony Day 2021

## 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 Strategic Improvement Plan and annual report.

Our self-assessment 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>

### Self-assessment using the School Excellence Framework

Elements	2021 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	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1: Student growth and attainment

### Purpose

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In order to pursue excellence in student outcomes in reading and numeracy and to build strong foundations for academic success we will develop, embed and sustain consistent whole school evidence informed best teaching practice.

### Initiatives

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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.

- Data Informed Practice
- Effective Classroom Practice

### Resources allocated to this strategic direction

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**Aboriginal background:** \$5,529.29  
**Literacy and numeracy intervention:** \$47,089.00  
**Literacy and numeracy:** \$24,926.00  
**Socio-economic background:** \$140,868.00  
**Refugee Student Support:** \$9,534.00  
**Integration funding support:** \$28,348.00  
**School support allocation (principal support):** \$23,863.00  
**Low level adjustment for disability:** \$201,811.50  
**English language proficiency:** \$201,812.40  
**Professional learning:** \$15,000.00

### Summary of progress

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#### Data Informed Practice:

In 2021, the Leadership Team led the school in using effective processes to regularly collect and analyse student assessment data to reflect on teaching effectiveness and inform future teaching and learning. A data collection schedule was implemented across the school and was used to form small groups in literacy and numeracy to facilitate targeted instruction. Student goals in literacy and numeracy were identified as well as areas of focus for classroom instruction. This data allowed the opportunity to evaluate the effectiveness of teaching instruction.

Teachers used student data to plan and embed quality practices into their everyday teaching. As a result, teaching and learning programs were adapted to reflect this. All teachers were given an additional hour release from face to face teaching (RFF) to engage in professional learning and data talks facilitated by the Assistant Principals. This time was used to engage in data cycles every five weeks. Internal and external data was used to effectively analyse student progress and teacher impact. Both NAPLAN and school data analysis have shown improvement and progress towards targets in literacy and numeracy.

In 2022, we will continue to implement cycles of teaching to ensure data informs teaching practice across literacy and numeracy. The Assistant Principals will work with the Assistant Principal Curriculum and Instruction to lead their teams in data analysis. Student data will be collected every 5 weeks and used school wide to identify student progress in order to determine teaching interventions, plan classroom instruction, drive professional learning, reflect on teaching effectiveness and determine future directions. All staff will continue to receive an additional hour a week RFF to engage in professional learning and effectively analyse student performance data.

#### Effective Classroom Practice

Our focus for 2021 was to ensure all staff had a deep understanding of highly effective teaching practices in Mathematics and professional learning occurred in this area. Stage teams investigated evidence informed practices and made changes to their teaching practice. Greater consistency and continuity in the teaching of Mathematics occurred throughout the year. 100% of teachers trialed the implementation of relational mathematics by working with their stage Assistant Principal and external mathematics consultant, Carol Spencer. Assistant Principals worked as Instructional Leaders in all classrooms to coach and mentor teachers at point of need. This was particularly effective in initiating and maintaining changes to teaching practices in Mathematics.

100% of Stage 1 to Stage 3 teachers engaged in high quality professional learning in writing. The evidence based 7 Steps to Writing Success program was implemented across all of these classrooms. Teachers confidently planned effective learning experiences using the key elements of this writing program. This ensured a consistent process was

used across the school as well as a common language associated with the writing program. Stage teams analysed writing samples to ensure consistent teacher judgement was exercised. They analysed these samples generating professional dialogue which identified areas of focus to inform and target future teaching.

In 2022, we will continue to utilise our four Assistant Principals as Instructional Leaders. They will work in partnership with the Assistant Principal Curriculum and Instruction to maintain and sustain a culture of effective, evidence-based teaching and ongoing improvement so that every student makes measurable learning progress and gaps in student achievement decrease. We will consolidate teacher learning in mathematics and continue to work towards consistency of delivery and continuity through the development of a whole school scope and sequence. We will trial the new NSW Syllabi in English and Mathematics and will have a deliberate focus on teacher professional learning in reading to improve student growth and attainment results.

### 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
<ul style="list-style-type: none"> <li>Increase the percentage of students achieving in the top two bands of NAPLAN Reading by 3%</li> </ul>	The percentage of students in the top two skill bands for reading is 39.1% which is an increase of 3% against baseline data, indicating progress toward the system-negotiated lower bound target.
<ul style="list-style-type: none"> <li>Increase the percentage of students achieving expected growth in NAPLAN Reading by 2%</li> </ul>	The percentage of students achieving expected growth in reading is 52.2% which is a decrease of 9.9% indicating progress yet to be seen toward the system-negotiated lower bound target.
<ul style="list-style-type: none"> <li>Increase the percentage of students achieving in the top two bands of NAPLAN Numeracy by 3%</li> </ul>	The percentage of students in the top two skill bands for numeracy is 26.5% which is a decrease of 4% against baseline data, indicating progress yet to be seen toward the system-negotiated lower bound target.
<ul style="list-style-type: none"> <li>Increase the percentage of students achieving expected growth in NAPLAN Numeracy by 1.5%</li> </ul>	The percentage of students achieving expected growth in numeracy is 69.6% which is an increase of 4.5% indicating achievement of the lower bound system-negotiated target.
<ul style="list-style-type: none"> <li>A 2% increase in the percentage of students achieving expected attainment levels in literacy and numeracy benchmarks as evidenced by school based data.</li> </ul>	<p>School based data for literacy in K-2, referencing reading levels, has shown a decrease by 5% of students achieving expected benchmark levels compared to 2020. Notably the Year 1 cohort of students showed a 5% increase for students achieving expected benchmark levels compared to 2020.</p> <p>School based data for literacy in 3-6, referencing PAT data, has shown an increase of between 6% and 8% for students in Year 5 and 6 and between 16% and 18% for students in Year 3 and 4, achieving expected attainment levels compared to 2020.</p>
<ul style="list-style-type: none"> <li>A 2% increase in the percentage of students achieving expected growth (0.4 Effect Size) in literacy and numeracy as evidenced by school PAT data.</li> </ul>	The percentage of students achieving expected growth in PAT Literacy increased in Year 4 by 19%, Year 5 by 7% and Year 6 by 24%. Year 3 had a decrease of 8% compared to 2020 results.
<ul style="list-style-type: none"> <li>Value added data from Scout for K-3 and Y3-5 shows an upward trend in Excelling.</li> <li>Value added data from Scout for Y5-7 shows an upward trend in Delivering.</li> </ul>	<p>K-3 no data available</p> <p>3-5 slight downward trend in delivering</p> <p>5-7 slight downward trend in delivering</p>
<ul style="list-style-type: none"> <li>Consolidating Sustaining and Growing in the element of <i>Data Skills and Use</i> as measured by the School Excellence Framework</li> </ul>	<p>We are currently consolidating Sustaining and Growing in all four themes of Data Skills and Use. In the theme Data Literacy the school promotes and demonstrates professional learning in data concepts, analysis and use of student assessment data and related tools. Teachers use data effectively to evaluate student understanding of lesson content.</p> <p>In the theme Data Analysis the leadership team comprehensively analyses student progress and achievement data for insights into student learning and discusses results with the whole staff. All teachers contribute to</p>

<ul style="list-style-type: none"> <li>• Consolidating Sustaining and Growing in the element of <i>Data Skills and Use</i> as measured by the School Excellence Framework</li> </ul>	<p>gathering and analysing data.</p> <p>In the theme Data Use in Teaching, assessments are used regularly across stages to help promote consistent and comparable judgement of student learning, monitor student learning progress, and identify skill gaps for improvement and areas for extension.</p> <p>In the theme Data Use in Planning there is a coordinated effort by school staff to engage the school community to reflect on student progress and achievement data and develop plans and strategies for improvement.</p>
<ul style="list-style-type: none"> <li>• Sustaining and Growing in one or more themes within the element <i>Professional learning is continuous and coherent</i> of the High Impact Professional Learning model.</li> </ul>	<p>We are working towards identifying baseline data against the element <i>Professional learning is continuous and coherent</i> of the High Impact Professional Learning model.</p>

## Strategic Direction 2: Connect, Succeed, Thrive and Learn

### Purpose

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In order to ensure every student, staff member and caregiver feels a sense of belonging, purpose and connectedness to our school we will build strong positive relationships in a culture of respect and trust.

### Initiatives

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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.

- That's My School" - Attendance and Engagement
- Instructional Leadership

### Resources allocated to this strategic direction

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English language proficiency: \$44,847.00

QTSS release: \$22,424.00

### Summary of progress

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#### "That's My School"- Attendance and Engagement

A major focus in Strategic Direction 2 was re-connecting to school after a disrupted 2020. We started the year with King Parker challenges and reinforcing our school culture and school song. This was very successful in term 1 and term 2 with a well attended Art Exhibition and a highly successful Colour Explosion Fun Run. However, term 3 and 4 saw further disruptions and extended periods of learning from home.

New strategies were implemented to enhance our procedures regarding student attendance and engagement. The School Leadership team regularly analysed student attendance data in semester 1 to raise awareness amongst students and staff about student, class and school attendance rates. Individualised attendance charts were issued to students to highlight their attendance and the correlation between attendance and student performance. A SMS messaging notification system was introduced to alert parents about their child's daily absences. This saw an increase in absence justifications.

Assistant Principals worked in classrooms to develop relationships with students across their stage. They developed a holistic knowledge of all students within these classrooms, building strong trusting relationships with students who were comfortable in seeking their assistance. Daily wellbeing checks were regularly conducted with students at risk who experienced anxiety or required support to come to school ready to learn. Group and individual student counselling and coaching related to social and emotional issues was delivered to students and their families. This ensured that they developed authentic relationships with students and their families. These relationships were highly valued during the learning from home period as Stage Leaders were able to identify students and families who required additional support and check ins during this time.

Re-engaging with the whole school community and forging positive connections across all stakeholders will be a focus for 2022. Attendance initiatives and staff professional learning will be provided to ensure that our school targets are met. A school Attendance Team will be established to conduct fortnightly reviews of attendance data and closely monitor and follow up on interventions with students whose attendance has dropped below 90%. A new system to recognise and celebrate student attendance will be developed.

#### Instructional Leadership

In 2021 our school structure supported stage teams. We had three Early Stage 1 classes and one K-3 Support class, five Stage 1 classes, 5 stage 2 classes and 5 stage 3 classes. There was an Assistant Principal who worked as an Instructional Leader for each stage. The role of the Assistant Principal was to build collaborative teams and practices. They ensured effective practices were implemented to systematically collect, analyse, track and monitor student progress in literacy and numeracy. Students at risk were identified and appropriate support was provided. Targeted interventions in literacy and numeracy were planned to provide high quality, differentiated professional learning and coaching to their teams. This supported teachers in developing skills to effectively use on-going assessment for learning strategies to personalise learning in literacy and numeracy using tiered intervention and instruction. Feedback and data on the effectiveness of the professional learning and coaching implemented was gathered and analysed to inform future planning. This model continued during the extended learning from home period, with Assistant Principals working shoulder to shoulder with teachers to plan, modify and deliver learning from home lessons online as well as hardcopy learning packs for students without technology.



80% of staff agreed the program was very supportive, with leaders positive and approachable. Opportunities for improvement in the program were in the areas of consistency of what is expected from all leaders and more time working shoulder to shoulder in each classroom.

In 2022, the Assistant Principals will continue to work as Instructional Leaders in partnership with Assistant Principal Curriculum and Instruction to deliver high impact professional learning. The School Leadership Team will continue to mentor and coach teachers to ensure their ongoing development and improvement. They will utilise evidence based practices and high impact teaching strategies to drive improvement in student outcomes. The current five week data cycle will be refined to include an individualised teacher reflection targeting teaching and learning programs, teacher impact and how the Leadership Team can mentor and support them to achieve their teaching goals.

We will address student engagement by ensuring every student can identify at least two people at school who are advocates for them so they feel they are known, valued and cared for. An Aboriginal Education Team will be created to support Aboriginal students in attendance, engagement and achievement of outcomes. We will also support non-Aboriginal students and staff to develop knowledge, understanding and appreciation of Aboriginal histories and culture.

## 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
<ul style="list-style-type: none"> <li>Increased percentage of students attending school more than 90% to 82.6% or above.</li> </ul>	<p>There has been an increase in the percentage of students attending school 90% of the time from 67.9% in 2020 to 81.5% in 2021, 1.1% below the set target. COVID-19 has had a significant impact on this data.</p>
<ul style="list-style-type: none"> <li>An increase of 1% or more in student Tell Them From Me data in the elements of <i>Sense of Belonging</i>, <i>Positive Behaviour at School</i> and <i>Interest and Motivation</i>.</li> </ul>	<p>Baseline data was established using snapshot 1 of the Tell Them From Me survey in 2021.</p> <p>Sense of Belonging - 77% of students felt accepted and valued by their peers and by others at their school. A 3% decrease.</p> <p>Positive Behaviour at school - 95% of students said that they do not get in trouble at school for disruptive or inappropriate behaviour. A 10% increase.</p> <p>Interest and Motivation - 79% of students are interested and motivated in their learning. A 4% increase.</p>
<ul style="list-style-type: none"> <li>Establish baseline data in the area of <i>Advocacy at School</i> from Tell Them From Me data and in the number of students who can name 2 people in the school who believe they will succeed (advocacy).</li> </ul>	<p>Baseline data was established using snapshot 1 of the Tell Them From Me survey in 2021. In the area of <i>Advocacy at School</i> where students feel they have someone at school who consistently provides encouragement and can be turned to for advice, the school mean was 7.8 compared to 7.7 State norm.</p>
<ul style="list-style-type: none"> <li>Improvement from Delivering towards Sustaining and Growing in the theme <i>Attendance</i> as measured by the School Excellence Framework.</li> </ul>	<p>The school is consolidating at sustaining and growing in the theme <i>Attendance</i> as measured by the School Excellence Framework, with attendance data regularly analysed and is used to inform planning. Whole of school and personalised attendance approaches are improving regular attendance rates for all students, including those at risk. Attendance data is shared with classes across stages and students are given feedback on their attendance.</p>
<p>Establish baseline data in the elements of <i>Communication</i>, <i>Connect Learning at home and at school</i> and <i>Build Community and Identity</i> as measured by the Family-School Partnerships Framework.</p>	<p>Due to the extended learning from home period baseline data was not collected in these elements. This will be done in 2022.</p>
<ul style="list-style-type: none"> <li>An improvement in teacher Tell Them From Me data by 0.1 or more in the elements of <i>Parent Involvement</i> and <i>Inclusive School</i>.</li> </ul>	<p>Due to the extended learning from home period the Tell Them From Me snapshot 2 teacher survey was not given. This will be actioned in Semester 2 2022.</p>

<p>An improvement in parent Tell Them From Me data by 0.1 or more in the elements of <i>Parents are informed</i> and <i>Parents feel welcome</i>.</p>	<p>Due to the extended learning from home period the Tell Them From Me snapshot 2 parent survey was not given. This will be actioned in Semester 2 2022.</p>
<p>Achieved Sustaining and Growing or above against the statements 1.1 of the HPGE policy.</p>	<p>The school is achieving sustaining and growing in more than one statement of the HPGE policy.</p> <p>There is a culture of classroom observations, professional learning and dialogue to indicate that high expectations and effective, explicit, evidence-based teaching are occurring to create optimal learning environments where all students are challenged and engaged to achieve their educational potential.</p>



Sydney Zoo Excursion

## Strategic Direction 3: Future Focused Lifelong Learners

### Purpose

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To support our students to become confident, creative and resilient individuals who are successful learners, achieving ongoing academic growth and equipped to navigate a complex and dynamic world.

### Initiatives

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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.

- Deeper Learning
- Technology as a Game Changer

### Resources allocated to this strategic direction

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**Socio-economic background:** \$89,695.00

### Summary of progress

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#### Deeper Learning

In 2021, teachers developed a deeper understanding of the Project Based Learning (PBL) process and the research supporting deeper learning and authentic and rich tasks. In Semester 1, we engaged in professional learning about developing effective inquiry questions and the key elements associated with project based learning. In stage teams, we collaboratively planned a project based learning experience related to Strategic Direction 2 "That's my School!" - Attendance and Engagement. Stage 2 and 3 students presented their culminating task to the school and community. Stage 2 presented an art work depicting King Park's history and changes over time. This resulted in students using research data to create an artistic representation of the changes in our community. This style of learning was embraced by all Stage 2 students and teachers. A new PBL experience was due to be implemented in Semester 2, however due to COVID 19 and the home learning period these plans were paused.

In 2022, stage teams will be provided with two planning days each term to work collaboratively with their Stage Leader and Assistant Principal Curriculum and Instruction to effectively use backward mapping to develop a 5 week sequence of learning. The focus will be setting high expectations by using rich quality texts, the English textual concepts and learning processes to develop an authentic culminating task. The unit of learning will be an integration of the other Key Learning Areas and the new English K-2 syllabus.

#### Technology as a Game Changer

The focus for 2021 has been to ensure all students were able to access the technology needed to engage in online learning and to ensure all staff had the skills and capabilities to move to an effective online teaching program. Forty chromebooks and 10 iPads were distributed to families requiring technology, enabling these students to participate in the daily online zoom lessons and Seesaw and Google classroom activities.

Teachers participated in extensive professional learning and increased their skill and confidence in using technology to enhance learning. We saw an increase to 100% of classroom teachers using Zoom, Teams or SeeSaw to connect with their students online.

Technology was used to enhance school systems during lockdown and the period that parents and community were not allowed onsite. Skoolbag was used as the main communication tool, as well as SeeSaw and Facebook. The school Facebook page reach increased by 99.5% during the lockdown period. The total number of posts on Seesaw doubled to 35,537 during term 3 2021 with 31,715 visits from family members. Microsoft Teams was used to hold parent-teacher interviews during 2021 and these were strongly attended. We moved seamlessly to an online uniform ordering system using Quickclick and the feedback has been very positive.

In 2022, we will aim to maintain the technology focus and utilise these new technology skills of both students and teachers to further improve engagement in, and quality of, work produced. We will continue to deliver high impact professional learning to build teacher confidence and capacity in integrating technology effectively into learning programs. Students will be given the opportunity through technology to create digital products that solve problems, entertain, inform or persuade. We will develop a whole school plan to manage and implement school resources

effectively to allow equity of digital technology for all stakeholders.

### Progress towards achieving improvement measures

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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
• Consolidating Sustaining and Growing in the theme <i>Technology</i> as measured by the School Excellence Framework.	We are consolidating Sustaining and Growing in the theme <i>Technology</i> as measured by the School Excellence Framework. Technology is effectively used to enhance learning. Teachers have demonstrated their expertise in using technology as a tool for learning during the learning from home period. Technology is used to enhance service delivery.
• An improvement from baseline data in the elements of <i>Student Learning Experience</i> as evidenced by the Digital Maturity Framework.	Due to the extended learning from home period baseline data was not collected in these elements. This will be done in 2022.
Establish baseline data on students who can confidently use learner keys.	Due to the extended learning from home period baseline data was not collected in these elements. This will be done in 2022.
Establish baseline data for teachers who are confident implementing learner keys.	Due to the extended learning from home period baseline data was not collected in these elements. This will be done in 2022.

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$9,534.00</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data Informed Practice</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of SLSOs to target teaching and learning needs in small group and individual instruction.</li> <li>• employment of additional hours of a bilingual school administration officer to liaise with refugee families.</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>An improvement in student learning outcomes for refugee students in literacy and numeracy.</p> <p>Families felt confident to communicate their needs to the school.</p> <p>Eligible students demonstrated progress towards their personalised learning goals.</p> <p>All Personalised Learning and Support Plans were regularly being monitored and adapted to be responsive to student learning needs.</p> <p>Strong Partnerships were established and continued with students, families and outside organisations.</p> <p>1:1 support for high risk students and individualised support focused on teaching and learning.</p> <p>Outstanding connections and support during and after the learning from home period to support the individualised learning and social needs of our students.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>Continue the employment of SLSOs to target student needs. Continue funding additional hours for a bilingual school support officer to liaise with families.</p>
<p>Integration funding support</p> <p>\$28,348.00</p>	<p>Integration funding support (IFS) allocations support eligible students at King Park Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data Informed Practice</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of staff to provide additional support for students who have high-level learning needs</li> <li>• staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLaSPs)</li> <li>• staffing release for targeted professional learning focusing on regulating emotions and understanding behaviour.</li> <li>• release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLaSP)</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>Students with high level learning needs have greater access to curriculum at their own level.</p> <p>All eligible students demonstrated progress towards their personalised learning goals. All PLaSPs were developed and responsive to student learning needs and progress ensured eligible students received</p>

<p>Integration funding support</p> <p>\$28,348.00</p>	<p>personalised learning and support within their own classrooms. Teachers worked in partnership with external services to build teacher capacity to target teaching to support the specific learning needs of eligible students.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  Continue to employ additional staff to target learning needs of students receiving integration funding.  Identify and make informed decisions related to integration funding as an agenda item of the Learning and Support Team meetings to ensure funding use is regularly reviewed.  The use of integration funding will be adjusted throughout the year in response to student reviews to ensure funding is used to specifically address each student's identified needs.</p>
<p>Socio-economic background</p> <p>\$230,563.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at King Park Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Deeper Learning</li> <li>• Effective Classroom Practice</li> <li>• Data Informed Practice</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of an additional class teacher in years 3-6 to lower class numbers and the student-teacher ratio</li> <li>• employment of 4 SLSOs to target small group intervention</li> <li>• release of four Assistant Principals to work as Instructional Leaders on each stage</li> <li>• additional staffing to implement EAL/D program to support identified students with additional needs</li> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> </ul> <p><b>The allocation of this funding has resulted in:</b>  The employment of an additional teacher to lower class sizes in years 3-6 resulted in increased student engagement and greater opportunities for teachers to tailor their instruction to meet the students' needs.  The analysis of data by the Instructional Leadership team identified strengths and areas of improvement which informed the implementation of high impact professional learning targeting improvements in numeracy and writing.  Instructional Leaders worked with an external numeracy consultant to support the teaching of mathematics K-6 to improve student outcomes. An improvement in student learning outcomes in literacy and numeracy as shown by school data.  Year 3, Year 5 and 6 Check-in Assessment results for reading are above SSSG.  Year 5 Check-in Assessment results for numeracy are above SSSG.  Year 3 NAPLAN writing scores indicate we were above SSSG by 22.8% in the top two bands.  Year 3 NAPLAN reading scores indicate we were above SSSG by 8.5% in the top two bands.  Year 5 NAPLAN writing scores indicate we were above SSSG by 9.3% and DOE by 3.4% in the top two bands.  Year 5 NAPLAN numeracy scores indicate we were above SSSG by 4.3% in the top two bands.  Year 5 NAPLAN numeracy scores indicate we had a decrease of 3.3% of students in the bottom two bands.  Year 5 NAPLAN reading scores indicate we had a decrease of 6.8% of students in the bottom two bands.  Employment of additional SLSOs resulted in support for targeted students.</p>

<p>Socio-economic background</p> <p>\$230,563.00</p>	<p>All students had access to the necessary resources, equipment and support to participate in learning.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  Continue to support all teachers by providing quality Instructional Leadership. Continue to employ additional staff to target learning needs in literacy and numeracy. Continue to engage staff in quality professional learning to support the implementation of evidence-based teaching and learning. This will drive improvement in literacy and numeracy to support the school's upward trajectory in achieving system negotiated targets. The school will continue to implement a strong focus on attendance and engagement to drive improved student attendance rates and support students' positive sense of wellbeing. The school will continue to ensure students have access to rich curriculum resources to support quality and engaging teaching and learning in all Key Learning Areas. We will continue to engage with an external numeracy consultant to support the teaching of Mathematics to support the school's goal of increasing the amount of students in the top 2 bands in NAPLAN numeracy.</p>
<p>Aboriginal background</p> <p>\$5,529.29</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at King Park 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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data Informed Practice</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support literacy and numeracy programs</li> </ul> <p><b>The allocation of this funding has resulted in:</b>  An improvement in student learning outcomes for Aboriginal students in literacy and numeracy;</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  Continue the employment of additional staff to target student needs. Establishing an Aboriginal Education team to work in partnership with the Aboriginal Education and Wellbeing officers to professionally develop our understanding of Aboriginal Education. Engage with the Fairfield Network Aboriginal Education Collaboration Team to enhance the teaching and learning of our Aboriginal students and increase student knowledge of local Aboriginal culture for all students. Professional learning will be implemented for the whole school. We will provide opportunities for all students to attend planned Aboriginal cultural events in our local community.</p>
<p>English language proficiency</p> <p>\$246,659.40</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at King Park Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Effective Classroom Practice</li> <li>• Instructional Leadership</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional bilingual staff to support communication</li> <li>• additional teacher time to provide targeted support for EAL/D students and for development of programs</li> <li>• withdrawal lessons for small group (developing) and individual (emerging) support</li> </ul>

<p>English language proficiency</p> <p>\$246,659.40</p>	<ul style="list-style-type: none"> <li>• additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds</li> </ul> <p><b>The allocation of this funding has resulted in:</b>  A highly effective EAL/D program that comprises of both in-class and withdrawal support for EAL/D learners. Additional support for all classroom teachers to ensure differentiated teaching and learning occurs to support all EAL/D learners. This has resulted in strong growth and attainment results in literacy and numeracy.  Increased support in literacy and numeracy for all EAL/D students from K-6. EAL/D teachers and Instructional leaders ensured regular contact and modified teaching programs were accessible during Home Learning period. Weekly check ins were made to support parents during this time.  Year 3 EAL/D students achieved higher in NAPLAN reading, writing and numeracy results compared to SSSG in the top two bands.  Year 3 EAL/D students in NAPLAN reading achieved 24.4% above SSSG in the top two bands.  Year 3 EAL/D students in NAPLAN writing achieved 31.9% above SSSG in the top two bands.  Year 3 EAL/D students in NAPLAN numeracy achieved 8.5% above SSSG in the top two bands.  Year 5 EAL/D students in NAPLAN numeracy achieved 1.9% above SSSG in the top two bands, an increase of 4.2% from 2019 results.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  Continue using this funding to support EAL/D learners through small group and whole class instruction with the employment of EAL/D teachers and Assistant Principals . Continue to focus on effective classroom practices to ensure all learners reach their goals through ongoing professional learning. This will identify language and cultural demands across the curriculum. Personalised and targeted professional development will be provided to each teacher in the form of mentoring, co-teaching and co-planning. Professional learning will be provided for all staff to support the teaching of EAL/D students by increasing their knowledge and skills of the EAL/D progressions when planning, programming and reflecting on student achievement. Continue to implement an effective reporting format for EAL/D students.</p>
<p>Low level adjustment for disability</p> <p>\$201,811.50</p>	<p>Low level adjustment for disability equity loading provides support for students at King Park Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Effective Classroom Practice</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs</li> </ul> <p><b>The allocation of this funding has resulted in:</b>  Appropriate targeted interventions in literacy and numeracy have been developed and implemented by class teachers and support staff. Teachers are able to effectively differentiate their class programs to ensure student needs are met. Student growth and attainment results in literacy and numeracy are improving.  A 6.8% decrease in the number of students in the bottom two bands in Yr 5 reading from 2019.  A 6.9% decrease in the number of students in the bottom two bands in Yr 5 writing from 2019.  A 3.3% decrease in the number of students in the bottom two bands in Yr 5</p>



<p>Low level adjustment for disability</p> <p>\$201,811.50</p>	<p>numeracy from 2019. An increase of students achieving at or above expected growth in Yr 5 numeracy NAPLAN results.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue to use this funding to support teachers to target student needs effectively in their class program. Continue to employ additional staff to target small group instruction when required. Provide high impact professional learning to all teachers to develop knowledge of high expectations and the connection to students' performance and achievement. Utilise PLAN2 to monitor students' progress and growth by selecting specific, narrow areas of focus. This data will provide future evidence of teacher impact and effectiveness of teaching and learning programs.</p>
<p>Literacy and numeracy</p> <p>\$24,926.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at King Park Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data Informed Practice</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• targeted professional learning to improve literacy and numeracy</li> <li>• literacy and numeracy programs and resources, to support teaching, learning and assessment</li> <li>• purchasing of literacy resources such as quality picture books for guided and shared instruction</li> <li>• online program subscriptions to support literacy and numeracy</li> <li>• staff training and support in literacy and numeracy</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Seesaw subscription was utilised by the whole school. K-1 students accessed this platform during the home learning period. All children K-2 had access to online learning through Phonics Hero and guided reading books using e-PM Readers. Mathletics subscription was purchased for all students K-6 resulting in students accessing the curriculum online during home learning. Targeted professional learning including an external numeracy mentor was resourced to improve numeracy programs. This has built teacher knowledge and confidence in effectively planning and implementing differentiated numeracy programs targeting the needs of all students. High impact professional learning and instructional leadership of effective classroom practice has built teacher capacity and pedagogical practices in literacy and numeracy. School survey data indicates that 96% of teachers felt supported due to instructional leadership mentoring and professional learning.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue to prioritise literacy and numeracy professional learning in partnership with parents and caregivers by providing workshops in these areas. Professional learning will be provided to support teachers in engaging in the new K-2 syllabus documents.</p>
<p>QTSS release</p> <p>\$22,424.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at King Park Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Instructional Leadership</li> </ul>

<p>QTSS release</p> <p>\$22,424.00</p>	<p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> <li>• assistant principals provided with additional release time to support classroom programs</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>Additional support for all classroom teachers with an off-class assistant principal assigned to each stage. Stage team collaboration and planning time to enable greater teacher consistency across stages and the development and implementation of quality teaching practices. 92% of staff agree that 'School leaders are focused on providing high quality, visual leadership that is strategic, supportive and professional'. 96% of teachers agree that the 'School leaders provide mentoring and support to assist teachers' professional learning and classroom practices'.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>Continue Instructional Leadership practices in 2022. We will employ Assitant Principal Curriculum &amp; Instruction to lead improvement in literacy and numeracy and work in partnership with Assistant Principals. This will drive improvement in student learning outcomes and build teacher capacity. Teachers will be supported by participating in professional discussions and collaboration to improve pedagogical practices.</p>
<p>Literacy and numeracy intervention</p> <p>\$47,089.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at King Park Public School who may be at risk of not meeting minimum standards.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data Informed Practice</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the School Improvement Plan</li> <li>• high impact professional learning and demonstration lessons to improve teaching practice</li> <li>• employment of an Instructional Leader to address literacy and numeracy learning needs and implement differentiated and personalised intervention for students</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>Changes to teaching practice in Mathematics to ensure all students receive differentiated instruction at point of need. Targeted instruction for identified students in literacy and numeracy. School and check-in data has shown an increase in growth and attainment in literacy and numeracy for targeted students. Instructional Leaders mentored and targeted intervention in 19 classes in the areas of writing and numeracy. Yr 3 NAPLAN writing data indicates that 69.01% of students achieved top 2 bands. Yr 5 NAPLAN writing data indicates a decrease of 6.81% of students in the bottom two bands. Majority of students that received intervention support achieved significant progress towards their personal learning goals. Yr 5 NAPLAN numeracy data indicates a decrease of 3.23% of students in the bottom two bands.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>Consolidate maths teaching practice. Continue to provide differentiated, explicit, targeted teaching to students at point of need.</p>

<p>Literacy and numeracy intervention</p> <p>\$47,089.00</p>	<p>Identify students using diagnostic assessments to plan and program targeted programs in reading and numeracy.</p> <p>Employ SLSOs for every stage to implement intervention programs. The school learning and support processes have been revised and will now involve regular monitoring of students in 5 week cycles. Providing additional in class support for some students to continue to meet their personal learning goals will also be a priority.</p>
<p>COVID ILSP</p> <p>\$203,000.00</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> <li>• providing targeted, explicit instruction for student groups in literacy/numeracy</li> <li>• employing/releasing staff to coordinate the program</li> <li>• releasing staff to participate in professional learning</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>Each stage was supported with a teacher and SLSO/paraprofessional. Each stage team undertook initial testing which was used to identify students and target need.</p> <p>79 students (Yr1-6) were identified for literacy groups and 74 students (yr1-6) were identified for numeracy groups. The program commenced in week 6 Term 1 and continued throughout the year, moving online in term 3. Surveyed teachers noted improvements in confidence in maths and reading that was transferred back into the classroom setting.</p> <p>They stated that students now have "a grasp on basic numeracy skills and have found that students are starting to actually implement these skills throughout other mathematics outcomes".</p> <p>The majority of students in the program achieved significant progress towards their personal learning goals.</p> <p>School data showed a significant increase in growth and attainment by targeted students.</p> <p>82% of targeted students in Yr 1 made one or more years growth in reading levels (0.4 Effect Size).</p> <p>67% of targeted students in Yr 2 made one or more years growth in reading levels (0.4 Effect Size).</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>To continue and expand the program in 2022 to ensure all identified students are targeted.</p> <p>2 full time staff members to co-ordinate and oversee COVID ILSP programs for Stage 1 and Stages 2 and 3. 5 SLSOs to be employed to implement small group tuition programs. Change data collection practices in Stage 1 to incorporate Phonics Screening Check and the IfSR- Number and Place Value assessments. Stage 2 and 3 programs to focus on reading comprehension and numeracy in Semester 1 and NAPLAN Reading and Numeracy in Semester 2.</p>



Targeted groups

# Student information

## Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	267	264	221	222
Girls	252	249	228	223

## Student attendance profile

School				
Year	2018	2019	2020	2021
K	92.8	94.1	94.3	93.1
1	94.8	91.6	91.9	91
2	92.4	93	91.4	93.8
3	93.6	93.5	92.2	93
4	94.5	92.2	93.4	94
5	92.4	94	92.4	93.9
6	92.9	92.9	92.8	92.3
All Years	93.3	93	92.5	93.1
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	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	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

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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.



Art Exhibition

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	16.27
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	1.2
Teacher Librarian	0.8
Teacher ESL	1.8
School Counsellor	1
School Administration and Support Staff	4.62

\*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 <sup>1</sup>	2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 (\$)
<b>Opening Balance</b>	745,365
<b>Revenue</b>	4,840,008
Appropriation	4,719,065
Sale of Goods and Services	32,527
Grants and contributions	87,224
Investment income	791
Other revenue	400
<b>Expenses</b>	-4,942,197
Employee related	-4,489,240
Operating expenses	-452,956
<b>Surplus / deficit for the year</b>	-102,189
<b>Closing Balance</b>	643,175

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.



Colour Explosion



## Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2021 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	55,353
<b>Equity Total</b>	695,322
Equity - Aboriginal	5,529
Equity - Socio-economic	250,080
Equity - Language	244,268
Equity - Disability	195,444
<b>Base Total</b>	3,312,636
Base - Per Capita	111,534
Base - Location	0
Base - Other	3,201,102
<b>Other Total</b>	370,061
<b>Grand Total</b>	4,433,373

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.



Colour Explosion

## 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](https://myschool.edu.au) to access the school data.



School Leaders at Anzac Day Ceremony

## Parent/caregiver, student, teacher satisfaction

The King Park school community is regularly encouraged to provide feedback about the school and learning programs. There is a strong sense of trust amongst staff, students and parents to provide feedback to the school. The Tell Them From Me survey was not administered for parents in semester 2 in 2021, however both formal and informal conversations indicate that there is a general feeling of satisfaction with the school. Our school culture embraces an open door policy for all stake holders. This allows us to work in partnership to provide a high expectations learning environment where everyone is known, valued and cared for.

### Parents:

A parent forum was held in November 2021 to gauge satisfaction during the learning from home phase and to prepare for a return to school.

- \* This forum was well attended by parents and staff and was held via zoom
- \* Effective communication through learning from home was acknowledged and recognised by parents.
- \* Parents felt reassured and informed with measures that were being implemented for a return to school
- \* The overall consensus was praise for the learning from home process and a feeling of confidence in the way the school was implementing the return to face to face learning.

### Where to next?

- \* Provide parent workshops in the areas of literacy and numeracy every term to communicate what students are learning in class and how they can provide assistance at home.
- \* Continue to instill and celebrate a sense of belonging with our school community.
- \* Continue to make our community feel welcome to come into the school and be part of their child's schooling, embracing our open door policy.
- \* Continue to survey and obtain feedback from parents to allow parents to have a voice.
- \* A whole school focus on the promotion of our school.

### Staff:

A school culture survey indicated teachers felt supported in their work. The People Matter Employee Survey was completed by 73% of staff. From this survey our strengths were:

- \* I understand what is expected of me to do well in my job - 97%
- \* There are people at work who care about me - 94%
- \* I have the tools and technology to do my job well - 92%
- \* My manager involves my workgroup in decisions about our work - 92%

### Where to next?

- \* Assistant Principals to continue working as Instructional Leaders to mentor, support and guide all staff in providing high quality learning programs and learning opportunities.
- \* The role of the Assistant Principal Curriculum and Instruction will work along side the school leadership team to support and enhance existing programs focused on improving literacy and numeracy outcomes.
- \* Establish an Aspiring Leadership team to help build capacity of future leaders and to support the directions of Strategic Improvement Plans.
- \* Maintaining a positive relationship among all staff and promoting a positive working environment.
- \* Enabling staff to have a voice and be involved in future directions.

## Students:

The Tell Them From Me survey was conducted in May 2021 and is based on data from 170 students in grades 4-6. The data indicates:

- \* 77% of students felt a positive sense of belonging compared to the NSW Govt Norm of 81%.
- \* 86% of students felt they had positive relationships at school compared to the NSW Govt Norm of 85%.
- \* 96% of students valued schooling outcomes.
- \* 79% of students felt that they were interested and motivated in their learning compared to the NSW Govt Norm of 78%.
- \* 93% of students felt they tried hard to succeed in their learning compared to the NSW Govt Norm of 88%.
- \* 95% of students felt they displayed positive behaviour at school compared to the NSW Govt Norm of 83%.

## Where to next?

\* As there were only 77% (3% decrease) of students that felt a positive sense of belonging we have evaluated that we need to ensure that we provide opportunities for our students to actively reconnect with each other and the school. We will re-introduce project based learning opportunities across the school to promote a sense of connectedness and belonging.

\* Other opportunities will be:

- targeted teaching through high quality literacy and numeracy programs
  - extracurricular activities such as; competitive sports, art exhibitions, debating, scrabble tournaments, drama and productions, music such as choir, gardening and other interest groups. This is as a result of our Tell Them From Me survey data showing only 28% of students participated in extracurricular activities
  - peer support program
- \* Providing students with a voice through the above opportunities.



Colour Explosion opening with P & C President, Mrs Botic, and Vice President, Mrs Malanos.

# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.