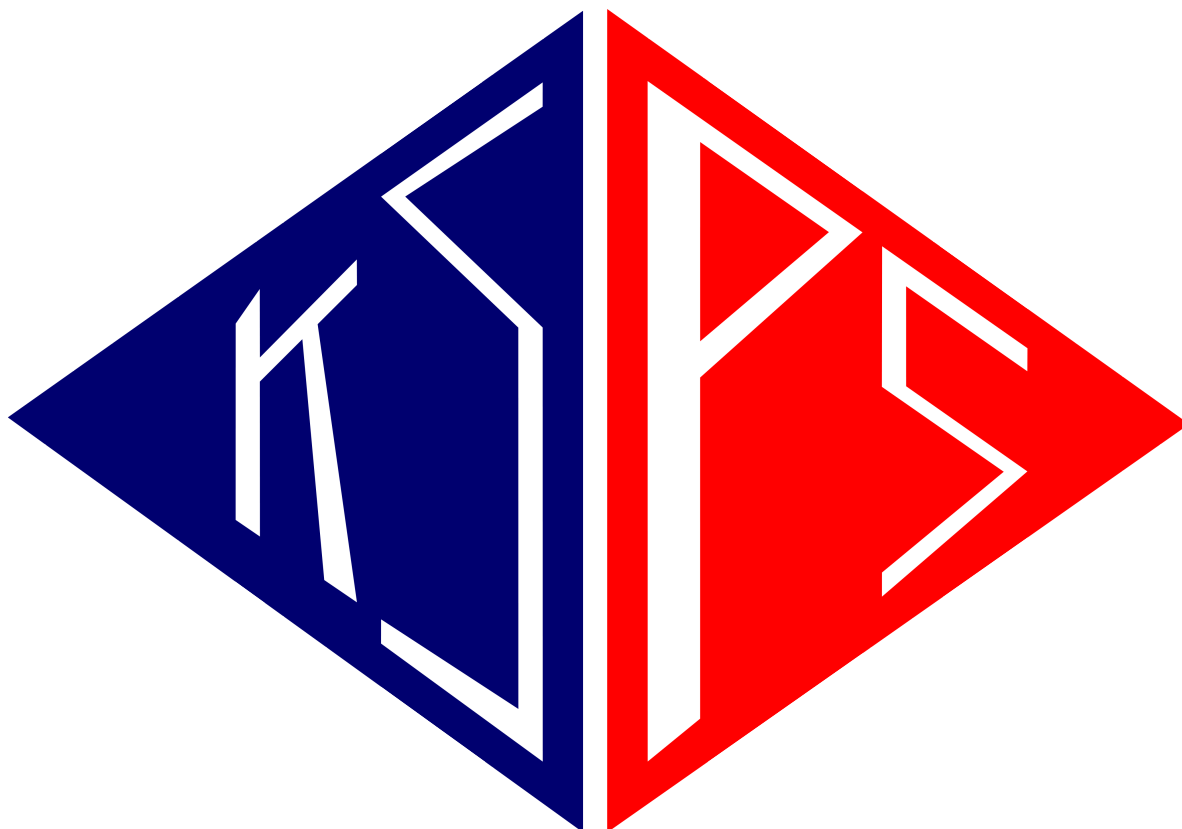


2021 Annual Report

King Street Public School



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Introduction

The Annual Report for 2021 is provided to the community of King Street Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the 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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Message from the principal

The year of 2021 provided the whole school community with one of optimism, school wide challenges and creativity. The Covid 19 pandemic again played havoc with students returning to Learning from Home during Term 3. Our school adapted well to these changes as 2020 provided us with a dress rehearsal. Students, teachers and parents continued to work collaboratively and strategically to ensure educational practices were delivered successfully from home. A huge effort again by our King Street Public School teachers who worked tirelessly and flexibly throughout this period. Learning packs were provided for families who were not up to date with the demands of technology however this year laptops and dongles provided additional learning opportunities to our students and families. Our community were outstanding and should be commended for their work ethic, support and dedication to the King Street Public School community.

Student enrolments increased by 2.4% over the past twelve months which was very pleasing and ATSI enrolments continued to increase throughout the year.

At the end of 2021, saw the completion of the Early Action for Success reform. This reform enabled our school to be a front runner in leading literacy and numeracy professional learning and data collection. A huge thanks to our Deputy Principal Instructional Leaders for their collaboration, strength and determination in building a reputable school in curriculum reform. A pleasing number of students in Kindergarten to Year Two made significant gains in literacy and numeracy. Our staff continued to benefit from ongoing professional learning in utilising PLAN2 data, evidence based literacy practices, embedding Visible Learning practices, teacher mentoring and classroom teaching support.

In 2021, the school congratulated Mr Phil Lindsell (Assistant Principal), on his appointment as Principal of Paterson Public School and Ms Rachel Harman (Assistant Principal) on her appointment to Muswellbrook South Public School as the Deputy Principal of the Support Unit. Both Assistant Principals have had a huge impact in the development and improvement at King Street Public School.

King Street Public School welcomes back Mrs Wendy Tan and Miss Samantha Holden as the newly appointed Assistant Principal Curriculum and Instruction. These positions were appointed at the end of 2021.

King Street Public School prides its strong connection with the University of Melbourne and in 2021 was again accepted as an institutional member of the Positive Education Schools Association (PESA) with its consistent focus on Visible Wellbeing initiatives. The staff consolidated their training delivered by Professor Lea Waters and her qualified team from the University of Melbourne around the SEARCH Wellbeing framework and the teachers continue to lead and support the Singleton Learning Community with their implementation of the Visible Wellbeing initiative. King Street Public School took a lead role in supporting the Singleton Learning Community and had planned to host the Showcase Staff Development Day, however, it was postponed until 2022 due to the Covid 19 pandemic.

Mr Jonathan Russell - Principal of King Street Public School

The Positive Behaviour for Learning program continues to embed the values of being Kind, Safe, Proud and Supportive in our school wide processes for student welfare and quality learning. The school continues to use Sentral data to

evaluate its processes and uses these outcomes to drive improvement in the classroom and the playground. The school has shown a significant decrease in negative incidents from 2017 through to the end of 2021 and an increase in students receiving Tawny Badges, our school's highest accolade.

Our music program continues to expand at King Street Public School with the consolidation of students learning music including percussion, keyboard and ukelele. Most students are now able to read and play music from Kindergarten through to Year 6.

I certify that the information provided in this report is the result of a rigorous school self-assessment and review process undertaken with staff and parents and provides a balanced and genuine account of the school's achievements and areas for development.

School vision

King Street Public School is committed to creating a positive learning culture that provides students with a well rounded educational program that continually focuses on individual strengths, high expectations and impact on learning. Every student is encouraged to give their best always in a challenging learning environment so that students can thrive and flourish in everyday society.

School context

King Street Public School is situated in the township of Singleton within the southern sector of the town. We have 400 students attending, with 26% identifying Aboriginal. Our students come from a diverse range of social and economic backgrounds. Our committed and dedicated staff reflects a mixture of experienced and developing teachers working within our school.

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

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

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

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our 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	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	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

Strategic Direction 1: Student growth and attainment

Purpose

To maximise student growth and achievement for every student, all staff will refine teaching and learning pedagogy using evidence based, data driven practices that are responsive to individual student learning needs.

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.

- Reading
- Numeracy

Resources allocated to this strategic direction

Literacy and numeracy intervention: \$47,089.00

English language proficiency: \$13,263.00

Low level adjustment for disability: \$252,933.00

Early Action for Success (EaFS): \$205,816.00

Summary of progress

Numeracy Annual Reflection

Our focus for 2021 was to examine current school wide numeracy practices and pedagogies and plan for developments to improve student outcomes in numeracy. The percentage of students achieving the top two bands in numeracy in 2021 (Year 3 and Year 5 combined) was 15.9% with a target of 16%. The school growth target was 52% with an actual growth of 34%. For Aboriginal and Torres Strait Islanders the target was set as 34% of students in this category achieving in the top three bands. In 2021, 18.5% of these students achieved results in the top three bands.

This involved examination of our current scope and sequence as well as considering departmental options. Stage discussions were examined by the executive team and it was decided to adopt the departmental model as our basis, this allows for flexibility to cater for student need and more explicit connections.

The trial of class-based data cycles using evidence from PLAN2 and the relevant sections of the Interview for Student Reasoning (ISR) was delayed due to the period of Learning from Home. Professional Learning on Rich Tasks, Nine Ways, Starting Stronger and Working with Big Ideas proceeded with some adjustments necessary due to COVID restrictions.

Teachers are implementing ideas from the various professional learning. Rich tasks were trialled across the school, allowing formative assessment to drive the teaching and learning cycle.

Next year we will introduce the connections scope and sequence across the school and begin to develop the rich tasks and resources to support it. This will support further improvements in numeracy outcomes for all students.

Reading Annual Reflection

Our focus for 2021 was to examine reading practices and pedagogies K-6 in order to extend our middle students and to increase the number of students in the top 2 bands of NAPLAN. K-2 classes utilised effective reading practices and weekly monitoring to ensure that students are working towards maximum achievement. This has led to 11 Kindergarten, 38 Year 1 and 34 Year 2 students working above grade expectations. 56 students participated in Reciprocal Reading to improve student's comprehension strategies. 3-6 Reading results reflected 20% of Stage 2 and 6% of Stage 3 students below grade level.

The percentage of students achieving in the NAPLAN Top 2 bands for Reading was an average of 27.6% for both Years 3 and 5 combined. This is an increase of 21.5% from our 2019 results with our target being an increase of 7% of students achieving Top 2 bands in Reading. Our student growth was 67% which is an increase of 29% from 2019 results, with a target of an increase of 8.4% of students achieving Expected Growth for Reading. Aboriginal students in the Top 3 NAPLAN bands was 54% which is an increase of 24% from 2019, with a target of increase of 11.9% of Aboriginal Students achieving Top 3.

In 2022, there will be a continued focus on effective reading practice in K-2 and an evaluation in teaching of reading 3-6 with a focus on comprehension strategies in particular inferential comprehension.

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>24% of students achieving Top 2 bands in Reading (Baseline - 21.7%)</p> <p>34% of Aboriginal students achieving Top 3 bands in Reading (Baseline - 28.2%)</p>	<p>Analysis of NAPLAN data reflects an average of years 3 and 5 reading scored 27.6% of students achieving in the Top 2 bands in reading. Exceeding the school target of 7% of students in the Top 2 bands for this year.</p> <p>Aboriginal students in the NAPLAN Top 3 Bands in reading this year was 54% which has exceeded the school target of 34%.</p>
<p>16% of students achieving Top 2 bands in Numeracy (Baseline - 13.9%)</p> <p>34% of Aboriginal students achieving Top 3 bands in Numeracy (Baseline - 27.4%)</p>	<p>Analysing the data of Year 3 and Year 5, 15.9% of all students achieved the top two bands in numeracy. With a target of 16% the school is on track to achieve this year's target.</p> <p>When looking at Aboriginal and Torres Strait Islander students in the Top 3 bands for numeracy the target was 34%, however, the school achieved 18.5% in this category. We are below target for this progress measure.</p>
<p>50% of students achieving Expected Growth for Reading (Baseline - 45.6%)</p> <p>52% of students achieving Expected Growth for Numeracy (Baseline - 48.3%)</p>	<p>Reading</p> <p>67% of students achieved expected growth which has exceeded our target of 50% of students achieving expected growth for reading.</p> <p>Numeracy</p> <p>The target expected growth for all students in numeracy was 52%, the schools actual growth was 34%. Part of this result may be due to a period of Learning from Home in 2020.</p>



Strategic Direction 2: Teaching & Learning

Purpose

To maximise student growth and achievement for every student, all staff will build and refine our learning culture informed by research based, high impact teaching strategies. Consistent school-wide practices for assessment will be used to monitor, plan and report on student learning across the curriculum. Reporting is clear, timely and accurate, providing information that supports further progress and achievement for all student learning.

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.

- Visible Learning
- Assessment
- Reporting

Resources allocated to this strategic direction

Professional learning: \$5,000.00

Socio-economic background: \$5,005.00

Summary of progress

Our focus for 2021 was improving staff as well as parent/carer understanding of Student Reports, in particular the A-E scales. Professional dialogue around the A-E scales occurred, ensuring communication to parents and carers was consistent and reliable. It should be noted that, due to the impact of Learning from Home, our School Leadership Team decided not to utilise the A-E scales for the Semester 2 student reports. Focusing on professional learning, staff were also guided through the process of formative and summative assessment, as well as adjusting assessments to suit student's with disabilities/complex learning needs. Staff also completed data analysis activities as part of stage meetings, which involved viewing, discussing and analysing NAPLAN, Check-In and PLAN2 data, which continued to drive the teaching and learning cycle within classroom programs. The introduction of a second Student/Teacher/Parent Conference during Term 3, allowed discussions based on the A-E scales to occur with parents and carers. Scripts were provided to guide staff during discussions, however, due to COVID restrictions, face-to-face conferencing was replaced by Zoom and phone calls. Survey results showed, parents gained an improved understanding of the A-E scales and reporting process. In 2022, staff will discuss with parents/carers of Aboriginal students, the A-E scales and high expectations as per NSW AECG and DoE 2020-2030 Agreement.

Visible Learning focus for 2021 was to increase the amount of school staff and leaders implementing LISC (Learning Intentions and Success Criteria) throughout their teaching and learning programs as well as start the process of becoming a Visible Learning School. During 2021 the Visible Learning team was established and the team set goals for 2021 whereby baseline and survey data was collected and analysed. This data will be used to drive our future focuses and areas of development for staff and the whole school environment. The Visible Learning team underwent many changes in leadership during Terms 2-4, this led to some challenges in momentum in this native as well as effects of COVID 19 to implement professional development, procedures and practices into King Street PS. Due to these set backs, student goals, feedback and self and peer assessment strategies have been delayed as part of the Visible Learning implementation. Next steps of Visible Learning is to visit an exemplary school and develop a mentoring program with them, implement LISCs in Literacy and Numeracy and to start the process for becoming a recognised Visible Learning School through establishing a consistency guide.

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
An increasing percentage of classroom teachers and leaders will utilise learning intentions, success criteria, student learning goals and feedback, as well as have self and peer assessment processes in place.	Our annual progress measure of Visible Learning in 2021 saw the increase of LISC (Learning Intention and Success Criteria) implemented by classroom teachers and leaders in staff survey percentages from 2019 and 2020 into 2021. 2019 -

All students use Learning Goals to improve learning.

Never:

Occasionally: 6.25%

Sometimes: 43.75%

Mostly: 43.75%

Always: 6.25%

2020 -

Never:

Occasionally:

Sometimes:

Mostly: 69.2%

Always: 15.38%

2021 -

Never:

Occasionally:

Sometimes:

Mostly: 52.6%

Always: 47.4%

Due to changes in staff in Term 3 and 4 and COVID 19, professional development for whole staff was delayed until 2022. We have worked towards becoming a Visible Learning School and have made a connection with an exemplar school (Tarro PS), we will visit this school for professional development and work with us as a mentor school. The Visible Learning Team attended professional development by Corwin Education on Success Criteria which will be delivered to staff in 2022. The Visible Learning team has started to track our Visible Learning journey against the Visible Learning School checklist. The Visible Learning mentor school gave resources to start this journey in 2022. At the end of 2021, King Street Public School checked 1 out of 15 on the characteristics of a Visible Learning School Checklist as of COVID 19 and staffing changes. We have established baseline data of visible learning in classrooms through pictures, this will be compared to data termly in 2022.

2021 Staff Survey results showed 47.4% are always and 52.6% are mostly confident when implementing Visible Learning into their classrooms. This has increased from the 2019 survey whereby only 18.75% of staff were always confident to implement Visible Learning.

We have made no progress on students learning goals and feedback as we have not established consistent LISC throughout the school. Students learning goals are established through PLSPs. Whole class, individual student goals is a future focus after the consistency of LISCs in Literacy and Numeracy. Self and Peer assessment will be established after LISC, students learning goals and feedback as this is a future step in the Visible Learning journey. This has not been started as of COVID 19 and changes in staff and leadership on the Visible Learning team.

A future direction for this is to set non-negotiables in SDD in Term 2 for all teachers to include LISC in literacy and numeracy activities after PL has been delivered to staff. The Visible Learning team will visit Tarro PS in Term 1 and make a connection as a mentor school for King Street PS. Once the

<p>An increasing percentage of classroom teachers and leaders will utilise learning intentions, success criteria, student learning goals and feedback, as well as have self and peer assessment processes in place.</p> <p>All students use Learning Goals to improve learning.</p>	<p>the LISCs have been established in 2022 in literacy and numeracy, we can then move on with our progress towards student learning goals.</p>
<p>Gathering first year of assessments from all stages to develop King Street Public School Assessment Schedule.</p>	<p>Stage groups were approached to provide scope and sequences for key learning curriculum areas. A future focus would be to adopt and adapt a clear scope and sequence for each stage, as well as develop and incorporate assessment schedules and rich tasks.</p>
<p>Student/Teacher/Parent conferences to be held in Term 3.</p> <p>SDD to be used as a Student/Teacher/Parent conference to discuss end of year report.</p>	<p>Student/Teacher/Parent Conferences were organised for Term 3, 2021. However, due to COVID restrictions, the conferences were held either via Zoom or phone call. Post-survey results revealed 78.2% of parents engaged in the Term 3 STP Conferences. This was down slightly from the 83.5% uptake in STP Conferences in Term 1 2021. A future direction for Strategic Direction 2 - Teaching and Learning (Assessment and Reporting) may involve discussions with the DEL in terms of holding STP as part of Staff Development Day, focusing on collegial and collaborative discussions with parents and carers in regards to student reports.</p>



Strategic Direction 3: Wellbeing & Community

Purpose

To create a culture of organisational best practice, King Street Public School will maximise student learning and wellbeing across the whole school community. The school will develop a strategic and planned approach to enhance the wellbeing, learning culture and physical environment to provide the opportunities for all students to connect, succeed and thrive.

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.

- Wellbeing
- Indigenous Culture
- Physical Environment and Strategic Resources

Resources allocated to this strategic direction

Location: \$5,689.00

Professional learning: \$4,840.00

Socio-economic background: \$150,000.00

Aboriginal background: \$100,000.00

Summary of progress

Wellbeing Annual Reflection

Our focus for 2021 was to examine whole school wellbeing practices and pedagogies in order to enhance student attendance, improve positive behaviour and student wellbeing and strengthen community partnerships. The attendance progress measure for 2021 was to achieve an increase of 5% of students attending at or above 90%. With substantial COVID-19 implications and restrictions including 'Learning from Home', King Street Public School achieved 55.5% of students attending at or above 90% with a 2021 target of 73.3% attendance. The wellbeing progress measures were successful as King Street Public School achieved an increased percentage of students receiving Tawny Badges and decreased the percentage of students receiving major negative incidents from the previous year. In 2021, an additional 4 students were successful in obtaining a Tawny Badge for positive behaviour taking the annual total up to 269 badges which was 1% higher than in 2020. Due to the extensive intervention of the wellbeing team, negative incidences were 13% lower in 2021 than in 2020 with a total of 464 negative incidences. Our school community partnerships' progress measures were successful in 'expectations for success' and 'advocacy at school', with 'sense of belonging' remaining stable. The Tell Them From Me survey results indicated a 0.3 improvement to 8.1 in 'expectations for success', a 0.4 improvement to 8.0 in 'advocacy at school', and 'sense of belonging' remained stable at 64%.

This growth involved examination, adjustments, and initiatives toward our current attendance, wellbeing, and community practices. The strategic direction team have developed a scope designed to target student needs and generate continuous improvement across the whole school community. Teachers are continually implementing ideas from the various professional learning opportunities provided. Next year (2022), we will introduce a restructured staffing approach to allow off-class executive staff to support teachers and students with daily in-class wellbeing and learning practices across K-6. The introduction of a Positive Education and Wellbeing Assistant Principal will allow an even greater focus on new initiatives.

Indigenous Culture Annual Reflection

The focus for Indigenous Culture during 2021 was to build on the practices and embed culture further throughout the school. The employment of our Aboriginal Education Officer continued to support our families throughout the whole school community. The school had an upgrade of our Bush Tucker Garden and established a Yarning Circle for students and the school community to utilise. The Yarning Circle was designed and constructed by our students and Aunty Pauline. Our students are extremely proud of what they have achieved.

Two students, Eve Withell and Phoenix Davis were successful in the NAIDOC Week Art Project held at Singleton Square. These student's artworks have been selected as a showcase in the book, Dancing for Country. This book proudly sits in our library.

King Street Public School NAIDOC celebrations were dampened due to the Covid 19 pandemic in Term 3. Students still completed artworks and created Aboriginal Artworks on aluminium which created a mural for the school.

Physical Environment and Strategic Resources Annual Reflection

All Stage 3 classes have new furniture including adjustable tables, configurations and chairs. The tables have whiteboard tops so that they can be utilised for working out and teaching and learning activities.

The front of the school has a new driveway and lined with hedging plants. Concreting was also completed in and around the school to add our strength and values pencils at the front of the school and near the library respectively. The school's concrete cricket pitch was ripped up to make way for a full size Rugby League field to be completed in 2022. Additional cricket nets are to be installed in the future.

The dual application works for the new canteen was completed and was passed by School Infrastructure. New works on the canteen will start and be completed in 2022. An additional three car garage will be erected to store the P&C resources including the trailer barbecue as well as Cracker Night and Ladies on the Lawn items. The third garage is for our school to store office supplies.

The school continues to excel throughout the School Excellence Framework document for Physical Environment and Strategic Resources.

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>Increase of 5% of students will be at or above 90% attendance rates. Target 73.3% Attendance - (Baseline 68.3%)</p> <p>86% well-being target (Baseline 83.9%) - TTFM Sense of Belonging, Expectations for Success and Advocacy at School</p> <p>Increased % of students receiving Tawny Badges (Baseline - 75.66% av. last three years)</p> <p>Decrease % of students receiving major negative incidents from the previous year (Baseline - 528 in 2020)</p> <p>Sustain or increase the % of teachers results from the People Matters survey in Job Satisfaction (2019 - 80% 2020 - 87%), Risk and Innovation (2019 - 84% 2020 - 88%) and Customer Service (2019 - 78% 2020 - 87%)</p>	<p>The attendance progress measure for 2021 was to achieve an increase of 5% of students attending at or above 90%. With substantial COVID-19 implications and restrictions including 'Learning from Home', King Street Public School achieved 55.5% of students attending at or above 90% with a 2021 target of 73.3% attendance. Outside of the period of 'Learning from Home', King Street Public School had great success with improved attendance. In Term 1 there was 62.4%, in Term 2 there was 60.9%, and in Term 4 there was 63.4% of students attending >= 90%, which is above all NSW, SSSG, and Network averages.</p> <p>Our school community partnerships' progress measures were successful in 'expectations for success' and 'advocacy at school', with 'sense of belonging' remaining stable. The Tell Them From Me survey results indicated a 0.3 improvement from 7.8 to 8.1 in 'expectations for success', a 0.4 improvement from 7.6 to 8.0 in 'advocacy at school', and 'sense of belonging' remained stable at 64%. These results have highlighted focus areas for 2022.</p> <p>The wellbeing progress measures were successful as King Street Public School achieved an increased percentage of students receiving Tawny Badges and decreased the percentage of students receiving major negative incidents from the previous year. In 2021, an additional 4 students were successful in obtaining a Tawny Badge for positive behaviour taking the annual total up to 269 badges which was 1% higher than 265 students in 2020. The contracts were also adjusted to include positive attendance habits making them harder to obtain and driving further improvements in student attendance.</p> <p>Due to the extensive intervention of the wellbeing team, major negative incidences were 13% lower in 2021 (464) than in 2020 (528) negative incidences across the whole school setting (K-6 classroom and playground). Furthermore, King Street Public School has set 5-weekly targets of achieving less than 80 incidents. These targets were also met with lower targets to be set in 2022. During data analysis, classroom behaviour was identified as the most significant area for negative behaviour and this will be a focus for 2022.</p>
<p>Increased amount of Indigenous cultural activities within the school. (Excursions)</p>	<p>Throughout 2021 numerous activities were arranged with a specific focus on embedding Indigenous perspectives. All students were to attend a NAIDOC excursion throughout Term 3, in addition to a range of other</p>

<p>Increased % of teachers completing the Connecting to Country program</p> <p>Collecting evidence of increased awareness and inclusion of cultural activities throughout the school community</p>	<p>NAIDOC activities at school. Due to the return of restrictions and then the Learning from Home period (lockdown), the activities did not go ahead. Visiting performers were restricted from school grounds and cohorts of students were unable to meet together to engage in cultural awareness programs; remote opportunities such as Zoom did suit the excursion and connection to country that a physical excursion would have.</p> <p>An expression of interest for the Connecting to Country professional learning was due to be sent out to staff, however due to the COVID restrictions and inability to run the course, staff were unable to apply for the professional learning or attend. This will be re-evaluated in 2022.</p>
<p>Collect evidence of improvements in facilities within classrooms and the external physical environment</p>	<p>The improvement of facilities during 2021 includes new furniture for Stage 3 students. This furniture will be flexible tables to arrange in a variety of styles. The external physical will continue to have minor upgrades completed throughout the school. The cricket pitch in the middle of the oval will be pulled up to make way for a Rugby League oval to be established in the school grounds so students can compete in PSSA touch football, soccer and rugby league games on school campus.</p> <p>Concreting occurred in and around the office block and a new driveway entrance to the school will be erected. This will be lined with our Jacaranda trees with a photinia hedge. Concreting will occur near the front office entry with six character strength pencils in line with our Visible Wellbeing initiative. The virtues will be placed at the base of each pencil.</p> <p>Two picnic tables were purchased for students to utilise during lunch breaks to keep them out of the sun. These are visually appealing and complement the exterior surrounds around the school.</p> <p>Applications for a dual funding with the Department of Education and King Street Public School will close to relocate our canteen to a more central location in the school. This will be attached to our school hall so that the school can cater for events much easily such as the Year 6 Farewell, discos, Cracker Nights and other fundraisers. The canteen will open in 2022.</p>
<p>Increased use of technology integrated into effective classroom practice</p>	<p>Technology throughout 3-6 will continue with finances planned to create a bank of thirty laptops for each class. There will be finances aside to purchase additional Commboxes in case a classroom Commbox breaks down.</p>



Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$401,465.00</p>	<p>Integration funding support (IFS) allocations support eligible students at King Street Public School in mainstream classes who require moderate to high levels of adjustment.</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"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • employment of staff to provide additional support for students who have high-level learning needs • intensive learning and behaviour support for funded students • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) <p>The allocation of this funding has resulted in:</p> <p>Increased support for teachers across the school K-6. Support for students with a disability and increase in learning outcomes. Tracking of positive/negative incidents with those students on integration funding support. Negative incidents on the playground have declined significantly due to all SLSOs supporting allocated students on the playground.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>After rigorous evaluation, the following recommendations will move into 2022: Employment of School Learning Support Officers will continue to support the learning of students in the classroom and those on Integration Funding Support.</p>
<p>Socio-economic background</p> <p>\$605,236.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at King Street 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"> • Assessment • Wellbeing • Reporting • Physical Environment and Strategic Resources • Other funded activities <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 intervention and learning and support program implementation • resourcing to increase equitability of resources and services • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in:</p> <p>Increased results in Reading and Numeracy outcomes for individual students and cohorts. Financial support for students and their families. Professional Learning for staff in the Visible Wellbeing Initiative led by Lea Waters.</p>

<p>Socio-economic background</p> <p>\$605,236.00</p>	<p>After evaluation, the next steps to support our students with this funding will be: After rigorous evaluation, the following recommendations will move into 2022: Two intervention teachers will be employed for the 2022 school year. One infants and one primary teacher. The Learning Support team will consist of a P-2 teacher, a Stage 2 teacher and a 5-7 teacher. VWB Online will continue to be implemented online with staff as part of their ongoing Professional Learning.</p>
<p>Aboriginal background</p> <p>\$129,025.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at King Street 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"> • Indigenous Culture • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of specialist additional staff (AEO) to support Aboriginal students • employment of specialist additional staff (SLSO) to support Aboriginal students • engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the Personalised Learning Pathway (PLP) process <p>The allocation of this funding has resulted in: Stronger connections with the Aboriginal and Torres Strait Islander community. Students partaking in cooking lessons delivered by our AEO. SLSO support in Stage 3 working with Aboriginal students on Integration Funding Support.</p> <p>After evaluation, the next steps to support our students with this funding will be: After rigorous evaluation, the following recommendations will move into 2022: AEO will continue in the role engaging with our students, families and community as well as support and assist staff in the classroom around Aboriginal Culture. Special guest to showcase our NAIDOC day celebrations - Mitch Tambo.</p>
<p>English language proficiency</p> <p>\$13,263.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at King Street 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"> • Reading <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Casual release for teaching staff in Effective Literacy Training <p>The allocation of this funding has resulted in: Professional Learning in Effective Literacy Training for all K-2 teaching staff and Instructional Leaders. Deep analysis of data throughout the school in literacy and numeracy.</p>

<p>English language proficiency</p> <p>\$13,263.00</p>	<p>After evaluation, the next steps to support our students with this funding will be: After rigorous evaluation, the following recommendations will move into 2022: The financial assistance will support the ongoing release of teaching staff to implement and embed Effective Literacy Training across the infants classes.</p>
<p>Low level adjustment for disability</p> <p>\$252,933.00</p>	<p>Low level adjustment for disability equity loading provides support for students at King Street 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"> • Reading <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • targeted students are provided with an evidence-based intervention program to increase learning outcomes • employment of LaST and interventionist teacher <p>The allocation of this funding has resulted in: Improved learning outcomes for students across the school in K-6 Improved learning outcomes for students in the middle bands for Literacy and Numeracy Additional learning support for students with learning difficulties and a disability</p> <p>After evaluation, the next steps to support our students with this funding will be: After rigorous evaluation, the following recommendations will move into 2022: Two Assistant Principal Curriculum and Instruction have been employed to lead literacy and numeracy outcomes and support staff and students in the classroom. Interventionist teachers will be employed in the infants and primary for 2022. Learning and Support teacher P-2 has been extremely valuable in the transition to school program from the local preschools. Learning and Support teacher 3-7 will continue to assist and support students in the primary years. High Potential Gifted education students will be identified and supported by the LaST.</p>
<p>Location</p> <p>\$5,689.00</p>	<p>The location funding allocation is provided to King Street 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"> • Wellbeing <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • technology resources to increase student engagement <p>The allocation of this funding has resulted in: Increased engagement in student technology learning. Additional laptops and dongles were purchased to assist and support students in the Learning from Home period.</p> <p>After evaluation, the next steps to support our students with this funding will be: After rigorous evaluation, the following recommendations will move into 2022: These funds will be allocated for Student Assistance for external excursions</p>

Location \$5,689.00	including Stage 2 and Stage 3 camps and Infants field trips.
Literacy and numeracy \$13,915.00	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at King Street 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"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • teacher engaged to create an additional class to provide smaller class sizes for Stage 2 and Stage 3 <p>The allocation of this funding has resulted in: Supported students and staff across the primary area in reducing class sizes in Stage 2 and Stage 3. This initiative was well supported across the school and allowed class sizes to be approximately 1:24 rather than 1:30.</p> <p>After evaluation, the next steps to support our students with this funding will be: After rigorous evaluation, the following recommendations will move into 2022: With an increase in enrolments at King Street Public School, the above model will no longer need to be in place and these funds will be allocated for an additional intervention teacher.</p>
Early Action for Success (EAfS) \$205,816.00	<p>The early action for success (EAfS) funding allocation is provided to improve students' performance at King Street Public School through targeted support in the lowest quartile of NAPLAN performance in literacy and numeracy.</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"> • Numeracy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of Instructional Leader to support literacy and numeracy programs • lead analysis of student performance data with whole school and stage teams • employment of Instructional Leader EAfS to train staff and assist with data analysis in Literacy and Numeracy • employment of Instructional Leader to facilitate and support K-2 teachers in building the capacity of teachers to explicitly teach, assess and implement quality literacy and numeracy learning opportunities for all students <p>The allocation of this funding has resulted in: Effective Classroom Practices across the school that are consistent in all classrooms. High level professional learning in literacy and numeracy. Additional support by the K-2 Intervention Teacher to increase reading levels across K-2.</p> <p>After evaluation, the next steps to support our students with this funding will be: After rigorous evaluation, the following recommendations will move into 2022: The Early Action for Success reform has ceased and Instructional Leaders will be allocated other positions into schools (APCI). Intervention teacher will continue the teaching and learning program for K-2 and an additional 3-6 Intervention teacher will be employed to support</p>

Early Action for Success (EaFS) \$205,816.00	students in the middle bands of Reading and Numeracy.
QTSS release \$68,392.00	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at King Street 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"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • assistant principals provided with additional release time to support classroom programs • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in: Two Assistant Principal's received an additional day of Release from Face to Face to lead Accreditation and Infants faculty. This assisted with our Beginning Teachers who were completing their proficient teacher accreditation and other teachers completing their maintenance. It also gave Assistant Principal's time to complete lesson observations and feedback to teachers.</p> <p>After evaluation, the next steps to support our students with this funding will be: After rigorous evaluation, the following recommendations will move into 2022: This allocation will be utilised in creating an additional teacher on class and release all Assistant Principal's off class to support teaching, learning and wellbeing.</p>
Literacy and numeracy intervention \$47,089.00	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at King Street Public School who may be at risk of not meeting minimum standards.</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"> • Reading • Numeracy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of interventionist to support the delivery of evidence-based literacy and numeracy programs and data driven practices <p>The allocation of this funding has resulted in: Literacy and Numeracy programs being implemented by our Intervention teacher to deliver quality learning outcomes for students in reading and numeracy. Data entry, analysis and tracking of students to see continued improvement in reading and numeracy.</p> <p>After evaluation, the next steps to support our students with this funding will be: After rigorous evaluation, the following recommendations will move into 2022: Intervention teacher in K-2 and 3-6 will be employed for the new year to continue on with the momentum that has been displayed in 2021.</p>
COVID ILSP	The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by

<p>\$246,324.00</p>	<p>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"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • releasing staff to analyse school and student data to support small group learning of our middle students • providing targeted, explicit instruction for student groups in literacy/numeracy - reading and additive strategies <p>The allocation of this funding has resulted in:</p> <p>Instructional Leaders driving professional learning for Intervention teachers. Intervention teachers targeting reading and numeracy outcomes for students in the middle cohort of learning. Intervention teacher provided one day a week to instruct Kindergarten students in reading and continued improvement in reading levels.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>After rigorous evaluation, the following recommendations will move into 2022:</p> <p>Learning Goals will be supported throughout the students learning into the next year and Intervention teachers will be employed to continue to drive learning outcomes for students in the middle bands.</p> <p>Assistant Principal Curriculum and Instruction will work with teachers in providing effective classroom practices and will continue to analyse students reading and numeracy data in PLAN2.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	178	171	182	189
Girls	187	189	195	182

Student attendance profile

School				
Year	2018	2019	2020	2021
K	91.5	93.3	95.1	92.6
1	92.8	91.3	92.9	91.9
2	92.2	91.4	93.1	91
3	90.3	90.9	94.1	89
4	89.8	91.3	92	88.6
5	89	87.1	93.6	89.5
6	90.9	87.3	91.5	91.2
All Years	90.9	90.3	93.2	90.5
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

King Street Public School has an Assistant Principal (Well-being) assigned to the monitoring of attendance. The Assistant Principal works closely with the district Home School Liaison Officer to monitor and pursue regular cases of absenteeism. In 2021, the school was extremely proactive in making contact with families to ensure students were attending school. As a matter of urgency, procedures were put in place for habitual lateness which has improved the attendance data and has reduced workload of administration staff. However, due to the Covid 19 pandemic, it was at times difficult to monitor student attendance from home.

Attendance

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
Assistant Principal(s)	3
Classroom Teacher(s)	12.8
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	1.5
Teacher Librarian	0.8
School Counsellor	1
School Administration and Support Staff	3.22

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 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	592,813
Revenue	5,075,480
Appropriation	4,862,502
Sale of Goods and Services	2,734
Grants and contributions	198,440
Investment income	134
Other revenue	11,670
Expenses	-5,139,546
Employee related	-4,413,823
Operating expenses	-725,724
Surplus / deficit for the year	-64,066
Closing Balance	528,746

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	230,873
Equity Total	1,000,457
Equity - Aboriginal	129,025
Equity - Socio-economic	605,235
Equity - Language	13,263
Equity - Disability	252,933
Base Total	2,612,052
Base - Per Capita	92,937
Base - Location	5,689
Base - Other	2,513,427
Other Total	563,394
Grand Total	4,406,776

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

I am a parent of two students who attend King Street Public School and I couldn't be happier with the school.

The passionate and hard working teachers make this school an absolute gem. The school community on the whole is inclusive and incredibly supportive including the personable service received by the caring office staff.

My kids have become confident, self motivated and ambitious young learners at King Street Public School. They're thriving academically, socially and emotionally as they receive a quality well-rounded education.

A special mention needs to be made about the Rock and Water program that the school implements. This wonderful program provides self awareness, increased confidence and social functioning. All valuable skills children require for positive schooling and their lives thereafter."

Amanda de Somer, KSPS Parent

This year, the school P&C have not had an opportunity to host our annual fundraisers such as Cracker Night and Ladies on the Lawn, but we were fortunate to go ahead with three other fundraisers for the year. A huge thanks to our dedicated team for organising the Easter Raffle, Mother's Day Stall and seeing the introduction of the successful My Child's Artwork fundraiser. These three fundraisers raised a total of \$3638.25.

We have been lucky enough to receive a grant of just over \$10,000 dollars to help fund Cracker Night 2022. This will be a great asset in putting on a wonderful event.

Lisa Baily, P&C President

"King Street Public School has given us the best education.

We've been lucky enough to get the experience of tennis, swimming, school camps, athletic carnivals, cross country and Colour Run.

We have had a great opportunity by becoming School Leaders and attended National Young Leader's Day. We are lucky enough to present Tawny badges and awards to all the amazing students at our school.

We've met so many good friends and are very lucky to have Kindergarten buddies.

During our seven years of being at King Street we have met such wonderful teachers and staff.

We are grateful for our education that our teachers have given us.

We've had so many good times here at King Street Public School and are so sad to be leaving."

Shayna Morgan and Abbey Kelley, Year 6 students

Our Best Always.

As I reflect on my years spent at King Street Public School, I realise that if I took one thing away from my primary school experience, it was that I must always do the very best I can. No matter if I succeed, or fail or struggle to reach a goal, I must always do my very best each day and never give up on something important to me.

My name is Abbie Stewart and I am a former school captain of Singleton High School. Being a leader is something that I pride myself on daily. I enjoy being able to help where I can and being involved with different people, both within my school and the wider community. However, my love of being a positive role model and responsible leader began during my time at King Street Public School. I started Kindergarten in 2006 at King Street Public School and throughout my time I was elected class parliamentarian on multiple occasions and in my final year, I became School Vice Captain. The moment I was elected, I knew not only that I wanted to be a leader of my high school in the future, but I also knew that I was going to make the very best of my experience as a leader. And so I did. I could go on and on about the fun I had during this experience and the amazing opportunities I was provided with, but the truth is, I never did these things on my own. Every step of my primary school journey was supported by amazing teachers who continuously encouraged me to do my best, and keep on pushing when things get a little difficult. I was influenced by the positive school spirit within the school community and my confidence boosted by incredible feedback and staff.

My primary years have shaped me into the person, and the leader I am today. Being surrounded by positive people in a positive environment influenced me to live by good morals, to treat people kindly and with respect and most importantly to do my best at everything I do.

Abbie Stewart, former student and former school captain at Singleton High School

Tell Then From Me Survey

TTFM - Student

Positive Relationships

2020 - 85%; 2021 - 80%

Positive Behaviour at School

2020 - 81%; 2021 - 83%

Positive Learning Climate

2020 - 6.5; 2021 - 6.6

TTFM - Parent

Parents are informed

2020 - 7.2; 2021 - 6.5 (NSW Govt Norm - 6.6)

School Supports Positive Behaviour

2020 - 8.0; 2021 - 7.6 (NSW Govt Norm - 7.7)

School Supports Learning

2020 - 7.7; 2021 - 7.1 (NSW Govt Norm - 7.3)

TTFM - Teacher

Leadership

2020 - 7.2; 2021 - 7.8 (NSW Govt Norm - 7.1)

Learning Culture

2020 - 8.0; 2021 - 8.0 (NSW Govt Norm - 8.0)

Quality Feedback

2020 - 7.1; 2021 - 7.1 (NSW Govt Norm - 7.3)

People Matters - Positives - Action on Results - 74%

Job Satisfaction

2020 - 87%; 2021 - 89%

Risk and Innovation

2020 - 88%; 2021 - 88%

Customer Service

2020 - 87%; 2021 - 93%

People Matters - Areas for Improvement from 2020

Flexible working satisfaction

2020 - 53%; 2021 - 66%

Feedback and Performance Management

2020 - 69%; 2021 - 72%

Role Clarity and Support

2020 - 70%; 2021 - 84%



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.

Anti-Racism - School statement

Two staff members during 2021 had already been trained as Anti-Racist Contact Officers. The school is committed to the elimination of racist discrimination through our school's curriculum, policies and working environment. We had large student participation in school and community Anzac Day Services, Remembrance Day Services and Reconciliation Week which includes National Sorry Day.

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.

Multicultural and anti-racism education - School Statement

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