

# 2021 Annual Report

## Governor Philip King Public School



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# Introduction

The Annual Report for 2021 is provided to the community of Governor Philip King 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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## School vision

At Governor Philip King Public School, every mind is inspired, every person is valued and every potential is fostered.

We are committed to creating a dynamic, supportive and cooperative environment that will ensure our students, staff and community are moving forward while promoting academic and personal excellence.

Our overall aim is: **'Improved learning for all'**.

## School context

Governor Philip King Public School is located in South Western Sydney in Dharug country and has an enrolment of 610 students. Our school caters for students in Kindergarten to Year 6. Students come from a wide range of socio-economic backgrounds with 86% from an English as an Additional Language/Dialect (EAL/D) background. We offer four Community Languages; Assyrian, Vietnamese, Mandarin and Italian. Extra-curricular opportunities in Sport, Creative and Performing Arts, Leadership, Public Speaking and Debating, enable our students to excel through a range of different experiences. Equity funding is used to support targeted equity groups. We promote student responsibility, resilience and respect through our core rules and expectations (Be Safe, Be Respectful and Be a Learner) to continue to build school excellence.

Our previous school plan had a strong focus and emphasis on integrating our approach across the three identified strategic directions. An overarching umbrella of improvement underpinned everything we implemented and achieved. This process proved to be successful in achieving school determined improvement measures. This was verified and supported through the External Validation process undertaken in Term 3 of 2020 where we identified and provided substantial evidence that our school was **Excelling** in 10 out of the 14 elements. We identified our school as **Sustaining and Growing** in the remaining four elements.

The school has completed a situational analysis and identified three areas of focus for the 2021-2024 Strategic Improvement Plan with community consultation.

### 1. Student growth and attainment

Through the NAPLAN gap analysis, the school has identified system-negotiated targets in the areas of Reading and Numeracy. Our whole school focus to improve student growth and achievement in reading and numeracy will be underpinned by the evidence base provided by What Works Best: 2020 update and What Works Best in Practice. As the literature suggests, we will focus on developing and sustaining whole school processes for collecting student data to inform teaching and learning programs in order to embed evidence-informed teaching strategies for every student in every classroom. We will continue to investigate and implement high impact teaching strategies to improve teacher practice. This will ensure students achieve expected growth and attainment in their learning.

### 2. Effective data collection, analysis and use

Planning, programming, assessment and using data for teaching and learning are areas of ongoing improvement. There will be a focus on the development of systems to monitor and review curriculum provisions to meet changing requirements of students. There is an identified need to move towards deeper reflective practices based on quality data gathering and analysis. We will look to embed reflective practices not just in school planning, but also in all teaching and learning practices. This will involve a deeper use of data to inform school-wide practices and achievement. Work will be undertaken with a focus on developing quality summative and formative assessment tasks and data collection practices, and developing greater consistency of judgement across the school.

### 3. Every staff member and student reaching their potential

Work with individual students will be responsive and closely monitored. Individual, system-negotiated and targeted intervention will be provided to support and maintain positive student learning growth. Quality assessments, teacher judgement and on-going monitoring will be carried out to assess the impact of support and school systems and initiatives. Structures will be put in place to identify students who need intervention and students not demonstrating growth will be referred to the Learning and Support Team for additional intensive intervention. A school-wide focus on formative and summative assessment tasks and data collection will be implemented, with a focus on developing greater consistency of judgement across the school.

All staff will engage in high quality professional learning. This will be delivered at a whole school, grade/stage and individual level. Research and evidence clearly shows that one of the major factors influencing student achievement and success in engaging with school and the curriculum is the teacher in their classroom. As such, we will provide for

effective, quality professional learning to be delivered, and also for school staff to continue to refine and improve the craft of teaching. A number of strategies will be implemented and continued as part of the focus for teachers reaching their potential. These include explicit Performance and Development Plans which encompass whole school, stage/grade and individual goals, the provision of additional time for staff to access and undertake professional learning each week, access to expert teachers and personnel, resources and educational literature. We will continue to follow our school-developed Professional Learning Guidelines for the delivery of all sessions to staff. This will ensure high quality sessions are delivered in an engaging and interactive way, whilst addressing the NSW professional teaching standards.

## 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	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Excelling
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Excelling
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

## Strategic Direction 1: Student growth and attainment

### Purpose

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In order to improve student learning outcomes in reading and numeracy and to build strong foundations for academic success, we will further develop and refine data driven teaching practices that are responsive to the learning needs of individual students.

### 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.

- Numeracy
- Reading

### Resources allocated to this strategic direction

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**Professional learning:** \$38,161.45

**Literacy and numeracy:** \$15,646.23

**Early Action for Success (EAFS):** \$274,420.00

**QTSS release:** \$116,490.00

**Literacy and numeracy intervention:** \$70,632.00

**:** \$56,160.00

**English language proficiency:** \$506,172.00

### Summary of progress

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In Strategic Direction One - Numeracy - our focus in 2021 was on the use of highly effective teaching practices to improve students' number sense. After analysing various data sources, a numeracy team was established to design and deliver professional learning. The National Numeracy Learning Progressions and effective teaching practices were key features of the professional learning. In Term Three, staff were required to embed Number Talks and other teaching strategies into classrooms to increase students' number sense. Unfortunately, with remote learning in place, staff found it difficult to have Number Talks on a regular basis. In Term Four, after the professional learning was complete, staff were surveyed. The data indicated that 89% of staff felt confident to implement Number Talks in their classrooms.

Additionally, staff worked with Instructional Leaders to collect, track and monitor student progress in Planning Literacy and Numeracy Version 2 (PLAN 2). Teachers have shown greater confidence in inputting and analysing data to meet the needs of individual students. National Assessment Program - Literacy and Numeracy (NAPLAN) data indicates an increase in the proportion of students achieving in the Top 2 NAPLAN Numeracy bands. After regular collaboration meetings, staff were surveyed and the data indicated that 89% of them feel confident to use PLAN 2 to input student data and differentiate numeracy programs. As a result, this structure will continue in 2022. Staff will continue to input data into PLAN 2 and analyse the data to inform their teaching programs. Number Talks will be a key feature in classrooms.

In Strategic Direction One - Reading- our focus in 2021 was on reviewing and adjusting the comprehension procedures for benchmarking and developing a core Guided Reading program for K-2 based on syllabus documentation, the Learning Progressions and the Effective Reading document. A focus group was strategically established with K-2 teachers assigned to develop a core and consistent guided reading program while the other team members assisted with reviewing and realigning comprehension and benchmarking procedures.

Additionally, staff worked with Instructional Leaders on the National Literacy Learning Progressions to collect, track and monitor student progress. Staff have displayed greater confidence in the input of, and analysis of data to meet the needs of individual students. 2021 NAPLAN data, as well as Check In Assessment, indicates an increase in the proportion of students achieving in the Top 2 NAPLAN Literacy bands.

As a result of increased reading capabilities for all students in reading and improved teacher competencies, the current strategic direction one structure will continue in 2022. Staff will input data into PLAN 2 and analyse this data to inform, reflect and improve their teaching practices. In 2022, the Literacy focus group will continue to develop a core and consistent guided reading program K-2. In addition to this, a core spelling program 2-6 will be developed and implemented as well as modifications/adjustments to our current Stage 3 Grammar and Punctuation program. Both initiatives will ensure staff engage with current syllabus documentation, participate in professional dialogue and reflect on current/future teaching programs and assessment. In 2022, staff will have the opportunity to reflect on current K-2 Reading and Viewing programs to ensure lesson content and assessment are aligned with the new English syllabus which will be implemented in 2023.

## 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><b>Achievement of system-negotiated targets - top two bands NAPLAN.</b></p> <ul style="list-style-type: none"> <li>• Increase the proportion of students achieving in the top 2 NAPLAN Numeracy bands by 3.7% (uplift from baseline)</li> <li>• Increase the proportion of students achieving in the top 2 NAPLAN Reading bands by 3.7% (uplift from baseline)</li> </ul> <p>Value add in Scout for K-3 continues to show Excelling; Y3-5 showing Sustaining and Growing and Y5-7 continues to show Excelling.</p>	<p>Progress towards 2021 annual progress measure captured by internal data and system check-in data supports evidence of progress in Numeracy and Reading.</p> <p>NAPLAN data indicates an uplift of 1.6% from the baseline in the proportion of students achieving in the top two bands for NAPLAN Numeracy.</p> <p>NAPLAN data indicates an uplift of 10.5% from the baseline in the proportion of students achieving in the top two bands for NAPLAN Reading.</p> <p>Value add in Scout for K-3 continues to show Excelling; Y3-5 shows delivering and Y5-7 continues to show Excelling.</p>
<p><b>Achievement of system-negotiated targets - expected growth NAPLAN</b></p> <ul style="list-style-type: none"> <li>• Increase the proportion of students achieving expected growth in NAPLAN Numeracy by 3.6% (uplift from baseline)</li> <li>• Increase the proportion of students achieving expected growth in NAPLAN Reading by 3.6% (uplift from baseline)</li> </ul>	<p>NAPLAN data shows an increase in the proportion of Year 5 students achieving at or above expected growth in NAPLAN Numeracy. Data indicates that there is an increase of 6% from the baseline.</p> <p>NAPLAN data shows an increase in the proportion of Year 5 students achieving at or above expected growth in NAPLAN Reading. Data indicates that there is an increase of 4% from the baseline.</p>
<p><b>Achievement of school determined targets</b></p> <p>Improvement as measured by the School Excellence Framework:</p> <p><b>Learning Domain</b></p> <p><b>Element: Assessment</b> (Sustaining and Growing)</p> <ul style="list-style-type: none"> <li>• Focus theme: Formative assessment (Sustaining and Growing)</li> <li>• Focus theme: Student engagement (Sustaining and Growing)</li> </ul> <p><b>Element: Student performance measures</b> (Sustaining and Growing)</p> <ul style="list-style-type: none"> <li>• Focus theme: Value-add (Sustaining and Growing)</li> <li>• Focus theme: NAPLAN (Delivering)</li> <li>• Focus theme: Student growth (Sustaining and Growing)</li> <li>• Focus theme: Internal and external measures against syllabus standards (Sustaining and Growing)</li> </ul> <p><b>Teaching Domain</b></p> <p><b>Element: Data Skills and Use</b> (Sustaining and Growing)</p> <ul style="list-style-type: none"> <li>• Focus theme: Data literacy (Sustaining and Growing)</li> <li>• Focus theme: Data analysis (Sustaining and Growing)</li> <li>• Focus theme: Data use in teaching (Sustaining and Growing)</li> <li>• Focus theme: Data use in planning</li> </ul>	<p>Self-assessment against the School Excellence Framework shows Governor Philip King Public School currently performing at sustaining and growing in the following elements:</p> <p>Assessment, Student Performance Measures, and Data Skills and Use.</p> <p>Governor Philip King Public School is excelling in the element of Professional Standards.</p>

(Sustaining and Growing)

**Element: Professional Standards**

(Excelling)

- Focus theme: Literacy and Numeracy
- Focus (Sustaining and Growing)

## Strategic Direction 2: Effective data collection, analysis and use.

### Purpose

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In order to enhance student learning outcomes, we will further develop and refine the collection of data, and use this to differentiate teaching programs to meet the learning needs of all students.

### 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 Driven Practices
- Improved Assessment

### Resources allocated to this strategic direction

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**Socio-economic background:** \$672,806.66

**Professional learning:** \$8,022.54

**Integration funding support:** \$93,900.00

**Refugee Student Support:** \$26,522.00

**Low level adjustment for disability:** \$114,118.00

**School support allocation (principal support):** \$8,000.00

**Per capita:** \$500.00

### Summary of progress

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Strategic Direction Two - *Effective data collection, analysis and use* - the focus in 2021 was on identifying effective data and assessment practices across the school.

As a staff we started investigating the data that was being collected across the school K-6. The focus was on; what forms of data and assessment we had available across the school (both internal and external as well as formative and summative), when we were assessing and collecting data and what the data provided us with in relation to student growth, progress and achievement.

This information was collected through a school-wide staff survey, focused professional dialogues with grade and stage teams as well as through program supervision procedures. This information was collected and collated by the strategic direction 2 team.

Data and assessment are both key areas for development over our four year improvement plan.

Two key questions have emerged which will drive our initiatives, projects and focus:

1. How and what do we assess?
2. How do we effectively use the data we have available?

Through planning and collaboration, utilising grade and stage Release From Face to Face (RFF), staff expertise (Deputy Principal Instructional Leaders), creativity with professional learning and the allocation of additional Professional Learning and Assessment time for all staff, we investigated the effectiveness of what we do at Governor Philip King Public School to improve outcomes for all students.

Data analysis was incorporated into grade/stage planning and collaboration time as well as into Professional Learning time across K-6.

Each grade team worked closely with the Instructional Leaders to collect, collate, analyse and enter data in Planning Literacy and Numeracy Version 2 (PLAN2). This initiative proved effective in tracking student progress and achievement. Teachers were supported in identifying students for additional support or extension opportunities. Data was used to differentiate classroom programs, lessons and activities for students, based on specific and identified learning needs. Support staff were allocated and utilised to support differentiated activities and tasks in classrooms across the school. Teachers focused on explicit teaching strategies, setting clear and consistent Learning Intentions and Success Criteria as well as ensuring the use of an Exit Pass as a formative assessment strategy.

Staff have acknowledged the value of participating in extensive professional learning on collecting, tracking and monitoring student progress data and effective assessment practices. Staff have indicated they feel more confident in

collecting and analysing quality data. We will continue to provide staff with professional learning in using data to differentiate programs as well as how to effectively utilise PLAN2 to track and monitor student progress and achievement.

2022 will see a focus on the development of an assessment scope and sequence K-6, refined assessment tasks, continued differentiation of classroom programs and consistency in assessment and data collection.

### 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><b>Achievement of school determined targets</b> Improvement as measured against the School Excellence Framework.</p> <p>Maintain and build on areas identified as Excelling.</p> <p>Effectively develop areas identified as Sustaining and Growing, review, plan and develop initiatives.</p> <p><b>Learning Domain</b></p> <p><b>Element:</b> Curriculum (Excelling)</p> <ul style="list-style-type: none"> <li>• Focus theme: Curriculum provision (Excelling)</li> <li>• Focus theme: Teaching and learning programs (Excelling)</li> <li>• Focus theme: Differentiation (Sustaining and Growing)</li> </ul>	<p><b>Domain:</b> Learning</p> <p><b>Element:</b> Curriculum</p> <p>Across our school, based on the School Excellence Framework self-assessment, we have identified that we have maintained 'Excelling' across the focus areas of:</p> <ul style="list-style-type: none"> <li>• Curriculum Provision; and</li> <li>• Teaching and Learning Programs</li> </ul> <p>As a school, we are still 'Maintaining and Growing' in the area of Differentiation. Through the initiatives and projects planned for 2022, we are aiming to move to 'Excelling' by the end of the school year.</p>
<p><b>Achievement of school determined targets</b> Improvement as measured against the School Excellence Framework.</p> <p>Maintain and build on areas identified as Excelling.</p> <p>Continue to develop areas identified as Sustaining and Growing, implementation of plans and initiatives.</p> <p><b>Teaching Domain</b></p> <p><b>Element:</b> Effective Classroom Practice</p> <ul style="list-style-type: none"> <li>• Focus theme: Lesson planning (Excelling)</li> <li>• Focus theme: Explicit teaching (Excelling)</li> <li>• Focus theme: Feedback (Sustaining and Growing)</li> <li>• Focus theme: Classroom management (Excelling)</li> </ul>	<p><b>Domain:</b> Teaching</p> <p><b>Element:</b> Effective Classroom Practice</p> <p>Across our school, based on the School Excellence Framework self-assessment, we have identified that we have maintained 'Excelling' across the focus areas of:</p> <ul style="list-style-type: none"> <li>• Lesson Planning;</li> <li>• Explicit Teaching; and</li> <li>• Classroom Management</li> </ul> <p>As a school, we are still 'Maintaining and Growing' in the area of Feedback. Through the initiatives and projects planned for 2022, we are aiming to move to 'Excelling' by the end of the school year.</p>

## Strategic Direction 3: Every staff member and student reaching their full potential.

### Purpose

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To ensure the wholistic development and growth of students and staff.

### 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.

- Student Improvement
- Staff Improvement

### Resources allocated to this strategic direction

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**Per capita:** \$152,000.00

**School support allocation (principal support):** \$13,000.00

**Low level adjustment for disability:** \$90,000.00

**Aboriginal background:** \$1,399.00

### Summary of progress

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In 2021, Strategic Direction 3 introduced a number of initiatives. The aim of these was to enhance engagement and wellbeing for students, teachers and community. These initiatives included Aboriginal Education, Sporting Initiatives including a revamp of the 3-6 Friday Sporting Skills Program, Homework Centre, Student Clubs such as gardening, Wellbeing practices such as Anti-Bullying and White Ribbon. Provision of improved playground equipment to promote physical and social wellbeing. Our Values Program K-6 was updated relevant to current needs. We introduced a Therapy dog to promote student wellness in the classroom. Areas that were impacted by Covid-19 were delayed until 2022. These include Student Leadership, Aspiring Executive, Grade Sporting Challengers and Community Engagement Initiatives.

We monitored and collected data on student punctuality and attendance. During Learning From Home, Teachers communicated with families and tracked student engagement when learning from home. Students whose attendance was of concern was followed up with parent communication, support for families and students. Teachers made contact with families following school procedures when consecutive days of absence were noted. During online learning from home, to assist families the school provided and delivered laptops to those who needed them.

In 2021, the challenges of two modes of learning impacted on our planning programs, student outcomes and a focus on ensuring the wellbeing of our students. In 2021 every grade was allocated a School Learning and Support Officer (SLSO), school funded, to ensure that teachers were supported in delivering learning that targeted the individual learning needs of students. Communication with our families was even more crucial in 2021 with the various challenges faced. Teachers were in regular contact with families discussing students and checking in to see how they were coping. We utilised our bilingual SLSO and teaching staff to communicate with families whose first language was not English. Supporting families was also assisted by Learning and Support Teachers and English as a Additional Language/Dialect Teams, school counsellors and external agencies. We regularly checked on families who were isolating, including delivering food.

Upon returning to Face to Face learning, we restructured our delivery of programs. There was focus on utilising all staff supporting students in the classroom. We targeted the teaching of English and Mathematics to ensure we could bridge the gap caused by Covid interruptions. Along with this, there was focus on ensuring extra curricular activities were provided within the guidelines. The new playground equipment opened in 2021 with a focus on every student being given opportunities to engage in physical activities with their peers.

All behaviour is digitally recorded which all staff can access. Positive behaviour is celebrated and recognised. Teachers followed school procedures when dealing with any behaviour concerns which also included parent engagement. A team of teachers started evaluating our Safe, Respectful Learner Program emphasising encouragement and recognition of positive behaviour in Stage Three.

### 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
<p><b>Achievement of system-negotiated target - Attendance.</b></p> <ul style="list-style-type: none"> <li>• Increase the proportion of students attending &gt; 90% of the time by 2.3% (uplift from baseline)</li> </ul>	<p>The percentage of students attending school &gt;90% of the time decreased by 1.7% indicating progress yet to be seen toward the lower bound system negotiated target. Governor Philip King Public School was at the state level of 82.7% for percentage of students attending school &gt; 90%.</p>
<p><b>Achievement of school determined targets</b></p> <p>Improvement as measured by the School Excellence Framework:</p> <p>Maintain and build on areas identified as Excelling.</p> <p>Effectively develop areas identified as Sustaining and Growing, review, plan and develop initiatives:</p> <p><b>Domain: Learning</b></p> <p><b>Element:</b> Wellbeing (Sustaining and Growing)</p> <ul style="list-style-type: none"> <li>• Focus theme: Caring for Students (Excelling)</li> <li>• Focus theme: A planned approach to wellbeing (Sustaining and Growing)</li> <li>• Focus theme: Individual learning needs (Sustaining and Growing)</li> <li>• Focus theme: Behaviour (Excelling)</li> </ul>	<p>Self-assessment against the School Excellence Framework shows Governor Philip King Public School currently performing at <b>Excelling</b> in the following elements:</p> <p><b>Element:</b> Wellbeing (Excelling)</p> <ul style="list-style-type: none"> <li>• Focus theme: Caring for Students (Excelling)</li> <li>• Focus theme: A planned approach to wellbeing (Excelling)</li> <li>• Focus theme: Individual learning needs (Excelling)</li> <li>• Focus theme: Behaviour (Excelling)</li> </ul>
<p><b>Achievement of school determined targets</b></p> <p>Improvement as measured by the School Excellence Framework:</p> <p>Maintain and build on areas identified as Excelling.</p> <p>Effectively develop areas identified as Sustaining and Growing, review, plan and develop initiatives.</p> <p><b>Domain: Leading</b></p> <p><b>Element:</b> Educational Leadership (Excelling)</p> <ul style="list-style-type: none"> <li>• Focus theme: Instructional Leadership (Excelling)</li> <li>• Focus theme: High Expectations Culture (Excelling)</li> <li>• Focus theme: Performance Management and Development (Sustaining and Growing)</li> <li>• Focus theme: Community Engagement (Excelling)</li> </ul> <p><b>Element:</b> School Resources (Excelling)</p> <ul style="list-style-type: none"> <li>• Focus theme: Staff Deployment (Excelling)</li> <li>• Focus theme: Facilities (Excelling)</li> <li>• Focus theme: Technology (Sustaining and Growing)</li> <li>• Focus theme: Community Use of Facilities (Excelling)</li> <li>• Focus theme: Financial Management</li> </ul>	<p>Self-assessment against the School Excellence Framework shows Governor Philip King Public School continuing to perform at <b>Excelling</b> in the following elements:</p> <p><b>Element:</b> Educational Leadership (Excelling)</p> <ul style="list-style-type: none"> <li>• Focus theme: Instructional Leadership (Excelling)</li> <li>• Focus theme: High Expectations Culture (Excelling)</li> <li>• Focus theme: Performance Management and Development (Excelling)</li> <li>• Focus theme: Community Engagement (Excelling)</li> </ul> <p><b>Element:</b> School Resources (Excelling)</p> <ul style="list-style-type: none"> <li>• Focus theme: Staff Deployment (Excelling)</li> <li>• Focus theme: Facilities (Excelling)</li> <li>• Focus theme: Technology (Excelling)</li> <li>• Focus theme: Community Use of Facilities (Excelling)</li> <li>• Focus theme: Financial Management (Excelling)</li> </ul>

(Excelling

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$26,522.00</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 Driven Practices</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 a bilingual School Learning Support Officer to coordinate personalised support for students and families from refugee backgrounds.</li> <li>• employment of additional human resources (1 x School Learning Support Officer) per grade to support teaching and learning programs, and support individual student needs.</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>weekly parent/carer phone calls by our bilingual School Learning Support Officer. This increased the capacity of parent/carers to connect with student learning, with the use of interpreters and assistive technology being key drivers. Parents/carers reported significantly increased confidence and self-worth when engaging with the school and developed positive relationships with staff members. Partnerships between the school and the parents/carers has been strengthened.</p> <p>Data and feedback from teachers indicated that the additional support was beneficial to student growth and achievement, even through the period of learning from home. School Learning Support Officers were actively engaged in zoom sessions and break out groups. Staff indicated that the employment of grade School Learning Support Officers benefits both students and staff. Teachers are able to plan to have additional support during explicit teaching areas throughout the day. School Learning Support Officers are able to be fluid in their timetables to assist when required with the wellbeing needs of students. This allows the teacher to focus on core business - teaching.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>to continue employing a bilingual School Learning Support Officer to support students to clarify learning in their home language. To sustain relationships with culturally and linguistically diverse parents, the need to embed the use of interpreters within all home-school communication processes has been identified. We will continue to fund the employment of one School Learning Support Officers per stage in 2022. Assistant Principal Curriculum &amp; Instruction will continue to upskill and train School Learning Support Officers in programs/pedagogies to support stages and class/student needs.</p>
<p>Integration funding support</p> <p>\$93,900.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Governor Philip King 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 Driven Practices</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>• Providing in-class/playground support with a School Learning Support Officer. The class teacher and Learning and Support Teacher create a Personalised Learning and Support Plan, setting goals each term. These goals are then supported/taught/assessed by the class teacher and School Learning Support Officer. Parents receive and give their input into these goals each Term.</li> <li>• Class teachers who have students in their class who receive Integration</li> </ul>

<p>Integration funding support</p> <p>\$93,900.00</p>	<p>Funding Support are allocated two days a year to plan differentiated and specific learning activities for these students. They work with Learning and Support Teachers and the School Learning Support Officer to create a cohesive program/plan for the student's learning and needs while at school.</p> <ul style="list-style-type: none"> <li>• Implementation of additional human resources (1 x School Learning Support Officer per grade) to support teaching and learning programs, and support individual student needs.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> individual support for our students who receive Integration Funding Support. This allows their class teacher to individually tailor their learning approach and activities. The use of a School Learning Support Officer gives the students individual support in the classroom and guides the student when working within their Personalised Learning and Support Pathway. The additional support in the classroom was beneficial to student growth and achievement as School Learning Support Officers were able to target specific children.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to continue to utilise Personalised Learning and Support Plans and School Learning Support Officers. All stakeholders will be involved in creating Personalised Learning and Support Plans and evaluating the student's needs, progress and future directions. Assistant Principal Curriculum and Instruction will continue to upskill and train School Learning Support Officers in programs/pedagogies to support stages and class/student needs. As the cost of employing one School Learning Support Officer per grade is high, in 2022, we will employ one School Learning Support Officer per stage team.</p>
<p>Socio-economic background</p> <p>\$672,806.66</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Governor Philip King 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>• Data Driven Practices</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 human resources (classroom teacher positions above entitlement) to support teaching and learning programs, and support individual student needs.</li> <li>• employment of additional human resources (one School Learning Support Officer per grade) to support students K-6 with additional needs and teaching and learning programs.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> data which has indicated that smaller class sizes across K-6, with the provision of additional support, has positively benefited and improved student growth and achievement, even through the period of learning from home. Smaller class numbers has allowed for a more focused approach to individualised learning for students based on assessment data. Whilst learning from home impacted student achievement, the initial data is positive and reinforces growth and achievement across the school. Year 3 National Assessment Program - Literacy and Numeracy Reading data indicates that a higher proportion of students achieved in the top two bands compared to both state and statistically similar school groups. 86% of Year 3 students and 80% of Year 5 students achieved in the middle or top two bands for National Assessment Program - Literacy and Numeracy reading.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> continue to employ additional teachers and School Learning Support Officers to support our trajectory towards achieving all targets.</p>

<p>Aboriginal background</p> <p>\$1,399.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Governor Philip King 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>• Staff Improvement</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>• engaging an Aboriginal Education Officer to facilitate improved community engagement, including the engagement of students and their families with the Personalised Learning Pathway process.</li> <li>• appointment of a new Aboriginal Education School Contact and increase Teacher Professional Learning with Departmental Aboriginal Officers.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> an increase in the authentic appreciation of the significant contribution of Aboriginal peoples to Australian culture and society.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to expand, embed and monitor Aboriginal Education, K-6, so that students and teachers have an authentic appreciation of the significant contribution of Aboriginal peoples to Australian culture and society. Continue to provide staff with relevant Professional Learning with Departmental Aboriginal Officers.</p>
<p>English language proficiency</p> <p>\$506,172.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Governor Philip King 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>• Reading</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 School Learning Support Officer to support communication with the community.</li> <li>• employment of Aspiring Assistant Principal to lead English as an Additional Language/Dialect team.</li> <li>• implementation of core guided reading programs K-6.</li> <li>• continuation of Get Reading Right program with literacy consultant Joanne Dooner.</li> <li>• continuation of Remedial Reading in Year 1 and Year 2.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> the appropriate training and skill development to beginning and experienced teachers, and teachers new to the school. The successful implementation of core guided reading programs K-6, including assessment and core English as an Additional Language/Dialect programs K-6 to support intensive reading intervention. It has also enabled the school to employ a School Learning Support Officer to each grade who have supported our current reading programs.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to align our current effective reading programs, including English as an Additional Language/Dialect programs and intensive reading intervention, with the new K-2 English syllabus. To develop a school wide approach and process for embedding data practices in reading.</p>

<p>Low level adjustment for disability</p> <p>\$204,118.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Governor Philip King 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>• Data Driven Practices</li> <li>• Student Improvement</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>• purchase of additional resources, including playground equipment.</li> <li>• employment of additional human resources (classroom teacher positions above entitlement) to support teaching and learning programs, and support individual student needs.</li> <li>• Deputy Principal Instructional Leaders - Ongoing professional learning delivered to staff.</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>students engaged in various physical activities using the playground equipment. Increase in physical activity requiring upper body strength. Additional opportunities for students to engage in physical activity during recess and lunch.</p> <p>Smaller class sizes across K-6 with the provision of additional support has positively benefited and improved student growth and achievement, even through the period of learning from home.</p> <p>Staff involved in weekly data analysis workshops with Deputy Principal Instructional Leaders. The focus of these meetings was on using data to track and monitor student achievement against the learning progressions.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>to continue to keep class sizes small again in 2022. Based on projected numbers, we will create two additional classes which will reduce all class sizes K-6. This will provide us with a full school year of face to face teaching to determine the overall impact on student achievement and progress. In 2022, we will welcome two Assistant Principal Curriculum and Instruction positions. Based on the needs of the staff, and feedback, these leaders will need to be analysing data at a whole school level, demonstrate exemplary practice in classrooms and work with grades/stages collaboratively and individuals to improve student achievement.</p>
<p>Literacy and numeracy</p> <p>\$15,646.23</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Governor Philip King 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>• Numeracy</li> <li>• Reading</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>• online program subscriptions to support Literacy and Numeracy.</li> <li>• staff training and support in Literacy and Numeracy.</li> <li>• updating reading resources (benchmarking program) to meet the needs of students.</li> <li>• Literacy consultant, Joanne Dooner, to develop and implement various parent workshops based on Successful Reading at Home and educating parents on the Literacy programs implemented at our school.</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>high quality professional learning delivered to staff on numeracy teaching strategies. The professional learning was delivered in Term 1 and Term 2, and a follow up task was assigned for Term 3 and Term 4. However, as staff</p>

<p>Literacy and numeracy</p> <p>\$15,646.23</p>	<p>and students were in engaged in Learning from Home in Term 3, and priorities changed in Term 4, the professional learning was not put into practice.</p> <p>A strong partnership between school and home has been established which ensures students achieve reading success. Parents feel confident when supporting their child/ren while reading.</p> <p>The development of a school wide process for reading practices that is consistent with an increased level of articulating comprehension answers based on progressive reading levels.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>to revise the Numeracy teaching strategies that were observed in 2021 and give staff the opportunity to put them into place in their classrooms. The Numeracy team will continue to support staff with the implementation of activities to support student's number sense. In addition, the team will develop core Numeracy programs that align to the new K-2 syllabus. We will continue to employ a Literacy consultant to implement professional learning among staff and present parent workshops based on successful reading at home.</p> <p>We will develop core Literacy programs that align with the new K-2 syllabus.</p>
<p>Early Action for Success (EAfS)</p> <p>\$274,420.00</p>	<p>The early action for success (EAfS) funding allocation is provided to improve students' performance at Governor Philip King Public School through targeted support in the lowest quartile of NAPLAN performance in literacy and numeracy.</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>• Numeracy</li> <li>• Reading</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>• employment of Instructional Leaders to facilitate and support K-6 teachers by building their capacity to explicitly teach, assess and implement quality Literacy and Numeracy learning opportunities for all students.</li> <li>• Instructional Leaders develop professional learning for whole school on using the Numeracy and Literacy Learning Progressions to plot students on the Progressions - starting with Quantifying Number and Understanding Texts. Instructional Leaders to provide stage and class support on how to use Planning Literacy And Numeracy Version 2 data to inform practice.</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>the development of a school wide process for reading practices that is consistent with an increased level of articulating comprehension answers based on progressive reading levels.</p> <p>Professional Development of staff on entering and analysing data on Planning Literacy And Numeracy Version 2. Instructional Leaders were able to plan, program and team teach with classroom teachers. This included lesson differentiation, which therefore increased their capacity in classroom teaching practices in Literacy and Numeracy.</p> <p>Teachers spent Term 2 putting data into Planning Literacy And Numeracy Version 2. This data was to be analysed in Term 3. However, as staff had to work offsite in Term 3, and priorities changed in Term 4, this did not occur.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>to target new scheme teachers and teachers new to the grade, or as requested, with strategies on lesson implementation in Literacy and Numeracy by an Assistant Principal Curriculum and Instruction.</p>
<p>QTSS release</p> <p>\$116,490.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Governor Philip King Public School.</p> <p><b>Funds have been targeted to provide additional support to students</b></p>

<p>QTSS release</p> <p>\$116,490.00</p>	<p><b>enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Numeracy</li> <li>• Reading</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>• Instructional leaders developed and implemented Professional Learning for the whole school on using the Literacy and Numeracy Learning Progressions to track students and how to use Planning Literacy And Numeracy Version 2 data to inform practice with a focus on Understanding Texts and Quantifying Number.</li> <li>• Instructional Leaders developed and led professional learning sessions for every grade during weekly Release from Face-to-Face time throughout Term Two, based on Understanding Texts and Quantifying Number.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> the professional development of all staff on using the Literacy and Numeracy Learning Progressions to track students with a focus on Understanding Texts and Quantifying Number has ensured a school wide approach to embedding data practices in reading and Numeracy.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to ensure that Assistant Principal Curriculum and Instruction leaders continue with whole school professional development based on Literacy and Numeracy Learning progressions and how to use Planning Literacy And Numeracy Version 2 data to inform their teaching of reading and Mathematics.</p>
<p>Literacy and numeracy intervention</p> <p>\$70,632.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Governor Philip King 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>• Numeracy</li> <li>• Reading</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>• Reading intervention program for targeted Year One students who have been identified as not meeting expected reading benchmarks based on consistent teacher judgement. The Reading Recovery model is implemented by a trained staff member to improve reading outcomes for targeted students.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> over 90% of students who participated in the reading intervention program achieving at or above grade expectations in reading based on syllabus outcomes, Planning Literacy And Numeracy Version 2 data, formative assessment and consistent teacher judgement.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to continue this program in 2022 to improve reading outcomes for targeted students.</p>
<p>COVID ILSP</p> <p>\$343,000.00</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>

COVID ILSP

\$343,000.00

- Other funded activities

**Overview of activities partially or fully funded with this targeted funding include:**

- employment of teachers/educators to deliver small group tuition.
- releasing staff to analyse school and student data to: identify students for small group tuition groups/monitor progress of student groups.
- providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area].
- providing intensive small group tuition for identified students.
- development of resources and planning of small group tuition.
- leading/providing professional learning for COVID educators.

**The allocation of this funding has resulted in:**

Through regular small group tuition, students' confidence, knowledge and skills have increased. This is evidenced by progress through the Learning Progressions, documented on Planning Literacy And Numeracy Version 2 in the specific areas of Reading and Numeracy.

These students have increased their participation within their classroom learning and are successful in transferring their new knowledge and skills. The majority of students in the program achieved significant progress towards their personal learning goals.

**Achievements in Literacy Goals in Understanding Texts:**

Year 1 students: from 9% to 86% in Comprehension; from 56% to 89% in Processes; from 34% to 78% in Vocabulary.

Year 2 students: from 38% to 71% in Comprehension; from 26% to 67% in Processes; from 8% to 26% in Vocabulary.

Year 3 students: from 64% to 80% in Comprehension; from 61% to 85% in Processes; from 23% to 49% in Vocabulary.

Year 4 students: from 0% to 56% in Comprehension; from 0% to 45% in Processes; from 0% to 5% in Vocabulary.

Year 5 students: from 0% to 25% in Comprehension; from 0% to 36% in Processes; from 0% to 6% in Vocabulary.

Year 6 students: from 0% to 19% in Comprehension; from 0% to 29% in Processes; from 0% to 1% in Vocabulary.

**Achievements in Numeracy Goals in Quantifying Number:**

Year 1 students: 10% to 86% in Producing Number Names; 29% to 96% in Grouping and Counting Numbers; 63% to 92% in Number Recognition and Identification.

Year 2 students: 3% to 96% in Producing Number Names; 10% to 95% in Number Recognition and Identification.

Year 3 students: 70% to 95% in Producing Number Names; 78% to 92% in Numeral Recognition; 16% to 25% in Understanding Place Value; 10% to 14% in Understanding Decimal Place Value.

Year 4 students: 57% to 89% in Numeral Recognition and identification of place value; 50% to 71% in Understanding Place Value.

Year 5 students: 73% to 75% in Numeral Recognition; 14.5% to 66.6% in Understanding Place Value; 0.1% to 29% in Understanding Decimal Place Value.

Year 6 students: 0% to 42% in Understanding Place Value; 0% to 13% in Understanding Decimal Place Value.

**After evaluation, the next steps to support our students with this funding will be:**

In 2022, we plan to follow the same process of using the full range of data to identify students and the same strategies of implementation. We plan to focus on Literacy in Terms 1 and 3 and Numeracy in Terms 2 and 4.

Even though Planning Literacy And Numeracy Version 2 is updated weekly, Covid Intensive Learning Support Program Teachers will meet with class teachers once a Term during assessment time.

Careful consideration of students will be conducted on an individual basis. Decisions will be based around other intervention programs that the student receives, such as if they are withdrawn for English as an Additional Language/Dialect - or already withdrawn more than once a week.

Meetings will be held each term with the Covid Intensive Learning Support Program teacher and class teacher to update progress and inform them of strategies to use to ensure that the student's progress is being recognised and supported within the classroom.

# Student information

## Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	303	311	310	307
Girls	284	302	309	298

## Student attendance profile

School				
Year	2018	2019	2020	2021
K	95.1	93.3	89.7	95.2
1	94.2	93.9	90	93.1
2	94.4	93	90.9	93.5
3	95.4	92.9	91	94.7
4	95.8	94	90.6	93.3
5	94.2	94.6	91.9	93.5
6	95	93.6	91.4	93.1
All Years	94.9	93.6	90.8	93.8
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.

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	23.13
Literacy and Numeracy Intervention	0.63
Learning and Support Teacher(s)	1.2
Teacher Librarian	1.2
Teacher ESL	4
School Counsellor	1
School Administration and Support Staff	4.06
Other Positions	4.6

\*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>	779,216
<b>Revenue</b>	7,998,895
Appropriation	7,860,350
Sale of Goods and Services	53,582
Grants and contributions	82,890
Investment income	1,274
Other revenue	800
<b>Expenses</b>	-8,022,608
Employee related	-6,979,803
Operating expenses	-1,042,805
<b>Surplus / deficit for the year</b>	-23,713
<b>Closing Balance</b>	755,504

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

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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>	120,431
<b>Equity Total</b>	1,389,391
Equity - Aboriginal	1,399
Equity - Socio-economic	672,807
Equity - Language	506,209
Equity - Disability	208,976
<b>Base Total</b>	4,332,743
Base - Per Capita	152,594
Base - Location	0
Base - Other	4,180,149
<b>Other Total</b>	1,271,932
<b>Grand Total</b>	7,114,497

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

# Parent/caregiver, student, teacher satisfaction

## Parents

Our community were very supportive of the school in 2021 with both onsite and Learning From Home. Our staff had many positive interactions with our community throughout the school year. Parents / Carers stated through our Community Forums (via Zoom platform) that they appreciated the schools effort in the delivery of learning during a difficult time. They also stated that it was much easier this year after the experiences in 2020 when Covid first impacted.

Every morning and afternoon the executive interacted with parents / caregivers at all school gates. The response from the community was extremely positive. Teachers also reported that the majority of interactions with their parents and caregivers was very positive.

## Students

Results Tell Them from Me Survey - 224 students Years 4-6

Sense of Belonging 76%

Positive Behaviour 90%

Positive Homework Behaviour 73%

Positive Relationships 85%

Students View of Teachers

Set Clear Goals for Learning School State Norm

8 7.5

Students have an advocate 8 7.7

Positive Teacher / Student Relationships 8.7 8.4

Homework Club

Did it help? 100%

Teachers Helping 70% helped a lot, 29% helped some

If you could do a Homework Club in 2022

would you attend Yes 64% Maybe 29%

## Teacher Survey

School Leaders leading improvement and change Agree or Strongly Agree 92%

School is well maintained Agree or Strongly Agree 99%

Effective Teaching Practices are supported Agree or Strongly Agree 94%

There is a student focus on learning Agree or Strongly Agree 98%

Sense of Belonging for Students Agree or Strongly Agree 98%

Student with special needs are catered for Agree or Strongly Agree 90%

# 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.