

2022 Annual Report

Kingstown Public School



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Introduction

The Annual Report for 2022 is provided to the community of Kingstown Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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School vision

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

Evaluative thinking will drive ongoing school improvement.

Quality teachers will provide rich learning experiences, promote a high expectations teaching and learning culture and regularly reflect on the impact of their practice in their pursuit of teaching excellence.

Teachers will continually upskill in their use of assessment platforms, and use data to inform teaching programs, personalise learning and ensure all students make learning progress.

Students will be successful, invested learners, know what they need to learn and set learning goals to maximise their achievement.

Problem-based Learning and integrated technologies will enhance a high expectation, quality framework and curriculum delivery, challenging students to be creative users of technology, inquisitive, think deeply and develop their capacity to learn and solve problems beyond the classroom. Students will become increasingly informed and connected to their local area and collaborate with experts in the wider community. They will care about their environment and develop their awareness of sustainable practices to preserve it.

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

School context

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

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

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

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

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

There will be a focus on ensuring teaching and learning programs are engaging and explicit. Project-based learning units will enhance curriculum provision and promote a high expectation framework for learning.

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

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

Self-assessment and school achievement

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

This year, our school undertook self-assessment using the School Excellence Framework. 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 | 2022 School Assessment |
|--|------------------------|
| LEARNING: Learning Culture | Excelling |
| LEARNING: Wellbeing | Excelling |
| LEARNING: Curriculum | Sustaining and Growing |
| LEARNING: Assessment | Sustaining and Growing |
| LEARNING: Reporting | Sustaining and Growing |
| LEARNING: Student performance measures | Sustaining and Growing |
| TEACHING: Effective classroom practice | Excelling |
| TEACHING: Data skills and use | Sustaining and Growing |
| TEACHING: Professional standards | Sustaining and Growing |
| TEACHING: Learning and development | Sustaining and Growing |
| LEADING: Educational leadership | Sustaining and Growing |
| LEADING: School planning, implementation and reporting | Sustaining and Growing |
| LEADING: School resources | Sustaining and Growing |
| LEADING: Management practices and processes | Sustaining and Growing |

Strategic Direction 1: Student growth and attainment

Purpose

Evidence-based Practice in Reading and Numeracy

Data Skills and Use

In schools that excel, evaluative thinking and effective use of data and assessment strategies, identifies the impact of teaching practices and programs on student achievement and the focus areas for future learning, to ensure student success.

A targeted, whole school focus on data skills and assessment practices in Reading and Numeracy will measure the impact of what is being taught and personalise the learning trajectories of all students, so that learning progress and achievement is evident and measurable across the school.

Effective Classroom Practice

In schools that excel, teachers are committed to understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies. Teachers establish a high expectation, quality teaching and learning environment and culture of excellence in which all students learn and succeed.

Teachers will continually upskill in effective literacy and numeracy strategies and explicit teaching and feedback practices, aligned to the new syllabi. This will drive and sustain school wide improvement in teaching practice and student results.

Initiatives

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

- Initiative 1 Evidence-based Practice in Reading
- Initiative 2 Evidence-based Practice in Numeracy

Resources allocated to this strategic direction

Socio-economic background: \$18,891.79

Low level adjustment for disability: \$15,844.84

AP Curriculum & Instruction: \$15,114.00

Aboriginal background: \$4,400.00

Per capita: \$2,779.48

Professional learning: \$1,793.93

QTSS release: \$2,298.42

Summary of progress

Throughout 2022 our school focus was on student growth and attainment in Reading and Numeracy through the use of quality assessments and highly effective, evidence-based teaching practices. This focus has led to demonstrated growth in Reading and Numeracy across the school. Reading delivery at Kingstown School is flexible, responsive and differentiated to best support the needs of individual students. Pre and Post Essential Assessments have enabled students to engage with their achievement data and personalised learning goals and have ensured success and achievement are optimised for all students. Department online assessments have also targeted students' individual learning needs and have been used to plan and differentiate support. We need to ensure these assessments are revisited each semester and continue to assess student growth and achievement levels to inform explicit, quality teaching practices that address student's points of need in everyday teaching. Professional learning, focused on comprehension teaching strategies drawn from the evidence-base, ensured reading improvement was at the forefront of all practices and that these practices targeted student need. These resources increased teacher confidence and deepened staff understanding of evidence-based strategies to improve reading comprehension. Reading Fluency Assessments have also been an innovative and motivating form of assessment in the Lower Division Classroom. Teachers have also implemented a decodable reading program to differentiate reading delivery in the Lower Division classroom. The learning progressions tool has supported teacher understanding of observable behaviours that align to syllabus outcomes in Numeracy and Reading, ensuring consistent teacher judgement. This year, teachers collaborated with the Intensive Reading Centre to support the delivering of an explicit, personalised reading program.

In numeracy, our instructional focus was on Additive Strategies, primarily in the K-3 class. Staff analysed student

achievement and staff members engaged in the Additive Strategies 2022 professional learning course. The focus of this training was for teachers explore the developmental sequence of observable behaviours for additive strategies in the Quantifying numbers and Additive strategies sub elements of the National Numeracy Learning Progression and to develop a thorough understanding of pedagogies that deepen students' confidence in using additive strategies. Throughout this training, understanding of quality teaching practices in additive strategies was strengthened and the importance of using data to design class, group and individual learning reinforced. The Assistant Principal Curriculum & Instruction (APC&I) and Lower Division Teacher explored what quality teaching in numeracy looks like, shared resources, collaboratively designed and delivered lessons, observed each other's practice and provided professional feedback. The teacher found this approach to be extremely valuable and reported an increase in knowledge and expertise. As a result, this structure will continue as we move forward into next year with greater collaboration in the Year 4-6 class.

Feedback from staff indicated a consistent and school wide understanding of evidence-based instruction and assessment, using syllabus outcomes, national learning progressions and check-in assessment data to identify, plan and track student progress are positively impacting student achievement in Reading and Numeracy. 2022 Naplan results reflected 100% achieved in top two bands in Numeracy. In Term 4 2022 Check-in Assessments the Year 5 cohort results were above SSSG and State results.

Next year in this initiative we will review and update our School Assessment Scope and Sequence to ensure that assessments are scheduled at the most suitable times throughout the year to ensure teachers have the data needed for the next phase of learning. This will include external data through Scout, check-in data and internal assessment data, including short assessments in reading and numeracy, to review to what extent student skills have changed. Staff will collaborate and seek feedback on the implementation of their teaching and learning programs relative to improving students' comprehension and numeracy strategies.

Progress towards achieving improvement measures

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

| Annual progress measure | Progress towards achievement |
|--|---|
| <ul style="list-style-type: none"> The proportion of Year 3 and 5 students achieving in the top 2 NAPLAN bands in numeracy will be at or above the system-negotiated, Namoi Small Schools, lower bound target of 27.6%. | Due to the small size of the cohort accurate/actual percentages cannot be reported. Individual student progress is reported directly to parents and carers throughout the year. |
| <ul style="list-style-type: none"> The proportion of Year 3 and 5 students achieving in the top 2 NAPLAN bands in reading will be at or above the system-negotiated, Namoi Small Schools, lower bound target of 43.9%. | Due to the small size of the cohort accurate/actual percentages cannot be reported. Individual student progress is reported directly to parents and carers throughout the year. |
| SEF - Assessment <ul style="list-style-type: none"> The school will validate itself as Sustaining and Growing using the School Excellence Framework. | The school demonstrates growth on the School Excellence Framework from Delivering to Sustaining and Growing in the learning domain of Assessment. Teachers routinely analyse evidence of learning, using a range of formative and summative assessments to identify the learning progress of individual students and student cohorts. Evidence-based teaching practices are responsive, targeting the learning needs of all students. Reliable assessments, such as NAPLAN, Check In, Essential Assessment, Snapshot Assessments and on demand assessments through ALAN, capture information about student learning to inform future, explicit teaching and learning programs. Summative data identifies student learning and validates formative assessment practices. Teachers share assessment success criteria and learning progression trackers with students, enabling students to monitor their own progress and inform future learning goals. |
| <ul style="list-style-type: none"> The proportion of students attending school at least 90% of the time will be trending towards the system-negotiated lower bound target of 70%. | The number of students attending school 90% of the time is above the lower bound target of 70%. |
| <ul style="list-style-type: none"> The proportion of students achieving | Student achievement data is unavailable for this progress measure in 2022 |

| | |
|--|--|
| expected growth in NAPLAN reading between Year 3 and 5 will be trending towards the system-negotiated lower bound target of 60%. | with an absence of comparison data from the 2020 cancellation of NAPLAN. |
| <ul style="list-style-type: none"> • The proportion of students achieving expected growth in NAPLAN numeracy between Year 3 and 5 will be trending towards the system-negotiated lower bound target of 60%. | Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN. |

Strategic Direction 2: High Expectations Teaching and Learning Culture

Purpose

In schools that excel, an integrated approach to quality teaching, curriculum planning and delivery will support a high expectations framework for student learning and teaching excellence.

Problem-based Learning and integrated technologies will enhance a high expectations, quality framework and curriculum delivery, challenging students to be creative users of technology, inquisitive, think deeply and develop their capacity to learn and solve problems beyond the classroom. Students will become increasingly informed and connected to their local area and wider community expertise. They will care about their environment and develop their awareness of sustainable practices to preserve it. Students will collaborate with the community, identify projects that will target and impact audiences beyond the school.

Initiatives

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

- Initiative 1 Curriculum Provision
- Initiative 2 Technology: Expertise and Innovation

Resources allocated to this strategic direction

AP Curriculum & Instruction: \$15,000.00

Aboriginal background: \$3,500.00

Professional learning: \$3,000.00

Low level adjustment for disability: \$11,984.20

Location: \$11,168.68

Summary of progress

Curriculum Provision

In 2022, staff at Kingstown Primary School engaged with the new K-2 English and Mathematics syllabuses and support documents (phonics and spelling scope and sequence) and trialed the implementation of these in the Lower Division classroom. Staff worked collaboratively to explore the new K-2 syllabuses, analyse similarities and differences between the current and new syllabus documents, and identify areas of greater focus in the new documents, such as a greater focus on quality texts and the use of decodable readers. The purchasing of resources, such as quality texts to support English units has begun. In the Lower Division classroom, early reading instruction has shifted to align with syllabus expectations through the use of decodable readers and a focus on explicit instruction of phonics. Use of new assessment strategies, such as the Little Learners Assessment of Reading Skills and the Fluency application on Microsoft Teams have ensured that teachers are able to assess and monitor students' reading skills accurately and identify the specific needs of each student. This has led to more informed and targeted teaching in reading. Support in implementing teaching and learning experiences using the new syllabus outcomes and content was provided through modelled and team-teaching sessions with the Lower Division teacher. The Lower Division teacher and Assistant Curriculum & Instruction participated in evidence-based training aligned to the new mathematics syllabus (Additive Strategies 2022), to increase their understanding of pedagogical approaches to teaching additive strategies. Learning from this training will be shared with other staff, and the Lower Division Teacher and APC&I will lead changes in practice in the area of number talks. We postponed the development of our own K-2 scope and sequences and units of work in English and Mathematics until Department developed examples were published/released. We have planned to adopt and adapt these documents to suit our school context, as at this stage we will only have one student in K-2 in 2023.

Technology: Expertise and Innovation Lead Digital Improvement - Enable Digital Classrooms - Access Digital Tools

The employment of and collaboration with our 2022 Digital Classroom Officer, identified technology gaps and supported the implementation of the Digital Maturity Planner. Our focus this year has been on developing a Digital Action Plan. The school has trialed innovative practices and has processes in place to evaluate, refine and scale success, using the Digital Planner. The Digital Classroom Officer has shared and demonstrated expertise, provided access to new digital resources and targeted professional support for technology improvement across the school. Teachers have engaged in professional discussion and collaborated to incorporate improved technology into their classrooms. This includes negotiated observations of classroom teaching practice, with feedback, to improve professional knowledge and practice. End of year teacher survey results have our current Digital Maturity Level at Sustaining and Growing in Learning, Teaching and Leading.

Next year we will use the planner to access a range of resources designed to assist and lift our school towards Level 4 - Excelling.

Progress towards achieving improvement measures

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

| Annual progress measure | Progress towards achievement |
|--|---|
| <p>SEF - Curriculum</p> <p>The school will validate itself as Sustaining and Growing using the School Excellence Framework.</p> | <p>The school's curriculum provision and evidence-based teaching practices provide a high expectations framework, within which all students effectively develop their knowledge, understanding and skills. The school monitors and reviews its curriculum provision to meet changing requirements of the students. Teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement. Teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge. Most students can articulate their learning and understand what they need to learn next to enable continuous improvement.</p> <p>In the School Excellence Framework element of Curriculum the school is assessed as Sustaining & Growing.</p> |
| <p>Digital Action Plan</p> <p>Using the Digital Maturity Planner (DMP), Digital Action Plan Tool and on-line survey, the school students and staff will be validated as Sustaining and Growing using the School Excellence Framework.</p> | <p>Using the Digital Maturity Planner (DMP) the school students and staff were validated as Sustaining and Growing.</p> |

| Funding sources | Impact achieved this year |
|---|--|
| <p>Socio-economic background</p> <p>\$18,891.79</p> | <p>Socio-economic background equity loading is used to meet the additional learning needs of students at Kingstown Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Initiative 1 Evidence-based Practice in Reading <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 program implementation. <p>The allocation of this funding has resulted in the following impact: The employment of extra staff has enabled teacher and APC&I to review baseline data for new and targeted students and collaborate to develop personalised learning plans in Reading and Numeracy. Teacher and SLSO in collaboration with the Centre for Intensive Reading implemented personalised Reading, Numeracy and Spelling programs for targeted students. This led to students moving forward on Learning Progressions.</p> <p>After evaluation, the next steps to support our students will be: Teacher and APC&I will continue to collaborate through a process of co-analysis of data and co-development of differentiated teaching and learning programs. Individual support for targeted students will continue.</p> |
| <p>Aboriginal background</p> <p>\$7,900.00</p> | <p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Kingstown Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Initiative 1 Evidence-based Practice in Reading • Initiative 1 Curriculum Provision <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employed an extra teacher <p>The allocation of this funding has resulted in the following impact: As a result of this funding, the employment of an extra teacher allowed for individualised learning for our Aboriginal students in Reading and Numeracy. The impact was evidenced in external assessments, with our Aboriginal students achieving above State and Statistically Similar School Group (SSSG) results.</p> <p>After evaluation, the next steps to support our students will be: Continue to employ an extra teacher in order to maintain these upper bound results.</p> |
| <p>Low level adjustment for disability</p> <p>\$27,829.04</p> | <p>Low level adjustment for disability equity loading provides support for students at Kingstown Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Initiative 1 Evidence-based Practice in Reading • Initiative 1 Curriculum Provision |

| | |
|---|---|
| <p>Low level adjustment for disability</p> <p>\$27,829.04</p> | <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officer to deliver the Intensive Reading Program (Multi-Lit) • engaging with the APC& I to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students <p>The allocation of this funding has resulted in the following impact: The employment of the School Learning Support Officer (SLSO), allowed for the successful implementation of an Intensive Reading Program through the Centre for Effective Reading and individualised intervention in Literacy and Numeracy with target students.</p> <p>After evaluation, the next steps to support our students will be: Continue with individualised intervention in Literacy and Numeracy with target students.</p> |
| <p>Location</p> <p>\$11,168.68</p> | <p>The location funding allocation is provided to Kingstown Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Initiative 2 Technology: Expertise and Innovation <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate • incursion expenses • technology resources to increase student engagement <p>The allocation of this funding has resulted in the following impact: Funding allowed for the purchase of technology to access extra curricular activities and experiences. The funding also enabled subsidised excursions and incursions, such as Lake Keepit Camps, author visits and online writing workshops. It has allowed the school to provide educational materials, uniform, equipment and other items for students without economic support.</p> <p>After evaluation, the next steps to support our students will be: Continue to ensure that all students have equitable access to technology, resources and extra curricula activities.</p> |
| <p>Professional learning</p> <p>\$4,793.93</p> | <p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Kingstown Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Initiative 1 Curriculum Provision • Initiative 2 Evidence-based Practice in Numeracy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging a APC& I to unpack evidence-based approaches to teach Additive Thinking Strategies in Numeracy. <p>The allocation of this funding has resulted in the following impact: Collaborative practice to uplift the delivery of quality teaching and learning experiences through modelled and team teaching sessions in the K-3 class. Support in preparing for curriculum reform and the implementation of the new Mathematics syllabus has resulted in increased confidence and capacity of teachers to implement the new syllabus.</p> <p>After evaluation, the next steps to support our students will be:</p> |

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|-------------------------------------|--|
| Professional learning \$4,793.93 | <p>Continued collaboration between Assistant Principal Curriculum and Instruction (APC&I) and classroom teachers to deliver evidence-based classroom practices aligned with the new syllabus.</p> |
| QTSS release \$2,298.42 | <p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Kingstown Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Initiative 2 Evidence-based Practice in Numeracy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum <p>The allocation of this funding has resulted in the following impact: Staff have been able to be released together to participate in professional learning together, analyse data and plan collaboratively for next steps.</p> <p>After evaluation, the next steps to support our students will be: Continue to monitor data and plan in response to findings.</p> |
| COVID ILSP \$8,970.00 | <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 2022.</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"> • employment of teachers/educators to deliver small group tuition <p>The allocation of this funding has resulted in the following impact: Enabled the employment of a Learning Support Officer to deliver Intensive Reading Program for targeted students.</p> <p>After evaluation, the next steps to support our students will be: Continue with targeting the needs of individual students and providing intervention in Literacy and Numeracy.</p> |
| Per capita \$2,779.48 | <p>These funds have been used to support improved outcomes and the achievements of staff and students at Kingstown Public School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Initiative 1 Evidence-based Practice in Reading <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Purchase of resources <p>The allocation of this funding has resulted in the following impact: Purchasing of resources such as decodable readers has allowed for a more systematic approach to building phonic knowledge and increased oral reading fluency and reading engagement. The new library books, quality texts for new syllabus implementation and school magazines have contributed to the enrichment of literacy programs.</p> <p>After evaluation, the next steps to support our students will be: Build on bank of decodable readers. Spend money on new non-fiction texts</p> |

| | |
|--------------------------|---|
| Per capita \$2,779.48 | for the library. Build on collection of quality texts to support new syllabus implementation. |
|--------------------------|---|

Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2019 | 2020 | 2021 | 2022 |
| Boys | 11 | 9 | 8 | 9 |
| Girls | 8 | 5 | 3 | 2 |

Student attendance profile

| School | | | | |
|-----------|------|-------|-------|------|
| Year | 2019 | 2020 | 2021 | 2022 |
| K | 97.4 | 100.0 | 88.8 | 62.2 |
| 1 | 96.0 | 96.3 | 94.6 | 86.2 |
| 2 | 93.5 | 96.5 | 76.1 | 89.7 |
| 3 | 94.5 | 96.3 | 91.9 | 73.4 |
| 4 | | 97.5 | 89.7 | 72.1 |
| 5 | 94.0 | 100.0 | 95.1 | 85.3 |
| 6 | 98.6 | 95.7 | 100.0 | 84.9 |
| All Years | 95.8 | 96.9 | 89.9 | 82.5 |
| State DoE | | | | |
| Year | 2019 | 2020 | 2021 | 2022 |
| K | 93.1 | 92.4 | 92.8 | 87.9 |
| 1 | 92.7 | 91.7 | 92.7 | 87.4 |
| 2 | 93.0 | 92.0 | 92.6 | 87.8 |
| 3 | 93.0 | 92.1 | 92.7 | 87.6 |
| 4 | | 92.0 | 92.5 | 87.4 |
| 5 | 92.8 | 92.0 | 92.1 | 87.2 |
| 6 | 92.1 | 91.8 | 91.5 | 86.3 |
| All Years | 92.8 | 92.0 | 92.4 | 87.4 |

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

| Staff type | Benchmark ¹ | 2022 Aboriginal and/or Torres Strait Islander representation ² |
|----------------|------------------------|---|
| School Support | 3.00% | 4.10% |
| Teachers | 3.00% | 3.30% |

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

| | 2022 Actual (\$) |
|---------------------------------------|-------------------------|
| Opening Balance | 180,569 |
| Revenue | 459,611 |
| Appropriation | 452,487 |
| Sale of Goods and Services | -140 |
| Grants and contributions | 5,353 |
| Investment income | 1,912 |
| Expenses | -458,380 |
| Employee related | -419,830 |
| Operating expenses | -38,550 |
| Surplus / deficit for the year | 1,232 |
| Closing Balance | 181,801 |

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.

| | 2022 SBAR Adjustments (\$) |
|-------------------------|-----------------------------------|
| Targeted Total | 0 |
| Equity Total | 54,677 |
| Equity - Aboriginal | 7,956 |
| Equity - Socio-economic | 18,892 |
| Equity - Language | 0 |
| Equity - Disability | 27,829 |
| Base Total | 346,204 |
| Base - Per Capita | 2,779 |
| Base - Location | 11,169 |
| Base - Other | 332,256 |
| Other Total | 38,234 |
| Grand Total | 439,115 |

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School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

Parent/caregiver, student, teacher satisfaction

Student Comments Year 6

Kingstown School has led me to a successful future, by always setting high expectations, expecting me to always do my best, be my best, and reach my potential. We've learnt about what it takes to have good character and show integrity.

Kingstown School has taught me to know what it takes to have a good character . The teachers have supported me throughout my years and helped me achieve new goals and apply for a selective high school. Kingstown has also taught me to think about how I receive feedback to help me with my learning.

Parent Comments

Thank you everyone for your team effort in supporting my daughter. At the start of the reading program she was struggling with her confidence and was quite upset at times. She is now confident, happy and empowered. She now reads at home and feels more confident about starting high school.

Small classes at Kingstown School provide great personalised learning opportunities, along with a high expectation environment of respect and student work. I am so happy that my children attend Kingstown School and are prepared and confident to apply for enrolment in a selective high school.

Staff Comments

Kingstown Primary School promotes a positive and supportive working environment. There is a collaborative approach to planning and individual expertise is recognised and utilised. I feel that I am a valued member of the KPS team.

Kingstown Public School is a dynamic school that supports its staff to develop and grow in their roles.

Staff identify areas of need for their students and collaboratively work together to improve all students' outcomes.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

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

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.