

2022 Annual Report

King Park Public School



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Introduction

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

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

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2022 School Leaders

School vision

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

School context

King Park Public School is situated in South Western Sydney and has an enrolment of 420 students. The school caters for students from Kindergarten to Year 6 with 18 mainstream classes and two support classes for students with a disability. The school serves a culturally diverse community with 87% of students from a non-English speaking background, 34% receive additional EALD (English as an additional language or dialect) support. There are 38 language groups predominantly English, Vietnamese and Arabic with an even spread of the additional 35 languages. Five students identify as having an Aboriginal background. The school has a stable Family Occupation Employment Index (FOEI) of 116 and attracts significant equity funding.

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

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

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



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	Excelling
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Excelling
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

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

Initiatives

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

- Data Informed Practice
- Effective Classroom Practice

Resources allocated to this strategic direction

Socio-economic background: \$159,000.00

Aboriginal background: \$5,329.00

Refugee Student Support: \$9,389.00

English language proficiency: \$62,510.00

Integration funding support: \$15,940.00

Low level adjustment for disability: \$50,008.00

AP Curriculum & Instruction: \$150,571.00

Professional learning: \$31,000.00

Summary of progress

In Strategic Direction 1 the focus for 2022 was ensuring best practice was embedded in teaching and learning cycles in Mathematics and English. Data was used to inform planning, identify interventions and modify teaching practice. Learning goals for students were informed by the analysis of internal and external student progress and achievement data. Progress towards goals was monitored through the collection of quality, valid and reliable data. Whole school data was collected at the beginning of each year. Our teaching and learning cycles rely on the use of data to inform practice. Teams designed and used English and Mathematics rubrics to inform reporting, targeting outcomes for each semester. Work samples were regularly aligned with rubrics to ensure consistent teacher judgement and also to inform future practice.

Teams met twice a term with Assistant Principals (APs) and the Assistant Principal Curriculum and Instruction (APC&I) to use data to collaboratively plan a 5 week teaching and learning unit with culminating activity. These units were focused on the English Contextual Concepts and progress was discussed during team meetings. These programs were evaluated by Stage teams at the end of the unit. Three way teacher reflections were conducted with APs and APC&I to discuss external and internal data. These practices were targeted at student need. Teachers developed their confidence and awareness of using student data to plan and embed quality practices into their teaching, and as a result, resources were designed and created as a valuable reference for support. 96% of staff indicated that their use of assessment data to drive teaching and learning improved. 94% of staff valued the reflection process and believed it led to improved classroom practice. 100% of staff want to continue this practice in 2023.

High impact professional learning around *Effective Reading* allowed K-2 teachers to gain greater knowledge of *phonological awareness* and the role of decodable texts. Teachers have had a greater emphasis on deliberately teaching the foundational skills that students require in gaining success with reading. The results in Kindergarten have been most apparent as students are successfully learning to read and also creating texts that is seeing a transfer of skills. 96% of Kindergarten students had reached target levels in phonological awareness at the end of 2022. In Stage 1, students had also improved in their phonological awareness and phonics knowledge with 35% of students exceeding expectations and an additional 24% of students approaching targets.

As a result of this professional learning across K-6, teachers have a deeper understanding of where their students are at, of curriculum demands and expectations and how to choose quality literature. 100% of classroom teachers have a deeper understanding of the teaching and learning cycle. They have used models of exemplary units to plan their own quality units of work. They are beginning to use English textual concepts in their programming. K-2 have a deeper understanding of the new English curriculum and are beginning to use this in programming. Collaborative planning has resulted in key inquiry questions and culminating tasks leading to higher expectations for our students.

Student learning outcomes have been tracked through the collection and analysis of both external and internal assessment data. Analysis of this data has shown improvement as can be seen from the annual progress measures below.

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"> Increase the percentage of students achieving in the top two bands of NAPLAN Reading to be at or above the school's lower bound system negotiated target of 41.9%. 	<ul style="list-style-type: none"> 2022 NAPLAN data indicates 40.3% of students achieved in the top two skill bands for reading indicating progress towards the system negotiated lower bound target and progress beyond the target baseline by 4.2%.
<ul style="list-style-type: none"> Increase the percentage of students achieving expected growth in NAPLAN Reading by 3% 	<ul style="list-style-type: none"> Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
<ul style="list-style-type: none"> Increase the percentage of students achieving in the top two bands of NAPLAN Numeracy be at or above the school's lower bound system negotiated target of 35.8%. 	<ul style="list-style-type: none"> 2022 NAPLAN data indicates 26% of students achieved in the top two skill bands for numeracy indicating progress yet to be achieved towards the lower bound system negotiated target.
<ul style="list-style-type: none"> Increase the percentage of students achieving expected growth in NAPLAN Numeracy by 2.5% 	<ul style="list-style-type: none"> Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
<ul style="list-style-type: none"> A 5% increase in the percentage of students achieving expected attainment levels in literacy and numeracy benchmarks as evidenced by school based data. 	<ul style="list-style-type: none"> School based data for literacy in K-2, referencing reading levels, has shown an increase in students achieving expected benchmark levels. The Year 2 cohort saw a 13% increase in students achieving expected levels. The Year 1 cohort saw a 17% increase in students achieving expected benchmark levels. School based data for literacy in 3-6, referencing PAT data, has shown on average an increase in students achieving expected attainment of 8% as compared to 2020 data. This data indicates achievement of this school identified target for Literacy. School based data for numeracy in 3-6, referencing PAT data, has shown on average a decrease in students achieving expected attainment of 12% as compared to 2020 data. This data indicates this school identified target is yet to be achieved for numeracy.
<ul style="list-style-type: none"> A 5% increase in the percentage of students achieving expected growth (0.4 Effect Size) in literacy and numeracy as evidenced by school PAT data. 	<ul style="list-style-type: none"> The percentage of students achieving expected growth in PAT Literacy has increased by 6% compared to 2020 data, indicating achievement of the school identified target. The percentage of students achieving expected growth in PAT numeracy has increased by 9% compared to 2020 data, indicating achievement of the school identified target.
<ul style="list-style-type: none"> Value added data from Scout for K-3 and Y3-5 shows an upward trend in Excelling. Value added data from Scout for Y5-7 shows an upward trend in Delivering. 	<ul style="list-style-type: none"> Value Add data cannot be calculated for 2020/22 as the NAPLAN test was not run in 2020.
<ul style="list-style-type: none"> Consolidating Sustaining and Growing in the element of <i>Data Skills and Use</i> as measured by the School Excellence Framework 	<ul style="list-style-type: none"> Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of data skills and use. There has been some improvement in the theme of data literacy with self-assessment showing the school moving to excelling.
<ul style="list-style-type: none"> Sustaining and Growing in two or more themes within the element <i>Professional learning is continuous and coherent</i> of the High Impact Professional Learning model. 	<ul style="list-style-type: none"> Self-assessment against the High Impact Professional Learning tool shows the school currently performing at sustaining and growing in the themes of <i>Establish a link between professional learning, Continuous school improvement</i> and <i>Develop expertise that is sustained over time</i>.

• Sustaining and Growing in two or more themes within the element
Professional learning is continuous and coherent of the High Impact Professional Learning model.

• Teachers can articulate how their ongoing professional learning is aligned to the school's Strategic Improvement Plan. The leadership team reviews school progress against priorities identified in the schools Strategic Improvement Plan and determines the ongoing professional learning needs of teaching staff.

• Professional learning focuses on a limited number of evidence-informed strategies leading to growth in teaching practice, student progress and achievement.



Strategic Direction 2: Connect, Succeed, Thrive and Learn

Purpose

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

Initiatives

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

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

Resources allocated to this strategic direction

Aboriginal background: \$2,000.00

English language proficiency: \$206,857.00

QTSS release: \$87,684.00

Low level adjustment for disability: \$137,905.00

Summary of progress

In 2022 there were two main focus areas in Strategic Direction 2. The first was to re-engage with our students and families to foster a sense of belonging, purpose and connection to our school. The second was to continue our instructional leadership program, with Assistant Principals taking an active role in the well-being and academic performance of those students aligned to their stage.

There was a focus on the development of high interest, investigative units that resulted in a culminating task which showcased learning. These units were very well received by students with student engagement high. Assistant Principals worked collaboratively with stage teams to ensure consistency across classes. This resulted in teachers feeling more confident in using new syllabus and higher expectations for our students.

School Production returned to the stage this year, creating fun, excitement and high engagement from students and families. A student survey rated their experience with production 4.74 stars out of a possible 5 stars. One student commented "the best thing out of production was how we all got together and worked hard and it was all worth it." 100% of parents surveyed rated the ticketing system outstanding. There was an overwhelming number of positive responses from parents on their experience and when asked about the best thing about production comments included: "the community, connecting and the wonderful performances from the kids", "the joy and excitement we saw on our children's' faces".

The Tell Them From Me survey was again conducted in October 2022 to gauge from students how they were feeling and connecting with school. Survey results showed an upward trend in *Sense of Belonging* with 79% of students having a positive sense of belonging. *Interest and Motivation* was at 75%, with 84% of students agreeing or strongly agreeing that they felt proud of their school. 83% of students report they have friends at school they can trust and who encourage them to make positive choices. 81% of students report a positive sense of well-being (*expectations for success, advocacy, and sense of belonging at school*).

Regular attendance is important for every student so that students are able to achieve their potential. There has been a focus on communication with parents as partners in the responsibility for promoting the regular attendance of students. An Attendance Committee was created and meetings with the Home School Liaison Officer occurred fortnightly to analyse attendance data and discuss students at risk. A new attendance flow chart was created to outline our school attendance monitoring procedures and this was communicated with staff and families. As part of these procedures daily SMS communication was sent to all families of students absent, weekly follow up letters were sent to families when reasons for absences were not forthcoming and reward charts and goal setting awards were given to students and sent home to be discussed with families. Unfortunately there was still a lot of sickness around at the beginning of the year and during the winter months. Strict health guidelines on staying home when sick or with flu symptoms resulted in an overall decline in the number of students attending school 90% of the time. In 2023 we will continue our attendance strategies and work with our community to increase this statistic.

The Aboriginal Education Team was created in 2022 with a new Acknowledgement of Country for our school written in consultation with local Aboriginal leaders. Koori Kids club was created and 14 students attended Koori Day 2022 at Merrylands Public School. Teachers completed "Histories and Cultures" professional learning which was very well received. As a result of completing this professional learning 100% of teachers feel more confident in incorporating

Aboriginal Education into their every day teaching.

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"> Increased percentage of students attending school more than 90% of the time to 83.8% or above. 	<ul style="list-style-type: none"> There has been a decrease in the percentage of students attending school 90% of the time from 81.5% in 2021 to 53.4% in 2022, which is well below the set target. Ongoing COVID-19 has had a significant impact on this data. In 2021 data was inflated due to the prolonged working from home period. 2022 has seen increased student illness with public health orders requiring students to be absent from school.
<ul style="list-style-type: none"> An increase of 3% or more in student Tell Them From Me data in the elements of <i>Sense of Belonging</i>, <i>Positive Behaviour at School</i> and <i>Interest and Motivation</i>. 	<ul style="list-style-type: none"> Tell Them From Me data showed an improvement of 2% in students reporting a <i>Sense of Belonging</i>, a 3% decrease in <i>Positive Behaviour at School</i> and a 4% decrease in students' <i>Interest and Motivation</i>.
<ul style="list-style-type: none"> An increase in the proportion of students identifying in the area of <i>Advocacy at School</i> in Tell Them From Me data with a 4% increase in the number of students who can name 2 people in the school who believe they will succeed (advocacy). 	<ul style="list-style-type: none"> Tell Them From Me data shows consistency in the area of <i>Advocacy at School</i>, where students feel they have someone at school who consistently provides encouragement and can be turned to for advice, with the school mean of 7.7 compared to 7.8 in 2022.
<ul style="list-style-type: none"> Improvement from Delivering towards Sustaining and Growing in the theme <i>Attendance</i> as measured by the School Excellence Framework. 	<ul style="list-style-type: none"> Self-assessment against the School Excellence Framework shows the school currently performing at Sustaining and Growing in the theme of <i>Attendance</i>.
<ul style="list-style-type: none"> An improvement in teacher Tell Them From Me data by 0.1 or more in the elements of <i>Parent Involvement</i> and <i>Inclusive School</i>. 	<ul style="list-style-type: none"> Teacher Tell Them From Me data in 2022 has remained steady with no change in the elements of <i>Parent Involvement</i> (6.3 school compared to 6.8 State) and <i>Inclusive School</i> (7.9 school compared to 8.2 State).
<p>Achieved Sustaining and Growing or above against the statements 1.1, 1.2, 1.3 and 1.4 of the HPGE policy.</p>	<ul style="list-style-type: none"> Self assessment using the HPGE evaluation and planning tool shows the school currently performing at Sustaining and Growing in the statements 1.1 and 1.2 and working towards Sustaining and Growing in the statements 1.3 and 1.4.



Strategic Direction 3: Future Focused Lifelong Learners

Purpose

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

Initiatives

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

- Deeper Learning
- Technology as a Game Changer

Resources allocated to this strategic direction

Socio-economic background: \$84,000.00
: \$0.00

Summary of progress

The focus for Strategic Direction 3 in 2022 was to move teaching and learning from surface learning to deep learning. When engaged in deep learning students think critically and communicate and work with others effectively across a variety of Key Learning Areas. The focus was on building understanding and meaning rather than focusing on learning superficial knowledge. Deep learning allows students to demonstrate use of our learner keys and prepares them to be curious, continuous and independent learners. The school has developed a bank of high quality English units that integrate across other Key Learning Areas to promote deep learning. These units of work start with an inquiry question and end with a culminating task for all stages. The impact has been to allow students to gain a deeper understanding and to give them opportunities to apply that knowledge in other Key Learning Areas. It has also resulted in greater consistency in teaching across classrooms within a stage. Teachers have felt supported in the development of these units and have commented they feel greater capability to program highly specific, integrated units for their class. There is evidence of increased teacher understanding of new syllabus, particularly in K-2. Beginning teachers feel supported with this collaborative approach.

Peer support proved to be an effective vehicle to use to develop student understanding of the learner keys. Students were provided with a variety of scenarios for each learner key containing practical examples that they could understand. High level dialogue and discussion occurred in Peer Support groups. It was identified that there was not sufficient time allocated to professional learning of staff in the learner keys, and the role they play, and it was not a focus for programming across the stages. As a result there has been very little progress made in embedding the Keys to Success into everyday teaching. This will be a focus for 2023.

The extreme teacher shortage experienced during 2022 meant we were unable to fill the technology officer position on a regular basis until term 4. This hampered staff's ability to integrate technology as technical issues and updates could not be actioned.

Towards the end of the year the technology team worked on taking stock of all devices, removing those not functioning and re-allocating devices across the school to ensure equity of access. Acting on teacher feedback, which raised issues of accessibility, 74 chromebooks and 50 ipads were purchased. This achieved a class set of chromebooks for every stage 3 class, one set of chromebooks shared between two classes for Year 2, 3 and 4 and a set of ipads for each kindergarten, support and stage 1 class.

As a result of teacher feedback, investigations into upgrading our school internet commenced. The school was upgraded to Internet Edge during 2022, however there were still concerns with drop outs and internet speed. The school sourced additional wireless access points, however these were not a long term solution and we entered into a collaborative project with school's infrastructure to upgrade the school's internet. This included new cabling, new servers and distribution boards which should see internet speeds increase and the network be more stable. This work will take place in April and May of 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
<ul style="list-style-type: none"> Improvement in the theme <i>Technology</i> working towards Excelling as measured by the School Excellence Framework. 	<ul style="list-style-type: none"> Self-assessment against the School's Excellence Framework shows the school currently performing at Sustaining and Growing and moving towards Excelling in the theme <i>Technology</i>.
<ul style="list-style-type: none"> An improvement from baseline data in the elements of <i>Digital Teaching Processes</i> as evidenced by the Digital Maturity Framework. 	<ul style="list-style-type: none"> Self-assessment against the Digital Maturity Framework in the area of <i>Digital Teaching Processes</i> shows the school currently working towards delivering in <i>Growth, Delivery</i> and <i>Wellbeing</i> and currently performing at Sustaining and Growing for <i>Planning and Programming, Reporting and Feedback</i> and <i>Staff Digital Literacy</i>.
<ul style="list-style-type: none"> Establish baseline data in the proportion of students who indicate they confidently implement the learner disposition keys of collaboration and reflection, to support them in their learning. 	<ul style="list-style-type: none"> Accurate baseline data is yet to be collected. This will be a focus area for 2023 and 2024.
<ul style="list-style-type: none"> All teachers confidently and consistently embed the learner disposition keys of collaboration, reflection and problem solving in their teaching practice. 	<ul style="list-style-type: none"> Accurate baseline data is yet to be collected. This will be a focus area for 2023 and 2024.



Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$9,389.00</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>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"> • Data Informed Practice <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Employment of SLSOs to target teaching and learning needs in small group and individual instruction. • Employment of additional hours for a bilingual school administration officer to liaise with refugee families. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * An improvement in student learning outcomes for refugee students in literacy and numeracy. * Families of refugee students feel supported in their ability to effectively communicate their needs to the school. <p>After evaluation, the next steps to support our students will be: To continue the employment of bilingual SLSOs and administrative staff to target student needs and support the communication needs of their families.</p>
<p>Integration funding support</p> <p>\$85,743.00</p>	<p>Integration funding support (IFS) allocations support eligible students at King Park Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>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"> • Data Informed Practice • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLaSPs) • employment of staff to provide additional support for students who have high-level learning needs • implementation of targeted programs to differentiate teaching and learning programs <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * All eligible students demonstrating progress towards their personalised learning goals. Student assessment data indicates an increase in attainment levels and satisfactory growth in the areas of literacy and numeracy. * Students with high level needs have their medical, behavioural and learning needs met. This has ensured they have the support needed to maximise their potential. <p>After evaluation, the next steps to support our students will be: Continue to employ additional staff and modify programs appropriately to support and target the learning needs of integrated students.</p>
<p>Socio-economic background</p> <p>\$243,000.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at King Park Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p>

<p>Socio-economic background</p> <p>\$243,000.00</p>	<ul style="list-style-type: none"> • Data Informed Practice • Effective Classroom Practice • Technology as a Game Changer <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staff release to conduct data talks and reflections between Assistant Principal Curriculum & Instruction and class teachers • professional development of staff through an additional hour of release time each week to support student learning • resourcing to increase equitability of resources and services • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * All class teachers using data to inform planning and programming. * The delivery of high impact professional learning has changed classroom practice. Teachers now have a greater knowledge of phonological awareness and the role of decodable texts. As a result of this professional learning across K-6, teachers have a deeper understanding of where their students are at, of curriculum demands and expectations and how to choose quality literature. * 100% of classroom teachers have a deeper understanding of the teaching and learning cycle. * NAPLAN scores indicate an increase in the percentage of students in the top two skill bands for Reading (5%) and an increase in the percentage of students of students achieving expected growth for numeracy (6%). * The purchase of additional technology achieved greater accessibility to devices for all students K-6. <p>After evaluation, the next steps to support our students will be:</p> <p>Continue to support teachers by providing instructional leadership to all stages.</p> <p>Continue to provide the additional 1 hour per week of release from face to face teaching to provide high quality professional learning, with particular focus on the implementation of the new English and Numeracy curriculum.</p>
<p>Aboriginal background</p> <p>\$7,329.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at King Park Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>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"> • Data Informed Practice • "That's My School" - Attendance and Engagement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staffing release to support development and implementation of Personalised Learning Plans • employment of additional staff to support literacy and numeracy programs <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * An improvement in student learning outcomes for Aboriginal students in the areas of literacy and numeracy. * An increase in attendance with rates for all Aboriginal students at 88% or above. * Tell Them From Me (TTFM) data indicated Aboriginal Students scored above the mean of non-Aboriginal students in areas of drivers of students outcomes including: effective learning time, relevance, advocacy at school and expectations of success. <p>After evaluation, the next steps to support our students will be:</p> <p>Continue the employment of additional staff to target student needs.</p>

<p>English language proficiency</p> <p>\$269,367.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at King Park Public School.</p> <p>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"> • Data Informed Practice • Instructional Leadership <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional bilingual staff to support communication • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional teacher time to provide targeted support for EAL/D students and for development of programs • withdrawal lessons for small group (developing) and individual (emerging) support <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * A highly effective EAL/D program that comprises of both in-class and withdrawal support for EAL/D learners. * Both internal and external data has shown strong growth and attainment results in literacy and numeracy for our EAL/D learners. * 100% of EAL/D students made progress or maintained levels in EAL/D progression as evidenced by the ESL Annual Survey 2022. * Year 3 developing EAL/D students achieved higher average NAPLAN scores in numeracy, reading, writing, spelling and grammar and punctuation compared to SSSG schools. <p>After evaluation, the next steps to support our students will be: Continue to use this funding to support EAL/D learners through small group and whole class instruction. Continue to focus on effective classroom practice through the provision of professional learning.</p>
<p>Low level adjustment for disability</p> <p>\$187,913.00</p>	<p>Low level adjustment for disability equity loading provides support for students at King Park Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>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"> • Data Informed Practice • Instructional Leadership <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 Officers • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * Appropriate targeted interventions in literacy and numeracy have been developed and implemented by class teachers and support staff. * Teachers are able to effectively differentiate their class programs to ensure student needs are met. * Internal PAT data shows that 75% of students receiving targeted small group support achieved greater than one years growth. <p>After evaluation, the next steps to support our students will be: Continue to use this funding to support teachers to target student needs effectively in their class program. Continue to employ additional staff to target small group instruction when required.</p>

<p>Professional learning</p> <p>\$31,000.00</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 King Park 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"> • Effective Classroom Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Targeted professional learning to improve literacy and numeracy <p>The allocation of this funding has resulted in the following impact:</p> <p>* Both internal and external data shows an improvement in student growth and attainment results for literacy.</p> <p>After evaluation, the next steps to support our students will be: A focus on the development and implementation of comprehensive, high impact professional learning to build teacher capacity and collective pedagogical practice in numeracy.</p>
<p>QTSS release</p> <p>\$87,684.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at King Park Public School.</p> <p>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"> • Instructional Leadership <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 • assistant principals provided with additional release time to support classroom programs <p>The allocation of this funding has resulted in the following impact:</p> <p>* The creation of highly effective and collaborative stage teams producing high quality teaching and learning programs. This has resulted in greater teacher consistency across the stages and strengthened teaching practices in literacy and numeracy.</p> <p>* Staff surveys indicated 100% of teachers value the coaching and reflection model and want this to continue for 2023.</p> <p>* 100% of staff received additional teacher release time to support curriculum implementation.</p> <p>After evaluation, the next steps to support our students will be: Continue the instructional leadership model in 2023.</p>
<p>COVID ILSP</p> <p>\$240,566.00</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 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 • providing intensive small group tuition for identified students in literacy and numeracy

COVID ILSP

\$240,566.00

The allocation of this funding has resulted in the following impact:

- * 75% of students attending this small group tuition program achieved significant growth in both literacy and numeracy.
- * Teachers reported a transference of skills from small groups to whole class settings. Teachers also reported that students displayed greater confidence back in the classroom as a result of these small group sessions.
- * Check-in data indicated that 82% of students who received ISLP support in year 3 and 4 achieved significant growth between tests in term 1 and term 4.
- * PAT data in reading confirmed that 75% of students who received ISLP support achieved significant growth

After evaluation, the next steps to support our students will be:

To continue a small group tuition program in literacy and numeracy in 2023 targeting student needs.



Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	264	221	222	216
Girls	249	228	223	210

Student attendance profile

School				
Year	2019	2020	2021	2022
K	94.1	94.3	93.1	89.2
1	91.6	91.9	91.0	88.2
2	93.0	91.4	93.8	81.9
3	93.5	92.2	93.0	88.3
4	92.2	93.4	94.0	88.0
5	94.0	92.4	93.9	90.2
6	92.9	92.8	92.3	87.9
All Years	93.0	92.5	93.1	88.0
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	92.9	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)	5
Classroom Teacher(s)	16.3
Learning and Support Teacher(s)	1.2
Teacher Librarian	0.8
Teacher ESL	1.8
School Counsellor	1
School Administration and Support Staff	5.62

*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.



Production - A Night at the Movies

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	643,175
Revenue	5,366,929
Appropriation	5,187,442
Sale of Goods and Services	43,883
Grants and contributions	128,303
Investment income	7,349
Other revenue	-47
Expenses	-5,345,020
Employee related	-4,745,124
Operating expenses	-599,896
Surplus / deficit for the year	21,909
Closing Balance	665,085

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.



Production - A Night at the Movies

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	61,161
Equity Total	714,724
Equity - Aboriginal	5,329
Equity - Socio-economic	246,102
Equity - Language	271,802
Equity - Disability	191,491
Base Total	3,407,189
Base - Per Capita	113,746
Base - Location	0
Base - Other	3,293,443
Other Total	509,391
Grand Total	4,692,464

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

School performance - NAPLAN

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

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



Bookweek

Parent/caregiver, student, teacher satisfaction

In 2022, surveys were used to seek the opinions of students, staff and members of the community about the school. These surveys included: Tell Them From Me (TTFM) survey, The People Matters Employee (PME) survey and school developed surveys.

Student Satisfaction

- 83% of students indicated they have strong advocacy at school with someone who consistently provides encouragement and can be turned to for advice
- 79% of students indicated they have a positive sense of belonging
- 84% of students agree or strongly agree that they feel proud of their school
- 83% of students report they have friends at school they can trust and who encourage them to make positive choices
- 81% of students report a positive sense of well being

Teacher Satisfaction

76% of staff (Teaching and Non-Teaching) participated in the People Matter survey, which equates to 38 completed surveys. The final report highlighted strengths and opportunities for improvement.

Strengths

- My job gives me opportunities to use a variety of skills (94.7%)
- I am comfortable notifying my manager if I become aware of any risks at work (94.7%)
- People in my work group can explain how their work impacts customers (94.7%)
- My work group considers customer needs when planning our work (91.9%)
- My job gives me a feeling of personal accomplishment (87%)

Opportunities

- I feel burned out by my work
- I am paid fairly for the work I do
- I have the time to do my job well
- My manager supports flexible working in my team

Parent Satisfaction

Parents and carers were asked a series of questions via a parent survey. Responses indicated the following strengths and opportunities:

Strengths

- Parents/Carers feel welcome by the front office when they come to school
- Parents/carers feel the school is a safe and supportive environment for their child
- Parents/carers feel their is a positive sense of community at the school
- Parents/carers believe the teachers care about their children

Opportunities

- An opportunity for parent/teacher interviews to be held earlier in the year
- Greater access to extra curricula activities or clubs such as chess, origami, coding, knitting, lego and language classes.

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.