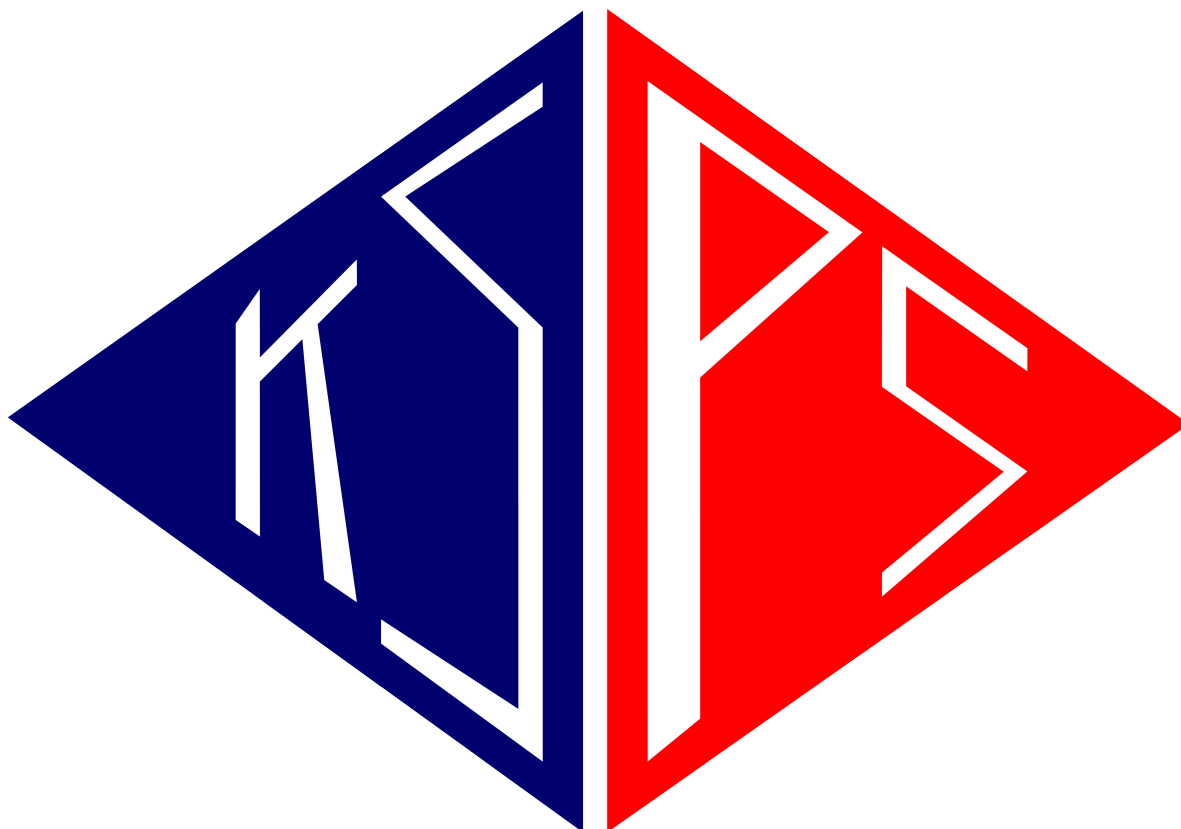


# 2022 Annual Report

## King Street Public School



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# Introduction

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

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

## School contact details

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King Street Public School

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## Message from the principal

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The year of 2022 was one of rebuilding our permanent leadership team, embedding and consolidating programs while improving the resources and infrastructure within the school.

Student enrolments increased by 7.7% over the past twelve months which is an indication of the outstanding staff and programs that are embedded in the school. Aboriginal and Torres Strait Islander enrolments have increased over the past 12 months.

Attendance at King Street Public School sets the standard with high expectations and continued monitoring of students and support for families. In 2022, King Street Public School overall attendance was at 86.4%. This figure was higher than the Upper Hunter Network of Schools and Statistically Similar School Group (SSSG).

At the end of 2021, the school congratulated our newly appointed Assistant Principal Curriculum and Instruction appointments to Mrs Wendy Tan and Miss Samantha Holden. Throughout the year, three permanent Assistant Principal positions were appointed, Mr Joshua Morrison, Mrs Allison Moore and Mrs Nicolle Brander. Two new permanent beginning teachers and two permanent teachers were appointed to King Street Public School during 2022. We congratulated and welcomed Miss Alana Seaman, Miss Taneeka Fairfull, Mrs Karen Farrell and Miss Cassie Gould to our staff.

King Street Public School was proud of its achievements, reaching its target in NAPLAN Reading of 29% of students in the Top 2 bands and falling short of our Top 2 bands in Numeracy target by 2.9%.

King Street Public School prides its strong connection with the University of Melbourne and in 2022 was again accepted as an institutional member of the Positive Education Schools Association (PESA) with its consistent focus on Visible Wellbeing initiatives. King Street hosted the Visible Well-being Showcase event with over 300 staff members attending the Term 3 Staff Development Day hosted by Professor Lea Waters. Staff shared their well-being experiences and initiatives that teams were delivering in their schools. Professor Lea Waters also presented a parent workshop for the Singleton Community.

Our specialist Release from Face to Face program, continued to be embedded into the school timetable. The employment of our full-time PDHPE, Science and Music specialists has been able to create additional time for teachers to plan for their week and give students the opportunity to learn from the staff strengths and expertise.

In November, the school purchased a 22 seater bus to provide students and families an additional service when attending excursions, sporting events and activities across the Singleton Learning Community. This investment will support students and families both in time and financial assistance.

Mr Jonathan Russell - Principal of King Street Public School.



## School vision

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

## School context

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

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

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

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



## Self-assessment and school achievement

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

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

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

### Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

## Strategic Direction 1: Student growth and attainment

### Purpose

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

### Initiatives

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

- Reading
- Numeracy

### Resources allocated to this strategic direction

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**English language proficiency:** \$3,926.09

**Low level adjustment for disability:** \$253,664.31

**Professional learning:** \$31,393.00

**Per capita:** \$93,744.15

### Summary of progress

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One focus in 2022 was implementing Data Discussions. This involved staff being asked to analyse their literacy and numeracy data each five weeks, looking for Strengths and Challenges, identifying Tweaks in Practice, identifying individual goals for one Premier's Priority identified student and one Aboriginal and Torres Strait Islander student, and then completing the Data Analysis Proforma using this information. Staff then shared this proforma and information in stage groups, working collaboratively to improve their practice. As a result, all staff surveyed on the process stated that the information gained by completing Data Discussions improved their knowledge and understanding of the progress of their students, as well as had an impact on the future learning and teaching decisions they then made. This will continue as regular practice in 2023.

Another focus in 2022 was on Premier's Priority Extension groups in Primary for Reading and Numeracy. Within these groups, students worked on problem-solving strategies and comprehension skills, which were areas identified using NAPLAN and Check-In Assessment data. The aim was to have students meet with the extension group teacher once per week, per focus area. Unfortunately, due to staff challenges, this program was constantly interrupted and did not run consistently throughout the year. As a result of the Premier's Priority Extension groups, we met our Reading target for NAPLAN and were five students short of meeting our Numeracy target.

In 2022 Stage 2 Guided Reading training was a priority. This involved Stage 2 teachers completing two, half-day training sessions facilitated by the Primary Assistant Principal Curriculum and Instruction (APCI), followed by the implementation of Guided Reading practice within the classroom. Unfortunately, one staff member did miss one session due to illness and staff shortages but was still supported through the implementation phase by the APCI in the classroom. As a result, Guided Reading practice was consistent across the stage and the average growth for students reading below level 30 in Stage 2 was 4.7 levels across the year. In addition, all primary teachers engaged in professional learning around the Understanding Text PLAN2 indicators and began plotting reading achievement on these indicators, focusing on comprehension skills.

Another focus for 2022 was improving the understanding of effective vocabulary instruction in classrooms K-6. Teachers engaged in three professional development sessions that delved into evidence-based practice in vocabulary instruction and provided them with strategies and activities that could be implemented in their classrooms. As a result, teachers were able to program explicit vocabulary instructions into lessons and the impact was evident through teaching programs and student work samples.

Rich Tasks and School Systems (connections based scope and sequence for Mathematics) was another priority in 2022. Rich Tasks involved a series of professional learning sessions, as well as APCI and teacher collaborative planning, teaching and evaluating. Teachers contributed Rich Tasks into a resource bank so that Rich Tasks can be shared between classes and made available for future years. Connections based scope and sequences were trialed in each stage, with various degrees of take up. Our work over the past few years on Rich Tasks and the connections in Mathematics has provided teachers at our school with a firm foundation to implement these as required in the new syllabus. As a result, teachers are able to differentiate for a range of abilities and students are more able to communicate their reasoning.

Next year our focus will be working in partnership with Strategic School Support to build the capacity of all teaching staff,

specifically to maximise the learning outcomes of students, in the area of reading. This will commence in Week 6, Term 1 and be completed by Week 5, Term 4. It will involve professional learning delivered in staff and stage meetings and in-class support for teachers, facilitated by Lead Literacy Specialist Penny Dimmock and school Assistant Principals. As a whole school, we are focused on improving students' literal and inferential comprehension skills and their ability to make connections within texts.

In addition, APCIs will begin to deliver professional learning focusing on the new English and Mathematics syllabus to primary teachers, ready for the syllabus implementation in grades 3-6 in 2024. Implementation of the new K-2 English and Mathematics syllabus will commence and point-of-need staff professional learning will occur in weekly stage meetings.

Another focus for 2023 is participating in professional learning offered by the NSW Mathematics Strategy team to further support improvements towards positively impacting the learning outcomes of students in Mathematics. Fifteen teachers have enrolled in Becoming Mathematicians: Big Ideas to Starting Strong K-6. Seven teachers have enrolled in Number Talks and Number Sense Routines. APCIs will facilitate small group sessions to encourage collaboration and rich discussion.

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
28.6% of students achieving Top 2 bands in Reading	2022 NAPLAN data indicates 29% of students in the top two skill bands for reading indicating achievement of the system negotiated target.
21% of students achieving Top 2 bands in Numeracy	2022 NAPLAN data indicates 16% of students are in the top two skill bands for numeracy indicating the school did not achieve the system negotiated target, however progressed beyond the target baseline by 2.1%.
55% of students achieving Expected Growth for Reading (Baseline - 45.6%)	Expected growth data is unavailable due to the Covid-19 pandemic.
56% of students achieving Expected Growth for Numeracy (Baseline - 48.3%)	Expected growth data is unavailable due to the Covid-19 pandemic.
40% of Aboriginal students achieving Top 3 bands in Reading	2022 NAPLAN data indicates 26.09% of Aboriginal students are in the top three skill bands for reading indicating the school did not achieve the system-negotiated target. The average for Year 3 students in reading is at same level as state and above the Statistically Similar School Group.
40% of Aboriginal students achieving Top 3 bands in Numeracy	2022 NAPLAN data indicates 30.43% of Aboriginal students are in the top three skill bands for Numeracy indicating the school did not achieve the system-negotiated target. The average for Year 3 students in Numeracy was above both state and the Statistically Similar School Group.

## Strategic Direction 2: Teaching & Learning

### Purpose

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

### Initiatives

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

- Visible Learning
- Assessment
- Reporting

### Resources allocated to this strategic direction

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**Socio-economic background:** \$167,532.81

### Summary of progress

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#### VISIBLE LEARNING

During Term 1, the Strategic Direction 2 Team surveyed teaching staff on how effectively they implemented Learning Intentions and Success Criteria (LISC) in their classrooms. This data was collected in order to initiate a consistency guide for Visible Learning practices across the school. Teachers drafted a consistency guide with the members of their stage. In order to evaluate our own school practice and to plan future directions for KSPS, the Strategic Direction 2 Team visited an exemplar school for Visible Learning practices. This initiated valuable discussions with the CORWIN representative around the process to become a part of the CORWIN Visible Learning Project. This will provide us with the opportunity to access professional learning for 2023, over a 3 year period. Our key initiatives for 2023 will be informed from the baseline data collected from the CORWIN School Capability Assessment, conducted Term 4 2022.

A 'blind spot' in the data includes the observation of actual application of the implementation of visible learning practices. The leadership team need to explore with staff, the comfort levels of integrating peer observation, or video-recorded sessions and co-reflection with buddy or peer, reflecting on the implementation of this formative assessment strategy in the classroom. This will enable clear insight into the quality and consistency of implementation, and support staff to continue to improve their teaching practice.

Teacher feedback from the PL and the survey revealed they are eager to develop their skills and understanding of effective feedback, however more professional learning and support is needed. This will be a future direction for 2023.

However, due to several interruptions to middle school leadership effecting the leadership of this strategic direction and the impact of COVID on staff attendance, this initiative has been postponed to 2023.

#### ASSESSMENT

Our focus in 2022 was on developing consistent school-wide formative assessment practices, with a particular focus on implementing visible learning practices to improve student achievement. This involved delivering professional learning to whole school staff on developing their knowledge, skills and understanding of formative assessment strategies, with a particular focus on supporting new staff and beginning teachers. Part of developing consistent school-wide formative assessment practices, involved creating a K-6 assessment schedule. It was evident that assessment practices within each stage vary in effectiveness to support evidenced based practices. We conducted an evaluation of the effectiveness of current K-6 Assessment practices.

Assessment schedules were collected from each stage and staff were consulted on the timing of assessment delivery and their effectiveness and value.

Due to various interruptions (COVID and non-operational days) our progress was delayed however the assessment schedule is in draft form. In Term 4, staff were presented with the final draft after their feedback was taken on board and modifications had been made. As a result, this document will stay in draft form to allow us to make the necessary modifications to the K-6 assessments, to ensure they are in line with the implementation of the new K-2 Syllabus for

Mathematics and English.

Data collected was pre and post participant surveys and exit slips at the conclusion of the session.

Staff surveys revealed the Professional Learning provided on Formative Assessment increased teacher confidence and deepened their understanding of Visible Learning practices, especially on the consistent implementation of Learning Intentions and Success Criteria. Staff were keen to implement the strategies and understood the impact of these strategies had on improving student learning outcomes.

#### **REPORTING:**

We held two Student/Teacher/Parent conferences in Term 1 and Term 3. In Term 1, the focus was getting to know students and creating learning goals. In Term 3, following the 3 way conferences and the formal school report, we asked for feedback from parents and staff. In Term 3, Student/Teacher Parent conferences focused on discussing reports which gave an opportunity for parents to ask specific questions around the reporting and grading format. Reports reflected student abilities, consistent with PLSPs and level of adjustments based on student abilities.

Surveys on Student/Teacher/Parent conferences were conducted after Term 3 interviews and were presented and discussed at the Staff Development Day in Term 1 2023.

From the survey distributed to the school community, the sample included 34 parents, 97 students and 8 teaching staff.

#### **Evidence of impact:**

We conducted Student/Teacher/Parent (STP) surveys to collect feedback on the effectiveness of the STP conferences and parent understanding of their child's learning goals.

Although the survey sample was small, the results indicate a positive trend in response to the STP Conferences and reports:

- 80% of the parent sample stated they had a clear understanding of their child's learning goals
- The library was identified as being the most suitable location to hold the STP conferences
- Friday is not an effective day to hold the conferences, due to high level of non-attendance and cancellations.

The survey results/feedback from all parties, was shared with all staff on our first Staff Development Day. Staff reviewed the data and evaluated positive, negative and wondering points to consider where to next.

#### **FUTURE FOCUS 2023:**

**VISIBLE LEARNING:** Next year our focus will be on making learning intentions and success criteria visible, in order to articulate a clear picture of the type of feedback culture and practice the school aspires to have, improving input from all staff, students and families. We will use the recommendations from our School Capability Report to plan the activities for this initiative in Strategic Direction 2.

**ASSESSMENT:** Next year, our focus will be on implementing effective formative assessment strategies in order to know where are students are and identify where they need to go next in their learning. To further support improvements towards giving students timely feedback, teachers and students will explore further on where they need to go next, which will inform goal setting in the future.

**REPORTING:** Next year our focus will be on using the feedback from the STP conference survey and referring to the School Excellence Framework, to further support improvements towards planning and implementing effective STP conferences that align with the student report, and clearly articulate where the student needs to go next, in their learning, through goal setting. Goal setting will align with our focus on effective feedback from our Visible Learning activities.

#### **Progress towards achieving improvement measures**

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

<b>Annual progress measure</b>	<b>Progress towards achievement</b>
• King Street Public School will show upward trend in the School Excellence Framework Learning element of Assessment and will be validated at sustaining and growing with themes within validated at sustaining and	Self-assessment against the School Excellence framework shows the school currently performing at <b>Sustaining and Growing</b> in the element of <b>Assessment</b>

growing.	
<ul style="list-style-type: none"> <li>• King Street Public School will show upward trend in the School Excellence Framework Learning element of Reporting and will be validated at sustaining and growing.</li> </ul>	<p>Self-assessment against the School Excellence Framework shows the school currently performing at <b>Sustaining and Growing</b> in the element of <b>Reporting</b></p>
<ul style="list-style-type: none"> <li>• King Street Public School will show upward trend in the School Excellence Framework Learning element of Curriculum and will be validated at sustaining and growing.</li> </ul>	<p>Self-assessment against the School Excellence Framework shows the school currently performing at <b>Sustaining and Growing</b> in the element of <b>Curriculum</b></p>

## Strategic Direction 3: Wellbeing & Community

### Purpose

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

### Initiatives

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

- Wellbeing
- Indigenous Culture
- Physical Environment and Strategic Resources

### Resources allocated to this strategic direction

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**QTSS release:** \$69,642.13

**Socio-economic background:** \$450,000.00

**Location:** \$5,920.10

### Summary of progress

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#### Wellbeing

Our focus in 2022 was on improving the attendance and wellbeing outcomes of all stakeholders across the school community.

This involved showcasing our Visible Well-being initiatives with staff, students and community members within the Singleton Learning Community. The initiatives include the introduction of a Community Hub BBQ, Wellbeing and Planning days, Attendance awards and letters, and an Executive restructure to provide further support and inclusivity at King Street Public School. Additionally, there have been Positive Education programs embedded within our well-being frameworks, such as a motivational speaker, Rock and Water and Smiling Mind programs, as well as sports programs and clubs held during break times.

As a result, we have refined and improved the wellbeing and attendance initiatives across the school. 94.1% of staff asked for the implementation of the wellbeing programs; Smiling Mind and Rock and Water, in addition to our current Visible Wellbeing and PBL initiatives. The programs are evidence-based and proven to improve students' resilience and sense of belonging. The attendance at King Street Public School is also a reflection of our outstanding well-being initiatives with our 'overall attendance rate' and '>=90% attendance rate' concluding the year higher than DoE State, Network and SSSG averages, detailed in our KSPS SCOUT Attendance Annual Review. A student attendance result of 47.2% in the '>=90%' category, scored King Street Public School 13.8% higher than the state average.

Next year our focus will be to solidify our embedded well-being programs and provide students with targeted and individualised attendance support to further support improvements in attendance and wellbeing.

#### Indigenous Culture

Our focus in 2022 was to continue to build a positive sense of belonging across our whole school community, with a particular focus on our Indigenous students.

This involved expanding our NAIDOC celebrations into the wider community, establishing the first Junior AECG within the Upper Hunter and providing all students the opportunity to attend an excursion with an Indigenous focus.

As a result of these three focus areas, our Indigenous students have an opportunity to voice their ideas and interests in the running of school events and provide staff with ongoing professional learning. Our excursions had a 100% attendance rate, with all students across the school attending. This enabled our students to experience learning on Country both on Wonnarua and Awabakal lands. Our NAIDOC celebrations allowed for Elders to lead the way and for the experiences to be shared within our local Singleton Learning Community.

Next year our focus will be to ensure that our practices are embedded to further support improvements towards student wellbeing. Our Junior AECG members will be able to attend staff Aboriginal Education Team meetings (twice termly) to



further ensure student voice is at the centre of planning. Our excursions will further enhance student knowledge, understanding and support student connection to Country.

## Physical Environment and Strategic Resources

Our focus in 2022 was to continue to build on the physical environment and resources across the school.

The canteen was relocated to a more central position within the school to allow for better access for students, families and deliveries. The canteen can now cater for up to 300 teachers for Staff Development Days and for our Year 6 Farewell.

The purchase of a 22-seater school bus has decreased costs for families to and from events and created a convenience for travel around town. The school bus has provided transport for students to and from the pool for our K-6 Intensive Swimming program and will continue to serve our students and families in the future.

Strategic financial budgeting has allowed the purchase of 50 laptops and a charging station each year to allow students access of technology. The employment of our Technology Support Officer has allowed the school to thrive with re-imagining, professional learning and assisting staff with any ongoing maintenance issues.

Next year our focus will be to complete the Rugby League oval with scoreboard and seating, continuing the strategic resourcing of technology and establish a phase in of our new school uniform.

## 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
Increase of 10% of students will be at or above 90% attendance rates at King Street Public School.	<ul style="list-style-type: none"> <li>• A student attendance result of 47.2% in the '&gt;=90%' category, scored King Street Public School 12.8% higher than the state average of 34.4%.</li> <li>• A student attendance result of 47.2% in the '&gt;=90%' category, scored King Street Public School 14.8% higher than the network average of 32.8%.</li> <li>• A student attendance result of 47.2% in the '&gt;=90%' category, scored King Street Public School 11.5% higher than the SSSG average of 35.7%.</li> <li>• Having an Assistant Principal Positive Education consult regularly with the HSLO has prompted improvements in attendance; rewards processes, monitoring and fortnightly reporting.</li> </ul>
Increase of 4.4% of students at King Street Public School will indicate in the Tell Them From Me survey that their wellbeing in the areas of Sense of Belonging, Expectations for Success and Advocacy at School is well supported.	<ul style="list-style-type: none"> <li>• Students' sense of belonging has been well supported through ongoing wellbeing initiatives such as Visible Wellbeing and Positive Behaviour for Learning.</li> <li>• The introduction of further wellbeing initiatives such as Smiling Mind and Rock and Water have continued to build students' sense of belonging and advocacy of school.</li> </ul>
<ul style="list-style-type: none"> <li>• Increased amount of Indigenous cultural activities within the school. (Excursions)</li> <li>• Increased % of teachers completing the Connecting to Country program</li> <li>• There is an increased awareness and inclusion of cultural activities throughout the school community</li> </ul>	<ul style="list-style-type: none"> <li>• All students and teachers attended an Indigenous Culture excursion in 2022. Planning to support the sustainability of this activity will take place in 2023 to ensure the students and staff continue to have a range of cultural experiences. A two year cycle will be established to ensure there is a wide scope of excursions.</li> <li>• In 2022, three staff members attended Connecting to Country Professional Learning. Aunty Pauline has established this in the Singleton Aboriginal Education Consultative Group local area with the aim of multiple opportunities for staff to attend throughout 2022.</li> <li>• Mentoring programs have been established throughout 2022 in consultation with Singleton High School to up skill students in weaving techniques. King Street Public School established the first Upper Hunter Junior Aboriginal Education Consultative Group in a primary school.</li> </ul>
Collect evidence of improvements in facilities within classrooms and the external physical environment	<ul style="list-style-type: none"> <li>• All primary classrooms will be fitted out with new classroom furniture based on flexible seating arrangements. A whole school audit was conducted in all primary classrooms earlier in the year.</li> </ul>
<ul style="list-style-type: none"> <li>• The element of School Resources is validated at delivering with the theme of</li> </ul>	<ul style="list-style-type: none"> <li>• The upgrade and relocation of the canteen has provided an upgraded facility in a space which is more central to the school.</li> </ul>



Technology validated at Sustaining and Growing.

- The purchase of a 22 seater school bus has decreased costs for families to and from events and created a convenience for travel around town.
- With the establishment of the new canteen in the old P&C storeroom, a triple garage was built to store all resources for the P&C and front office.
- The purchase of 60 laptops and additional Commbox's for classroom has been able to increase the technology for students and teachers.



Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$401,000.00</p>	<p>Integration funding support (IFS) allocations support eligible students at King Street Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Seven SLSOs were employed across the four stages throughout the school. The SLSOs were allocated by our Learning and Support Coordinator in consultation with the Principal to support students with Integration Funding Support and teachers in classroom.</p> <p>Additional IFS funds were allocated throughout the year to employ an SLSO three days a week.</p> <p><b>After evaluation, the next steps to support our students will be:</b> In 2023, King Street Public School will start with six SLSOs to support student learning across Infants and Primary classes. This may expand if additional Integration Funding Supports arrive throughout the year.</p>
<p>Socio-economic background</p> <p>\$617,532.81</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at King Street Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Visible Learning</li> <li>• Physical Environment and Strategic Resources</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support program implementation.</li> <li>• resourcing to increase equitability of resources and services</li> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Increased results in Reading and Numeracy outcomes for individual students. The employment of a Technology Support Officer (0.4) to assist and lead the upgrade of technology across the school. The employment of specialist RFF teachers in the area of Science, PDHPE and Music across the school. The purchase of new classroom furniture and outdoor furniture to update the school to align with the year 2022. The allocation of laptops across the primary school. The above establishment employment of the APCI position (0.6).</p> <p><b>After evaluation, the next steps to support our students will be:</b> K-2 Intervention teacher (0.8) to continue to be employed for the 2023 school year. Increase the Technology Support Officer role from 0.4 to 0.6, due to the increased amount of technology across the school. The Learning Support team will consist of a P-2 teacher (0.7), 3-4 teacher (0.6) and the LST Coordinator teacher 5-7 (0.8). The success of the specialised teachers will continue into 2023 with an</p>

<p>Socio-economic background</p> <p>\$617,532.81</p>	<p>increased day for the music teacher, due to increased enrolments. Another class set of laptops will be purchased each year, to allocate and expose all students in primary to one to one laptops.</p>
<p>Aboriginal background</p> <p>\$160,516.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at King Street Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of specialist additional staff (SLSO) to support Aboriginal students</li> <li>• employment of specialist additional staff Aboriginal Education Officer (AEO) to support Aboriginal students</li> <li>• engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The employment of our AEO, Aunty Pauline, continues to make stronger connections with our Aboriginal and Torres Strait Islander community. SLSO support in Stage 3 working with Aboriginal students on Integration Funding Support.</p> <p><b>After evaluation, the next steps to support our students will be:</b> After rigorous evaluation, the following recommendations will move into 2023: AEO will continue in the role engaging with our students, families and community as well as support and assist staff in the classroom around Aboriginal Culture. SLSO support in Stage 3 classes.</p>
<p>English language proficiency</p> <p>\$3,926.09</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at King Street Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Reading</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support delivery of targeted initiatives</li> <li>• additional staffing intensive support for students identified in beginning and emerging phase</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Additional allocation of 0.1 to Learning and Support teacher.</p> <p><b>After evaluation, the next steps to support our students will be:</b> After rigorous evaluation, the following recommendations will move into 2023: The financial assistance will support the additional employment of 0.1 days a fortnight in the area of Learning and Support. This will assist with the transition to school program from Preschool to Kindergarten.</p>
<p>Low level adjustment for disability</p> <p>\$253,664.31</p>	<p>Low level adjustment for disability equity loading provides support for students at King Street Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p>

<p>Low level adjustment for disability</p> <p>\$253,664.31</p>	<p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Reading</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> <li>• targeted students are provided with an evidence-based intervention to increase learning outcomes</li> <li>• employment of LaST and interventionist teacher</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Improved learning outcomes for students across the school in K-6. Improved learning outcomes for students in the middle bands for Literacy and Numeracy. Additional learning support for students with learning difficulties and a disability.</p> <p><b>After evaluation, the next steps to support our students will be:</b> After rigorous evaluation, the following recommendations will move into 2023: Two Assistant Principal Curriculum and Instruction have been employed to lead literacy and numeracy outcomes and support staff and students in the classroom. Interventionist teachers will be employed in the infants and primary for 2023. Learning and Support teacher P-2 has been extremely valuable in the transition to school program from the local preschools. Learning and Support teacher 3-7 will continue to assist and support students in the primary years. High Potential Gifted Education students will be identified and supported by the LaST across the Singleton Learning Community and at King Street Public School.</p>
<p>Location</p> <p>\$5,920.10</p>	<p>The location funding allocation is provided to King Street Public School to address school needs associated with remoteness and/or isolation.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Physical Environment and Strategic Resources</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• technology resources to increase student engagement</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Increased engagement in technology to build on student learning.</p> <p><b>After evaluation, the next steps to support our students will be:</b> After rigorous evaluation, the following recommendations will move into 2023: These funds will be allocated for Student Assistance for external excursions including Stage 2 and Stage 3 camps and Infants field trips.</p>
<p>Professional learning</p> <p>\$31,393.00</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 Street Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Reading</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p>

<p>Professional learning</p> <p>\$31,393.00</p>	<ul style="list-style-type: none"> <li>engaging the Assistant Principal Curriculum and Instruction to unpack evidence-based approaches to teaching reading and numeracy</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The allocation of Professional Learning funds resulted in high impact implementation and surveys with the Corwin team around Visible Learning. It also included mandatory training in CPR and First Aid. Various teachers were trained in Growth Coaching, Stronger Smarter and Berry Street professional learning.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Visible Learning training will continue into 2023 with the leadership team working with a lead mentor. Staff will complete online initial Visible Learning training and then come together in July to complete the second phase of the Visible Learning training on the Term 3 Staff Development Day.</p>
<p>QTSS release</p> <p>\$69,642.13</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at King Street Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>Wellbeing</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>assistant principals provided with additional release time to support classroom programs</li> <li>additional teaching staff to implement quality teaching initiatives</li> <li>staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Assistant Principal - Positive Education, Wellbeing &amp; Administration was created to assist and support students, staff and the school community, implementing positive education and wellbeing strategies to support learning in the classroom. The role includes monitoring student attendance across the school in reaching negotiated school targets. These targets for 2022 were above State, Network and SSSG schools.</p> <p><b>After evaluation, the next steps to support our students will be:</b> After rigorous evaluation, the following recommendations will move into 2023: This allocation will be utilised in creating an additional teacher on class and release all Assistant Principals off class to support teaching, learning and wellbeing.</p>
<p>COVID ILSP</p> <p>\$197,060.00</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>employment of teachers/educators to deliver small group tuition</li> <li>providing targeted, explicit instruction for student groups in literacy/numeracy - Reading</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Assistant Principal Curriculum and Instruction driving professional learning for Intervention teachers. Intervention teachers K-2 and 3-6, targeting reading and numeracy</p>

COVID ILSP

\$197,060.00

outcomes for student learning.

Intervention teacher provided one day a week to instruct Kindergarten students in reading and continued improvement in reading levels.

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

After rigorous evaluation, the following recommendations will move into 2023:

Learning Goals will be supported throughout the students learning into the next year and Intervention teacher K-2 will be employed to continue to drive learning outcomes for students in the middle bands.

Assistant Principal Curriculum and Instruction will work with teachers in providing effective classroom practices and will continue to analyse students reading and numeracy data in PLAN2.

# Student information

## Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	171	182	189	218
Girls	189	195	182	184

## Student attendance profile

School				
Year	2019	2020	2021	2022
K	93.3	95.1	92.6	83.5
1	91.3	92.9	91.9	88.3
2	91.4	93.1	91.0	88.9
3	90.9	94.1	89.0	86.6
4	91.3	92.0	88.6	85.8
5	87.1	93.6	89.5	88.2
6	87.3	91.5	91.2	84.5
All Years	90.3	93.2	90.5	86.4
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

King Street Public School has an Assistant Principal (Positive Education, Wellbeing and Administration) assigned to the monitoring of attendance. The Assistant Principal works closely with the district Home School Liaison Officer to monitor and pursue regular cases of absenteeism. In 2022, the school continued its proactive approach in making contact with families to ensure students were attending school. As a matter of urgency, procedures were put in place for habitual lateness which has improved the attendance data and has reduced workload of administration staff.

## 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

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Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.





# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4.4
Classroom Teacher(s)	14.98
Learning and Support Teacher(s)	1.5
Teacher Librarian	0.8
School Counsellor	1
School Administration and Support Staff	3.22

\*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 <sup>1</sup>	2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 (\$)
<b>Opening Balance</b>	498,340
<b>Revenue</b>	5,498,113
Appropriation	5,310,170
Sale of Goods and Services	4,593
Grants and contributions	182,101
Investment income	949
Other revenue	300
<b>Expenses</b>	-5,521,906
Employee related	-4,454,713
Operating expenses	-1,067,193
<b>Surplus / deficit for the year</b>	-23,793
<b>Closing Balance</b>	474,547

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

## Financial summary - Equity loadings

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

	2022 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	402,300
<b>Equity Total</b>	1,035,640
Equity - Aboriginal	160,517
Equity - Socio-economic	617,533
Equity - Language	3,926
Equity - Disability	253,664
<b>Base Total</b>	2,917,377
Base - Per Capita	93,744
Base - Location	5,920
Base - Other	2,817,712
<b>Other Total</b>	573,257
<b>Grand Total</b>	4,928,573

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

## School performance - NAPLAN

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

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.



# Parent/caregiver, student, teacher satisfaction

## Tell Then From Me Survey

### TTFM - Student

#### Positive Relationships

2020 - 85%; 2021 - 80%; 2022 - 80%

#### Positive Behaviour at School

2020 - 81%; 2021 - 83%; 2022 - 81%

#### Positive Learning Climate

2020 - 6.5; 2021 - 6.6; 2022 - 6.4

### TTFM - Parent

#### Parents are informed

2020 - 7.2; 2021 - 6.5; 2022 - 7.4 (NSW Govt Norm - 6.6)

#### School Supports Positive Behaviour

2020 - 8.0; 2021 - 7.6; 2022 - 7.9 (NSW Govt Norm - 7.7)

#### School Supports Learning

2020 - 7.7; 2021 - 7.1; 2022 - 7.7 (NSW Govt Norm - 7.3)

"King Street Public School is a welcoming, clean and beautiful school. It makes you feel proud to walk into the school knowing your child goes somewhere that is kept in that condition and that the staff take pride in the school" - Parent from TTFM survey.

### TTFM - Teacher

#### Leadership

2020 - 7.2; 2021 - 7.8; 2022 - 7.7 (NSW Govt Norm - 7.1)

#### Learning Culture

2020 - 8.0; 2021 - 8.0; 2022 - 8.2 (NSW Govt Norm - 8.0)

#### Quality Feedback

2020 - 7.1; 2021 - 7.1; 2022 - 7.2 (NSW Govt Norm - 7.3)

# Policy requirements

## Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

## Anti-Racism Policy

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

### Anti-Racism - School statement

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Two staff members during 2022 are identified as Anti-Racist Contact Officers. The school is committed to the elimination of racist discrimination through our school's curriculum, policies and working environment. We had large student participation in school and community Anzac Day Services, Remembrance Day Services and Reconciliation Week which includes National Sorry Day.

## Multicultural Education Policy

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

### Multicultural and anti-racism education - School Statement

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