

# 2022 Annual Report

## Kings Langley Public School



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## Introduction

The Annual Report for 2022 is provided to the community of Kings Langley 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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Kings Langley Public School

68 Isaac Smith Pde

Kings Langley, 2147

<https://kingslangl-p.schools.nsw.gov.au>

[kingslangl-p.school@det.nsw.edu.au](mailto:kingslangl-p.school@det.nsw.edu.au)

9674 4460

## School vision

Kings Langley Public School is a school with students at the core of all that they do. Our students will be active participants in their learning journey in a school environment that is supportive, safe and engaging. Every child receives a personalised education, based on their individual learning needs, that is determined through data collection and the close tracking and monitoring of progress. Our teachers' expert knowledge of curriculum and best-practice is continually growing and evolving in line with student need, and our staff are recognised as life-long learners.

## School context

Kings Langley Public School is located in the Quakers Hill Principals' Network of schools and has a student population of 660 students. Approximately 26% of students come from a language background other than English, and this percentage has been increasing steadily in recent years.

The school is the focal point of the community and caters for students from Kindergarten through to Year 6. The school has strong relationships with an active and enthusiastic P&C, who support the school through the operation of the Uniform Shop and Canteen, as well as running a number of highly successful fundraising endeavours. The parent community and student body value a holistic education that supports the development of well-rounded children. Extra-curricular opportunities in sport, creative and performing arts, STEM and public speaking and debating are well-supported and celebrated by the school community, and students routinely perform at a high standard in all of these fields. Student citizenship, leadership and resilience are cornerstones of the educational opportunities provided at Kings Langley Public School, and the school focus on Positive Behaviour for Learning (PBL) strategies reinforces the importance of students being respectful and resilient learners. Extra-curricular opportunities go hand-in-hand with high levels of academic achievement, with the school community valuing student growth and academic performance.

Kings Langley Public School is well-resourced and prides itself on being at the forefront of the meaningful integration of technology in schools. The staff are dedicated and hardworking professionals who are passionate about providing students with the very best educational opportunities, and are committed to their ongoing professional growth and development.

A proud member of the Blacktown Learning Community, collegial and collaborative partnerships are at the forefront of the Kings Langley Public School ethos.

Kings Langley Public School's situational analysis identified a need to address the cyclical nature of the teaching and learning cycle. Staff and community consultation married closely with professional literature which indicated a need for more robust assessment practices. The need to embed both summative and formative assessment procedures will serve to underpin a consistently differentiated approach to student instruction. For this to occur, all staff will require expert data literacy skills in order to analyse, interpret and extrapolate data to collaboratively plan and modify teaching practice. The need for differentiation was particularly evident through student engagement surveys and Tell Them From Me data. While this intervention is necessary across all Key Learning Areas, the NAPLAN gap analysis allowed the school to identify system-negotiated target areas in Reading and Numeracy.

When conducting the analysis of school wellbeing metrics it was evident that there is a diverse range of need with regards to student engagement and social and emotional health. Leveraging off professional research such as *What Works Best: 2020 Update* and *Clarity* by Lyn Sharratt (2018), the school has identified the need for a student wellbeing focus that engages and empowers students as active participants in the learning process and supports their mental health. While PBL commenced in the last school planning cycle, the evolution of this program within the school concurrently with Positive Living Skills (PLS) has created a gap in the learning matrix for students. With the introduction of the Department of Education's new Student Behaviour Strategy, it is timely to be refining the school's wellbeing approach, with student behaviour forming just one small part.

Teacher consultation clearly indicated a need for a collaborative yet differentiated approach to professional learning that works within the framework of the Performance and Development process. With a clear and distinct focus on building curriculum knowledge and skills, there is an identified need for professional learning to be purposeful and relevant to each individual teacher's needs and stage of development. Furthermore, the explicit and strategic engagement of a "Knowledgeable Other" (Sharratt) to lead professional learning and collaborative practice will only serve to further build teacher capacity and consequently, student academic performance.

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

Maximising student learning outcomes and building strong foundations for success, the school will further develop and refine data driven teaching practices that are responsive to the learning needs of all students.

### 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 Skills and Use
- School-wide Assessment

### Resources allocated to this strategic direction

English language proficiency: \$5,287.00

Per capita: \$43,000.00

### Summary of progress

#### Data Skills and Use

In 2022, teachers at Kings Langley Public School:

- Developed their data literacy skills as evidenced through data-driven practices. Throughout the year staff/stages have engaged in 5-weekly Collaborative Data Talks (CDTs) to create areas of focus in order to modify teaching and learning programs.
- Reviewed, developed and implemented formative and summative data collection processes with school-wide consistency. Through the 5-weekly CDTs staff used formative and summative assessment to drive future programming.
- Implemented longitudinal data collection and analysis systems across K-6. Staff in K-2, Learning and Support and the COVID Intensive Learning & Support Program (CILSP) collected longitudinal data in phonological awareness and phonic knowledge. Staff in 3-6 & CILSP collected longitudinal data on understanding texts. In mathematics the K-6 focus was on quantifying number.
- Used data analysis to inform teaching and learning. Collaborative Data Talks and Consistent Teacher Judgement sessions were conducted on a 5-weekly cycle across K-6 to inform and drive future programming to cater for all student needs and support student outcomes. Learning and support, high potential and gifted and English as an additional language students were identified, targeted and supported through this process.

#### School Wide Assessment

In 2022, teachers at Kings Langley Public School:

- Improved and implemented formative assessment practices for Mathematics and English. Teachers used this for Science and Technology, HSIE and Fundamental Movement Skills.
- Improved and implemented Summative assessments in Mathematics and English. Some stages used the summative assessment at the end of the unit, while others have additional assessments at the end of a term or 5-weekly cycle. Consistency of assessment practices will be a focus area for the future.
- The whole school assessment schedule was delayed due to the introduction of the new curriculum.
- Collected, tracked and analysed PLAN data in quantifying number, phonic knowledge, word recognition and understanding texts on a 5-weekly basis which informed planning in these areas. It identified areas of need and extension and Consistent Teacher Judgement discussions occurred.
- Created and/or edited assessment rubrics individually or at a stage level. This will continue as a focus in 2023.

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increase the percentage of students achieving expected growth as	<ul style="list-style-type: none"><li>• Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available in</li></ul>

compared to 2021 in numeracy.	2022.
Increase the percentage of students achieving expected growth as compared to 2021 in reading.	<ul style="list-style-type: none"> <li>Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available in 2022.</li> </ul>
Achievement in bands: <ul style="list-style-type: none"> <li>Increase the percentage of students in the top two bands of Numeracy to between 49.1% and 54.1%.</li> </ul>	<ul style="list-style-type: none"> <li>46.82% of students achieved in the top two bands in NAPLAN <b>numeracy</b> indicating progress toward the lower-bound target. This is the highest percentage of students in the top two bands since 2015.</li> </ul>
Achievement in bands: <ul style="list-style-type: none"> <li>Increase the percentage of students in the top two bands of Reading to between 56.5% and 61.5%.</li> </ul>	<ul style="list-style-type: none"> <li>64% of students achieved in the top two bands in NAPLAN <b>reading</b> indicating achievement of the upper-bound target.</li> </ul>
10% uplift in 2021 data for students K-2 achieving state targets in: <ul style="list-style-type: none"> <li>Reading benchmark levels</li> <li>Additive strategies</li> </ul> Uplift in data from 2021 Check-in Assessments in Years 3-6 for reading and numeracy.	<ul style="list-style-type: none"> <li>Due to a shift toward the new curriculum and how we assess reading, benchmark levels were not tracked. Alternatively the school tracked student data for phonological and phonemic awareness. At the end of 2022, 82% of Kindergarten students, 73% of Year 1 and 93% of Year 2 students and have reached the final progression level for phonological awareness.</li> <li>Due to a shift in the new curriculum and identified areas of need, understanding whole number was assessed and tracked instead of additive strategies. At the end of 2022, 87% of Kindergarten students, 78% of Year 1 students and 80% of Year 2 students (in tracked content areas) reached expected levels for understanding whole number.</li> <li>Check-In assessments indicated positive uplift in student results compared to state averages two out of three grade cohorts. Numeracy data saw regression towards state average in all three cohorts, though all grades remain up to 5% above state averages.</li> </ul>



### Purpose

Empowering students to be active participants in the learning process with a strong focus on their social, emotional wellbeing and engagement, every student will connect, success and thrive at school.

### Initiatives

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

- Empowered Learners
- Student Wellbeing

### Resources allocated to this strategic direction

**Per capita:** \$48,156.96

**Aboriginal background:** \$10,966.62

**Low level adjustment for disability:** \$48,000.00

### Summary of progress

#### Empowered Learners

- The Assessment Capable Learner (ACL) team created and then implemented a school wide framework based on the qualities of a learner. The ACL team taught lessons to their stage which highlighted those qualities and how they link in with our teaching programs. They also delivered professional learning sessions on how to use effectively use WAGOLLs (What A Good One Looks Like) in classrooms, how to implement quality feedback and Learning Intentions and Success Criteria (LISC).
- The Critical and Creative Thinking (CCT) team ran regular professional learning sessions for staff on how students develop deep knowledge, and gave staff a better understanding of how to use critical and creative thinking strategies. Throughout the year the team developed best practice principles on how to embed the general capabilities across all Key Learning Areas and how to provide evidence when programming. The team developed and delivered whole staff professional learning modules to ensure all staff were upskilled in CCT.
- Processes and procedures were put in place to ensure that there is now school wide consistency in CCT through all stages and all Key Learning Areas. 100% of staff have gained knowledge of the CCT elements and demonstrate these aspects in their teaching and learning programs. 100% of staff indicated that they feel more confident teaching the CCT elements, and there has been a 40% increase of daily teaching with CCT elements. Students' survey responses indicated that they were more engaged in lessons and have a better understanding of learning through CCT.

#### Student Wellbeing

Throughout 2022, the school collected and analysed student data to inform future practices and drive this initiative. The use of targeted funding enabled the school to make the following progress in this area:

- Elements of the Department of Education's new Behaviour Strategy were implemented as part of PDHPE units through gradual and systematic development throughout the year.
- Modifications to the established Speech Therapy program allowed the school to identify Early Stage 1 students with speech difficulties and tailor teaching programs to suit their needs. The next step will be for the speech therapist to provide further feedback to teachers regarding strategies to assist identified students in the classroom, as well as additional screenings in Semester 2.
- Occupational Therapy operated through Stage 1 classrooms and identified groups. Modification and improvement to the program has been put in place in Term 4 to commence 2023.
- MiniLit was successfully implemented by trained staff, with improvements in learning outcomes for the identified students. MultiLit will be added in 2023.
- Staff were upskilled on the Sentral platform, allowing them to seamlessly develop Individual Education Plans, streamlining Learning and Support Team processes.
- The Possum Pals program showed positive impact on students social skills in K-3. The lessons were focused on appropriate social skills in the playground with a view to expand the program into classrooms in 2023.
- The '9-3' attendance initiative saw significant uplift in student whole-day attendance rates, though this was tempered by mandatory isolation periods for COVID-19.
- 81% of students attended school 85% of the time or more and 92% of students attended school 80% of the time or more.
- Due to extended COVID associated lockdowns in 2021, our negative incident data is quite skewed and there are large chunks of data missing from Semester 2, making year-on-year comparisons in this area challenging. Overall,

there appeared to be an increase in incidents in 2022, though it is hard to know how pronounced this growth was without complete data. The number of negative behaviour incidents (both minor and major) were still quite low compared to historical figures and similar school groups.

## 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 the percentage of students attending school 90% of the time or more to between 87.4% and 92.4%.	<ul style="list-style-type: none"> <li>• 55.59% of students attended school 90% of the time or more. However, this data has been heavily impacted by the Public Health Orders in place at the beginning of 2022 in relation to COVID 19.</li> </ul>
Increase the percentage of students indicating a positive sense of wellbeing in the Tell Them From Me survey to between 91.2% and 96.2%.	<ul style="list-style-type: none"> <li>• Survey data indicates that students are reporting a decreased sense of wellbeing in 2022. Wellbeing will become a major focus area in 2023 as a result of this data.</li> </ul>
<p>Uplift in percentage of students articulating the learning intention and success criteria of the lesson as compared to 2021 data.</p> <p>Uplift in the percentage of students evaluating their learning against the success criteria and identifying their next steps as compared to 2021 data.</p>	<ul style="list-style-type: none"> <li>• 87% of students could articulate a basic understanding of their learning intention and 6% could articulate the Learning Intention and associated Success Criteria (LISC) in Semester 1 data. Semester 2 data saw a similar number of students articulating a basic understanding of their learning intention, with 12% now being able to articulate the lesson LISC.</li> </ul>
Uplift in Tell Them From Me student survey data around 'effective feedback'.	<ul style="list-style-type: none"> <li>• There was a four percentage point increase (79% in 2022, up from 75% in 2021) from students survey responses when asked about teachers setting clear goals for learning and providing clear and explicit feedback.</li> </ul>
80% of students achieve their collaboratively constructed learning goals.	<ul style="list-style-type: none"> <li>• 85% of students identified having and achieving their challenging learning goals, an uplift of 2% from 2021.</li> </ul>
Reduction in minor and major negative incidents as evidenced in Positive Behaviour for Learning 2021 data.	<ul style="list-style-type: none"> <li>• A decrease or increase in the number of minor and major incidents is unable to be determined due to the impact of the Public Health Orders in place during 2021 and at the beginning of 2022 in relation to COVID 19.</li> </ul>



## Strategic Direction 3: Teacher Growth and Development

### Purpose

Ensuring that every student is given the opportunity to learn and engage with high quality teaching and learning programs, we will develop and refine curriculum knowledge and best practice pedagogy through evidence based teaching, that is responsive to the identified needs of all students.

### 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.

- Expert Curriculum Knowledge
- Teacher Efficacy

### Resources allocated to this strategic direction

**Professional learning:** \$37,505.85  
**Socio-economic background:** \$40,071.00  
**English language proficiency:** \$44,155.00  
**Low level adjustment for disability:** \$8,803.00  
**Per capita:** \$27,000.00  
**AP Curriculum & Instruction:** \$180,685.20  
**QTSS release:** \$122,046.00

### Summary of progress

#### Expert Curriculum Knowledge -

In 2022, staff have been successful in achieving the following in regard to their Expert Curriculum Knowledge:

- New Literacy block with consistent templates and outcomes/content areas have been established K-6.
- More consistency in English programming and instruction. All staff completed professional learning on new instructional sequences aligned with spelling, phonics, handwriting and English content areas.
- English and Mathematics scope and sequences have been re-developed and co-constructed for immediate implementation K-2. The 3-6 English scope and sequence will be reviewed once the new syllabus documents have been finalised.
- The use of professional learning funds enabled professional learning to be completed by all teachers to build their capacity in literacy instruction. This has included ongoing professional learning on the Science of Reading and Get Reading Right (with external expert demonstrations provided for all staff). All staff have been upskilled in the new curriculum through copious professional learning. Decodable reader resources have been purchased to support this instruction. Professional learning on how to utilise the reader as part of the new syllabus, and how to differentiate instruction using the text for individual student learning has been completed by all staff.
- Collaborative Data Talks (CDT) and Consistent Teacher Judgement moderation sessions have been successfully implemented twice a term. New policies on these processes have been developed, outlined and shared. Collegial discussions were embedded into practice as a result of the collaborative sessions and policies. Each stage collaboratively developed rubrics to ensure consistent marking of student work samples. The use of APC&I funds enabled this to occur.
- CDT sessions were strategically planned to ensure that data was analysed consistently across K-6 and next steps were taken in student learning. As part of these sessions, students were identified as High Performing/Gifted or requiring additional support and content was aligned with these targeted students.
- CDT sessions were also utilised to identify student needs in numeracy, resulting in targeted and small group support/intervention to cater students with identified needs.
- Students with Aboriginal and Torres Strait Islander background were provided with in class support in literacy as part of the Aboriginal Tuition Program. PLAN2 data was collected to inform future planning. The language program was also introduced across the school with DARUG language and Mathematics as the key focus.
- Targeted funding enabled teachers to upskill in EaL/D to ensure that this focus was integrated within lessons within regular classroom practice.

#### Teacher Efficacy

Teacher efficacy has been developed through:

- The Performance Development Plan (PDP) process integrated into school professional learning with a view to individual upskilling. Staff PDP goals had varying levels of success based on the nature of the individual goal, but all teachers reported positive growth in identified areas where professional development was provided.

- High impact professional learning as part of induction processes for early career teachers and teachers new to the school or stage.
- Structured mentoring program for beginning teachers, providing them with high-level support within the school. Beginning teachers also connected to professional learning networks as part of the Blacktown Learning Community.
- The School executive team successfully completing the Middle Leadership Development Program through the School Leadership Institute. Executive meetings were restructured to provide the executive staff with opportunities to work with fellow executive from across the Blacktown Learning Community and state.
- Assistant Principal, Curriculum and Instruction utilised to develop the classroom practice of all staff. Assistant Principals also supported teacher development as part of the Quality Teaching, Successful Students program.
- Professional learning for all staff on successful co-teaching processes, and embedding collaborative practices across the school through CDT, CTJ sessions and Stage Team Meetings.

In 2023, Strategic Direction 3 will focus on the successful implementation of the new curriculum, while consolidating many of the programs that were successfully introduced in 2022.

### 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
All teaching programs and lesson observations demonstrate use of data to inform practice.	<ul style="list-style-type: none"> <li>• 100% of teaching programs show evidence of data being used to direct and drive teaching and learning. Collaborative Data Talks have facilitated these processes and supported the use of data in lessons.</li> </ul>
Uplift of teaching programs and lesson observations demonstrate co-teaching practices as compared to 2021.	<ul style="list-style-type: none"> <li>• 75% of classrooms consistently demonstrated co-teaching practices in 2022, compared to just 32% in 2021.</li> </ul>
All teachers achieve their Performance and Development Plan goals through differentiated professional learning.	<ul style="list-style-type: none"> <li>• Differentiated professional learning was implemented for 100% of staff.</li> </ul>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$117,690.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Kings Langley 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>• Employment of staff to provide additional support for students who have high-level learning needs.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Identified students received personalised, in-class support which allowed them to better integrate with their class and access and absorb curriculum. For specific students, the allocation improved their capacity to meaningfully engage in the playground, supporting positive social connections.</p> <p><b>After evaluation, the next steps to support our students will be:</b> The support of school learning support officers will continue for identified children. Continued professional development and growth for SLSOs will be a priority in 2023 through the PDP process.</p>
<p>Socio-economic background</p> <p>\$42,071.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Kings Langley 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>• Expert Curriculum Knowledge</li> <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 additional staff to support Collaborative Data Talks, co-teaching and in class literacy support.</li> <li>• Student assistance provided to families experiencing financial hardship.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Collaborative Data Talks have improved the quality of literacy and numeracy instruction for all students, but has also allowed for a more focused approach towards 'at-risk' students. Support of the instruction of literacy and numeracy has increased the quality of literacy and numeracy instruction in classrooms and the support that students are getting. Student assistance has ensured equitable access to the curriculum for all students.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Employing staff to assist with our literacy block and the focus we are placing on high quality, highly-supportive literacy instruction.</p>
<p>Aboriginal background</p> <p>\$10,966.62</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Kings Langley 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>• Student Wellbeing</li> </ul>

<p>Aboriginal background</p> <p>\$10,966.62</p>	<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 deliver personalised support for Aboriginal students, particularly focusing on the Aboriginal Tuition Program.</li> <li>• Staffing release to support development and implementation of Personalised Learning Plans</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Students who engaged in the Aboriginal Tuition program demonstrated a higher level of connection to both their culture and the school. For the majority of participants, students demonstrated measurable improvement in both their literacy and numeracy results.</p> <p><b>After evaluation, the next steps to support our students will be:</b> The program will operate again in 2023. The introduction of Aboriginal languages into the syllabus will also be supported through this team.</p>
<p>English language proficiency</p> <p>\$95,410.40</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Kings Langley 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>• Data Skills and Use</li> <li>• Expert Curriculum Knowledge</li> <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 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> Identified students received personalised, in-class support which allowed them to better integrate with their class and access and absorb curriculum. The targeted Early Intervention program ensured that students commencing their schooling in Kindergarten had a strong start to their education and their families were provided with the knowledge required to support their children at home.</p> <p><b>After evaluation, the next steps to support our students will be:</b> The Early Intervention program continues to be successful and we will look to employ a similar strategy again in 2023. A shift from School Learning and Support Officers to qualified classroom teachers will allow for differentiated teaching and learning and structured support around whole school learning growth initiatives, such as the Science of Reading. The school will look to continue this approach into next year with a focus on the literacy block.</p>
<p>Low level adjustment for disability</p> <p>\$160,232.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Kings Langley Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Student Wellbeing</li> <li>• Expert Curriculum Knowledge</li> <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 additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs</li> <li>• Employment of Speech Pathologist to develop phonological awareness,</li> </ul>

<p>Low level adjustment for disability</p> <p>\$160,232.00</p>	<p>articulation, receptive, expressive language and self-regulation for identified students</p> <ul style="list-style-type: none"> <li>• Employment of an Occupational Therapist to provide intervention programs that support student needs.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Occupational and Speech Therapists completed screening assessments to start the year and then worked closely with identified students. Post screening results indicated measurable lift in all targeted students' results, improving their ability to access the curriculum and successfully engage with all aspects of school life. A staff member was employed to support the transition of Kindergarten students to primary school, working in Kindergarten classrooms and developing resources to support student success. Identified students received additional support which resulted in improved success in student transition and greater engagement in teaching and learning programs.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Speech and Occupational Therapy will operate as it did this year, though pre-screening reports will be completed earlier, and post-screening will be completed for all participants. A new Occupational Therapist has been engaged by the school for improved focus groups, staff professional development and in-class support. The Early Intervention model continues to be successful and we will look to run this program again in 2023.</p>
<p>Professional learning</p> <p>\$37,505.85</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 Kings Langley 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>• Expert Curriculum Knowledge</li> <li>• Teacher Efficacy</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>• Collaborative Data Talks</li> <li>• Instructional Practices Inventory</li> <li>• Middle Leadership Development Program</li> <li>• Science of Learning/Cognitive Load Theory/Get Reading Right</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Collaborative Data Talks have lead to consistent teacher judgement and demonstrable uplift in student results in targeted areas (including phonemic awareness and quantifying numbers). The Instructional Practices Inventory has provided valuable data to help drive future professional learning while simultaneously building the capacity of those who are involved in the rounds. The executive are better equipped to lead the school and continue to grow as both individuals and a team through their participation in the Middle Leadership Development Program through the School Leadership Institute. Science of Reading has helped with literacy instruction in the infants years, while cognitive load theory has been applied across all key learning areas in all parts of the school.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continued focus on Collaborative Data Talks and the Instructional Practices Inventory to target explicit, targeted instruction and student engagement. These activities will be supplemented with a renewed professional learning focus on student wellbeing, the literacy block and the new curriculum. The Middle Leadership Development Program will continue to build the capacity of our Assistant Principals as they continue to grow into the leadership component of their roles.</p>
<p>QTSS release</p> <p>\$122,046.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Kings Langley Public School.</p>

<p>QTSS release</p> <p>\$122,046.00</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>• Expert Curriculum Knowledge</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>• Additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> <li>• Assistant principals provided with additional release time to support classroom programs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Assistant Principals were released to work closely with teachers on their stage. The quality of teaching and learning programs improved as a result as measured through compliance documents. Teacher confidence also improved through these activities, as reported through mid-year and annual reflection tasks.</p> <p><b>After evaluation, the next steps to support our students will be:</b> The introduction of the Curriculum Reform Release will see us re-imagine how we utilise the QTSS funding, specifically how we target support for our teachers outside of the needs but within the parameter of the new curriculum. Professional learning in ongoing programs, such as Assessment Capable Learners will be differentiated to cater to different staff experience levels, confidence and needs. New teacher professional learning will still be delivered across the board for consistency and continuity of learning.</p>
<p>COVID ILSP</p> <p>\$100,693.00</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>• Two staff are employed three days per week to operate intensive learning and support programs for students in Years 1-6 who are identified as having their learning impacted by the move to online learning in 2020 and 2021. One staff member will work with students in Years 1-3, while the other will target 4-6. Each group of students will receive 40-60 minutes of support every day. In Semester 1 the groups will focus on Literacy. In Semester 2 they will focus on Numeracy.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> All students have maintained learning or achieved growth. For those who have not moved any progression markers, they have achieved sub-elements within those markers and therefore have made some progress. Across Years 1-6 we have seen approximately 80% of students move at least one progression marker or more within PLAN2 across literacy and numeracy.</p> <p><b>After evaluation, the next steps to support our students will be:</b> In 2023 COVID ILSP will be continued under a new model. One teacher will be employed 3 days per week on a shortened year to provide numeracy support using the same teaching model as 2022 for students in Years 1-6.</p>



## Student information

### Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	350	334	317	290
Girls	333	337	320	303

### Student attendance profile

School				
Year	2019	2020	2021	2022
K	95.1	90.2	95.2	88.5
1	95.1	90.5	95.2	90.2
2	95.2	89.6	93.1	90.2
3	93.5	89.7	94.6	88.9
4	93.7	90.7	93.5	87.0
5	93.6	88.3	93.7	88.8
6	92.7	89.6	92.1	87.3
All Years	94.1	89.7	93.9	88.7
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

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

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

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	5.2
Classroom Teacher(s)	22.11
Learning and Support Teacher(s)	0.9
Teacher Librarian	1
Teacher ESL	0.4
School Administration and Support Staff	4.06

\*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 <b>Actual</b> (\$)
<b>Opening Balance</b>	599,597
<b>Revenue</b>	5,930,455
Appropriation	5,418,435
Sale of Goods and Services	25,032
Grants and contributions	481,690
Investment income	5,298
<b>Expenses</b>	-5,975,833
Employee related	-5,201,428
Operating expenses	-774,405
<b>Surplus / deficit for the year</b>	-45,378
<b>Closing Balance</b>	554,219

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>	117,690
<b>Equity Total</b>	308,680
Equity - Aboriginal	10,967
Equity - Socio-economic	42,071
Equity - Language	95,410
Equity - Disability	160,232
<b>Base Total</b>	4,257,896
Base - Per Capita	160,957
Base - Location	0
Base - Other	4,096,939
<b>Other Total</b>	478,844
<b>Grand Total</b>	5,163,110

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

Survey responses are gathered from students, their parents and our staff on numerous occasions throughout the year. This information is collated and used to drive future decision making in the school. 2022 survey results indicated the following areas of strength within the school, and opportunities for future development.

### Students

#### *Areas of Strength*

- Students reported significantly higher levels of perseverance when faced with obstacles when compared to state averages (15% higher overall, 11% higher for female students and 19% higher for male students).
- By all measures, students reported a higher positive growth orientation compared to state averages.
- 97% of students responded favourably when asked about the quality of their learning environments, including the resources available, cleanliness, furniture and classroom size.
- 95% of students report that they demonstrate positive behaviour while at school.

#### *Areas for Development*

- 23% of students indicated that they found their school work too difficult and wanted activities to be easier.
- Over the year, there was a 4% decline in the average score when students were asked to rate their sense of belonging out of 100.

### Parents

#### *Areas of Strength*

- Parents feel welcome when they visit the school and find that they can easily speak with their child's teacher.
- Reports are written in a way that allow parents to easily understand their child's progress.
- Parents felt that teachers encourage their child to do their best and show active care and interest in their learning and wellbeing.
- Parents report that their child is clear on the school's rules and expectations for behaviour.
- Parents report that their child feels safe at school.
- Parents responded positively to the statement "School staff take an active role in making sure all students are included in school activities."
- 98% of parents found the school's online payment portal helpful, allowing easy and convenient payment for excursions and incursions.

#### *Areas for Development*

- Activities aren't always scheduled at times when parents can attend.
- 16% of parents reported that the school website was not a useful tool for finding out information about the school.

### Staff

#### *Areas of Strength*

- Staff felt that there were greater opportunities provided for teamwork and collaboration across the teaching staff (up 12 percentage points from 2021), and that collaboration as a whole has significantly improved (up 8 percentage points).
- Staff reported high levels of inclusion and professional respect between colleagues.
- Staff reported a high degree of confidence in the decisions made by the school executive.
- Survey results indicated that students are at the forefront of decision making by all teaching and administrative staff.
- 98% of staff indicated that they had a clear indication of what is expected of them to do well in their role.
- 95% of staff indicated that they had the tools and technology required to do their job well.
- 98% of staff indicated that they feel comfortable trying new things in their work.
- 96% of teachers felt that the school had done a good job of implementing curriculum change, with 4% neither agreeing or disagreeing.

#### *Areas for Development*

- When asked to describe their general sense of wellbeing, the percentage of favourable responses from staff decreased by 16 points to just 53%.
- Survey questions relating to data informing practice were in line with the NSW Government Norm (an average score of 8.0 compared to the state average of 7.8). All other metrics were well above the state comparison. A focus on providing students with high level examples as part of activity success criteria and providing students feedback on formal assessment tasks is needed to boost these results.

# Policy requirements

## Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

## Anti-Racism Policy

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

## Multicultural Education Policy

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