

2023 Annual Report

Kingswood Park Public School



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Introduction

The Annual Report for 2023 is provided to the community of Kingswood Park Public School as an account of the school's operations and achievements throughout the year.

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

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Message from the principal

2023 at Kingswood Park has been another very busy year. We have participated in many external programs such as Zing sport skills and athletics. We have celebrated student learning and have had excursions to the city and to the farm. Our senior students have visited the university and even attended a careers fair this year to broaden their understanding of after school career possibilities, all while continuing to work closely with NCNS, the Smith Family and Barnardos to support our families.

Our Preschool had assessment and rating this year and were rated as exceeding Thank you to Mrs Shanahan, Mrs Singh, Miss Janaya, Miss Tara and Miss Mikaela for their efforts creating an exceeding early learning space. In school, we participated in external validation and rated excelling in 3 of the 8 areas. These areas were learning culture, wellbeing and educational leadership. Thank you to Mr Kean, Ms Harding, Mrs Lewis, Miss Pillay and Mrs Lawes for their ongoing commitment to improving outcomes for our students.

Our P&C have worked tirelessly throughout 2023 to provide endless opportunities for our students. We would like to thank Belinda, Nicole, Matt, Tammy, Nat, Irene, Shaheen and Joy for attending monthly meetings and planning lots of fundraising events for our families. We have worked closely with our community through our P&C to reflect on our practises and plan for our next school plan.

The school staff work tirelessly to support improved outcomes for all our students. We would like to thank our classroom teachers, supported by our SASS staff for always going above and beyond for our school.

Our students are the reason that we all come to school each and every day and their commitment to learning this year has been exceptional. I want to thank them for being at school, ready to learn every day and no matter what their teachers asked, they gave it a go and worked extra hard.

We have had a wonderful 2023 and are looking forward to doing even better in 2024.

School vision

Striving to work together to inspire successful and engaged learners for life.

School context

Kingswood Park Public School is located in Western Sydney and has a student enrolment of 165 from Kindergarten to Year 6. The school Preschool that operates 2.5 day programs per week supports students across two groups with 20 in each group and are rated as exceeding National Quality Standards. The majority of students come from a low socio-economic background with 40% of students identifying as Aboriginal and Torres Strait Islander and 19% from English as an Additional Language/Dialect background.

Kingswood Park Public School has a combination of experienced and early career teachers. The school values it's learning community and is focused on maintaining and building strong relationships with staff, parents and students. The school works closely with the Aboriginal Education Consultative Group (AECG), Nepean Community and Neighbourhood Services (NCNS) and the Smith Family to provide support to all families in our community. The school participates in the National School Chaplaincy Program to provide a community liaison role for our families and community.

There is a strong focus on the delivery of differentiated, quality teaching programs with a particular emphasis on literacy and numeracy outcomes. The school embeds Aboriginal perspectives in all key learning areas and has an Aboriginal Education Officer. We provide targeted professional learning to support this focus. The school promotes participation in sport, dance, music, environmental groups and student leadership. At Kingswood Park Public School we actively engage and communicate with the community using a variety of platforms including KeptMe, SeeSaw and Facebook.

At Kingswood Park Public School, students, staff, parents and other community groups were consulted in the development of the situational analysis, leading to the development of the strategic improvement plan. The analysis has allowed us to identify several areas for future development at Kingswood Park Public School. These are in the areas of literacy and numeracy, collaboration and student and community wellbeing. We continue to use data driven practices to ensure that school and system negotiated targets are met. Differentiation and a high expectation culture leads to students with additional needs, including high potential and gifted students, being identified and successfully catered for.

School performance will be consistently monitored using a wide range of assessment data. This data will continue to inform teaching practice moving forward.

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 and participated in an external validation. 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. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal, School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2023 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
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	Excelling
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

Student growth and attainment ensures that our school community is *striving together to inspire successful and engaged learners for life*.

In order to improve student learning outcomes in **reading** and **numeracy** and to build strong foundations for academic success, we will further develop and refine quality teaching practices to ensure the implementation of appropriate curriculum provision for every student is underpinned by evidence-informed strategies and embedded evaluative practice.

Initiatives

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

- Systematic and explicit reading instruction
- Systematic and explicit numeracy instruction

Resources allocated to this strategic direction

Integration funding support

Summary of progress

Reading: 2023 saw the full implementation of Decodable Readers Australia resources in K-4 classrooms. All teachers and SLSOs were trained in how to use the Sounds of Reading trolleys, decodable texts and online resources to successfully implement phonics lessons in K-2 classrooms. Stages 2 and 3 implemented phonics and spelling lessons trialling a scope and sequence to teach morphology and etymology of words. The quality of phonics lessons increased in classrooms with all teachers teaching phonics explicitly. This was made possible by the high uptake of teachers using new phonics resources combined with a Science of Reading evidence based approach in the first year of implementation of the K-6 English Syllabus. Interestingly, the NAPLAN results showed an increase in Spelling, however the phonics results didn't translate into reading results with many students in K-2 not able to blend on the run when reading. This has become a focus in Term 4 with the APLAS providing professional learning on data and observations of Tier 1 learning to enable this to become universal across the school. Sparkle Box Data showed results that 52.52% of students were off decodable texts, however this is not translating into our NAPLAN and Check-in reading results. As a result, consistent teacher judgement and teacher professional learning on teaching reading, including blending, partner practise and reading fluency at the universal level will be a major focus next year. Kindergarten will trial implementing a phonemic awareness program next year. In 2024, based on assessment data, teachers need to learn new English syllabus curriculum knowledge K-6 and evidence-based pedagogies on how to teach reading at a universal level.

Numeracy: The mentor/mentee model to implement Maths warm-ups and number talks was a success. 100% of teachers attended Anita Chin training and began implementing some of the components they learnt into their Mathematics block. All executive and the interventionist worked with all teachers to meet, observe, team teach and demonstrate warm-ups or number talks during Term 3. Universal hand signals were implemented during these sessions and this is consistent across the school for teachers to gain immediate feedback on their students' learning in numeracy. Next year there will be a focus on using a gradual release model to teach numeracy to students using quality units developed by APC&I's and teachers across the Cambridge Park network. This will also include a trial of a new scope and sequence for K-6 which will support student learning in Mathematics and teaching the new Mathematics K-10 syllabus. In 2024, there will be a focus on teaching using mathematical language to assist students with reasoning so they can articulate the methods they use to solve problems.

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
READING GROWTH An increase in Check-in Assessment mean scaled score for reading in Year	<ul style="list-style-type: none">• The Check-in Assessment mean scale score indicates the percentage of students achieving growth in reading has increased by 40.7 points for Year 4 and 12.2 points for Year 6.

4 and 6 for 2023 compared with Year 3 and 5 in 2022.

NUMERACY GROWTH

An increase in Check-in Assessment mean scaled score for numeracy in Year 4 and 6 for 2023 compared with Year 3 and 5 in 2022.

- The Check-in Assessment mean scale score indicates the percentage of students achieving growth in numeracy has increased by 8.1 points for Year 4 and 15.4 points for Year 6.

Strategic Direction 2: Excellence through quality practices

Purpose

Excellence through quality practices ensures that our school community is *striving together to inspire successful and engaged learners for life*.

To improve student learning outcomes and teacher capabilities, we will develop processes to ensure that all staff are **collaborating** effectively to embed evidence-based explicit teaching practice into their pedagogy.

In order to maximise the learning outcomes for every student, all staff will **use data** to understand the learning needs of individual students and inform differentiated teaching for 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.

- Collaboration
- Data skills and use

Resources allocated to this strategic direction

Summary of progress

Through meaningful collaboration and timely feedback, staff placed improved student outcomes and quality teaching practice front and centre. Staff use a school-wide process to identify areas for school improvement, ensuring the school plan has clear goals and activities that are collaboratively written, address student and teacher needs, and is based on evidence based practices, data and feedback. Goals and milestones are communicated to staff, monitored and aligned to our professional learning with teachers having a shared responsibility for impact. Teachers and executives collaborate on focused teaching practices and come together on a weekly, fortnightly and termly basis in a variety of settings to build teacher capacity, plan quality programs and review student data for 'Where to Next?' which is improving teaching, learning and student outcomes. Feedback between teachers and executive staff are timely and occur regularly during teachers' RFF, in Curriculum Reform and Learning Support Team Meetings, and Striving Together days. Teachers and executives regularly review school plan goals, activities and student results together to monitor progress. Time-frames for professional learning are adjusted if necessary based on staff feedback and student outcomes. The continuation of the mentor/mentee model and professional learning on Mathematics curriculum is important. Additionally, in class support from school leaders will continue, to ensure that all staff are collaborating effectively to embed evidence based explicit teaching practice into their lessons with opportunities for specific and timely feedback.

As part of a review of the teaching practices from Kindergarten to Year 6 the leadership team analysed a range of diagnostic assessments for insights into student learning processes school wide. This included the results from the 2022 Year 1 Phonics Screening Check indicating that 79% of Year 1 students did not meet state guided expectations of phonic knowledge and required monitoring and support with their learning. In response to this, the leadership team provided the opportunity for a team of teachers to attend external professional learning in the Decodable Readers Australia suite, an evidence based program to support teaching and learning with a strong phonics and decodable text reading component. Teachers were provided with Decodable Readers Australia SparkleBox assessment tool kit and trained in administering this assessment for assessing student phonic development and collecting valid evidence based data on student achievement. These teachers trialled the assessment kit with their own class and then delivered professional learning to all staff K 6 on how to effectively administer these assessments to build teachers capacity in data literacy and ensure the collection of data is consistent and reliable across the school. In 2023 the SparkleBox kits have been systematically used every 5 weeks, in every classroom across the school, to track, monitor and evaluate student phonic knowledge. This data is then analysed by classroom teachers with the APC&I during their Striving Together Day to identify future tier 1 goals and measure the improvement of students based on their current classroom practice. Information about students requiring additional support is fed back to the leadership team by the APC&I to ensure suitable intervention strategies or programs are then put in place by the Learning and Support Team for individual students. The need to continuously build data literacy amongst our staff is highlighted by the inclusion of Data Skills and Use in Strategic Direction 2 for 2024.

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
A range of evidence supports validation at sustaining and growing in the element of data skills and use in the themes data analysis and data use in teaching.	External validation confirmed our self-assessment against the School Excellence Framework at sustaining and growing in the element of data skills and use.
A range of evidence supports validation at sustaining and growing in the element of Learning and development in the theme of collaborative practice and feedback.	External validation confirmed our self-assessment against the School Excellence Framework at sustaining and growing in the element of learning and development.
A range of evidence supports validation at sustaining and growing in the element of Assessment in the theme of whole school monitoring of student learning.	External validation confirmed our self-assessment against the School Excellence Framework at delivering in the element of assessment.

Strategic Direction 3: Striving together

Purpose

Striving together is the key premise of our school vision statement to ensure that our school community is *striving together to inspire successful and engaged learners for life*.

We will establish a **learning culture** of high expectations and positive connections for a cohesive school community that is purposeful, flexible and dynamic in order to meet the diverse needs of our students, staff and community.

To ensure that all of our students are able to connect, succeed, thrive and learn, there will be a planned approach to developing **whole school wellbeing** and attendance processes that support high levels of wellbeing and engagement.

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.

- Learning Culture
- Wellbeing

Resources allocated to this strategic direction

Summary of progress

Teachers, school staff, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes. **While target data indicates the attendance target has not been met, our overall data shows an increase of 10.9% over 2022 and are above same school groups by 4.5%. In 2023, 62.2% of our students are at or above 85%.** This is a significant increase. In 2024, the use of targeted funding will support the resources of attendance staff and the continuation of the 'incentive drives'.

Kingswood Park PS has implemented evidence based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning. There is a school-wide, collective responsibility for student learning and success, which is shared by parents and students. By strategically using targeted funding such as low level adjustment for disability and integration funding support, planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with teachers, parents and carers. The impact has been seen in the Tell Them From Me data being above expectations. In addition, Advocacy at school is above state levels and there is an increase in expectations of success due to the demonstrated commitment by all staff.

In 2024, the school will continue to collaborate with students, staff, carers and the community to support systematic approaches to student engagement, attendance, wellbeing and learning, including supporting our now embedded Trauma Informed Practices. In addition, new behaviour policies, procedures and programs, such as Growing Strong Minds, will be implemented as planned and required. Due to the success of engaging external providers in 2023, the school will continue to focus on engaging other external providers that support student focused programs in 2024, foster strong relationships with those already in place such as the Barnados' programs, and continue to support students through our occupational and speech therapy programs. Whole school case management approaches for every student, in each class, within a high expectations framework, is always the target. The schools commitment to Trauma Informed Practice will be strengthened even further with the investigation into Berry Street Practices.

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 more than 90% of the time to 65.7%.	The number of students attending greater than 90% of the time is 46.7% an increase of 10.9%.
Tell Them From Me Wellbeing data (advocacy, belonging, expectations) improves to be at or above 88%.	Tell Them From Me data shows an overall 85.25% of reported positive wellbeing, including advocacy at school is 88.5% which is above trajectory. Expectations for success are 91.8% and a sense of belonging is 75.4%

<p>A range of evidence supports validation at sustaining and growing in the element of Learning Culture in the themes of High Expectations and Attendance.</p>	<p>External validation confirmed our self-assessment against the School Excellence Framework at excelling in the element of Learning Culture in the themes of High Expectations and Attendance.</p>
<p>A range of evidence supports validation at sustaining and growing in the element of Wellbeing in the theme A planned approach to wellbeing.</p>	<p>External validation confirmed our self-assessment against the School Excellence Framework at excelling in the element of Wellbeing in the theme; A planned approach to wellbeing.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$430,902.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Kingswood Park Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Systematic and explicit reading instruction <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> • all eligible students demonstrating progress towards their personalised learning goals. All plans were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> • to formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student IEPs reviews to ensure funding is used to specifically address each student's support needs.
<p>Socio-economic background</p> <p>\$391,769.89</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Kingswood Park Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support program implementation. • resourcing to increase equitability of resources and services • employment of external providers to support students with additional learning needs • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> • equitable access for all students to engage in the curriculum and extra-curricular activities. • resourcing of materials to support students in having equitable access to the curriculum. • Numeracy NAPLAN results achieving above state and statistically similar school groups (SSSG) <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> • to continue to support families financially so that they can engage in all school activities. • to employ additional teaching and non-teaching staff to support identified students. • to maintain resourcing of identified students who need additional financial assistance and support. • to engage a literacy and numeracy mentor to support our trajectory towards achieving targets.
<p>Aboriginal background</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Kingswood Park Public School. Funds under</p>

<p>\$170,689.83</p>	<p>this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • community consultation and engagement to support the development of cultural competency <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> • an increase in Aboriginal families engaging in the PLP process with conversations becoming more authentic as a result of the welcoming and informal setting. • Teaching of Aboriginal Culture and History embedded more into teaching and learning programs. • an increase in the percentage of First Nations students engaging in cultural activities inside and outside the school setting. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> • further embed the Aboriginal languages program from preschool to Year 6. • to continue to build upon relationships already evident in the school community and incorporate rich and authentic cultural experiences within whole school. • continue our partnership with the local AECG to support our identified students to connect to Country.
<p>English language proficiency</p> <p>\$39,389.30</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Kingswood Park Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional teacher time to provide targeted support for EAL/D students and for development of programs • withdrawal lessons for small group (developing) and individual (emerging) support <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> • EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples. • EALD students showing improved outcomes • ES1 and S1 EAL/D students targeted through oral language sessions. • increased teacher capacity to identify the learning needs of EALD students. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> • professional learning on teaching English as an additional language/ dialect. • teachers will use student data, including student English language proficiency using the EAL/D learning progression and analysed writing samples, to assist in supporting EAL/D students.
<p>Low level adjustment for disability</p> <p>\$130,381.07</p>	<p>Low level adjustment for disability equity loading provides support for students at Kingswood Park Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment</p>

<p>Low level adjustment for disability</p> <p>\$130,381.07</p>	<p>to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> targeted students are provided with an evidence-based intervention (QuickSmart and Speech Therapist designed programs) to increase learning outcomes. <p>The allocation of this funding has resulted in the following impact: QuickSmart Data</p> <ul style="list-style-type: none"> Year 4 - 20 students accessed the program with 12 students being of Aboriginal background. Y4 students went up 145 levels in total. Year 5&6 - 24 students accessed the program with 10 students being of Aboriginal background. Y5/6 students went up 175 levels in total. Average of all 44 students was 7.27 levels. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> to further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of trained SLSOs.
<p>Professional learning</p> <p>\$16,785.30</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 Kingswood Park Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> employment of casual teachers and non-teaching staff to cover staff to attend external and online professional learning. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> increased capacity of all teachers to embed effective practices in the explicit teaching of English and Mathematics using the new K-6 syllabus, resulting in improved internal student results. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> targeted professional learning focused on the school's three strategic directions, led by the executive team, to ensure that professional learning is aligned with the school's Strategic Improvement Plan.
<p>QTSS release</p> <p>\$36,930.82</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Kingswood Park Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> additional staffing (0.112) to support staff collaboration in the implementation of high-quality curriculum assistant principals provided with additional release time (0.2) to support classroom programs <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> improved staff confidence and teaching practice. Teachers use

<p>QTSS release</p> <p>\$36,930.82</p>	<p>learning intentions, success criteria and have a strong focus on formative assessment. Teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice.</p> <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> • employing a specialist to lead improvement in an area where teachers need ongoing support, such as literacy or numeracy.
<p>COVID ILSP</p> <p>\$113,052.91</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 2023.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers (0.5) and educators (1.280) to deliver small group tuition <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> • the ILSP program was delivered to groups of students after data was considered and then focus groups developed and interventions took place for literacy and numeracy. • the tutoring and assessment being delivered by teachers and SLSO's in reading, phonics and number for groups of students determined by need. <p>These activities led to 100% of participating students from K-6 achieving growth, in reading and numeracy, according to internal assessment data. In 2023, SLSOs delivering tutoring were able to more confidently support students to achieve set goals and outcomes in literacy and numeracy.</p> <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> • to continue to use SLSO's to work alongside teaching staff to provide explicit targeted interventions for as many students as possible. • to have teachers specifically work on fluency and numeracy acquisition to increase student outcomes in these areas of need. • teachers to use NAPLAN, check-in assessment data and Essential Assessment data to select students for interventions.

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	82	85	90	90
Girls	59	66	75	65

Student attendance profile

School				
Year	2020	2021	2022	2023
K	90.7	88.5	84.6	89.7
1	82.7	89.7	81.8	87.3
2	83.6	89.6	80.7	88.5
3	85.4	93.0	81.7	87.0
4	87.9	88.0	81.7	84.1
5	88.4	89.2	78.4	84.0
6	86.1	90.0	78.7	86.3
All Years	86.2	89.6	81.3	86.7
State DoE				
Year	2020	2021	2022	2023
K	92.4	92.8	87.9	91.1
1	91.7	92.7	87.4	90.5
2	92.0	92.6	87.8	90.8
3	92.1	92.7	87.6	90.9
4	92.0	92.5	87.4	90.6
5	92.0	92.1	87.2	90.3
6	91.8	91.5	86.3	89.8
All Years	92.0	92.4	87.4	90.6

Attendance

NSW student attendance data in 2020 is not comparable to other 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.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3.2
Classroom Teacher(s)	7.09
Learning and Support Teacher(s)	0.8
Teacher Librarian	0.4
School Administration and Support Staff	4.21

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2023, 2.5% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2023 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

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 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 Actual (\$)
Opening Balance	131,484.70
Revenue	3,786,644.09
Appropriation	3,678,458.78
Sale of Goods and Services	9,523.46
Grants and contributions	30,796.48
Investment income	3,073.46
Other revenue	64,791.91
Expenses	-3,832,828.20
Employee related	-3,380,102.46
Operating expenses	-452,725.74
Surplus / deficit for the year	-46,184.11
Closing Balance	85,300.59

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

Financial summary - Equity loadings

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

	2023 SBAR Adjustments (\$)
Targeted Total	331,380
Equity Total	732,230
Equity - Aboriginal	170,690
Equity - Socio-economic	391,770
Equity - Language	39,389
Equity - Disability	130,381
Base Total	1,524,957
Base - Per Capita	45,220
Base - Location	0
Base - Other	1,479,737
Other Total	532,234
Grand Total	3,120,801

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

School performance - NAPLAN

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

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

Parent/caregiver, student, teacher satisfaction

The school community, students, staff and parents, participated in the Tell Them from Me survey in 2023. The results and areas for action can be seen below.

Parent/Caregivers:

* 78% of parents agree that our school is a culturally safe place for all students. This has grown from a mean of 6.9 in 2022 to 7.8 in 2023.

* A majority of parents know their child is clear about the rules for school behaviour. This has grown from a mean of 7.3 in 2022 to 8.0 in 2023.

* A majority of parents report that school staff take an active role in making sure all students are included in all school activities.

* 77% of parents agree that the physical environment of the school is welcoming.

Areas to develop in the future include:

* Continuing to find ways to keep parents informed of their child's progress in all areas including social and emotional development.

Students:

* There has been an increase from 70% in 2022 to 80% in 2023 of students who set challenging goals for themselves and aim to do their best.

* Students believe that teachers hold high expectations for them to succeed.

* Over 90% of students agree that their classroom and areas in the school promote positive learning.

* 100% of Aboriginal students feel a sense of belonging, that their teachers respect their culture, and have pride in their culture.

Areas to develop in the future include:

* Ensuring all students know where to go for help in the playground..

* Develop the sense of belonging for our Year 6, 2024 cohort within their peer group.

Teachers:

* 100% of teachers agree that our school leaders at Kingswood Park are leading improvement and change.

* 100% of teachers feel a sense of belonging at school.

* 88% of teachers feel confident in their capacity to meet the need of Aboriginal and Torres Strait Islander students

Areas to develop in the future include:

* Increasing the amount of targeted professional learning to meet teacher goals.

* Supporting teachers to further engage parents in their child's learning.

Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Anti-Racism Policy

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

Multicultural Education Policy

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