

2023 Annual Report

King Park Public School



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Introduction

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

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

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School vision

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

School context

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

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

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

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



Self-assessment and school achievement

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

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

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

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

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

Self-assessment using the School Excellence Framework

Elements	2023 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
LEARNING: Student growth and performance	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

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

Initiatives

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

- Data Informed Practice
- Effective Classroom Practice

Resources allocated to this strategic direction

Professional learning
Refugee Student Support
New Arrivals Program
English language proficiency
Integration funding support
AP Curriculum & Instruction
Low level adjustment for disability
Beginning teacher support
Per capita
Socio-economic background

Summary of progress

Data Informed Practice:

In pursuit of improvement in this area, the primary objective was to seamlessly integrate data, research and evidence informed practices into the teaching and learning cycles for English. This involved a meticulous process of data analysis to tailor interventions and refine teaching methods for optimal student outcomes. The process began with teachers comprehensively examining both internal and external progress and achievement data. This provided teachers with a solid foundation for continuous monitoring, ensuring the collection of high quality, reliable data to inform their decision-making processes. Regular collaborative meetings with Assistant Principals and the Assistant Principal Curriculum and Instruction were instrumental in this process. Stage teams designed targeted teaching units, evaluated program effectiveness, and facilitated three-way teacher reflections to monitor student growth and evaluate teacher impact. These efforts resulted in a noticeable enhancement in the teachers' confidence and proficiency in utilising student data to enhance their teaching practices. As a direct outcome of these initiatives, 90% of classroom teachers reported that they effectively use data to evaluate student understanding of content taught. The school's reflection on data skills and usage currently indicates a trajectory towards sustaining our progress. However, upon reflection, it is recognised the potential to excel in this area further.

Looking ahead to 2024, the school will apply developed data and evidence informed practices for English to the teaching of mathematics elevating the capacity to utilise data effectively in driving student success across all subject areas.

Effective Classroom Practice:

The school has been dedicated to sustaining and expanding effective classroom practices, focusing on evidence-based teaching strategies and high impact professional learning to enhance teacher capacity and pedagogical practices in literacy and numeracy. Staff received an additional hour of release from face to face teaching to engage in high impact professional learning with stage Assistant Principals and Assistant Principal Curriculum and Instruction. Professional learning centred around the new curriculum in the areas of English and mathematics. An external English consultant was engaged and teachers accessed professional learning and coaching centring around lesson planning and programming, high expectations and explicit teaching methods to meet the new demands of the English syllabus. Through rigorous efforts, the school ensured that the most effective explicit teaching methods were consistently employed across all classrooms, with a steadfast commitment to evidence-based strategies. The extensive development and implementation of comprehensive, high-impact professional learning programs were tailored to build teacher capacity and collective pedagogical practices. As a result, there was a significant impact on student engagement and achievement, with reading Check-in scores for Years 3, 4 and 5 displaying an upward trajectory. Data also shows that Year 3, 4 and 5 students outperformed the state and statistically similar schools.

Moving forward, the school is committed to further developing and implementing highly effective programs and practices in the area of mathematics. Additionally, the school will continue to prioritise high-impact professional learning opportunities aimed at building teacher capacity in differentiating teaching and learning programs to achieve individual student learning goals.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<ul style="list-style-type: none"> A increase in the percentage of 3-6 students achieving expected attainment levels from 2022 to 2023 in reading and numeracy as evidenced by school PAT data. 	<ul style="list-style-type: none"> School based data for reading in Year 3, referencing PAT data has shown that there was a 3% increase of students achieving average or above average attainment levels. In Year 4 there was a decrease of 3%, in Year 5 there was a 20% increase. This data indicates this school identified target is yet to be achieved. School based data for numeracy in Year 3, referencing PAT data, has shown that there was a 15% decrease of students achieving average or above average expected attainment level. In Year 4 there was a 3% increase, in Year 5 a 10% increase and Year 6 a 7% decrease. This data indicates this school identified target is yet to be achieved.
<ul style="list-style-type: none"> Consolidating Sustaining and Growing in the element of <i>Data Skills and Use</i> as measured by the School Excellence Framework. 	<ul style="list-style-type: none"> Self-assessment against the School Excellence Framework shows the school currently performing at Sustaining and Growing in the element of <i>Data Skills and Use</i>. There has been some improvement in the theme of Data literacy with self-assessment showing the school moving towards excelling.
<ul style="list-style-type: none"> Sustaining and Growing in two or more themes within the element <i>Professional learning is continuous and coherent</i> of the High Impact Professional Learning model. 	<ul style="list-style-type: none"> Self-assessment against the High Impact Professional Learning (HIPL) - School self-assessment tool shows the school currently performing at Sustaining and Growing in the element of <i>Professional learning is driven by identified student needs</i> and excelling in the elements the <i>School leadership teams enable professional learning</i> and <i>Collaborative and applied professional learning strengthens teaching practice</i>.
<p>An increase in Check-in Assessment mean scaled score for reading in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.</p>	<ul style="list-style-type: none"> Check-in Assessment data for Year 3 shows an increase in the mean scaled score for reading from 366 in 2022 to 370 in 2023. Check-in Assessment data for Year 5 shows an increase in the mean scaled score for reading from 388 in 2022 to 405 in 2023.
<p>An increase in Check-in Assessment mean scaled score for numeracy in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.</p>	<ul style="list-style-type: none"> Check-in Assessment data for Year 3 shows an increase in the mean scaled score for numeracy from 349 in 2022 to 359 in 2023. Check-in Assessment data for Year 5 shows an increase in the mean scaled score for numeracy from 381 in 2022 to 400 in 2023.

Strategic Direction 2: Connect, Succeed, Thrive and Learn

Purpose

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

Initiatives

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

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

Resources allocated to this strategic direction

Professional learning
Socio-economic background
Aboriginal background

Summary of progress

"That's My School" - Attendance and Engagement:

This year, the school has proactively addressed attendance and engagement through strategic initiatives aimed at fostering a culture of regular attendance. Spearheading these efforts was the establishment of the school's Attendance Committee, which met fortnightly and were committed to enhancing student attendance. Patterns of attendance were investigated and students of concern were flagged with the Learning Support Team. The school actively engaged in termly network professional learning sessions with the Fairfield Network of Schools, where insights and best practices were exchanged. These collaborative sessions have proven invaluable in shaping the school's approach to attendance. Annual professional learning has ensured that staff were well-versed in the Department of Education's Attendance Policy and the school's attendance procedures. This knowledge equipped teachers to create a supportive and inclusive environment that promotes regular attendance among students as well as implement the school procedures. At the end of 2023, the school attendance rate was 91.8% which was 0.9% above statistically similar schools.

This initiative also included the implementation of projects focusing on High Potential and Gifted Education (HPGE) and Aboriginal Education. These projects encompassed various activities, such as identifying and celebrating students with creative abilities in accordance with the HPGE policy. In Aboriginal Education, students were provided educational experiences that strengthen connections with culture while enhancing community awareness and understanding of Aboriginal histories and cultures. All staff are now aware of the HPGE policy and believe that the profile has been raised to identify these students and cater for them. As a result of these projects, improvement measures in these areas have been achieved and future directions have been established.

In the upcoming year, as part of this initiative, the school is dedicated to maintaining its focus on improving attendance by appointing a dedicated School Attendance Officer to monitor students' attendance weekly, and promptly alerting the School Attendance team to any noticeable patterns or trends for follow-up. Using this data, it is intended that Attendance Sprints will be launched during Weeks 5-10 of each term. Additionally, partial attendance will be addressed by educating the community on the importance of punctuality and full-day attendance, fostering a collective understanding of the significance of being present for the entire school day. Furthermore, within the HPGE project, the school will develop educational programs targeting the social-emotional domain. Similarly, the Aboriginal and Torres Strait Islander Project will continue to support students' cultural connections and assist students in achieving their educational and cultural goals.

Instructional Leadership:

In 2023, middle leaders continued their roles as Instructional Leaders, collaborating with Assistant Principal Curriculum and Instruction to provide impactful professional learning. Additionally, Assistant Principals in Early Stage 1 and Stage 3 undertook a 0.6 teaching load. The School Leadership Team remained committed to mentoring and coaching teachers for continuous growth, employing evidence-based practices and high-impact teaching strategies to improve student outcomes. Enhancements to the existing five-week data cycle included personalised teacher reflections on teaching and learning programs, student growth and teacher effectiveness. Assistant Principals also closely collaborated with an

external consultant in English to develop collaborative, high-impact English programs aligned with the demands of the new curriculum. Satisfaction with the Instructional Leadership role was reported by 85% of teachers, while the Assistant Principals' acknowledged the significant impact taking on a classroom teaching load had on their understanding of curriculum and teaching methodologies. This led to the development of more effective professional development initiatives and enhanced curriculum delivery standards.

In 2024, the school's commitment to refining and enhancing the Instructional Leadership role at our school remains steadfast. Assistant Principals will continue to balance their responsibilities with a 0.6 teaching load, ensuring a direct connection to classroom dynamics and curriculum delivery. Building upon the successful collaboration with the external English consultant, the school will pivot the focus towards enhancing mathematics instruction. By leveraging this model, the aim is to align our teaching practices with the latest curriculum standards and pedagogical approaches, fostering a supportive environment for student learning and achievement in the area of mathematics.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<ul style="list-style-type: none"> Increased percentage of students attending school more than 90% of the time to 83.8% or above. 	<ul style="list-style-type: none"> The number of students attending school greater than 90% of the time or more has increased from 54.2% in 2022 to 57% in 2023.
<ul style="list-style-type: none"> An increase of 3% or more in student Tell Them From Me data in the elements of <i>Sense of Belonging</i>, <i>Positive Behaviour at School</i> and <i>Interest and Motivation</i>. 	<ul style="list-style-type: none"> Tell Them From Me data showed an improvement of 4% of students reporting <i>Positive Behaviour at School</i> (92% to 96%), a 3% decrease in students' <i>Interest and Motivation</i> (75% to 72%) and a 1% decrease in <i>Sense of Belonging</i> (79% to 78%).
<ul style="list-style-type: none"> An increase in the proportion of students identifying in the area of <i>Advocacy at School</i> in Tell Them From Me data with a 4% increase in the number of students who can name 2 people in the school who believe they will succeed (advocacy). 	<ul style="list-style-type: none"> Tell Them From Me data shows consistency in the area of <i>Advocacy at School</i>, where students feel they have someone at school who consistently provides encouragement and can be turned to for advice, with the school mean of 7.8 compared to 7.7 in 2022 and NSW Government Norm of 7.7.
<ul style="list-style-type: none"> Improvement from Delivering towards Sustaining and Growing in the theme <i>Attendance</i> as measured by the School Excellence Framework. 	<ul style="list-style-type: none"> Self-assessment against the School Excellence Framework shows the school currently performing at Sustaining and Growing in the theme of <i>Attendance</i>.

Purpose

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

Initiatives

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

- Deeper Learning
- Technology as a Game Changer

Resources allocated to this strategic direction

Socio-economic background Professional learning

Summary of progress

Deeper Learning

In 2023, this initiative saw the continued focus on maintaining teaching and learning practices that prioritise the explicit teaching of deep learning in comprehension fostering learning environments where students are guided to delve beyond surface-level understanding and engage critically with content across various subjects. By focusing on deeper learning in comprehension, the students were equipped with the skills necessary to think critically, communicate effectively, and apply their knowledge across diverse contexts. This strategic direction underscored the commitment to nurturing curious, independent learners who are prepared to tackle the challenges of an ever-evolving world. This shift saw students cultivate critical thinking skills and effective communication among students. The school diligently developed a repository of high-quality English units that seamlessly integrated with other Key Learning Areas, promoting deep learning. These units were structured around inquiry-based questions, culminating in tasks that encompass all stages of learning. The impact of this initiative has been profound, affording students the opportunity to delve deeper into subject matter and apply their newfound knowledge and skills across multiple domains. Additionally, it has led to a more consistent planning and teaching approach across classrooms within each stage.

Teachers have embraced this initiative, feeling supported in the creation of these integrated units and reported an increased sense of confidence when planning for their classes. Notably, there is evidence of enhanced teacher comprehension of the new syllabus. Moreover, beginning teachers have expressed appreciation for the collaborative approach, feeling bolstered by the support and expertise of their peers.

Looking ahead, the school is committed to sustaining and expanding upon this initiative, with a focus on refining existing practices and extending deep learning principles to further Key Learning Areas. By continuing to foster a culture of collaboration and professional development, the school will aim to empower both students and teachers. Future directions for this initiative centre around the new Mathematics Syllabus and the evidence informed teaching approaches in this area. The school is working towards ensuring mathematics lessons are being systematically planned as part of a coherent program that has been collaboratively designed ensuring explicit teaching strategies are employed to optimise the learning progress of students.

Technology As a Game Changer

In 2023, significant strides have been made in leveraging technology to enhance teaching, learning, and administrative practices within the school. Systems were established to ensure that informed decisions about technology integration were made based on the context and the needs of the students. Central to these efforts was the establishment of a dedicated technology team, and two teachers being identified as technology experts. These individuals were provided with timetabled release to focus on setting up and maintaining technology systems, ensuring seamless integration across classrooms. A substantial investment of \$150,000 was allocated to upgrading the network, allowing multiple classes to utilise devices simultaneously without encountering connectivity issues. This infrastructure improvement has significantly enhanced the efficiency and effectiveness of technology-enabled teaching and learning activities.

Furthermore, professional learning opportunities were provided to upskill staff in effectively utilising classroom technology devices. One teacher was identified to develop and deliver a specialist digital technology program, serving as a model for integrating technology into daily practice and upskilling fellow staff members in implementing these programs.

Looking ahead, the future direction involves capitalising on the expertise of the school's designated technology experts while also expanding the pool of knowledgeable staff members in this area. There is a commitment to providing continued professional learning opportunities for all staff to ensure they remain at the forefront of integrating digital

technology into daily 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
<ul style="list-style-type: none"> Improvement in the theme <i>Technology</i> working towards Excelling as measured by the School Excellence Framework. 	<ul style="list-style-type: none"> Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the theme of <i>Technology</i>.
<ul style="list-style-type: none"> Establish baseline data in the proportion of students who indicate they confidently implement the learner disposition keys of collaboration and reflection, to support them in their learning. 	<ul style="list-style-type: none"> The Keys to Success program and teaching resources was evaluated using a school developed survey. 54.3% of students indicated they used the learning disposition keys. 52.1% of students indicated they use the learner keys in their learning.
<ul style="list-style-type: none"> All teachers confidently and consistently embed the learner disposition keys of collaboration, reflection and problem solving in their teaching practice. 	<ul style="list-style-type: none"> Staff survey indicated 45% of teachers confidently and consistently embed the learner disposition keys of collaboration, reflection and problem solving in their teaching practice. 40.9% of teachers had a sound knowledge embedding the disposition keys into their learning programs.

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$5,843.05</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Informed Practice • Effective Classroom Practice <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of SLSOs to target teaching and learning needs in small group and individual instruction • employment of additional hours for a bilingual school administration officer to liaise with refugee families <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - an improvement in student learning outcomes for refugee students in literacy and numeracy. - families of refugee students feel supported in their ability to effectively communicate their needs to the school, closing the gap between school and home, and increasing the sense of belonging refugee families have with the school. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - to maintain the employment of bilingual Student Learning Support Officers and administrative staff so that the school can ensure targeted support for student needs and effectively address the communication requirements of their families.
<p>New Arrivals Program</p> <p>\$17,669.00</p>	<p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at King Park Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Informed Practice • Effective Classroom Practice <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - 100% of students identified as New Arrivals received daily targeted intervention through withdrawal groups utilising EAL/D staff - identified students' personalised learning goals in literacy and numeracy were met. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - continue to monitor these students and provide in-class support as required to ensure they progress through the EAL/D phases.
<p>Integration funding support</p> <p>\$155,844.00</p>	<p>Integration funding support (IFS) allocations support eligible students at King Park Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p>

<p>Integration funding support</p> <p>\$155,844.00</p>	<ul style="list-style-type: none"> • Effective Classroom Practice <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 • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLaSPs) • employment of staff to provide additional support for students who have high-level learning needs <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - students with high-level learning needs were afforded increased accessibility to curriculum content tailored to their individual levels - all eligible students exhibit progress toward their personalised learning goals. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - continue to employ additional staff to target learning needs of students receiving Integration Funding - identify and make informed decisions related to Integration Funding ensuring they are agenda items for Learning and Support Team meetings to ensure funding use is regularly reviewed. The use of Integration Funding will be adjusted throughout the year in response to student reviews to ensure funding is used to specifically address each student's identified needs.
<p>Socio-economic background</p> <p>\$247,835.93</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at King Park Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Classroom Practice • "That's My School" - Attendance and Engagement • Deeper Learning • Technology as a Game Changer <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of teaching staff through an additional hour of release time each week to support student learning • staff release to increase community engagement • resourcing to increase equitability of resources and services • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - increased community engagement through the employment of a bilingual Student Learning Support Officers and administrative staff - 73% of Year 5 students achieved the top two Proficiency Levels in NAPLAN reading and 63% of Year 5 students achieved the top two Proficiency Levels in NAPLAN numeracy - 71% of Year 3 students achieved the top two Proficiency Levels in NAPLAN reading and NAPLAN numeracy - Year 5 Check-in reading and numeracy scaled score is above State and SSSG - Year 3 Check-in reading and numeracy scaled score is above Sate and SSSG. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - maintain ongoing support for teachers through the provision of instructional leadership across all educational stages - sustain the allocation of an extra one hour per week of release for teachers, allowing for dedicated time away from face-to-face teaching to engage in high-quality professional development sessions, with specific emphasis on effectively implementing the new English and Mathematics curriculum.

<p>Aboriginal background</p> <p>\$3,996.74</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at King Park Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • "That's My School" - Attendance and Engagement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staffing release to support development and implementation of Personalised Learning Pathways • employment of additional staff to support literacy and numeracy programs <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - increased engagement for Aboriginal students in diverse educational opportunities strengthening their connection to culture - all Aboriginal students had authentic Personalised Learning Pathways (PLPs) created, evaluated and implemented - active participation in the Fairfield Network Aboriginal children's day and network meetings where Aboriginal students were able to connect with culture and learn Dharug language - 100% of Aboriginal students indicated in a student survey that they felt good about their culture whilst at school - strengthened staff knowledge of Aboriginal Histories and Cultures, and this was integrated into their teaching and learning programs. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - continuation of the employment of additional staff to target student needs - continuation of the school's Aboriginal Committee and the establishment of a school Reconciliation Action Plan - develop school initiatives in alignment with the 'Strong Strides Together' evidence paper.
<p>English language proficiency</p> <p>\$341,961.51</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at King Park Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Informed Practice • Effective Classroom Practice <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional bilingual staff to support communication • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional teacher time to provide targeted support for EAL/D students and for development of programs • withdrawal lessons for small group (developing) and individual (emerging) support <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - implementation of a highly efficient English as an Additional Language or Dialect (EAL/D) program, which includes both in-class assistance and withdrawal support for EAL/D learners - analysis of both internal and external data demonstrates notable growth and achievement outcomes in literacy and numeracy for our EALD learners - 100% of EAL/D students demonstrated progress or maintained their proficiency levels, as evidenced by the ESL Annual Survey 2023 - Year 3 2023 EAL/D students performed better in the Check-in assessment reading, compared to the Year 3 2022 EAL/D students - Year 5 2023 EAL/D students performed better in the Check-in assessment

<p>English language proficiency</p> <p>\$341,961.51</p>	<p>reading, compared to the Year 5 2022 students.</p> <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - continue to use this funding to support EAL/D learners through small group and whole class instruction - continue to focus on effective classroom practice through the provision of professional learning - continue to employ additional bilingual staff to support communication, connection and inclusiveness across the school.
<p>Low level adjustment for disability</p> <p>\$191,491.32</p>	<p>Low level adjustment for disability equity loading provides support for students at King Park Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Classroom Practice <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - specific interventions in literacy and numeracy targeting the student needs were devised and put into action - teachers demonstrate skilfully differentiated class programs to accommodate individual student learning needs - internal data from PAT assessments indicates that 75% of students who received focused small group support attained more than one year's worth of academic growth in reading and numeracy - Year 5 Check-in reading data demonstrates a 12.2% decrease of students in the lower quartile in 2023 compared to 2022 - Year 3 Check-in reading data demonstrates a 5.1% decrease of students in the lower quartile in 2023 compared to 2022. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - continue the utilisation of funding aimed at aiding teachers in effectively addressing student needs within their classroom programs - continue to employ additional staff to implement targeted small group instruction.
<p>Professional learning</p> <p>\$34,039.47</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at King Park Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Informed Practice • Effective Classroom Practice • "That's My School" - Attendance and Engagement • Technology as a Game Changer <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging an external consultant to unpack evidence-based approaches to teaching English and the complexities of the new English curriculum • teacher relief for staff engaging in professional learning • course costs for staff undertaking recognised courses <p>The allocation of this funding has resulted in the following impact:</p>

<p>Professional learning</p> <p>\$34,039.47</p>	<ul style="list-style-type: none"> - increased capacity of all teachers to embed effective practices in planning for the teaching of reading, fluency and comprehension - increased capacity of Assistant Principals across K-6 to support the planning of explicit and syllabus aligned grade English lessons - Year 5 2023 cohort performed better in the Check-in assessment reading, compared to the Year 5 2022 cohort. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - continue and further strengthen personalised and targeted professional learning in the form of shoulder to shoulder support, co-planning and co-teaching in aspects of reading and numeracy from the Assistant Principals, Assistant Principal (Curriculum and Instruction) and external consultants - continue to support teachers to engage in purposeful, additional professional learning linked to their PDP - continue to have Assistant Principals lead targeted, weekly planning learning sessions for grade teams - to embed explicit teaching practices as part of the English and mathematics blocks to support consistent implementation of the new K-10 English and mathematics syllabus.
<p>QTSS release</p> <p>\$87,355.58</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at King Park Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • assistant principals provided with additional release time to support classroom programs • implementation of Learning Walks to strengthen quality teaching practices • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - the establishment of highly proficient and collaborative stage teams has led to the development of teaching and learning programs. This initiative has enhanced teacher consistency across stages and fortified teaching methodologies in literacy and numeracy - 100% of K-2 teachers expressed improved confidence and capacity to deliver explicit targeted reading instruction that is differentiated for student needs - 100% of 3-6 APs stated feeling highly supported to lead the planning for grade English programs. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - modify the Instructional Leadership model in 2024 with Assistant Principals taking on a teaching load - continue to provide targeted teacher support through co-planning and co-teaching in literacy and numeracy across K-6 building on evidence-informed explicit teaching practices and differentiation within curriculum and assessment - to provide additional release for grade APs to lead improvement in targeted focus areas of literacy and numeracy.
<p>COVID ILSP</p> <p>\$176,206.52</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> <ul style="list-style-type: none"> • Other funded activities

COVID ILSP

\$176,206.52

Overview of activities partially or fully funded with this targeted funding include:

- employment of teachers/educators to deliver small group tuition
- releasing staff to analyse school and student data to identify students for small group tuition groups and monitor progress of student groups
- providing targeted, explicit instruction for student groups in literacy and numeracy
- development of resources and planning of small group tuition

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

- students participating in the small group tuition program demonstrated improvements in both literacy and numeracy
- teachers observed a transfer of acquired skills from small group settings to the broader classroom environment. Additionally, they noted heightened confidence among students upon returning to regular classroom sessions subsequent to these small group interventions
- data from Check-in assessments revealed that 82% of students who received Individualised Student Learning Plan (ISLP) support in Years 3 and 4 exhibited progress in the literacy and numeracy assessments between Term 1 and Term 4
- Further analysis of PAT data pertaining to reading proficiency confirmed that 75% of students who received ISLP support achieved significant growth.

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

- use NAPLAN data to drive future programs targeting students who are performing at the level of 'Needs Additional Support'
- continue the implementation of literacy and numeracy small group tuition using external and internal data sources to identify specific student need.

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	221	222	216	203
Girls	228	223	210	205

Student attendance profile

School				
Year	2020	2021	2022	2023
K	94.3	93.1	89.2	91.0
1	91.9	91.0	88.2	92.3
2	91.4	93.8	81.9	92.1
3	92.2	93.0	88.3	89.1
4	93.4	94.0	88.0	92.9
5	92.4	93.9	90.2	92.4
6	92.8	92.3	87.9	91.6
All Years	92.5	93.1	88.0	91.8
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)	6
Classroom Teacher(s)	15.36
Learning and Support Teacher(s)	0.8
Teacher Librarian	0.8
Teacher EAL/D	2.4
School Counsellor	1
School Administration and Support Staff	6.62

*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	665,084.62
Revenue	5,722,496.74
Appropriation	5,494,759.63
Sale of Goods and Services	52,691.33
Grants and contributions	152,414.64
Investment income	20,274.89
Other revenue	2,356.25
Expenses	-5,846,975.97
Employee related	-5,047,253.41
Operating expenses	-799,722.56
Surplus / deficit for the year	-124,479.23
Closing Balance	540,605.39

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	122,419
Equity Total	785,286
Equity - Aboriginal	3,997
Equity - Socio-economic	247,836
Equity - Language	341,962
Equity - Disability	191,491
Base Total	3,616,206
Base - Per Capita	113,557
Base - Location	0
Base - Other	3,502,649
Other Total	502,709
Grand Total	5,026,619

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

In 2023, surveys were used to seek the opinions of students, staff and members of the community about the school. These surveys included: Tell Them From Me (TTFM) survey, The People Matters Employee (PME) survey and school developed surveys.

Student Satisfaction

Tell Them From Me Survey Data indicated:

- 78% of students indicated they have a positive sense of belonging.
- 72% of students are interested and motivated in their learning.
- 89% of students try hard to succeed in their learning.
- 85% of students enjoy coming to school every day.
- 93% of students feel safe and comfortable in the school environment.
- 90% of students feel they have enough support from teachers and staff when they need help with their school work.

Teacher Satisfaction

Staff (Teaching and Non-Teaching) participated in the People Matter Employee Survey, which equates to 38 completed surveys. The final report highlighted strengths and opportunities for improvement.

Strengths

- I am comfortable notifying my manager if I become aware of any risks at work (100%).
- People in my work group can explain how their work impacts customers (100%).
- I feel comfortable asking my manager for help at work if I need it (86.7%).
- I feel comfortable trying new things at work (86.7%).
- I get the support I need to do my job well (94.4%).
- My job gives me opportunities to use a variety of skills (100%).
- People in my work group treat each other with respect (94.4%).

Opportunities

- I am comfortable sharing a different view to others in my organisation.
- I am satisfied with current workplaces practices to help me manage my well-being.
- I am satisfied with the opportunities available for career development in my organisation.
- I have the time to do my job well.
- My organisation motivates me to help it achieve its goals.

Parent Satisfaction

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

Strengths

- 90% of parents are satisfied with the overall educational experience provided by the school.
- 88% of parents are satisfied with the school's efforts to keep parents informed about their child's progress, school events, and any changes in policies or procedures.
- 95% of parents feel that the school's learning environment, is safe, supportive, and conducive to their child's well-being and academic growth.

Opportunities

- An opportunity for parent/teacher interviews to be held more times in the year.
- Fewer apps used to communicate with parents.
- Develop systems to better inform parents of student progress throughout the year.

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.