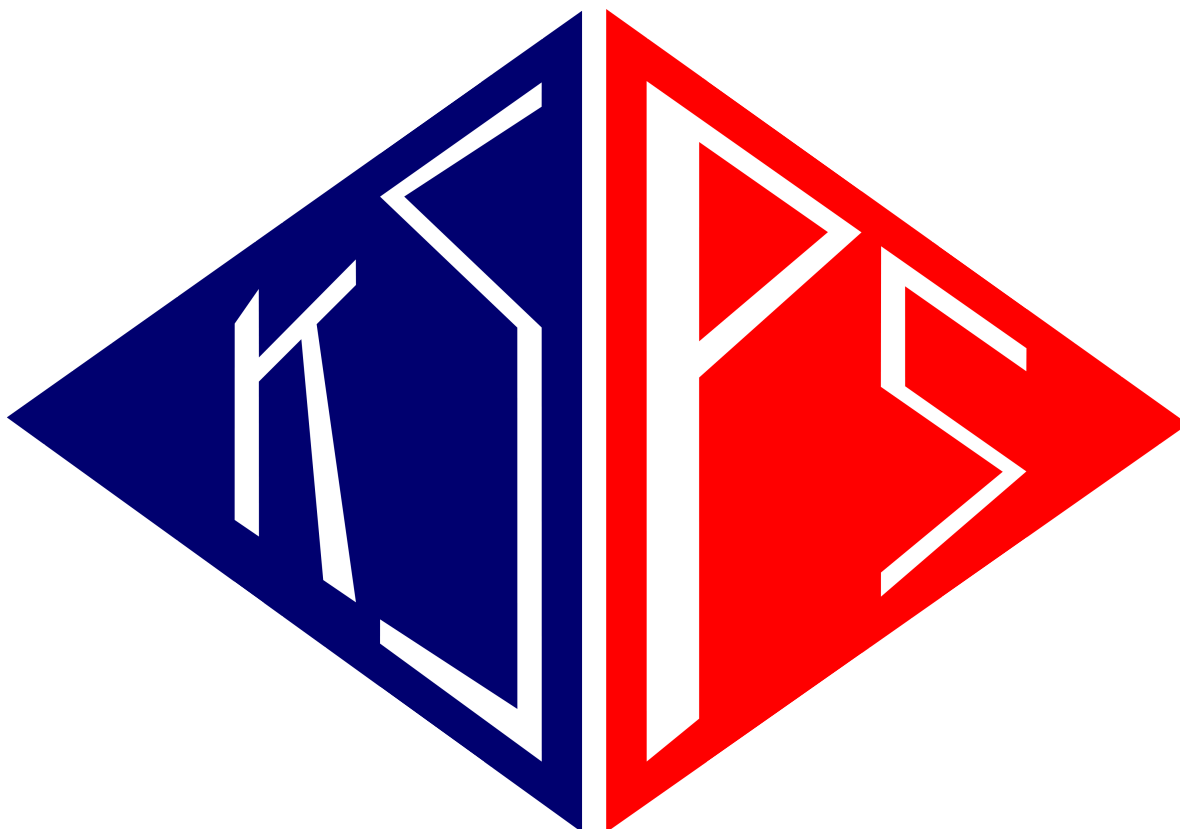


2023 Annual Report

King Street Public School



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Introduction

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

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

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School vision

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

School context

King Street Public School is situated in the township of Singleton within the southern sector of the town. We have 412 students attending, with 27% identifying Aboriginal. Our students come from a diverse range of social and economic backgrounds. Our committed and dedicated staff reflects a mixture of experienced and developing teachers working within our school.

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

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

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



Children's University graduates 2023

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

Strategic Direction 1: Student growth and attainment

Purpose

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

Initiatives

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

- Reading
- Numeracy

Resources allocated to this strategic direction

Professional learning
AP Curriculum & Instruction
QTSS release

Summary of progress

One focus was improving student results and teacher practice in reading comprehension. From our data, our school was allocated Strategic School Support. This involved having Lead Literacy Specialist, Penny Dimmock, on site three days a fortnight to provide professional learning and support executive and teaching staff in the implementation of whole-school explicit teaching of literal comprehension, the connection of ideas, and inferential comprehension. As a result, in the area of comprehension, Check In data for Year 3 students was 12.6% above Statistically Similar Schools Groups (SSSG), Year 4 was 7.3% above SSSG, Year 5 was 4.2% above SSSG, and Year 6 was 4.5% above SSSG, with Year 3 also achieving 2.1% above the state average. For Infants, pre- and post-examination showed significant growth.

Another focus was increasing teacher knowledge of mathematical content. This involved fifteen teachers completing the Becoming Mathematicians: Big Ideas to Starting Strong K-6 and seven teachers completing Becoming Mathematicians: Number Talks and Number Sense Routines. As a result, 92% of teachers surveyed rated the course 9 or 10 out of 10. Comments included "There was a lot of depth in each module - both increasing teacher understanding and providing multiple quality & classroom-ready learning activities".

Our last focus was 3-6 new curriculum introduction. This involved Stage 2 and Stage 3 teachers participating in professional learning on the new English and Mathematics syllabus, as well as a collaborative learning planning day. As a result, teachers are equipped to navigate and implement the new syllabuses in 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
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.	In the Numeracy Check-in Assessment for 2023, Year 3 students achieved an increased mean scale score of 23.1, compared to 2022. Unfortunately, the mean scaled score for 2023 Year 5 students decreased by 3.8, compared to Year 5 students in 2022.
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.	In 2023, Year 3 students achieved an increased mean scale score of 26.6, compared to those in 2022, in the Reading Check In Assessment. The mean scaled score for 2023 Year 5 students increased by 1.2, compared to Year 5 students in 2022.



Students working at their new whiteboard tables

Strategic Direction 2: Teaching & Learning

Purpose

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

Initiatives

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

- Visible Learning
- Assessment
- Reporting

Resources allocated to this strategic direction

Professional learning
Socio-economic background
Low level adjustment for disability
New Arrivals Program
QTSS release

Summary of progress

The implementation of *Making Learning Visible through Learning Intentions and Success Criteria* at King Street Public School, has been strategic in time, depth and how we monitor progress. Earlier this year the leadership team engaged in high quality professional learning with the CORWIN lead facilitator. Our long term, big picture is following the Visible Learning Logic Model. Our initiatives are centred around Visible Learning research and practice, leading into Visible Learning professional learning, strategies and resources.

Our collation of base line data, involved a large cross section of the school from years one to six, gathered through student interviews, teacher survey and teacher observations. Our analysis of this data was aligned to the CORWIN baseline data, confirming that learning was not visible to our students. This year was focused on developing teacher knowledge, confidence and skills in understanding the importance of teacher clarity and implementing learning intentions and success criteria that will lead to improvements in student engagement, progress and achievement.

Through staff surveys, walk-throughs, and lesson observations, the data indicates 100% of staff utilise learning intentions and success criteria in their lessons to establish learning goals for all students.

The data collected and analysed from student interviews suggests students continue to develop their skills and understanding of what an assessment-capable learner is. They had difficulty knowing where they are going and explaining how they are going with their learning and how they know.

Our future focus for developing our students as assessment capable learners is to continue developing teacher understanding, skills and expertise in visible teaching and leading. We will be active participants in professional learning around Visible Learning and teaching, lead by NEXUS Learning Culture. In order to ensure consistency and momentum across the school, we will implement PL hubs with strategic teachers. We will follow a model of instructional leaders/Assistant Principals in classrooms supporting staff to implement key strategies from PL into daily classroom practice. We will collect base line data from these teachers and their students, and following targeted instructional support that aligns with our action plan, evidence of our impact will be collected through lesson observations, and document analysis, teacher survey and student interviews.

2023 started with the whole staff reviewing the draft assessment schedule. Several modifications were made, however, with the school focus on reading comprehension under the guidance of Strategic School Support, we used school/stage based pre and post assessments to measure student achievement in reading comprehension, as well as our NAPLAN, DoE Check In Assessments.

Our skills and understanding of formative assessment are developing through our professional learning and implementation of strategies through our strong focus on Visible Learning and Teaching. Our data from document analysis and lesson observations indicates we have inconsistencies across the school, of teacher understanding and skills to use a wide range of formative assessment strategies. This is a future focus for us in 2024.

In response to parent feedback from the end of 2022, Student/Teacher / Parent Conferences were conducted in both Term 1 and 3 with an online booking system.

Term 1 to Term 3 attendance growth = Overall Term 1 Attendance 59%, Term 3 58%

There was a 6% growth from Term 1 to Term 3 attendance in both Stage 2 and Stage 3.

Data from the 2023 Tell Them From Me Survey

66% of responses believe their child's school reports provide them with information on how to best support their child in their learning.

47% of responses say they have talked with a teacher about their child's learning or behaviour 2 or 3 times, since the beginning of the school year.

Feedback indicated parents would like to view more work samples of their child's progress and to have the opportunity to speak with the teacher without their child present.

A future focus for 2024, is to design an academic report aligning to the new English and Mathematics syllabus.

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
King Street Public School will show upward trend in the School Excellence Framework Learning element of Assessment and will be validated at sustaining and growing.	Self-assessment against the School Excellence framework shows the school currently performing at Sustaining and Growing in the element of Assessment .
King Street Public School will show upward trend in the School Excellence Framework Learning element of Reporting and will be validated at sustaining and growing, with themes within validated at excelling.	Self-assessment against the School Excellence framework shows the school currently performing at Sustaining and Growing in the element of Reporting .
King Street Public School will show upward trend in the School Excellence Framework Learning element of Curriculum and will be validated at sustaining and growing, with themes within validated at excelling.	Self-assessment against the School Excellence framework shows the school currently performing at Sustaining and Growing in the element of Curriculum (Visible Learning) .



Tawny with our Tawny Transition students for 2024 Kindergarten

Strategic Direction 3: Wellbeing & Community

Purpose

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

Initiatives

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

- Wellbeing
- Indigenous Culture
- Physical Environment and Strategic Resources

Resources allocated to this strategic direction

Socio-economic background

Integration funding support

Aboriginal background

Summary of progress

Our focus in 2023 was to solidify our embedded wellbeing programs and provide students with targeted and individualised attendance support to further support improvements in attendance and well-being.

This involved a range of initiatives with staff, students and community members within the Singleton Learning Community. Initiatives that we continued to implement were as following: Community Hub BBQ, Wellbeing and planning days, Attendance awards and letters, and the Executive restructure to provide further support and inclusivity at King Street Public School.

At the beginning of 2023, we implemented our new Tawny and Friends program that allowed our Year 5 students to buddy and mentor our infants students. This consisted of a range of lunchtime activities that focused around positive relationships with students. Additionally, we continued to implement a range of Positive Education programs that embedded our well-being frameworks, these included Rock and Water and Smiling Mind programs, as well as sports programs such as netball and soccer and clubs held during break times.

As a result, we have refined and improved the wellbeing and attendance initiatives across the school. Our current practices found a positive impact on staff wellbeing, with 100% of staff finding the initiatives such as stage planning days, additional RFF and duty free to be beneficial.

The attendance at King Street Public School is also a reflection of our outstanding well-being initiatives with our 'overall attendance rate' and '>=90% attendance rate' concluding the year higher than DoE State, Network and SSSG averages, detailed in our KSPS SCOUT Attendance Annual Review. A student attendance result of 47.2% in the '>=90%' category, scored King Street Public School 13.8% higher than the state average. Our attendance rate for 2023 was above SSSG and State, sitting at 52.8% of students sitting above 90%.

Our focus in 2023 was to continue to build a positive sense of belonging across our whole school community, with a particular focus on our Indigenous students.

This involved the embedding of K-6 NAIDOC excursions across the Hunter, the continuation of the KSPS Junior AECG, and the introduction of the "Kingas" didgeridoo group which provides all Year 4-6 Indigenous boys opportunities with an Indigenous focus.

As a result of these three focus areas, our Indigenous students have an opportunity to voice their ideas and interests in the running of school events and provide staff with ongoing professional learning. Our excursions had a 100% attendance rate, with all students across the school attending. This enabled our students to experience learning of Country both on Wonnarua and Awabakal lands. Our NAIDOC celebrations allowed Elders to lead the way and for the experiences to be shared within our local Singleton Learning Community. The "Kingas" didge group has expanded to include all Indigenous Boys in Years 4-6. These boys have met with Indigenous elders and members of our community to make, design and learn to play a personal Didgeridoo.

Next year our focus will be to ensure that our practices are embedded to further support improvements towards student wellbeing. Our Junior AECG members will attend staff Aboriginal Education Team meetings (twice termly) to further ensure student voice is at the centre of planning. The TTFM survey result will indicate an increase of Indigenous Student Belonging at King Street Public School.

During 2023, areas of the school were developed and the physical environment was improved through the installation of two cricket nets. This has allowed additional areas for our students to play cricket which have been well used since installation.

The school purchased lockers for all students in Years 3-6. The lockers will create a safe place for students to put their belongings and give students a sense of independence. It will make the quad area aesthetically look much tidier. These are to be installed in 2024.

Over the past 12 months the student enrolments have increased and therefore a new class has been established. New furniture for this additional classroom was purchased to fit out the class. On top of the additional class, King Street Public School was fortunate enough to have established a K-6 Multi Categorical class for 2024. This will involve placing up to 7 students with a disability and employing a classroom teacher and School Learning Support Officer. Furniture and other additional infrastructure was needed to be purchased for the classroom fit out.

Next year our focus will be completing the GA shed and the upgrade of the oval works. Both of these activities will have significant impact for the wellbeing of staff and the opportunities for students to play and train on high grade facilities.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increase of 10% of students will be at or above 90% attendance rates at King Street Public School.	Attendance has continued to be a great success for King Street Public School. For 2023 a student attendance result of 52.8% in the '>=90%' category, scored King Street Public School 5.6% higher than our 2022 results. For 2023 a student attendance result of 52.8% in the '>=90%' category, scored King Street Public School 0.6% higher than the state average of 52.2%. For 2023 a student attendance result of 52.8% in the '>=90%' category, scored King Street Public School 10% higher than the SSSG average of 42.8%. Regular consultation between the Assistant Principal Positive Education with the Home School Liaison Officer, Aboriginal Education Officer, attendance team and external agencies have prompted improvements in attendance; rewards processes, monitoring and fortnightly reporting.
<ul style="list-style-type: none"> • Increased amount of Indigenous cultural activities within the school. (Excursions) • Increased % of teachers completing the Connecting to Country program • There is an increased awareness and inclusion of cultural activities throughout the school community 	King Street has continued to build upon the exemplary Indigenous Cultural Initiatives currently in place across the school. This included the addition of Sista Speak and Kingas Didge Group. Furthermore, our Junior AECG continued to strengthen in its 2nd successful year with the introduction of student and staff collaboration in Junior AECG meetings. Cultural excursions continued to be embedded within the inclusive practices across King Street Public School and involved all students K-6. Finally, all staff completed an Aboriginal Perspectives professional learning at Baiame Cave led by Uncle Warren to upskill all staff in Aboriginal Education.
The percentage of students at King Street Public School indicating in the Tell Them From Me survey that their wellbeing in the areas of Sense of Belonging, Expectations for Success and Advocacy at School is well supported will be 88.5%.	Wellbeing continues to be a valued area and significant focus at King Street Public School. Our TTFM survey results indicated that 65% reported having a sense of Belonging at School. While this did not meet the target of 88.5% the school has implemented various initiatives, events and resources to support student wellbeing and sense of belonging at school. These include Community Hub BBQs, Attendance Awards and incentives, Tawny and Friends Buddy Program, Kindergarten/Year 6 Buddy Program, Smiling Mind, Rock and Water, Breakfast Club and Backpack Pals among others.
• The element of School Resources is validated at sustaining and growing with the theme of Technology validated at Excelling.	Technology across the school is used as a high educational tool for students to learn and teachers to facilitate student learning. Each year, the school purchases a class set of laptops to either upgrade the older running laptops or purchase for a new classroom. This year the school purchased another set of laptops and a charging bank for the additional class. At the end of the year, the school purchased another set of laptops for the new

<ul style="list-style-type: none"> • The element of School Resources is validated at sustaining and growing with the theme of Technology validated at Excelling. 	<p>class being established in 2024 and a set of iPads for the Multi Categorical class.</p>
<p>Collect evidence of improvements in facilities within classrooms and the external physical environment</p>	<p>The school has collected a photo profile of the before and after shots of our classrooms and the playground. The classrooms are more modernised and complete for ongoing continuous improvement and learning. The additional cricket nets, the bike cage and the lockers for 3-6 students continue to improve the aesthetic look and safety for all at King Street Public School. School Infrastructure will make a priority in 2024 the General Assistant shed and the school oval.</p>



Environmental Workers of King Street (EWoKS)

Funding sources	Impact achieved this year
<p>New Arrivals Program</p> <p>\$8,835.00</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 Street 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"> • Visible Learning <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: Our Learning and Support team has been allocated the support to assist students in reading. This has resulted in increased vocabulary and reading fluency for students with English as a second language. Students have shown substantial growth over the past 12 months.</p> <p>After evaluation, the next steps to support our students will be: In 2024, students will be allocated time throughout the week to work with our Learning and Support team to assist, support and teach reading. The number of students with English as a second language has increased over the past three years.</p>
<p>Integration funding support</p> <p>\$485,387.00</p>	<p>Integration funding support (IFS) allocations support eligible students at King Street Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>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"> • Wellbeing • Other funded activities <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: Seven School Learning Support Officers and one part time School Learning Support Officer were employed across the four stages throughout the school. The School Learning Support Officers were allocated by our Learning and Support Coordinator in consultation with the Principal to support students with Integration Funding Support and teachers in classroom.</p> <p>Additional IFS funds were allocated throughout the year to employ two additional School Learning Support Officers three days a week.</p> <p>After evaluation, the next steps to support our students will be: In 2024, King Street Public School will start with five School Learning Support Officers to support student learning across K-2 and 3-6 classes. This may expand if additional Integration Funding Supports arrive throughout the year.</p>
<p>Socio-economic background</p> <p>\$672,387.54</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at King Street Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students</p>

<p>Socio-economic background</p> <p>\$672,387.54</p>	<p>enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Visible Learning • Assessment • Wellbeing • Reporting • Physical Environment and Strategic Resources <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 Science, PDHPE and the music program implementation. • resourcing to increase equitability of resources and services • providing students with economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in the following impact:</p> <p>Increased results in reading and numeracy outcomes for individual students. The employment of a Technology Support Officer (0.6) to assist and lead the upgrade of technology across the school.</p> <p>The employment of specialist RFF teachers in the area of Science, PDHPE and Music across the school.</p> <p>The purchase of new classroom Autex across the primary classrooms.</p> <p>The employment of an additional teacher in the primary area to support student learning with smaller class sizes.</p> <p>The allocation of laptops across the primary school.</p> <p>The above establishment employment of the APCI position (0.6).</p> <p>After evaluation, the next steps to support our students will be:</p> <p>K-2 Intervention teacher (0.8) to continue to be employed for the 2024 school year.</p> <p>3-6 Intervention teacher (0.6) to be employed to support student learning in the primary years from Term 2 2024.</p> <p>Increase the Technology Support Officer role from 0.4 to 0.6, due to the increased amount of technology across the school.</p> <p>The Learning Support team will consist of a P-2 teacher (0.7), 3-4 teacher (0.6) and the LST Coordinator teacher 5-7 (0.8).</p> <p>Specialised teachers will continue into 2024 with an increased day for the music teacher, due to increased enrolments and student need.</p> <p>Another class set of laptops will be purchased each year, to allocate and expose all students in primary to 1:1 laptops.</p>
<p>Aboriginal background</p> <p>\$194,835.89</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at King Street Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>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"> • Wellbeing • Indigenous Culture • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of specialist additional staff (AEO) to support Aboriginal students • employment of specialist additional staff (SLSO) to support Aboriginal students • engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process • employment of additional staff to deliver personalised support for Aboriginal students

<p>Aboriginal background</p> <p>\$194,835.89</p>	<p>The allocation of this funding has resulted in the following impact: The employment of our Aboriginal Education Officer, Aunty Pauline, continues to make stronger connections with supporting students, teachers and families within our Aboriginal and Torres Strait Islander community. School Learning Support Officer support in Stage 3 working with Aboriginal students on Integration Funding Support. Two local gentlemen were employed to teach our indigenous boys the didgeridoo on a weekly basis.</p> <p>After evaluation, the next steps to support our students will be: After rigorous evaluation, the following recommendations will move into 2024: Aboriginal Education Officer will continue in the role engaging with our students, families and community as well as support and assist staff in the classroom around Aboriginal Culture. School Learning Support Officer support in Stage 3 classes. Employment of local gentlemen to continue our Kingas didgeridoo program.</p>
<p>English language proficiency</p> <p>\$19,076.48</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at King Street Public School.</p> <p>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 delivery of targeted initiatives • additional teacher time to provide targeted support for EAL/D students and for development of programs <p>The allocation of this funding has resulted in the following impact: Additional allocation of 0.1 to Learning and Support teacher.</p> <p>After evaluation, the next steps to support our students will be: After rigorous evaluation, the following recommendations will move into 2024: The financial assistance will support the additional employment of 0.1 days a fortnight in the area of Learning and Support. This will assist with the transition to school program from Preschool to Kindergarten.</p>
<p>Low level adjustment for disability</p> <p>\$302,306.27</p>	<p>Low level adjustment for disability equity loading provides support for students at King Street Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>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"> • Visible Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • targeted students are provided with an evidence-based intervention to increase learning outcomes • employment of LaST and interventionist teacher <p>The allocation of this funding has resulted in the following impact: Improved learning outcomes for students across the school in K-6. Improved learning outcomes for students in the middle bands for literacy and numeracy. Additional learning support for students with learning difficulties and a disability. Employment of K-2 Interventionist.</p> <p>After evaluation, the next steps to support our students will be: After rigorous evaluation, the following recommendations will move into 2024: Two Assistant Principal Curriculum and Instruction have been employed to lead literacy and numeracy outcomes and support staff and students in the</p>

<p>Low level adjustment for disability</p> <p>\$302,306.27</p>	<p>classroom.</p> <p>Interventionist teachers will be employed in K-2 and 3-6 for 2024.</p> <p>Learning and Support teacher P-2 has been extremely valuable in the transition to school program from the local preschools.</p> <p>Learning and Support teacher 3-7 will continue to assist and support students in the primary years. High Potential Gifted Education students will be identified and supported by the LaST across the Singleton Learning Community and at King Street Public School.</p> <p>The employment of a 3-6 Intervention teacher due to the high impact that the K-2 Interventionist has had on student learning.</p>
<p>Location</p> <p>\$6,629.34</p>	<p>The location funding allocation is provided to King Street Public School to address school needs associated with remoteness and/or isolation.</p> <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • student assistance to support excursions • subsidising student excursions to enable all students to participate <p>The allocation of this funding has resulted in the following impact:</p> <p>Increased engagement in technology to build on student learning.</p> <p>Assisted families in the cost of excursions and reduced costs on Aboriginal excursions, School Swimming program and outdoor education programs.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>After rigorous evaluation, the following recommendations will move into 2024:</p> <p>These funds will be allocated for Student Assistance for external excursions including Stage 2 and Stage 3 camps, NAIDOC excursions, swimming programs and K-2 field trips.</p>
<p>Professional learning</p> <p>\$34,314.22</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at King Street Public School.</p> <p>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"> • Reading • Numeracy • Visible Learning • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing • teacher relief for staff engaging in professional learning • course costs for staff undertaking recognised courses • presentations by suitable and qualified facilitators, for example diabetes or first aid workshops <p>The allocation of this funding has resulted in the following impact:</p> <p>The allocation of professional learning funds resulted in the implementation of surveys and high quality training with the Corwin team around Visible Learning. It also included mandatory training in CPR and First Aid. Various teachers were trained in Art of Leadership and Berry Street professional learning.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>Visible Learning training will continue into 2024 with the leadership team working with a lead mentor in Kerie Adamson, Nexus Learning Culture. Staff will complete stage based training days each term and the leadership group will also complete a training day.</p> <p>Two executive members will complete the Art of Leadership training which entails two lots of three day workshops in February and May.</p>

<p>QTSS release</p> <p>\$77,649.41</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at King Street Public School.</p> <p>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"> • Reading • Assessment <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • assistant principals provided with additional release time to support classroom programs • additional teaching staff to implement quality teaching initiatives • 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: Assistant Principal - Positive Education, Wellbeing & Administration was continued to assist and support students, staff and the school community, implementing positive education and wellbeing strategies to support learning in the classroom. The role includes monitoring student attendance across the school in reaching negotiated school targets. These targets for 2023 were above State, Network and SSSG schools.</p> <p>After evaluation, the next steps to support our students will be: After rigorous evaluation, the following recommendations will move into 2024: This allocation will be utilised in creating an additional teacher on class and release all Assistant Principals off class to support teaching, learning and wellbeing.</p>
<p>COVID ILSP</p> <p>\$209,925.90</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 <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy/numeracy - Reading <p>The allocation of this funding has resulted in the following impact: Assistant Principal Curriculum and Instruction driving professional learning for Intervention teachers. Intervention teachers K-2, targeting reading and numeracy outcomes for student learning. Intervention teacher provided one day a week to instruct Kindergarten students in reading and continued improvement in reading levels. Additional classroom teacher was employed to reduce class sizes across the primary classes.</p> <p>After evaluation, the next steps to support our students will be: After rigorous evaluation, the following recommendations will move into 2024: Learning Goals will be supported with all students into the next year and a Intervention teacher K-2 will be employed to continue to drive learning outcomes for students in the middle bands. Assistant Principal Curriculum and Instruction will work with teachers in providing effective classroom practices and will continue to analyse student's reading and numeracy data in PLAN2.</p>

COVID ILSP
\$209,925.90

An additional teacher will be allocated to reduce class sizes across the 3-6 setting. Average class sizes will be below 25.



Tawny our Mascot with our students receiving a AAA award.

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	182	189	218	226
Girls	195	182	184	205

Student attendance profile

School				
Year	2020	2021	2022	2023
K	95.1	92.6	83.5	88.5
1	92.9	91.9	88.3	89.7
2	93.1	91.0	88.9	92.0
3	94.1	89.0	86.6	91.0
4	92.0	88.6	85.8	89.1
5	93.6	89.5	88.2	88.7
6	91.5	91.2	84.5	87.9
All Years	93.2	90.5	86.4	89.6
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

King Street Public School has an Assistant Principal (Positive Education, Wellbeing and Administration) assigned to the monitoring of attendance. The Assistant Principal works closely with the district Home School Liaison Officer to monitor and pursue regular cases of absenteeism. In 2023, the school continued its proactive approach in making contact with families to ensure students were attending school. As a matter of urgency, procedures were put in place for habitual lateness which has improved the attendance data and has reduced workload of administration staff.

Attendance

NSW student attendance data in 2020 is not comparable to 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.



Aboriginal dance group

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4.4
Classroom Teacher(s)	15.03
Learning and Support Teacher(s)	1.8
Teacher Librarian	0.8
School Counsellor	1
School Administration and Support Staff	3.42

*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	422,946.14
Revenue	6,122,157.52
Appropriation	5,961,495.74
Sale of Goods and Services	2,590.50
Grants and contributions	154,487.11
Investment income	3,584.17
Expenses	-6,044,414.38
Employee related	-4,877,068.61
Operating expenses	-1,167,345.77
Surplus / deficit for the year	77,743.14
Closing Balance	500,689.28

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	430,329
Equity Total	1,188,606
Equity - Aboriginal	194,836
Equity - Socio-economic	672,388
Equity - Language	19,076
Equity - Disability	302,306
Base Total	3,032,822
Base - Per Capita	104,625
Base - Location	6,629
Base - Other	2,921,568
Other Total	589,483
Grand Total	5,241,240

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

Tell Them From Me Trend Survey

TTFM - Student

Positive Relationships

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

Positive Behaviour at School

2020 - 81%; 2021 - 83%; 2022 - 81%; 2023 - 80%

Positive Learning Climate

2020 - 6.5; 2021 - 6.6; 2022 - 6.4; 2023 - 6.5

TTFM - Parent

Parents are informed

2020 - 7.2; 2021 - 6.5; 2022 - 7.4; 2023 - 6.9

School Supports Positive Behaviour

2020 - 8.0; 2021 - 7.6; 2022 - 7.9; 2023 - 7.9

School Supports Learning

2020 - 7.7; 2021 - 7.1; 2022 - 7.7; 2023 - 7.8

"I love how welcoming and approachable all staff members are including office staff, both children's teachers, principal and I love the emails that cover every important information we need to know including what's on for the next 2 weeks and online forms" - Parent from TTFM survey.

TTFM - Teacher

Leadership

2020 - 7.2; 2021 - 7.8; 2022 - 7.7; 2023 - 7.8 (NSW Govt Norm - 7.1)

Learning Culture

2020 - 8.0; 2021 - 8.0; 2022 - 8.2; 7.8 (NSW Govt Norm - 8.0)

Quality Feedback

2020 - 7.1; 2021 - 7.1; 2022 - 7.2; 2023 - 6.9 (NSW Govt Norm - 7.3)

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.