

2023 Annual Report

Governor Philip King Public School



4567

Introduction

The Annual Report for 2023 is provided to the community of Governor Philip King 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

At Governor Philip King Public School, every mind is inspired, every person is valued and every potential is fostered.

We are committed to creating a dynamic, supportive and cooperative environment that will ensure our students, staff and community are moving forward while promoting academic and personal excellence.

Our overall aim is: **'Improved learning for all'**.

School context

Governor Philip King Public School is located in South Western Sydney in Dharug country and has an enrolment of 610 students. Our school caters for students in Kindergarten to Year 6. Students come from a wide range of socio-economic backgrounds with 86% from an English as an Additional Language/Dialect (EAL/D) background. We offer four Community Languages; Assyrian, Vietnamese, Mandarin and Italian. Extra-curricular opportunities in Sport, Creative and Performing Arts, Leadership, Public Speaking and Debating, enable our students to excel through a range of different experiences. Equity funding is used to support targeted equity groups. We promote student responsibility, resilience and respect through our core rules and expectations (Be Safe, Be Respectful and Be a Learner) to continue to build school excellence.

Our previous school plan had a strong focus and emphasis on integrating our approach across the three identified strategic directions. An overarching umbrella of improvement underpinned everything we implemented and achieved. This process proved to be successful in achieving school determined improvement measures. This was verified and supported through the External Validation process undertaken in Term 3 of 2020 where we identified and provided substantial evidence that our school was **Excelling** in 10 out of the 14 elements. We identified our school as **Sustaining and Growing** in the remaining four elements.

The school has completed a situational analysis and identified three areas of focus for the 2021-2024 Strategic Improvement Plan with community consultation.

1. Student growth and attainment

Through the National Assessment Program - Literacy and Numeracy (NAPLAN) gap analysis, the school has identified system-negotiated targets in the areas of Reading and Numeracy. Our whole school focus to improve student growth and achievement in reading and numeracy will be underpinned by the evidence base provided by What Works Best: 2020 update and What Works Best in Practice. As the literature suggests, we will focus on developing and sustaining whole school processes for collecting student data to inform teaching and learning programs in order to embed evidence-informed teaching strategies for every student in every classroom. We will continue to investigate and implement high impact teaching strategies to improve teacher practice. This will ensure students achieve expected growth and attainment in their learning.

2. Effective data collection, analysis and use

Planning, programming, assessment and using data for teaching and learning are areas of ongoing improvement. There will be a focus on the development of systems to monitor and review curriculum provisions to meet changing requirements of students. There is an identified need to move towards deeper reflective practices based on quality data gathering and analysis. We will look to embed reflective practices not just in school planning, but also in all teaching and learning practices. This will involve a deeper use of data to inform school-wide practices and achievement. Work will be undertaken with a focus on developing quality summative and formative assessment tasks and data collection practices, and developing greater consistency of judgement across the school.

3. Every staff member and student reaching their potential

Work with individual students will be responsive and closely monitored. Individual, system-negotiated and targeted intervention will be provided to support and maintain positive student learning growth. Quality assessments, teacher judgement and on-going monitoring will be carried out to assess the impact of support and school systems and initiatives. Structures will be put in place to identify students who need intervention and students not demonstrating growth will be referred to the Learning and Support Team for additional intensive intervention. A school-wide focus on formative and summative assessment tasks and data collection will be implemented, with a focus on developing greater consistency of judgement across the school.

All staff will engage in high quality professional learning. This will be delivered at a whole school, grade/stage and individual level. Research and evidence clearly shows that one of the major factors influencing student achievement and

success in engaging with school and the curriculum is the teacher in their classroom. As such, we will provide for effective, quality professional learning to be delivered, and also for school staff to continue to refine and improve the craft of teaching. A number of strategies will be implemented and continued as part of the focus for teachers reaching their potential. These include explicit Performance and Development Plans (PDPs) which encompass whole school, stage/grade and individual goals, the provision of additional time for staff to access and undertake professional learning each week, access to expert teachers and personnel, resources and educational literature. We will continue to follow our school-developed Professional Learning Guidelines for the delivery of all sessions to staff. This will ensure high quality sessions are delivered in an engaging and interactive way, whilst addressing the NSW professional teaching standards.

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

Strategic Direction 1: Student growth and attainment

Purpose

In order to improve student learning outcomes in reading and numeracy and to build strong foundations for academic success, we will further develop and refine data driven teaching practices that are responsive to the learning needs of individual students.

Initiatives

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

- Numeracy
- Reading

Resources allocated to this strategic direction

QTSS release

Socio-economic background

Literacy and numeracy

AP Curriculum & Instruction

Low level adjustment for disability

Summary of progress

In Strategic Direction One - Numeracy - our focus in 2023 was on the successful implementation of the new Kindergarten - Year 2 (K-2) Mathematics Syllabus. This was achieved by creating high quality Mathematics Core Teaching Programs, teaching resource boxes and assessment tasks for K-2 that align with the new syllabus. The numeracy team and Deputy Principals (DPs) worked together to create the programs and resources. K-2 teachers were given an Evaluation Day. Grade teams were taken off class to work collaboratively once per term to analyse, edit, and update the core programs, assessments and resources to ensure they effectively met syllabus outcomes. Adjustments to current teaching programs were made during these evaluation meetings and information from staff feedback was used to drive future professional learning. The numeracy team embedded 'Number Talks' into new core programs and built teacher capacity by providing demonstration lessons and follow up tasks.

The Assistant Principal, Curriculum & Instruction (AP, C&I) and DP Teaching and Learning analysed NAPLAN and Check-in Assessment data to identify specific focus areas for High Potential and Gifted students in Year 3 - Year 6. Students identified received targeted intervention, and classroom teachers differentiated programs to meet their learning needs and strengths.

With the release and full implementation of the Mathematics syllabus for grades 3-6 in 2024, Strategic Direction One - Numeracy - members, in conjunction with executive staff, will persist in crafting high-calibre programs, assessments and resources tailored to the new syllabus criteria and departmental guidelines. These initiatives will undergo implementation, assessment, and refinement over the course of 2024 to uphold a consistent enhancement in students' numeracy achievements.

Based on the provided context, it is evident that in 2023, the specific focus in Strategic Direction One - Reading - was on developing, implementing, and evaluating core Reading programs for K-2 students. This initiative was informed by new syllabus documentation, Learning Progressions, Effective Reading Guidelines, and the High Potential and Gifted Education Policy. After a comprehensive analysis of data, a focus group was strategically formed with K-2 teachers tasked with creating core and consistent reading programs to enhance reading outcomes for all students. These programs underwent implementation, evaluation, and adjustments by the K-2 teachers and supervisors to ensure their efficacy.

The K-2 Core Reading Programs have been designed to accommodate all learning abilities, including English as an Additional Language or Dialect (EAL/D) learners, as well as High Potential and Gifted students. All reading texts and activities, including comprehension tasks, are tailored to meet the diverse needs of students at each stage. The implementation of the five effective reading strategies is a key component of the programs, with explicit instruction aimed at enhancing the reading and comprehension skills of all students.

The data collected at the end of 2023 indicates significant progress with reading levels. Notably, 29% of Year One students demonstrated an increase of at least seven instructional levels in their reading proficiency, while 35% of Year Two students are now reading at a higher level than anticipated. These outcomes reflect the effectiveness of the Core Reading Programs in improving reading outcomes for students across different levels and abilities.

In addition to the efforts focused on K-2 English programs, other strategic team members were involved in reviewing and adjusting current 3-6 English core programs to align with new syllabus documentation for implementation in Term One 2024. A new Scope and Sequence for Spelling 2-6 was also developed, as assessment revealed that the previous 3-6 Program 'Spelling Mastery' had minimal impact on spelling improvement. Executive staff members collaborated to create a comprehensive, explicit, and effective 3-6 core Spelling, Grammar, and Punctuation program in accordance with the new 3-6 English syllabus, set to be implemented throughout 2024. The school's performance in Spelling, as indicated by NAPLAN data and check-in assessments, exceeded the state average. Consequently, the adjusted 2-6 Spelling, Grammar, and Punctuation program for 2024 will maintain consistency with the program implemented in 2023.

Strategic direction members revised and updated the existing whole school benchmarking procedures and resources to reflect new syllabus content, such as reading and comprehension strategies, and current educational research. This ensured that our school has a consistent and relevant assessment of reading and comprehension. Teachers will utilise these new procedures in 2024 and will be evaluated during implementation.

In 2023, a targeted reading intervention program was implemented for Year One students who were identified as not meeting expected reading benchmarks based on assessment data and teacher judgement. The reading recovery model was utilised by trained staff members to enhance reading outcomes for these students. Additionally, intervention teachers were tasked with identifying and supporting students achieving in the Top 2 Bands for Reading in Year 3 and Year 5. All students were equipped with reading strategies to improve fluency and comprehension. Furthermore, additional staff were utilised to implement face-to-face differentiation in reading for K-2 students based on individual needs analysis. Timetables were reviewed to optimise differentiated learning needs.

As a result of the significant improvements in reading capabilities for all students, many of the structures from the 2023 strategic direction one plan will be continued in 2024. Strategic direction one members will persist in evaluating and modifying comprehensive and effective K-2 English programs and assessments based on the new syllabus. Additionally, they will assess the new K-6 Benchmarking program to ensure consistent assessment of reading capabilities across all classrooms. A reading intervention teacher will target Year One students not meeting reading benchmarks, while additional teachers will focus on students achieving in the Top 2 Bands for Reading in Year 3 and Year 5 (High Potential and Gifted students).

With the introduction of the new 3-6 English syllabus in 2024, strategic direction one members, in collaboration with executive staff, will continue developing quality programs and assessments for Years 3-6 based on new syllabus outcomes and departmental documentation. These programs will be implemented, evaluated, and adjusted throughout 2024 to ensure ongoing improvement in reading outcomes for students.

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
Maintain or increase uplift equal to or beyond the previous year check-in Numeracy assessment results for Term 4 Year 5 2023 as compared to Term 4 Year 4 2022.	School results for Term 4 Year 5 2023 as compared to Term 4 Year 4 2022 show that students have maintained the results of the previous year check-in Numeracy assessment.
Maintain or increase uplift equal to or beyond the previous year check-in Reading assessment results for Term 4 Year 5 2023 as compared to Term 4 Year 4 2022.	School results for Term 4 Year 5 2023 as compared to Term 4 Year 4 2022 show that student results have slightly declined from the previous year check-in Reading assessment.
<p>Achievement of school determined targets</p> <p>Improvement as measured by the School Excellence Framework:</p> <p>Learning Domain</p> <p>Element: Assessment (Sustaining and Growing)</p> <ul style="list-style-type: none"> • Focus theme: Formative assessment 	<p>Self-assessment against the School Excellence Framework shows Governor Philip King Public School currently performing at excelling in all elements and sustaining and growing in the following focus themes:</p> <p>Element: Data Skills and Use</p> <ul style="list-style-type: none"> • Focus theme: Data Literacy • Focus theme: Data use in teaching

(Sustaining and Growing)

- Focus theme: Student engagement

(Sustaining and Growing)

Element: Student performance

measures (Sustaining and Growing)

- Focus theme: Value-add (Sustaining and Growing)

- Focus theme: NAPLAN (Sustaining and Growing)

- Focus theme: Student growth

(Sustaining and Growing)

- Focus theme: Internal and external measures against syllabus standards

(Sustaining and Growing)

Teaching Domain

Element: Data Skills and Use

(Sustaining and Growing)

- Focus theme: Data literacy

(Sustaining and Growing)

- Focus theme: Data analysis

(Sustaining and Growing)

- Focus theme: Data use in teaching

(Sustaining and Growing)

- Focus theme: Data use in planning

(Sustaining and Growing)

Element: Professional Standards

(Excelling)

- Focus theme: Literacy and Numeracy Focus (Sustaining and Growing)

Strategic Direction 2: Effective data collection, analysis and use.

Purpose

In order to enhance student learning outcomes, we will further develop and refine the collection of data, and use this to differentiate teaching programs to meet the learning needs of all students.

Initiatives

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

- Data Driven Practices
- Improved Assessment

Resources allocated to this strategic direction

Socio-economic background
Integration funding support
Refugee Student Support
English language proficiency
Low level adjustment for disability
AP Curriculum & Instruction

Summary of progress

Strategic Direction Two - *Effective data collection, analysis and use* - the focus in 2023 was on the implementation of a grade scope and sequence, guidelines and consistent expectations across the school for assessment. We continued our work in identifying effective data and assessment practices across the school.

Data and assessment are both key areas for development over our four year improvement plan.

Two key questions continue to drive our initiatives, projects and focus:

1. How and what do we assess?
2. How do we effectively use the data we have available?

As a staff, we continued collecting quality assessment and student data across the school K-6. The focus in 2023 has been on; what forms of data and assessment we had available across the school (both internal and external as well as formative and summative), when we were assessing and collecting data and what the data provided us with in relation to student growth, progress and achievement.

As a school, the focus has been on collecting meaningful data with a focus on 'Where to next?'. At a whole staff level, school assessment data, NAPLAN results and Check-in assessment data have been analysed with a focus on what additional support strategies and assistance we could provide students. Additional time was allocated and provided for the Learning and Support Team. This ensured classroom teachers were supported in differentiating programs and activities.

Across the school, staff have engaged in regular data collection, with a particular focus on learning for English and Mathematics. All grades track school-based student data in reading, writing, phonic knowledge (K-2) and mathematics (pre and post-test topics). The primary grades are also tracked using external data, such as Check In Assessments and NAPLAN. The data is used to identify students requiring additional support and instruction, utilising initiatives such as the COVID Intensive Learning Support Program, Intensive Reading Program and Learning and Support structures.

In 2023, students continued to show steady improvement in all areas. The students on the COVID Intensive Learning Support Program and Intensive Reading Program are tracked using Planning Literacy and Numeracy (PLAN 2). A majority of the students in Stage One exit these programs confirming they are on track. Most students in the primary grades who are on the COVID Intensive Learning Support Program show they have successfully achieved the targets, especially in Numeracy. In Literacy, they demonstrate improvement in achieving the specified outcomes, with further focus and monitoring needed to ensure they are achieving green areas on PLAN 2. The Check In Assessment data suggests a further focus on vocabulary, inferencing, using processes to build or repair meaning and interpreting the use of literary devices in texts.

In 2023, an Assessment Schedule was utilised to develop consistent practice for assessment collection across the

school. This includes EAL/D, Learning and Support, Community Language and specialist staff. The main focus for this assessment schedule was on English and Numeracy.

Through planning and collaboration, utilising grade and stage Release from Face-to-Face (RFF), staff expertise, creativity with professional learning and the allocation of additional Professional Learning and Assessment time for all staff, we investigated the effectiveness of what we do at Governor Philip King Public School to improve outcomes for all students.

Survey results have indicated that staff value participating in professional learning around collecting, tracking and monitoring student progress data and effective assessment practices. Staff have indicated that they feel more confident in collecting and analysing quality data. We will continue to provide staff with professional learning in using data to differentiate programs as well as how to effectively utilise PLAN 2 to track and monitor student progress and achievement.

In 2023, funding from Socio-economic background, Integration funding support, Refugee student support and English language proficiency sources were used to create two additional classes across K-6, as well as employ four School Learning Support Officers (SLSOs) and one community liaison position. The reduction in class sizes enabled staff to focus closely on individual strengths and needs of students. SLSOs provided an additional layer of support across all classes. Programs and tasks were differentiated to meet the needs of students. Survey feedback from staff highlighted the benefits for students and indicated improvement in literacy and numeracy results. In 2024, we will again reduce class sizes to ensure individual needs are being met across the school.

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
<p>Achievement of school determined targets Improvement as measured against the School Excellence Framework.</p> <p>Maintain and build on areas identified as Excelling.</p> <p>Effectively develop areas identified as Sustaining and Growing, review, plan and develop initiatives.</p> <p>Learning Domain</p> <p>Element: Curriculum (Excelling)</p> <ul style="list-style-type: none"> • Focus theme: Curriculum provision (Excelling) • Focus theme: Teaching and learning programs (Excelling) • Focus theme: Differentiation (Sustaining and Growing) 	<p>Self-assessment against the School Excellence Framework shows Governor Philip King public School continuing to perform at excelling in the element of curriculum.</p> <ul style="list-style-type: none"> • Focus theme: Curriculum provision (Excelling) • Focus theme: Teaching and learning programs (Excelling) • Focus theme: Differentiation (Sustaining and Growing)
<p>Achievement of school determined targets Improvement as measured against the School Excellence Framework.</p> <p>Maintain and build on areas identified as Excelling.</p> <p>Continue to develop areas identified as Sustaining and Growing, implementation of plans and initiatives.</p> <p>Teaching Domain</p>	<p>Self-assessment against the School Excellence Framework shows Governor Philip King public School continuing to perform at excelling in the element of effective classroom progress.</p> <ul style="list-style-type: none"> • Focus theme: Lesson planning (Sustaining and Growing) • Focus theme: Explicit teaching (Excelling) • Focus theme: Feedback (Sustaining and Growing) • Focus theme: Classroom management (Excelling)

Element: Effective Classroom Practice

- Focus theme: Lesson planning (Excelling)

- Focus theme: Explicit teaching (Excelling)

- Focus theme: Feedback (Sustaining and Growing)

- Focus theme: Classroom management (Excelling)

Strategic Direction 3: Every staff member and student reaching their full potential.

Purpose

To ensure the wholistic development and growth of students and staff.

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.

- Student Improvement
- Staff Improvement

Resources allocated to this strategic direction

QTSS release

Aboriginal background

Summary of progress

In 2023, students were offered various opportunities to engage in diverse clubs and activities, aimed at empowering both students and teachers to unlock their full potential. These options encompassed the tailored Literacy Club for Year 1 students, Little GPK's Athletics Program for Stage 1, Chess Club for Years 4-6, and a five-week Year 6 Sporting Challenge focusing on Touch Football. These extracurricular clubs saw significant engagement, particularly in activities like Chess Club and Little GPK's Athletics, with high attendance. The Year 6 Sporting Challenge garnered positive reception, with students and teachers alike offering favourable attendance and feedback. The plan in 2024 will be to include the continuation of successful activities and the introduction of new initiatives.

Selected members of our Student Parliament actively engaged in the Leadership by Cowpasture Initiative. Participation in this project fostered student leadership networks. These student leaders opted to sustain Spirit Week, an endeavour aimed at fostering School Pride and Student Wellbeing. The plan in 2024 will be to maintain the successful Spirit Week while introducing new initiatives to bolster Student Leadership.

The Positive Behaviour for Learning program, known as Safe, Respectful Learners at GPKPS, underwent a review. A new approach was used with Stage 3, following consultations with Year 5 and 6 staff. Stage 3 sent home Letters of Recognition for students, informing parents of positive student actions. The behaviour initiative trial in Stage 3 showed progress after continuous evaluation, though adjustments were necessary to accommodate varying class contexts. In 2024, the focus will be on finalising and implementing revamped Positive Behaviour for Learning initiatives alongside the Behaviour Strategy.

A student rewards day was introduced each term. Students were surveyed to select preferred mascots as role models for positive behavior, with "Gidley" and "Marana" being chosen. The school actively commemorated White Ribbon Day, with classes partaking in related activities and a group of students and teachers joining the White Ribbon March. Updates were made to the values program, which was then implemented throughout the year.

In 2023, an emphasis was placed on supporting the diverse community, particularly through communication initiatives. Various notes were translated into multiple languages. Efforts to enhance translation services and conduct parent workshops will persist in 2024, while adjustments to clubs will be made based on needs and logistical considerations.

Staff engaged in further professional learning in Aboriginal Education, with the Term 2 Staff Development Day held at Sydney Zoo, collaborating with the Aboriginal Education Team to promote cultural appreciation. Additionally, students were regularly exposed to a variety of Aboriginal words during the Morning Routine. A group of student leaders and teachers met with an Aboriginal Elder to craft an Acknowledgement of Country tailored to our school's context. The focus on Aboriginal Education resulted in heightened awareness among both staff and students. Successful initiatives supporting Aboriginal literacy will continue, with further professional development opportunities planned for teachers in 2024.

The school implemented various measures to improve attendance, such as forming an attendance team with the inclusion of a school office member, engaging in network meetings, utilising communication methods, and introducing positive attendance celebrations. 'Be at School' was integrated into GPKPS 'Be Safe, Be Respectful, Be a Learner', program. Two aspiring leaders were assigned portfolios focusing on 'Attendance' and 'Aboriginal Education', receiving mentoring and undertaking short-term supervisory roles. One of them presented school initiatives at a local network meeting and introduced a new online assessment tool at the Executive Planning Day. The aspiring leader responsible for attendance now oversees this area for grades K-2.

Attendance initiatives, including regular communication with parents, recognition for good attendance, acknowledging students with improved attendance, and providing targeted support for those with attendance concerns, were shared with the school and network. The engagement of the school office in attendance processes received positive feedback from classroom teachers. Mentorship for emerging leaders had a positive impact on attendance and outreach efforts. These leaders will expand their roles and seek further mentorship to enhance their leadership development. Three Aspiring Leaders will supervise grades in 2024 under the guidance of senior leadership team members. Attendance strategies will be customised for different grade levels, emphasising communication with parents/carers regarding the importance of providing justified reasons for absences.

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
<p>Achievement of school determined targets</p> <p>Improvement as measured by the School Excellence Framework:</p> <p>Maintain and build on areas identified as Excelling.</p> <p>Effectively develop areas identified as Sustaining and Growing, review, plan and develop initiatives.</p> <p>Domain: Learning</p> <p>Element: Learning Culture (Excelling)</p> <ul style="list-style-type: none"> • Focus theme: High expectations (Excelling) • Focus theme: Transitions and continuity of learning (Excelling) • Focus theme: Attendance (Excelling) 	<p>Self-assessment against the School Excellence Framework shows Governor Philip King Public School excelling in the element of Learning Culture.</p> <ul style="list-style-type: none"> • Focus theme: High expectations (Excelling) • Focus theme: Transitions and continuity of learning (Excelling) • Focus theme: Attendance (Excelling)
<p>Achievement of system-negotiated target - Attendance.</p> <ul style="list-style-type: none"> • Increase the proportion of students attending > 90% of the time by 2.3% (uplift from baseline) 	<p>In 2023, we have introduced several initiatives to aid in striving toward meeting the system's negotiated target. This has included constant communication of attendance expectations to the community via various platforms. Responsibility for attendance monitoring was divided into K-2 and 3-6 roles that ensure a more efficient and targeted approach for individual needs. There was an increased focus on recognising and celebrating positive attendance such as individual recognition, attendance raffles and communicating to parents. GPKPS also added to their Positive Behaviour for Learning with the statement added to the 'Be Safe, Be Respectful, Be a Learner', being 'Be at School'. The school office was engaged to take administration time away from teachers by sorting the replies from absence reasons. They then entered this data onto our tracking system with Sentral. In Term 4, there was a trial with Year 5 where an office person would contact parents/carers if students had been away for consecutive days. This once again assisted classroom teachers by taking away administrative tasks not related to direct teaching and learning.</p>
<p>Achievement of school determined targets</p> <p>Improvement as measured by the School Excellence Framework:</p> <p>Maintain and build on areas identified as Excelling.</p> <p>Effectively develop areas identified as</p>	<p>Self-assessment against the School Excellence Framework shows Governor Philip King Public School excelling in the element of wellbeing.</p> <ul style="list-style-type: none"> • Focus theme: Caring for Students (Excelling) • Focus theme: A planned approach to wellbeing (Excelling) • Focus theme: Individual learning needs (Excelling) • Focus theme: Behaviour (Excelling)

Sustaining and Growing, review, plan and develop initiatives:

Domain: Learning

Element: Wellbeing (Sustaining and Growing)

- Focus theme: Caring for Students (Excelling)
- Focus theme: A planned approach to wellbeing (Sustaining and Growing)
- Focus theme: Individual learning needs (Sustaining and Growing)
- Focus theme: Behaviour (Excelling)

Achievement of school determined targets

Improvement as measured by the School Excellence Framework:

Maintain and build on areas identified as Excelling.

Effectively develop areas identified as Sustaining and Growing, review, plan and develop initiatives.

Domain: Leading

Element: Educational Leadership (Excelling)

- Focus theme: Instructional Leadership (Excelling)
- Focus theme: High Expectations Culture (Excelling)
- Focus theme: Performance Management and Development (Sustaining and Growing)
- Focus theme: Community Engagement (Excelling)

Element: School Resources (Excelling)

- Focus theme: Staff Deployment (Excelling)
- Focus theme: Facilities (Excelling)
- Focus theme: Technology (Sustaining and Growing)
- Focus theme: Community Use of Facilities (Excelling)
- Focus theme: Financial Management (Excelling)

Self-assessment against the School Excellence Framework shows Governor Philip King Public School continuing to perform at excelling in the elements of Educational Leadership and School Resources.

Element: Educational Leadership (Excelling)

- Focus theme: Instructional Leadership (Excelling)
- Focus theme: High Expectations Culture (Excelling)
- Focus theme: Performance Management and Development (Excelling)
- Focus theme: Community Engagement (Excelling)

Element:

- School Resources (Excelling)
- Focus theme: Staff Deployment (Excelling)
- Focus theme: Facilities (Excelling)
- Focus theme: Technology (Excelling)
- Focus theme: Community Use of Facilities (Excelling)
- Focus theme: Financial Management (Excelling)

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$24,796.60</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 Driven Practices <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of a bilingual School Learning Support Officer (SLSO) to coordinate personalised support for students and families from refugee backgrounds. <p>The allocation of this funding has resulted in the following impact: increased the capacity of parents/carers to connect with student learning, with the use of interpreters and assistive technology through weekly parent/carer phone calls by our bilingual SLSO. Parents/carers reported significantly increased confidence and self-worth when engaging with the school and developed positive relationships with staff members. Partnerships between the school and the parents/carers has been strengthened.</p> <p>Data and feedback from teachers indicated that the employment of a bilingual SLSO benefits students, parents and staff. Teachers are able to plan to have additional support during explicit teaching areas throughout the day. The SLSO is fluid in their timetable to assist when required with the wellbeing needs of refugee students.</p> <p>After evaluation, the next steps to support our students will be: to continue employing a bilingual SLSO to support students to clarify learning in their home language. To sustain relationships with culturally and linguistically diverse parents, the need to embed the use of interpreters within all home-school communication processes has been identified. Assistant Principal, Curriculum and Instruction (AP, C&I) and Assistant Principal, English as an additional Language/Dialect (AP EAL/D) will continue to upskill and train SLSOs in programs/pedagogies and organise timetables to target specific students who require support.</p>
<p>New Arrivals Program</p> <p>\$25,372.00</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 Governor Philip King 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 targeted funding include:</p> <ul style="list-style-type: none"> • employment of specialist teachers 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: New Arrival students have received intense English support following a New Arrivals core program developed by staff at GPKPS.</p> <p>After evaluation, the next steps to support our students will be: professional learning for classroom teachers to enhance teaching and learning programs through language scaffolding to ensure classroom content is accessible.</p>
<p>Integration funding support</p>	<p>Integration funding support (IFS) allocations support eligible students at Governor Philip King Public School in mainstream classes who require</p>

<p>\$112,874.00</p>	<p>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"> • Data Driven Practices <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • 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. • intensive learning and behaviour support for funded students. <p>The allocation of this funding has resulted in the following impact: individual support for students who receive IFS. Students with diagnosed needs are given additional support to achieve their goals outlined in their PLaSP. These plans are written in consultation with the class teacher, student, SLSO, Learning and Support Teacher (LaST) and parents. Teachers tailor their teaching approach and activities to meet individual students' needs. The use of an SLSO gives the students individual support in the classroom and guides the student when working within their PLaSP.</p> <p>After evaluation, the next steps to support our students will be: to continue to utilise PLaSPs and SLSOs. All stakeholders will be involved in the development, evaluation and future directions of student's goals.</p>
<p>Socio-economic background</p> <p>\$552,360.96</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Governor Philip King 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"> • Numeracy • Data Driven Practices • Improved Assessment <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 students based on assessment information and student needs. • employment of additional classroom teachers to reduce class sizes ensuring more focused point of need teaching. • employment of an additional Assistant Principal to oversee the effective implementation of NAPLAN and Check-in Assessments. <p>The allocation of this funding has resulted in the following impact: the creation of two additional classes and employment of additional human resources. The funding from Socio-economic background, Integration Funding Support, Refugee Student Support and English Language Proficiency sources were used to create two additional classes across K-6, as well as employ four SLSOs and one community liaison position. The reduction in class sizes enabled staff to focus closely on individual strengths and needs of students. SLSOs provided an additional layer of support across all classes. Programs and tasks were differentiated to meet the needs of students. Survey feedback from staff highlighted the benefits for students and indicated improvement in literacy and numeracy results. Lower class numbers has allowed for a more focused approach to individualised learning for students, based on assessment data. Data is positive and reinforces growth and achievement across the school. Feedback indicated that the additional support was beneficial to student growth and achievement. SLSOs were actively engaged in a variety of areas in classroom learning. This included small group work and individual instruction. Staff indicated that the employment of stage SLSOs was of benefit to both students and staff. Teachers are able to plan to have</p>

<p>Socio-economic background</p> <p>\$552,360.96</p>	<p>additional support during explicit teaching times throughout the day. SLSOs are flexible in their timetables to assist when required with the wellbeing needs of students. This allows the teacher to focus on core business of teaching.</p> <p>After evaluation, the next steps to support our students will be: to continue to employ additional classroom teachers to reduce class sizes K-6. SLSOs will be employed to support student learning across all grades K-6. The additional Assistant Principal position will continue in 2024 to oversee NAPLAN and Check-in Assessment. An additional Deputy Principal position will focus on curriculum implementation and professional learning.</p>
<p>Aboriginal background</p> <p>\$2,236.76</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Governor Philip King 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"> • Staff Improvement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Professional Learning (PL) for staff. <p>The allocation of this funding has resulted in the following impact: during Term 3, Staff Development Day, staff participated in a variety of activities at the Sydney Zoo to increase their understanding and appreciation of Aboriginal cultures and histories and the importance this has in telling the history of Indigenous Culture. Professional learning delivered to staff included the development and inclusion of activities linked to indigenous activities across the curriculum. As a result, grade leaders and team members worked collaboratively to embed Aboriginal Literacy in the Understanding and Responding to Literature K-2 core programs and created school murals to celebrate Aboriginal culture and identity.</p> <p>After evaluation, the next steps to support our students will be: to continue to identify ways to embed Aboriginal education across the core curriculum of the school. Grade leaders and team members will embed Aboriginal Literacy in the Understanding and Responding to Literature 3-6 core programs.</p>
<p>English language proficiency</p> <p>\$622,383.52</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Governor Philip King 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 Driven Practices <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. • employment of additional bilingual SLSO to support communication and coordinate personalised support for student and families from refugee backgrounds. <p>The allocation of this funding has resulted in the following impact: our bilingual SLSO has been used as an interpreter to connect with families. This has increased parent/carer involvement in school activities and strengthened partnerships. SLSOs were actively engaged in a variety of areas of classroom learning. This included small group work and individual instruction. Teachers were able to plan to have additional support during</p>

<p>English language proficiency</p> <p>\$622,383.52</p>	<p>explicit teaching times throughout the day. SLSOs were fluid in their timetables to assist when required with the wellbeing needs of students.</p> <p>After evaluation, the next steps to support our students will be: to continue employing a bilingual SLSO to support students and families by sustaining relationships with culturally and linguistically diverse parents. We will continue to fund the employment of SLSOs in 2024. AP, C&Is will continue to upskill and train SLSOs in programs/pedagogies to support stages and class/student needs.</p>
<p>Low level adjustment for disability</p> <p>\$273,704.82</p>	<p>Low level adjustment for disability equity loading provides support for students at Governor Philip King 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"> • Reading • Data Driven Practices • Improved Assessment <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of Speech Pathologist to develop phonological awareness, articulation, receptive, expressive language and self-regulation for identified students. • employment of Occupational Therapist to improve student functional abilities and enhance their ability to learn. • allocation of additional Assessment and Professional Learning Time for staff. <p>The allocation of this funding has resulted in the following impact: students were given one-to-one support and/or small group support to develop their phonological awareness, articulation, receptive, expressive language and self-regulation. Staff have used their assessment time to assess their students across all Key Learning Areas (KLAs). They thoroughly analysed internal and external data to differentiate programs for individual students. Professional learning time has been used by staff to meet NSW Education Standards Authority (NESA) requirements. Staff completed professional learning, moderation activities and tasks related to their Performance and Development Plans (PDPs).</p> <p>After evaluation, the next steps to support our students will be: to review current initiatives due to funding restrictions. A speech therapist and occupational therapist will not be available in 2024 due to budget restraints. However, after having therapists onsite for a number of years, teachers are equipped with the necessary skills/knowledge to identify any issues and implement differentiation strategies to support students as well as informing parents to seek external services. The assessment and professional learning time has proven to be extremely valuable to staff and will continue in 2024.</p>
<p>Professional learning</p> <p>\$50,951.75</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 Governor Philip King 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"> • K-2 teachers were strategically targeted to work alongside school executives to adjust/improve current core programs to align with the new English and Mathematics syllabuses and research based documentation such as the High Potential and Gifted Education (HPGE) Policy.

<p>Professional learning</p> <p>\$50,951.75</p>	<ul style="list-style-type: none"> • K-2 English and Mathematics Program Evaluation Days. <p>The allocation of this funding has resulted in the following impact: consistent, outcome driven K-2 English and Mathematics programs, assessments and resources which ensures teaching practices are aligned to new syllabus expectations and current departmental documentation. Staff were given time to work collaboratively as a grade once per term to analyse, edit, and update the core programs, assessments and resources to ensure they effectively met syllabus outcomes. Adjustments to current teaching programs were made during these evaluation meetings and information from staff feedback was used to drive future professional learning.</p> <p>After evaluation, the next steps to support our students will be: to develop comprehensive, explicit and effective 3-6 English and Mathematics Core Programs based on the new English and Mathematics syllabuses in 2024. Provide 3-6 staff with time for Evaluation Days to analyse, edit, and update the core programs, assessments and resources to ensure they effectively meet syllabus outcomes. DP, AP, C&I and stage leaders will continue to work collaboratively with teachers to support them in the area of data analysis and differentiation in line with the HPGE Policy.</p>
<p>Literacy and numeracy</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Governor Philip King Public School from Kindergarten to Year 6.</p> <p>The allocation of this funding has resulted in the following impact: K-2 teachers were selected to work alongside a DP to create Mathematics and English core teaching programs and resources that align with new syllabus documents. Staff confidently taught from the quality core programs and utilised the resources they had been provided with. Each term, grades were given Evaluation Days to discuss, change and update core programs. Additional resources were added to the resources boxes to support curriculum implementation.</p> <p>AP, C&I targeted students achieving in the top 2 bands for Reading in Year 3 and 5. This resulted in student reading capabilities remaining consistent as well as challenging their comprehension and reading efficiency of complex texts.</p> <p>After evaluation, the next steps to support our students will be: to continue to follow the same structure for programming, resourcing and evaluations in 2024 to support the implementation of the 3-6 English and Mathematics syllabuses. To continue targeting students achieving in the top 2 bands for Reading and Numeracy in Year 3 and 5 to ensure their capabilities remain consistent and to ensure that we are addressing the HPGE policy.</p>
<p>QTSS release</p> <p>\$118,012.90</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Governor Philip King 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"> • Numeracy • Reading • Staff Improvement <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • complete alignment of core K-2 English and Numeracy programs and assessment with the new English and Mathematics syllabuses. • focus group consisting of one teacher from Year 2, Year 3, Year 4, Year 5 and Year 6 to modify the existing comprehensive Spelling programs (including assessments) based on new syllabus documentation and the school's new Spelling Scope and Sequence. • review and modify core 3-6 English and Numeracy programs and

<p>QTSS release</p> <p>\$118,012.90</p>	<p>assessments to align with the new English and Mathematics syllabus.</p> <p>The allocation of this funding has resulted in the following impact: a consistent, outcome driven English and Mathematics core program K-2, including assessments and resources, was developed which ensures an explicit approach to all components of the new syllabus. An effective, outcome driven Spelling Program 1-6 was established which ensures a whole school approach to Spelling exists and is implemented consistently. The successful development of a core Term 1, 3-6 English and Mathematics program, including differentiation and assessments, ready for implementation in 2024.</p> <p>After evaluation, the next steps to support our students will be: continue to adjust the K-2 core English and Mathematics programs according to teacher/student feedback and evaluations. Continue to evaluate the Spelling Program 1-6 and make adjustments to ensure that the core program aligns with the new 3-6 English syllabus which will be implemented in 2024. The development and implementation of core English and Mathematics programs 3-6 will progress throughout the year with quarterly evaluations/adjustments made to ensure maximum student engagement occurs in all components of the new 3-6 English and Mathematics syllabus.</p>
<p>COVID ILSP</p> <p>\$306,045.20</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. • providing intensive small group tuition for identified students. • development of resources and planning of small group tuition. <p>The allocation of this funding has resulted in the following impact: regular small group tuition which has led to an increase in students' confidence, knowledge and skills. This is evidenced by progress data in the Learning Progressions, documented on PLAN 2 in the specific areas of Reading and Numeracy. These students have increased their participation within their classroom learning and are successful in transferring their new knowledge and skills. The majority of students in the program achieved significant progress towards their personal learning goals.</p> <p>After evaluation, the next steps to support our students will be: to strategically plan to follow the same process of using the full range of data to identify students and the same strategies of implementation. We plan to focus on Literacy in Terms 1 and 3 and Numeracy in Terms 2 and 4. Even though Planning Literacy and Numeracy Version 3 is updated regularly, Covid Intensive Learning Support Program Teachers will meet with class teachers to discuss student progress. Careful consideration of students will be conducted on an individual basis and decisions will be based around other intervention programs that the student receives, such as if they are withdrawn for EAL/D, or already withdrawn more than once a week. Meetings will be held each term with the Covid Intensive Learning Support Program teacher and class teacher to update progress and inform them of strategies to use to ensure that the student's progress is being recognised and supported within the classroom.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	310	307	301	296
Girls	309	298	284	260

Student attendance profile

School				
Year	2020	2021	2022	2023
K	89.7	95.2	88.7	93.1
1	90.0	93.1	91.0	90.7
2	90.9	93.5	87.8	93.8
3	91.0	94.7	89.7	92.5
4	90.6	93.3	91.3	93.3
5	91.9	93.5	89.7	95.4
6	91.4	93.1	88.9	93.6
All Years	90.8	93.8	89.6	93.2
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
Deputy Principal(s)	1
Assistant Principal(s)	6.6
Classroom Teacher(s)	22.07
Learning and Support Teacher(s)	1.6
Teacher Librarian	1
Teacher EAL/D	4.6
School Counsellor	1
School Administration and Support Staff	7.06
Other Positions	4.6

*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	765,471.57
Revenue	8,721,283.10
Appropriation	8,470,189.80
Sale of Goods and Services	65,226.98
Grants and contributions	153,611.38
Investment income	32,154.94
Other revenue	100.00
Expenses	-8,523,477.08
Employee related	-7,344,581.78
Operating expenses	-1,178,895.30
Surplus / deficit for the year	197,806.02
Closing Balance	963,277.59

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

Financial summary - Equity loadings

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

	2023 SBAR Adjustments (\$)
Targeted Total	109,193
Equity Total	1,450,686
Equity - Aboriginal	2,237
Equity - Socio-economic	552,361
Equity - Language	622,384
Equity - Disability	273,705
Base Total	4,769,951
Base - Per Capita	152,252
Base - Location	0
Base - Other	4,617,698
Other Total	1,239,332
Grand Total	7,569,162

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

Parent/Caregiver Satisfaction

Governor Philip King Public School is a culturally diverse school with 86% of students coming from a Non-English speaking Background. The overall sentiment regarding the school among parents/carers is positive.

The Tell Them From Me Survey was completed by 15% of the parent/carer population.

On average, 75% of the parent/carers surveyed:

- expressed that they feel welcomed during their visits to the school
- believe they are well informed about their child's progress
- encourage their child/ren to excel academically
- feel that staff at GPKPS hold high expectations for their child/ren's success
- find the school is supportive of learning and positive behavior
- believe that GPKPS is a culturally safe place for all students
- perceived the school facilities to be well-maintained, inviting, and easily accessible.

Student Satisfaction

GPKPS effectively fosters a positive school-wide atmosphere that addresses the diverse needs of every student. The extensive feedback gathered from the Tell Them From Me Survey indicates that, on average, 81% of the students surveyed have pride in their school and recognise that staff provide them with engaging learning experiences within a safe, supportive, and nurturing setting. Students expressed satisfaction with the wide range of extracurricular sporting opportunities available, surpassing the average student participation in school sports by 7% according to the survey findings.

Teacher Satisfaction

GPKPS boasts a diverse staff who are dedicated to offering a spectrum of captivating activities for every student. The educators exhibit a strong sense of pride in the school and are committed to providing students with diverse learning opportunities. They prioritise the emotional, academic, and social needs of all students with care and attentiveness.

Findings from the Tell Them From Me Survey reveal that all staff members unanimously agreed that the school fosters a welcoming environment for both students and staff, ensuring cultural safety for all. Moreover, an average, 85% of staff acknowledged the effective leadership of school executives in driving improvement and change through clear communication of strategic vision and values. This proactive leadership has notably influenced teaching practices, leading to enhancements in overall teaching effectiveness.

Additionally, staff members feel there is a positive learning culture at GPKPS characterised by the establishment of ambitious learning objectives, explicit expectations for classroom conduct, and high standards for student achievement. Staff regularly utilise assessment data to refine their instructional approaches. Furthermore, teachers actively collaborate with their peers to develop interdisciplinary or shared learning opportunities and strategies, with the goal of fostering greater student engagement.

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.