Introduction
The Annual Report for 2015 is provided to the community of Kingsgrove 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 school 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.

Ms Beverley d’Astoli
Principal

School contact details:
Kingsgrove Public School
327 Kingsgrove Road
Kingsgrove NSW 2208
www.kingsgsgrove-p.schools.nsw.edu.au
Kingsgrove-p.school@det.nsw.edu.au
Telephone: Kingsgrove Road 9150 9097; Caroline Street 9150 9254

Message from the Principal
I have been very proud of our student achievements in learning, arts and sporting activities throughout 2015. Our choir, band and dance troupes performed with distinction at music festivals, sport competitions and school events. As well students have achieved outstanding results in a range of sporting events at school, district, regional, state and national level.

This year has been busy with many building and grounds improvements to school facilities and resources such as an internal phone system in all classrooms, two new sick bays established, improved outdoor safety lighting and the installation of a new more secure key system for all classrooms and buildings. Six additional classrooms on Kingsgrove Road were provided with air conditioning by the P&C and two additional classrooms on Caroline Street funded by the school.

As well the school began a refurbishment program by removing old furniture and reorganising school spaces such as redeveloping the old computer room to become a STEM centre in 2016. Further upgrades of both campuses will continue in 2016.

The school worked with parents to develop an organic school garden on each site, to complete the tender process for a new Canteen provider and introduced an electronic newsletter to enhance communication. The school consulted with parents to review and update our uniform and behaviour policies and procedures and to introduce the Positive Behaviour for Learning (PBL) program. I look forward to further school improvements throughout 2016.

Ms Beverley d’Astoli, Principal
Message from the Parents and Citizens Association (P&C)

The aim of the P&C is to provide a forum for ideas, share views and to discuss changes to our school, together we work out what our school needs and what are the most important matters our school should focus on. Without the assistance of our committee members and our loyal parents over the years none of our efforts would be possible.

Once again the P&C have run a variety of successful fundraising events both small and large and made monetary donations for resources used to help students’ learning such as reading books ($3,000), assisted with the purchase of air-conditioning units for the classrooms ($18,000) and funded the purchase of PSSA rugby jerseys.

We would like to thank each and every person who has volunteered to help out at the functions or assisted with P&C events and tasks in 2015. Many hands do make light work when it comes to Mothers’ or Fathers’ day stalls, Sport-a-thon, Bunnings BBQ, Busy Bee working days just to name a few. Thank you also to the small but dedicated crew who turned up at every P&C meeting come fair weather or foul to discuss what was going on at the school and brainstormed about how we could help.

We would like to acknowledge our new Principal, Ms d’Astoli, and thank all the dedicated teaching staff, SLSoS, office staff and GAs for creating a wonderful learning environment for all of our students – your commitment to our children is exceptional and for this we thank you.

Sonya Psaros and Shaunagh Scott, P&C Presidents 2015

School background

School vision statement

Confidently embracing the challenges of the 21st Century in a caring, inclusive multicultural learning community.

School context

Kingsgrove Public School is a friendly, high achieving, inclusive, multicultural learning community in Sydney’s southern suburbs. The 2015 student enrolment was 537 students of which 77% of students were from language backgrounds other than English. The major cultural groups are Arabic (26%), Chinese (17%), Greek (12%) and Macedonian (4.5%).

The school is situated on two sites with the Years K-2 and Years 3-6 campuses located approximately 300 metres apart and each in different local government areas: Rockdale and Hurstville. The school grounds are attractive and spacious.

As well as excellent literacy and numeracy programs the school offers students a wide choice of programs in Dance, Choir, Music and Sport. There are interactive whiteboards and computers for student use in each classroom and a Computer lab with 30 computers.

The school is supported by a proactive Parent and Citizens Association which promotes community engagement and inclusion.
Self-assessment and school achievements

Self-assessment using the School Excellence Framework

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

This year, our school undertook self-assessment using the elements of the School Excellence Framework.

Learning

Priorities for 2015 were reviewing the Learning Support Team procedures in order to ensure support of targeted students, developing and implementing personalised learning plans for targeted students, developing strategies to enhance students technology skills through the development of a STEM centre and providing greater differentiation of learning activities to ensure all students are engaged and challenged.

Teaching

Priorities for 2015 were providing professional learning for teachers in the new syllabuses (English, Maths, Science and Technology and History), the Literacy continuum, Teaching Early Numeracy (TEN) and positive approaches to supporting student behaviour. Teachers’ collaborative planning opportunities were enhanced through timetabling changes. All teachers completed individual Performance and Development plans involving goal setting, evidence of development and feedback from supervisors.

Leading

Priorities for the leadership and management of the school were enhancements to the learning environment through refurbishments such as upgrades to outside lighting, new internal phone system, a new secure key system, new sick bays and further air conditioning installed. Policies for behaviour and uniform were updated including the introduction of a new positive behaviour program. Office, payment and excursion procedures have also been updated and improved.

Our self-assessment process will further assist the school to refine the strategic priorities in our School plan leading to further improvements in the delivery of education to our students.
Strategic Direction 1

Quality student learning

Purpose

To ensure student learning is supported by consistent, high quality educational practices focused on high engagement and differentiated learning to develop the creativity, literacy, numeracy and technological skills of all students as 21st Century learners.

Student learning will be supported through explicit teaching, effective feedback and use of student data to inform teaching practice.

Overall summary of progress

In 2015 K-6 staff participated in professional learning for new syllabuses for Science (implemented 2015) and History (to be implemented 2016). K-6 staff also participated in professional learning in the Literacy continuum and the use of PLAN software. Student learning and progress is now more easily identified and supported through the use of the PLAN database to monitor and record each student’s progress in literacy and numeracy.

Personalised learning plans were developed for all students with physical or intellectual disability or learning difficulties, students requiring additional behaviour support, students with Aboriginal or Torres Strait Island background, students requiring out of home care, some students requiring extension activities. The implementation of personalised learning plans for these students is a strategy to ensure students who may require additional support are provided with the assistance they need to improve and succeed.

The Learning Support Team (LST) reviewed and updated school procedures and forms for student referrals and record-keeping and regularly reviewed student data and progress for those students referred. The LST also monitored PLAN and NAPLAN data to ensure all students requiring support were identified and assisted.

The Teaching Early Numeracy (TEN) program was implemented in all four Kindergarten classes. This program provides for in class training in numeracy for teachers with a trained facilitator to ensure high quality, research-based teacher practices in classrooms. Kindergarten teachers reported their understanding and confidence in teaching numeracy has increased through participation in the program.

A Science, Technology, Engineering and Maths (STEM) committee was established and has reviewed ICT resources in the school. The former computer lab is being redeveloped as a STEM centre with equipment for robotics, 3D printing and movie making activities for students. Additional ipads and laptops were purchased for classroom use and a large interactive LED screen was purchased for the STEM centre. All ipads were updated with high quality educational apps. Teachers have reviewed ICT skills required for the new curriculum to ensure teaching programs develop these skills.
<table>
<thead>
<tr>
<th>Improvement measure (to be achieved over 3 years)</th>
<th>Progress achieved this year</th>
<th>Resources (annual)</th>
</tr>
</thead>
<tbody>
<tr>
<td>95% of students K-6 meet appropriate stage clusters in PLAN data</td>
<td>Approximately 58% of students K-6 met appropriate stage clusters.</td>
<td>$24,000</td>
</tr>
<tr>
<td>% of students in highest bands of PLAN and NAPLAN</td>
<td>Approximately 58% of students are in the highest stage appropriate clusters for PLAN. 2015 NAPLAN years 3 and 5 results indicate:  • an average across tests of 45% of Year 3 students are in Bands 5 and 6  • an average across tests of 36% of Year 5 students are in Bands 7 and 8.</td>
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</tbody>
</table>

### Next steps

- Extension of TEN numeracy program to include Kindergarten and Year 1.
- Introduction of the Language, Learning and Literacy (L3) program to Kindergarten.
- Professional learning for teachers in:
  - the new Geography syllabus for implementation in 2017
  - programming and assessing for the new syllabuses in English, Maths, Science and History
  - enhancing skills in teaching ICT and STEM skills to students
  - differentiating across the curriculum to cater for students requiring additional support or extension.
- Review and target quality programming and teaching in K-2 Maths and Years 3-6 writing.
- Review Literacy and Numeracy programs and specialist teacher roles.
- Parent workshops in understanding the TEN and L3 programs and how to assist students at home.
- Extension of parent volunteer program to assist learning in classrooms in literacy and numeracy.
Strategic Direction 2

Performance and development culture

Purpose

To ensure high expectations for staff performance and development through developing a culture of collaboration, professional dialogue and ongoing professional learning.

Staff performance and development will be supported by opportunities to gain understanding of the relevant standards and frameworks and opportunities to experience leadership, success and recognition.

Overall summary of progress

All teaching staff completed the teacher performance and development processes introduced in 2015. Teachers developed individual professional development goals, participated in professional learning and classroom observations, mid-year self-assessments, end of year supervisor reviews, received oral and written feedback and documented the process. This process has allowed teachers to systematically plan and reflect on how they can continuously improve their teaching practice throughout their career and receive recognition of their achievements. Early career teachers were provided with targeted professional learning opportunities and accreditation advice. One permanent beginning teacher was provided with additional release time and ongoing mentoring.

Communication and consultation with parents was increased through:

- Parent consultation in the development of the school plan through parent and P&C meetings; parent meetings for input and feedback on the school uniform and behaviour policies and procedures and student pick-up traffic safety management organisation.
- Parent participation in the Partners in Learning surveys and the establishment of an Aboriginal education parent group.
- Parent workshops in K-2 Maths, NAPLAN results, selective & OC school applications.
- Parent-school communication was enhanced through the introduction of an electronic school newsletter delivered through email and app and parent Coffee Club meetings.

<table>
<thead>
<tr>
<th>Improvement measure (to be achieved over 3 years)</th>
<th>Progress achieved this year</th>
<th>Resources (annual)</th>
</tr>
</thead>
<tbody>
<tr>
<td>100% teachers participated in Performance and Development processes</td>
<td>All teaching staff completed documented individual performance and development plans.</td>
<td>$21,500</td>
</tr>
<tr>
<td>Community communication strategy ensures parents and community understand school plan, DEC reforms, purposes of staff learning and how they can support their children’s learning</td>
<td>Communication and consultation with parents was enhanced through an increased range of initiatives and activities.</td>
<td></td>
</tr>
</tbody>
</table>
Next steps

- Performance and development processes reviewed, evaluated and incorporated into school practices.
- Enhanced opportunities for staff collaboration to jointly plan and observe each other’s lessons, develop units of work and assessment tasks and to work together to analyse student data.
- Enhance communication with the school community through redesign and development of school website.
- Establish a multi-purpose space for school community Coffee Club, meetings and workshops on Caroline Street campus.
- Program of parent briefings and workshops on topics identified by parents.
Strategic Direction 3
Wellbeing for an inclusive learning community

Purpose

To ensure student and staff wellbeing is enhanced by a positive school culture and effective wellbeing initiatives. A positive school culture will be achieved through strong and inclusive partnerships across the school and wider community and effective information sharing, collaboration and consultation.

A positive learning community is based on mutual trust and respect where all members feel valued and communication is open and honest.

Overall summary of progress

Our school introduced the Positive Behaviour for Learning (PBL) approach to support student wellbeing at school. A PBL staff team representative of K-6 was formed and 4 members attended two days of training. A school plan for the implementation of PBL was developed. This has resulted in several professional learning sessions for staff and the development of three key school rules and descriptions of how students should enact these rules in each area of the school. A clear and concise procedure for acknowledging appropriate behaviours and dealing with inappropriate behaviours in classrooms and the playground was developed in consultation with parents and trialled in Term 4.

Students, staff and parents were invited to provide feedback to the school on the school climate through the Tell Them From Me Department of Education surveys provided to schools.

A parent committee participated in the Canteen tender process and selected new provider with a healthier menu. Canteen facilities on both sides were upgraded.

<table>
<thead>
<tr>
<th>Improvement measure (to be achieved over 3 years)</th>
<th>Progress achieved this year</th>
<th>Resources (annual)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PBL training and implementation plan developed</td>
<td>The PBL plan was developed and implementation commenced.</td>
<td>$5,600</td>
</tr>
</tbody>
</table>
| Collection of feedback on community satisfaction through Tell Them from Me surveys from students, staff and parents. | Baseline data was collected from:  
125 students in years 4-6 who completed the Tell Them From me survey  
25 staff who completed the Focus on Learning survey  
7 parents who completed the Partners in Learning survey |
Next steps

- Further implementation of PBL including explicit student lessons in expected behaviours, introducing a new behaviour reward system, further staff training, new signage.
- Extend participation in the student, staff and parent surveys to ensure quality feedback.
- Review and update school Anti-bullying policy and procedures and WHS procedures.
- Develop and implement student leadership strategies.
- Further implementation of the Live Life Well healthy lifestyle initiative to teach students about healthy eating and exercise.
<table>
<thead>
<tr>
<th>Key initiatives (annual)</th>
<th>Impact achieved this year</th>
<th>Resources (annual)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Aboriginal background funding</strong></td>
<td>Improved outcomes for students with Aboriginal and Torres Strait Island (ATSI) backgrounds through the development of personalised learning plans with individual goals and additional learning support from SLSO for students with learning difficulties. Partnerships with parents of students with ATSI background were strengthened through collaboration between teachers and parents in developing personalised learning plans and the establishment of an Aboriginal Education parent committee. Partnerships with the local Aboriginal Education Consultative Group were strengthened through collaboration in an ATSI welcome ceremony for Multicultural Day. Stage 3 students with Aboriginal background were provided with funding to participate in school activities and targeted programs such as Twugia and Yarn Up! Improved quality of teaching and learning through information provided to staff on Aboriginal studies and ways of learning from three teachers who attended professional learning in Aboriginal Education.</td>
<td>$10,461</td>
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<tr>
<td><strong>English language proficiency funding</strong></td>
<td>Increased EALD students’ English language proficiency through employment of two fulltime specialist teacher positions. Improved quality of teaching and learning through introducing more collaborative practices between classroom and EALD staff in planning and teaching.</td>
<td>Staffing $205,597 Flexible $4,595</td>
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<tr>
<td><strong>Targeted support for new arrivals</strong></td>
<td>Improved participation in mainstream learning activities for new arrival students due to additional support from specialist staff.</td>
<td>$16,000</td>
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<td><strong>Socio-economic funding</strong></td>
<td>Increased level of student participation and engagement in learning by providing access to technologies through the purchase of ipads, interactive LED screen, robotics equipment and the upgrade of the Computer lab.</td>
<td>$37,536</td>
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<tr>
<td>Funding for students uniform, textbook and excursion costs for families with financial difficulties</td>
<td>Raised expectations of students, teachers and executive through implementation of the PLAN software and the Performance and Development processes. Increased the effectiveness of classroom and school organisation through timetabling of collaborative planning opportunities and refocusing specialist staff roles and responsibilities.</td>
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<tr>
<td><strong>Low level adjustment for disability funding</strong>&lt;br&gt; 1.3 Learning and Support Teachers (LaST)&lt;br&gt; Additional in class support from SLSO</td>
<td>Increased level of student participation and engagement in learning through enhanced personalised learning and behaviour plans. Increased effectiveness of classroom and school organisation through review of Learning Support Team procedures, data based decision-making and regular monitoring of SLSO and LaST support. Professional learning was provided to teachers in the development of personalised learning plans and differentiating learning programs.</td>
<td>Staffing $130,651 Flexible $48,572</td>
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<td><strong>Targeted funding</strong>&lt;br&gt; Integration funding support</td>
<td>Students with disabilities where funding was provided were supported by the employment of a SLSO.</td>
<td>$66,170</td>
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<td><strong>Support for beginning teachers</strong>&lt;br&gt; Mentoring and professional learning</td>
<td>A Beginning teacher was supported by the provision of ongoing feedback through an hour of mentoring with a supervisor each week plus a reduced teaching load through additional classroom release for programming and preparation. The beginning teacher participated in mentoring and support from colleagues through one day each term with stage colleagues in collaborative planning processes as well as fortnightly stage meetings, committee meetings and fortnightly school professional learning workshops. The beginning teacher attended professional learning through Early Career Teacher conference, Newly Appointed Aboriginal teacher conference, Aboriginal Education Teacher workshop day, Teaching outside the Classroom, Code of Conduct, Child Protection 2015 and the Performance and Development Framework.</td>
<td>$17,272</td>
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Mandatory and optional reporting requirements

Student information
It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

Student enrolment profile

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<td>355</td>
<td>338</td>
<td>323</td>
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Student attendance profile

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<td>94.3</td>
<td>94.3</td>
<td>94.2</td>
<td>93.5</td>
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</tbody>
</table>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. 2.5% of staff members are of Aboriginal background.

Professional learning and teacher accreditation
Two beginning teachers are working towards accreditation at proficient; four teachers are maintaining accreditation at proficient and one teacher is currently seeking accreditation at Highly Accomplished.

Support was provided for the permanent beginning teacher through mentoring and ongoing feedback with a supervisor, reduced teaching load, opportunities for collaboration with colleagues and access to face to face and online professional learning.

All teachers on duty attended School Development Day professional learning which covered school planning, DEC reforms, the Literacy continuum and PLAN software, new History syllabus, student wellbeing, Child Protection, Emergency procedures, Code of Conduct.

All staff on duty attended fortnightly professional learning in Positive Behaviour for Learning (PBL), L3 (Language, Literacy and Learning), the Performance
and Development Framework, Differentiating the curriculum, meeting protocols, school planning and school committees.

In 2015

- **Curriculum professional learning:** 6 staff completed TEN numeracy training, 4 staff attended PBL team training, 1 staff attended Science syllabus professional learning and 1 staff member attended history syllabus professional learning, 3 staff attended Teaching outside the Classroom workshop, 2 staff attended 8 ways of Aboriginal Learning, 2 staff attended Literacy continuum workshops, 1 staff attended Numeracy continuum workshop, 2 staff attended Inspire Innovate ICT conference, 2 staff attended Computer coding workshops, 38 staff attended Performance and Development Framework training, 5 staff attended Professional Growth through Classroom Observation.

- **Network meetings:** 3 staff attended EALD meetings, 4 staff attended K-6 Languages meetings, 2 staff attended LaST meetings, 1 staff attended Library meetings, 5 staff attended Primary executive meetings.

- **Student wellbeing professional learning:** 3 staff attended Non-violent crisis intervention, 2 staff completed online Autism training, 5 staff completed Disability standards training, 32 staff completed Anaphylaxis e-learning, 54 permanent and temporary/casual staff completed Child Protection update, 7 staff completed e-Emergency Care, 2 staff attended Stage 3 road safety training, and 1 staff attended Anti-Racism Contact Officer training.

- **Code of Conduct training:** completed by 51 permanent and temporary/casual staff.

Total school expenditure on teacher professional learning was $37,295.15.

Average expenditure per teacher was $1080.
Financial information

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

A full copy of the school’s 2015 financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2015</th>
</tr>
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<tbody>
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<td>Income</td>
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<td>Balance brought forward</td>
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<tr>
<td>Global funds</td>
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<td>Tied funds</td>
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Expenditure

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School performance

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link My School and insert the school name in the Find a school and select GO to access the school data.
Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below.

Baseline data was collected from students, staff and parents in 2015 as the basis to measure some aspects of school improvement over future years.

125 students in years 4-6 completed the Tell Them From me survey.

25 staff completed the Focus on Learning survey.

7 parents completed the Partners in Learning survey.

Students in years 4-6, staff and parents were invited to complete online Department of Education Tell Them From Me surveys during the year to provide the school with feedback.

The student survey focused on questions about the school climate. The students who responded identified school climate strengths as positive teacher-student relationships and a positive learning culture. Areas where responses indicated further development were ensuring student tasks are challenging for all students and enhancing a sense of belonging among students.

Staff K-6 who responded to the staff survey identified school strengths as a strong and inclusive learning culture. Areas for further attention were providing effective leadership and developing teacher skills in using technology.

Parents who responded to the parent survey identified parent assistance at home as a strong support for their child’s learning. Areas for further attention were developing an inclusive school culture and enhancing the provision of parent information.
Policy requirements

Aboriginal education

Three staff members attended professional learning on Aboriginal education and 8 ways of Aboriginal Learning and shared the learning through presentations to all staff. This increased teacher understanding of how to include Aboriginal perspectives and content across the curriculum.

Fiction and non-fiction books on Aboriginal cultures and histories were purchased by the school for the Library. All students K-6 engaged with Dreamtime stories in literacy and Library lessons.

Stage 2 students studied early inhabitants and first contacts in Human Society and its Environment lessons.

Years 3-6 students with Aboriginal background performed an aboriginal welcome ceremony for K-6 students, staff and community at the Multicultural Day. Stage 3 students with Aboriginal background who attended Yarn Up!, Twugia and the Australian Theatre for Young People’s Djurali Dreaming workshops shared the learning and resources with other students at assemblies and Kindergarten transition activities. One stage 2 student exhibited artwork in the Koori Expressions art exhibition and one stage 3 student received a Deadly Kids Doing Well award.

Multicultural Education and Anti-racism

Kingsgrove Public School has 78% of students from a Language Background Other than English. Three community language programs (Arabic, Chinese and Greek) are operating in the school and the community support and participation is outstanding. The community language staff play a key role in employing the community to promote Kingsgrove’s multicultural approach to educational programs. All three community language staff teach their respective cultural dance troupes which perform at assemblies and other special events. These dance groups also consist of students from a variety of other cultural backgrounds. Parents from the school’s multicultural community participate in the teaching and refinement of these dances. The students’ training culminates in an annual International Day of Celebration performance. The community language staff involve all students in culture lessons as well as the study of specific cultural aspects integrated into the literacy program.

In Term 3 the school introduced an electronic newsletter for parents where parents can select the language in which they wish to read the document. This has increased inclusion for parents with English as an additional language.

The school is also supports the annual Harmony Day celebrations. The entire school community participates in a variety of events designed to highlight the international significance of this day. Students are encouraged to wear orange and teachers conduct a variety of awareness raising activities in the days leading up to Harmony Day.

EAL/D (English as an Additional Language or Dialect) staff are actively involved in promoting multicultural perspectives in teaching and learning programs. The EAL/D staff members collect, collate and analyse statistics relating to the culturally and linguistically diverse populations of the school. EAL/D staff regularly inservice mainstream staff in regards to issues relating to intercultural understanding and anti-racism education. They provide advice and assist with the development of teaching and learning programs for LBOTE students who require extra support to access the curriculum.

EAL/D staff also act as Anti Racism Contact Officers (ARCO) to provide specialist knowledge on matters relating to intercultural understanding as well as to
deal with issues of a racist nature. All community members have access to the ARCO if needed.

**Other school programs**

**Reading Recovery**

The Reading Recovery Program has now been operating for over 15 years at Kingsgrove Public School. The program has provided the opportunity for a number of students to successfully achieve higher levels of literacy in both Reading and Writing. This year a total of 17 students took part in the program, 14 of whom reached their goal and successfully completed the program. All students were monitored after exiting the program and those students who did not complete the program were identified for ongoing support.

The Reading Recovery program is an early intervention program available to students who are in their second year of schooling (Year 1). It is an intensive, individualised program which provides one-to-one teaching of Reading and Writing for students who have been identified as being at risk in literacy learning.

Each student partaking in the program was withdrawn daily from class for an intensive 30 minute lesson for over a period of 12 to 20 weeks. The Reading Recovery program was shared between two teachers, Mrs Koutsodimas and Mrs Fernandez who taught four students each day.

All Reading Recovery students worked consistently throughout their series of lessons to achieve higher results in literacy.

**Targeted Early Numeracy (TEN)**

*Targeted Early Numeracy* (TEN) is an early numeracy intervention program which focuses on supporting students experiencing difficulty in learning numeracy in the early years.

The TEN program is designed to be implemented in a school within programmed numeracy lessons as well as through incorporating short, frequent, focused numeracy strategies throughout the day.

This year Mrs Tsekas led the TEN program for the four Kindergarten classes. Each Kindergarten teacher participated in three days of professional learning.

Ongoing in-class support is also provided for one semester. The TEN model includes the use of:

- small group instruction (usually three to four students)
- short, focused, frequent numeracy sessions (typically 10 minute blocks)
- strategically targeted activities focusing on early arithmetical strategies
- explicit and systematic teaching
- five-weekly monitoring of student progress to identify and plan future instruction.

**Student Representative Council (SRC)**

2015 saw the election of a fantastic group of representatives from each 2-6 class, who participated in an exciting and innovative training day. The SRC was composed of students from grades 2-6, with two representatives per class and the school leaders. The co-ordinating teachers were Ms Kanellos (3-6) and Mrs Garbuz (Year 2).

SRC representatives attended meetings every 3-4 weeks throughout each term to discuss school and student issues. During 2015 the SRC focused on Student Wellbeing and positive behaviours K-6. SRC representatives created and displayed posters, addressed assemblies and discussed concerns with their class during class meetings.

They also planned and carried out a successful fundraiser, Wacky Wednesday, from which they helped to raise $530. All students came to school dressed in wacky clothes and with wacky hair. SRC representatives took their roles as promoters, judges and photographers very seriously! Money raised was used to buy games and playground equipment for K-6 students to continue to foster positive student relationships.
School Bands

Our Senior Band and Junior Band have had a highly successful year under the direction of our talented conductor Mr Rae Forrester and other dedicated tutors.

The Senior Band has once again performed at a number of prestigious events this year. At the Engadine Music Festival, our students competed against other bands from around Sydney to achieve a Silver Award of which they should be very proud. Our entire Senior Band was specially selected to perform as part of the Combined Public Schools Band at the Music Festival held at Bankstown Sports Club. These students joined with over forty other students from bands in our local area to open the first and last night of the festival. The Senior Band has also performed numerous times at school events including Education Week Open Day, our Performing Arts Night and Presentation Day.

Our Junior Band performed for the first time this year at the Performing Arts Night. They had a terrific sound and are one of the best Junior Bands seen in many years.

Thank you to our magnificent conductor, Mr Forrester, as well as the committed students and parents who enable our school bands to be such a great success.

Dance Troupes

Throughout Term 2, all K-2 students participated in a weekly dance program which was led by Ms Larissa Zanardo. Students had opportunities to demonstrate their interpretation of music and express themselves through movement.

This year 72 students in the Senior Girls’ Dance Troupe, Junior Girls’ Dance Troupe and Boys’ Dance Troupe represented Kingsgrove PS within the school and the broader community throughout 2015. They performed at both the St George Performing Arts Festival (SPAF) and the Combined Public Schools Music Festival (CPSMF). They were involved in rehearsals, matinee concerts and evening concerts where their dances were enjoyed by large audiences. After the busy festival period was over, all three dance troupes learnt a second dance. They had the opportunity to perform these new dances during Term 4 to the school and the community at the Performing Arts Night and on Presentation Day.

All three troupes were taught by Miss Larissa who choreographed some outstanding dances. All members of the dance troupes are to be commended for their commitment, co-operation and enthusiasm towards dance throughout the year.

Sport

During 2015, talented students were given the opportunity to try out for a range of PSSA sports. Students that were successful at these trials were then placed in teams which represented the Sydney East Region in NSWPSSA competitions across NSW. Kingsgrove PS had three outstanding athletes chosen for representative teams this year. Natasha from Year 6 was selected in the Girls’ SEPSSA Touch Football team which competed at the state carnival in August at Dubbo. Maliyah from Year 5 was selected in the Girls’ SEPSSA Netball team which competed at the state carnival in July at Tamworth. Catherine from Year 6 was selected in the Girls’ SEPSSA Cricket team which competed at the state carnival in November at Dubbo. All three girls represented Kingsgrove PS remarkably well and should be very proud of their efforts to make such elite level teams.
Our school’s involvement in the three seasons of the Georges River PSSA competition continued this year. During 2015 students had the opportunity to be involved in Basketball, Cricket, Football, Rugby League, Touch Football, Newcombeball, Netball, Softball and Teeball teams. Each season is made up of nine rounds followed by a finals day for successful teams. In PSSA sporting teams, students are provided with an excellent opportunity to develop a range of sporting skills across a variety of sports. All of the students chosen in the PSSA teams represented the school very proudly and should be congratulated for their great co-operation and teamwork.

Kingsgrove PSSA teams showed great determination, sportsmanship and dedication, reaching the Finals Day in Senior Boys Softball, Junior Girls Basketball, Junior Girls Netball, Senior Girls Netball and Senior Boys Rugby League. The Junior Girls Basketball and Senior Boys Softball teams played extremely well and were awarded the Premiership for the GRPSSA season of sport.

Swimming

Our annual Swimming Carnival was held at Roselands Pool. Students were given the opportunity to compete in Freestyle, Backstroke, Breaststroke and Butterfly events. There were novelty events for those students who were unable to swim in the competitive events. From here a small team of students attended the District Carnival also held at Roselands Pool. Outstanding individual achievements were from Madison, Andie, Marco, Clayton and Jordan.

Cross Country

Our annual Cross Country was held at Gannons Park, Peakhurst. This was a highly successful day in which all students were given the opportunity to take part in a cross country run over a distance of either 2000m or 3000m depending on ages. The course was quite challenging for the students. During Term 2, a team of 32 athletes then represented Kingsgrove at the District Cross Country. All students competed to the best of their ability. Special mention and congratulations to Tamara who progressed through to the Regional Cross Country held at Miranda in June.

Athletics

Our annual school athletics carnival was held at Barden Ridge Athletics Track for the first time. This year we experienced both track and field events as a combined carnival. The venue proved very successful as it provided students with a synthetic, all weather track as well as plenty of under cover shelter. Students were able to compete on the day in both track and field events for their particular age group. A team of 52 students then qualified for the District carnival, also held at Barden Ridge Athletics Track in Term 3. Maliyah performed personal bests, in both Shot Put and Discus, enabling her to qualify for the Regional carnival. Once again she was outstanding and progressed to the NSWPSSA State Carnival where she came 2nd in Shot Put. Due to her success, Maliyah was selected to attend Nationals which were held at Canberra in December. Congratulations to Maliyah on her outstanding athletics achievements.

Public Speaking

Students at Kingsgrove Public School were given the opportunity to participate and compete in two public speaking competitions this year.

The Multicultural Perspectives Public Speaking Competition was held in June. All students from Years 3 to 6 presented a speech on a multicultural topic, with two students from each class selected to compete in Stage finals. The winners and runners-up of these competitions then represented Kingsgrove Public School at the district final. The winners were:

Stage 2: Mariam C and Sophie H
Stage 3: Laisa V and Yiota N

Mariam went on to win the district final and advanced to the regional final of the competition. She should be very proud of her efforts.
The Annual Public Speaking Competition, in conjunction with the Canterbury Schools Public Speaking Competition, was held in September this year. All students from Kindergarten to Year 6 presented speeches to their peers. In Stage finals, winners were then selected, with two students from Years 3 to 6 selected to represent the school at the district final.

The 2015 winners of the competition were:
**Early Stage 1:** Justin M  
**Stage 1:** Marilena A  
**Stage 2:** Eamon B  
**Stage 3:** Reneigh S

**Debating**

In 2015 Kingsgrove Public School entered two debating teams in the Sydney Schools Debating Competition. These teams were composed of Stage 3 students (Years 5 and 6). The students participated in several debates both away and at home. Our teams experienced both success and defeat and were eliminated from the competition prior to the Quarter Finals. We will be aiming to progress further in the 2016 Competition. The students were exemplary in their behaviour and performance and worked enthusiastically to hone their debating skills. The Year 6 students will be able to apply these skills next year in high school and hopefully continue debating in the future.

**ICAS Competition**

Each year Kingsgrove Public School has many entrants in the ICAS Competition. In 2015 there were 284 student entrants in total across the six test areas – English, Spelling, Writing, Maths, Science and Digital Technologies. Students were able to elect to enter all subjects or select the subject or subjects that they wish to sit for. Across the six competitions 1 High Distinction and 24 Distinctions were awarded. In addition a total of 60 credits and 19 merits were awarded to our students across the six competitions.