

Kendall Public School

Annual Report



2016



2280

Introduction

The Annual Report for 2016 is provided to the community of Kendall 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.

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Principal

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School background

School vision statement

Kendall Public School, in partnership with our community, has a relentless focus on quality and continuous improvement. Our educational environment promotes belonging, equity and excellence. We provide opportunities for every student to become a caring, socially responsible, confident, creative and successful learner and citizen.

School context

Kendall Public School is located in the Camden Haven area 20km south of Port Macquarie. The school has a strong commitment to providing outstanding learning experiences for every student within a caring environment. There are 191 students enrolled in 2016 with 8 classes. The school FOEI (Family Occupation and Education Index) is 103, similar to the state average. The school is classified as a P4 school which includes a non teaching Principal, 2 Assistant Principals and 6 classroom teachers.

The school has an allocation for Release from Face to Face, Library and Reading Recovery which is delivered by two additional teachers. There are currently 7 permanent teaching staff and 5 temporary teaching staff employed. The Administration staff comprises of two office staff (1 full time and (1 0.6) and 1 GA (0.5). All are permanent. The school currently has 6 School Learning Support Officers (SLSO) engaged to support students with targeted funding and school initiatives. There is currently one teacher on staff seeking accreditation with all staff undertaking preparation to move to accreditation against the National Teaching Standards in 2018.

As an LMBR school, new management systems are in place. This process involves ongoing training for all staff. School governance involves working with the following teams to create and monitoring the school plan, school initiatives, school budget and finance:

- School Executive Team
- School Planning Team
- School Evaluation Team
- School Finance Committee
- School P&C
- Student Parliament.

There is a high level of parent/carer participation throughout the year, including classroom helpers, school initiatives, fundraising and support.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

For all schools (except those participating in external validation processes):

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 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.

In 2016, a School Assessment Team was formed to evaluate School Programs and Processes against the School Excellence Framework. The team discussed and collected evidence to make judgements about whether elements of the School Excellence Framework were at the Delivering, Sustaining and Growing or Excelling levels. At all times the team reflected on the overall excellence statements to make informed and balanced judgements.

In the Learning domain we determined that the school is delivering in the areas of Learning Culture, Wellbeing,

Curriculum and Learning and Assessment and Reporting. We are currently working towards the delivering level for Student Performance Measures.

In the Teaching domain we determined that the school is delivering in the areas of Effective Classroom Practice, Learning and Development, Professional Standards. We are currently working towards the delivering level for Data Skills and Use and Collaborative Practice.

In the Leading domain we determined that the school is delivering in the areas of Leadership, School Planning, Implementation and Reporting, School Resources and Management Practices and Processes.

Our self-assessment process will continue to assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Learning

Purpose

To improve student learning experiences that result in development of students' abilities to think critically, creatively and ethically, and who are literate, numerate and socially, environmentally and culturally aware.

Overall summary of progress

Kendall Public School have delivered on all milestones with significant progress towards raising levels of expectations. School data reflects growing awareness of learning goals for students and parents. Stage teams continue to focus on use of data to drive teaching and learning programs. Focus on differentiation and catering for all student needs is evident in programs. A strong focus on curriculum is building higher expectations and a strong learning culture. Our commitment to provision of a wide range of opportunities continues with high levels of participation in all school activities. Focus on growth in the top two bands of NAPLAN in reading and numeracy has been supported by being nominated as a Bump it Up School. This strategic direction will continue to develop further as a result of involvement in this strategy.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All students will have identified starting points on all aspects of the Literacy and Numeracy continuums with specific learning goals monitored and tracked.	85% of families participate in Three Way Conferences. Positive feedback data supports continuation and further development into 2017. 100% of teaching and learning programs reflecting differentiation for student needs.	
100% of teaching / learning programs have evidence of literacy / numeracy sessions, differentiated learning, 21st C learning skills, assessment of, for, as learning.	EBS4 data reflects reduced negative behaviour referrals and an increase in positive behaviour entries. 100% of teaching and learning program supervision reviews indicate inclusion of quality assessments enabling detailed feedback to students and parents. 90% of parents indicate that they have an understanding of what their children are learning and receive regular information to support progression to the next level.	
Student feedback through surveys will indicate that students are challenged, interested, motivated and value their learning experiences	NAPLAN analysis is conducted with target students identified to access support and extension. Target Teaching areas identified for Literacy and Numeracy. Baseline data gathered for all students Year 2,3, and 4.	
.Student survey data will indicate an annual increase of 5% in relation to:	Kendall PS has continued to enhance curriculum, learning and opportunities for students through active partnerships, including quality transition programs from Preschool to Kindergarten and Year 6 to High School.	
<ul style="list-style-type: none">• learning environments that are needs satisfying• awareness of learning goals• Achievement of learning goals• Learning resilience and aspiration	Provision of a School Engagement Officer has successfully expanded opportunities for both students and the community eg Playgroup, additional creative arts opportunities and active community participation within the school. 95% of parents indicated in School Satisfaction Survey that they value extra curricula opportunities for their children.	
Increase the proportion of students in the top 2 NAPLAN bands in reading and numeracy by 8% (by 2019)		
33% of students achieving in the		

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>top two bands in NAPLAN for reading and numeracy</p> <p>The school will achieve good value-added results in reading and numeracy. Increase in students achieving expected or higher than expected growth in reading and numeracy</p>	<p>85% of families participate in Three Way Conferences. Positive feedback data supports continuation and further development into 2017. 100% of teaching and learning programs reflecting differentiation for student needs.</p> <p>EBS4 data reflects reduced negative behaviour referrals and an increase in positive behaviour entries. 100% of teaching and learning program supervision reviews indicate inclusion of quality assessments enabling detailed feedback to students and parents. 90% of parents indicate that they have an understanding of what their children are learning and receive regular information to support progression to the next level.</p> <p>NAPLAN analysis is conducted with target students identified to access support and extension. Target Teaching areas identified for Literacy and Numeracy. Baseline data gathered for all students Year 2,3, and 4.</p> <p>Kendall PS has continued to enhance curriculum, learning and opportunities for students through active partnerships, including quality transition programs from Preschool to Kindergarten and Year 6 to High School.</p> <p>Provision of a School Engagement Officer has successfully expanded opportunities for both students and the community eg Playgroup, additional creative arts opportunities and active community participation within the school. 95% of parents indicated in School Satisfaction Survey that they value extra curricula opportunities for their children.</p>	

Next Steps

Continue to promote the value of Three Way Conferences as a key aspect of involving students and parents in the teaching and learning cycle. Three Way Conferences will be conducted biannually in 2017 to provide additional opportunity for reporting, providing quality feedback and planning for student learning. In response to annual parent survey, we will initiate additional opportunities to discuss student progress eg 'Drop In Afternoons'.

We will continue to promote a high quality learning culture and high expectations through effective sharing of information, opportunities for parent involvement, parent workshops and communication regarding school priorities.

The Learning and Support Team will be expanded to include additional members to enhance existing processes to identify, address and monitor student learning needs.

The 'Bump it Up' strategy will be fully implemented with processes in place to collect, analyse and report on internal and external student and school performance data. School wide processes will be implemented to ensure that all student progress and whole school performance is monitored for value added and expected growth.

An Assessment and Reporting Working Party will be established to focus on school wide practices for assessment and reporting to monitor, plan and report on student learning across the curriculum.

Strategic Direction 2

Teaching and Leading

Purpose

To build quality relationships as an educational community by inspiring and motivating collaborative professional learning and accountability processes, building staff capacity and commitment to ongoing improvement of teaching and leading practice.

Overall summary of progress

The school has delivered on all teaching and leadership milestones. Staff demonstrate a consistent and dedicated commitment to working collaboratively to support one another to build capacity, refine school programs and accountability processes. Staff have continued to benefit from the Performance and Development Framework with outcomes exceeding expectations resulting in professional goal attainment and increased commitment to leadership development. Staff are fully aware and committed to developing themselves and the school. They have engaged rigorously with the School Excellence Framework to develop a very concise picture of current levels of practice and a commitment to working collaboratively towards aspirational school goals.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>100% of staff have Professional Development Plans appropriate to personal need. PDPs will be developed collaboratively with goals that are aspirational towards personal growth and capacity building. PDPs will include evidence to support progress towards completion of goals and will be aligned to the Australian Teaching Standards</p> <p>.School Assessment instruments are utilised and support effective data collection and monitoring of student learning as evidenced in program supervision data.</p> <p>PLAN data will indicate growth in achievement of target outcomes, evidenced by sample group tracked over three years with target growth reviewed annually.</p> <p>Community Engagement data will show an increase in opportunities for parents / carers and the wider community to contribute to student learning.</p> <p>School feedback data will reflect a growing commitment to student learning priorities and school strategic directions</p>	<p>100% of Teachers report that the PDF process supported their professional learning and capacity to support school progress towards school plan strategic directions. 90% of parents indicate that they have an understanding of what their children are learning and receive regular information to support progression to the next level.</p> <p>Growth in Dimensions 1 and 2 of the Community Engagement School Assessment Tool shows evidence to demonstrate current practice in the developing and sustaining stages for all elements.</p> <p>100% of teaching and learning program supervision reviews indicate inclusion of quality assessments enabling detailed feedback to students and parents.</p> <p>100% of teachers have developed skill in analysing NAPLAN data to gather data on student performance and item analysis.</p> <p>The cycle of new syllabus implementation has been completed with whole school Scope and Sequence documents drafted. All staff are utilising new syllabus with evidence of planning and implementation in teaching and learning programs. Strength in staff collaborative working skills was applied specifically to the curriculum and assessment area to enhance the delivery of consistent teaching and learning programs across the school. This has resulted in evidence supporting the School Excellence Framework element of 'Collaborative Practice' progressing to the Delivery level.</p> <p>School Assessment and Reporting schedule is complete with scope for explicit tracking of student progress.</p>	

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
School Excellence Framework data indicates growth in target areas.		

Next Steps

Learning and Support team will support all staff to monitor, track and report on student progress.

Additional Learning and Support teaching time will provide opportunities for targeted teaching groups to deliver explicit teaching and learning for literacy and numeracy. High priority for teaching and learning will be evidenced based teaching strategies. Student groupings will be utilised to target student needs and support the Bump It Up strategy.

A whole school Professional Learning Plan will target teaching capacity building in identifying learning needs and planning for effective teaching in Literacy and Numeracy. Teachers will focus on assessment data use and skills to monitor student learning progress and identify skill gaps for improvement.

The leadership team will use school data to inform key decisions and reflect on student performance.

The PDF process will continue to enhance individual staff capacity to contribute to school strategic directions. In 2017 the PDF process will be expanded as per DoE expectation to include all SASS staff.

Mentoring and Coaching skills will be a focus for experienced teachers to support beginning teachers and ensure the ongoing development of staff.

Consolidation of team collaboration to review and ensure consistency of curriculum delivery. Teams will regularly revise teaching and learning programs including the assessment of student outcomes.

School network collaboration for curriculum, assessment and reporting to review and ensure consistency across local schools.

Strategic Direction 3

Whole School Systems

Purpose

To promote the effective implementation of LMBR (Learning Management and Business Reform) initiatives and school self assessment, enabling a collaborative and innovative learning culture within a strong structure of organisational confidence.

Overall summary of progress

2016 has been a successful year of further consolidation of operating procedures associated with the implementation of LMBR. Use of the software packages is taking place with far greater confidence and efficiency. Ongoing staff commitment and training has enabled implementation to reach a satisfactory level. A focus on policy update, communication and administration has resulted in processes across the school being refined and streamlined.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Student attendance will be equal to or higher than the state average attendance rate. 80% of school community will report a shared responsibility for learning and school improvement. School Excellence Team produces an annual self-assessment review utilising the School Excellence Framework with recommendations for ongoing adjustment to school planning. 80% of school community will report that school management and routines are implemented with efficiency and accuracy. Annual Financial Statement will reflect effective budgeting and resourcing. School documentation is in place and	Limited responses were obtained from the 2016 parent survey. 70% satisfaction rate indicated by parents and community in relation to school administrative practices. 95% of parents / carers indicated that they feel that the school is making progress towards the school vision. 100% of staff indicate confidence in using the new library operating system. Increased participation in School P&C. NST Accreditation successfully complete. School Annual Financial Statement indicates efficient management of resources. Monthly SAP reports reflect monitoring of finance and resourcing. Staff SASS and Principal survey data reflects growing confidence in LMBR budgeting and resourcing tools.	

Next Steps

Continue to utilise school systems to promote high expectations and community engagement to foster whole school improvement.

Continue and build the School Assessment Team to target evaluation against the School Excellence Framework to prepare for External Validation processes as well as consult with all stakeholders for the 2018– 2020 planning cycle.

Practices and processes will be enhanced to respond to school community feedback and promote ongoing school improvement.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>Students, parents and teachers worked collaboratively to create and monitor Personalised Learning Plans.</p> <p>Impact: Student achievement of personal goals and achievement of expected learning outcomes.</p>	\$6000
Socio-economic background	<p>Additional teaching time was allocated to support Literacy in K-2. Targeted support was implemented to assist students with high level phonological need.</p> <p>Impact: students demonstrated growth in letter/sound recognition, concepts of print skills were developed. Students showed growth in early spelling strategies.</p>	0.2 Teacher day – approximately \$20 000
Support for beginning teachers	Allocation provided for mentoring of beginning teacher, support for induction and professional learning and feedback.	Approximately \$13000

Student information

Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	103	94	101	96
Girls	97	98	93	93

Student attendance profile

School				
Year	2013	2014	2015	2016
K	90.2	95	97.4	87.3
1	94.2	91.5	97.4	92.3
2	94.8	93.9	97.6	93
3	95	96.6	98	92.3
4	95.3	95.4	98.2	93.6
5	95.2	94.6	97.8	92.1
6	93.6	95.7	98.5	92.7
All Years	94.1	94.7	97.8	92
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Management of non-attendance

School policies and procedures are in place to manage non attendance at school. Regular communication and promotion of attendance supports the development of positive school attendance. If needed, we seek support from Student Services.

Class sizes

Class	Total
KO	21
K/1B	20
1/2E	24
1/2S ROLL CLASS	23
3/4G	29
3/4E	27
4/5/6B	28
5/6S	27

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	2
Classroom Teacher(s)	6.64
Teacher of Reading Recovery	0.5
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.4
School Administration & Support Staff	2.12
Other Positions	0.07

*Full Time Equivalent

There is currently one full time permanent teacher of Aboriginal heritage employed at the school.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	

Professional learning and teacher accreditation

All Staff participate in the Performance and Development Framework. This involves a cycle of planning, implementing and reviewing. All teachers

complete a Professional Learning Plan that supports their individual capacity building and their ability to contribute to the school strategic directions. All staff professional learning goals are aligned with the Australian Teaching Standards. School Professional Learning encompasses whole school professional learning sessions based on the school strategic directions. Teachers also have access to online learning modules, in service opportunities and mentoring to support individual goals. Staff demonstrate personal responsibility for maintaining and developing their professional standards. A New Scheme Teacher was supported to complete the Accreditation process and successfully attained accreditation at the Proficiency Level. All staff are collating and recording evidence against their professional goals and participate in review processes throughout the year. 100% of staff indicate that the professional learning process is useful to accomplish individual goals. All staff (pre NST) will be prepared, demonstrating appropriate levels of efficiency in readiness for maintaining proficiency beginning 2018.

School Development Days contributed to the School Professional Learning Plan. Four additional 3 hour sessions were conducted throughout the year to replace the two Term 4 SDDs. SDD content included Mandatory training eg Child Protection, Code of Conduct, CPR, Anaphylaxis and Asthma Training. Other sessions included School Planning monitoring and review, Policy review and updating, Effective Reading Strategies, Stage Planning, Use of SMART data, School Excellence Framework and KidsMatter training. New Syllabus implementation and curriculum planning was also a focus of sessions throughout the year. 100% of staff attended all Staff Development Day sessions.

The Professional Learning Budget was \$11000. This funded Stage planning and curriculum development mentoring days. School Executive participated in Leadership development programs. Staff participation in inservice programs eg Brain Engagement, Curriculum focused PL days, Business Intelligence Training, Evaluative Thinking.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from 1 January 2016 to 31 December 2016.

	2016 Actual (\$)
Opening Balance	59 069.80
Revenue	1 987 777.65
(2a) Appropriation	1 900 254.66
(2b) Sale of Goods and Services	330.00
(2c) Grants and Contributions	85 834.18
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	1 358.81
Expenses	-1 939 323.31
Recurrent Expenses	-1 939 323.31
(3a) Employee Related	-1 776 049.04
(3b) Operating Expenses	-163 274.27
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	48 454.34
Balance Carried Forward	107 524.14

School processes include monthly review of finance reports, current spending and funds availability. All large expenses must be approved by the Finance Committee which includes a community representative. Finance matters are shared and discussed at P&C meetings to allow for community input on future planning.

The school received a small reimbursement through the Leave Management Shared Risk Premium for staff leave.

Excess balance carried forward will contribute to implementation of the Bump It Up Strategy in 2017 as well as enable the continuance of the Community Engagement Officer position.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2016 Actual (\$)
Base Total	1 458 481.21
Base Per Capita	10 441.73
Base Location	4 690.97
Other Base	1 443 348.51
Equity Total	106 919.36
Equity Aboriginal	6 592.43
Equity Socio economic	15 675.05
Equity Language	0.00
Equity Disability	84 651.88
Targeted Total	246 339.84
Other Total	58 224.90
Grand Total	1 869 965.32

A full copy of the school's 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.

School performance

<You may choose to use this text box to comment on other assessment data including:

- Best Start
- Literacy and numeracy achievement against the literacy and numeracy continuums>

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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.

Students in Year 3 and 5 completed the NAPLAN Assessment Program in 2017. There were 24 Year 3 students with 1 absent and 1 withdrawn. There were 23 Year 5 students who completed the assessments. 16 of these 23 were matched to indicate growth data within our school.

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and

select GO to access the school data.

Out of the 23 Year 3 students who completed the Reading assessment, 26% demonstrated achievement in the top two bands (proficiency). Out of the 23 Year 3 students who completed the Numeracy assessment, 21.7% demonstrated achievement in the top two bands (proficiency).

Year 5 Reading indicated 21.1% demonstrated achievement in the top two bands (proficiency). Year 5 Numeracy indicated 5.3% demonstrated achievement in the top two bands (proficiency).

Parent/caregiver, student, teacher satisfaction

In 2016, we sought the opinions and feedback of parents/carers, students and teachers to inform ongoing improvement. Parent/carer surveys indicate that there is a developing learning culture within the community. 60% of parents indicate that their children read at home and 75% of parents are interested in attending information sessions about student learning requirements. Only 5.26% of parents indicated that they do not contact the teacher if a problem occurs. Parents indicated interest in more opportunities for student learning feedback and continued focus on school administration and communication. 85% of parents participated in Three Way Conferences with 98% indicating that this planning strategy was a positive way to plan to student success. 100% of participating parents indicated that they felt aware of their child's learning priorities and confident in working with the school to support learning.

Student survey data focused on learning culture. 82% of students indicate that they enjoy reading groups. 92.43% indicated that they feel that they had made progress in reading during 2016. 76.92% of students read at home. When asked about learning in the classroom, 71.05% of Stage 3 students indicated that they enjoyed learning by working within a group. In the area of wellbeing, 76.92% of students indicated that they 'always' feel safe at school. Students expressed positive opinions about getting to make choices about their learning and what happens in their school with 87.18% expressing satisfaction in this area. Students continue to be proactive decision makers and project co-ordinators through our school leadership program and parliament.

Staff regularly provide feedback and complete evaluations on a range of school processes, projects and professional learning activities. This feedback informs future planning. Annual surveys for 2016 focused on teaching and learning and school culture. Key findings included: 83% of teachers feel that they confidently implement balanced literacy sessions including modelled, guided and independent teaching strategies. All teachers indicated confidence in implementing fluid and flexible reading groups. All teachers indicated a growth in understanding and skills in data use to drive teaching. 100% of staff are aware

of the school vision and strategic directions. All teachers contributed ideas and suggestions to planning for professional learning for 2017. All teachers expressed satisfaction in feeling part of a team and valued in their position. All teachers indicated that they feel supported in their role.

Policy requirements

Aboriginal education

Aboriginal Education is embedded into the curriculum and taught explicitly. This ensures that all students develop knowledge, understanding and appreciation of Aboriginal culture, history and lifestyle. Reconciliation Day and NAIDOC Week are celebrated in our school and students participated in a variety of activities that reinforced concepts in contemporary and traditional Aboriginal life. Stage 3 students attended the local High Schools NAIDOC Day. Students at Kendall participated in fundraising for the Koori Kids Organisation. In 2016 Kendall Public school had 12 Aboriginal students enrolled. Through implementation of the Aboriginal and Torres Strait Islander Education Plan all aboriginal students at Kendall Public School have Personalised Learning Plans, to support improved educational outcomes. At Kendall Public School performance by Aboriginal students in the NAPLAN Testing is commensurate with other students at their year level.

Multicultural and anti-racism education

Students in all classes learn about Australia and different cultures by exploring the following:

- Cultural backgrounds
- Diversity of groups and communities
- Cultural unity
- Language and communities
- Belief systems

These are integrated across the Key Learning areas (KLAs). Current issues, significant events and celebrations are acknowledged and incorporated into the student's learning experiences. The whole school anti-racism policy ensures equity for all. Teachers are continuing training in Kidsmatter. Values Education and Social and Emotional learning are embedded into classroom learning programs. Regular KidsMatter information is included in the school newsletter with a shared language of care and inclusion being promoted throughout the school community. This process has seen a positive and inclusive school culture continue to develop. There were no incidents of racism at KPS in 2016.