

Kiama Public School

Annual Report



2016



2293

Introduction

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

Michael Honeywood

Principal

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Message from the Principal

Kiama Public School is a centre of excellence in education that always has at its heart the interest and wellbeing of the students, both now and in their futures.

Each year we ask our School Captains and our Student Representative Council to outline the achievements they think best reflect their school. I urge you to read their reports to get a sense of the pride the students have and the manner in which they conduct themselves with our three very important school values of Respect, Responsibility and Resilience.

I am immensely proud of the students, staff and Kiama school community who together make this an outstanding school. The students at this school are afforded more opportunities than any other school I know including a strong science focus with garden, animal farm, science laboratory and kitchen. Our technology is state of the art with 'Bring Your Own Devices' for all Stage 3, 3D printing for Stage 2 enrichment and Lego Robotics. The school band, choir and annual performances are always highly regarded by the community as we take part in various local community events.

The students are offered enrichment programs both inside the school and externally. In sport we are always one of the highest achieving and participating schools in the region, combined with a proud history of sportsmanship.

Michael Honeywood

Message from the school community

KPS P&C Annual Report – 2016

Well 2016 has been a very busy and fantastic year for KPS P&C. Events wound up for the year with a lot of laughter at our social hypnotist evening in November. There were so many other amazing events that we were proud to be a part of, such as the wonderful Olympathon in August. This was a particularly great day for bringing our whole school community together in a positive way.

I would like to thank all of the KPS parents who regularly attend P&C Meetings, help out at P&C events and volunteer in the canteen. Thanks to all KPS families for also attending our events and supporting our many fundraising efforts.

Special thanks go to the P&C Executive for the many hours they have volunteered this year and all that they have achieved.

Working with a lovely and enthusiastic bunch of parents, a very dedicated Principal as well as many more of the wonderful KPS Staff has been a very rewarding experience.

I am sure that I speak on behalf of all parents in thanking the quality teaching and support staff who work tirelessly for our children's benefit. It is a privilege to be able to send our children to such a wonderful public school in our local community. It is also a privilege as a P&C to partner with such committed staff in the activities we undertake.

Highlights of KPS P&C 2016 have included:

1. School social events to bring our school community together, namely:

- Family Fun Night – Term 1
- Movie Night –Term 2
- Olympathon – Term 3
- Hypnotist Night – Term 4
- Year specific "Catch-ups" throughout the year

2. Fundraising

In 2016 it is estimated KPS P&C have raised approximately \$19,796 through the following key events, thanks to the support of our amazing school community:

- Olympathon
- Mothers' Day Stall
- Fathers' Day Stall
- Hypnotist Night
- Movie Night
- Hot Cross Bun Drive
- Family Fun Night
- Cake Stalls

3. Expenditure

In 2016 the P&C are proud to have financed:

- CSIRO Science Show Term 1;
- Anti-bullying Show Term 3;
- Healthy Harold Visit Term 4;
- Home Reader Bags for every new Kindergarten student;
- Student Representative Allowance for state level participation in sport;
- Through the family support trust we have been providing financial assistance to families in need;

Playground – As you all know the focus development area for our P&C this year has been on designing and providing a new natural play area for our students. The primary goal of this area is to not only encourage outdoor physical activity but also to encourage creativity in a natural play environment. We also wanted this area to be a place for students from Kindergarten to Year 6 to be able to play and interact together.

4. Canteen

We are planning to introduce online canteen ordering from 2017 and we would like to thank the many canteen volunteers who make our canteen a healthy success.

5. School Chaplain Role

This non-religious based role, which is supported through a government grant, is aimed at developing the social and emotional needs of our students through a variety of group and individually tailored programs focused on building resilience, team work and following our school values.

6. We Love KPS Facebook Page

KPS has the coolest school Facebook page and with 571 likes it's a great way to know what's happening at school, to communicate with other parents and admire the wonderful goings on at school..

7. Family Support Trust

At KPS P&C we are proud of our school community focus and our dedication to supporting families in need through the Family Support Trust. Throughout 2016 we have provided confidential, financial or practical support to school families

and students in times of need.

8. Student Representative Allowance

KPS P&C are also proud to sponsor our talented students who represent our school at a state level.

Finally, KPS P&C are a relaxed, friendly bunch of people who want to be actively involved in their children's education and we would welcome you to join us in this in 2017.

Jackie Sloan – P&C President

Message from the students

Student Leadership

The Student Representative Council plays a vital role in providing a voice for all students to the staff and community. Much of what we do in practical terms is about helping others and learning to lead.

This year we supported several charity groups including the Relay for Life team, the Red Cross mufti day and Unfashionable Friday for Oxfam. We continue to choose our charities each year, where we as students see the greatest need.

Members of our SRC represented at events including ANZAC Day and the high school anti-racism talks.

Our team, along with the Captains are the voice and face of the students. We have two members for every class from Years 2 to 6. It is a great team to be part of and I encourage all to step up if given the opportunity.

Jack Cockcroft – SRC President

Academic

It was a yet another amazing year for our school in so many academic endeavours. Our Debating Team were narrowly defeated in their final of the regional Premiers Challenge. Our Public Speakers and Spelling Bee champions all shone bright in their competitions.

Our NAPLAN results continue to be well above state levels and scores in International University of NSW competitions saw over 40 Credits and 12 Distinction level. A special mention must go to our three High Distinction students who ranked in the top 5% for these competitions.

Our garden quite literally continues to grow with new animals including goats and ducks added to the farm. We impressed the State Animal Wellbeing team this year that came to visit the amazing work we do across the school in Science. We were presented a State Environment Grant to continue our work by the Minister for Environment, Mr Speakman who said to our Principal he had "never seen a school quite like this – it's extraordinary".

Will Prosser – Vice Captain

Performing and Creative Arts

Students have been able to shine on many stages this year including Southern Stars in Term 3 with our students joining thousands of performers at Wollongong Entertainment centre to put on a spectacular celebration of talent in our region.

Our Choir performed at the Southern Illawarra Musical Festival known as SIMF again this year. The Choir was outstanding in their performance at the University of Wollongong as they were for many other events this year.

Our School Band performed at the Jazz Festival, Relay for Life, Kindergarten Orientation and also the Engadine Band Fest. In addition this year, the band performed at the Kiama Community Preschool and entertained our students in a special day of celebrating our band with an interactive performance.

We also had the wonderful K-2 Production delighting all who came with the magic of Dr Seuss. Every student from K-2 had a role and sang, danced and acted like budding professionals.

There are so many opportunities at Kiama to grow in the arts.

Caitlin Haig – Captain

Sport

2016 has been another excellent year of sport at Kiama Public School.

Our most notable achievement as a school this year was the success of our Boys' Soccer Team who made it through to compete against the last eight schools in the NSW Knockout. Given the high participation of soccer, this was an exceptional achievement. We also made it to the second round in Girls' Soccer, the third round in Girls' Netball, the fourth round in Boys' Cricket, and the third round in Boys' AFL.

This year our school consistently finished among the top placegetters at our Tongarra District Swimming, Cross Country and Athletics carnivals. We also had numerous students progress beyond the District Carnival to represent the South Coast region and compete at the State carnival. Five students went to State swimming in 2016.

We also had a number of students progress beyond District and Zone selection processes to represent the South Coast region in team sports. Three students represented in soccer, one in AFL and one in Cricket where our South Coast Cricket team won the State title for the first time in 25 years.

We thank our teachers and parent volunteers for their many enormous efforts in helping provide the sporting opportunities we have at KPS and we hope future students look forward to another great year of sport in 2017.

Toby Martin – Captain

Extra Curricular Activities

The students have many challenges each year to enjoy learning in other environments. Excursions are a special opportunity to learn and this year Kindergarten enjoyed the Shoalhaven Zoo, Stage 2 and 3 had The Rocks, Sydney adventures and then Stage 3 spent three days at Berry Sport and Recreation Centre.

We had several opportunities to test our language skills with the advent of Mandarin and French morning classes. We also were thrilled to welcome back Japanese students for a week and in Term 4 we had a cultural exchange with refugee students from the Beverley Hills Intensive English Centre where 20 students from all corners of the world visited and stayed with families. These opportunities really open our eyes to other cultures and issues throughout the world.

We had almost 100 students march on ANZAC Day for the Kiama service and we engaged with our community with K-2 visits to Blue Haven, Surf Lifesaving talks, Camp Quality performances, Happy Harold Life Education Van, Musica Viva and the anti-bullying Brainstorming show.

Our Chess Team came second in our Regional Championships and third in the Southern Illawarra competition.

We had numerous Enrichment programs to enjoy this year especially with Lego Robotics entering their first competition coming thirteenth from almost forty entrants which included high school teams. The 3D printing team created some amazing projects including a to scale model of the school.

We also enjoyed participating in the Kiama Community of Schools combined Enrichment programs in art, drama, leadership, science, maths and writing.

We are constantly afforded opportunities to learn in challenging ways.

Clara McDonald – Vice Captain

School background

School vision statement

A community working together in a dynamic, engaging learning environment. Developing and empowering individuals to reach their full potential as we grow the future together.

The school community values the traditional with a clear focus on what is required for the future. The P&C and broader community created their own Facebook page displaying their pride in the school – “We Love Kiama Public School”. This encompasses high expectations from the community to achieve excellent results with a nurturing view to develop youth ready not only for high school but for a future passion for learning. All staff recognise and agree that as a school we have a priority to foster in every child that they can achieve and improve themselves through education and learning. We provide opportunities to extend students.

The wider community has developed our school values – “Respect, Responsibility and Resilience” as the foundation of learning and personal growth.

School context

We are part the Kiama Community of Schools, situated in the South Coast area of NSW. A relatively high socio economic community – FOEI 56. KPS has recently increased student numbers to 440 students and 18 classes.

The school prides itself on a strong culture of providing quality learning and showcases an excellent school band, choir, dance ensemble, drama productions and public speaking/debating. Extra curricular activities are a corner stone of the school. In 2016 we were competitive in debating, junior public speaking, chess and a student reached Spelling Bee Regional representation.

The school has developed a strong gardening program that is a model of excellence in public education. Every student has a weekly lesson in the garden that we call the 'Outdoor Living Classroom'. Students produce, manage and build gardens and they have recently added animals to build a more extensive agricultural program. In a recent community survey the garden received overwhelming support for the benefits the course provides students.

Technology is a valued component embedded in class room practices. In 2016 the school built on further investment in iPads, laptops and mixed technology resources with Wi-Fi access across the school. The vision was extended to permit BYO technology in Stage 3.

These activities are founded on a culture of high expectations and academic excellence. The school boasts outstanding academic results and classrooms foster student development based on Positive Learning practices. We meet the needs of all our students through individualised programs and support.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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.

After completing surveys and working in teams through out the year the school has defined themselves as excelling in Collaborative practices, assisted largely by integrating our Professional Learning Plans explicitly to collaborative practices in Stage teams. We also nominated excelling for Learning Culture as we work closely with our school community, partnership schools and the Kiama township to ensure the learning environment is exemplary, so much so the Environment Minister visiting the school in Term 3 2016 commented "he had never seen a school like this – it is extraordinary".

In all other areas we have nominated Sustaining and Growing with a focus in 2017 centring around Student Performance

measures and ensuring the school achieves higher growth across all cohorts – we pursue a culture of continuous growth by ensuring all students are mapped on the continuum for all their school years, working with the high school to improve the Stage 3 outcomes. Our school achieves very strong results, above State average but we are setting our bar higher for all our students to achieve their very best. We are targeting Numeracy in particular as an element of specific improvement and exploring Effective Classroom Practices as the model for improvement in 2017.

Our self-assessment process will 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

Valuing a dynamic learning environment

Purpose

Staff, students & community need to be able to welcome positive change and keep pace with the ever-changing world. A dynamic learning environment includes experimentation, risk taking and adoption of ideas and concepts that have worked. It includes encouraging all to have a voice and actively explore new ways of doing things.

Overall summary of progress

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of K–2 teachers trained and delivering quality Literacy programs incorporating L3 pedagogy from a base line of 40%. All teachers effectively use PLAN data for evidence to guide teaching.	All K–2 teachers use PLAN and most Year 3–6 teachers use Literacy (with Numeracy a focus for 2017). All teachers K–1 and one Year 2 teacher trained in L3.	\$26 000.00
All classes are effectively using the Science Lab, Outdoor Living Classroom and Outdoor Kitchen with specifically developed quality units of work based on IL pedagogy.	Most classes access the Science Room but some cannot access due to time schedule issues. All classes access the Outdoor Living Classroom. All classes accessed Outdoor Kitchen but not enough use – embedded into programs is required.	\$10 000.00

Next Steps

- New staff will be offered L3 training in 2017 – we have two new kindergarten and two new Stage 1 teachers requiring training.
- PLAN data training continues and by 2018 all students will be mapped.
- Programs need to be strengthened and reflect implementation of Science resources.

Strategic Direction 2

Empowering individuals for the future

Purpose

Developing lifelong learners is crucial. We need to provide students and staff with the strategies to be successful now and in the future. We will develop resilience, strategies to plan and think critically to build a sustainable learning environment for all. It is important to develop excellent leaders on a local and global basis. Building confidence in all, and trust, empowers each individual to contribute and gives a sense of ownership. Individuals will have choices and more control over their learning paths. We will concentrate on life skills, communication, social responsibilities and independence.

Overall summary of progress

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Every teacher has achieved, or is working towards accreditation with the NSW Institute of Teachers.	Achieved and new teachers completed.	\$4 000.00 (mentor assisted) Quality Teacher Successful Students staffing 0.345
All teachers have a Professional Learning Journal that reflects their goals and achievements in 21st Century teaching practices.	Achieved goal of all using Professional Learning Journals – may need greater monitoring of use. Goals and observations were added for PDP's.	\$12 000.00 (release PDP's and QTSS)
All teachers and staff are trained in the 'Growth' coaching model. All executive use growth coaching model to lead staff in informal meetings.	All Executive lead the PDP process using coaching method. All staff offered coach training at a local school level.	\$3 000.00

Next Steps

- 2017 requires all staff to have PDP's completed. New model of supervising teacher afforded an hour a term with teacher implemented.
- Proficiency Learning Journals need greater scrutiny by Executive.
- 'Growth' training required for all new staff in 2017 and those still uncomfortable with process wanting further training.

Strategic Direction 3

A culture of continuous growth

Purpose

It is critical that we assess and reassess to see where we are and plot a path to where we want to go. We achieve good results across the board but we should never be satisfied that we have done enough and rest on our achievements – we need to strive for continuous growth and improvement in all aspects of learning and at all levels whether staff, students or community. A 'circle of continuous growth model' needs to be common practice in all areas.

Overall summary of progress

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Embedded focus of reading practices in classrooms evidenced by decrease students not meeting expected growth from 32% to 25% in NAPLAN growth (target).	Expected growth 2016 was 52%. 34% of students did not achieve expected growth – this cohort was affected by several individuals not achieving improvement.	Focus on Reading \$4 000.00
90% in reading text and 80% in comprehension, students working at or above appropriate clusters on learning continuums compared to baseline data.	ES1 continue to progress in data entry for continuum but Stage 3 will require further training in 2017 and time to enter data.	Release for in school training \$8 000.00

Next Steps

- Expected growth is difficult to achieve and new strategies need to be tried. The students at an individual level are affecting our overall result with several non attempts.
- The majority of students are achieving over expected growth rates.
- Stage 3 need to focus on improving data entry and training in confidently recording data on PLAN.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>Audited programs for Aboriginal components across KLAS. Staff expertise advised after staff best practice.</p> <p>Anthem sang in Dharawal with signage in school hall.</p>	\$3 000.00
English language proficiency	Focus on Reading training continued – all Year 3–6 trained.	\$8 800.00
Low level adjustment for disability	<p>SLSO support.</p> <p>Seven students received funding with targeted Inquiry Learning Programs implemented.</p> <p>Learning Support time was afforded and targeted groups with over 70 students attaining extra support.</p>	\$26 000.00
Quality Teaching, Successful Students (QTSS)	Leading teachers afforded time to lead programs and plan. Executive leadership strengthened especially in PDP implementation.	0.345 staffing component
Socio-economic background	<p>Release to prepare P.L.</p> <p>'How 2 Learn' training was adopted in 2016, replacing Inquiry Learning. Four staff trained in P.L. courses and then trained teachers at school level.</p> <p>Coaching with PDP's and observations continued.</p>	\$18 000.00
Support for beginning teachers	<p>Release time with mentor and supervisor. BT afforded areas of interest to grow.</p> <p>Accreditations completed and observations of best practice were highly regarded.</p>	\$32 000.00

Student information

Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	190	218	222	248
Girls	187	210	225	226

Student attendance profile

School				
Year	2013	2014	2015	2016
K	96.4	95.8	96.2	94.1
1	94.4	95.4	93	95
2	94.5	94.4	92.7	92.2
3	94.9	95.8	93.3	94.1
4	95	96.4	93.6	93.3
5	93.8	96.6	95.5	93.7
6	93.7	95.3	93.6	93.3
All Years	94.7	95.7	94	93.7
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

While we continue to achieve better attendance rates than state average, it was clear that our school trend has decreased mainly due to long term leave approval for family travels. This is being addressed as a concern in all communications with parent for 2017.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	4
Classroom Teacher(s)	15.56
Teacher of Reading Recovery	0.53
Learning and Support Teacher(s)	0.7
Teacher Librarian	1
School Administration & Support Staff	3.35
Other Positions	0

*Full Time Equivalent

No staff identify as Aboriginal or Torres Strait Islanders.

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	5

Professional learning and teacher accreditation

Two staff achieved proficient accreditation in 2016 as beginner teachers. A strong mentor and buddy program was implemented to support these staff.

All staff accessed Professional Learning with the main focus on L3 for Early Stage 1 and Stage 1 and 'How 2 Learn' program for all of Stage 2 and 3 teachers.

Every staff member was trained in Coaching and all staff developed Professional Learning Plans.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Financial summary

This summary covers funds for operating costs to 14 October 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

A full copy of the school's 2016 financial statement is tabled at the annual general meetings of the parent and community groups. Further details concerning the statement can be obtained by contacting the school.

Income	\$
Balance brought forward	205 080.41
Global funds	271 202.97
Tied funds	208 794.58
School & community sources	136 837.25
Interest	4 255.02
Trust receipts	23 887.56
Canteen	0.00
Total income	850 057.79
Expenditure	
Teaching & learning	
Key learning areas	48 174.28
Excursions	42 421.50
Extracurricular dissections	58 555.67
Library	10 039.13
Training & development	3 477.15
Tied funds	176 687.38
Short term relief	52 869.24
Administration & office	83 899.86
School-operated canteen	0.00
Utilities	34 587.70
Maintenance	23 078.29
Trust accounts	25 012.56
Capital programs	30 691.26
Total expenditure	589 494.02
Balance carried forward	260 563.77

The information provided in the financial summary includes reporting from 30 November 2015 to 31 December 2016.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	306 892.01
(2a) Appropriation	266 430.77
(2b) Sale of Goods and Services	579.00
(2c) Grants and Contributions	39 703.17
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	179.07
Expenses	-140 187.37
Recurrent Expenses	-140 187.37
(3a) Employee Related	-79 302.57
(3b) Operating Expenses	-60 884.80
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	166 704.64
Balance Carried Forward	166 704.64

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

<Use this text box to enter a general statement describing:

- your school's financial management processes and governance structures to meet financial policy requirements
- any unusual spending patterns or substantial underspending/overspending (e.g. accommodating leave, illness, savings for planned capital expenditure)
- intended use of funds available>

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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	2 880 850.36
Base Per Capita	24 033.38
Base Location	4 973.13
Other Base	2 851 843.85
Equity Total	127 431.64
Equity Aboriginal	2 772.96
Equity Socio economic	18 829.78
Equity Language	8 896.28
Equity Disability	96 932.62
Targeted Total	70 359.99
Other Total	73 003.30
Grand Total	3 151 645.30

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

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*' field and select '*GO*' to access the school data.

<You may choose to use this text box to comment on numeracy NAPLAN data>

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<You may choose to use this text box and statement to refer readers to the My School website:

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.>

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Parent/caregiver, student, teacher satisfaction

Overall the feedback is extremely positive with leadership and future directions.

In 2016 the school completed 'Tell Them From Me' surveys for school, staff and students. Concerns were raised in surveys in parents gaining specialised training in assisting homework especially Maths.

- Staff were wanting increased technology training with increase in usage.
- Students were generally very satisfied with their schooling but we are increasing student self driven learning time.

Policy requirements

Aboriginal education

All staff embed Aboriginal Education in their programming. The staff recently completed a collaborative programming event that shared resources and ideas to improve and highlight the importance of Aboriginal Education. All students identifying as Aboriginal or Torres Strait Islander have personalised plans with parent and family engagement.

Recently adopted practice at assemblies of singing Anthem with local language verse. We are a founding member of the Bulima Kiama AECG and actively participate in the meetings for the betterment of Aboriginal Education in the community.

We fly the Aboriginal flag proudly, acknowledge country, celebrate NAIDOC week and recognise National Sorry Day with the local community.

Multicultural and anti-racism education

All teachers were provided professional learning from the school's Anti-Racism Contact Officer on identifying issues and managing inclusivity. Students participate in multicultural events that recognise and support difference and diversity including targeted enrichment programs and Harmony Day celebrations.

All teachers have a working awareness of the importance to educate students regarding diversity and programs include multicultural and anti-racism units. We identified 50 students with LOTE spoken at home. This is an increase and defining trend for Kiama Public School. Language classes commenced in 2016 for Mandarin and French.