

# Killarney Heights Public School

## Annual Report



2016



4386

## Introduction

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

### School contact details

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9451 9547

### Message from the Principal

It is with great pleasure that I present the 2016 Annual Report. This report highlights and celebrates many of the excellent achievements of our students throughout the year. It is a testament to the hard working staff and committed parent community, who provide a large range of academic, performing arts, sport and leadership opportunities for our students. All members of our school community worked collaboratively and harmoniously to ensure continued excellence within our bilingual setting.

Staff participated in ongoing professional learning on Visible Learning with Warringah Community of Schools (WCoS). Visible Learning is evidence based research to improve teacher performance and development, and to improve student learning outcomes. Staff implemented Professional Development Plans to achieve individual professional learning goals, stage and school goals. The leadership team embedded explicit systems for teacher collaboration, classroom observation, and modelling of effective practice and student feedback. These systems sustained improvement in teaching practice and student outcomes across the Writing strand and other Key Learning Areas.

The French/English bilingual program has improved through differentiated teaching and language learning for both anglophone and francophone students, and through providing greater opportunities to use French in context. Our francophone students continued to enjoy learning about French history as part of their Languages Other Than English (LOTE) program, whilst anglophone students improved their French language acquisition through the Accelerated Integrated Methodology (AIM) language learning program.

Our continued partnership with the French Association of North Shore (FANS) goes from strength to strength to provide our outstanding bilingual program. Thank you to members of FANS who raise additional funds to ensure the program is well resourced and supported.

With an injection of funds from the P&C, school budgets and government grants, we were able to support our goal of supporting differentiated learning across the school through the use of digital and mobile technologies within classrooms. An exciting project in 2016 was the introduction of coding across all classes.

I would like to thank all parents who put such an amazing effort into fundraising this year. The activities were fun and community spirited. Thank you to all parents who gave their time to volunteer for various activities. To our dedicated teams who worked tirelessly in the Uniform Shop, Book Club, Bands, Canteen, and with FANS, I'd like to extend our sincere gratitude and thanks for playing such important roles in our school.

Vicki Johnson

Principal

## School background

### School vision statement

Killarney Heights Public School is committed to providing inclusive education within an engaging and nurturing environment which values the languages and cultures of our diverse community. Through our strong partnership with the French Association of North Shore (FANS), we are committed to academic excellence within an English/French bilingual setting, and to developing confident, creative and successful learners.

### School context

Killarney Heights Public School is committed to providing inclusive education within an engaging and nurturing environment which values the languages and cultures of our diverse community. Through our strong partnership with the French Association of North Shore (FANS), we are committed to academic excellence within an English/French bilingual setting, and to developing confident, creative and successful learners.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

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.

#### Learning:

There is a school wide, collective responsibility for students learning and success, with high levels of students, staff and community engagement. Positive and respectful relationships across the school community underpin a productive learning environment, and supports students' development of strong identities as learners. There is a strategic and planned approach to support the cognitive, emotional, social, physical and spiritual wellbeing of all students. Killarney Heights Public School has a integrated approach to quality teaching, curriculum planning and delivery, and assessment promotes learning excellence and responsiveness in meeting the learning needs of all students. We have consistent, school-wide practices for assessment and reporting which are used to monitor, plan and report on student learning across the curriculum. Most of our students are showing higher than expected growth on internal school performance measures and most achieve at high levels of performance on external performance measures.

#### Teaching:

All teachers are committed to identifying, understanding and implementing the most effective teaching methods, with a high priority given to evidence-based teaching strategies. Teachers incorporate diagnostic data analysis when planning for teaching and learning. Assessment instruments are used regularly to help monitor students' learning progress and to identify skill gaps for improvement. Killarney Heights Public School has explicit systems for collaboration and feedback to sustain quality teaching practice. Teacher professional learning is aligned with the school strategic plan, and its impact on the quality of teaching and students learning outcomes is evaluated. Our expert teachers share their expertise, and teachers work beyond their classrooms to contribute to broader school programs.

#### Leading:

Killarney Heights Public School seeks and addresses feedback on school performance. Leadership development is central to school capacity building. Staff have purposeful leadership roles based on professional expertise. There is broad understanding of, and support for, school expectations and aspirations for improving students' learning across the school community. Monitoring, evaluation and review processes are embedded and undertaken. Clear processes, with accompanying timelines and milestones, direct school activity towards effective implementation of the school strategic plan. Resources are strategically used to achieve improved students outcomes. Practices and processes are responsive to school community feedback.

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

Confident, creative and tolerant high performing students

### Purpose

To develop our students for the future as successful global citizens by equipping them with the skills to be confident, critical and creative individuals who strive for academic excellence.

To continue to foster tolerance and understanding within our culturally diverse learning community.

### Overall summary of progress

At KHPS we are focused on improving outcomes for all of our students. We are a leading school in differentiation of the curriculum and our school leadership team is excelling in demonstrating instructional leadership and promoting and modelling effective, evidence-based practice. Our teachers differentiate teaching and learning activities in both literacy and numeracy.

In Mathematics, we introduced differentiated pre and post testing as a diagnostic tool to determine students' strengths and areas for concern, to allocate fluid groupings, differentiate teaching, and monitor the effectiveness of teaching and learning programs. This individualised learning has involved teacher professional learning, demonstration lessons and ongoing support. Our teachers embraced this professional learning and best practice, ensuring students in their classes are adequately catered for through adjustments, learning scaffolds and extension tasks.

In Writing, a team of teachers worked on creating a K–6 continuum of writing skills learning that can be applied to all writing genres. This project involved aligning the NSW English Syllabus with the Literacy continuum. The KHPS writing continuum can be used to assess student samples, facilitate consistent teacher judgment and create personalised student learning goals. During 2016, after rigorous review and development, the team created a whole school teacher rubric based on this continuum.

In Spelling, teachers received professional development on the 'Words Their Way' program and then used the PSI diagnostic tool to differentiate spelling in their classrooms, and to identify students for spelling support programs. The spelling support program involves withdrawal groups of up to 6 students whose spelling age was below their chronological age. The 'Words Their Way' Program was used in this spelling support program. Differentiated spelling tools were also developed by teachers using 'Spelling City', Reading Eggs Spelling and iPad apps.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Student growth from Yr3 to Yr5 as evidenced by NAPLAN and standardised data improves from 75% to 85%.	Our students are excelling in literacy and numeracy and achieving higher than expected growth on external performance measures.	Literacy and Numeracy RAM funds \$27,000
Teaching and learning programs and assessment tasks reflect 21st Century Learning as per The Melbourne Declaration.	As teachers, we ensure that we have high expectations for all students and are using best practice to achieve improved student performance and cater to individual student needs.	
DELf exams scores will show identifiable improvements in speaking, writing and reading in French for Anglophone students.	We provide numerous withdrawal support programs which assist students who require additional support and consolidation of their learning and also have a gifted and talented program for students working well above grade level.	
To achieve improved school based assessments in French Reading by 10% at the end of each year for Francophone students.	In 2016, five of our Anglophone students completed the A2 DELF level usually only for Francophone students. The average results for Anglophone A1 DELF was 81.5% and for Francophone A2 DELF was 92.7%.	
	In Francophone reading, most students improved more than 10% in reading benchmarking.	

## Next Steps

In Writing, teachers will convert the teacher rubric to student centred language and the writing target team members will mentor and assist teachers to implement the use of writing targets across the school. Students will be accountable for their learning as they meet their targets and select new goals

In 2017, teachers will use Project Based Learning (PBL) to assist students to gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging and complex question, problem or challenge.

Differentiated teaching and learning strategies in literacy and numeracy will continue to be refined and consolidated.

In Spelling, there will be support provided for teachers who want to trial/implement 'Words Their Way' wordsorting/spelling groups in their classroom and consolidate their professional learning from 2016. The Pearson 'Words Their Way' EALD resource will be trialled. Differentiated spelling homework lists will be linked with the 'Words Their Way' program.

## Strategic Direction 2

Innovative, responsive and dynamic facilitators of learners

### Purpose

To build a dynamic culture of innovation and best practice through developing leadership capacity, quality professional learning and collegiality.

Teachers will be responsive to students' needs and be facilitators of learning in a bilingual setting.

Leaders and teachers will have high expectations of themselves and their students in order to foster sustained school improvement.

### Overall summary of progress

Staff participated in ongoing professional learning led by school leaders each week in line with our school goals to produce highly engaging and differentiated teaching and learning programs. Teachers completed Professional Learning Plans (PDP) which involved identifying three professional goals. The performance and development cycle was a dynamic process characterised by ongoing feedback, reflection and refinement. Adjustments were made to PDPs to meet individual professional learning needs of the teacher.

Teachers participated in weekly professional learning sessions in line with our school strategic directions. Quality Teachers, Successful Students (QTSS) funds were used to build the capacity of teachers through team teaching, classroom observations and visits to other schools. Teachers also participated in external workshops to achieve their PDP goals. Executive staff participated in professional learning with Warringah Community of Schools on Hattie's Visible Learning in order to facilitate 'Visible Learning' with classroom teachers. Teachers participated in joint professional learning with the Warringah Community of Schools on Growth Mindset with expert, Dan Haesler. Teachers combined the language of growth mindset with the language of 'Visible Learning' in their classrooms to improve student motivation and learning. Our school counsellor and the leader of the Learning and Support Team, Susan Tickle, conducted professional learning on ADD, Autism, and working memory. Teachers participated in professional learning on coding in readiness to participate in 'Hour of Code', led by Danka Murray.

Our two Deputy Principals ran a beginning teacher breakfast club every week to support and mentor our beginning teachers using the 'Strong Start, Great teachers' resources and modules, and to support teachers in using the NSW teaching standards.

Aspiring leaders participated in the Aspiring Executive Leadership course to develop their leadership skills. One Assistant Principal was promoted to Deputy Principal and two aspiring leaders were promoted to Assistant Principal positions. A culture of distributed leadership and mentoring is fostered at Killarney Heights Public School.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Teachers have effective classroom management where students are engaged in learning and there are high expectations of achievement.  KHPS is a professional learning community with a focus on student learning, collective responsibility, reflective professional inquiry, and group and individual learning.  Aspiring leaders develop their leadership capacity for innovation and best practice in teaching and learning to become dynamic facilitators of student learning.	Teachers have a better understanding of the learning needs of students with specific learning difficulties and can better cater for their needs within their classrooms.  Through 'Visible Learning' strategies, students have become more engaged, responsible for and motivated in their learning.  Two classroom teachers were promoted to Assistant Principal positions and one Assistant Principal was promoted to Deputy Principal.	Professional Learning funds  \$31, 442

## Next Steps

Selected teachers will be participating in courses in flexible learning spaces to more effectively support new and emerging pedagogies. In 2017 we will be piloting two classrooms as flexible learning spaces to explore the impact of spaces on learning, and to identify different ways of learning for deeper student learning.

Teachers will continue with professional learning, specifically in writing and differentiation, and will also continue to participate in weekly professional learning around the school strategic directions. Consolidation of new pedagogies introduced over the last two years will continue, especially support for beginning teachers.

Teachers will consolidate their understanding of Growth Mindset and Visible Learning in order to improve student learning outcomes through quality student feedback.

Additional teachers will be trained in Positive Behaviour Engaging Learners (PBEL)

## Strategic Direction 3

Inclusive and collaborative learning community

### Purpose

To build an educational community through further developing school partnerships throughout educational experiences from pre-school to high school.

To inspire a culture of collaboration between key stakeholders to strengthen our bilingual program.

### Overall summary of progress

Hatties' 'Visible Learning' strategies were implemented by teachers of French in francophone and Anglophone French programs. The whole school writing rubric was translated into French in order for a consistent method between French and English teachers to assess students' in writing, to provide feedback to students, and create individual writing targets.

Francophone French reading benchmarking data was added to the whole school benchmarking data for Kindergarten and Stage 1 students.

Teachers participated in professional learning on the English as an Additional Language/Dialect scales in order to understand the relevant performance indicators to plan and program for the language needs of their EALD students.

This year, two teachers attended the Label Franc 'Education bilingual conference in Paris. A teacher of French and a Department of Education teacher attended a workshop on Content Language Integrated Learning (CLIL) which is a methodology similar to language immersion and content-based instruction.

Killarney Heights Public School was invited to join the Australian Association of French/English Bilingual Schools (aafebs), which is a network of ten French/English bilingual schools in Australia, and two French teachers participated in professional learning on oral French language skills with aafebs in Melbourne.

The strong partnership between the French Association of North Shore, FANS and the school continued with discussions and agreements around the organisation of bilingual lessons and intensive French lessons. The process to create a Memorandum of Understanding between the school, the Department of Education, the French Embassy and FANS began, which will be completed in 2017.

Partnerships with KidsOT and other interagencies were established to support students in small groups with specialised Speech Therapists and Occupational Therapists before school.

A new homework policy was developed in consultation with staff, students, parents and caregivers based on the feedback and analysis of surveys given to students, staff and parents. We now have more consistency amongst grades and teachers when setting homework.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>French/English bilingual education is a focus for the extended community.</p> <p>The diverse multicultural composition of the school is celebrated, creating a positive school culture of tolerance and respect.</p> <p>Families and the school share responsibility for student learning and wellbeing through building parent capacity to support learning at home, and improved communication.</p>	<p>Parent satisfaction surveys 2016:</p> <p>91% of parents strongly agree or agree that their child benefits from the French/English bilingual program.</p> <p>95% of parents strongly agree or agree that the school values the diversity of children's backgrounds.</p> <p>94% of parents strongly agree or agree that the school provides a safe learning environment.</p> <p>85% of parents strongly agree or agree that the school has strong student welfare processes and practices.</p>	<p>Two full time and 3 days part time French Community Language Teachers and 2 days Mandarin Community Language teacher.</p> <p>\$244,850</p>



## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
	90% of parents strongly agree or agree that the school cares about the students and the discipline is fair.  83% of parents strongly agree or agree that the school encourages parents to participate in their child's learning.	Two full time and 3 days part time French Community Language Teachers and 2 days Mandarin Community Language teacher.  \$244,850

## Next Steps

In 2017, teachers with training in Content Language Integrated Learning (CLIL), will give workshops to teachers of French in order to apply some of the strategies to our bilingual program in order to improve our model of bilingual education.

The two French teachers who participated in professional learning in 2016 with the Australian Association of French/English Bilingual Schools (aafeps) in Melbourne on oral French language skills, will provide professional learning for all teachers of French in 2017 on developing Anglophone oral language skills in French.

French teachers will participate in the annual NAFT training which was hosted by Killarney Heights Public School in 2015.

In 2017 the Memorandum of Understanding (MOU) between the school, the Department of Education, the French Embassy and FANS will be finalised and signed.

Discussions with the Killarney Heights High School principal around the possibility of a bilingual French stream will continue.

Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	One student at the school is of Aboriginal background and this Personalised Learning Plan.	\$436
<b>English language proficiency</b>	<p>We have a significant proportion of students at KHPS who are learning and using English as an additional language or dialect (EAL/D). About 60% of our students have parents who speak a language other than English at home, the most prevalent being French, Mandarin and Spanish. These students are in all grades, and are at varying phases of English language acquisition. We also have several French speaking students arriving throughout the year from all over the world, many of whom are 'New Arrivals' with limited English literacy skills.</p> <p>In order to support all of these EAL/D students, specialist teachers provide a variety of learning experiences tailored to suit the age and language acquisition phase of the students. Intensive English lessons are organised as small group withdrawal programs, or through team teaching with the classroom teacher, providing small groups with assistance when learning curriculum through English. Specific programs for EAL/D students target reading and oral fluency, spelling, grammar and writing.</p> <p>Students in these programs are monitored through class teachers and the Learning and Support Team.</p>	\$255,352 of which \$223,463 is staffing entitlement and \$31,889 was for additional staffing as needed.
<b>Low level adjustment for disability</b>	<p>We have a staffing entitlement of two and a half days per week of a specialist Learning and Support Teacher (LAST) who takes students in small groups who are at risk of not achieving stage outcomes.</p> <p>This funding was used to employ two additional Teachers' Aides for those students identified by the Learning and Support Team as requiring additional support. These students were monitored by our Learning and Support team which meets weekly.</p>	Total amount of \$78,674 of which \$50,787 was staffing entitlement and \$27,887 to employ teachers' aids.
<b>Quality Teaching, Successful Students (QTSS)</b>	<p>All temporary, permanent, full-time and part-time teachers were equitably allocated release time for the purposes of improving their teaching practice. Teaching teams organised activities in advance that linked directly to their professional and/or the School Plan. Observation, mentoring and collaboration were key activities chosen by teachers to support their professional development.</p> <p>Examples included observing and developing differentiated spelling instruction; observing and reflecting on comprehension instruction models including the Super Six comprehension strategies or Literature Circles; networking with other schools to</p>	<p>The Quality Teaching, Successful Students (QTSS) staffing resource of 0.545 FTE (full-time employment) was provided to the school in Semester 2 2016.</p> <p>This was used to engage several relieving teachers three days a week over a 14-week period.</p> <p>\$55,358</p>

<b>Quality Teaching, Successful Students (QTSS)</b>	<p>investigate models of EAL/D service delivery; observing the teaching of writing throughout the Warringah Community of Schools; and exploring the different approaches to team teaching practices within the school.</p> <p>The program was positively received by all teachers, and contributed to a culture of collaboration, openness and reflection.</p>	<p>The Quality Teaching, Successful Students (QTSS) staffing resource of 0.545 FTE (full-time employment) was provided to the school in Semester 2 2016.</p> <p>This was used to engage several relieving teachers three days a week over a 14-week period.</p> <p>\$55,358</p>
<b>Socio-economic background</b>	This money was used to purchase additional resources to support students in the classroom.	\$3,943
<b>Support for beginning teachers</b>	Four newly appointed permanent teachers benefited from 'Beginning Teacher' support funding, which was allocated over a two-year period. Because these exemplary teachers had been employed through merit selection, they not only worked on improving their own practice through professional learning; they contributed to the whole school supportive culture by writing whole-stage and whole-school programs and lessons, and by mentoring temporary and student teachers.	\$4,081

## Student information

### Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	303	321	353	360
Girls	345	352	352	363

### Student attendance profile

School				
Year	2013	2014	2015	2016
K	97.2	96.3	96.2	95.4
1	96.7	96.9	94.5	95.6
2	95.8	96.6	95.3	95.5
3	95.9	96.9	95	96.5
4	96.5	95.9	95.5	96.1
5	96.3	95.8	93.1	95.2
6	95.6	96.2	93.7	94.6
All Years	96.3	96.4	94.8	95.6
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

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	29.9
Teacher of Reading Recovery	0.32
Learning and Support Teacher(s)	0.5
Teacher Librarian	1.2
Teacher of ESL	2.2
School Administration & Support Staff	4.47
Other Positions	0

Killarney Heights Public School does not have any staff members of Aboriginal or Torres Strait Islander descent.

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	70
Postgraduate degree	30

### Professional learning and teacher accreditation

The Professional Learning program at KHPS is recognised as providing vital training for improving teachers' skills, competencies and knowledge and in turn improving learning outcomes for students.

Teacher professional learning was informed by the school's targets with reference to the 2015–2017 Strategic Directions and with reference to teachers' individual Professional Development Plans (PDPs), and is available for all staff. Funds expended in this area are for course fees and for providing relief for staff members from their regular duties in order that they can attend training sessions.

In 2016, members of staff, including teachers of French, participated in professional learning for one hour each Wednesday afternoon which focused on literacy, numeracy, Visible Learning, the explicit teaching of spelling, differentiation, ICT, Gifted and Talented Education, and mandatory DoE training on CPR, Child Protection, Asthma and Anaphylaxis.

Teachers also undertook courses externally in Literacy and Numeracy, Gifted and Talented Education, CLIL, analysing SMART data and Community Languages.

Our aspiring executive participated in the Aspiring Executive Leadership workshops and our beginning teachers participated in workshops specifically for early career teachers.

Two executive teachers flew to Paris to participate in the biannual conference for Label Franc 'Education schools. Two teachers flew to Melbourne to participate in workshops organised by the Australian Association of French/English bilingual school (aafebs).

Supervisors support teachers in their professional growth and development towards achievement of the standards at Proficient Teacher. They also support the teacher to work through the process of accreditation with the National Education Standards Authority (NESA). Two teachers attained Proficient status from Provisional status. Three teachers completed their first maintenance period as Proficient and maintained their accreditation status. One teacher completed their second maintenance period as Proficient and maintained their accreditation status.

## 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.

	2016 <b>Actual</b> (\$)
<b>Opening Balance</b>	0
<b>Revenue</b>	724 326
(2a) Appropriation	640 011
(2b) Sale of Goods and Services	0
(2c) Grants and Contributions	82 900
(2e) Gain and Loss	0
(2f) Other Revenue	0
(2d) Investment Income	1 414
<b>Expenses</b>	-314 691
Recurrent Expenses	-314 691
(3a) Employee Related	-129 234
(3b) Operating Expenses	-185 456
Capital Expenses	0
(3c) Employee Related	0
(3d) Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	409 634
<b>Balance Carried Forward</b>	409 634

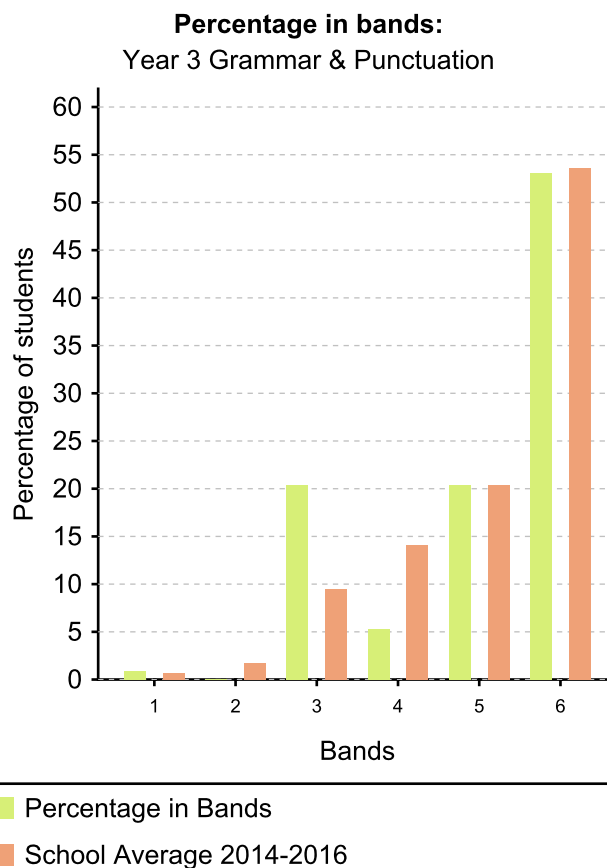


	2016 <b>Actual</b> (\$)
<b>Base Total</b>	4 461 013
Base Per Capita	37 901
Base Location	0
Other Base	4 423 112
<b>Equity Total</b>	338 405
Equity Aboriginal	436
Equity Socio economic	3 943
Equity Language	255 351
Equity Disability	78 674
<b>Targeted Total</b>	28 070
<b>Other Total</b>	279 252
<b>Grand Total</b>	5 106 741

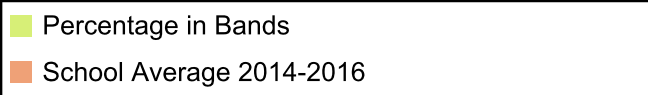
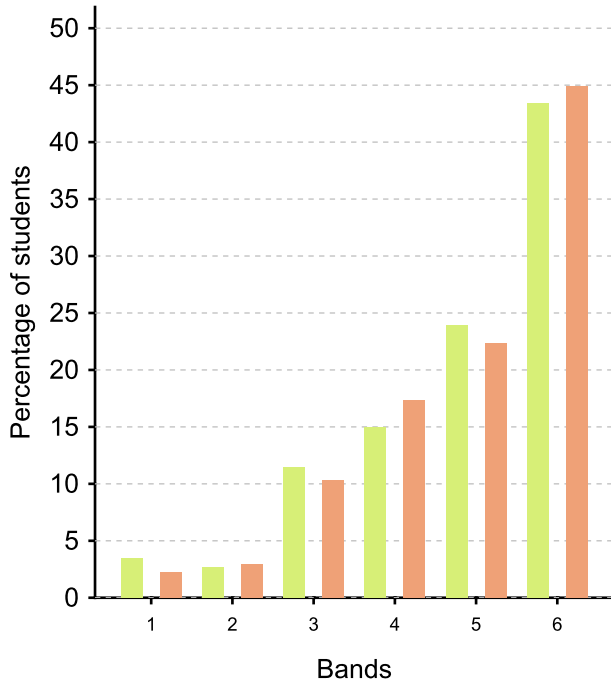
## School performance

### NAPLAN

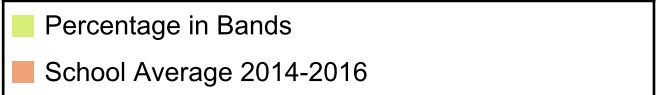
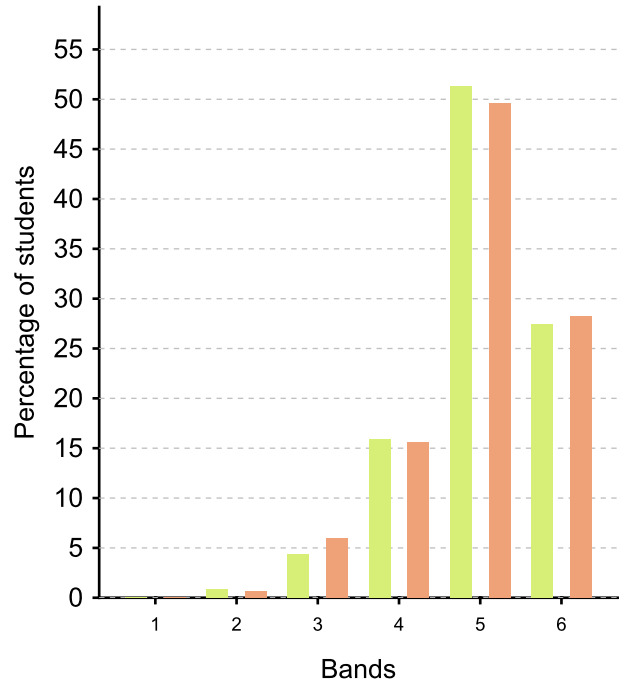
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.



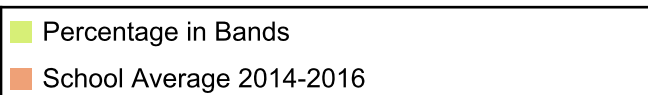
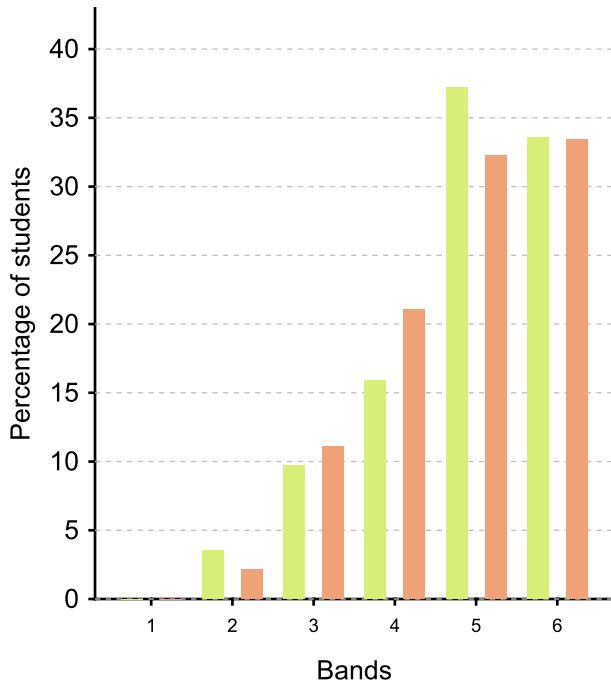
**Percentage in bands:**  
Year 3 Reading



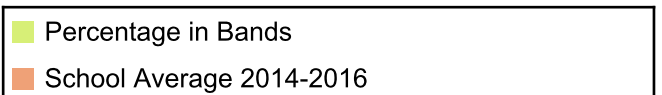
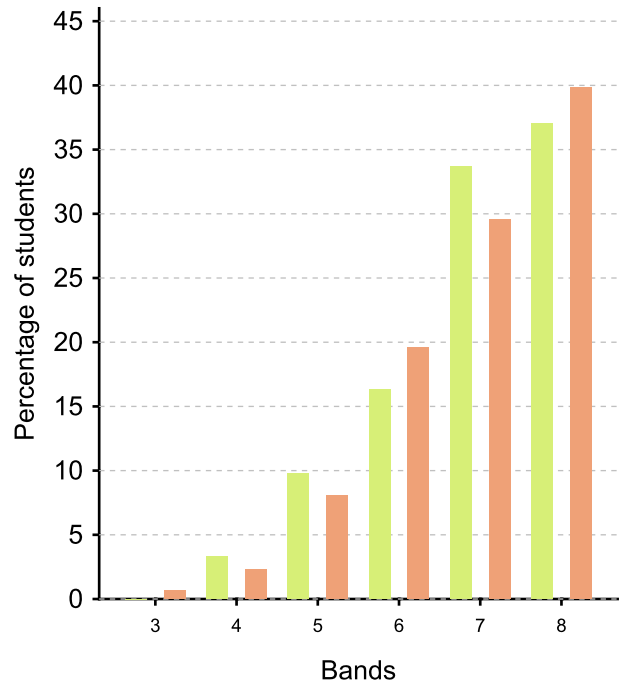
**Percentage in bands:**  
Year 3 Writing



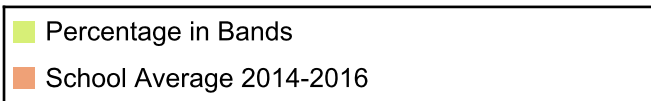
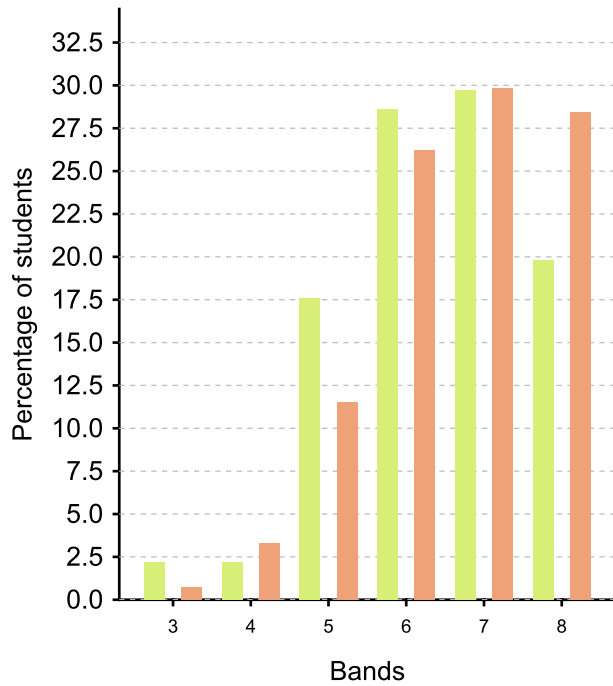
**Percentage in bands:**  
Year 3 Spelling



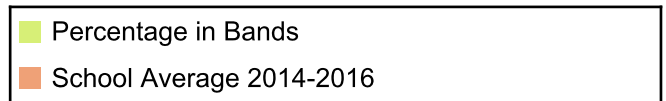
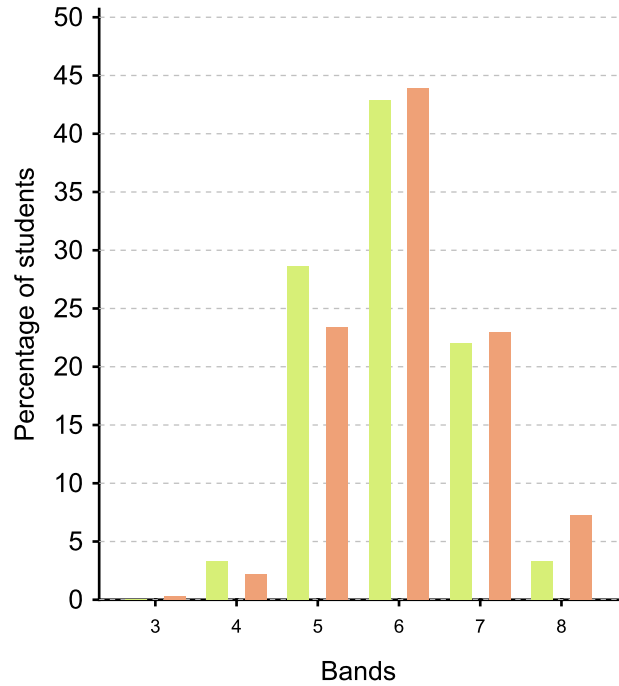
**Percentage in bands:**  
Year 5 Grammar & Punctuation



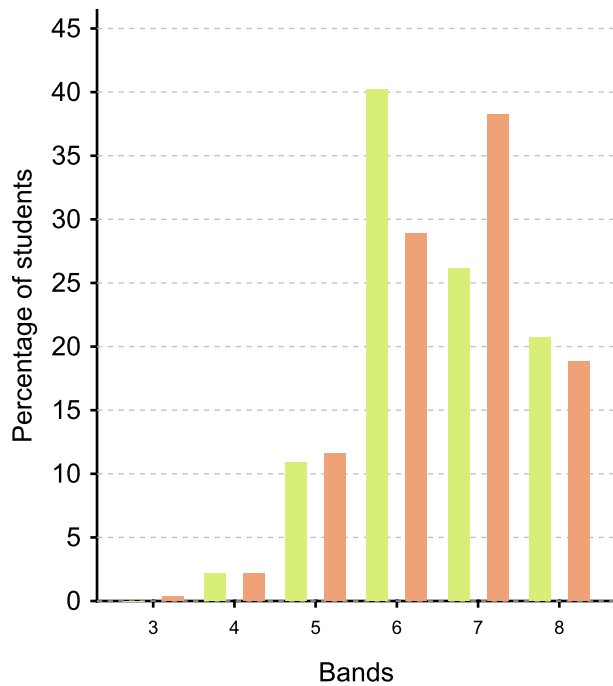
**Percentage in bands:**  
Year 5 Reading



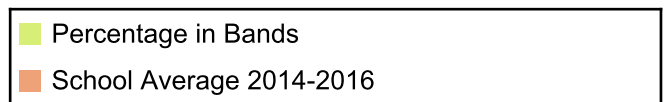
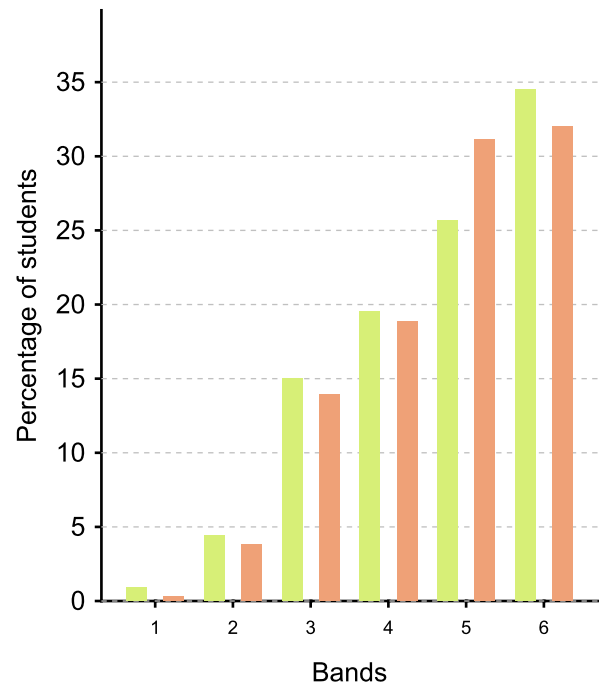
**Percentage in bands:**  
Year 5 Writing



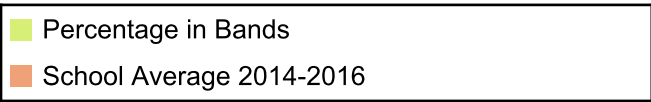
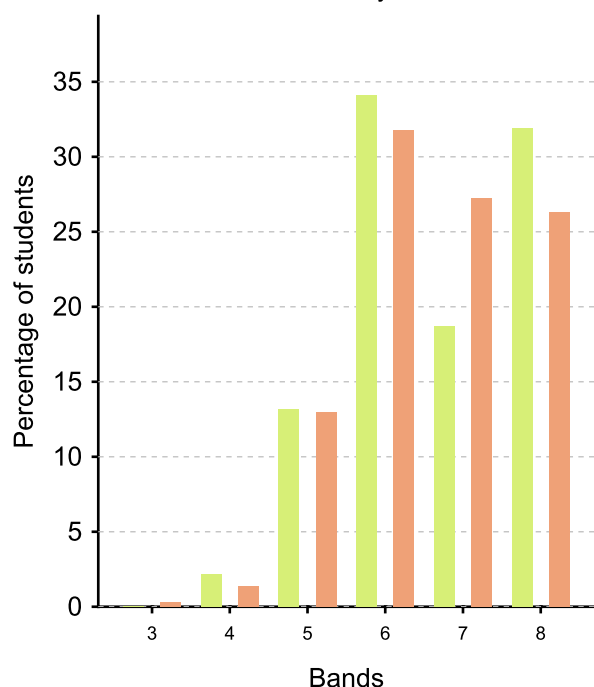
**Percentage in bands:**  
Year 5 Spelling



**Percentage in bands:**  
Year 3 Numeracy



**Percentage in bands:**  
Year 5 Numeracy



## Parent/caregiver, student, teacher satisfaction

Surveys were conducted in 2016 to gain feedback on school satisfaction. The following are the results of these surveys:

92% of parents strongly agree or agree that their child is engaged in learning.

95% strongly agree or agree that their child feels a sense of belonging at school.

90% strongly agree or agree that their child enjoys going to school.

91% strongly agree or agree that their child benefits from the bilingual program.

90% strongly agree or agree that the school is continually looking for ways to improve its performance.

95% strongly agree or agree that the school values the diversity of children's backgrounds.

94% strongly agree or agree that the school provides a safe learning environment.

### Strengths:

Many parents commented that the bilingual program was a strength of the school. Other comments include:

The teachers are wonderful and there is a strong and supportive KHPS community.

Interest in change and strengthening the school, and the diversity in backgrounds.

### Areas for Improvement:

There were a few parents who felt communication, uniforms and the cleanliness of toilets could improve. Other comments included a need to improve drop off and bus services around the school.

## Policy requirements

### Aboriginal education

At KHPS, Aboriginal perspectives are incorporated into teaching and learning programs throughout all stages. Whole school and stage programs focus on improving learning outcomes for all students through the education of Aboriginal history and culture. Students in all grades have learnt about traditional and contemporary Aboriginal people, culture and customs through explicit teaching programs and exploration of different themes and concepts across the Key Learning Areas in all stages. Students enjoyed performances by Fred Reid and Rika Ali which taught aspects of aboriginal culture through dancing and playing the didgeridoo.

## Multicultural and anti-racism education

With a student population which has more than 30 languages other than English spoken at home and whose families have come from over 40 ethnic backgrounds, KHPS is always dynamically multicultural.

Multicultural perspectives are integrated across the curriculum in order to develop the knowledge, skills and attitudes required for our culturally diverse society, which we celebrate daily.

Activities promoting multiculturalism at KHPS have included:

Visits from educators both nationally and internationally, to learn about KHPS' unique bilingual program.

Francophonie Day with classes choosing a French speaking country to research then celebrate that culture across the school through art, drama, song and cuisine.

Harmony Day celebrations with students dressing in orange and participating in class and stage organised activities to celebrate understanding and tolerance.

An experienced teacher, Mrs Juli Marshall, is our Anti-Racism Contact Officer (ARCO) and has been fully trained in the procedures to handle complaints of a racist nature. The ARCO follows the DEC Anti-Racism Policy.

## Other school programs

### LEARNING AND SUPPORT PROGRAMS

At Killarney Heights Public School, we have a multitude of programs to support our students with additional learning needs. These programs include our reading fluency, Mathematics and Spelling support programs, and Student Learning Support Officers (SLSOs) who assist students within the classroom environment. Students requiring additional support in reading fluency and comprehension are withdrawn in small groups of students on Monday, Tuesday and Wednesday. The students receive three 40 minute sessions. Our maths support program targets students who require additional support in Mathematics to meet grade outcomes. These students are withdrawn in small groups on Thursdays and Fridays for two 40 minute sessions to consolidate their numeration strategies.

One of our targets was to improve the explicit teaching and spelling skills of students across the school. Data from the South Australian Spelling test was used to identify students who are then included in a small group, games based approach, using the 'Words their Way' program. Teachers focused on phonological and morphemic spelling development with a target group of students.

### ENGLISH AS AN ADDITIONAL LANGUAGE/DIALECT

We had a significant proportion of students at KHPS who are learning and using English as an additional language or dialect (EAL/D). About 60% of our students had parents who speak a language other than English at home, the most prevalent being French, Mandarin and Spanish. These students were in all grades, and at varying phases of English language acquisition. We also had several French speaking students arriving throughout the year from all over the world, many of whom are 'New Arrivals' with limited English literacy skills.

In order to support all of these EAL/D students, specialist teachers provided a variety of learning experiences tailored to suit the age and language acquisition phase of the students. Intensive English lessons were organised as small group withdrawal programs, or through team teaching with the classroom teacher, providing small groups with assistance when learning curriculum through English. Specific programs for EAL/D students targeted reading and oral fluency, spelling, grammar and writing. Students in these programs were monitored through class teachers and the Learning and Support Team.

### GIFTED AND TALENTED PROGRAMS

Our students are excelling in literacy and numeracy and achieving higher than expected growth on external performance measures. As teachers, we ensure that we have high expectations for all students and are using best practice to achieve improved student performance and cater to individual student needs.

Our Gifted and Talent Program at KHPS continued to go from strength to strength. Teachers received ongoing professional development around identification methods and strategies to support gifted and talented learners. Teaching and learning programs across the school were designed to differentiate for every student and encourage critical thinking skills. Our whole school "Visible Learning" journey, following John Hattie's research, increased students' awareness of their learning and had a positive impact on our gifted and talented learners.

Our aim for gifted and talented education at KHPS is to:

- Encourage the achievement of personal excellence in all students.
- Encourage and assist students with special abilities to achieve their potential.
- Raise student and parent awareness of opportunities and challenges to students with special abilities.
- Identify students who are gifted or talented and to ensure that the school responds to and provides for their individual needs.
- Provide support to teachers to ensure differentiation occurs for all students.

(Riley 2000, as cited by Dr Suzanne Vasilevska, 2011)



Many of our GAT lessons involved Project Based Learning tasks. Project Based Learning (PBL) is a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging and complex question, problem, or challenge. In 2017, we wish to continue this method of lesson delivery and increase our teaching of STEM (Science, Technology, Engineering and Mathematics) content.

## ENVIRONMENTAL PROGRAMS

Environmental Sustainability Education is embedded in all our Science programs throughout the year to heighten students' understanding and appreciation of environmental issues locally and globally. Where possible, our visual arts program activities involve up-cycling the use of recyclable materials. Our school recycling programs continued to operate successfully throughout the year. Year 5 maintained their weekly schedule of collecting all paper waste for recycling; both administrative and teaching staff continued to recycle print cartridges; and the Junior Landcare group were responsible for the collection of Crunch n' Sip scraps that were recycled via our worm farms. Our battery recycling program saw us recycle in excess of 150kg of household batteries.

The school vegetable gardens continued to be maintained by the students involved in Junior Landcare and the school general assistants. Large crops of beetroot, rhubarb, cabbages, potatoes, cucumbers, capsicums, tomatoes and radishes were harvested throughout the year and sold to the school community. A bumper crop of mandarins allowed for the production of 28 jars of delicious marmalade to be produced and sold to the school community. All profits made were used to purchase seeds for the next seasons' crops. The construction of a timed irrigation system in each raised garden bed meant we were able to control the amount of water used to keep the garden productive all year round; and with timers set to water the gardens during off-peak periods we have been able to lessen the financial burden on the school of the gardens' up keep.

The construction of a multi-bay compost area allowed for the school to use all leaf litter, garden cuttings and any other green waste to produce our own high quality compost soil to use in the school garden beds. The purchase of a garden mulcher allowed us to dispose of the many fallen sticks in the playground in a safe and environmentally friendly way by mulching directly into the compost bays.

The success of our native bees meant we were able to split the hives creating another colony, thus increasing the prospect of pollinating our garden crops and the surrounding flowering plants in the local area.

The school canteen began recycling all the vegetable off-cuts in an effort to decrease household waste. The canteen is actively investigating ways to decrease the amount of packaging used in school canteen lunches, alternatives to plastic cutlery, and a possible recycling program for plastic and metal waste produced by prepacked products.

Our school grounds and native gardens were continuously maintained by the school general assistants. The school grounds were enhanced with the addition of turf to barren areas around the hall; and the addition of a barrier fence in the Peace Park to protect our student memorial garden.

## SPORT

2016 saw the continuation of the NSW Premier's Sporting Challenge which involved students from Kindergarten to Year Six. The program increased student participation and positive attitudes and behaviours towards sports and physical activity. This helped to foster a 'have a go' attitude.

2016 also saw the implementation of the Federal Government's Sporting Schools Initiative. As a result, a group of Killarney Heights Public School students took part in a subsidised Rugby Union program, delivered by NSW Rugby Union. Subsequently, the Killarney Heights Rugby Union team took out the annual Forest/Killarney Shield.

In 2016, our sporting highlights included:

Boys Junior Soccer, Junior A Eagle-Tag, Junior Boys T-Ball and Senior A AFL all placed first in the 2016 Warringah Zone Primary Schools Sports Association (PSSA) interschool competitions.

Boys Senior Soccer, Boys Junior B T-Ball, Boys Junior Cricket and Girls Junior A and B T-Ball teams were all runners up in the 2016 Warringah Zone PSSA interschool competitions.

Individual sporting achievements were numerous. Nina Fitzgerald received the 11yrs age champion for the Warringah Zone Swimming carnival. Maxim Maloney qualified to represent Sydney North Area at the NSW State Cross Country Championship. Amelia Sim qualified to represent the Sydney North Area at the NSW State Cricket Championship. Mika Marolly represented NSW PSSA at the Australian School Sport Champions in Girls Soccer. Tomas Maloney placed second overall at the NSW PSSA cross country carnival in the Sydney North team's event.

## FRENCH BILINGUAL PROGRAM

In June, Susan Tickle and Gwendoline Chirez attended the Label FrancEducation world meeting in Paris. The network includes 92 bilingual schools. They also visited two bilingual schools in Paris. The French Embassy supported the attendance to the meeting.

In October, Danka Murray, Sabine Duffy, and a Teacher of French attended a symposium on bilingualism and multilingualism in schools in the Oceania-Pacific region organised by the French Embassy and the ANU in Canberra. Two Teachers of French attended training on bilingual education which was organised by the Australian Association of French/English Bilingual Schools (AAFEBS) in Melbourne, in October. Vicki Johnson and Sabine Duffy attended the AAFEBS AGM at the same time. In

October, five Teachers of French and Sabine Duffy attended the New South Wales Association of French Teachers (NAFT) AGM.

In 2016, the successful partnership with the French speaking Association of the North Shore (FANS) continued. There were 27 bilingual classes out of 29, which represented 92% of our student population. Classes were team-taught with 14 teachers of French. FANS also recruited a part-time French teacher's assistant for the six kindergarten classes. All teachers of French are qualified from their country of origin or Australia. They are all French native speakers from France, Belgium, Switzerland or Canada.

In a typical class, an average of 37% of the students have French native speaking background and participate in intensive French lessons in which they are taught the NSW literacy program in French. KHPS/FANS teachers have planned and delivered lessons together since 1999.

A Languages Other Than English (LOTE) French program continued in 2016, including all classes from Kindergarten to Year 6. Anglophone students only attended those classes and used the AIM gesture methodology to enhance their speaking skills, while francophone students worked with their classroom French teacher on the cultural outcomes of the LOTE syllabus through the study of History and Geography, and literary texts.

A Gifted and Talented French program was introduced for anglophone students which achieved amazing results. There was a Spelling Bee and a public speaking competition, which, for the second time, were conducted both in English and French.

Students enjoyed opportunities to extend their French culture and language skills by attending various clubs: Art and craft, video club, choir, lego WEDO, conversation club, drama and French stories. There were school events such as 'Francophonie Week', "the French spelling Bee" and incursions with the "Cendrillon" Puppet show for K-2.

Year 6 students were again given the opportunity to attain a diploma in French as a foreign language by sitting the Diplôme d'Études de Langue Française (DEL F) exam. The exam is delivered by the French Ministry of Education and is recognised everywhere in the world. In 2016, 31 Year 6 anglophone students completed the A1 DEL F with results averaging 81.5%, 24 Year 6 students completed the A2 DEL F with an average result of 92.7%. Traditionally, only francophone students sat the A2 level. However, for the first time in 2016, four anglophones students were offered to sit that level too, and their results were amazing. Those students were part of the French GATS program for anglophone students, introduced for the first time in 2016.

Vicki Johnson and Sabine Duffy met with Brad Hazzard, our local member of parliament, to seek his support for an official recognition of the bilingual program by the Department of Education (DoE). Over 100 letters of support were written by our parents. Brad

Hazzard sent a letter from Education Minister Adrian Piccoli, inviting Vicki Johnson to contact the Legal Services of the DoE to draft an Memorandum of Understanding (MoU) to be signed between the DoE, French Embassy, KHPS and FANS.

FANS continued to run after school DELF classes for high school students. Those classes were traditionally for francophone students but, for the first time in 2016, a class was organised for Year 7 anglophone students. In 2016, an afterschool CNED class (French national syllabus, distance education) was introduced at Killarney Heights High School, as well as a History/Geography immersion workshop.

FANS held various activities to promote the French language and culture for the community such as a trivia night for parents, French Film Festival and a major French Market, held at school in November which is a community fundraiser for the bilingual program.

Thank you to the following staff members who assisted in compiling this report:

Vicki Johnson	Principal
Susan Tickle	Deputy Principal
Danka Murray	Deputy Principal
Danielle Farrow	Assistant Principal
Andrew Schubert	Assistant Principal
Gwendolyn Chirez	Executive Teacher of French
Christine Hong	Librarian
Melissa Willow	Teacher