

Killarney Vale Public School

Annual Report



2016



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Introduction

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

Jonathan Moxon

Principal

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School background

School vision statement

Killarney Vale Public School will provide a safe and secure environment where individuals have the opportunity to achieve their full potential. In partnership with parents and members of the wider community our staff will encourage experiences, which will empower children to contribute positively to their world.

School context

Killarney Vale Public School (KVPS) is part of the Tuggerah Lakes Learning Community (TLLC) and is situated in the Wyong School Network.

There are 427 students enrolled from Pre-school to Year 6. Aboriginal heritage has been identified by 11% of our student population. Classes include: 16 mainstream, 1 Early Intervention, 1 Multi-Categorical and 1 Emotional Disturbance. There is a strong emphasis on providing high quality teaching and learning programs that are backed by action research and extensive teacher professional learning.

The school receives additional socio economic and Aboriginal funding through the Resource Allocation Model (RAM) and implements a number of focus programs including Language, Learning and Literacy (L3), Taking Off With Numeracy (TOWN), Focus on Reading (FoR) and Positive Behaviour for Learning (PBL).

We pride ourselves on having quality systems that support rigorous and ongoing evaluation of our programs to ensure we meet the needs of our local community, while ensuring that state milestones are being addressed.

At Killarney Vale Public School, we ensure that we incorporate cross-curriculum priorities such as Aboriginal Education, Asian Engagement and Sustainability while including general capabilities that strengthen our quality teaching and learning opportunities in a technology rich environment. Killarney Vale Public School is community inclusive and we are always striving to strengthen and build upon the successes of our great public school.

Killarney Vale Public School enjoys a strong, consultative partnership with the Kuriwa Aboriginal Education Consultative Group (AECG). A proud partner school in the Tuggerah Lakes Learning Community (TLLC), where we are "United in Excellence, Equity and Opportunity". We also have a strong valued partnership with our supportive P&C. Together we are all working to provide outstanding educational programs to the students of our community.

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.

At Killarney Vale Public School progress of milestones was charted by teams each five weeks. Regular meetings were held with implementation teams to track progress. Staff reflected on the progress on the milestones and then developed an implementation plan for further progress.

In the domain of Learning, our efforts have primarily focused on Student Wellbeing, Curriculum and Learning whilst improving how we develop our Learning Culture. Positive Behaviour for Learning (PBL) is a strongly embedded program that supports the importance of wellbeing and provides an exceptional foundation to build a culture of trust, respect, common understanding and high expectations for learning. Our strong performance in providing individualised learning and differentiated teaching programs is enhanced by our active partnerships with parents as we work collaboratively to ensure a continuity of learning for all students. Learning support processes are developed to identify, address and monitor student learning needs to ensure early identification of students who require higher levels of support. The school has established strong links with the Tuggerah Lakes Learning Community to enhance curriculum provisions between all schools thus strengthening the continuity of learning. The school has developed strong links with the Kuriwa AECG and the school based community Aboriginal Education Group continues to strengthen community bonds. Our strong partnerships with of our Aboriginal community have successfully increased participation and contribution in learning at the school.

Our major focus in the domain of Teaching has been Collaborative Practice, Data Skills and Use and Professional Standards. Strong collaborative practices between staff and their supervisors enable teams of teachers to work together to improve teaching and learning programs in their stages while incorporating quality individualised learning. Staff enhance their pedagogical practice by participating in quality professional development on Language, Learning and Literacy (L3) and Targeting Early Numeracy (TEN) for students in Kindergarten and Years 1 and 2, Focus on Reading (FoR) and Taking Off With Numeracy (TOWN) for students in Years 3–6, Advancement Via Individual Determination (AVID) for students in Years 5 and 6. Identified staff participate in learning hubs that have been established across the Tuggerah Lakes Learning Community to further develop the community of learning. Data is recorded, monitored and analysed every five weeks to inform the school's learning goals to determine future teaching to improve student outcomes. The Performance and Development Framework demonstrates a shift in culture that has enabled all teachers to design their own Performance and Development Plans (PDPs). Staff are developing evidence-based practices that can assist in the review and evaluation of their professional learning in line with the school's strategic directions.

In the domain of Leading, our priorities have been to progress Leadership, School Resources and Management Practices and Processes. The school leadership team support the succession planning, distributed leadership and is committed to the development of future leaders both in staff and students. Quality Teaching, Successful Students (QTSS) and Great Teaching Inspired Learning (GTIL) offer excellent resources to help staff provide quality mentorship programs. The leadership team has been successful in leading the initiatives outlined in this report, building the capabilities of staff to create a dynamic school learning culture.

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

Quality and Personalised Learning

Purpose

To deliver quality teaching and learning programs that will develop independent and collaborative learners, with the literacy and numeracy skills that will enable students to develop into deep and logical thinkers. Students will have the ability to obtain and evaluate information to become productive contributors to modern society.

Overall summary of progress

Staff in Kindergarten, Year 1 and Year 2 were trained in Language, Literacy and Learning (L3) and Targeting Early Numeracy (TEN). Staff in Years 3–6 were provided with professional learning in Focus on Reading Phase 1 where all staff have embedded the Super 6 strategies into class programs. Stage 3 were also provided training in Taking Off With Numeracy (TOWN) which has increased data collection across 3–6. Staff in Stage 3 have implemented key components regarding to Advancement Via Individual Determination (AVID) where key elements were incorporated into daily teaching and learning activities to provide consistent application across Stage 3 classes.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increase in students achieving minimal standards to 100% in reading, writing, spelling, grammar and punctuation and numeracy.	83.8% of students in Years 3 and 5 achieved minimal standards in reading, writing, spelling, grammar and punctuation and numeracy.	\$ 31500 – L3 (Course Fees) \$ 5922.40 – AVID (Course Fees) \$ 3500 – TEN (Course Fees) \$ 30400 – Casual Salaries for all programs
65% or more achieve greater than or expected growth in reading, writing, numeracy.	92.5% of students in Year 5 achieved expected growth in reading and numeracy. Writing data was not available due to a change in genre.	\$ – Nil Full amount calculated in Point 1
100% of students demonstrate growth against their expected cluster marker as measured on the Numeracy and Literacy continuum.	100% of students are currently working in or at their appropriate cluster level.	\$ – Nil Full amount calculated in Point 1
PLPs developed, implemented and reviewed for 100% of students who wish to be involved.	All Aboriginal and Torres Strait Islander students have had a Personal Learning Plan that was developed, executed, evaluated and celebrated throughout 2016.	\$ – Nil Full amount calculated in Point 1

Next Steps

- New staff will be trained in L3, TEN, FoR, TOWN, AVID and will focus on student achievement to meet expected benchmarks.
- All staff who have been previously trained will continue with Ongoing Professional Learning (OPL).
- Continue to develop and refine whole school data collection and tracking systems with a focus on impact and evidence.
- Implementation of specific intervention programs designed to target high need students.
- Implement strategies to increase the proportion of students in Years 3 and 5 in the top two bands by 2020.

Strategic Direction 2

Excellence in Leadership and Teaching

Purpose

To deliver and enhance school leadership practices while providing quality professional learning for staff, ensuring all staff are engaged and have access to current and evolving pedagogical practices. This will translate into all students being immersed in quality learning experiences.

Overall summary of progress

Stage Three staff acted as mentors to provide student leaders with guidance to help achieve the responsibilities of their role. Executive met with stage teams to effectively plan and support staff with the creation and implementation of Personal Development Plans. Observation and feedback was provided to staff on a regular basis. The Learning Support Team guided the review of Individual Learning Plan formats, processes and professional learning to support implementation.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of student leaders participate in leadership mentoring programs and activities as part of the overall school capacity building.	All student leaders have taken responsibility for and participated in a variety of leadership opportunities in the following areas: School Captains, Ministers and Ministries. This has resulted in a greater understanding of their leadership responsibilities across the school.	\$ 2346
100% staff engage in professional learning and reflective practice which leads to increased capacity as measured against the teaching standards.	All staff negotiated Professional Development Plans with executive staff that were used as a basis for ongoing professional growth. Three staff completed their accreditation at proficient level and one staff member completed their maintenance at proficient.	\$ Nil
All teaching programs reflect effective assessment and are differentiated to support student learning needs.	In consultation with executive members, staff critically analyse their teaching programs on a termly basis to provide evidence on subject differentiation and student success.	\$ Nil

Next Steps

- Student leadership ministries are being reviewed to meet the ever-changing needs of the students and local community.
- Continuation of professional development through regular targeted interventions specifically designed to broaden access to relevant and current pedagogies while demonstrating best practice.
- Parent sessions are being developed to increase awareness and understanding in the following areas: Positive Behaviour for Learning, Literacy, Numeracy and Aboriginal education.

Strategic Direction 3

Positive and Cohesive School Community

Purpose

To develop and strengthen a learning environment that engages all members of our community in authentic learning experiences. As part of a successful learning community we are collectively working together to provide a high quality education system that meets local needs while fostering a positive and cohesive school community.

Overall summary of progress

All staff have participated in ongoing Positive Behaviour for Learning (PBL) training. New staff have been provided with universal training. The PBL team participated in ongoing hub training and all staff have completed classroom problem solving professional learning. A positive communication strategy was sustained to promote the various methods for parents to access information.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
PBL practices are embedded into all classrooms and school wide setting.	According to our Self Evaluation Tool (SET) data 86.8% of our systems are embedded into all classrooms and school wide settings.	\$950
85% of students achieve identified school wide PBL targets.	Less than 10% of students required Tier 2 interventions. 85% of students achieved their end of Term Star Award.	\$ Nil
A 65% increase of parent interaction in workshops, teacher interviews, PLP meetings and targeted committee meetings.	Parent participation and interaction grew to an average 57% across the variety of events offered, which is an increase from 2015 data.	\$ Nil
An increase of 20% uploads on the schools communication platforms: Skoolbag, Website and Facebook.	School website data indicates an average of 550 hits per week, which is a decline of 10% since Facebook was launched. Skoolbag data indicates an increase of 21%. Facebook data indicates 400 followers and an average of 300 views per post.	\$420

Next Steps

- New staff trained in PBL practices and existing staff provided with ongoing professional learning.
- PBL team to evaluate the effectiveness of the new Classroom Problem Solving Team program.
- Continue to develop positive school communication links and strengthen learning alliances.
- Continue to engage our community through a variety of successful communication platforms.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>All Aboriginal and Torres Strait Islander students have a Personal Learning Pathway (PLP) and are making progress across the literacy and numeracy continuums. Increasing numbers of parents were involved in the development and monitoring of the PLPs. Our PLPs include Literacy, Numeracy, Wellbeing and Cultural goals that are discussed and supported by staff, students, parents and community members where appropriate. This process has led to a positive parental involvement and participation within the school community with over 80% of our parents participating.</p> <p>Two staff members participated in professional learning on '8 Ways of Learning' and have assisted staff to incorporate the principles throughout their programming resulting in staff having a greater understanding of how to engage with our Aboriginal students.</p> <p>Highly effective programs and initiatives have been implemented such as: Norta Norta, Didgeridoo and Dance, a termly Aboriginal newsletter created by our students, NAIDOC week activities, Killarney Vale Public School Aboriginal Education Community Group, Gulangfest, Kuriwa AECG Gulangfest Message Stick journey, the TLLC Koori Choir and additional LaST time to support growth in literacy and numeracy which has increased student engagement, parental involvement and cultural significance with 84% of Aboriginal students indicating they are proud of their culture according to the Tell Them From Me Survey.</p> <p>The community have taken a great interest in the KVPS Aboriginal Education Group meetings which occur every term. Each term, we have had increased patronage and positive feedback. This year, one of our community members was elected as the KVPS AEG representative on the organising team.</p> <p>The impact of these programs is having a positive effect as evidenced in the 'Tell Them From Me' survey. Staff, parents and students also feel they are being supported in their education.</p>	<p>\$ 30820</p> <p>\$ 2390.25 – (Norta Norta funding)</p> <p>\$ 16197.66 – SLSo</p> <p>\$ 16112.59 – LaST</p> <p>\$ 900 – Professional Learning</p>
Low level adjustment for disability	<p>Students requiring additional support were identified and supported by the Learning and Support Team (LaST) resulting in adjusted learning or social intervention programs. Additional resourcing supported students with additional needs resulting in increased student engagement and a greater number of students reaching expected benchmarks.</p> <p>Additional Learning and Support Teacher (LaST) and Student Learning Support Officer</p>	<p>\$ 95136</p> <p>\$ 68623.49 – SLSo</p> <p>\$ 12182.69 – LaST</p> <p>\$ 4500 – Resources</p>

Low level adjustment for disability	(SLSO) time was implemented to directly support students in classrooms. SLSOs provided instruction in explicit programs designed by teachers to support learning and social needs, leading to increased engagement and learning outcomes for students.	\$ 95136 \$ 68623.49 – SLSO \$ 12182.69 – LaST \$ 4500 – Resources
Quality Teaching, Successful Students (QTSS)	<p>The Quality Teaching, Successful Students (QTSS) funding has been utilised to:</p> <p>Facilitated and develop collaborative practices in the school; jointly plan and observe colleagues lessons; jointly develop units of work and assessment tasks.</p> <p>Establish mentoring and coaching practices in the school to provide timely and constructive feedback to individuals and groups based on observations and discussion.</p> <p>Provide comprehensive and focused support for teachers with accreditation and performance.</p>	\$ 16323
Socio-economic background	<p>All students and families requiring additional financial funding to access an equitable education were supported. Executive staff mentored teaching staff in the areas of professional development with a focus on Literacy and Numeracy and Positive Behaviour for Learning principles. This resulted in a consistent implementation in these areas across the school.</p> <p>Additional Learning and Support Teacher (LaST) and Student Learning Support Officer (SLSO) time was used to support a range of programs and initiatives that were designed to support student learning and wellbeing.</p> <p>A speech and language pathologist was employed to screen all of our Kindergarten and new students in Years 1 and 2. Professional learning was implemented for our team of SLSOs so that they could implement some speech and language activities to support student achievement and growth. This program has had an impact on reading levels, indicating 65% of students in Kindergarten and 86% of students in Year 1 are reaching expected benchmarks.</p> <p>Additional Release from Face to Face (RFF) teaching was implemented to allow specialist staff to run programs with a specific purpose. Additional time was also allocated to executive staff members to provide a high level of supervision and engagement.</p>	\$ 148548 \$ 5599.10 – SLSO \$ 32225.18 – LaST \$ 71322.40 – Strategic Direction 1 \$ 4970 – Speech and Language \$ 29985.11 – Resources
Support for beginning teachers	Support was given to two new teachers and two teachers received their second year beginning teacher support package. In order to support our new staff members and in accordance with policy guidelines our staff were provided with the following:	\$ 27445

<p>Support for beginning teachers</p>	<ul style="list-style-type: none"> • Reduced responsibilities and teaching loads where applicable to support their development in their first/second year: • Ongoing feedback and support from executive and mentoring staff members; • Supportive mentoring structures and collaborative practices across the Tuggerah Lakes Learning Community to support classroom observation and provide structured feedback and • Access to professional learning that focuses on classroom and behaviour management, strategies to build student engagement, collaborative professional practices within the school and productive relationships with parents and caregivers. <p>This ensured staff actively participated in all accountable areas and feedback has identified the process as being highly effective resulting in them feeling confident in being able to deliver quality teaching and learning programs, while making contributions to whole school programs and the wider learning community.</p>	<p>\$ 27445</p>
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Student information

Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	165	181	194	215
Girls	184	192	193	205

Student enrolment trends continue to increase steadily. Our positive communication strategy has seen an increase of enquiries in regards to our zoning boundaries and specialised programs on offer.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	94.6	95.6	95.8	94.8
1	93.5	93.1	94.6	94.7
2	94.5	93.7	92.6	92.9
3	94	94.6	91	91.2
4	94	94.3	91.3	90.8
5	93.2	94.2	92.7	91
6	92.9	92.1	94	91.6
All Years	93.9	94	93.2	92.6
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

Management of non-attendance

Student attendance remains slightly below the state average. Student attendance is closely monitored using recommended DoE procedures. Strategies include regular rolls checks, regular contact with parents for students with an absence of two or more days in a given week. The class with the best attendance is recognised each week at our School Assembly.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	4
Classroom Teacher(s)	16.58
Teacher of Reading Recovery	0.53
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.8
School Administration & Support Staff	5.72
Other Positions	0.56

*Full Time Equivalent

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. Killarney Vale Public School has one staff member who identifies as being Aboriginal.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	88
Postgraduate degree	12

Professional learning and teacher accreditation

On average, \$4183.37 per teacher was spent on professional learning in 2016 with all staff participating in professional learning throughout the year. Whilst some professional learning occurred in school time, a significant amount occurred after school hours and on school development days. Professional Learning supported the school plan with a particular focus on: Language Literacy and Learning (L3), Focus on Reading (FoR), Targeting Early Numeracy (TEN), Taking Off With Numeracy (TOWN), Advancement Via Individual Determination (AVID) and Positive Behaviour for Learning (PBL). Staff and Stage Professional Learning opportunities have also included: Curriculum familiarisation and ongoing development, behaviour and classroom management including the implementation of Classroom Problem Solving (PBL Tier 2), NAPLAN evaluation and feedback and mandatory programs such as: e-Emergency Care,

Anaphylaxis and Child Protection modules. The staff have also been unpacking and reviewing reform agendas. Support staff including the Learning and Support Teacher (LaST), Teacher Librarian and School Administration staff attended network meetings and various professional learning opportunities designed to enhance their effectiveness in their individual roles. As part of the Tuggerah Lakes Learning Community we have provided and participated in weekly learning hubs across our schools with specific focuses on Curriculum, Aboriginal Education, Accreditation and Leadership Development. In 2016, we had six staff working towards accreditation at proficient level and three staff maintaining their accreditation at proficient. Killarney Vale also had two newly appointed teachers commence at the beginning of the year. These new staff members successfully participated in their induction programs and some of the funding was used to provide mentors to help them in their first year at our great school.

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.

Income	\$
Balance brought forward	241 892.55
Global funds	128 311.94
Tied funds	174 717.00
School & community sources	55 475.00
Interest	2 502.00
Trust receipts	2 375.00
Canteen	0.00
Total income	605 273.49
Expenditure	
Teaching & learning	
Key learning areas	16 115.00
Excursions	3 543.00
Extracurricular dissections	42 851.00
Library	4 937.00
Training & development	362.00
Tied funds	154 922.00
Short term relief	29 105.00
Administration & office	71 848.00
School-operated canteen	0.00
Utilities	18 892.00
Maintenance	5 446.00
Trust accounts	3 723.00
Capital programs	0.00
Total expenditure	351 744.00
Balance carried forward	253 529.49

The information provided in the financial summary includes reporting from 11 May 2016 to 31 December 2016.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	670 903.22
(2a) Appropriation	558 651.07
(2b) Sale of Goods and Services	4 830.00
(2c) Grants and Contributions	107 105.09
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	317.06
Expenses	-378 092.25
Recurrent Expenses	-378 092.25
(3a) Employee Related	-206 396.15
(3b) Operating Expenses	-171 696.10
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	292 810.97
Balance Carried Forward	292 810.97

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.

Killarney Vale Public School operated two financial systems in 2016 Oasis and SAP/SALM and therefore the two financial reports are contained in this report.

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	2 614 129.50
Base Per Capita	21 473.45
Base Location	0.00
Other Base	2 592 656.05
Equity Total	276 893.71
Equity Aboriginal	33 210.39
Equity Socio economic	148 547.70
Equity Language	0.00
Equity Disability	95 135.62
Targeted Total	539 069.60
Other Total	77 428.30
Grand Total	3 507 521.12

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 <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

In accordance with the Premier's Priorities: Improving education results, schools are required to report their student performance for the top two NAPLAN bands in reading and numeracy. The percentage of Year 3 students in the top two bands has increased for spelling, reading, grammar and punctuation and numeracy but declined for writing. The percentage of Year 5 students in the top two bands has increased for

numeracy and grammar and punctuation while minimal improvements were recorded in reading. Writing and Spelling for Year 5 students declined. Another reporting requirement from the State priorities: Better services – Improving Aboriginal education outcomes is for schools with significant numbers of Aboriginal students to report the percentage of Aboriginal students in the top two NAPLAN bands. Thirty three percent of Year 3 Aboriginal students were in the top two bands for writing and spelling while an additional forty five percent of students achieved the top two bands for reading, grammar and punctuation and numeracy. Fifty percent of Year 5 Aboriginal students in the top two NAPLAN bands were in grammar and punctuation and numeracy while seventeen percent of Aboriginal students achieved the top two bands in reading. No Aboriginal students in the top two bands for writing or spelling.

Parent/caregiver, student, teacher satisfaction

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

In 2016, we had an increase of students and parents who took up the opportunity to record their responses to the 'Tell Them From Me' online surveys. On overview of the responses is presented below.

- On average 73% of parents feel welcome, informed and support home learning.
- 82% of parents felt that Killarney Vale Public School supports positive behaviour and is a safe and inclusive school.
- 75% of parents indicated that they felt their children were safe at school.
- 69% of parents felt that our school was inclusive.
- 68% of our students had a high sense of belonging and 79% of students have positive relationships with friends that they can trust and encourage them to make positive choices.
- 79% of students identified that they have a positive student /teacher relationships that encourage high effort in a positive learning environment.
- 84% of students recognize that staff have high expectations for success.
- All teachers comment that they implement the PBL program in their classrooms to help support positive wellbeing. 90% of teachers find this program is highly effective for dealing with wellbeing issues.
- All teachers are keen to find new ways to make our community more informed and inclusive.

Policy requirements

Aboriginal education

Aboriginal education at Killarney Vale Public School has had a strong and successful year with the evolution of all programs. Additional Learning and Support Teacher (LaST) time in conjunction with additional Student Learning Support Officer (SLSO) time have

been implemented and funded through the Resource Allocation Model. Staff collaboratively work with students and families to develop, implement and review Personal Learning Plans each semester, resulting in individualised learning and cultural activities being embedded in the school culture.

All Aboriginal and Torres Strait Islander children participated in a weekly mentoring program, Tales From A Dilly Bag. The students engaged in weekly cultural sessions with their buddies about connecting to the land and people through reading, art and music. During 2016, Miss Cristal Walters was employed as a Norta Norta tutor, working closely with our Aboriginal and Torres Strait Islander students. Other highly successful programs include: Senior and Junior Didgeridoo lessons, Senior and Junior Dance for boys, girls and combined groups. We also produced a termly newsletter where we support and promote school activities, student work samples, hero profiles and community information.

Staff attended the Kuriwa Aboriginal Educational Community Group (AECG) meetings, contributing school reports and support for the AECG. To reinforce the importance of building sustainable community links our Killarney Vale based Aboriginal Education Group (AEG) has been strongly supported throughout the year.

In NAIDOC week we had a variety of programs on offer, starting with a cleansing ceremony, a cultural performance and specialised workshops, Aboriginal games day and concluding with a celebratory end of week full school assembly with local community members to recognise the achievements of our students.

Gulangfest was held at the Dolphin Theatre, The Entrance High School in September. The Gulangfest message stick was welcomed to our school at a special assembly and our Aboriginal student leaders presented and passed the message stick to The Entrance Public School. Every Aboriginal child contributed to an artwork, which was entered in the art exhibition displayed at Bateau Bay Square and at Gulangfest.

Data collected from the student *Tell Them From Me* Survey indicated that students felt their culture was strongly valued, that they felt good about their culture and that their teachers had a good understanding of their culture. Data indicated that 80% of identified Aboriginal and Torres Strait Islander students felt good about their culture when they were at school and a further 69% felt that their teachers have a good understanding of their culture.

Multicultural and anti-racism education

Killarney Vale Public School is a diverse, multicultural school with families from over twenty countries from around the world and we take pride in our rich cultural diversity. In our school, students are encouraged to develop attitudes of respect and inclusiveness. This was highlighted in our annual Harmony Day celebrations where all students, staff and significant

number of parents participated in a variety of targeted programs across the school environment. This increased their understanding of cultures from around the world.

Multicultural education influences all areas of the curriculum, as it builds the knowledge, skills and attitudes required for our culturally diverse society. Students learn about other cultures and celebrations around the world in History and Geography while developing an understanding and respect for others' values. Teachers enthusiastically ensure that our students learn about cultural diversity and the contribution to Australian society which is vital to the development of responsible and informed citizenship.

The school trained a new Anti Racism Contact Officer and in 2016, one case was referred. The ARCO put in place a strategy to resolve and support the situation.