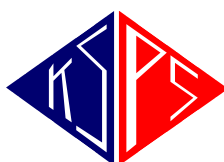


King Street Public School

Annual Report



2016



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Introduction

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

Ashleigh Blayden

Principal

Message from the Principal

It brings me great pleasure in presenting the 2016 Annual School Report for King Street Public School.

I would like to recognise and celebrate the commitment and effort of the King Street Public School Staff both teaching and administrative, for their successes this year. We are fortunate to have such dedicated staff members here at King Street Public School, who work together to support our students, our families and our community. Our motto 'Our Best Always' reflects our commitment to developing students who are well educated, kind, safe, proud, supportive, working hard to achieve to the best of their ability. The teaching staff have been involved in professional learning in the Targeting Early Numeracy (TEN), Accelerated Literacy (AL) and Positive Behaviour for Learning (PBL) programs. Access to these professional learning opportunities has greatly increased the quality of teaching and learning across the school.

At King Street Public School, we value effective, quality learning for all. We provide a wide variety of academic, sporting, cultural and extra curricular opportunities for our students to participate in. Yet again, this year our students have excelled in all of these areas. Our teaching staff work collaboratively to develop and deliver stimulating programs in all Key Learning Areas. A particular highlight of the 2016 school year has been the introduction of the Collaborative Learning Space. Ms Tabetha Garven has worked collegially with our staff to design and create an innovative space, where students have the opportunity to work collaboratively on a wide range of projects.

King Street Public School remains committed to developing and sustaining strong partnerships with our wider school community and organisations. We are fortunate to have strong support from our dedicated P&C, who go above and beyond every time to provide additional resources that enhance the teaching and learning opportunities we provide to our students everyday.

2016 was a successful and productive year for King Street Public School. We look forward to 2017, working in partnership with our school community, to improve student achievement and continuing to provide a wide range of learning opportunities.

Ashleigh Blayden

Principal

School background

School vision statement

King Street Public School is creating a culture in which everyone is challenged, and supported through progressive classroom practices, community participation and strategic management. We are promoting the importance of values throughout the school community. Our school is striving to become a model of quality student outcomes in a caring environment.

Our vision is underpinned by our key messages of 'Care, Innovation, Opportunity, Quality' and our motto 'Our Best Always'. Our Positive Behaviour for Learning (PBL) values of 'Kind, Safe, Proud and Supportive' (KSPS) and 'Cooperative, Listen, Attitude, Sensible and Studious' (CLASS) guide our students, staff and community as they learn together.

The Melbourne Declaration

'Promotion of equity and excellence' – Our students become successful learners, confident and creative individuals and active/informed citizens'.

School context

King Street Public School aims to provide a dynamic learning environment based on care, opportunity, quality and innovation to equip our students for the future. Integral to our school environment are our community partnerships and support networks including our P&C, King Street Community Working Group, Singleton Youth Centre Partnership and support from local industry. King Street Public School is one of three large primary schools in the town of Singleton in the Hunter Valley. It has a population of 380 students in 15 regular and staged classes. Sixteen percent of our students are from Aboriginal and Torres Strait Islander (ATSI) backgrounds. Many of our students have families that work in local industry which is experiencing an economic downturn. Due to a changed model of funding from state government we received significant equity funding in 2014. This has enabled us to initiate and strengthen significant research based initiatives in our school. KSPS 2014 initiatives included: One Assistant Principal off class implementing the Great Teaching/Inspired Learning Reform (NSW Government); increased Assistant Principal Release from Face to Face (RFF) time to more successfully support stage teams with successful practice and student wellbeing; one planning day per term for the whole stage team to examine data, share best practice initiatives, design units of work and assessments and to contribute to consistency of teacher judgement across the stage; one Community Liaison Officer to improve across community communication including website, newsletter, school app, media liaison, Kindergarten Orientation and to support new enrolments to the school; significant technology purchases to address technology needs in partnership with the P&C and local industry; one experienced teacher to support the successful growth of our Aboriginal students in liaison with our local Aboriginal Education Consultative Group (AECG). Due to significant programs being introduced in 2014 with the arrival of our Resources Allocation Model (RAM) funding, our aim in the 2015–2017 plan is to embed and consolidate our improvements through ongoing support for staff and a culture of high expectations of our students. In addition to this we will actively implement new reforms and mandatory processes.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

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

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Throughout 2016, King Street Public School staff examined various data sources to determine areas of strength and achievement against the School Excellence Framework descriptors, and possible areas for school improvement. The sources of data and evidence of excellence included: NAPLAN results, student, staff and parent Tell Them From Me (TTFM) surveys, Best Start and PLAN data, internal school assessment data and our Positive Behaviour for Learning

(PBL) data.

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.

LEARNING

2016 Achievements:

All students' academic progress tracked and monitored using PLAN software and the Literacy and Numeracy Continuums.

Positive Behaviour for Learning (PBL) has continued to be strengthened across the school, using the Wellbeing Framework to guide practices. New signage has been trialled that displays our School Values of Kind, Safe, Proud & Supportive. The signage has been linked to an explicit weekly PBL focus lessons that have been taught to students, to increase knowledge of behaviour expectations.

Focus on Accelerated Literacy (AL) and comprehension strategies to increase student performance in the areas of reading for meaning.

All students have participated in creative, engaging group work opportunities in the Collaborative Learning Space to enhance social skills and use of innovative/critical thinking.

TEACHING

2016 Achievements:

Professional Learning opportunities focused on improving teacher knowledge in the areas of the Literacy and Numeracy Continuums, Accelerated Literacy, Consistent Teacher Judgement in Writing and Aboriginal 8 Ways Pedagogy.

The use of Planning for Literacy and Numeracy (PLAN) time to collaboratively program the explicit teaching of Literacy and Numeracy.

Implemented Creative and Performing Arts Groups to increase student engagement in extra–curricular activities. This also increased parental engagement in school activities, via the huge amount of parents volunteering to share their skills and passions with our students.

All teachers working collaboratively to provide engaging opportunities incorporating the use of technology.

LEADING

2016 Achievements:

Ongoing implementation of the Professional Development Framework to provide personalised professional learning and improve teaching pedagogy.

Three School Executives completed 'Art of Leadership' Professional learning to enhance leadership skills.

Increased communication with our parents and community by establishing a school Facebook page.

Use of coaching and mentoring strategies to improve teacher quality.

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

Develop Active, Informed Creative Citizens

Purpose

To improve the capacity of students to be active, informed, resilient and creative citizens through the rejuvenation of current initiatives and programs and in line with the Melbourne Declaration.

Overall summary of progress

Throughout 2016 the Positive Behaviour for Learning (PBL) Team continued to reflect on all aspects of King Street Public School's behaviour management and student wellbeing processes to enhance the practices being utilised. The PBL Team used data collected from a wide range of sources to make evidenced based decisions. All staff undertook professional learning in the use of Sentral to identify and monitor behaviour trends, this information was then used to plan explicit interventions to support student behaviour. All staff were involved in the teaching of weekly PBL focus lessons and staff worked collaboratively to plan and deliver these lessons. A review of the current PBL signage was conducted and staff were involved in the design and creation of new signage that was trialled throughout the year. Students, Parents and Staff were surveyed to ascertain the relevance and effectiveness of our School Awards system. Data highlighted the need to change the current model and alternative models have been investigated.

All students K–6 participated in the Sporting Schools Program. This program was aimed at promoting social skills and building resilience, students had the opportunity to learn and practice skills through role plays, games and other physical education activities.

All staff have been trained in the 8 Ways of Aboriginal Learning framework and are implementing these strategies in classrooms to support all learners. The Learning and Support Team has developed a range of formative and summative assessment in the area of reading to support the teaching of reading in the K–2 setting. Observational checklists have been developed to ensure the explicit teaching of reading skills.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Wellbeing Framework is being used to inform practice around the support of behavioural learning across the school.	<ul style="list-style-type: none">–Teachers received professional learning around PBL–Review of data collection system undertaken and streamlined the use of Sentral–Consistent delivery of PBL lessons with a weekly focus communicated to all stakeholders–Review of current rewards system–All staff trained in 8 Ways of Aboriginal Learning Framework	<ul style="list-style-type: none">\$2,000\$7,750\$3,2000
Tell Them From Me Survey indicates 7% less students identifying as victims through resilience programs (currently 42%).	<ul style="list-style-type: none">–K–6 students participated in Sporting Schools Program aimed at building resilience and social skills– Continuation of the 009 Leadership Programs and Kinder Buddies Program	<ul style="list-style-type: none">\$11,000

Next Steps

Possible areas identified for review and improvement in 2017 are:

- Introduction of new PBL signage and new rewards system
- Continue to analyse behaviour data to make informed decisions regarding PBL
- Employment of a Wellbeing Officer to implement the Wellbeing Framework and liaise with teachers and the

Learning Support team to provide support to our students and their families

- Continue to investigate ways to enrich and engage the learning of all students through the use of the 8 Ways Aboriginal Learning Framework
- Incorporate a range of extra curricular activities to deepen our Aboriginal and Torres Strait Islander student cultural knowledge and connection to country
- Investigate the impact mindfulness can have on student learning and look at ways of incorporating mindfulness into classrooms

Strategic Direction 2

Promote Quality Teaching and Leading

Purpose

To build the capacity of teachers to deliver quality educational programs through the implementation of teaching, learning and leadership initiatives.

Overall summary of progress

All teachers continued to engage in quality professional learning in the areas of Literacy and Numeracy, with a particular focus on the continuums, Accelerated Literacy (AL) and Targeting Early Numeracy (TEN) programs. At the beginning of 2016, staff strengthened their knowledge of the Planning for Literacy and Numeracy (PLAN) software. Teachers were given additional release time to plot their students on the Literacy and Numeracy Continuums and then enter the results on PLAN. The data was analysed to identify areas of strength and areas requiring support, the Learning and Support Team used the data to provide targeted support to students.

Teachers were supported with the use of 'Stage Planning' Days, where staff worked collaboratively to plan teaching and learning opportunities, analyse student work samples and create assessment strategies. K–2 Staff participated in ongoing professional learning in the TEN program to support student achievement in Mathematics. K–6 staff had the opportunity to observe expert AL teachers deliver 'best practice' literacy lessons based on the Quality Teaching Framework. The expert AL teachers also wrote high quality programs and scope and sequences to enhance the teaching of Literacy.

Five teachers were involved in Quality Teaching Rounds to build their capacity in writing, delivering and coding high quality lessons. This program was run throughout the local Singleton Learning Community in association with the University of Newcastle.

The Collaborative Learning Space was designed and created in Term 1, 2016. Throughout the year all students and teachers engaged in lessons where they had the opportunity to create, collaborate, be a critical thinker and extend their communication skills in a wide range of learning activities. These activities incorporated a range of technologies and students created movie trailers, coded games, made films and used robotics.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
80% of students demonstrating expected growth (1 year growth per student) per semester across DEC Literacy and Numeracy continuums relevant to expected time frames (current NAPLAN growth averages 52.88% of students achieving expected growth between years 3 and 7).	–All students tracked and monitored on the Literacy and Numeracy Continuums	\$6311.76
	–Teachers trained in Accelerated Literacy, Targeting Early Numeracy, PLAN software and Literacy and Numeracy Continuums	\$5325.70
	–Expert Accelerated Literacy teacher created units of work, designed scope and sequences and provided lesson demonstrations for all staff	\$18,000
Tell them From Me Survey indicates staff growth in the areas of Leadership and Technology (current 7.1 average, and 8.1 for Leadership– Focus on Learning survey).	–Stage Planning days implemented	\$11,000
	–Quality Teaching Rounds implemented	\$6,000
	–Collaborative Learning Space created and staffed by a fulltime teacher	\$17,104.78 (establishment costs)
	–All students and teachers participate in lessons in the Collaborative Learning Space	\$55,074.27 (staffing)

Next Steps

Possible areas identified for review and improvement in 2017 are:

- Review teacher induction procedures
- Continue to provide professional learning based on identified areas of need using PLAN and NAPLAN data
- Implement Instructional leadership K–6 to support the professional learning of staff
- Broaden staff access to Quality Teaching Rounds to build teacher capacity
- Continue student access to high quality lessons in the Collaborative Learning Space
- Strengthen teacher professional learning and use of technology in the Collaborative Learning Space
- Ensure Collaborative Learning Space lessons are linked to curriculum outcomes and aligned with class/stage scope and sequences

Strategic Direction 3

Implement Quality Systems and Processes

Purpose

To improve the quality of current school systems and embed new systems based on reforms and drivers relevant to King Street PS.

Overall summary of progress

During 2016, all teachers implemented the full cycle of the Performance Development Framework. Each teacher wrote professional learning goals linked to our School Plan, were involved in lesson observations, gathered evidence and reflected on their achievement of their goals. All Executives worked collaboratively with teaching staff to conduct coaching conversations to ensure professional growth.

Five weekly meetings were held to review the systems and processes that had been implemented to support key initiatives and the current school plan. Changes were made based on evidence and analysing this evidence against the School Excellence Framework. Review of the processes used to collect student learning and wellbeing data were conducted and systems were fine tuned to ensure consistency and streamline procedures.

Professional learning on the implementation of the new History and Geography syllabuses was conducted, units of work were written and trialled.

To improve transition to school processes and ensure a successful start to Primary school an Early Years Transition Program was instigated. The recruitment of two specialist early education teachers occurred and Kinder 2017 students were invited to attend the program. We had an overwhelming response with over 40 students participating. The program ran for eight weeks and was a huge success.

The role of Parent Community Liaison Officer continued to ensure seamless communication with our parents and the Singleton Community

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of KSPS Staff have Professional Development Plans and support processes are in place for all teaching and executive staff based on the Department of Education's Performance and Development Framework	<ul style="list-style-type: none">– All staff participated in the full cycle of PDPs–5 Weekly meetings held to ascertain effectiveness of school plan–Professional Learning on new History and Geography Syllabuses	\$1,200
All staff aligned to the goals within the school plan and actively support their implementation (current– staff knowledge of School Excellence Framework has been initiated, focus on data informing practice identified)	<ul style="list-style-type: none">– Use of the School Excellence Framework to provide support and guidance–All staff involved in school planning and review of progress–Early Years Transition Program–Parent Community Liaison Officer–Introduction of school Facebook page	<p>\$12,000</p> <p>\$40,815.53</p> <p>\$500.00</p>

Next Steps

Possible areas identified for review and improvement in 2017:

- Train relevant staff and implement the Professional Development Framework for all non-teaching staff

- Review and improve attendance procedures
- Continue and expand the Early Years Transition Program
- Establish curriculum teams to ensure consistency in curriculum delivery K–6
- Review programming, assessment and reporting procedures

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>–Aboriginal Education Teacher employed to support the learning of Aboriginal and Torres Strait Islander students (ATSI)</p> <p>–All ATSI students have an Individual Learning Plan</p> <p>– All ATSI students involved in activities to strengthen cultural understanding</p> <p>–Aboriginal children entering Kindergarten in 2017 have had a positive start to school through the Early Years Transition Program</p>	\$40,879
English language proficiency	ESL resources updated	\$400
Low level adjustment for disability	<p>– Student need and referral for support are well know throughout the school</p> <p>–Learning and Support Team has provided flexible support to students requiring support</p> <p>–School Learning Support Officers supporting students with identified needs based on continuum/ behavioural support data</p> <p>–Students were referred for further support through our Learning and Support Team. A teacher was employed to support staff and to facilitate implementing best practice learning programs to support students with specials needs to improve their outcomes.</p>	\$65, 300
Quality Teaching, Successful Students (QTSS)	Expert teachers released from class to conduct lesson observations and coaching/mentoring conversations with teachers	Staffing allocation of 0.627
Socio–economic background	<p>–Children entering Kindergarten in 2017 have had a positive start to school through the Early Years Transition Program</p> <p>–Expert Accelerated Literacy teacher employed to effectively plan and deliver learning programs that reflect best practice initiatives.</p> <p>–School practices identify students with additional learning needs and targeted learning programs are implemented for those students.</p> <p>–The use of technology in teaching and learning and in administration has been strengthened with the use of smartboards and iPads in classrooms</p> <p>–PBL resources and wellbeing programs to support school programs.</p> <p>–Breakfast Club continued</p> <p>–Creative and Performing Arts Groups</p>	<p>\$20,000</p> <p>\$90,000 (Targeted Learning Support)</p> <p>\$70,000 (Student Wellbeing Support)</p> <p>\$65,000 (School Learning Support Officers)</p> <p>\$18,000 (Technology Resources)</p> <p>\$8,000</p> <p>\$2,000</p> <p>\$1,000</p>

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	217	206	187	165
Girls	218	195	197	197

Overall enrolment has decreased due to an economic down turn that continues to affect employment opportunities in the Singleton community.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	92.5	93.6	93	92.9
1	93.6	92.3	93.2	92.4
2	91.6	94.1	93.8	92.3
3	93.2	91.4	94.1	90.9
4	92.9	91.6	93.2	93.2
5	91.8	93.2	93.6	92.1
6	93.4	91.9	93.9	93.5
All Years	92.7	92.6	93.6	92.5
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

Attendance in 2016 at King Street Public School was recorded electronically by the school's OASIS computer roll marking system and through the use of the Sentral software application.

Attendance was monitored regularly throughout the year by the school executive and the Home School Liaison Officer, where necessary. Students with unsatisfactory attendance were referred to the school Learning and Support Team and support to families

and students were provided.

Workforce information

Workforce composition

Position	FTE*
Principal	1.5
Assistant Principal(s)	3
Classroom Teacher(s)	12.19
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	1.3
Teacher Librarian	0.8
School Administration & Support Staff	3.22
Other Positions	1.14

*Full Time Equivalent

Currently King Street Public School does not have any staff members who identify as 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	90
Postgraduate degree	10

Professional learning and teacher accreditation

Each year the school is allocated funding for the professional development of teachers. Our priorities for professional learning throughout 2016 have been aligned with the school's strategic directions and have targeted best practice Literacy and Numeracy programs, building teacher capacity and student engagement.

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to 9.12.16 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

will be writing and reading, with a particular focus on inferential comprehension.

Income	\$
Balance brought forward	232 083.14
Global funds	258 448.71
Tied funds	590 556.65
School & community sources	124 539.25
Interest	7 641.83
Trust receipts	107 885.45
Canteen	0.00
Total income	1 321 155.03
Expenditure	
Teaching & learning	
Key learning areas	7 729.72
Excursions	90 750.60
Extracurricular dissections	33 037.83
Library	11 123.79
Training & development	0.00
Tied funds	517 519.20
Short term relief	102 364.75
Administration & office	86 509.70
School-operated canteen	0.00
Utilities	51 119.43
Maintenance	17 981.41
Trust accounts	25 835.80
Capital programs	0.00
Total expenditure	943 972.23
Balance carried forward	377 182.80

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.

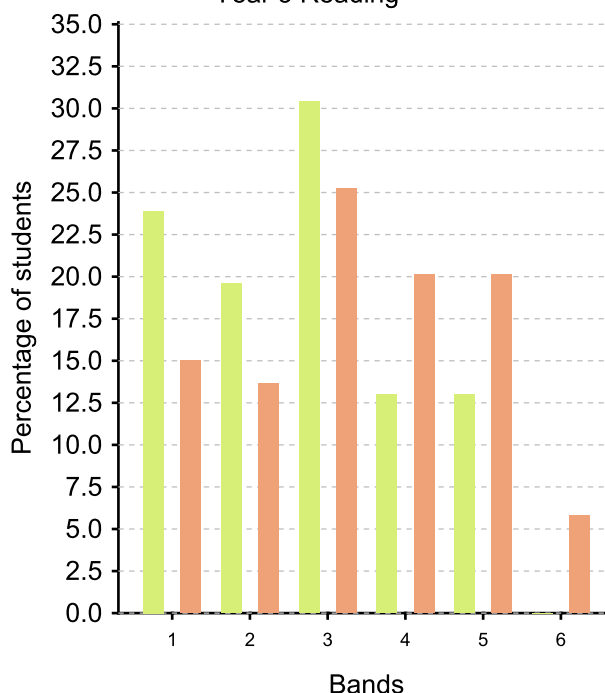
School performance

NAPLAN

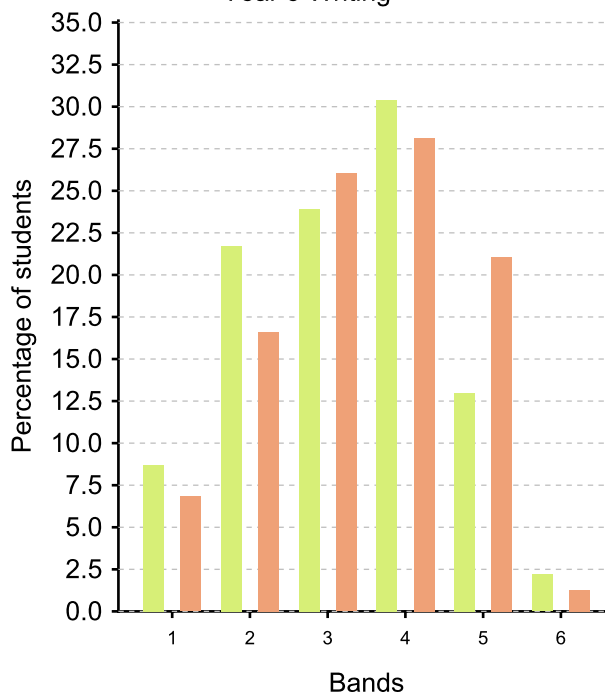
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

All students in Years 3 and 5 participated in the NAPLAN assessments. Our data demonstrated strong growth between Years 3 to 5. Areas for focus in 2017

Percentage in bands:
Year 3 Reading

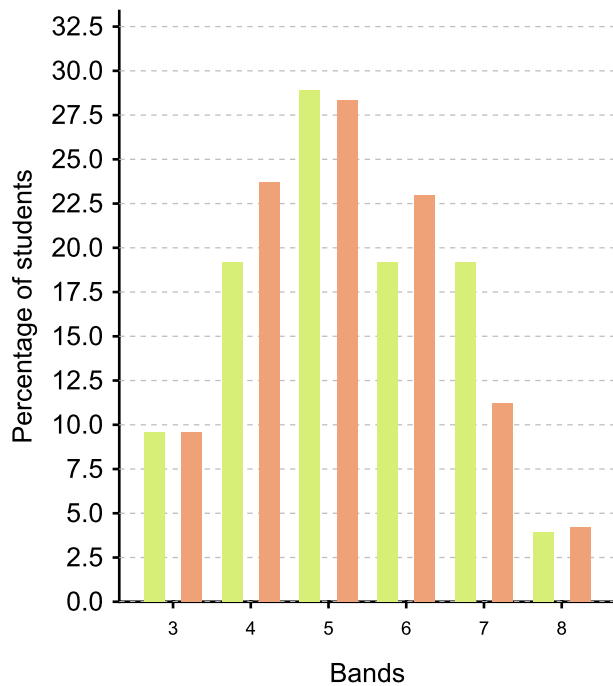


Percentage in bands:
Year 3 Writing

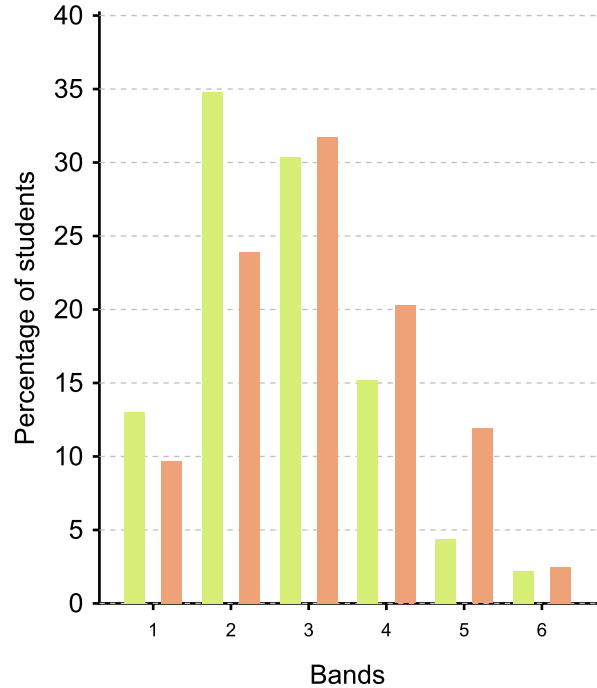


Percentage in Bands
School Average 2014-2016

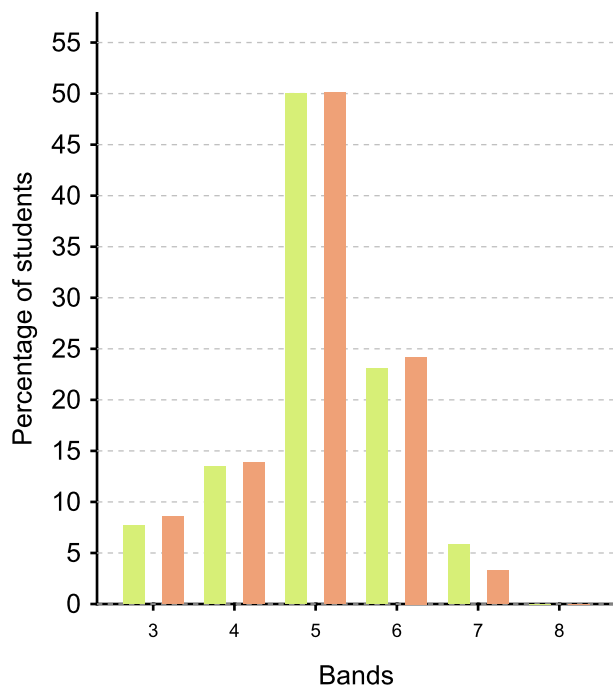
Percentage in bands:
Year 5 Reading



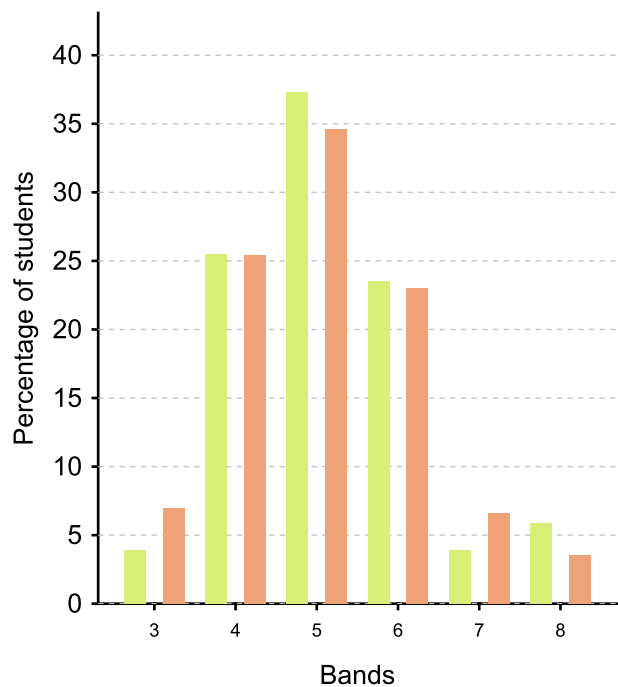
Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Writing



Percentage in bands:
Year 5 Numeracy



Identified areas for professional learning in 2017 will be number problems– Newman's Analysis, place value and aspects of measurement.

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.

After thorough NAPLAN analysis, King Street Public has identified areas for teacher professional learning and student focus areas to ensure we continue to work towards the *Premier's Priorities: Improving education results* and *State Priorities: Better services – Improving Aboriginal education outcomes* for students in the top two NAPLAN bands. At the end of 2016 all K–6 students have been plotted on the Literacy and Numeracy Continuums. All students have been given targeted, explicit and differentiated lessons at their point of need. Our Learning and Support Team and our classroom teachers have designed and implemented learning activities to support students working below national minimum standard and to also support students working above the national minimal standard, to ensure more students are moved into the top two NAPLAN bands.

In 2017, King Street Public School will commence the *Early Action for Success* initiative. Staff will have access to Instructional Leadership to build their capacity and their ability to deliver best practice learning activities to improve student outcomes.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. In 2016 the school participated in the Tell Them From Me– suite of surveys.

Student Results:

Again our student results indicated overall positive attitudes towards school.

85% of our students experienced positive relationships at school.

92% of students value school.

93% of students put in their best efforts at school.

Parent Results:

Positive responses to school initiatives aimed at improving student engagement and wellbeing.

CAPA Groups and the Kinder Transition Program received a high level of positive responses and parental support.

Parents have requested workshops to develop their understanding and knowledge in the areas of numeracy, spelling and student wellbeing.

Teacher Results:

Implementation of the School Plan has seen an increase in teacher satisfaction in the areas of technology, leadership and using data to inform practice

Policy requirements

Aboriginal education

King Street Public School is committed to improving the educational outcomes and wellbeing of Aboriginal and Torres Strait Islander (ATSI) students so that they can excel and achieve in every aspect of their education and training. In 2015, 55 of our students identified as Aboriginal.

King Street Public School promotes respect for the unique and ancient culture of the Aboriginal people in the following forms:

- Acknowledging the traditional custodians of the land, the Wanaruah people, in all assemblies.
- Integration of Aboriginal perspectives across Key Learning Areas so students can develop deeper knowledge and understanding about Australia's first peoples.

Throughout 2016, our Aboriginal Education Teacher, coordinated many opportunities for our ATSI students, these included:

- Collaboratively writing all Individual Learning Plans
- Co-ordinating Aboriginal Dance group each Friday
- Conducting a weekly homework centre
- Providing targeted explicit small group teaching to students based on individual leads
- Conducted professional learning with all staff on the Aboriginal 8 Ways Learning Framework

Multicultural and anti-racism education

In line with the School Plan, the school has reviewed its teaching and learning programs this year to ensure that culturally inclusive classroom and school practices are embedded. Further to this, our programs foster students understandings of culture, cultural diversity, racism and active citizenship within a democratic, multicultural society.

King Street Public School has an Anti-Racism Contact Officer who is responsible for staff awareness training and the promotion of culturally inclusive programs within the school.