

Kings Langley Public School

Annual Report



2016



4528

Introduction

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

Phil Walker

Principal

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Message from the Principal

Congratulations to the Kings Langley Public School (KLPS) community for another year of taking opportunities and gaining achievements. Kings Langley Public School is a highly effective school due to the contribution and team work of our parents and our teachers who encourage and support the enthusiasm of our students.

Our students enjoy coming to school. They take opportunities, contribute to our school and achieve their best. Their work in the SRC, as Peer Support leaders, class buddies, prefects and captains, in the garden, library, band, sport or just on the playground, being fair and responsible school citizens sets a positive tone for the school and maintains an established culture of high expectations of student learning and behaviour.

Our teachers' contribution to the success of our school is the key to the success of our students. They work hard, work together and learn together. Our teachers and School Learning Support Officers are motivated and dedicated.

The manner with which our teachers work is impressive. I thank them for their efforts and the results they achieve for our students.

Our school has a strong and supportive Parents & Citizens (P&C) Association which works closely with the school executive to raise funds to support the school in a number of key areas. The P&C Association, through the support and assistance of parent volunteers, run the school canteen and uniform shop. They also have bi-annual discos, Mother's and Father's Day stalls and other fund-raising activities.

In 2016 the P&C raised in excess of \$80,000 for the school which is greatly appreciated by the staff of Kings Langley Public School.

Significant achievements in 2016

Our school has achieved success in a variety of ways in 2016.

- Impressive NAPLAN results with all aspects of Literacy and Numeracy above State averages for both Year 3 and Year 5.
- Continued implementation of K-6 Crunch & Sip and Fundamental Movement Skills encouraging students to eat healthily and remain active.
- Expansion of our highly successful Kindergarten Speech Pathology program into Year 1.
- Continuing to update technology across the school by purchasing more Interactive Televisions and Laptops for student use.
- Being involved in the Wakakirri Festival for the first time and making the Finals.
- The introduction of Visible Learning into classrooms.

School background

School vision statement

Kings Langley Public School is committed to:

Excellence in Scholarship

Citizenship

Personal Development

- Providing a happy, co-operative environment conducive to learning
- Maintaining cohesiveness through a K-6 philosophy
- Providing equal opportunities for all students
- Implementing a caring, supportive student welfare program
- Expecting high standards of achievement
- Providing quality teaching/learning programs presented by a dedicated, progressive, flexible staff
- Promoting the professional development and welfare of staff
- Working in partnership with the school community

School context

Kings Langley Public School is situated within the Blacktown Local Government area and The Hills School Education group.

The school population has been reasonably stable over the three years of the School Plan; 2015 – 713, 2016 – 700 and 2017 – 721. The school's current population is the highest in its 36 year history. Currently we have 28 classes of which 6 are demountable classrooms. All classrooms are air conditioned and have an Interactive Whiteboard. The school is extremely well resourced.

The school is supported in technology with 150 iPads, 150 Laptops, computers in the classroom and Wi-Fi throughout the school.

In late 2016 we have converted our Technology room into a RFF room for Primary Science.

The community has high expectations of the school and work enthusiastically in a three way partnership between the parents, staff and students. The P&C work extremely hard with fundraising and with the operation of the Uniform Shop and Canteen. The P&C provide the school in excess of \$80 000 each year to help purchase resources. We have parent representatives on a number of committees including Finance, Non-Local Placement, BLC, Student Wellbeing and the School Plan Writing Team. We average 25-30 parents at our monthly P&C meetings.

Parents help out in a variety of other ways, including helping in the classroom, being MiniLit and MultiLit tutors, transporting students involved in extracurricular activities and training PSSA teams.

Our school has a stable and dedicated staff of experienced and Institute teachers in their first ten years of teaching. Our classroom teachers are complemented by a LaST teacher, EaLD teacher, full time Librarian, Reading Recovery Teacher, School Chaplain and a School Counsellor. The school has four office staff, one General Assistant and five School Learning Support Officers.

Generally, students are very well behaved and the suspension rate in the last five years is less than 1 short suspension per year. The school has its own 'Code of Conduct' that all students follow. Our students wear their full school uniform including school hat and black shoes on a regular basis.

Our school has an outstanding reputation in the community. As a result our school is very popular. However since 2013 our school does not accept Non-Local Enrolments unless there is an exceptional circumstance or they have a sibling currently at the school. This will continue until at least 2018.

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.

Across our three Strategic Directions our school has made a significant impact across the domains of Learning, Teaching and Leading. As a result our Strategic Directions have been refined for 2017 and beyond.

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

In the three domains of Learning, Teaching and Leading, the school is sustaining and growing. Evidence in each of the domains includes the following:

Learning

Well developed and current policies, programs and processes identify, address and monitor student learning needs.

The school consistently implements a whole-school approach to wellbeing that has clearly defined behavioural expectations and creates a positive teaching and learning environment.

Curriculum provision is enhanced by learning alliances with other schools and organisations.

The school has analysed school performance data and a range of other contextual information and is aware of trends in student achievement levels.

The school achieves good value added results and excellent levels of performance on external performance measures.

Teaching

Teachers regularly use student performance data and other student feedback to evaluate the effectiveness of their own teaching practices.

The school leadership team engages the school community in reflecting on student performance data.

Teachers work together to improve teaching and learning in their year groups.

Teachers are actively engaged in planning their own professional development to improve their performance.

Teachers work beyond their classrooms to contribute to broader school programs.

Leading

The school community is committed to the school's Strategic Directions and practices to achieve educational priorities.

There is broad understanding of, and support for, school expectations and aspirations for improving student learning across the school community.

Physical learning spaces are used flexibly and technology is accessible to staff and students.

There are opportunities for students and the community to provide constructive feedback on school practices and procedures.

Strategic Direction 1

STUDENT LEARNING

Purpose

The school will deliver quality teaching and learning programs to equip students with the necessary literacy and numeracy skills.

To support all students to achieve their potential as learners through whole school programs, teacher capacity and student engagement through purposeful, targeted learning opportunities.

Overall summary of progress

The main aims of the Strategic Direction 1 Committee were to focus on introducing the new syllabus documents including English Textual Concepts, Mathematics K–6, Science K–6 and History and Geography along with encouraging Teacher Professional Learning. Our aim was to develop a scope and sequence for and program English Concept units following English K–10 the NSW Syllabus as well as developing a scope and sequence and implementing Mathematics K–10 the NSW Syllabus. Teachers were introduced to the new skill and research focus of the Science syllabus. The History and Geography syllabuses were shared with staff and scope and sequences were developed along with accompanying units of work. Teacher Professional Learning supported teachers in becoming familiar with and confident in their implementation of these new syllabus documents thus maintaining quality teaching and learning programs for all students. Throughout this period, the goal was to continue the high levels of achievement experienced by Kings Langley Public School students in NAPLAN testing.

Throughout 2016 the teachers of KLPS have developed well-resourced English Concept units, conducted successful THRASS parent information sessions and implemented the new Mathematics, Science, History and Geography syllabuses. Student reports have been updated to reflect new syllabus documents and assessments reviewed to monitor student progress. PLAN data has been entered K–6 two times during the year.

All staff attended internal TPL sessions. 64% of teachers have engaged in a variety of external TPL experiences and 79% shared findings with staff. TPL has enhanced teacher understanding of new syllabuses.

Quality teaching programs have resulted in students experiencing continued above state average achievement in all areas of NAPLAN. Minimum expectations of benchmark levels have been met K–2.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All teachers implementing History and Geography syllabuses.	New Scope and Sequence developed All teachers introduced to and teaching programs following new syllabus documents. All classroom teachers implementing new History and Geography syllabus documents.	TPL \$4000
All teachers K–6 using concept based units for English programs.	All teachers inserviced in the 15 English Textual Concepts and the newly developed website. Scope and sequence developed. Concept units developed by all grades in line with new English syllabus. Resources purchased to effectively implement new units. Semester reports to parents have been updated to reflect new English Continuum and concept units.	TPL \$5000
Year 3 students in top 3 bands to	NAPLAN achievements were above the state	

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
be higher than the State average in Writing.	average in Writing – Year 3 were 5% higher than the state in the top 3 bands.	
Year 5 students in top 3 bands to be higher than the State average in Writing.	NAPLAN achievements were above the state average in Writing – Year 5 were 6% higher than the state in the top 3 bands.	
Year 3 students in top 3 bands to be higher than the State average in Mathematics.	NAPLAN achievements were above the state average in Mathematics – Year 3 scores were 16% higher than the state in the top 3 bands.	
Year 5 students in the top 3 bands to be higher than State average in all areas of Mathematics.	NAPLAN achievements were above the state average in Mathematics – Year 5 scores were 2% higher than the state in the top 3 bands.	
50% of K–2 students to meet minimum expectations in Benchmarking. K–8, 1–16, 2–26.	Benchmark data is stored on the school server for easy access. 54% Kinder students met minimum L8 target. 94% Year 1 students met minimum L16 target. 74% Year 2 students met minimum L26 target.	
At least 75% of staff attending external TPL providing feedback to staff.	64% staff attended external TPL sessions during the year. 79% staff who attended TPL sessions reported feedback to staff.	\$7500

Next Steps

Continued development and implementation of concept based English Units of work and investigate the uniformity of the Mathematics K–6 syllabus scope and sequences stored on the school server.

- Update school server with revised Term Concept Units K–6
- Investigate the effectiveness of Rip It Up Reading
- Investigate the uniformity of the KLPS Mathematics Scope & Sequence.
- Distribute PLAN reports to Kinder parents.
- Parent information session in THRASS – Kindergarten
- Analysis of NAPLAN.
- Present NAPLAN analysis to staff and lead staff through SMART DATA software

Commence the implementation of Visible Learning strategies focusing on the Speaking and Listening aspect of the Literacy continuum.

- Visible Learning Committee trialling goal setting and tracking using “I can” statements
- Enter PLAN data for Speaking and Listening aspect of Literacy continuum
- Visible Learning Committee staff meeting informing staff of progress
- All staff will be trialling Visible Learning
- Visible Learning Sharing Staff Meeting
- PLAN Data – guidance from Visible Learning Committee
- Survey staff, evaluate Visible Learning and plan for 2018

Further development and implementation of History and geography syllabuses.

- Refine History Scope and Sequence
- Refine history and Geography units

Continued focus on building teacher and leadership capacity to ensure quality teaching of all curriculum.

- Staff share and report on TPL attendance. Include this on Agenda of Tuesday Morning Communication Meetings
- Development of PDPs by each staff member.

Strategic Direction 2

ENGAGEMENT & ATTAINMENT

Purpose

Lead whole school practices enabling all students to be highly engaged in schooling, emotionally and socially aware and technologically competent.

To support all staff and students to become active, engaged and successful lifelong learners.

Overall summary of progress

All planned technology updated allowing greater access for students and staff to digital technology; this included purchase of 48 laptops, 5 laptop trolleys, Wi-Fi extended to all classrooms, purchase of 6 interactive panels and 2 new projectors. Cloud-based technologies and coding introduced to staff and students.

Fundamental Movement Skills continued to be implemented by the majority of classes and all classes implemented Crunch and Sip every day. The school PDHPE scope and sequence continued to be implemented.

A new reporting system was developed and implemented in Semester 2 improving communication through reporting students' progress.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
25% increase each year in students actively engaged in lessons incorporating 21C learning technologies	All planned technology updated so students have greater access to digital technologies. Wi-Fi extended to every room. 25% increase in laptops available and ease of storage and charging improved through use of laptop trolleys. Faulty interactive whiteboards and projectors replaced. All staff introduced to coding and cloud-based technologies; such as Google Apps for Education and Microsoft Office 365. Majority of students introduced to coding. Some teachers extending the use of cloud-based technologies into their classrooms. Technology assessment tasks reviewed and data used to inform planning for lessons. Visible Learning Committee formed.	School-based funding \$84787 \$4500 T4L computer rollout 2016 staff laptops
100% of students engaged in planned physical activity (incorporating FMS) and health lessons.	Sports storeroom fully operational allowing easier access for equipment to increase implementation of FMS. Majority of classes implementing FMS throughout the year. Parents supportive of Crunch and Sip and over 95% of students participating on a daily basis. Parents and students informed throughout the year about healthy lifestyle practices. Increased participation by all students in structured physical activity and healthy eating through the implementation of the school PDHPE scope and sequence.	School-based funding \$6000 Teacher Professional learning \$3000
At least 95% of parents are satisfied with the school's reporting system.	New report developed for Semester 2 and parent feedback is positive. Parents informed of student progress through parent interviews and student reports.	
100% of teachers utilising technology independently to complete student reports to parents.	Reports updated to reflect new syllabus outcomes in History and Geography. All staff trained in new reporting and administration system and able to complete student reports to parents effectively.	TPL \$4000

Next Steps

21st Century Learning

- Technology Skills assessment completed by the end of Term 1.
- Flexible Learning Spaces pilot classroom to be set up in Term 1, 2017.
- Replacement of Smartboards and/or projectors to continue; 10 classrooms in 2017. Purchase of final set of laptops and laptop trolley to complete 6 class sets for classrooms.
- Major upgrade of iPad management.
- Learning with technologies for students to be improved with staff training and increased use in classrooms of cloud-based technologies and improved integration of technology in the curriculum.
- Ongoing maintenance of current digital technology resources.
- Assets planning and organisation maintained.
- STEAM project (Blacktown Learning Community) implemented in 2017.
- Provide staff with opportunities to develop innovative, creative and engaging teaching practices.
- Website upgraded to School Website Service.

PDHPE

- Full implementation of FMS across all grades.
- Physical Literacy Continuum introduced and working towards mandatory 150 minutes planned physical activity.
- Ongoing parent involvement with Live Life Well program.
- Sport and games to follow PDHPE scope and sequence and syllabus requirements

Reporting

- Continue with parent surveys and communication at P & C meetings.
- Review new Term 3 report and Semester 2 reports already implemented.
- Prepare Semester 1 report using template from Semester 2(new) and add in specific Semester 1 report outcomes.



Strategic Direction 3

SCHOOL CULTURE & VALUES

Purpose

All stakeholders engaging as partners in education developing the school as a centre of excellence.

To celebrate the achievements and successes of our school (as a community) through a shared vision and connectedness to improve student learning outcomes. To build stronger relationships as an educational community by leading and inspiring a culture of collaboration, engaged community, empowered leadership and organisational practices.

Overall summary of progress

The main aim was to ensure that all students received a well-rounded education and equal access to the curriculum. We have endeavoured to do this through targeted programs, high levels of professionalism, strong leadership and positive community relationships. The programs have allowed the students to value their education, value their relationships, value their achievements and value their own wellbeing.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Kings Langley Public School represented and involved in an extensive range of extracurricular activities.	Percentage of students involved in extra-curricular activities. 92% of Year 6 students were involved in extra-curricular activities. KLPS students were involved in choirs, dance groups, debating, Showcase of Excellence, Wakakirri, School Spectacular, signing choir, bands and sporting	12 teacher relief days for School Spectacular-\$5000
100% of IEPs developed in consultation with parents and teachers	81 students had IEPs developed and IEPs were written in consultation with parents at the end of Term 1 or early Term 2. Twelve Aboriginal students had PLPs developed and approved by parents. Five Out Of Home students had IEPs developed in consultation with carers, Caseworkers, teachers and Learning and Support Team Coordinator.	
90-95% of students receiving playground awards and banners	Explicit teaching of the School Code of Conduct, a Manners Program and Values Education has resulted in 97% of students in Term 1 receiving playground awards 95% of students in Term 2 receiving playground awards 96% of students in Term 3 receiving playground awards 97% of students in Term 4 receiving playground awards. 90% of students received banners for excellent playground behaviour in 2016.	\$1500 for playground awards and banners.
30% increase in students provided with support they need – cognitive, social, physical,	Ninety students were referred to the LaST, 106 students were supported by the school Chaplain and 29 students were involved in the	

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
emotional and spiritual wellbeing.	"Move to Learn" program. There was a 34% increase in the number of students provided with support they needed.	

Next Steps

- Formulation of Positive Behaviour for Learning Committee.
- Six members of the PBL Committee will attend three training days in Term 1 and Term 3.
- Implementation of some elements of PBL
- Chaplain programs continuing and a new program "Social Thinkers" introduced.
- Continue to expect 90–95% of students receive playground awards and banners
- Continue with 100% of IEPs developed at the end of Term 1 in consultation with parents
- School musical, "Wizard of Oz" performance in 2017 with a large cast of students enjoying the experience.
- Learning and Support Team meeting regularly each fortnight to cater for students through counselling, Move to Learn, Bounce Back (resilience), LaST programs, EaLD programs, Chaplain programs and IEPs and PLPs. Continue to increase (30%+) support for as many students as possible so they thrive in their environment.
- Wellbeing Policy updated
- Continue to offer as many different extra-curricular activities for the students.



Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	Aboriginal students reviewed socially and academically. Recommendations for 2017.	\$5000 Review process
English language proficiency	Assessment of Targeted EALD students for Semester 2 report. Evaluation of EALD program and recommendations for 2017	\$100 000 for employment of EaLD teacher
Low level adjustment for disability	Assessment of targeted students for Semester 2 reportSLSOs working in classrooms. Recommendations discussed at LST meeting for 2017 implementation	\$20 000 for SLSO employment
Quality Teaching, Successful Students (QTSS)	Executive staff reviewing QTSS funding and how to improve support in 2017	.52 staffing
Socio-economic background	Speech Program overwhelmingly supported by parents and teachers. If funding is available would like to see the program expanded into Year 2 in 2017	\$40 000 for employment of Speech Pathologist for 6 hours a week. for the year
Support for beginning teachers	B/T more confident in writing student reports. Program has been positive but an updated School Induction Policy needs to be written incorporating support of Beginning Teachers with or without funding.	\$13000 – Time for B/T to write reports and time to evaluate and write new policy.



Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	371	360	369	360
Girls	343	339	336	337

The forecast for 2017 is to commence the year with 712 students. This rise is due to a small Year 6 cohort (79 students) leaving the school and 100 Kindergarten students commencing in 2017.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	96	96.3	96	93.9
1	96.4	95.6	95	95
2	95.9	97.1	95.6	94.4
3	96.7	96.2	96.3	95.3
4	96.3	97.2	95.5	95.1
5	96.3	96.1	95.9	95.1
6	95.4	96	95.4	95.4
All Years	96.1	96.3	95.7	94.9
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

Student attendance rates were above State averages. This success is due to the parents and the school working together to provide a quality education program for its students.

Class sizes

Class	Total
K WARATAH	20
K RAINBOW	20
K KITTEN	20
K JEWEL	20
1 CRIMSON	25
1 RUBY	25
1 LAVENDER	25
1 EMERALD	25
1 DIAMOND	24
2 SUNSHINE	24
2 HAZEL	25
2 EBONY	26
2 BLUE	26
3 APPLE	29
3 MAGENTA	28
3 LIME	29
3 CORAL	29
4 KHAKI	30
4/5 HONEY	27
4 SPARKLE	29
4 MAGIC	29
5 ROUGE	30
5 CHROME	27
5 STERLING	28
6 ORANGE	25
6 KRYPTON	31
6 FLAME	23

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	25.32
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.7
Teacher Librarian	1.2
Teacher of ESL	1
School Counsellor	0.5
School Administration & Support Staff	4.26
Other Positions	0

Two staff members achieved their accreditation in 2016 while one staff member wrote their report to maintain their accreditation.

*Full Time Equivalent

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

At Kings Langley Public School we have no indigenous component to our workforce.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	25

Professional learning and teacher accreditation

All teachers participate in professional learning activities to maintain their professional knowledge of current teaching theory and expertise in effective classroom practice.

Teacher Professional Learning occurs formally during planned fortnightly meetings after school which conclude at 4.30pm, during School Development Days and at specific professional learning courses with the aim of maintaining and improving knowledge and skills while focusing on student learning needs.

There is money in our school budget for staff to participate in their own Professional Learning throughout the year.

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	182 788.00
Global funds	428 872.00
Tied funds	233 866.00
School & community sources	443 486.00
Interest	3 351.00
Trust receipts	47 104.00
Canteen	0.00
Total income	0.00
Expenditure	
Teaching & learning	
Key learning areas	158 640.00
Excursions	70 441.00
Extracurricular dissections	195 351.00
Library	7 933.00
Training & development	1 225.00
Tied funds	165 669.00
Short term relief	97 894.00
Administration & office	96 415.00
School-operated canteen	0.00
Utilities	49 270.00
Maintenance	42 962.00
Trust accounts	49 062.00
Capital programs	2 909.00
Total expenditure	0.00
Balance carried forward	0.00

	2016 Actual (\$)
Opening Balance	0
Revenue	559 310
(2a) Appropriation	427 157
(2b) Sale of Goods and Services	10
(2c) Grants and Contributions	131 306
(2e) Gain and Loss	0
(2f) Other Revenue	0
(2d) Investment Income	836
Expenses	-405 656
Recurrent Expenses	-405 656
(3a) Employee Related	-202 863
(3b) Operating Expenses	-202 793
Capital Expenses	0
(3c) Employee Related	0
(3d) Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	153 653
Balance Carried Forward	153 653

	2016 Actual (\$)
Base Total	4 214 006
Base Per Capita	38 187
Base Location	0
Other Base	4 175 819
Equity Total	257 505
Equity Aboriginal	6 149
Equity Socio economic	28 984
Equity Language	115 919
Equity Disability	106 452
Targeted Total	34 140
Other Total	100 159
Grand Total	4 605 811

School performance

School-based assessment

Students in Years 1 to 3 completed the ACER Standardised Spelling Test in October, 2016.

The following percentages indicate students who have achieved their chronological age or higher in this test.

	2015	2016
Year 1 –	80%	87%
Year 2 –	82%	79%
Year 3 –	87%	88%

Every student in Kindergarten, Year 1 and Year 2 has their Reading benchmarked twice a year.

It is expected students should be at the following levels at the end of each year.

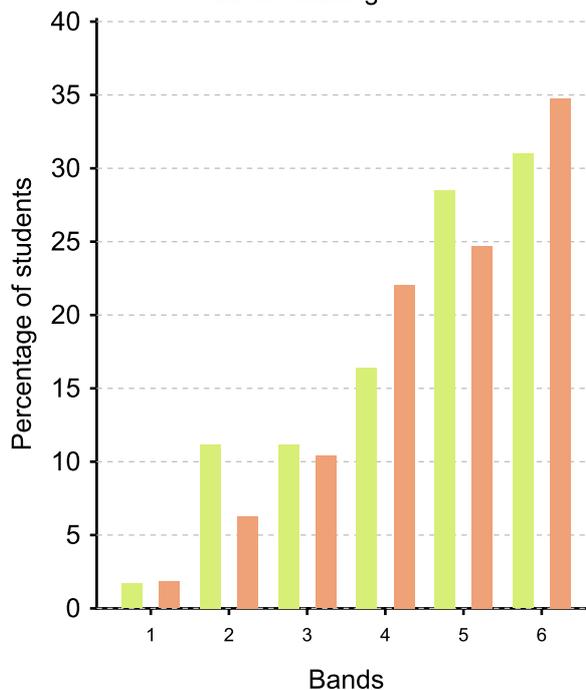
Kindergarten –	Level 8
Year 1 –	Level 16
Year 2 –	Level 26

The percentage of students in each of these years having achieved these levels in the Benchmarking testing in October are as follows:

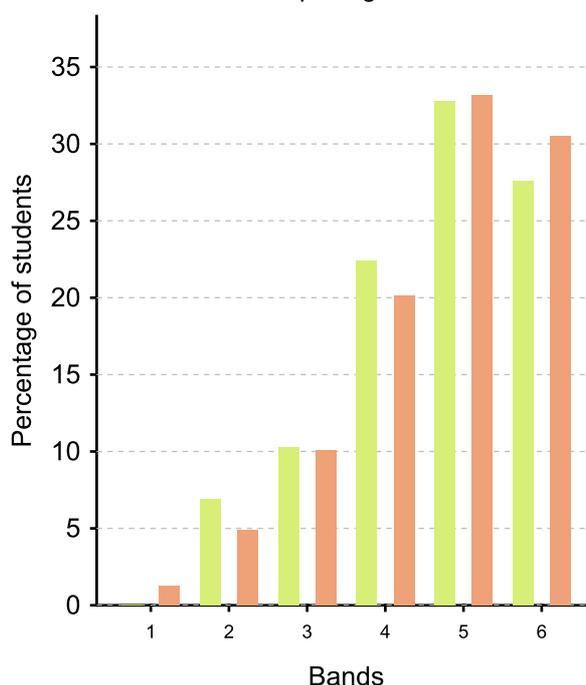
	2015	2016
Kindergarten –	49%	54%
Year 1 –	88%	92%
Year 2 –	72%	82%

NAPLAN results for 2016 in Literacy in Years 3 and 5 were well above State averages in all aspects of the testing program. No students were exempt from participating in NAPLAN testing.

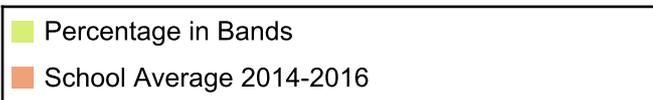
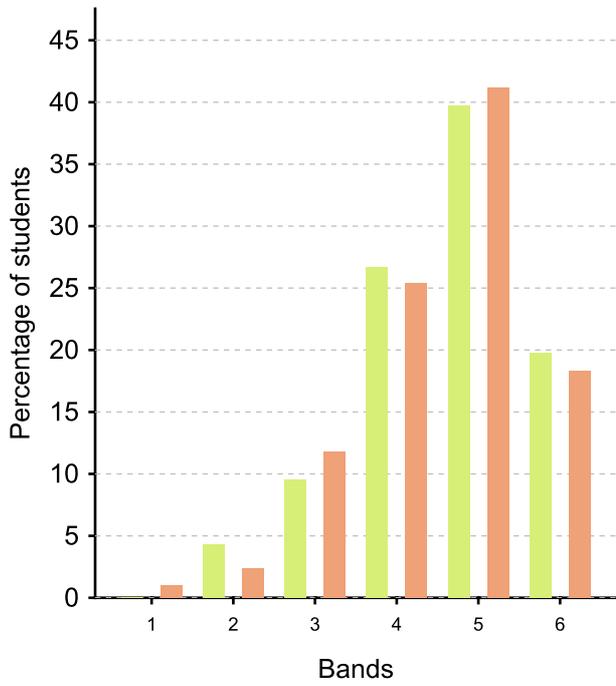
Percentage in bands:
Year 3 Reading



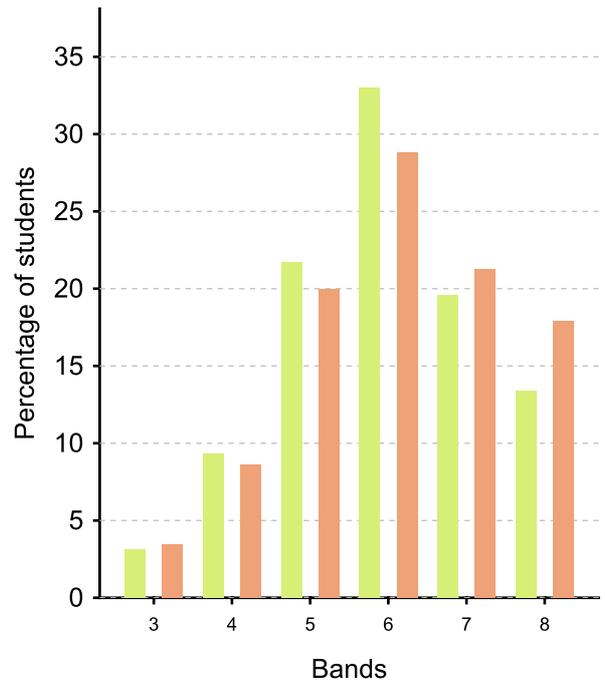
Percentage in bands:
Year 3 Spelling



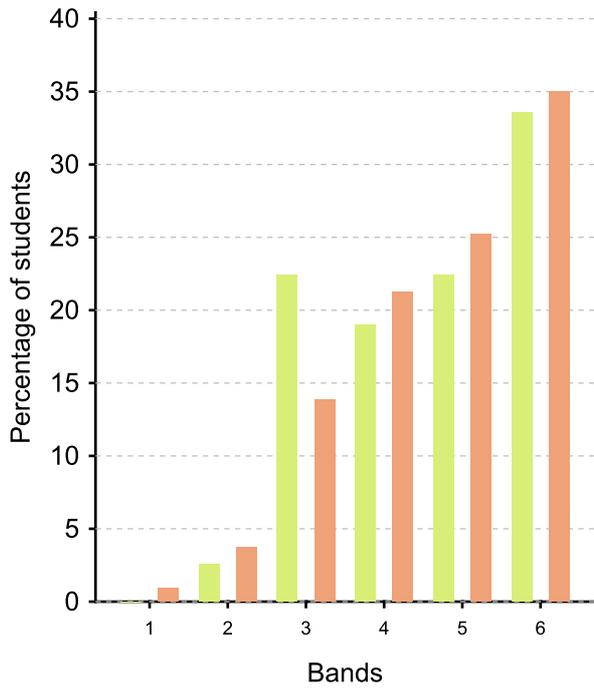
Percentage in bands:
Year 3 Writing



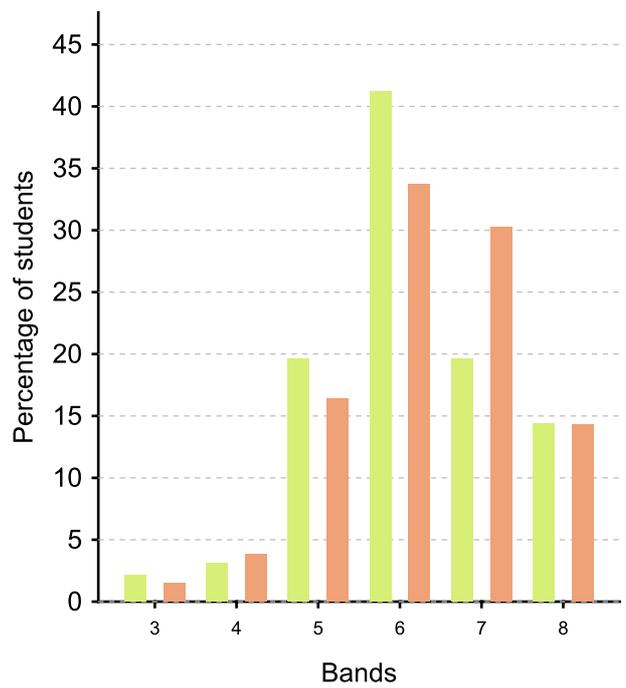
Percentage in bands:
Year 5 Reading



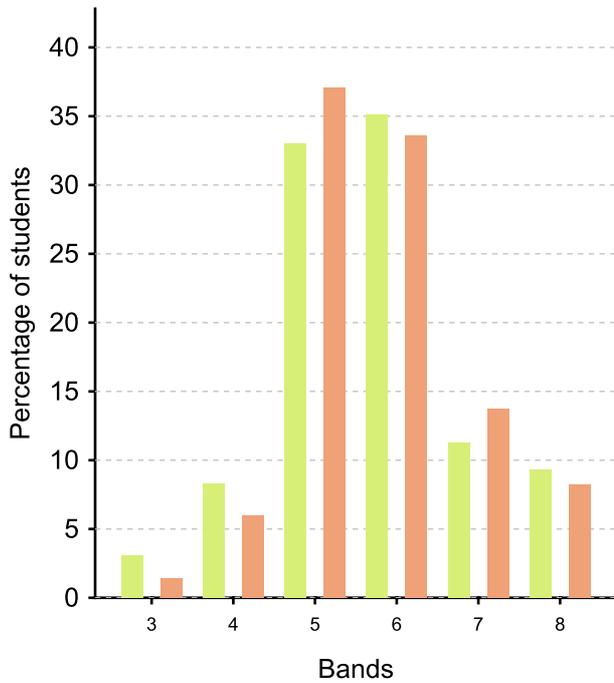
Percentage in bands:
Year 3 Grammar & Punctuation



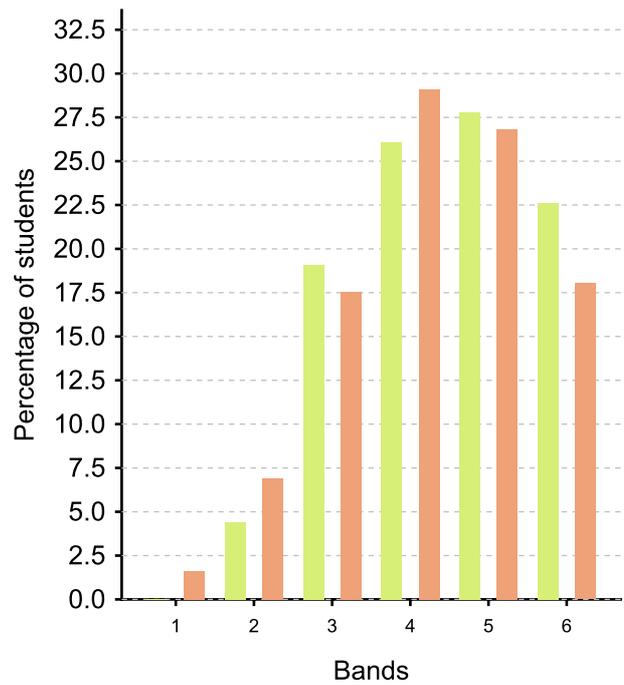
Percentage in bands:
Year 5 Spelling



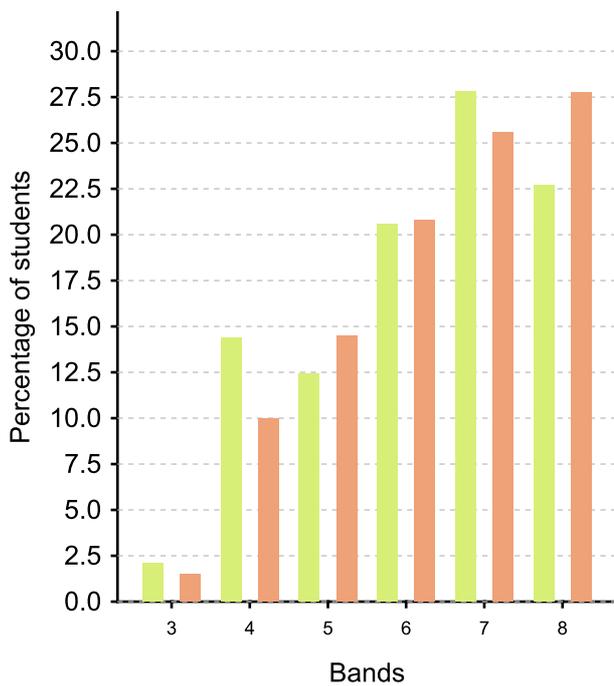
Percentage in bands:
Year 5 Writing



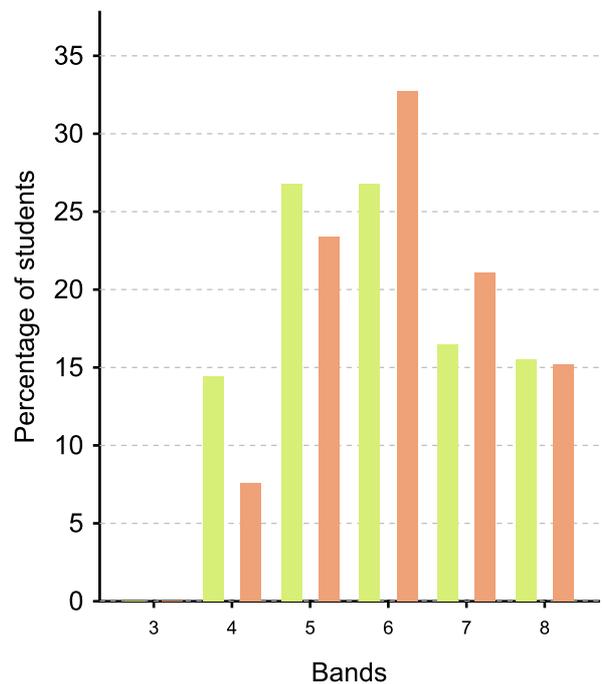
Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Grammar & Punctuation



Percentage in bands:
Year 5 Numeracy



NAPLAN results for 2016 in Numeracy in Years 3 and 5 were well above State averages in all aspects of the testing program. No students were exempt from participating in the NAPLAN testing.

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.>

Parent/caregiver, student, teacher satisfaction

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

Their responses are presented below.

A School Satisfaction Survey was distributed to parents through our school Newsletter. One hundred and twenty families returned the survey to our school so the data could be analysed. This was an excellent response. Staff also received a Teacher Satisfaction Survey. Twenty six staff responded to the survey. Students in the Student Representative Council were interviewed about School Satisfaction.

The data gathered from all stakeholders indicate that as a whole, our school community is doing an excellent job and we are improving each year.

Areas where the school ranked the highest

- 100% of teachers and parents believe students achieve high academic standards.
- 100% of teachers and parents believe the school has a strong commitment to our students.
- 96% of parents believe that fair discipline exists in our school which is our best ever result for this statement.
- 99% of parents, teachers and students believe the school develops good values in students.

It was pleasing to note that all thirty statements on the School Satisfaction Survey achieved a positive response of at least 95%.



Policy requirements

Aboriginal education

Aboriginal Education and Training incorporates the delivery of quality teaching and learning activities to Aboriginal students in schools, embedding Aboriginal Australia into all KLAs for all students and Aboriginal culture for both students and staff. They also incorporate the local Aboriginal community as joint partners in the delivery of Aboriginal Education and Training.

During 2016 Kings Langley Public School staff was given the following experiences to assist them in the

implementation of Aboriginal Education into their teaching and learning programs:

- Continued use of Quality Teaching Programs that help deliver Aboriginal Culture to all students such as purchasing more books through the library with Aboriginal background or authors.
- Revision of Personal Learning Plans for Aboriginal students at Kings Langley Public School in order to improve educational outcomes and increase the participation of Aboriginal students and their parents.

Multicultural and anti-racism education

Kings Langley Public School had an enrolment of 700 students in 2016. Just over a quarter of this population is from a language background other than English (LBOTE). There are 39 languages recognised. Indian languages, Chinese languages and Arabic are the three most common. Of this LBOTE population, some students were born outside of Australia, and/or have parents or grandparents who were born outside of Australia. Other students and their relatives were born in Australia but maintain a Home language. These students enter school with a diverse range of English language proficiency.

To cater for their needs, English as an additional language/dialect (EAL/D) support is offered. This support operates three days per week; Monday, Wednesday and Thursday. A specialist English Language teacher works with classroom teachers to identify students as well as plan and implement programs. These programs are delivered through a combination of in-class support and/or small group withdrawal support. Students from Kindergarten through to Year 6 are included in these programs.

Kings Langley Public School also promotes cultural diversity and inclusiveness through a range of whole school experiences. These include Multicultural speaking events, NAIDOC Week celebrations, Harmony Day awareness, the bi-annual Multicultural Day, a Parent Translation Day and dance performances by the Boys' Dance Group. As well, Kings Langley Public School provides two ARCO trained staff members who are responsible for Anti-Racism issues. Kings Langley Public School strives to provide an environment that promotes harmony and tolerance.

No incidences of racism were recorded in 2016 so intervention by the ARCOs was not needed. Staff are vigilant in ensuring racism doesn't occur at Kings Langley Public School.