

# Kellys Plains Public School

## Annual Report

### Kelly's Plains Public School - 2017



2017



2273

## Introduction

The Annual Report for **2017** is provided to the community of **Kelly's Plains 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.

Amanda Cooper

Principal (Relieving)

## School contact details

Kellys Plains Public School  
45-47 Kelly's Plains School Rd  
Armidale, 2350  
[www.kellysplan-p.schools.nsw.edu.au](http://www.kellysplan-p.schools.nsw.edu.au)  
[kellysplan-p.school@det.nsw.edu.au](mailto:kellysplan-p.school@det.nsw.edu.au)  
026775 1253

## Message from the Principal

Kelly's Plains Public School has a long tradition of providing educational opportunities with the opportunity to be involved in creative, sporting, musical and social pursuits. The school takes advantage of current strategies to provide engaging teaching programs. There is a strong emphasis of open interaction between parents, students and teachers which results in a positive school atmosphere and culture that promotes success. This is encapsulated in the school motto *Learning Sharing Caring*.

In 2017 students had a productive year filled with opportunities to engage with students within the Thunderbolt Alliance to pursue STEM, sporting and cultural activities. Students participated in music and French language lessons along with a wide variety of events. I would like to acknowledge the teaching staff for their contribution to the school and their ongoing commitment to student learning. Thank you Mr Watson, Mrs Cotter, Mrs Weier, Miss Felton, Mrs Porter and Miss Archibald. A school cannot operate without the hard work and commitment to maintaining and improving all aspects of the school. Thank you Mrs Morley, Mrs Patch, Mrs Tombs, Ms Johnson, Ms Pye and Mr Dunbar who enable the school to run smoothly and efficiently stay in top condition.

I would like to thank the P & C who have also had a productive and busy year and acknowledge the important contribution this committee makes to the school through provision of extra resources, support with volunteering and decision making within the school.

Amanda Cooper

Relieving Principal – 2018

## Message from the school community

2017 has been busy and productive year for Kelly's Plains P & C. Our various catering events have been reliable fundraisers. The 2017 ANZAC Day morning tea at the Dangarsleigh War Memorial being our largest and most profitable event for the year.

The annual trivia night was a huge success raising a healthy \$1500 to our balance. There were also school lunches and annual working bee as successful projects for the year. The P & C financially supports the school vegetable garden. Last year the P & C paid for a bus to transport our upper division students to camp and paid for the end of year jumpers for the senior students. Small financial contributions have been made, due to our account with Regional Australia Bank, which is a wonderful contribution.

Our Facebook page has been a success leading to parents being better informed, with some rules being explained for

acceptable and mindful rules regarding social media.

Most parents have given positive feedback about the accessibility of information through the new School Stream app.

Our annual play "Lion King" organised by Mrs Cotter was a success and a wonderful way to end the school year.

Virginia Robertson

2017 P & C President

## School background

### School vision statement

At Kelly's Plains Public School we are committed to being recognised as a small school that makes a difference in the New England area. We will achieve this by maintaining strong partnerships with the community and maintaining an ethos of high expectations in student achievement. By the end of 2020 the school community expects student outcomes to exceed regional and state averages; that it is a nurturing and welcoming environment full of vibrant and inquisitive learners led by professional and dedicated staff and supported by an educationally focussed community that is mutually accountable for student outcomes and school performance. Our vision is to provide educational experiences and opportunities that will engage and motivate all students to learn, discover and take ownership of their knowledge to equip them to become sharing, learning, caring pro-active citizens of the community.

### School context

Kelly's Plains Public School was established in 1863 and is located 10km from Armidale in a peaceful rural setting. The school has a 153 year history of providing quality educational programs and opportunities for all students. The school prides itself in differentiating the curriculum in our multi stage classrooms while encompassing a positive nurturing environment to ensure the school maintains a high standard of academic success, establishing confident and creative individuals in our modern society.

At Kelly's Plains Public School, the school and community have worked collectively to ensure that all students are given the opportunity to develop and achieve to their maximum potential. Our enrolment hovers around 40 students and is made up of families from each quarter of the socio-economic index. We have a highly experienced and dedicated staff that is committed to the fulfilment of the school plan. We have strong ties with the zoned high school and collaboratively liaise with staff to best prepare our students for high school. The school provides an expert Learning Support Team that builds the capacity of parents and teachers in working with special needs and the gifted and talented.

The small school context is the catalyst for great school spirit and pride among students, family and teachers. The high level of community involvement supports all aspects of school life.

## 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.

**The results of this process within the Learning Domain supports an on balance judgement of Working Towards Delivering for Learning Culture, Wellbeing, Curriculum, Assessment and Student Performance Measures and Delivering in the element of Reporting.**

Kelly's Plains Public School has a strong perceived learning culture with evidence indicating that many practices are not evident across the whole school. Whilst aspirations and expectations of students and parents are known, this does not yet consistently inform decisions and planning for learning. Similarly, there is accurate monitoring of attendance and prompt action to address issues however limited access to EBS4 for some staff indicates that this practice is not consistent across the school. There is little evidence of acknowledgement of improved attendance. Transition into Kindergarten and high school are focussed on ongoing and targeted support and processes which are well communicated. Wellbeing practices are developing and an updated Wellbeing Policy is a positive step to ensuring this. Limited behaviour issues within the school often demonstrate less stringent expectations or need for a whole school approach and therefore less K-6 monitoring. Programming and delivery of curriculum demonstrates innovation and some differentiation along with equitable academic opportunities for all students. There are a number of assessment strategies in place across classrooms, a whole school approach is developing. Reporting is a strength within the Learning domain with analysis of NAPLAN data, written reports and parent teacher interviews.

### Future Direction in the Learning Domain

- Deepen understanding of assessment for, of and as learning to assist teachers ability to plan for meaning and

authentic assessment to inform teaching practice.

- Improve student engagement through increased attendance and celebrate improvement.
- Support teachers to plan creative and engaging teaching and learning programs with appropriate differentiation and learning goals to support student engagement and success.
- Deepen understanding of feedback and the impact on student learning.
- Ensure that reporting to parents is timely and supports learning through the introduction of regular phone communication to parents to inform of positive learning and attendance of students and encourage to continue to improve.
- To support teachers to develop individual learning plans to support targeted needs of identified students and monitor progress, achievement and growth with regular tracking using PLAN.
- A whole school approach to collecting, analysing and using data to improve learning with a focus on wellbeing and engagement.

**The results of this process indicated that in the Teaching Domain evidence supports an on balance judgement of Working towards Delivering for all elements Effective Classroom Practice, Data Skills and Use and Learning and Development with Delivering in Professional Standards.**

Key successes in the area of Effective Classroom Practice through team teaching and identification of student progress and achievement. Using this data to inform lesson planning is inconsistent across K–6. Teachers mark student work quickly and with attention to provide some feedback. Teachers individually use data to inform components of the teaching program. The school is working toward using this data to inform resourcing and key decisions. Teachers are familiar with the Australian Professional Standards for Teachers and use within their PDPs and for proficient teacher submissions. Early career teachers and student teachers are well supported within the school by the fulltime teaching staff. There is evidence of some professional learning which demonstrates currency of content knowledge and this is developing across all teaching areas.

#### **Future directions for Teaching Domain**

- Support to teachers to understand the impact of effective feedback and informing students of what and how to improve in their next piece of work.
- Teachers review previous content, reflect of their practice and alter teaching to address student needs.
- Development of consistent practice in analysing and using data to inform teaching.
- Teachers develop a wide range of assessment strategies to determine teaching directions.
- Develop consistency in judgement of assessment data.
- Teachers understand the subtiles of achievement, progress and growth to support student learning towards individual success.
- To use the APST as a framework to support teaching practice not an 'add on'.
- Provide targeted professional learning to meet teachers' professional needs to support student learning and ensure teachers have equity in their access to professional learning.

**The results of this process indicated that in the Leading Domain evidence supports an on balance judgement of Working Towards Delivery in the elements of Educational Leadership, School Planning Implementation and Reporting, School Resources and Mangement Practices and Processes.**

In the small setting of Kelly's Plains Public School professional learning through the Principal Network Days and Primary Principal Days provides information and understanding of current practice and strategies to lead new ideas within the school with all teaching staff and student teachers.

Principals in 2017 undertook extensive professional development in LMBR, new syllabus and current practice providing opportunities to lead initiatives within the school. Teachers within the Thunderbolt Alliance have had the opportunity to lead aspects of teaching and learning with colleagues to develop and share their expertise.

There are many opportunities for parents and community to engage with school through a wide vareity of activities. Students participate in the Anzac ceremony at Dangarsleigh War Memorial and with parents through the morning tea at the event. Students develop citizenship skills and connections to the community and its history.

Staff resources are used to support programs and students to meet their potential and to develop strong team teaching to deliver quality lessons. The playground and environment of the school is welcoming and well maintained with resources to make a variety of activities accessible. Students have good access to technology.

#### **Future directions in the Leading Domain**

- Lead implementation of syllabuses matched with assessment.
- Undertake whole school review of staff performance and regularly review teaching programs and allow all teaching staff to share and lead expertise.
- To develop consistency in collecting and analysing wellbeing data.
- Increase community use of school facilities.

- Ensure the priorities in the school plan drive financial decisions.
- To ensure that outdoor maintenance is timely to ensure student safety.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>



## Strategic Direction 1

High quality teaching to create literate, numerate and engaged 21st century learners

### Purpose

To improve student achievement through the delivery of high quality teaching and learning programs to equips students with the necessary literacy and numeracy skills to be successful 21st century learners that think both creatively and critically, problem–solve and work collaboratively.

### Overall summary of progress

Professional learning was undertaken by staff to strengthen skills in embedding principles of assessment, use of John Hattie's Visible Learning and Learning Walks were established by the executive. Teachers worked within the Thunderbolt Alliance to develop understanding of content in Mathematics syllabus and TEN. 100% of teaching staff use the Australian Professional Standards for Teachers to develop their PDPs and plan for professional learning. Students K–2 were tracked in literacy and numeracy using regular collection of data. Accelerated Literacy was implemented in K–2 with a focus on writing, vocabulary and comprehension.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>To increase to a majority, student achievement in Literacy to be at or beyond Stage standard and semester reports using a suite of school–based, PLAN data and external assessments.</p> <p>To increase to a majority, student achievement in Numeracy to be at or beyond Stage standard and semester reports using a suite of school–based, PLAN data and external assessments.</p> <p>Staff Training in 21stCentury Pedagogy</p>	<p>\$5220</p> <p>Professional learning courses and teacher salary</p>	<p>Increase in the student achievement in literacy demonstrated greater than stage expectations. in external assessments. PLAN data was utilised K–2, it was not fully utilised or updated 3–6.</p> <p>Improvements in numeracy is demonstrated against external assessment data. PLAN was used to track and monitor K–2 progress in numeracy but not in 3–6.</p> <p>Staff undertook professional learning in Visible Learning practices and explicit success criteria. Ongoing use of these strategies is variable.</p> <p>Professional and Collaborative Development of 21st Century Pedagogy – Critical and Creative Thinking, STEM and Project Based Learning increased staff capacity to deliver innovative future focussed teaching.</p>

### Next Steps

- Establish baseline data for all students, especially 3–6 and organise for regular assessment, moderation and tracking using PLAN and PLAN2.
- Teacher participate in Learning Progression training to enable monitoring of literacy and numeracy using PLAN.
- Expand practices from K–2 into 3–6 with a whole school approach.
- Complete professional learning which will provide impact for student learning.
- Establish individual learning plans for identified students and re–establish learning and support focus with regular monitoring meetings and parent communication.
- Increase the use and range of digital technologies for student use.
- Encourage innovation and utilise staff expertise in STEM.
- To increase collaboration with teachers beyond the school to build collegial networks to develop expertise.

## Strategic Direction 2

Collaborative, innovative and highly skilled teachers and leaders in conjunction with the Thunderbolt Cluster.

### Purpose

To maintain and increase teacher and leadership capacity throughout the school to provide students with highly skilled, technologically proficient and critically reflective teachers in every classroom as well as instructional leadership to foster best practice of education across the school.

### Overall summary of progress

PLAN Parent Feedback was delivered to parents along with A–E reports in each semester. NAPLAN results were analysed to discuss change to practice to improve areas of weakness supported with needed professional learning. Some milestones were achieved in either K–2 or 3–6 with note that some whole school processes were not fully developed as planned.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"><li>• The school has embedded and explicit systems for collaboration, classroom observation, the modelling of effective practice and feedback to drive and sustain ongoing, school-wide improvement in teaching practice and student outcomes.</li><li>• Teacher performance and development demonstrates sustained growth in teacher capacity against the Professional Standards for Teachers and the Elements in the Art and Science of Teaching (Marzano)</li><li>• 100% of staff demonstrate use of interactive whiteboards and connected learning strategies.</li></ul>	\$1458: Literacy and numeracy staff salary	<p>Classroom observations of teaching practice to develop literacy and numeracy teaching skills and expertise.</p> <p>Teachers consistently use the APST as a framework for teaching practice and professional learning regarding the standards and implementation.</p> <p>Improved use of whiteboard technology to enhance learning opportunities for students.</p>

### Next Steps

- Complete professional learning in a timely manner to enable teachers to effectively implement and improve current practice.
- Establish improved delivery of learning and support to meet targeted needs of identified students.
- Establish regular learning and support meetings to review student progress and provide needed support to students.
- Teachers and SLSOs undertake appropriate professional learning as required to improve student learning.
- Conduct regular evaluation of learning and support processes including feedback from and to students, teachers and parents.
- Learning and support plans are developed for all identified students.
- Develop and utilise a consistent scope and sequence within the school and across the alliance for all learning areas to develop consistency in delivery of the syllabus.
- Engage in professional learning for new syllabus as required to inform teaching programs.
- Use of wellbeing data and monitoring to improve student engagement and attendance.



### Strategic Direction 3

Highly engaged, emotionally aware and technologically competent global citizens.

### Purpose

To improve student engagement in a positive school environment. To enhance students social and emotional wellbeing. To establish more effective partnerships with families and to develop technologically competent students.

### Overall summary of progress

Staff reviewed the School Wellbeing Policy. K–2 participated in the Bucket Filler initiative and 3–6 in Growth Mindset training. Students participated in sport Gala Days with schools within the Thunderbolt Alliance.

Transition to Kindergarten and high school programs were implemented to successfully support students at these entry points.

Staff participated in Alliance STEM days at Thalgarrah to increase student capacity to use ICT and 21st century learning and Coding Day.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"><li>Increased percentage of participation of community members in school programs.</li><li>You Can Do It language becoming universal across students, parents, school and community.</li><li>100% students demonstrate use of technological tools</li><li>Through the use of PLASST, allocate funding for G &amp; T, learning support, LOTE, Aboriginal Education, Disabilities and support.</li><li>Implement, measure and monitor school progress using DEC Student Wellbeing Framework</li></ul>	Salaries SLSO: \$2509 Aboriginal funding	<p>Wellbeing policy updated to reflect current practice and knowledge.</p> <p>You Can Do It language used for school awards. Language not yet universal.</p> <p>Learning and support teacher established support K–2.</p>

### Next Steps

- Re-establish You Can Do It and match to the dispositions of creative and critical thinking.
- Staff engage in creative and critical thinking professional learning – Minds Wide Open to embed strategies and practices across the whole school.
- Embed the principles of Bucket Filler and Growth Mindset across classes K –6.
- Update policies to support student wellbeing in consultation with parents and students.
- Expand work around high expectations for staff and student learning.
- Develop a year scope and sequence for You Can Do It cross referenced with more modern programs, critical and creative thinking and wellbeing strategies and initiatives.
- Develop wellbeing documents with hyperlinks to support use of wellbeing strategies.
- Work consistently with new and existing programs to embed these programs across the school to allow them to be sustainable and not one off programs that remain at an introductory level.
- Develop a ICT plan to ensure student access to skills, knowledge and technologies across all learning environments.
- Increase team teaching to develop expertise to utilise programs and implement problem based and project based learning to authentically engage students in real life problem solving and soft skills.

- Increase collaborative planning for STEM and develop assessment tasks.
- Develop an ICT Scope and Sequence of skills which can be used as a matrix to monitor student progress.
- Develop practices across the whole school.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	SLSO salaries: \$2509	The Aboriginal students have made progress across all learning areas in literacy and numeracy. Students have had the opportunity to engage in a range of sport activities with an SLSO.
<b>English language proficiency</b>		
<b>Low level adjustment for disability</b>	SLSO and teacher salaries: \$23 502	Identified students were supported with targeted teaching strategies, modifications and adjustments.
<b>Quality Teaching, Successful Students (QTSS)</b>	\$3352 Staffing allocation	Funds used for collaborative planning, teacher professional support and classroom observations.
<b>Socio-economic background</b>	\$858 Salaries	Contributed to music and French language lessons K–6.

## Student information

### Student enrolment profile

	Enrolments			
Students	2014	2015	2016	2017
Boys	21	18	21	20
Girls	15	11	23	15

In 2017 there were 35 students enrolled across two multistage classes. There were no students from Non-English Speaking Backgrounds and three students, from two families, proudly identify as

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	94.5	92.3	95.5	94.2
1	96.5	79.1	96.2	91
2	93.9	95.8	89.9	87.4
3	95.6	75.2	96.3	93.2
4	97.4	77.8	88.8	96.7
5	94.3	96.9	92.5	92.5
6	95.2	84.7	90.5	88.5
All Years	95.3	85.9	93	92.4
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

### Management of non-attendance

Attendance at Kelly's Plains Public School is monitored with parent contact regarding absences, either by personal contact or a telephone call. Parents are encouraged to make contact with the school on the day of absences. The school followed the Education Department's Attendance Policy with information in the school newsletter and at P & C meetings to inform parents about the impact of absences.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teacher(s)	0
Classroom Teacher(s)	1.29
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.2
Teacher Librarian	0.08
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	0.89
Other Positions	0

\*Full Time Equivalent

### Teacher qualifications

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	0

### Professional learning and teacher accreditation

One teacher completed their Proficient Teacher accreditation submission.

All school staff completed mandatory training in the Code of Conduct, Emergency Care, Anaphylaxis, Child Protection and CPR. SLSOs completed Diabetes training.

Teaching Principal received relevant professional learning around new initiatives and expectations each term through the Northern Tablelands Principal Network Learning Days and Northern Tablelands Primary Principal days.

School Administrative Managers and all principals undertook professional learning in the new school management system (LMBR)

Alliance Teaching Principals attended the two day Brownlow Conference in Melbourne.

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

### Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

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

Receipts	\$
<b>Balance brought forward</b>	<b>71,631</b>
Global funds	89,197
Tied funds	54,622
School & community sources	6,805
Interest	1,117
Trust receipts	2,222
Canteen	0
<b>Total Receipts</b>	<b>153,963</b>
<b>Payments</b>	
Teaching & learning	
Key Learning Areas	6,195
Excursions	687
Extracurricular dissections	15,677
Library	112
Training & Development	0
Tied Funds Payments	55,165
Short Term Relief	1,807
Administration & Office	30,664
Canteen Payments	0
Utilities	6,917
Maintenance	4,840
Trust Payments	1,837
Capital Programs	0
<b>Total Payments</b>	<b>123,900</b>
<b>Balance carried forward</b>	<b>101,695</b>

line totals, which are calculated without any rounding.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 <b>Actual</b> (\$)
<b>Opening Balance</b>	<b>0</b>
<b>Revenue</b>	<b>105,270</b>
Appropriation	102,415
Sale of Goods and Services	0
Grants and Contributions	2,856
Gain and Loss	0
Other Revenue	0
Investment Income	0
<b>Expenses</b>	<b>-39,394</b>
Recurrent Expenses	-39,394
Employee Related	-29,635
Operating Expenses	-9,759
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	<b>65,876</b>
<b>Balance Carried Forward</b>	<b>65,876</b>

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

### Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom

	2017 <b>Actual</b> (\$)
<b>Base Total</b>	429,707
Base Per Capita	6,724
Base Location	10,443
Other Base	412,540
<b>Equity Total</b>	26,869
Equity Aboriginal	2,509
Equity Socio economic	858
Equity Language	0
Equity Disability	23,502
<b>Targeted Total</b>	21,980
<b>Other Total</b>	3,365
<b>Grand Total</b>	481,921

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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. Go to <http://www.myschool.edu.au> to access the school data.>

## Policy requirements

### Aboriginal education

Aspects of the Aboriginal Education Policy continued to be implemented throughout the year, with Aboriginal perspectives in all Key Learning Areas, particularly Creative Arts, English and HSIE (History and Geography). These Aboriginal perspectives are embedded across all learning areas, aligned to the

Departments' Cross curriculum Priorities and General Capabilities, promoting understanding and awareness of aboriginal culture, local history and traditions. Aboriginal perspectives were discussed in professional learning sessions. In 2017, students participated in NAIDOC Week activities. Aboriginal students lead the Acknowledgement of Country at each school assembly

### Multicultural and anti-racism education

Kelly's Plains Public Schools has been consistent in recognising its responsibility to promote tolerance, appreciate differences and share cultural values to prepare students for be citizens in a multicultural country. Multicultural perspectives are included in teaching programs to enhance student understanding. Similarly professional learning has also addressed multicultural and anti-racism education to ensure informed content in teaching programs. Students participated in French language and culture lessons which highly supported the multicultural perspective within the school.