

Kendall Public School

Annual Report



2017



2280

Introduction

The Annual Report for **2017** is provided to the community of **Kendall 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.

Therese Debenham

Relieving Principal

Message from the Principal

Kendall Public School aims to educate its students and foster the development of lifelong learners who relate positively with others in the community and contribute productively to society. At Kendall Public School, the education of students is seen as a partnership between parents, staff and students. The Welfare Policy values the contributions of all partners in learning and aims to provide structures and processes that support students in all areas of school life: academic, social and emotional. We promote the positive development of healthy concepts about school and aim to develop a love of learning in all children. Kendall Public School has a dynamic school community and draws from a wide range of geographically diverse areas including local subdivisions and farming properties. The parent bodies and local businesses are extremely supportive of the school and work hard to improve the learning outcomes and environment for their children. We are always thankful for the support we receive from our community.

Therese Debenham

Relieving Principal

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School background

School vision statement

Kendall Public School, in partnership with our community, has a relentless focus on quality and continuous improvement. Our educational environment promotes belonging, equity and excellence. We provide opportunities for every student to become a caring, socially responsible, confident, creative and successful learner and citizen.

School context

Kendall Public School is located in the Camden Haven area 20km south of Port Macquarie. The school has a strong commitment to providing outstanding learning experiences for every student within a caring environment. There are 191 students enrolled in 2016 with 8 classes. The school FOEI (Family Occupation and Education Index) is 103, similar to the state average. The school is classified as a P4 school which includes a non teaching Principal, 2 Assistant Principals and 6 classroom teachers.

The school has an allocation for Release from Face to Face, Library and Reading Recovery which is delivered by two additional teachers. There are currently 7 permanent teaching staff and 5 temporary teaching staff employed. The Administration staff comprises of two office staff (1 full time and (1 0.6) and 1 GA (0.5). All are permanent. The school currently has 6 School Learning Support Officers (SLSO) engaged to support students with targeted funding and school initiatives. There is currently one teacher on staff seeking accreditation with all staff undertaking preparation to move to accreditation against the National Teaching Standards in 2018.

As an LMBR school, new management systems are in place. This process involves ongoing training for all staff. School governance involves working with the following teams to create and monitoring the school plan, school initiatives, school budget and finance:

- School Executive Team
- School Planning Team
- School Evaluation Team
- School Finance Committee
- School P&C
- Student Parliament.

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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated in the domain of *Learning* it was determined that our school is Delivering.

The elements of Learning Culture, Assessment and Reporting, Student Performance Measures, Wellbeing and Curriculum and Learning have been assessed at Delivering.

The evidence shows that a school wide responsibility approach towards student achievement and wellbeing is firmly embedded in the Kendall Public School learning culture. Systematic policies, programs and processes are in place to position student learning and student wellbeing at the centre of all that we do at our school. The KidsMatter program, that is the foundation for student wellbeing, promotes belonging, inclusivity, equity and acceptance –values that we actively pursue and cultivate. Quality differentiated teaching and learning programs, together with a focus on teacher excellence,

ensures that a high priority on learning is maintained. A comprehensive array of extra-curricular activities is also offered to cater for the varying interests and talents of our students. Minimising disruption to learning is a priority and is also approached systematically through consistent behaviour management strategies and monitoring of behavioural patterns. Three-way conferences and formal reporting procedures provide open channels of communication for all stakeholders. On-going informal communication is constantly taking place about the learning and wellbeing of our students. Kendall Public School is currently working towards delivering in value added results from Kindergarten to Year 3, and for students Year 3 to Year 5. We are currently working towards delivering in value added results for students Year 5 to Year 7.

The External Validation Panel report found that in the domain of Learning the school's self-assessment is consistent with the evidence presented in 3 element/s and is validated using the School Excellence Framework. In the element of Wellbeing the evidence presented indicates the school is operating at the Sustaining and Growing stage. In the element of Curriculum and Learning the evidence presented indicates the school is operating at the Sustaining and Growing stage.

The results of this process indicated in the domain of *Teaching* it was determined that our school is *Delivering*.

We have identified ourselves as *Delivering* in the elements of Effective Classroom Practice, Data Skills and Use, and Professional Standards, and *Sustaining and Growing* in the elements of Collaborative Practice, and Learning and Development. Our overall rating is *Delivering* in the Teaching domain.

The evidence shows that positive relationships paired with high levels of communication result in highly collaborative practices between teachers. As a key component of daily practice, teachers share both formal and informal information about the learning achievements and needs of students, in order to maximise the learning continuity of students as they transition through their school years. The effective interpretation and use of internal and external assessment data by teachers is seen as critical and is certainly developing within the Kendall Public School staff. All staff have received training in the use of SMART Data, have created whole school assessment schedules, and have devised quality differentiated tasks in numeracy and literacy. The Performance and Development Framework underpins the professional learning of all staff members. This systematic and collaborative approach to professional learning is becoming firmly embedded in the Kendall Public School teaching and learning culture. Significant improvements in 2017 NAPLAN literacy and numeracy results is in part a direct consequence of this growing.

The External Validation Panel report found in the domain of Teaching the school's self-assessment is consistent with the evidence presented in 2 elements and is validated using the School Excellence Framework. In the element of Data Skills and Use the evidence presented indicates the school is operating at the Sustaining and Growing stage. In the element of Learning and Development the evidence presented indicates the school is operating at the Sustaining and Growing stage. In the element of Professional Standards the evidence presented indicates the school is operating at the Sustaining and Growing stage.

The results of this process indicated in the domain of *Leading* it was determined that our school is *Delivering*.

We have identified ourselves as *Delivering* in the element of Leadership and School Planning, Implementation and Reporting, and *Sustaining and Growing* in the elements of School Resources, and Management Practices and Processes. Our overall rating is *Delivering* in the Leading domain.

The evidence shows that leadership capacity building of all school community stakeholders is highly valued and promoted, and seen as pivotal in maximising Kendall Public School student outcomes. Further, close and valued partnerships with the school community, and wider community bodies, provides opportunities for leadership skills to be utilised within community based projects. Also, student leadership skills are continually developed giving students vital input into the workings and directions of their learning and wellbeing. A collaborative approach to leadership, that is responsive to feedback, is promoted within a supportive environment of an innovative learning culture. Importantly, we have been most pleased to confirm to ourselves that the school plan is at the core of school improvement, with the school vision and strategic directions at the forefront of planning and monitoring.

In the domain of Leading the school's self-assessment is consistent with the evidence presented and is validated using the School Excellence Framework.

Our self-assessment and the external validation 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

Learning

Purpose

To improve student learning experiences that result in development of students' abilities to think critically, creatively and ethically, and who are literate, numerate and socially, environmentally and culturally aware.

Overall summary of progress

Kendall Public School have delivered on all milestones with significant progress towards raising levels of expectations. Stage teams continue to focus on use of data to drive teaching and learning programs. Focus on differentiation and catering for all student needs is evident in programs. A strong focus on curriculum is building higher expectations and a strong learning culture. Our commitment to provision of a wide range of opportunities continues with high levels of participation in all school activities. Focus on growth in the top two bands of NAPLAN in reading and numeracy has continued as a Bump it Up School. This strategic direction will continue to develop further as a result of involvement in this strategy.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>All students will have identified starting points on all aspects of the Literacy and Numeracy continuums..</p> <p>100% of teaching / learning programs have evidence of literacy / numeracy sessions, differentiated learning, assessment of, for, as learning.</p> <p>Student feedback through surveys will indicate that students are challenged and interested in their learning experiences..</p> <p>Increase the proportion of students in the top 2 NAPLAN bands in reading and numeracy by 8% (by 2019)</p> <p>33% of students achieving in the top two bands in NAPLAN for reading and numeracy</p> <p>The school will achieve good value-added results in reading and numeracy.</p>	<p>\$26,000 extra support in Literacy.</p>	<p>100% students have identified starting points on all aspects of the Literacy and Numeracy continuums.</p> <p>Graded Literacy classes have catered to the specific learning needs of all students.</p> <p>Program supervision shows New Syllabus content and differentiation is evident in all teaching and learning programs.</p> <p>Feedback through surveys shows 90% of students state they are challenged and interested in their learning experiences. Student feedback indicates that the learning program in Stage 3 is engaging.</p> <p>LST and staff meeting minutes demonstrate ongoing monitoring of assessment and reporting practices.</p> <p>NAPLAN analysis indicates a higher proportion of students achieving the top two bands from 2016 to 2017. Year 3 reading an increase 14%, Year 3 Numeracy an increase of 7%, Year 5 Reading an increase of 8% and Year 5 Numeracy an increase of 11%.</p> <p>Year 3 Reading 40%, Year 3 Numeracy 27%, Year 5 Reading 30% and Year 5 Numeracy 17% of students achieved in the top two bands in NAPLAN for reading and numeracy. Giving the school an average of 28% of students achieving in the top two bands in 2017.</p> <p>The school is at Sustaining and Growing for our value-added results from Year 3 to Year 5 and from Year 5 to Year 7 in NAPLAN.</p> <p>In Reading there was a 7% increase and in Numeracy there was a 37% increase in students achieving expected or higher than expected growth.</p>

Next Steps

We will continue to promote a high quality learning culture and high expectations through effective sharing of information, opportunities for parent involvement and communication regarding school priorities. The Learning and Support Team will continue to identify, address and monitor student learning needs.

The 'Bump it Up' strategy will be fully implemented with processes in place to collect, analyse and report on internal and external student and school performance data. School-wide processes will be implemented to ensure that all student progress and whole school performance is monitored for value added and expected growth.

Strategic Direction 2

Teaching and Leading

Purpose

To build quality relationships as an educational community by inspiring and motivating collaborative professional learning and accountability processes, building staff capacity and commitment to ongoing improvement of teaching and leading practice.

Overall summary of progress

The school has delivered on all teaching and leadership milestones. Staff demonstrate a consistent and dedicated commitment to working collaboratively to support one another to build capacity, refine school programs and accountability processes. Staff have continued to benefit from the Performance and Development Framework with outcomes exceeding expectations resulting in professional goal attainment and increased commitment to leadership development. They have engaged rigorously with the School Excellence Framework to develop a very concise picture of current levels of practice and a commitment to working collaboratively towards aspirational school goals.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>100% of staff have Professional Development Plans appropriate to personal need. PDPs will include evidence to support progress towards completion of goals and will be aligned to the Australian Teaching Standards</p> <p>School assessment instruments are utilised and support effective data collection and monitoring of student learning as evidenced in program supervision data.</p> <p>PLAN data will indicate growth in achievement of target outcomes, evidenced by sample group tracked over three years with target growth reviewed annually.</p> <p>Community engagement data will show an increase in opportunities for parents / carers and the wider community to contribute to student learning.</p>		<p>All staff including teachers and SASS have participated in the PDP cycle of Plan, Act and Review. Accreditation processes are implemented and monitored to support teacher accreditation and maintenance.</p> <p>100% of teachers indicate a growth in professional capacity due to the participation in the PDF process.</p> <p>All teaching and learning programs show evidence of assessment collection as per the Assessment and Reporting Schedule. A range of assessment instruments are used to monitor student learning and identify skill gaps for improvement. School assessment informs future planning and strategic directions for the 2018–2020 planning cycle.</p> <p>Student data is collected to monitor the progress of all students with 90% of students showing growth.</p> <p>80% of our parents participated in Three Way Conferences.</p> <p>Survey data from community regarding progression of achieving school vision was 34% of parents stated we are making some progress, 44% stated we are making satisfactory progress and 22% stated we are making excellent progress.</p> <p>.</p>

Next Steps

.Additional Learning and Support teaching time will provide opportunities for targeted teaching groups to deliver explicit teaching and learning for literacy and numeracy. High priority for teaching and learning will be evidenced based

teaching strategies. Student groupings will be utilised to target student needs and support the Bump It Up strategy .

A whole school Professional Learning Plan will target teaching capacity building in identifying learning needs and planning for effective teaching in Literacy and Numeracy. Teachers will focus on assessment data use and skills to monitor student learning progress and identify skill gaps for improvement.

The leadership team will use school data to inform key decisions and reflect on student performance. The PDF process will continue to enhance individual staff capacity to contribute to school strategic directions.

Consolidation of team collaboration to review and ensure consistency of curriculum delivery. Teams will regularly revise teaching and learning programs including the assessment of student outcomes.

Strategic Direction 3

Whole School Systems

Purpose

To promote the effective implementation of LMBR (Learning Management and Business Reform) initiatives and school self assessment, enabling a collaborative and innovative learning culture within a strong structure of organisational confidence.

Overall summary of progress

2017 has been a successful year of further consolidation of operating procedures associated with the implementation of LMBR. Use of the software packages is taking place with far greater confidence and efficiency. Ongoing staff commitment and training has enabled implementation to reach a satisfactory level. A focus on policy update, communication and administration has resulted in processes across the school being refined and streamlined.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Student attendance will be equal to or higher than the state average attendance rate.</p> <p>School Excellence Team produces an annual self-assessment review utilising the School Excellence Framework with recommendations for ongoing adjustment to school planning.</p> <p>80% of school community will report that school management and routines are implemented with efficiency and accuracy.</p> <p>Annual Financial Statement will reflect effective budgeting and resourcing. School documentation is in place and ready for audit processes.</p>		<p>School administrative practice survey data indicates 30% growth in the effective operation of school management, communication and organisation. 2016= 70% satisfaction. compared to 2017= 100% satisfaction.</p> <p>All staff record all relevant student information pertaining to attendance, wellbeing and behaviour in EBS.</p> <p>Student attendance rate was 94.3, which is higher than the state average attendance rate.</p> <p>The Annual Financial Statement indicates effective budgeting and resourcing. Monthly SAP reports reflect monitoring of finance and resourcing. Staff, SASS and Principal survey data reflects growing confidence in LMBR budgeting and resourcing tools.</p> <p>School documentation is in place and ready for audit processes. The Executive Team produced an annual self-assessment review utilising the School Excellence Framework.</p>

Next Steps

Continue to utilise school systems to promote high expectations and community engagement to foster whole school improvement.

Continue and build the School Assessment Team to target evaluation against the School Excellence Framework for the 2018– 2020 planning cycle.

Practices and processes will be enhanced to respond to school community feedback and promote ongoing school improvement.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>\$7000 for teacher support</p> <p>\$1000 to release Aboriginal Coordinator to develop PDPs.</p> <p>\$1000 to release Aboriginal Coordinator to follow up student attainment of goals</p>	<p>100% of Aboriginal students have achieved their goals Improvement in Literacy skills and higher reading levels from beginning of year. Evident in teacher assessment.</p>
Socio-economic background	<p>\$66000 for extra teaching time in Literacy and Numeracy support</p>	<p>NAPLAN analysis indicates a higher proportion of students achieving the top two bands from 2016 to 2017. Year 3 reading an increase 14%, Year 3 Numeracy an increase of 7%, Year 5 Reading an increase of 8% and Year 5 Numeracy an increase of 11%.</p> <p>An average of 28% of students achieved in the top two bands in reading and Numeracy.</p> <p>The school is at Sustaining and Growing for our value-added results from Year 3 to Year 5 and from Year 5 to Year 7 in NAPLAN.</p> <p>In Reading there was a 7% increase and in Numeracy there was a 37% increase in students achieving expected or higher than expected growth.</p>
Support for beginning teachers	<p>Approximately \$23000= support for beginning teachers</p> <ul style="list-style-type: none"> • (\$0.00) 	<p>Allocation provided for mentoring of beginning teacher, support for induction and professional learning and feedback. Both beginning teachers achieved their PDP goals, with one attaining accreditation at Proficiency.</p>

Student information

Student enrolment profile

	Enrolments			
Students	2014	2015	2016	2017
Boys	94	101	96	106
Girls	98	93	93	97

Student attendance profile

School				
Year	2014	2015	2016	2017
K	95	97.4	87.3	93.8
1	91.5	97.4	92.3	94.7
2	93.9	97.6	93	95.2
3	96.6	98	92.3	94.1
4	95.4	98.2	93.6	94.2
5	94.6	97.8	92.1	94.2
6	95.7	98.5	92.7	94
All Years	94.7	97.8	92	94.3
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

School policies and procedures are in place to manage non attendance at school. Regular communication and promotion of attendance supports the development of positive school attendance. If needed, we seek support from Student Services.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	2
Head Teacher(s)	0
Classroom Teacher(s)	6.78
Teacher of Reading Recovery	0.32
Learning & Support Teacher(s)	0.6
Teacher Librarian	0.4
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	2.52
Other Positions	0

*Full Time Equivalent

There is currently one full time permanent teacher of Aboriginal heritage employed at the school.

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

All Staff participate in the Performance and Development Framework. This involves a cycle of planning, implementing and reviewing. All teachers complete a Professional Learning Plan that supports their individual capacity building and ability to contribute to the school strategic directions. All staff professional learning goals are aligned with the Australian Teaching Standards. School Professional Learning encompasses whole school professional learning sessions based on the school strategic directions. Teachers also have access to online learning modules, in service opportunities and mentoring to support individual

goals. Staff demonstrate personal responsibility for maintaining and developing their professional standards. A New Scheme Teacher was supported to complete the Accreditation process and successfully attained accreditation at the Proficiency Level. One staff member maintained their Accreditation at Proficiency Level. All staff are collating and recording evidence against their professional goals and participate in review processes throughout the year.

100% of staff indicate that the professional learning process is useful to accomplish individual goals. All staff (pre NST) will be prepared, demonstrating appropriate levels of efficiency in readiness for maintaining proficiency beginning 2018.

School Development Days contributed to the School Professional Learning Plan. Four additional 3 hour sessions were conducted throughout the year to replace the two Term 4 SDDs. SDD content included Mandatory training e.g. Child Protection, Code of Conduct, CPR, Anaphylaxis and Asthma Training. Other sessions included School Planning monitoring and review, Policy review and updating, designing quality numeracy assessment, Stage Planning, Use of SMART data, School Excellence Framework, Bump it Up Initiatives and External Validation processes. 100% of staff attended all Staff Development Day sessions.

The Professional Learning Budget was \$11000. This funded Stage planning and curriculum development mentoring days. School Executive participated in Leadership development programs. Staff participation in in-service programs eg: Using Data with Confidence, Budget Training, Curriculum focused PL days, SCOUT Training, Evaluative Thinking.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

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

	2017 Actual (\$)
Opening Balance	107,524
Revenue	2,345,558
Appropriation	2,293,120
Sale of Goods and Services	4,457
Grants and Contributions	46,448
Gain and Loss	0
Other Revenue	0
Investment Income	1,533
Expenses	-2,175,160
Recurrent Expenses	-2,175,160
Employee Related	-1,973,190
Operating Expenses	-201,970
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	170,398
Balance Carried Forward	277,922

School processes include monthly review of finance reports, current spending and funds availability. All large expenses must be approved by the Finance committee. Finance matters are shared and discussed at P&C meetings to allow for community input on future planning.

Excess balance carried forward will contribute to implementation of the Bump It Up Strategy in 2018 as well as enable the continuance of the Community Engagement Officer position.

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	1,514,693
Base Per Capita	28,884
Base Location	4,649
Other Base	1,481,159
Equity Total	163,322
Equity Aboriginal	9,861
Equity Socio economic	66,413
Equity Language	0
Equity Disability	87,049
Targeted Total	263,609
Other Total	46,886
Grand Total	1,988,510

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.

Students in Year 3 and 5 completed the NAPLAN Assessment Program in 2017. There were 25 Year 3 students. There were 37 Year 5 students who completed the assessments.

Of the 25 Year 3 students who completed the Reading assessment, 40% demonstrated achievement in the top two bands (proficiency). Of the 25 Year 3 students who completed the Numeracy assessment, 27% demonstrated achievement in the top two bands (proficiency). Year 5 Reading indicated 30% demonstrated achievement in the top two bands (proficiency). Year 5 Numeracy indicated 27% demonstrated achievement in the top two bands (proficiency).

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.

Parent/caregiver, student, teacher satisfaction

In 2017, we sought the opinions and feedback of parents/ carers, students and teachers to inform ongoing improvement. Parent / carer surveys indicate that there is a developing learning culture within the community. 100% of parents indicate that the school provides a happy and safe environment. 23% indicated that KPS offers challenging programs, with 77% indicating sometimes their child is challenged and 5% indicating that we do not offer challenging programs. 100% of parents, who completed the survey indicated that they do contact the teacher if a problem occurs. Parents indicated interest in more opportunities for student learning feedback and continued focus on school administration and communication. 90% of parents participated in the Three Way Conference in Semester 1, with only 78% attending Three Way Conferences in Semester 2. Of those whom attended 97% indicated that this planning strategy was a positive way to plan for student success. 100% of participating parents indicated that they felt aware of their child's learning priorities and confident in working with the school to support learning.

Student survey data focused on learning culture. 85% of students indicate that their class is an interesting place to learn and the school offers challenging programs. When asked about learning in the classroom, 65% of Stage 3 students indicated that they enjoyed learning by working with a group. In the area of wellbeing, 91% of students indicated that they feel safe at school. Students expressed positive opinions about getting to make choices about their learning and what happens in their school with 85% expressing that they feel supported in their learning. Students continue to be proactive decision makers and project co-ordinators through our school leadership program and parliament.

Staff regularly provide feedback and complete evaluations on a range of school processes, projects and professional learning activities. This feedback informs future planning. Annual surveys for 2017 focused on school culture. 92% of staff indicated that they always enjoy coming to work with 8% indicating mostly. All staff stated they are committed to works as a team and that they feel valued in their position. 100% of staff are aware of the school vision and strategic directions. All teachers contributed ideas and suggestions to planning for professional learning for 2018. All teachers indicated that they feel supported in their role

Policy requirements

Aboriginal education

Aboriginal Education is embedded into the curriculum and taught explicitly. This ensures that all students

develop knowledge, understanding and appreciation of Aboriginal culture, history and lifestyle. Reconciliation Day and NAIDOC Week were celebrated in our school and students participated in a variety of activities that reinforced concepts in contemporary and traditional Aboriginal life. Stage 3 students attended the local High Schools NAIDOC Day. Students at Kendall participated in fundraising for the Koori Kids Organisation. In 2016 Kendall Public school had 10 Aboriginal students enrolled. Through implementation of the Aboriginal and Torres Strait Islander Education Plan all aboriginal students at Kendall Public School have Personalised Learning Plans, to support improved educational outcomes. At Kendall Public School performance by Aboriginal students in the NAPLAN Testing is commensurate with other students at their year level.

Multicultural and anti-racism education

Students in all classes learn about Australia and different cultures by exploring the following

- Cultural backgrounds
- Diversity of groups and communities
- Cultural unity
- Language and communities
- Belief systems

These are integrated across the Key Learning areas (KLAs). Current issues, significant events and celebrations are acknowledged and incorporated into the student's learning experiences. The whole school anti-racism policy ensures equity for all. Teachers are continuing training in Kidsmatter. Values Education and Social and Emotional learning are embedded into classroom learning programs. Regular KidsMatter information is included in the school newsletter with a shared language of care and inclusion being promoted throughout the school community. This process has seen a positive and inclusive school culture continue to develop. There were no incidents of racism at KPS in 2017.