

Railway Town Public School

Annual Report



2017



4233

Introduction

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

Kerry–Sue Pascoe

Principal

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School background

School vision statement

Railway Town Public School is a caring and dynamic learning environment in which a collaborative school community equips students for life-long learning.

School context

Railway Town Public School is located in Broken Hill which is in the Far West of NSW. It has a PP5 classification and a Family Occupation and Employment Index (FOEI) of 160, which is above the average of 100 and indicates our socio-economic status. Current enrolment is 108 students, of which 20% are Aboriginal. The school has 5 classes from K-6 and one Multi Categorical class.

Our school is supported by an Early Action for Success Instructional Leader and Interventionist. We can proudly claim the rights to be the most western school in New South Wales and celebrated our Centenary in 2014. The school has a strong commitment to implementing quality programs in literacy and numeracy, student welfare, sport and supporting students with special needs.

The school motto of 'Scholarship, Citizenship & Sportsmanship' and the Raise Responsibility System upholds all that we do at Railway Town Public School. Our Core Values of Be Respectful, Be a Team Player, Be Proud and Be Safe underpins our school motto and the welfare system. We have high expectations for ourselves and, as such, aim to be "The Best in the West".

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.

Learning: The school's balanced judgement for this domain is: *Delivering*

All teaching staff understand that student engagement and learning are related, with the school communicating priorities for strengthening both. Expectations of behaviour are explicitly taught to students and relate to the variety of school settings such as classroom, playground, and assemblies. School programs address the needs of identified student groups (e.g. Aboriginal students, students with disability and students for whom English is a second language). Attendance rates are regularly monitored and action is taken promptly to address issues with individual students. There is demonstrated commitment within the school community to strengthen and deliver on school learning priorities. Positive, respectful relationships are evident among students and staff, promoting student wellbeing and ensuring good conditions for student learning. Well-developed and current policies, programs and processes identify, address and monitor student learning needs.

Students, staff and the broader school community understand the behaviours, attitudes and expectations that enhance wellbeing and lead to improved student outcomes. The school has identified aspects of, and factors contributing to, wellbeing in the delivery of teaching and learning. Students are taught to accept responsibility for their own behaviours as appropriate to their age and level of understanding, as expressed in the Behaviour Code. The school encourages students to recognise and respect cultural identity and diversity. School staff maintain currency of knowledge about requirements to meet obligations under Keeping Them Safe. 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 meets community needs and expectations and provides equitable academic opportunities. The school has an effective plan for student transitions in place. School plans elaborate on what all students are expected to know, understand and do. Curriculum delivery integrates technology, library and information services. The school provides a range of extra-curricular offerings for student development. Teachers differentiate curriculum delivery to meet the needs of individual students. Curriculum provision is enhanced by learning alliances with other schools and

organisations. The school actively collects and uses information to support students' successful transitions. There are systematic policies, programs and processes to identify and address student learning needs.

The school analyses internal and external assessment data to monitor, track and report on student and school performance. Individual student reports include descriptions of the student's strengths and areas of growth. Teachers set transparent criteria for student assessment and have in place principles of consistent assessment and moderation. Parents are updated on the progress of their children. 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 value-added results. Students are at or above national minimum standards on external performance measures. Students are showing expected growth on internal school performance measures.

Teaching: The school's balanced judgement for this domain is: *Delivering*

Teachers regularly review and revise teaching and learning programs. Teachers routinely review previous content and preview the learning planned for students in class. All classrooms are well managed, with well-planned teaching taking place, so that students can engage in learning productively, with minimal disruption.

Teachers analyse and use student assessment data to understand the learning needs of students. The school's professional learning builds teacher skills in the analysis, interpretation and use of student performance data. Data analysis informs the school's learning goals and monitors progress towards them. School analysis of student performance data is provided to the community on a regular basis. The school leadership team regularly uses data to inform key decisions. Teachers incorporate data analysis in their planning for learning. Assessment instruments are used regularly to help monitor student learning progress and to identify skill gaps for improvement.

Executive, staff, faculty/stage, team and other meetings are used to review the curriculum and to revise teaching and learning programs. Staff regularly evaluate teaching and learning programs including the assessment of student outcomes. Teachers work together to improve teaching and learning in their year groups, stages, faculties, or for particular student groups. Processes are in place to provide formal mentoring or coaching support to improve teaching and leadership practice.

Teachers participate in professional learning targeted to school priorities and their professional needs. The school has effective professional learning for induction, teaching quality, leadership preparation and leadership development. The school has processes in place for teachers' performance and development. Beginning and early-career teachers are provided with targeted support in areas of identified need. Analysis of the teaching team identifies strengths and gaps, with succession planning in place to build staff capabilities and recruit staff with particular expertise to deliver school improvement targets. Teachers actively share learning from targeted professional development with others. There is a particular focus on improved teaching methods in literacy and numeracy, with professional learning activities focused on building teachers' understandings of effective teaching strategies in these areas. Teachers are actively engaged in planning their own professional development to improve their performance.

Teachers understand and implement professional standards and curriculum requirements. Staff attainment of professional learning goals and teaching requirements are part of the school's performance and development processes. The school has a culture of supporting teachers to pursue higher-level accreditation. Teachers are committed to their ongoing development as members of the teaching profession. Teachers demonstrate currency of content knowledge and teaching practice in all their teaching areas.

Leading: The school's balanced judgement for this domain is: *Sustaining and Growing*

Parents and community members have the opportunity to engage in a wide range of school-related activities. The school community is positive about educational provision. The school is committed to the development of leadership skills in staff and students. Links exist with communities of schools, other educational providers and other organisations to support the school's programs. The school's leadership strategy promotes succession planning, distributed leadership and organisational best practice. Leadership development is central to school capacity building. The school has productive relationships with external agencies such as universities, community organisations to improve educational opportunities for students.

Staff, students, parents and the broader school community are welcomed and engaged, when possible, in the development of the vision, values and purpose for the school. The three-year school plan has annual iterations focused on achieving identified improvements. The school articulates a commitment to equity and high expectations for learning for each student and is responsive to changing needs. The school plan aligns to local and system priorities and ensures responsiveness to emerging needs. An evidence base, drawn from the collection and analysis of learning and development data, is used to review performance annually. Planning and implementation includes processes for resource allocation, professional learning, performance monitoring and reporting. The school acknowledges and celebrates a wide diversity of student, staff and community achievements. There is broad understanding of, and support for, school expectations and aspirations for improving student learning across the school community. Staff are committed to, and can articulate the purpose of, each strategic direction in the school plan. Monitoring, evaluation and review

processes are embedded and undertaken routinely. Clear processes, with accompanying timelines and milestones, direct school activity towards effective implementation of the school plan.

School staffing ensures that full curriculum implementation and delivery requirements are met. Systematic annual staff performance and development reviews are conducted. The school's financial and physical resources and facilities are well maintained, within the constraints of the school budget, and provide a safe environment that supports learning. School and other facilities are used creatively to meet a broad range of student learning interests and needs. Workforce planning supports curriculum provision and the recruitment of high quality staff. Strategic financial management is used to gain efficiencies and to maximise resources available to implement the school plan. Physical learning spaces are used flexibly, and technology is accessible to staff and students. Succession planning, leadership development and workforce planning are designed to drive whole-school improvement.

The school leadership team communicates clearly about school priorities and practices. Administrative practices effectively support school operations and the teaching and learning activity of the school. Accountability practices are tied to school development and include open reporting to the community. The school leadership team creates an organisational structure that enables management systems, structures and processes to work effectively and in line with legislative requirements and obligations. All school staff are supported to develop skills for the successful operation of administrative systems. There are opportunities for students and the community to provide constructive feedback on school practices and procedures. Streamlined, flexible processes exist to deliver services and information and strengthen parental engagement.

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

STUDENT LEARNING

Purpose

We will develop and implement a challenging and innovative curriculum enabling all students to be equipped with skills and knowledge to become confident and effective learners.

Overall summary of progress

Throughout 2017, all staff were mentored in strategies for the collection of evidence and analysis of literacy and numeracy data. K–6 teachers have developed a deeper understanding for accurately plotting their students against the literacy and numeracy continuums, as well as the development of targeted strategies for student learning progression. Increased teacher understanding and implementing of SMART learning goals has ensured that students are focussing on goals specific to their literacy and needs. The ongoing implementation of the Early Action for Success, employment of an Instructional Leader and two specialised interventionists, personalised learning plans and tiered intervention strategies have contributed towards growth in literacy and numeracy results .

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All students can set and achieve realistic literacy and numeracy SMART learning goals.	\$97 517	A significant proportion of Students from Kindergarten to Year Six are able to identify and articulate their personal learning goals to their class teacher.
80% of students K–6 show expected growth in literacy and 75% in numeracy as evidenced through data wall tracking and PLAN data.	\$89 403	growth in literacy and numeracy was less than the expected targets. 72% of K–6 students showed growth in literacy in 2017. 35% of K–6 students showed growth in numeracy.

Next Steps

- In 2018, teachers will develop an understanding of the literacy and numeracy progressions
- In 2018, teachers will collaboratively analyse student work samples in order to assist them plotting student progress across the literacy and numeracy progressions in the recording system; PLAN2.
- Teachers, students and parents will use a range of evidence-based feedback strategies to assist with monitoring student progression and achievements in literacy and numeracy.
- Progressions in numeracy will be closely monitored.
- Student voice will be highly valued as a means of providing feedback to teachers about their learning



Strategic Direction 2

LEADERS OF LEARNING

Purpose

We will create a supportive culture of aspiring and dynamic leaders and teachers who have high expectations of themselves and their students in order to foster sustained school improvement.

Overall summary of progress

Railway town Public School continued to support its early career teachers in 2017, ensuring there were opportunities in place for professional learning and assistance in obtaining accreditation. Mentoring sessions have been firmly embedded as a means of supporting all teachers in developing their professional growth and student improvement. Teachers recognise the importance of professional learning as a means of improving outcomes for all students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All teaching staff are accredited at Proficient level or higher as evidenced in the Performance and Development Framework.	\$5 200	All permanent teachers have now achieved Proficient level of accreditation and are well into entering their maintenance phase.. Temporary teaching staff are nearing completion of the accreditation process. Pre-2004 teachers have been informed that NESAs will provide them with the status of Proficient level in Term 1 2018, after which they must begin their maintenance phase.
The teaching staff demonstrate and share expertise in order to build teaching capacity.	\$17 966	Teaching staff have continued to take on leadership roles within the school, aligned with their areas of skills and expertise. There is an expectation that all teachers will report back to colleagues as a result of attending their own professional learning.
Executive support for ongoing teacher professional development and accreditation.	\$17 458	Regular delivery of mentoring sessions with supervisors and teachers is timetabled on a weekly basis to address the specific professional learning needs of the staff member.

Next Steps

- Performance Development Plans will specifically align with the school plan and identified areas of the Australian Teaching Standards.
- Teachers will be required to evaluate their professional learning and the impact it has made with regard to improving teaching practice and student outcomes.
- Leadership and Coaching opportunities will be made available to aspiring leaders.
- Support will be provided for pre 2004 teachers to reach their maintenance goals.

Strategic Direction 3

SCHOOL and COMMUNITY PARTNERSHIPS

Purpose

We will foster a collaborative and supportive educational community that values school and community partnerships in order to meet the needs of all students and their families.

Overall summary of progress

Links with interagency health professionals continued to strengthen in 2017. There was a notable increase in understanding amongst school leaders regarding the roles of interagency organisations, and how they could support students and their families. Families continued to support the school, regularly attending assemblies and events throughout the year. Parents/carers displayed a willingness to participate in workshops to develop their understanding of how their child learns in literacy and numeracy.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
An increased percentage of parents actively participate and engage in a variety of school and community activities.	\$3 700	School community events continued to be well supported by family and community members throughout 2017. The school canteen saw a decrease in volunteers resulting in limited trading on Tuesdays, however, this did not seem to effect the profits made during the week.
Student attendance is at or above 92%.	\$16 169	Overall student attendance for 2017 was 89.1% indicating that we were close to achieving our expected target of 92% for 2017.

Next Steps

- Create further opportunities for parents/carers to actively participate in their child's learning.
- Continue to strengthen partnerships with the school's Aboriginal community.
- Continue to provide opportunities for family and community members to participate in a range of volunteering roles.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<ul style="list-style-type: none"> Aboriginal background loading (\$18 510.00) 	The employment of an Aboriginal SLSO has resulted in targeted supported for students with and Aboriginal background. We have noticed improved participation in class and a willingness to ask for assistance when required.
Low level adjustment for disability	<ul style="list-style-type: none"> Low level adjustment for disability (\$40 225.00) 	Allocation of a LaST 0.3 FTE has enabled the school to provide ongoing support for students who identify as being significantly at risk both academically and socially.
Quality Teaching, Successful Students (QTSS)	<ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$10 462.00) 	Allocation of QTSS funding has provided opportunities for teachers to attend mentoring sessions with their supervisors in order to develop their professional development plans and accreditation pathways.
Socio-economic background	<ul style="list-style-type: none"> Socio-economic background (\$178 712.00) 	Employment of an above establishment classroom teacher has allowed for reduced class sizes and equitable distribution of students with a range of learning and social capabilities. Allocation of funding towards the employment of two support teachers has ensured that the EAfS model of tired intervention occurs across K-6.
Support for beginning teachers	<ul style="list-style-type: none"> Support for beginning teachers (\$18 330.00) 	Beginning teachers have been provided with a range of opportunities to develop their teaching practice as a result of BT funding. Full day release to access professional learning, observations in neighbouring schools and opportunity to enter and analyse student data has enable BTs to focus on quality teaching pedagogy.
Location Loading	<ul style="list-style-type: none"> Location Loading (\$17 451.00) 	Funding has allowed the school to employ an SLSO to assist students in Stage 3 who identify as requiring targeted support in literacy and numeracy. These students have developed greater confidence in their capabilities and are better prepared for transition to high school.
Per Capita	<ul style="list-style-type: none"> Per Capita (\$18 342.00) 	Funding has allowed the school to employ an SLSO to assist students in Stage 2 who identify as requiring targeted support in literacy and numeracy. These students have developed greater confidence in their capabilities.

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	68	65	56	56
Girls	72	70	58	55

Student attendance profile

School				
Year	2014	2015	2016	2017
K	92.9	93.4	88.6	92.4
1	90.2	93.1	92.1	88
2	95.4	91.2	92.4	91.4
3	92.9	91.9	92.4	92.1
4	95	91.9	88.2	92.2
5	94.5	95.5	92.7	85.6
6	89.5	92.3	93.6	92.4
All Years	92.8	92.6	91.3	90.1
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

All student attendance is entered on SENTRAL and reviewed at the end of each week. Each month, the principal meets with the HSLO to discuss attendance concerns for individual students. The level of action taken is determined by the frequency of absences. These actions range from contact with parents to discuss attendance, development of an attendance plan and finally referral to the HSLO.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	1
Head Teacher(s)	0
Classroom Teacher(s)	4.66
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.3
Teacher Librarian	0.2
Teacher of ESL	0
School Counsellor	1
School Administration & Support Staff	2.81
Other Positions	0

*Full Time Equivalent

The current Aboriginal composition of our school's workforce is one full time classroom teacher and one part time SLSO.

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

A significant amount of professional learning was undertaken by Railway Town Public school staff in 2017 with a major focus being placed on the implementation of new learning and well-being frameworks including Kids Matter, LiveLifeWell@School and How2Learn. All teaching staff were supported in either working towards completing their teacher accreditation or identifying their required hours for completion of maintenance. Two temporary teachers have continued to work towards completing their accreditation for proficient level.

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	\$
Balance brought forward	275,396
Global funds	88,471
Tied funds	151,053
School & community sources	4,655
Interest	2,695
Trust receipts	1,955
Canteen	0
Total Receipts	248,828
Payments	
Teaching & learning	
Key Learning Areas	5,564
Excursions	0
Extracurricular dissections	7,062
Library	0
Training & Development	4,988
Tied Funds Payments	252,656
Short Term Relief	11,907
Administration & Office	22,548
Canteen Payments	0
Utilities	19,572
Maintenance	14,124
Trust Payments	1,849
Capital Programs	3,030
Total Payments	343,300
Balance carried forward	180,924

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.

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

	2017 Actual (\$)
Opening Balance	0
Revenue	407,187
Appropriation	396,061
Sale of Goods and Services	1,055
Grants and Contributions	9,793
Gain and Loss	0
Other Revenue	0
Investment Income	278
Expenses	-189,104
Recurrent Expenses	-189,104
Employee Related	-127,132
Operating Expenses	-61,972
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	218,083
Balance Carried Forward	218,083

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.

	2017 Actual (\$)
Base Total	937,030
Base Per Capita	18,342
Base Location	17,451
Other Base	901,237
Equity Total	237,447
Equity Aboriginal	18,510
Equity Socio economic	178,712
Equity Language	0
Equity Disability	40,225
Targeted Total	197,143
Other Total	205,626
Grand Total	1,577,246

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.

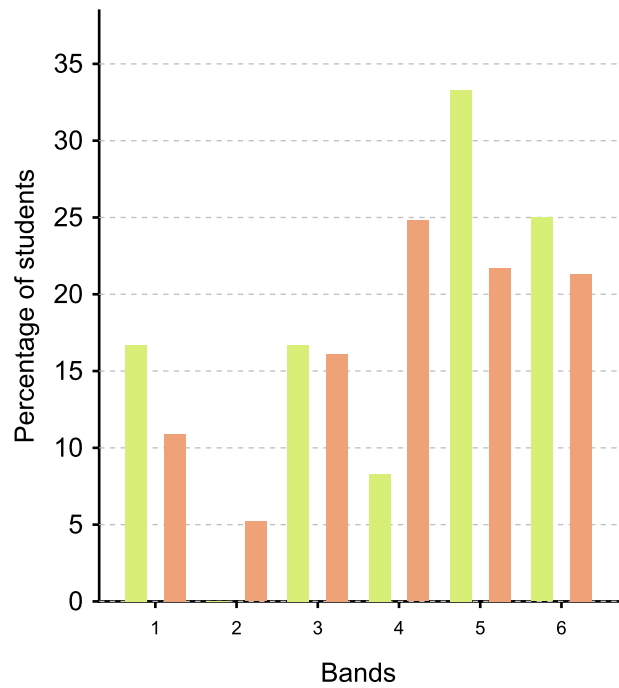
School performance

NAPLAN

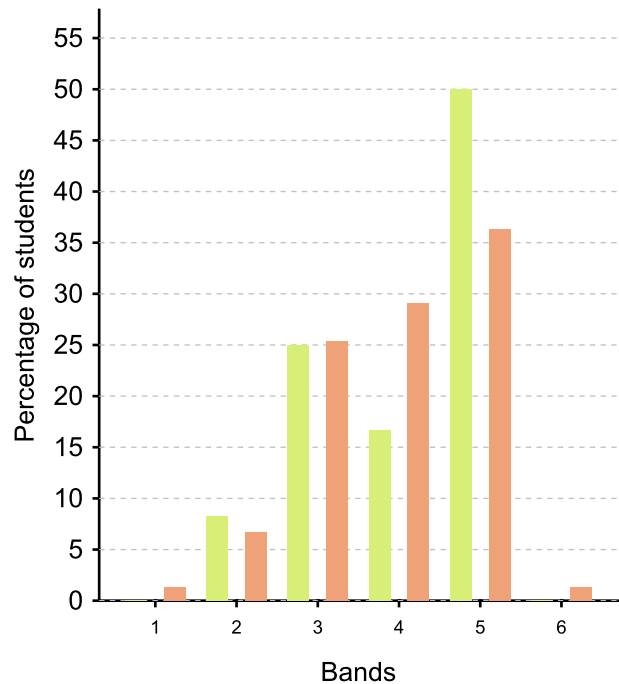
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Literacy NAPLAN data for Year 3 indicates a growth of 19.75% in the top two bands from 2016 to 2017. Literacy NAPLAN data for Year 5 indicates a decrease of 21.5% in the top two bands from 2016 to 2017.

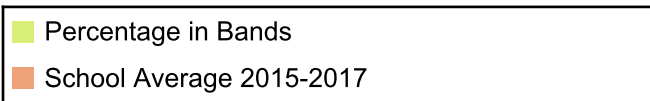
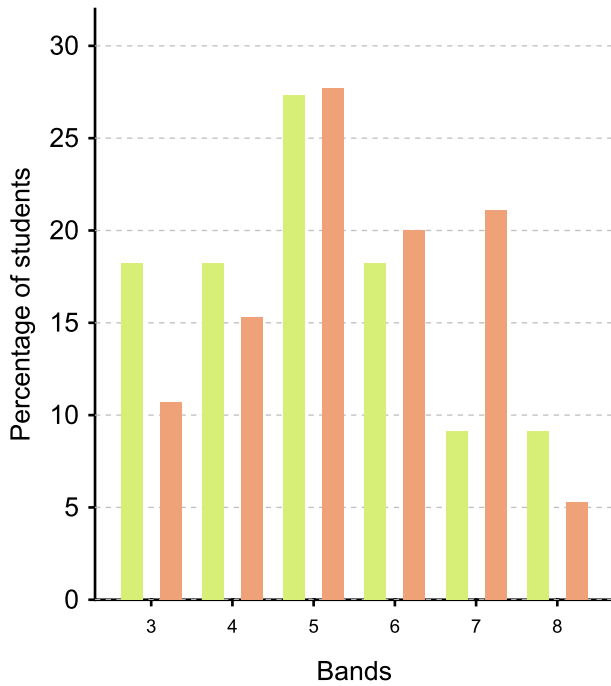
Percentage in bands:
Year 3 Reading



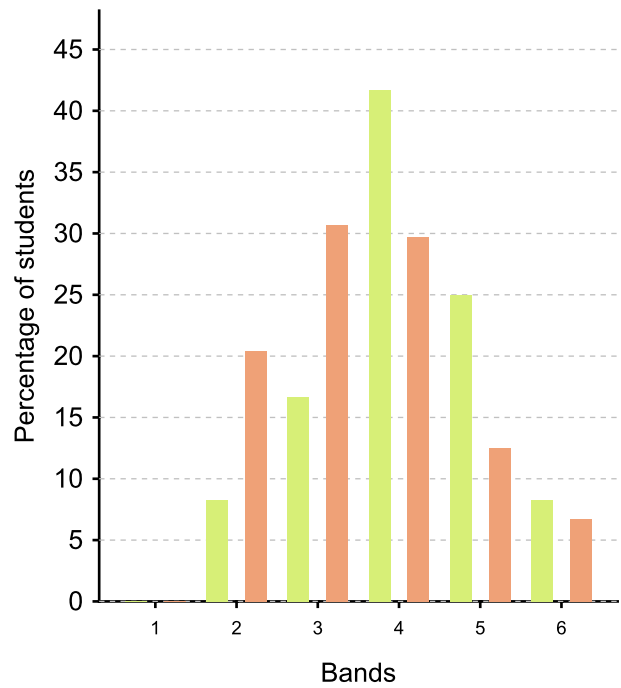
Percentage in bands:
Year 3 Writing



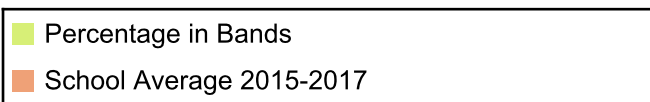
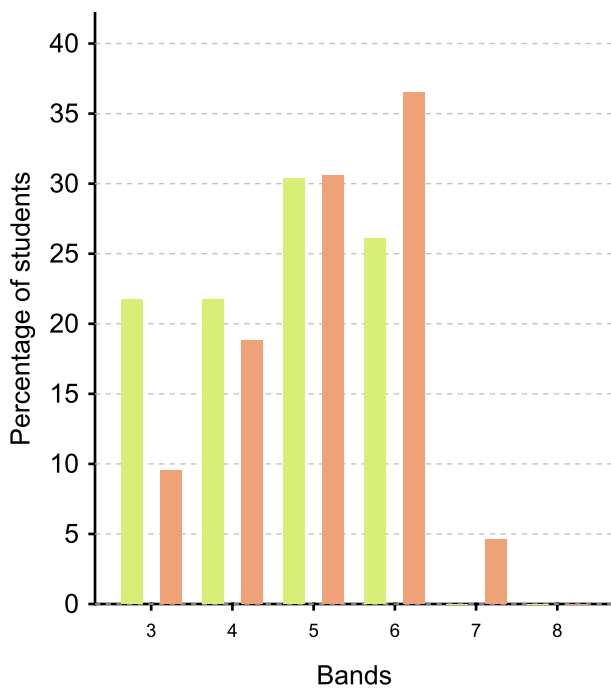
Percentage in bands:
Year 5 Reading



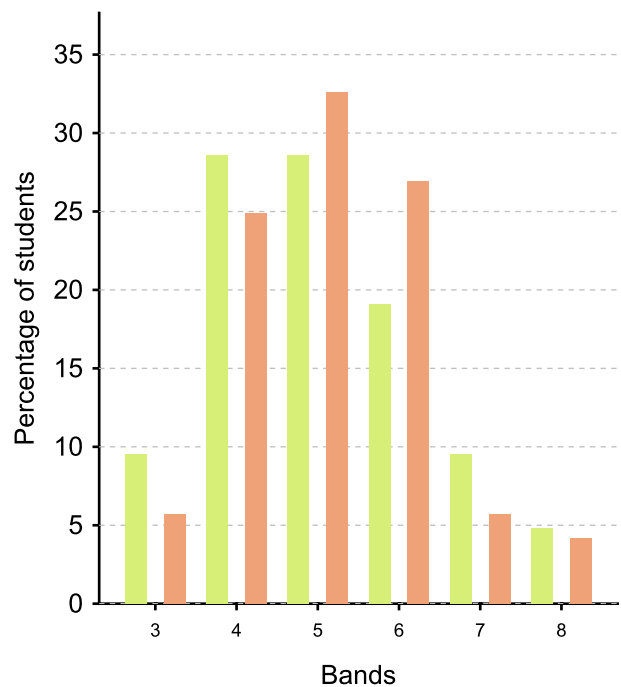
Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Writing



Percentage in bands:
Year 5 Numeracy



Numeracy NAPLAN data for Year 3 indicates there has been a growth in the top 2 bands from 8% in 2016 to 33% in 2017. Numeracy NAPLAN data for Year 5 indicates there has been a slight decrease in growth in the top 2 bands from 15% in 2016 to 14% in 2017.

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.>

In accordance with the *Premier's Priorities: Improving education results* and *State Priorities: Better services* –

Improving Aboriginal education outcomes for students in the top two NAPLAN bands for both Year 3 and Year 5, our school is yet to record any students achieving these benchmarks.

Parent/caregiver, student, teacher satisfaction

A snapshot of comments from our Parent Satisfaction Survey:

"I have been a volunteer in the school canteen for a few years now and I look forward to spending time helping out the school."

"I really like the the Facebook site because it helps me to keep up with events happening in the school."

"The principal is very approachable and makes herself available to talk about concerns I have for my child."

"My child's teacher is always prepared to listen to my concerns and my daughter loves coming to school every day."

"When I walk into the playground I get a really good vibe about the school."

"The teachers are a very dedicated and supportive bunch."

A snapshot of comments from our Student Satisfaction Survey:

"I feel safe and happy at school."

"Our school is great because the teachers teach us exciting lessons."

"I like using the iPads and going to the computer lab.."

"The library is awesome and you can go there at lunch time and do fun activities."

"I like mufti days when we can dress up and raise lots of money for the SRC."

"My teacher helps me when I don't understand how to do something."

"I like having lunch with the principal."

A snapshot of comments from our Teacher Satisfaction Survey:

"Everyone is supportive and committed"

"RTPS is a happy and safe working environment."

"I really like that I can be comfortable helping others just as equally as seeking help".

"Community spirit—everyone working together towards

a common goal – a team."

"Knowing we're doing everything we can to help our kids learn."

"RTPS is a friendly place, and I feel supported by my colleagues."

"Working with an enthusiastic, hard-working team of teachers who go above and beyond to help the students at RTPS."

"All staff are included in school planning."

"Sense of community."

"Students display a positive attitude in their learning."

"Our students and families know we care and we will support them if needed."

"The small size of our school allows us to support one another collegially in a very unique and genuine way."

"I appreciate the level of in class support at RTPS."



Policy requirements

Aboriginal education

Railway Town Public School values the knowledge its members from the Aboriginal community bring with them in helping engage students in their learning and sense of belonging. The employment of an Aboriginal SLSO as well as an established open communication link with our ACLO and ASLO provides ongoing support for students and their families.



Multicultural and anti-racism education

Railway Town Public school has ensured its teaching and learning programs are culturally inclusive and school practices are embedded. Professional learning in Kids Matter has increased the appropriate levels of communication with parents and community members, resulting in strengthened parent and community engagement in school activities.