

# Killarney Heights Public School

## Annual Report



2017



4386

## Introduction

The Annual Report for 2017 is provided to the community of Killarney Heights 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.

Vicki Johnson

Principal

## School contact details

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## Message from the Principal

This year we celebrated our 50th anniversary at a joint primary school and high school gala evening and with our Springfest performance of 'Killarney Through the Ages'. When reading through various historical documents for this anniversary, it was interesting to note that past Principals commented on how friendly and well behaved our students were, how supportive the parents were, and how dedicated and hard working the staff were. That has not changed and I congratulate all the people who have been connected with the school over the past 50 years to make it the school of excellence it is today.

Teachers are committed to ongoing professional learning to keep abreast of recent research to improve student outcomes. We continued to develop our skills in John Hattie's research on Visible Learning and participated in professional learning on developing the 4C's of communication, collaboration, and critical and creative thinking. The ongoing development of these skills will ensure highly developed problem solving and interpersonal skills to prepare our students for a rapidly changing world. Executive staff led work on specific target areas to improve student outcomes, particularly in curriculum differentiated learning, Mathematics, Writing, Spelling and Reading. This is evidenced by our excellent NAPLAN results, which are again well above state average in all areas. Staff developed self-reflective teaching practices through implementation of mentoring programs, early career programs and the development of personal Performance and Development Plans (PDP).

We trialled flexible learning spaces in two classes to enable social and collaborative learning, integrated curriculum delivery, mix of teacher-directed and student-directed teaching and learning, independent learning, explicit teacher instruction, and development of creative thinking, relationship building, and problem-solving skills. Modular furniture was used along with mobile technologies to enhance flexibility and functionality. These spaces gave students a choice in what kind of learning space works best for them, and teachers helped them to work collaboratively, to communicate effectively, and to engage in critical thinking. Teachers of these spaces noticed improved motivation and engagement in their students.

Students were challenged with problem solving activities and project based learning in Mathematics, Writing, Art, robotics and coding, and Anglophone French through our Gifted and Talented programs as well as Mathematics classroom programs. 23 Year Six Anglophone students sat the French DELF exam, with nine sitting the A2 DELF, which two years ago was reserved for Francophone students. The average result for all these students was 92.4% compared to 86.7% last year. Our bilingual program goes from strength to strength with a Memorandum of Understanding signed between the school, the French Embassy and FANS as a sign of mutual respect and the increasing strength of the bilingual program.

Throughout the year, executive staff analysed and evaluated our teaching and learning programs against the Department of Education's School Excellence Framework. Evidence to support this analysis was presented to a panel from the Leadership and High Performance unit, who agreed that we are excelling in all 14 elements of the framework.

This achievement is a culmination of the hard work of all staff and our culture inspired leadership team who are committed to fostering a school-wide culture of high expectations and a shared sense of responsibility for student engagement, learning development and success.

A new program this year was Dancesport for Year 5 students. This program teaches students the respect, cooperation, partnership and responsibility that comes with dancing. Our students competed in the Dancesport Confidence Challenge at Homebush Sport Arena and displayed confidence and poise, much to the delight of their parents and teachers.

All parents want the very best for their children. In education, this means teachers and parents working together with a commitment to nurture, guide, inspire and challenge students. Thank you to all the parents who worked with the school to volunteer for various activities. To our dedicated P&C committee and the teams who worked tirelessly in the Uniform Shop, Book Club, Bands, Canteen, and FANS, I'd like to extend our sincere gratitude and thanks for playing such important roles in our school. This year, members of our P&C committee retired after years of service to the school. Thank you to Jodie Robb (President), Cris Wood (Vice-President), and Chris Hancock (Treasurer).

Vicki Johnson

Principal

### Message from the school community

The 50th anniversary celebration year of 2017 was very eventful and I would like to thank our amazing volunteers in their untiring work in planning, organising, and facilitating the many activities and new initiatives undertaken. A huge thank you to Principal, Vicki Johnson, and Deputy Principals, John Williams and Danka Murray, in supporting the sub committees, bands and strings, and canteen and uniform shop. Your guidance and support was unwavering and truly appreciated.

Our Parents and Citizens Association (P&C) could not operate without the continued dedicated support of the executive sub committees and P&C members who worked behind the scenes on a daily basis. The P&C made sure the voices of parents were heard and the school was able to provide services and activities that extended and enhanced the experience of our children at school. This has included programs such as the band program, string ensemble, uniform shop and canteen, which ran without issue, but in reality, have meant many hours of unpaid work by many volunteers to assist in keeping them operating smoothly.. Parent involvement in key school projects, such as the after school care tender process, and design feedback for the new building allowed our voice and opinion to shape those outcomes.

Our sub committees and volunteers succeeded in running a spectacular Fireworks night, which was widely acclaimed as the 'best ever', featuring additional activities such as busking by the students, oven cooked pizza and a seemingly full and varied volunteer roster .

The warmly received gala evening, in collaboration with Killarney Heights High School (KHHS) was a great success, with many past and present attendees, celebrating the 50th Anniversary milestone on a hugely fun and entertaining evening. The KHHS jazz band, is still being spoken about as a highlight of the evening.

The P&C fundraising focus was on assisting in providing more comfortable and productive classroom environments through air conditioning and solar. A hard working sub-committee put many hours into working through this complex project with Deputy Principal, John Williams and the Department. of Education, to get some quick, innovative and cost efficient solutions.

Sadly, our outstanding Canteen and Uniform Shop managers, Pauhla Hill and Kirsty Semaan, left due to changing circumstances. Their excellent management enabled a smooth and efficient operation of these essential services. We welcomed Valerie Triglone as our new and very committed canteen manager.

I retired from my role as P&C President at the end of the year but I will cherish my experience in this leadership position.

Jodie Robb

President KHPS P&C 2017



## School background

### School vision statement

Killarney Heights Public School is committed to providing inclusive education within an engaging and nurturing environment which values the languages and cultures of our diverse community. Through our strong partnership with the French Association of North Shore (FANS), we are committed to academic excellence within an English/French bilingual setting, and to developing confident, creative and successful learners.

### School context

Killarney Heights Public School (enrolment 700 students) is a strong professional learning community with committed staff and supportive parents, dedicated to achieving high educational outcomes for all students. The school has excellent traditions in languages, band, strings ensemble, choir, dance, drama, sport public speaking and debating. A unique French/English bilingual program operates through the school's partnership with FANS (French speaking Association of the North Shore), which was awarded the Label Franc'Education by the French government. The bilingual program is a major focus with enthusiastic teachers committed to team teaching and collaborative planning.

## 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 that Killarney Heights Public School is excelling in all fourteen elements of the School Excellent Framework..

### LEARNING

There is a school wide, collective responsibility for students' learning and success, with high levels of students, staff and community engagement. Development of mother tongue languages and learning a second language is highly valued by our school community, which is supported by our parent community as active partners in their children's learning. We celebrate our culturally diverse school community, with tolerance and understanding evident in all facets of school life. There are 24 of 28 classes participating in a French/English bilingual program, and our school plan explicitly sets out priorities to work with external partners to continue to improve the program (School Plan SD 1 and SD 3). Our school wide behaviour expectations outlined in our Positive Behaviour Engaging Learners (PBEL) program supports students' learning and engagement. Our proactive Learning and Support Team provide a comprehensive framework to support the wellbeing of our students, with the improvement of literacy and numeracy outcomes a priority (School Plan SD 1). Ongoing collection and analysis of data ensures no student falls through the net with the learning needs of our students supported through specialist programs. Our projects in differentiated teaching and learning, specifically in Mathematics, Writing, Spelling, and our programs in Gifted and Talented Education, along with Hattie's Visible Learning strategies promote learning excellence. The development of the whole school writing rubric, and whole school scope and sequences in Mathematics, Spelling, History, Geography, and Science provide consistent school-wide practices for assessment and reporting. These practices are used to monitor, plan and report on student learning across the curriculum in both French and English. Individual student learning goals assist students to develop skills in self-regulation in the learning process. Most of our students are showing higher than expected growth on internal school performance measures and most achieve at high levels of performance on external performance measures. Our 2017 NAPLAN results are evidence of the huge impact on student learning outcomes of our projects over the past three years.

### TEACHING

All teachers are committed to identifying, understanding and implementing the most effective teaching methods, with a high priority given to evidence-based teaching strategies. Teacher professional learning in Hattie's Visible Learning has

impacted on student engagement in the learning process, and in improving student learning outcomes. Regular feedback to students on individual learning goals ensures all students have a clear understanding of how to improve their learning. Teachers utilise pre-tests and post-test to differentiate teaching and learning. (School Plan SD 1) Teachers incorporate Visible Learning strategies in teaching programs with curriculum differentiation a priority. Teachers collect and analyse data to help monitor students' learning progress and to identify skill gaps for improvement. Killarney Heights Public School (KHPS) has explicit systems for collaboration in stage teams, with French/English partners and target teams to sustain quality teaching practice. Teachers are consistently working collaboratively across their grades and stages to program, teach, assess and report using collaborative ICT tools. Teachers use *Quality Teaching Successful Students* (QTSS) time to observe expert teachers in school and across other schools. The school has identified strengths within its staff to best support the aims of the School Plan and to develop leadership capacity. Our expert teachers share their expertise, and teachers work beyond their classrooms to contribute to broader school programs (School Plan SD 2). Each teacher has a Performance and Development Plan (PDP) with teachers' goals linked to the School Plan, and professional learning is planned to support these goals. The Early Career Professional Learning Program, planned and implemented by the Deputy Principal, assists teachers to gain accreditation at proficiency level. Mentors and Early Career teachers have additional time funded through the Beginning Teacher funds and QTSS funds to support teacher development. This program received overwhelming positive feedback from the early career teachers. (School Plan SD2)

## LEADING

The school is recognised as excellent with our unique French/English bilingual program which is recognised by the French Government with a Label Franc'Education. The bilingual program is the result of effective engagement with members of the local community and the partnership with the French Association of North Shore (FANS). The school leadership team makes deliberate and strategic use of the partnership with FANS and the French Government to access resources to enhance the program. (School Plan SD 3) Our worldwide network with the Label schools and the national network of the Australian Association of French English Bilingual Schools (aafebs) provide productive relationships to improve our student bilingual learning. Our links with the Warringah Community of Schools (WCoS) support our school's programs such as the development of middle managers in the WCoS Visible Learning Project in 2016. The school is committed to the development of leadership skills in staff and students. Staff have purposeful leadership roles based on professional expertise and lead target teams to achieve the milestones in our School Plan. Our Year 5 students undertake a student leadership program to prepare them for leadership opportunities in Year 6. The School Plan was collaboratively developed with the school community through a forum and meetings. The School Plan has milestones created to monitor, review and progress its aims. There are opportunities for the school community to provide constructive feedback on school practices and processes through annual surveys. A high level of community engagement creates positive community spirit. Parents with expertise in robotics and coding take sessions, volunteer senior citizens are part of our spelling support program, Speech Therapists and Occupational Therapists take before school group sessions. Our students have excellent community spirit by participating in charitable events and volunteering to support charities through authentic learning opportunities. The school is acutely aware of the need to communicate effectively with the parent community and have put into place processes for easy access to information (School Plan SD 3).

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

Confident, creative and tolerant high performing students

### Purpose

To develop our students for the future as successful global citizens by equipping them with the skills to be confident, critical and creative individuals who strive for academic excellence.

To continue to foster tolerance and understanding within our culturally diverse learning community.

### Overall summary of progress

There is a school wide, collective responsibility for students learning and success, with high levels of students, staff and community engagement. Teachers have become more proficient at collecting, analysing and interpreting data to support student learning.

In Mathematics, teachers continued to use pre and post testing as a diagnostic tool to determine students' strengths and areas requiring support. Teachers allocate fluid groupings, differentiate teaching, and monitor the effectiveness of teaching and learning programs. This individualised learning approach was supported through demonstration lessons and ongoing professional learning. Our teachers embraced this practice and ensured that learning was adjusted, scaffolded and extended, catering for all students. The impact of this is that all students are demonstrating success in learning.

In Writing, the Writing Assessment for Learning and Effective Feedback Team (WALEFT) further developed the whole school writing rubric in order to improve student performance by establishing clearly defined high expectations, explicit teaching of each element and effective feedback for students. The writing rubric is now an assessment continuum that stretches across K–7 and is written in both teacher and student language. The teaching of writing has become more effective with teacher's formulating individual writing targets based on the rubric and the implementation of both peer and teacher feedback conferences within writing programs.

The Spelling Target team worked collaboratively to deliver three Teacher Professional Learning sessions (TPLs) on the 'Words Their Way' Spelling Inventories, the analysis of data using a diagnostic tool, grouping, timetabling, and effective teaching and learning activities. Our 2017 NAPLAN results for spelling have been provided as evidence of how our spelling differentiation journey is improving.

French teachers developed a scope and sequence of oral French language to build conversational language skills (building language while learning). French vocabulary for Anglophone students was developed through a whole school scope and sequence. Anglophone students were explicitly taught reading in French. Anglophone students wrote more often in French to build up French writing skills.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Student growth from Yr3 to Yr5 as evidenced by NAPLAN and standardised data improves from 75% to 85%.	\$162,505 from RAM equity funding for socio-economic, English Language Proficiency and Low Level Adjustment for Disability to employ additional teachers for learning and support programs .	82% of students in Year 5 had at or above expected growth in numeracy. 43.8% of students were in the 75th percentile or above with the average growth score of 84.7%
Teaching and learning programs and assessment tasks reflect 21st Century Learning as per The Melbourne Declaration.		71.6% of Year 3 students are in the top 2 bands for spelling. Growth of 11% in Band 6 from 2016 to 2017. A decrease in Band 2 and 3 over the past three years.
DELf exams scores will show identifiable improvements in speaking, writing and reading in French for Anglophone students.	\$66,876 from Integration Funding Support to employ teachers' aides.	67% of Year 5 students are in Bands 7 and 8 in Spelling. An increase of 17.6% in Band 8 from 2015 to 2017. An increase of 5% in Band 7 since 2016.
To achieve improved school based assessments in French Reading by 10% at the end of	\$23,433 from Literacy and Numeracy initiative to go towards the additional teachers for Learning and Support programs	23 Year 6 Anglophone students sat the French DELF exam, of which 9 sat the A2 DELF, which two years ago only Francophone students sat. The average result for all students was 92.4%

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
each year for Francophone students.	\$42,661 from Reading Recovery funding to employ a teacher specialising in Reading Recovery methodology to support students in Year One.	compared to 86.7% last year.

## Next Steps

- Improve student learning outcomes in literacy and numeracy to achieve excellent value-added results.
- Further professional learning for teachers on understanding student assessment and data literacy concepts, e.g. value added, growth and statistical significance.
- Continue to work on individual student learning goals in Mathematics, writing and reading.
- Improve teacher strategies for feedback in order to improve student self-regulation in their learning.
- Up skill new and early career teachers in differentiated teaching practices and Hattie's Visible learning strategies.

## Strategic Direction 2

Innovative, responsive and dynamic facilitators of learners

### Purpose

To build a dynamic culture of innovation and best practice through developing leadership capacity, quality professional learning and collegiality.

Teachers will be responsive to students' needs and be facilitators of learning in a bilingual setting.

Leaders and teachers will have high expectations of themselves and their students in order to foster sustained school improvement.

### Overall summary of progress

All teachers are committed to identifying, understanding and implementing the most effective teaching methods, with a high priority given to evidence-based teaching strategies. Teachers incorporated diagnostic data analysis when planning for teaching and learning. Assessment instruments were used regularly to help monitor students' learning progress and to identify skill gaps for improvement. Explicit systems for collaboration and feedback to sustain quality teaching practice were in place. Teacher professional learning was aligned with the school strategic plan, and its impact on the quality of teaching and students learning outcomes was evaluated. Expert teachers shared their expertise, and teachers worked beyond their classrooms to contribute to broader school programs.

Teachers participated in weekly professional learning sessions in line with our school strategic directions. Quality Teachers, Successful Students (QTSS) funds were used to build the capacity of teachers through team teaching, classroom observations and visits to other schools. Teachers also participated in external workshops to achieve the goals in their Professional Development Plans. Teachers combined the language of growth mindset with the language of 'Visible Learning' in their classrooms to improve student motivation and learning. Teachers participated in workshops on Critical and Creative Thinking with 'Minds Wide Open' to support Futures Learning pedagogy.

Teachers involved in the flexible learning spaces pilot project ran a session for staff on setting up a flexible learning environment. The Future Focused team considered the draft K-10 Science syllabus incorporating Digital Technologies to provide professional learning for staff at Futures Focused Workshops. The Future Focused Target team began work on a Scope and Sequence of ICT skills and knowledge. All members on Future focused team visited the Future focused immersion workshop at Anzac Park. Nine teachers put forward Expressions of Interest to work in a Future Focused flexible learning environment in 2018.

Teachers conducted a pilot in Content Language Integrated Learning (CLIL) in a Year 2 class with evidence based success.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Teachers have effective classroom management where students are engaged in learning and there are high expectations of achievement.  KHPS is a professional learning community with a focus on student learning, collective responsibility, reflective professional inquiry, and group and individual learning.  Aspiring leaders develop their leadership capacity for innovation and best practice in teaching and learning to become dynamic facilitators of student learning.	\$39,800 Professional Learning funds, \$57,863 Beginning Teachers funds, \$55,358 Quality Teacher Successful Students Release funds.	Teachers using the Future Focused flexible classroom environment reported greater motivation and engagement of students.  95% of teachers in a survey strongly agreed or agreed that the PBEL behaviour management system works well.  90% of teachers in a survey, strongly agreed or agreed that their professional learning was adequate and appropriate.  One teacher relieved as Assistant Principal for the year and Assistant Principals led learning and teaching to achieve Strategic Directions..



## Next Steps

- Ask for Expressions of interest from teachers wishing to use flexible learning spaces in 2018. Continue pilot project on flexible learning spaces and future focused pedagogy in preparation for the new future focused building. Communicate with parents so there is a whole school community understanding around Future Focused learning.
- Professional learning for teachers on teaching critical and creative thinking skills.
- Further develop French CLIL pilot programs
- Train new teachers in 'Visible Learning' and Growth Mindset.
- Teacher professional learning on the new literacy and numeracy continuums.

## Strategic Direction 3

Inclusive and collaborative learning community

### Purpose

To build an educational community through further developing school partnerships throughout educational experiences from pre-school to high school.

To inspire a culture of collaboration between key stakeholders to strengthen our bilingual program.

### Overall summary of progress

The school celebrated its 50th anniversary with a Springfest performance called 'Killarney Through the Ages', with every student having the opportunity to dance on stage, and some of our talented students having an opportunity to demonstrate their skills in drama. The combined Killarney Heights High School and Primary School parent communities celebrated the 50th anniversary at a gala evening at Forestville RSL Club.

Through professional development, classroom observations, withdrawal programs and the formation of a Content Language Integrated Learning (CLIL) Target Team, the excellent standards of the bilingual education was enhanced. Scope and sequences were developed to ensure systematic and explicit teaching of French grammar, phonics, and reading for Francophones and Anglophones. All teachers of French have Professional Development Plans and participate in whole school professional learning which is aligned with the school plan and the bilingual program. Teachers of French provide extra-curricular opportunities through lunch time French clubs, such as video club, craft, and French stories.

'La Chorale de Killarney Choir' visited the Lycee Condorset school in Maroubra to have a combined day of choir singing. In addition, the French lunch time writing club participated in a book competition with other bilingual schools of Australia with Killarney Heights Public School winning the prize for the best album that had high quality French text and storyline. The book was published for all participant and was added to the school library.

On 7th November, visiting French dignitaries, Christophe Penot (Ambassador), Nicolas Crozer (Consul General) and Bertrand Pous (counsellor for Education and Cultural affairs) signed a Memorandum of Understanding (MOU) between the school, the French Embassy and FANS as a sign of mutual respect and an increasing strength of the bilingual program. The school continued to be involved in international and national networking systems to support the bilingual program, which is recognised by the French Government.

A new program this year was Dancesport for Year 5 students. This program teaches students respect, cooperation, partnership and responsibility that comes with dancing. Our students competed in the Dancesport Confidence Challenge at the Homebush sport arena against schools in the Northern Sydney Region, and displayed confidence and poise.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>French/English bilingual education is a focus for the extended community.</p> <p>The diverse multicultural composition of the school is celebrated, creating a positive school culture of tolerance and respect.</p> <p>Families and the school share responsibility for student learning and wellbeing through building parent capacity to support learning at home, and improved communication.</p>	<p>2 full time and 0.6 part time French Community Language teachers = \$270,693</p>	<p><i>2017 Parent Satisfaction Survey results:</i></p> <p>80% of parents strongly agree or agree that the school encourages parents to participate in their child's learning.</p> <p>92% of parents strongly agree or agree that the school values the diversity of children's backgrounds.</p> <p>77% of parents strongly agree or agree that the current forms of communication to the whole school community are adequate.</p> <p>85% of parents strongly agree or agree that their child benefits from the French/English bilingual program.</p>

## Next Steps

- Develop a French language continuum for Anglophone students for speaking and writing.
- A whole school professional learning workshop on the Content and Language Integrated Learning (CLIL) methodology.
- Further develop French Content Language Integrated Learning (CLIL) programs across the school.
- Use the 'See Saw' app in Kindergarten to improve communication between teachers and parents.
- A combined French Poetry Recital competition with Lycee Condorset.
- Train new teachers of French in Accelerated Integrated Methodology (AIM).

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$628	One student at the school was of Aboriginal background and the funds were spent on teacher release to develop a Personalised Learning Plan.
<b>English language proficiency</b>	\$253,476 to employ one full time EALD teacher and one part-time teacher for 4 days per week. Teachers are employed for additional days with the flexible funding provided of \$35,000.	About 60% of our students have parents who speak a language other than English at home, the most prevalent being French, Mandarin and Spanish. These students are at varying phases of English language acquisition. Several French speaking students arrived throughout the year, many of whom are 'New Arrivals' with limited English literacy skills. In order to support all of these EAL/D students, specialist teachers provide a variety of learning experiences tailored to suit the age and language acquisition phase of the students. Intensive English lessons were organised as small group withdrawal programs, or through team teaching with the classroom teacher, providing small groups with assistance when learning curriculum through English. Specific programs for EAL/D students target reading and oral fluency, spelling, grammar and writing. Students in these programs are monitored through class teachers and the Learning and Support team.
<b>Low level adjustment for disability</b>	\$91,236 is to support students in regular classes who have additional learning and support needs. This amount is for a part-time Learning and Support Teacher for 0.5 days and flexible funding.	The funds included a staffing entitlement of 0.5 days per week of Learning and Support Teacher (LAST), and flexible funding which was used to employ additional teachers to provide in class support in English and Spelling. In class support was also provided to EALD students who were on the 'Developing' EALD phase. These students were monitored by our Learning and Support team which met weekly.
<b>Quality Teaching, Successful Students (QTSS)</b>	\$55,358	All temporary, permanent, full-time and part-time teachers were equitably allocated release time for the purposes of improving their teaching practice. Teaching teams organised activities in advance that linked directly to their professional goals and/or the School Plan. Observation, mentoring and collaboration were key activities chosen by teachers to support their professional development.
<b>Socio-economic background</b>	\$4,347	This money was used to purchase additional resources to support students in the classroom.
<b>Support for beginning teachers</b>	\$57,863	Early career teachers, including those who are full or part time, or who are casual, temporary or permanent, were supported. This was achieved by hiring additional temporary staff to provide half-day release on a regular basis. These programs were administered and tracked by a Deputy Principal, and this management practice ensured that funding directly supported all teachers, with an emphasis on early career teacher professional development.

## Student information

### Student enrolment profile

	Enrolments			
Students	2014	2015	2016	2017
Boys	321	353	360	336
Girls	352	352	363	355

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	96.3	96.2	95.4	96.1
1	96.9	94.5	95.6	95.3
2	96.6	95.3	95.5	95.7
3	96.9	95	96.5	96.4
4	95.9	95.5	96.1	95.9
5	95.8	93.1	95.2	95.2
6	96.2	93.7	94.6	95.3
All Years	96.4	94.8	95.6	95.7
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

Classroom teachers record all absences in class rolls on a daily basis. Support from the Northern Sydney Region's Home School Liaison Officer (HSLO) is provided for incidents of frequent or prolonged non-attendance at school. In addition, records for late arrivals and early departures are maintained.

## Workforce information



## Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	4
Head Teacher(s)	0
Classroom Teacher(s)	24.86
Teacher of Reading Recovery	0.42
Learning & Support Teacher(s)	0.5
Teacher Librarian	1.2
Teacher of ESL	2.2
School Counsellor	0
School Administration & Support Staff	4.47
Other Positions	3

\*Full Time Equivalent

Killarney Heights Public School does not have any staff members of Aboriginal or Torres Strait Islander descent

## 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	40

## Professional learning and teacher accreditation

Teacher professional learning was available for all staff and was informed by the school's targets with reference to the 2015–2017 Strategic Directions, and with reference to teachers' individual Professional Development Plans (PDPs). Funds expended in this area were for course fees and for providing relief for staff members from their regular duties in order that they can attend training sessions. In 2017, members of staff, including teachers of French, participated in professional learning for one hour each Wednesday afternoon which focused on literacy, numeracy, spelling, differentiation, ICT, Gifted and Talented Education, and mandatory DoE training on CPR, Child Protection, Asthma and Anaphylaxis. The Future Focused Learning Team led staff in developing future focused pedagogy with teachers attending workshops in Critical and Creative Thinking, Coding and Robotics,

and Microsoft Office 365 and G–Suite. There was also a particular focus on developing teacher knowledge on Content Language and Integrated Learning (CLIL) methodology to enhance the French bilingual program. Teachers undertook courses externally in Literacy and Numeracy, Gifted and Talented Education, Future Focused Learning, CLIL, and Community Languages.

Beginning teachers participated in workshops specifically for early career teachers. Two teachers of French flew to Brisbane to participate in workshops organised by the Australian Association of French/English bilingual school (aafeps). Supervisors support teachers in their professional growth and development towards achievement of the standards at Proficient Teacher. They also support the teacher to work through the process of accreditation with the National Education Standards Authority (NESA). Six teachers attained Proficient status from Provisional status this year.

## 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 <b>Actual</b> (\$)
<b>Opening Balance</b>	409,635
<b>Revenue</b>	5,877,978
Appropriation	5,383,551
Sale of Goods and Services	4,864
Grants and Contributions	478,959
Gain and Loss	0
Other Revenue	4,464
Investment Income	6,140
<b>Expenses</b>	-5,789,610
Recurrent Expenses	-5,789,610
Employee Related	-5,005,097
Operating Expenses	-784,513
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	88,368
<b>Balance Carried Forward</b>	498,003

Plans for spending in 2018 include furniture and room

refurbishments to create flexible learning environments, refurbishment of the Language and Learning support centre, refurbishment of the office and upgrading technology.

### Financial summary equity funding

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

	2017 <b>Actual</b> (\$)
<b>Base Total</b>	4,430,869
Base Per Capita	110,493
Base Location	0
Other Base	4,320,375
<b>Equity Total</b>	349,908
Equity Aboriginal	628
Equity Socio economic	4,567
Equity Language	253,476
Equity Disability	91,236
<b>Targeted Total</b>	66,876
<b>Other Total</b>	402,801
<b>Grand Total</b>	5,250,453

In Year 5 Reading, 68% achieved in the top two skill bands compared to 40% in the state. In Spelling, 67% achieved in the top two skill bands compared to 38% in the state. In Grammar and Punctuation, 68% achieved in the top two skill bands compared to 36% in the state. In Writing, 32% were in the top two skill bands compared to 18% in the state.

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.

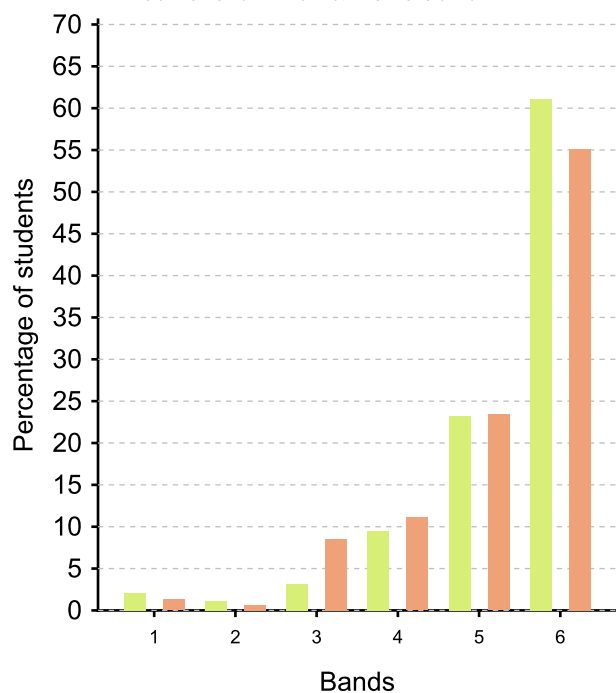
## School performance

### NAPLAN

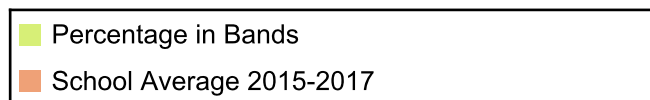
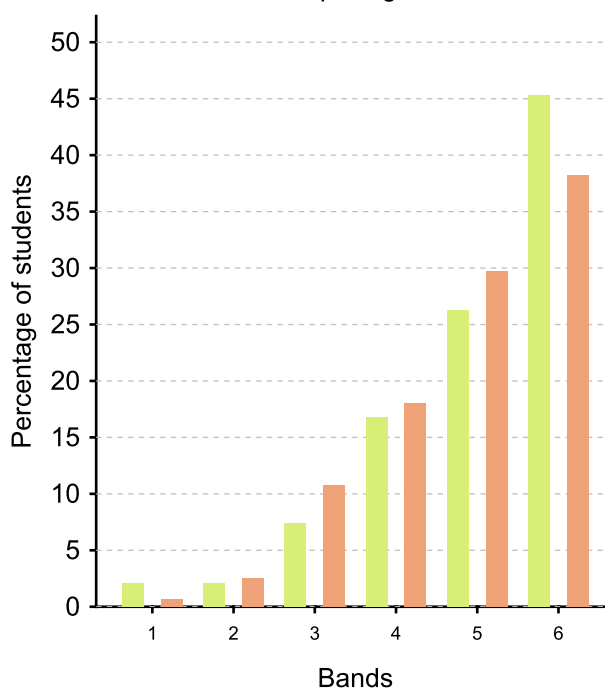
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

In Year 3 Reading, 80% of students achieved at proficient level, that is in the top two skill bands, compared to 51% in the state. In Spelling, 72% achieved in the top two skill bands compared to 53% in the state. In Grammar and Punctuation, 84% of students achieved in the top two skill bands compared to 62% in the state. In writing, 59% were in the top two skill bands compared to 53% in the state.

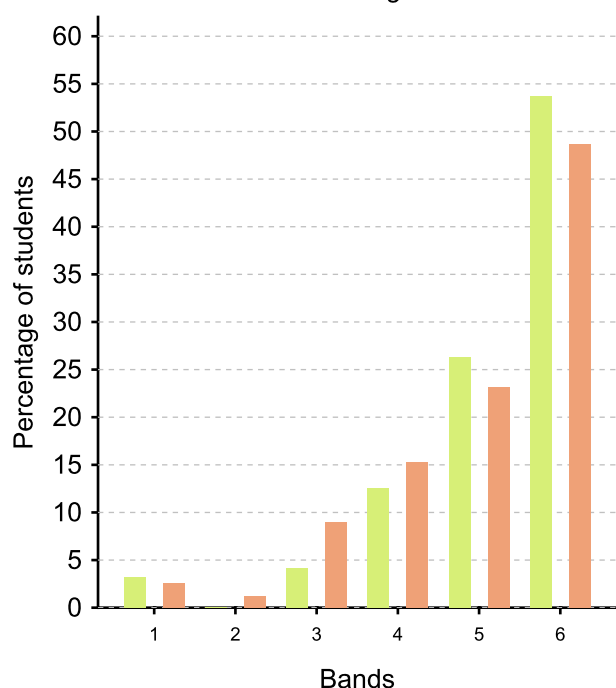
**Percentage in bands:**  
Year 3 Grammar & Punctuation



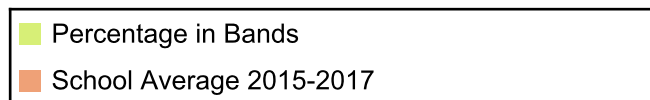
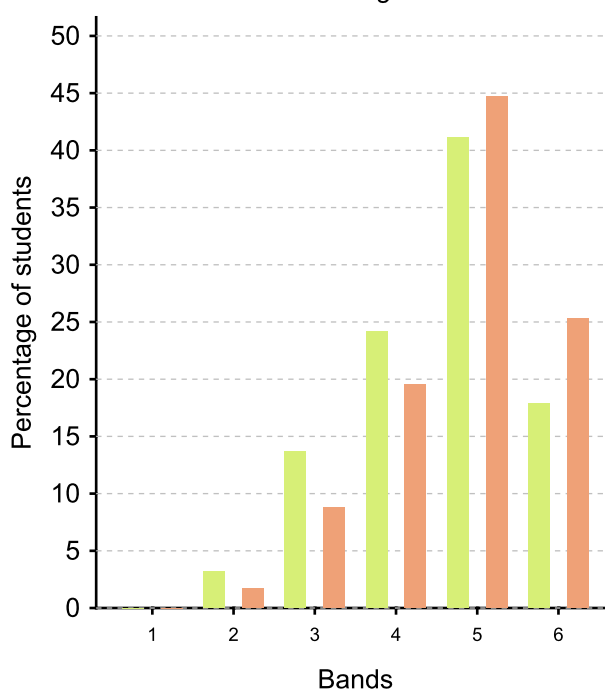
**Percentage in bands:**  
Year 3 Spelling



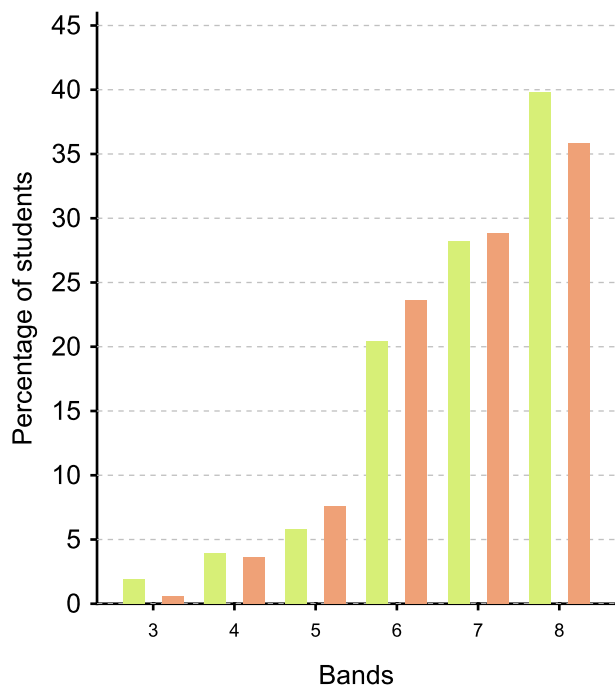
**Percentage in bands:**  
Year 3 Reading



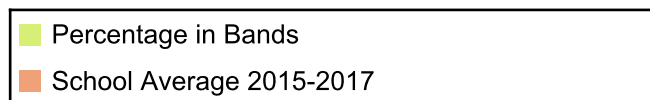
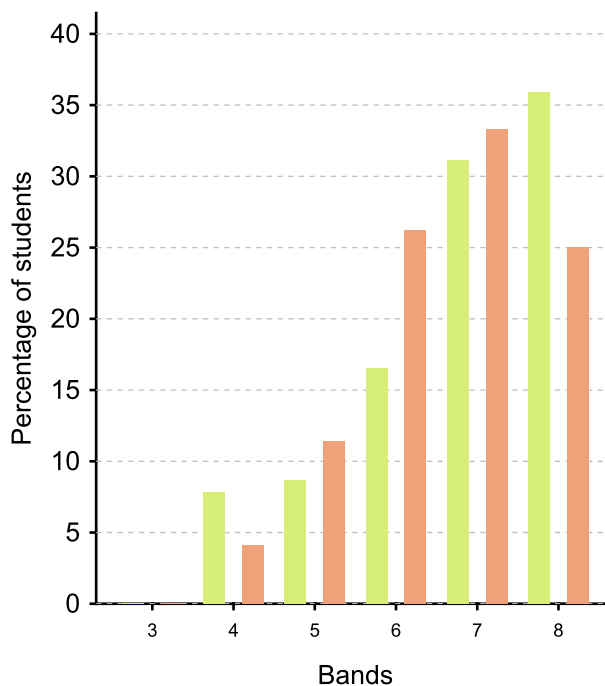
**Percentage in bands:**  
Year 3 Writing



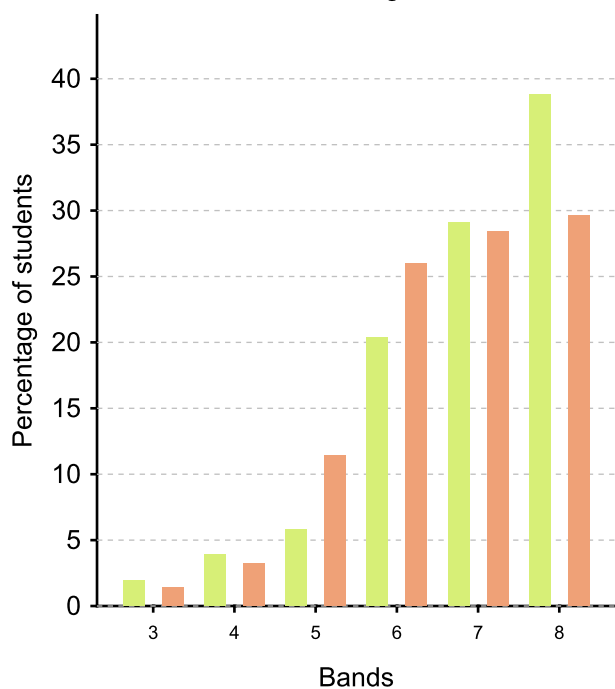
**Percentage in bands:**  
Year 5 Grammar & Punctuation



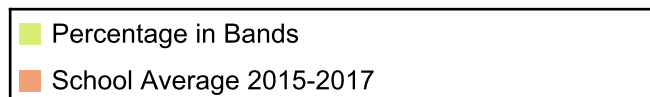
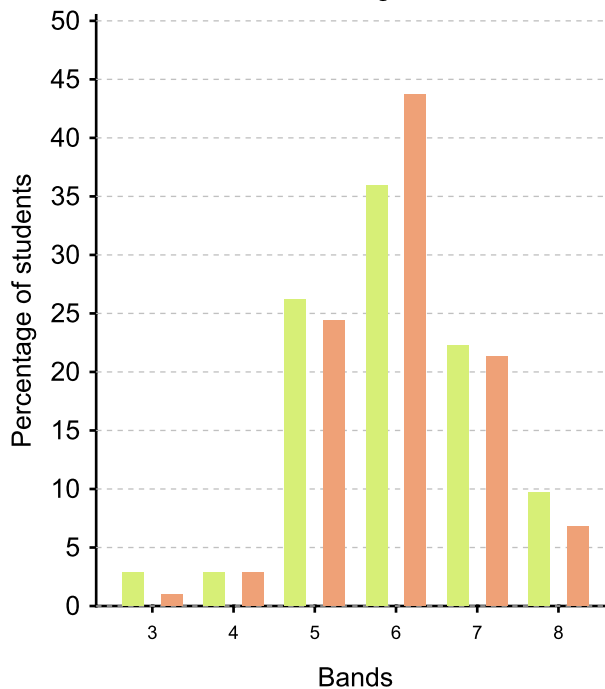
**Percentage in bands:**  
Year 5 Spelling



**Percentage in bands:**  
Year 5 Reading



**Percentage in bands:**  
Year 5 Writing



In Year 3 Numeracy, 62% were at proficient level, that is in the top two skill bands, compared to 43% in the state.

In Year 5 Numeracy, 55% were at proficient level, that is in the top two skill bands compared to 33% in the state.

## Parent/caregiver, student, teacher satisfaction

### Teacher Survey:

- 97.7% of teachers agreed or strongly agreed that they received sufficient support teaching their students.
- 97.7% of teachers agreed or strongly agreed that executive staff were available to assist when needed.
- 88.6% of teachers agreed or strongly agreed that they have adequate access to technology.
- 90.7% of teachers agreed or strongly agreed that their professional learning was equitable, adequate and appropriate.
- 93.02% of teachers agreed or strongly agreed that the expectations for teaching the bilingual program are clear.

### Parent survey:

- 94% of parents agreed or strongly agreed that their child was engaged in their learning.
- 92.7% of parents agreed or strongly agreed that their child enjoys going to school.
- 74.34% of parents agreed or strongly agreed that their child's interests are catered for.
- 85.53% of parents agreed or strongly agreed that their child benefits from the bilingual program.
- 84.11% of parents agreed or strongly agreed that the school has high expectations of student behaviour and discipline is fair.
- 95.34% of parents agreed or strongly agreed that the school provides a safe learning environment.
- 84.55% of parents agreed or strongly agreed that the term fees for extra-curricular activities are reasonable.

integrated across the curriculum in order to develop the knowledge, skills and attitudes required for our culturally diverse society, which we celebrate daily.

Activities promoting multiculturalism have included visits from educators both nationally and internationally, to learn about the unique bilingual program. Francophonie Week with classes choosing a French speaking country to research then celebrate that culture across the school through art, drama, song and cuisine. Harmony Day celebrations with students dressing in orange and participating in class and stage organised activities to celebrate our cultural diversity and tolerance. Annually, there is a French Public Speaking Competition, a French Spelling Competition and a French poetry competition. Our Mother Tongue Mandarin speakers have two hours of Mandarin lessons each week and some classes participate in Mandarin LOTE. Before and after school Mandarin lessons are offered to students along with before school French lessons for Anglophone students. There is a Portuguese class after school.

An experienced teacher, Mrs Juli Marshall, is our Anti-Racism Contact Officer (ARCO) and has been fully trained in the procedures to handle complaints of racist nature. The ARCO follows the DEC Anti-Racism Policy

## Policy requirements

### Aboriginal education

Aboriginal perspectives are incorporated into teaching and learning programs throughout all stages. Whole school and stage programs focus on improving learning outcomes for all students through the education of Aboriginal history and culture. Students in all grades have learnt about traditional and contemporary Aboriginal people, culture and customs through explicit teaching programs and exploration of different themes and concepts across the Key Learning Areas in all stages. Students enjoyed performances by Fred Reid and Rika Ali which taught aspects of aboriginal culture through dancing and playing the didgeridoo.

### Multicultural and anti-racism education

With a student population which has more than 30 languages other than English spoken at home and whose families have come from over 40 ethnic backgrounds, Killarney Heights Public School is always dynamically multicultural. Multicultural perspectives are



## Other school programs

### Learning and Support

A broad range of teaching and learning programs are in place to support students who are identified as having academic, language, social, emotional and/or behavioural needs. Students are referred to the Learning Support Team, a dedicated group of staff including specialist teachers, the school counsellor, and the executive team, comprised of Principal, Deputy Principals [2] and Assistant Principals [4].

For academic support, students are identified from assessment data, which may include standardised tests such as PM Benchmarking (Reading), South Australian Spelling Test, and grade-standard topic tests in Mathematics or Writing. Reports from external professionals, such as Occupational Therapists, Speech Pathologists and Psychologists, combined with class teacher observations and records, provide vital information for the Learning and Support Team.

A range of intervention programs, designed to develop literacy and numeracy skills, are provided. These programs include:

*Reading Fluency*, where a small group of students attend three withdrawal classes per week using 'Rainbow Reading' resources and dedicated trained teachers

*Spelling Support*, where a small group of students receives additional instruction in phonics. This program includes an in-class extra teacher support teacher, a weekly withdrawal group, or a one-on-one tutoring program with supervised volunteers.

*Reading Recovery*, where five students each semester in Year One receive one-to-one reading instruction with a qualified Reading Recovery teacher.

*Numeracy support*, where a small group of students attend two withdrawal classes per week, with the specialist teacher focussing on the Number and Algebra strand of Mathematics.

*Occupational therapy and Speech pathology* groups, where small groups of students receive before-school interventions from external specialist providers on the school site.

Intervention programs are selected for maximum impact, and each has been shown, through educational research, as promoting successful learning outcomes. For more information, see the Learning Toolkit, <http://evidenceforlearning.org.au/the-toolkit/>.

Student improvement is monitored through term reviews of support groups through the Learning Support Team, and within stage-based teaching teams. Advice to parents is generated in the form of notifications of inclusion in programs, and reports of student achievement in Reading and Numeracy are provided for the program for the semester.

Student wellbeing is also supported through the Learning Support Team. Social, emotional, health and behavioural needs are referred to the team by teachers in consultation with executive and parents. The school counsellor provides a range of services to support the community. Teacher's Aides are employed to support students, teachers and classes when caring for students with Integration Funding Support.

Additionally, a well-developed PBEL (Positive Behaviour Engaging Learners) program is in place, and this is regularly monitored by the PBEL team. Positive behaviours are encouraged through an established rewards program, and problem behaviours are managed and monitored by executive staff. All staff are committed to assisting students in learning about respectful, responsible and successful behaviours.

#### *English as a Second Language or Dialect (EAL/D)*

Almost 60% of KHPS student have a NESB (non-English speaking background). While thirty different languages are reported as being spoken in the homes of our students, the predominate languages spoken, aside from English and in order of prevalence, are French, Mandarin, Spanish and Portuguese.

40% of KHPS students are assessed as being in an EAL/D phase that indicates a need for English learning support. The level of support depends on the 'phase' of English language learning, and on the age of the child. At the beginning of each year, and throughout the year, students arrive from overseas with few English skills. These 'New Arrivals' require intensive levels of English language learning in addition to Community Languages learning.

Specialist trained ESL (English as a Second Language) teachers provide language learning support (while Community Language staff provide support in the Mother Tongue). 1.8 FTE teachers are dedicated to ESL support, and additional staff are provided when funded through the New Arrivals Program.

Students requiring intensive English language support are withdrawn several times a week in small groups. Students with similar learning needs and of a similar age are grouped together. Once intensive support is no longer required, students are supported through Reading Fluency and Spelling Support programs if required.

### Sport

2017 saw an expanded use of the Federal Government's Sporting Schools Initiative. Grants for several sports programs were implemented. The delivery of a Rugby Union program by NSW Rugby Union for students competing in the annual Forest/Killarney Shield was taken up again. Due to the popularity of this program, it was extended to a Girls' Rugby Sevens team who competed against Forestville Public School and a 'Try Rugby Learn-to-Play' program for the school sports rotations.

In Term 4, 'Jump Rope for Heart' was introduced across the school with great success. Students in K-6

raised \$3050 for the Heart Foundation and participated in a skipping program throughout the term. Skipping became a favourite play time activity for many students and the enthusiasm culminated in a 'Jump Off Day' where students demonstrated their new skills and aerobic fitness levels.

In 2017, our sporting highlights included: Senior A and B AFL, Junior and Senior Soccer, Boys A and B Teeball, all placed first in the Warringah Zone Primary Schools Sports Association(PSSA) interschool competitions. Senior Cricket and the Junior B Netball teams were all runners up in the Warringah Zone PSSA interschool competitions.

Individual sporting achievements were numerous. Tomas Cheetham represented Sydney North Area at the NSW State Cricket Championship. Uriel Klein Camacho represented Sydney North Area at the NSW State Soccer Championship. Andrew Smart represented Sydney North Area at the NSW State AFL Championship.

### **Gifted and Talented Students (GATS) Programs**

The school has a rigorous identification process that includes teacher, peer and parent surveys, and data gathered from standardised assessments. This information, collected annually, is compiled and referred to throughout the year to identify GATS students and ensure their needs are catered for. Withdrawal programs for Writing, Mathematics, Art, Drama, Anglophone French, Robotics and Coding have been developed to support and enrich the learning of gifted and talented students. These programs are developed and delivered annually after analysis of student performance to meet the learning needs of gifted and talented students. Our withdrawal programs and classroom support initiatives aim to continue to increase student performance in the top bands for NAPLAN in Writing and Numeracy.

With the development of a whole school GATS policy, teachers are required to cater for gifted learners in their classroom. Teachers are supported through professional development and individual assistance from the GATS committee, and school executive team. Teaching and learning programs are developed to incorporate skills proven to extend the thinking of students. Students are tracked and monitored through year based assessment tasks and standardised tests. Analysis of NAPLAN data found that many of our higher achieving students were not making significant growth and teaching and learning programs have been tailored to address this area of student performance.

The support of the school executive team has been of vital importance to the success of the GATS program. Parent groups with specialised skills are encouraged to share their expertise as part of our GATS program. The establishment of the GATS program was identified as a priority in the school's strategic plan. While the program is now well established, GATS is still included on the school plan as improvements are continually being made. In addition, significant school resources are strategically used with the aim to improve student outcomes.

### **Bilingual Program**

Teachers of French are part of the school-wide collective responsibility for students' learning and success, with a high level of community engagement in the bilingual program. All teachers of French are committed to identifying, understanding and implementing the most effective teaching methods, with a high priority given to evidence-based learning strategies. Teachers of French continued to include Visible Learning strategies in programs and worked on translating the school writing rubric into child centred French language to develop individual French writing goals. Assessment and reporting on French and literacy acquisitions were organised according to school practices. Reports and data were used to monitor and plan individual student performance. The Content Language Integrated Learning (CLIL) methodology, which was included in programs for Mathematics, sciences, history, geography and art, enhanced the understanding of French.

Three Teachers of French attended training on bilingual education which was organised by the Australian Association of French/English Bilingual Schools (aafeps) in Brisbane. In addition, the writing club participated in a book competition with other aafeps schools, with Killarney Heights winning the prize for the best album with high quality French text and storyline. The book was published for all participants and was added to the school library. Teachers of French attended the New South Wales Association of French Teachers (NAFT) AGM.

Students enjoyed opportunities to extend their French culture and language skills by attending various clubs: Art and craft, video club, choir, robotics, drama and French stories. There were school events such as 'Francophonie Week', French spelling bee. and incursions. The opportunity to attain a diploma in French as a foreign language by sitting the Diplôme d'Études de Langue Française (DEL F) exam. The exam is delivered by the French Ministry of Education and is recognised throughout the world. In 2017, 23 Year 6 Anglophone students sat the French DEL F exam, of these, nine sat the A2 DEL F, which two years ago, only Francophone students sat. The average result for all these students was 92.4% compared to 86.7% last year.

Our bilingual program goes from strength to strength with a Memorandum of Understanding signed between the school, the French Embassy and FANS as a sign of mutual respect and an increasing strength of the bilingual program.

Thank you to the following staff members who assisted in compiling this report:

Vicki Johnson, Principal

Danka Murray, Deputy Principal

Danielle Farrow, Assistant Principal

Andrew Schubert, Assistant Principal

Gwendo Chirez, Executive Teacher of French