

Killarney Vale Public School

Annual Report



2017



4426

Introduction

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

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Principal

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School background

School vision statement

Killarney Vale Public School will provide a safe and secure environment where individuals have the opportunity to achieve their full potential. In partnership with parents and members of the wider community our staff will encourage experiences, which will empower children to contribute positively to their world.

School context

Killarney Vale Public School (KVPS) is part of the Tuggerah Lakes Learning Community (TLLC) and is situated in the Wyong School Network.

There are 427 students enrolled from Pre-school to Year 6. Aboriginal heritage has been identified by 11% of our student population. Classes include: 17 mainstream, one Early Intervention, one Multi-Categorical and one Emotional Disturbance. There is a strong emphasis on providing high quality teaching and learning programs that are backed by action research and extensive teacher professional learning.

The school receives additional socio economic and Aboriginal funding through the Resource Allocation Model (RAM) and implements a number of focus programs including Language, Learning and Literacy (L3), Taking Off With Numeracy (TOWN), Focus on Reading (FoR) and Positive Behaviour for Learning (PBL).

We pride ourselves on having quality systems that support rigorous and ongoing evaluation of our programs to ensure we meet the needs of our local community, while ensuring that state milestones are being addressed.

At Killarney Vale Public School, we ensure that we incorporate cross-curriculum priorities such as Aboriginal Education, Asian Engagement and Sustainability while including general capabilities that strengthen our quality teaching and learning opportunities in a technology rich environment. Killarney Vale Public School is community inclusive and we are always striving to strengthen and build upon the successes of our great public school.

Killarney Vale Public School enjoys a strong, consultative partnership with the Kuriwa Aboriginal Education Consultative Group (AECG). A proud partner school in the Tuggerah Lakes Learning Community (TLLC), where we are "United in Excellence, Equity and Opportunity". We also have a strong valued partnership with our supportive P&C. Together we are all working to provide outstanding educational programs to the students of our community.

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.

At Killarney Vale Public School progress of milestones was charted by teams each five weeks. Regular meetings were held with implementation teams to track progress. Staff reflected on the progress of the milestones and then developed an implementation plan for further progress.

In the domain of Learning, our efforts have primarily focused on Student Wellbeing, Curriculum and Learning whilst improving how we develop our Learning Culture. Positive Behaviour for Learning (PBL) is a strongly embedded program that supports the importance of wellbeing and provides an exceptional foundation to build a culture of trust, respect, common understanding and high expectations for learning. Our strong performance in providing individualised learning and differentiated teaching programs is enhanced by our active partnerships with parents as we work collaboratively to ensure a continuity of learning for all students. Learning support processes are developed to identify, address and monitor student learning needs to ensure early identification of students who require higher levels of support. The school has established strong links with the Tuggerah Lakes Learning Community to enhance curriculum provisions between all schools thus strengthening the continuity of learning. The school has developed strong links with the Kuriwa AECG and the school based community Aboriginal Education Group continues to strengthen community bonds. Our strong partnerships with our Aboriginal community have successfully increased participation and contribution in learning at the

school.

Our major focus in the domain of Teaching has been Collaborative Practice, Data Skills and Use and Professional Standards. Strong collaborative practices between staff and their supervisors enable teams of teachers to work together to improve teaching and learning programs in their stages while incorporating quality individualised learning. Staff enhance their pedagogical practice by participating in quality professional development on Language, Learning and Literacy (L3) and Targeting Early Numeracy (TEN) for students in Kindergarten and Years 1 and 2, Focus on Reading (FoR) for students in Years 3–6 and Advancement Via Individual Determination (AVID) for students in Years 5 and 6. Identified staff participate in learning hubs that have been established across the Tuggerah Lakes Learning Community to further develop the community of learning. Data is recorded, monitored and analysed every five weeks to inform the school's learning goals to determine future teaching to improve student outcomes. The Performance and Development Framework demonstrates a shift in culture that has enabled all teachers to design their own Performance and Development Plans (PDPs). Staff are developing evidence-based practices that can assist in the review and evaluation of their professional learning in line with the school's strategic directions.

In the domain of Leading, our priorities have been to progress Leadership, School Resources and Management Practices and Processes. The school leadership team support the succession planning, distributed leadership and is committed to the development of future leaders both in staff and students.

Quality Teaching, Successful Students (QTSS) and Great Teaching Inspired Learning (GTIL) offer excellent resources to help staff provide quality mentorship programs. The leadership team has been successful in leading the initiatives outlined in this report, building the capabilities of staff to create a dynamic school learning culture. Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For information about the school about the School Excellence Framework:

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

Strategic Direction 1

Quality and Personalised Learning

Purpose

To deliver quality teaching and learning programs that will develop independent and collaborative learners, with the literacy and numeracy skills that will enable students to develop into deep and logical thinkers. Students will have the ability to obtain and evaluate information to become productive contributors to modern society.

Overall summary of progress

Staff in Kindergarten, Year 1 and Year 2 were trained in Language, Literacy and Learning (L3) and Targeting Early Numeracy (TEN). Staff in Years 1–6 were provided with professional learning in Focus on Reading (FoR) Phase 1 where all staff have embedded the Super 6 strategies into their class programs. Four staff members (3–6) undertook professional learning in the leadership module for FoR. K–6 also commenced professional learning on the Building Blocks for Numeracy program which has deepened pedagogy and compliments Count Me In Two (CMIT), Targeting Early Numeracy (TEN) and Taking Off With Numeracy (TOWN). Staff in Stage 3 have implemented key components regarding to Advancement Via Individual Determination (AVID) where key elements were incorporated into daily teaching and learning activities to provide consistent application across Stage 3 classes.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase in students achieving minimal standards to 100% in reading, writing, spelling, grammar and punctuation and numeracy.	\$ 10310 – Professional learning fees \$ 23947 – Casual Salaries for all programs	95.1% of students in Years 3 and 5 achieved minimal standards in reading, writing, spelling, grammar and punctuation and numeracy.
65% or more achieve greater than or expected growth in reading, writing, numeracy.	\$ Nil Full amount calculated in Point 1	40% of students in Year 5 achieved expected growth in reading and numeracy.
100% of students demonstrate growth against their expected cluster marker as measured on the Numeracy and Literacy continuum.	\$ Nil Full amount calculated in Point 1	100% of students are currently working in or at their appropriate cluster level.
PLPs developed, implemented and reviewed for 100% of students who wish to be involved.	\$ Nil Full amount calculated in Point 1	All Aboriginal and Torres Strait Islander students have had a Personal Learning Plan that was developed, executed, evaluated and celebrated throughout 2017.

Next Steps

- New staff will be trained in existing high quality, researched based programs while undertaking professional learning to develop future focused literacy and numeracy teaching practices.
- Continue and refine a tailored differentiated approach to strengthening teacher capacity and student learning that is based on data.
- Implementation of specific intervention programs designed to target high need students.
- Implement strategies to increase the proportion of students in Years 3 and 5 in the top two bands by 2020.

Strategic Direction 2

Excellence in Leadership and Teaching

Purpose

To deliver and enhance school leadership practices while providing quality professional learning for staff, ensuring all staff are engaged and have access to current and evolving pedagogical practices. This will translate into all students being immersed in quality learning experiences.

Overall summary of progress

Staff actively evaluated, shared and discussed learning from targeted professional learning opportunities to improve whole school practices. Stage Three staff acted as mentors to provide student leaders with guidance to help achieve the responsibilities of the role. Staff proactively sought to improve their performance undertaking performance and development reviews and continuously monitored their progress. Staff engaged in formal and informal observations and provided valuable feedback that improved professional knowledge and practice. The Learning Support Team guided the review of Individual Learning Plan formats, processes and professional learning to support implementation.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of student leaders participate in leadership mentoring programs and activities as part of the overall school capacity building.	\$2195	All student leaders have taken responsibility for and participated in a variety of leadership opportunities in the following areas: School Captains, Ministers and Ministries. This has resulted in a greater understanding of their leadership responsibilities across the school.
100% staff engage in professional learning and reflective practice which leads to increased capacity as measured against the teaching standards.	\$ Nil	All staff negotiated Professional Development Plans with executive staff that were used as a basis for ongoing professional growth. Three staff completed their accreditation at proficient level and five staff member completed their maintenance at proficient.
All teaching programs reflect effective assessment and are differentiated to support student learning needs.	\$ Nil	In consultation with executive members, staff critically analyse their teaching programs on a termly basis to provide evidence on subject differentiation and student success.

Next Steps

- Student leadership ministries to be reviewed to meet the ever-changing needs of the students and local community.
- Refine and further develop a three-tiered model of intervention to support identified students.
- Strengthen and enhance systems that provide explicit, specific and timely feedback related to defined success criteria that encourages highly developed and effective personal development plans.
- Investigate opportunities for further distributed instructional leadership to sustain a culture of effective, evidence based teaching and ongoing improvement.

Strategic Direction 3

Positive and Cohesive School Community

Purpose

To develop and strengthen a learning environment that engages all members of our community in authentic learning experiences. As part of a successful learning community we are collectively working together to provide a high quality education system that meets local needs while fostering a positive and cohesive school community.

Overall summary of progress

All staff have participated in ongoing Positive Behaviour for Learning (PBL) training. New staff have been provided with universal training. The PBL team participated in ongoing hub training and all staff have completed classroom problem solving professional learning. The school has collected, analysed and used data from various sources to monitor and refine our Tier 2 practices while enhancing our positive communication strategy. Parents and community members have been offered regular opportunities to participate in discussions to help shape our school wellbeing practices.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
PBL practices are embedded into all classrooms and school wide setting.	\$2906	According to our Self Evaluation Tool (SET) data 86.6% of our systems are embedded into all classrooms and school wide settings.
85% of students achieve identified school wide PBL targets.	\$ Nil	10% of students required Tier 2 interventions. 100% of students were able to participate in all six of our Super Star Day programs.
A 65% increase of parent interaction in workshops, teacher interviews, PLP meetings and targeted committee meetings.	\$ Nil	Parent participation and interaction grew to an average 70% across the variety of events offered, which is an increase from 2016 data.
An increase of 20% uploads on the schools communication platforms: Skoolbag, Website and Facebook.	\$330	School website data indicates that during the school term an average of 525 hits per week. During school holidays the number of hits drop to 250. Facebook now has 599 likes this is an increase of 199 since 2016. Data indicates our feed reaches 4100 people per month. Skoolbag now has over 1850 downloads and we have on average 6447 content views per month.

Next Steps

- New staff trained in PBL practices and existing staff provided with ongoing professional learning.
- Develop opportunities for teacher to directly and regularly engage with parents to improve understanding of student learning and strengthen student outcomes while effectively catering for a wide range of identified community priorities.
- Investigate Tier 3 practices for a 2018–2020 implementation.
- Investigate and embed positive practices around the SeeSaw application.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>All Aboriginal and Torres Strait Islander students have a Personal Learning Pathway (PLP) and are making progress across the literacy and numeracy continuums. Increasing numbers of parents were involved in the development and monitoring of the PLPs. Our PLPs include Literacy, Numeracy, Wellbeing and Cultural goals that are discussed and supported by staff, students, parents and community members where appropriate. This process has led to a positive parental involvement and participation within the school community with over 80% of our parents participating. One staff member, who lead the Aboriginal Education Group in 2017, participated in professional learning on 'Connecting to Country'. This resulted in the staff member having a greater understanding of how to engage and increase successful relationships with our Aboriginal students, parents and community. It also gave greater awareness of providing Aboriginal perspectives to teaching and learning programs. Highly effective programs and initiatives have been implemented such as: Didgeridoo and Dance, a termly Aboriginal newsletter created by our students, NAIDOC week activities, Killarney Vale Public School Aboriginal Education Community Group activities, Gulangfest, Kuriwa AECG Gulangfest Message Stick journey, the TLLC Koori Choir and additional LaST time to support growth in literacy and numeracy which has increased student engagement, parental involvement and cultural significance with 84% of Aboriginal students indicating they are proud of their culture according to</p>	<p>\$ 49752</p> <p>\$ 12500 – LaST</p> <p>\$ 37252 – SLSO</p> <p>\$ 480 Professional Learning</p>

Aboriginal background loading	<p>the Tell Them From Me Survey. The community have taken a great interest in the KVPS Aboriginal Education Group meetings which occur every term. Each term, we have had increased patronage and positive feedback. The impact of these programs is having a positive effect as evidenced in the 'Tell Them From Me' survey. Staff, parents and students also feel they are being supported in their education.</p>	<p>\$ 49752</p> <p>\$ 12500 – LaST</p> <p>\$ 37252 – SL SO</p> <p>\$ 480 Professional Learning</p>
Low level adjustment for disability	<p>Students requiring additional support were identified and supported by the Learning and Support Team (LaST) resulting in adjusted learning or social intervention programs. Additional resourcing supported students with additional needs resulting in increased student engagement. Targeted students participated in regular withdrawal group lessons resulting in a greater number of students reaching expected benchmarks.</p> <p>Additional Learning and Support Teacher (LaST) and Student Learning Support Officer (SLSO) time was implemented to directly support students in classrooms. SL SOs provided instruction in explicit programs designed by teachers to support learning and social needs, leading to increased engagement and learning outcomes for students.</p>	<p>\$ 104660</p> <p>\$ 71102 – LaST</p> <p>\$ 33558 – SL SO</p>
Quality Teaching, Successful Students (QTSS)	<p>The Quality Teaching, Successful Students (QTSS) funding has been utilised to:</p> <p>Facilitate and develop collaborative practices throughout the school; jointly plan and observe colleague's lessons; jointly develop units of work and assessment tasks.</p> <p>Establish mentoring and coaching practices in the school and to provide timely</p>	<p>\$ 34027</p>

<p>Quality Teaching, Successful Students (QTSS)</p>	<p>and constructive feedback to individuals and groups based on data, observations and discussion.</p> <p>Provide comprehensive and focused support for teachers to achieve accreditation and support performance.</p>	<p>\$ 34027</p>
<p>Socio-economic background</p>	<p>All students and families requiring additional financial funding to access an equitable education were supported. Executive staff mentored teaching staff in the areas of professional development with a focus on Literacy and Numeracy and Positive Behaviour for Learning principles. This resulted in a consistent implementation in these areas across the school.</p> <p>Additional Learning and Support Teacher (LaST) and Student Learning Support Officer (SLSO) time was used to support a range of programs and initiatives that were designed to support student learning and wellbeing.</p> <p>A speech and language pathologist was employed to screen all of our Kindergarten and new students in Years 1 and 2. We also had 2 students work with a tele-care psychological service with Royal Far West.</p> <p>Professional learning was implemented for our team of SLSOs so that they could implement some speech and language activities to support student achievement and growth. This program has had an impact on reading levels, indicating 65% of students in Kindergarten and 86% of students in Year 1 are reaching expected benchmarks.</p> <p>Additional Release from Face to Face (RFF) teaching was implemented to allow specialist staff to run programs with a specific purpose. Additional</p>	<p>\$ 281 613</p> <p>\$40630 – PSFP</p> <p>\$18819 – SLSO</p> <p>\$50000 – LaST</p> <p>\$37500 – Instructional Leader</p> <p>\$5048 – Speech and Language + Psychological Services</p> <p>\$34257 – Strategic Direction 1</p> <p>\$65359 – Professional Learning</p> <p>\$30000 – Resources</p>

Socio-economic background	<p>time was also allocated to executive staff members to provide a high level of supervision and engagement.</p>	<p>\$ 281 613</p> <p>\$40630 – PSFP</p> <p>\$18819 – SLSO</p> <p>\$50000 – LaST</p> <p>\$37500 – Instructional Leader</p> <p>\$5048 – Speech and Language + Psychological Services</p> <p>\$34257 – Strategic Direction 1</p> <p>\$65359 – Professional Learning</p> <p>\$30000 – Resources</p>
Support for beginning teachers	<p>Support was given to two new teachers and two teachers received their second year beginning teacher support package. In order to support our new staff members and in accordance with policy guidelines our staff were provided with the following:</p> <ul style="list-style-type: none"> • Reduced responsibilities and teaching loads where applicable to support their development in their first/second year: • Ongoing feedback and support from executive and mentoring staff members; • Supportive mentoring structures and collaborative practices across the Tuggerah Lakes Learning Community to support classroom observation and provide structured feedback and • Access to professional learning that focuses on classroom and behaviour management, strategies to build student engagement, collaborative professional practices within the school and productive relationships with parents and caregivers. <p>This ensured staff actively participated in all accountable areas and feedback has identified the process as being highly effective resulting in them feeling confident in being able to deliver quality</p>	<p>\$ 21576</p>

Support for beginning teachers	teaching and learning programs, while making contributions to whole school programs and the wider community.	\$ 21576
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Student information

Student enrolment profile

	Enrolments			
Students	2014	2015	2016	2017
Boys	181	194	215	223
Girls	192	193	205	216

Student enrolment trends continue to increase steadily. Our positive communication strategy has seen an increase of enquiries in regards to our zoning boundaries and specialised programs on offer.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	95.6	95.8	94.8	91.6
1	93.1	94.6	94.7	92.8
2	93.7	92.6	92.9	94.5
3	94.6	91	91.2	92.9
4	94.3	91.3	90.8	90.7
5	94.2	92.7	91	90.4
6	92.1	94	91.6	91.9
All Years	94	93.2	92.6	92.2
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

Student attendance remains slightly below the state average. Student attendance is closely monitored using recommended DoE procedures. Strategies include regular rolls checks, regular verbal and written contact with parents for students with an absence of two or more days in a given week. Ideas and suggestions to support families are included in our weekly newsletter.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	6
Head Teacher(s)	0
Classroom Teacher(s)	17.46
Teacher of Reading Recovery	0.53
Learning & Support Teacher(s)	0.7
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	5.88
Other Positions	0

*Full Time Equivalent

The Australia Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. Killarney Vale Public School has one staff member who identifies as being Aboriginal. We have also been notified that a new targeted graduate who will be starting in 2018 identifies as being Aboriginal.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	88
Postgraduate degree	12

Professional learning and teacher accreditation

2017 saw on average a total of \$3703.70 per teacher spent on professional learning with all staff participating in professional learning across the year. Professional learning was conducted fortnightly and on Staff Development Days at school as well as off site. Professional Learning supported the school plan with a particular focus on: Language Literacy and Learning (L3), Focus on Reading (FoR), Targeting Early Numeracy (TEN), Taking Off With Numeracy (TOWN), Advancement Via Individual Determination (AVID) and Positive Behaviour for Learning (PBL). Additional Professional Learning included: STEM, Connecting to Country, PELT (Primary Executive Leadership Team), Dealing with the Tough Stuff, Mathematic Building Blocks for Numeracy, NAPLAN Writing Analysis, Managing Actual and Potential Aggression (MAPA), CPR and Anaphylaxis as well as Child Protection and Code of Conduct. Being a part of the Tuggerah Lakes Learning Community meant that staff were able to participate in further Professional Learning that consisted of Literacy, Numeracy, Aboriginal Education, AVID and PBL to name a few. In 2017, we had three staff working towards accreditation at proficiency and five staff maintaining their accreditation at proficient level.

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

Financial summary

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

	2017 Actual (\$)
Opening Balance	292,811
Revenue	4,358,160
Appropriation	4,167,147
Sale of Goods and Services	41,497
Grants and Contributions	148,586
Gain and Loss	0
Other Revenue	0
Investment Income	929
Expenses	-4,134,298
Recurrent Expenses	-4,134,298
Employee Related	-3,816,868
Operating Expenses	-317,430
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	223,862
Balance Carried Forward	516,673

Strategic financial management is used to gain efficiencies and to maximise resources available to implement the school plan.

Our school currently holds funds in School and Community as we continue working with the Asset Management Unit to create a sustainable Support Unit Playground. This project will require significant structural work. Money also remains in School and Community due to the Department of Education's consumption rule.

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	2,849,701
Base Per Capita	65,896
Base Location	0
Other Base	2,783,805
Equity Total	443,421
Equity Aboriginal	49,752
Equity Socio economic	281,613
Equity Language	7,397
Equity Disability	104,660
Targeted Total	560,309
Other Total	227,293
Grand Total	4,080,724

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

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

NAPLAN

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

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <https://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

In accordance with the Premier's Priorities: Improving education results, schools are required to report their student performance for the top two NAPLAN bands in reading and numeracy. Killarney Vale Public School had an average of 34.35% of students in the top 2 bands in Years 3 and 5 for reading and numeracy.

The percentage of Year 3 students in the top two bands

has increased significantly for spelling (54.1%) and writing (41.7%) and were above state achievements, but declined for reading (52.5%), and grammar and punctuation (52.5%).

The percentage of Year 5 students in the top two bands has increased for spelling (20%) and writing (5.6%). Reading (25.5%) and grammar and punctuation (14.5%) for Year 5 students has declined.

In accordance with the Premier's Priorities: Improving education results, schools are required to report their student performance for the top two NAPLAN bands in reading and numeracy.

The percentage of Year 3 and Year 5 students in the top two bands for numeracy has declined slightly. 41.7% of Year 3 students and 14.8% of Year 5 students achieved the top two bands in numeracy.

Another reporting requirement from the State priorities: Better services – Improving Aboriginal education outcomes is for schools with significant numbers of Aboriginal students to report the percentage of Aboriginal students in the top two NAPLAN bands.

Fourteen percent of Year 3 Aboriginal students were in the top two bands for grammar and punctuation, 17% for numeracy, 50% for reading, 29% for spelling and 14% percent for writing.

25% percent of Year 5 Aboriginal students in the top two NAPLAN bands were in grammar and punctuation and reading and numeracy while 50% of Aboriginal students achieved the top two bands in spelling. There were no Aboriginal students in the top two bands for writing.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. In 2017, we had an increase of students and parents who took up the opportunity to record their responses to the 'Tell Them From Me' online surveys. An overview of the responses is presented below.

- On average 73% of parents feel welcome, informed and support home learning.
- On average 72% of parents felt that Killarney Vale Public School supports positive behaviour and is a safe and inclusive school.
- 75% of parents indicated that they felt their children were safe at school.
- 75% of parents think school staff take an active role in making sure all students are included in school activities.

- 66% of our students had a positive sense of belonging and 86% of students have positive relationships with friends that they can trust and encourage them to make positive choices.

- 87% of students identified that they have a positive student / teacher relationships that encourage high effort in a positive learning environment.

- 89% of students recognise that staff have high expectations for success.

- All teachers comment that they implement the PBL program in their classrooms to help support positive wellbeing. 92% of teachers find this program is highly effective and enables them to establish clear expectations for classroom behaviour.

- All teachers are keen to find new ways to make our community more informed and inclusive.

Policy requirements

Aboriginal education

Aboriginal education at Killarney Vale Public School has had a strong and successful year with the evolution of all programs. Additional Learning and Support Teacher (LaST) time in conjunction with additional Student Learning Support Officer (SLSO) time have been implemented and funded through the Resource Allocation Model. Staff collaboratively work with students and families to develop, implement and review Personal Learning Pathways each semester, resulting in individualised learning and cultural activities being embedded in the school culture.

All Aboriginal and Torres Strait Islander children participated in a weekly mentoring program, Tales From A Dilly Bag. The students engaged in cultural sessions with their buddies about connecting to the land and people through reading, art and music. Other highly successful programs include: Senior and Junior Didgeridoo lessons, Senior and Junior Dance for boys, girls and combined groups. We also produced a termly newsletter where we support and promote school activities, student work, achievement of their goals, hero profiles, building cultural awareness through parent interviews and community information.

Staff attended the Kuriwa Aboriginal Educational Community Group (AECG) meetings, contributing school reports and support for the AECG. To reinforce the importance of building sustainable community links our Killarney Vale based Aboriginal Education Group (AEG) has been strongly supported and increased participation throughout the year. In NAIDOC week we had a variety of programs on offer, starting with a cultural performance and specialised workshops including Aboriginal art and games day. Achievements were recognised through our Education week awards and end of year Presentation Day as well as our Aboriginal Education Group end of year celebrations.

Gulangfest was held in the Dolphin Theatre at The

Entrance Senior Campus back in September. The Gulangfest message stick was welcomed to our school at a special assembly and our Aboriginal student leaders presented and passed the message stick to The Entrance Public School. Every Aboriginal child contributed to an artwork, which was entered in the art exhibition displayed at Bateau Bay Square and at Gulangfest.

Data collected from the student *Tell Them From Me* Survey indicated that students felt their culture was strongly valued. Data indicated that 58% of identified Aboriginal and Torres Strait Islander students felt good about their culture when they were at school and a further 55% felt that their teachers have a good understanding of their culture.

Multicultural and anti-racism education

Killarney Vale Public School is a diverse, multicultural school with families from over seven countries from around the world and we take pride in this cultural diversity. In our school, students are encouraged to develop attitudes of respect and inclusiveness. This was highlighted in our annual Harmony Day celebrations where all students and staff participated in a variety of activities to promote awareness of the cultural diversity that exist in our community. This increased their understanding of cultures from around the world. Multicultural education influences all areas of the curriculum, as it builds the knowledge, skills and attitudes required for our culturally diverse society. Students learn about other cultures and celebrations around the world in History and Geography while developing an understanding and respect for others' values. Teachers enthusiastically ensure that our students learn about cultural diversity and the contribution to Australian society which is vital to the development of responsible and informed citizenship. Our Anti Racism Contact Officer that was trained in 2016 and has put strategies in place to support students and encourage positive resolutions, providing enhanced opportunities where incidents of racism have occurred. In 2017, we have had two reported incidents of racism that have been referred and dealt with by the ARCO.