

Kellys Plains Public School

Annual Report



2018



2273

Introduction

The Annual Report for **2018** is provided to the community of Kelly's Plains Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Amanda Cooper and Roshien Mercer

Relieving Principals 2018

School contact details

Kellys Plains Public School
45-47 Kelly's Plains School Rd
Armidale, 2350
www.kellysplan-p.schools.nsw.edu.au
kellysplan-p.school@det.nsw.edu.au
026775 1253

Message from the Principal

Kelly's Plains Public School has a long tradition of providing educational opportunities for students to be involved in creative, sporting, musical and social pursuits. The school consistently works towards achieving its current strategic directions to provide engaging teaching and learning programs and achieve improvement measures. There is a strong emphasis of open interaction between parents, students and teachers which results in a positive school atmosphere and culture that promotes success. This is encapsulated in the school motto *Learning Sharing Caring*.

2018 saw staff and students achieve success across a variety of educational endeavors which were consistently shared in fortnightly newsletters, through the School Stream application and via a P&C Facebook page with our school community.

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

Amanda Cooper and Roshien Mercer

Relieving Principals 2018

Message from the school community

2018 has been a big and busy year for our P&C. We started the year with many new faces and a totally new executive team. This brought a healthy mixture of fresh ideas and enthusiasm along with some challenges. We have spent a lot of time this year strengthening the way that our P&C is run with the aim of it not only being helpful to us now, but for our future P&C too. The introduction of subcommittees has meant more parents have had the opportunity to contribute to different areas of our school. We finished the year with almost every family being represented at some level on the P&C. We would like to say a special thank you to David Perry who helped us through a very complicated audit process this year.

Kelly's Plains once again provided morning tea for the Dangarsleigh ANZAC service earlier this year. This event was well represented by both parents and students and we look forward to the chance to be involved again in 2019.

Our P&C lunches continue to be as popular as ever, and we thank all our parents who have contributed to many tasty and healthy lunches.

We have held regular fundraisers throughout the year which have been really well supported by our families. We look

forward to continuing this into next year with some exciting new fundraising opportunities, and being able to watch some of those funds raised be put back into our school.

It has been heartening to be reminded that even though our school is small, we have a community of parents, families and friends with a wide array of talents which, along with the incredible gift of time, are readily shared with our school. The P&C would like to say thank you to all of those people who have volunteered on any level this year, from gardening to baking, to helping the students with arts and crafts and music and much more. This level of community involvement and commitment is one of the things that makes our school so wonderful.

The P&C recognises that 2018 has been a big, and sometimes difficult year for our school community. It has been a year of complex change which has brought about it's fair share of challenges. What hasn't changed, is the tremendous spirit of community and togetherness of which Kelly's Plains is known for. The P&C is committed to doing everything we can to support our school into the future, and to ensure that our future is bright.

Stella Single

P&C President 2018

School background

School vision statement

At Kellys Plains Public School we are committed to providing quality education in a nurturing, innovative learning environment where every student is known, valued and supported.

Our ultimate goal is for students to be literate, numerate, confident and self directed enabling them to be future ready citizens who are compassionate and connected in an ever changing world.

We enable students to develop these skills through engagement in challenging learning experiences and opportunities which foster collaboration, creativity and critical thinking with value placed on being flexible, open-minded, resourceful, reflective, persistent and patient.

Teachers set high standards for students and continually develop their skills, knowledge and understandings to ensure that the school, every teacher and every student, improves every year.

The school's motto *Sharing Learning Caring* underpins this vision and is reflected in the collaboration between community, families, students and staff to ensure quality learning.

School context

Kelly's Plains Public School was established in 1863 and is located in a rural setting 10km from Armidale. The school has approximately 37 students across K – 6 in two multistage classes. The small school context is the catalyst for great school spirit and pride among students, family and teachers. The school has a 154 year history of providing quality educational programs with a strong connection to the community especially through participation in the ANZAC service at Dangarsleigh War Memorial by students and P & C. The school enjoys an extensive playground with sandpit, fort, gym circuit equipment, sports oval, COLA, basketball courts and school garden that support learning as well as enabling creative play and problem based learning.

Kellys Plains is part of the Armidale Community of Schools and also The Thunderbolt Alliance with three other small rural schools. Through this alliance, the school participates in, and leads, a range of STEM/STEAM initiatives. The school takes opportunities to implement music, language and culture classes across the school using external and parent expertise. Both classrooms have laptops and ipads, and all rooms including the Multipurpose room, have interactive whiteboards.

Kelly's Plains staff is comprised of newly and highly experienced teachers who are dedicated to providing learning experiences unique to the Kelly's Plains PS. The school has committed parents who volunteer with the students, as well as a supportive and active Parents and Citizens Association who support and fundraise to enable students access to additional learning resources and opportunities. The school provides assistance for students with additional learning needs for remediation or extension as well as wellbeing needs, utilising input from other agencies to provide 'wrap around support'. The school has a reputation as a high achieving and nurturing school with a differentiated curriculum. At Kelly's Plains Public School, the school and community work collectively to ensure that all students are given the opportunity to develop and achieve to their maximum potential. .

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.

Teaching staff in collaboration with the Armidale Network of Schools Director Educational Leadership, used lotus grids to monitor the collection of evidence used to determine Kelly's Plains Public Schools achievement of the School Excellence Framework.

After an introduction and explanation of the School Excellence Framework, parents and community members were invited at a school assembly and P&C meeting to add their opinions and evidence to the lotus grids, however, this invitation was not well received.

A collective space for evidence to be filed was created in the staff room in term four. As a result of this consultative process, our School Excellence Framework Self Assessment highlights the following results and future directions:

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

Kelly's Plains Public School has a strong perceived learning culture with evidence indicating that many practices are not evident across the whole school. Transition into Kindergarten and high school are focused on ongoing and targeted support and processes which are well communicated. Wellbeing practices have been developed through the implementation of the YCDI! Program Achieve and an updated Wellbeing Policy with a whole school behaviour management approach that incorporates the YCDI! Keys to Success. Programming and delivery of curriculum demonstrates innovation and some differentiation along with equitable academic opportunities for all students. There are a number of assessment strategies in place across classrooms however a whole school approach is developing. Reporting is also developing as a whole school strength within the Learning domain with analysis of NAPLAN data, written reports and parent teacher interviews.

Future Direction in the Learning Domain

- Deepen understanding of assessment for, of and as learning to assist teachers ability to plan for meaningful and authentic assessment to inform teaching practice.
- Support teachers to plan creative and engaging teaching and learning programs with appropriate differentiation and learning goals to support student engagement and success.
- Deepen understanding of feedback and the impact on student learning.
- Ensure that reporting to parents is timely and supports learning through the introduction of regular phone communication to parents to inform of positive learning and attendance of students and encourage to continue to improve.
- To support teachers to develop individual learning plans to support targeted needs of identified students and monitor progress, achievement and growth with regular tracking using PLAN2.
- A whole school approach to collecting, analysing and using data to improve learning with a focus the ACARA portfolio work samples.

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

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

Future directions for Teaching Domain

- Support to teachers to understand the impact of effective feedback and informing students of what and how to

- improve in their next piece of work through researched based visible learning.
- Teachers review previous content, reflect on their practice and alter teaching to accordingly.
- Development of consistent practice in analysing and using data to inform teaching.
- Teachers develop a wide range of assessment strategies to determine teaching directions.
- Develop consistency in judgement of assessment data through a collective approach to analysis.
- Teachers understand the subtleties of achievement, progress and growth to support student learning towards individual success.
- Provide targeted professional learning to meet teachers' professional needs to support student learning and ensure teachers have equity in their access to professional learning.

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

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

Principals in 2017 and 2018 undertook extensive professional development in LMBR, new syllabus and current practice providing opportunities to lead initiatives within the school. Teachers within the Thunderbolt Alliance have had the opportunity to lead aspects of teaching and learning with colleagues to develop and share their expertise.

There are many opportunities for parents and community to engage with the school through a wide variety of activities. Students participated in the Anzac ceremony at Dangarsleigh War Memorial. KPPS P&C hosted a Mini-Fun-Fete following the 2018 Presentation Day which was hugely successful in engaging community members and school families in celebrating the culture of the school. Students developed citizenship skills and connections to the community and its history through teaching and learning programs but also excursions, incursions and community visitors.

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

Future directions in the Leading Domain

- Lead implementation of syllabuses matched with assessment.
- Undertake whole school review of staff performance and regularly review teaching programs and allow all teaching staff to share and lead expertise.
- To develop consistency in collecting and analysing wellbeing data.
- Increase community use of school facilities.
- Ensure the priorities in the school plan drive financial decisions.
- Replace outdoor play equipment in alignment with safety guidelines and in collaboration with a working party.

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

For more information about the School Excellence Framework:

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

Strategic Direction 1

Consistent, high quality teaching practice

Purpose

To deliver high quality teaching founded upon evidence based practice, consistent teacher judgement and targeted professional learning to ensure staff and student growth that enables improved student learning outcomes.

Overall summary of progress

Significant progress was made towards this strategic direction in developing a shared understanding of quality teaching and working on building consistent practice across the school. Some milestones were delayed due to staff changes and leave, such as classroom observations and common assessment tasks supported by consistent teacher judgement. Participation in Quality Teaching Rounds was not commenced in term 4 due to delayed commencement by the University of Newcastle.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">Assessment tasks are designed with a thorough knowledge of curriculum to provide accurate data of student learning and growth to be monitored using PLAN 2 for all students K–6.	School-based Professional Learning consumed a minimal amount of expenditure.	<p>Staff were involved in professional learning of the Literacy and Numeracy Progressions and one teacher completed professional learning for PLAN2, including use of ALAN and inputting data, and Best Start Kindergarten with the Literacy and Numeracy Strategy Advisor.</p> <p>Student assessment in the form of formative and diagnostic work samples were collected and compared to ACARA portfolio work samples K–6 to assist in reporting and evidencing student growth. Teacher moderation was used consistently across year 3–6 by class teacher and RFF teacher.</p>
<ul style="list-style-type: none">Analysis of school based data to monitor student progress with individual learning plans for students at risk, requiring extension, with specific support programs (Sensory, ASD) and specific areas of English and Maths	Nil	A new Personalised Learning and Support Plan format was designed and created into a template for consistent use across K–6. Personalised Learning and Support Plan's were implemented for students at risk, requiring extension, with specific support programs and where literacy and numeracy skills needed improvement. The plans were designed in consultation with support staff where necessary and with students and parents/carers and allowed SMART learning goals to be met, achieving consistent and ongoing success.
<ul style="list-style-type: none">Evidence of student growth of one year for each year of learning, gathered from internal and external assessment.	Nil	See NAPLAN graphs.
A variety of classroom observation data and associated self-reflections indicating an increased teacher understanding and capacity surrounding student engagement and differentiation.	Nil	<p>All teachers engaged in lessons observations, including rich analysis and 'where to next?' discussions post-observations.</p> <p>Observations were pre-planned and focused on selected standard descriptors identified by PDP goals. Records of observations were recorded in strategic direction milestone achievements.</p>

Next Steps

Kelly's Plains Public School has made pleasing steps forwards towards achieving this improvement measure, and now needs to focus on:

- Inputting baseline data, derived from diagnostic assessment, into the progressions PLAN2 software.
- Selecting a number of literacy and numeracy indicators on the progressions and doing them well across K–6.
- Supporting consistent assessment data collection with development of common assessment tasks and teacher moderation.
- Teachers continue to familiarise themselves with the assessment as, of and for learning and embed assessment into rich and engaging learning tasks. with a whole school approach.
- Continue to create PLSP's for identified students and consistently set SMART goals, recording evidence of achievement in PLSP's.
- Continue to increase collaboration with teachers beyond the school to build collegial networks, especially the Thunderbolt Alliance, to develop expertise.
- Continue development of, and implement, a K–6 KLA scope and sequence building on the current partial K–2 scope and sequence and the new year 3–6 scope and sequence developed in 2018.

Strategic Direction 2

Students succeed as learners to become confident, informed and responsible citizens

Purpose

To strengthen student capacity to be responsible for their ongoing learning and strive for improvement by engaging in challenging learning, identifying goals, problem solving and being innovative whilst making connections within and beyond the school.

Overall summary of progress

Most milestones were achieved towards this strategic direction including professional learning of Critical and Creative Thinking and introduction of the CCT dispositions to students K–6 as well as parents. There was delayed implementation of critical and creative thinking strategies through STEM and STEAM K–6 due to staff leave and turnover. You Can Do It! social and emotional wellbeing program was implemented as a whole school program from term four following consultation with parents, students and staff. Year 3–6 students participated in wellbeing and anti-bullying sessions conducted by paraprofessionals from Kids Helpline to support student success.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">• EBS Central to monitor improved attendance indicating greater participation in learning.• Students are engaged in holistic learning opportunities showing improvement in participation over time.• PLAN data and students' profiles are accessed and updated each term• Students can identify learning goals and have input into progress.	Nil	<ul style="list-style-type: none">• Attendance procedures were monitored and improved in semester 1 to ensure accurate attendance data and follow up with families. Attendance was marked online using EBS, and due to staff access problems, paper marking of attendance was also implemented to ensure consistency across all staff, casual teachers K–6. Attendance expectations and the requirement for justification of student absences from families, was communicated regularly to parents and carers. Attendance was reported in each semester report and follow up communication was made to families where attendance was below 80%. Attendance improved in semester 2 and accurate recording of attendance was noted consistently across K–6.• Student participation increased for some students in some pursuits using teaching and learning about positive mindsets, creative and critical thinking dispositions to develop resilience. Students were given encouragement and recognition of participation including attendance and in less desirable endeavours, such as sports• Student profiles were updated and some data entry commenced for year 3 students using PLAN 2. 3–6 teacher completed professional learning to facilitate use of PLAN 2.• All students were engaged in setting learning goals in English and Mathematics. Student input into monitoring progress commenced at an introductory level in year 3–6.

Next Steps

Kelly's Plains Public School has made pleasing steps forwards towards achieving this improvement measure, and now needs to focus on:

- Select elements within each Literacy and Numeracy progressions to plan for, and commence, consistent data entry for PLAN 2 using formal and informal assessment such as SENA, work samples, Maths Plus diagnostic assessment, Reading Benchmark.

- Include regular monitoring of student progress in Learning and Support meetings.
- Facilitate opportunities for students to have input into learning progress and monitoring to enable greater student involvement in identifying learning goals.
- Continuing to communicate with parents and carers of the importance of regular attendance and communication of reasons for absences.
- Staff complete training on Student Wellbeing.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Teacher Salaries \$1480.00 Cultural Learning Excursion \$328.00	Students participated in a cultural learning excursion at Armidale Cultural and Keeping Place. Students engaged in NAIDOC cultural day with a range of activities through art, music and a presentation assembly.
English language proficiency	Nil	N/A
Low level adjustment for disability	FTE Staffing Allocation 0.1 Salaries \$3500.00	Identified students were supported with learning support including: targeted teaching strategies, accommodations and adjustments.
Quality Teaching, Successful Students (QTSS)	\$6663.00 Staffing Allocation	Funds used for collaborative planning both at a whole school and learning alliance level, teacher professional learning support and classroom observations.
Socio-economic background	Purchase of YCDI Online Program \$900.00	Elevation of the You Can Do It Program within the school.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	18	21	20	12
Girls	11	23	15	16

In 2018, there were 28 students enrolled across two multi-stage classes. Of these students, none came from English as a Second Language background and three students from three families proudly presented as Aboriginal and Torres Strait Islander heritage.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	92.3	95.5	94.2	92.9
1	79.1	96.2	91	97.4
2	95.8	89.9	87.4	92.9
3	75.2	96.3	93.2	90.7
4	77.8	88.8	96.7	88.5
5	96.9	92.5	92.5	95.3
6	84.7	90.5	88.5	83.1
All Years	85.9	93	92.4	92.6
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

Management of non-attendance

Student attendance is monitored at Kelly's Plains Public School through EBS ontrack+ daily attendance records.

The principal approves student leave requests and parents/carers are contacted either by phone or face to face conversations to follow up unjustified or unexplained absences. Parents/carers are encouraged to contact the school regarding their children/s absences in a timely manner and complete absence or partial attendance slips.

The school followed the Department of Education's School Attendance Policy, including information in school newsletters and at P&C meetings, informing parents/carers of the impact absences have on their children's learning and how to inform the school of their children/s absence on a regular basis.

The YCDI! social and emotional program was implemented in term four to enhance students social and emotional wellbeing and recognised attendance as an important part of learning.

Class sizes

Class	Total
K2	21
36	14

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	1.32
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.9

*Full Time Equivalent

There was one full time staff member working in the school for three terms in 2018.

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

In 2018 staff undertook a range of professional learning activities. These included mandatory training in response to the teaching and learning needs of the students at Kelly's Plains Public School. These professional learning activities included:

- Child Protection update
- Code of Conduct training
- e-emergency care
- Anaphylaxis e-training
- Diabetes training online training and face-to-face review and assessment of procedures each term
- Basic First Aid including CPR
- Staff Wellbeing and Dignity and Respect Charter
- Literacy and Numeracy Progressions
- Positive Partnerships training Teaching principal completed
- PLAN 2
- Best Start Kindergarten
- SCOUT for schools
- NAPLAN online training
- Using data with confidence K-2 Staff member completed
- Effective reading in the early years Pre-2004 staff were granted Proficient Accreditation and one staff member received Proficient Accreditation Certificate following completion of initial accreditation at the end of 2017.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	65,876
Revenue	547,497
Appropriation	539,383
Sale of Goods and Services	-240
Grants and Contributions	7,640
Gain and Loss	0
Other Revenue	0
Investment Income	714
Expenses	-447,368
Recurrent Expenses	-447,368
Employee Related	-415,929
Operating Expenses	-31,439
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	100,129
Balance Carried Forward	166,005

Kelly's Plains Public School maintains a consistently healthy budget, where expenditure is closely monitored. No significant budget projects occurred 2018.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	454,501
Base Per Capita	6,768
Base Location	9,480
Other Base	438,254
Equity Total	17,402
Equity Aboriginal	2,740
Equity Socio economic	1,075
Equity Language	0
Equity Disability	13,587
Targeted Total	38,549
Other Total	6,670
Grand Total	517,122

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

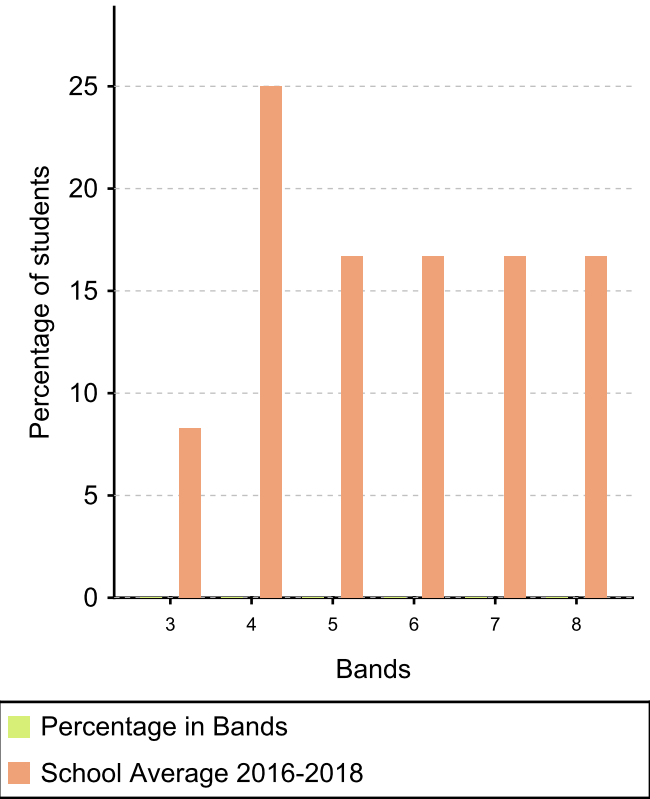
Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

Due to small cohort size, data cannot be presented in detail.

Visit the My School website to see detailed information and data for KPPS literacy results.

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

Percentage in bands:
Year 5 Reading

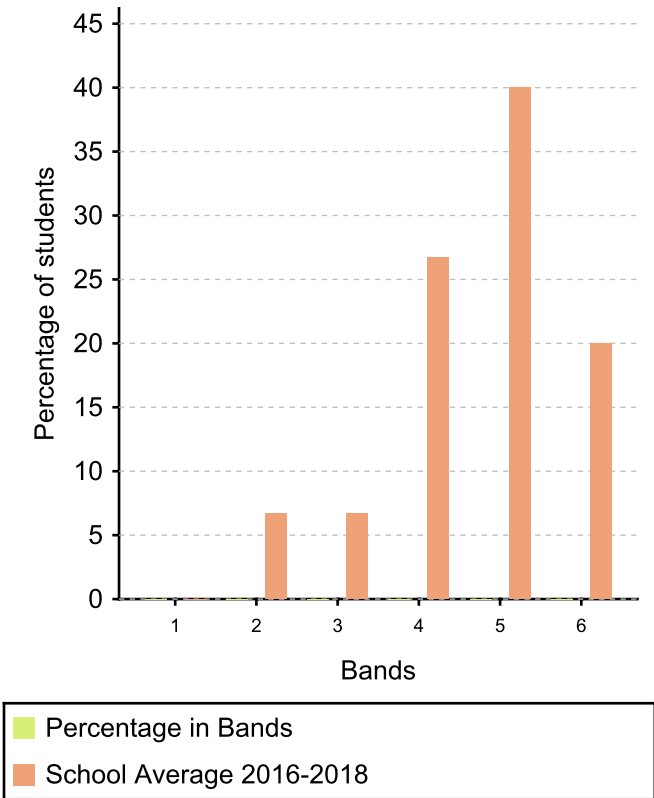


Due to small cohort size, data cannot be presented in detail.

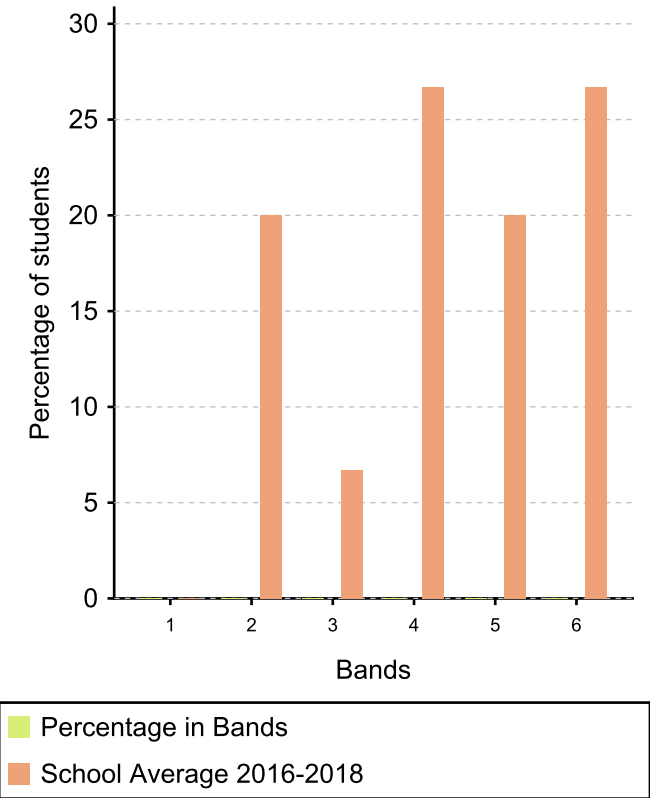
Visit the My School website to see detailed information and data for KPPS numeracy results.

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

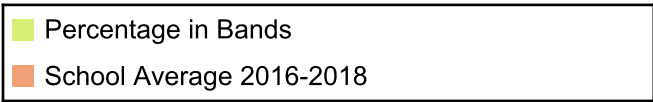
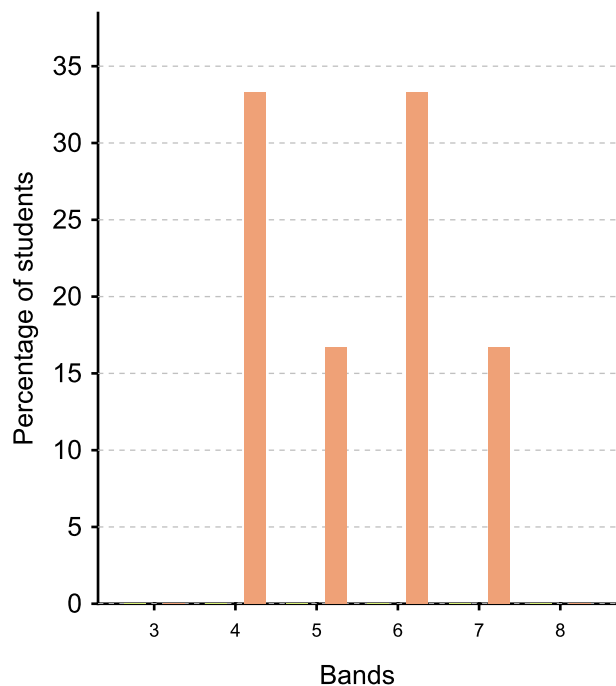
Percentage in bands:
Year 3 Reading



Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Numeracy



Due to small cohort size, data cannot be presented in detail.

Visit the My School website to see detailed information and data for KPPS numeracy results.

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

Parent/caregiver, student, teacher satisfaction

Parent/Carer, student and teacher satisfaction at Kelly's Plains Public School rates highly.

Consultation is a priority and consistently guided school planning in 2018.

Parent/carers participated in a telephone survey, answering three questions: What do you love most about KPPS? If there was one thing you could change what would it be? What skills/talents could you bring to the classroom? The results of this survey highlighted that parents/carers appreciated the small rural individualised learning environment KPPS offered. They liked being involved and included in school and P&C events. The rural milieu of KPPS is highly valued.

Parents/carers had only one concern that they would like to change – that being the timely appointment of a permanent principal. This concern was positively heard by Director Educational Leadership and promptly acted upon.

Students and teachers showcased consistent satisfaction through wellbeing programs, reward systems and delivery and participation in quality teaching and learning programs.

All three key stakeholders were provided the opportunity to reflect Kelly's Plains achievements against the School Excellence Framework and the feedback was recorded to support the schools 2018–2020 strategic directions and future planning.

Policy requirements

Aboriginal education

Aspects of the Aboriginal Education Policy continued to be implemented throughout the year at Kelly's Plains Public School, with Aboriginal perspectives in all Key Learning Areas, particularly Creative Arts, English, History and Geography.

These Aboriginal perspectives are embedded across all learning areas, aligned to the Departments' Cross Curriculum Priorities and General Capabilities, promoting understanding and awareness of Aboriginal culture, local history and traditions.

Aboriginal perspectives were discussed in professional learning sessions. Aboriginal students lead the Acknowledgement of Country at each school assembly.

In 2018, students participated in a cultural learning excursion at Armidale Cultural and Keeping Place and students engaged in a NAIDOC cultural day with a range of activities through art, music and a presentation assembly.

Multicultural and anti-racism education

Kelly's Plains Public Schools has been consistent in recognising its responsibility to promote tolerance, appreciate differences and share cultural values to prepare students for being citizens in a multicultural country.

Multicultural perspectives are included in teaching and learning programs to enhance student understanding. Similarly, professional learning has also addressed multicultural and anti-racism education to ensure informed content in teaching programs.