

Kempsey East Public School

Annual Report



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Introduction

The Annual Report for 2018 is provided to the community of Kempsey East 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.

Penny Chow

Relieving Principal

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School background

School vision statement

Collaborative high impact teaching and supportive partnerships enable students to become active and motivated learners who can connect, succeed and thrive.

School context

The school is located in Kempsey, a town of approximately 11,000 people on the NSW Mid North Coast. The school was established in 1881 and has a rich tradition of excellence. There is a strong commitment to improving literacy and numeracy for all students.

The school has an active Student Representative Council and parent involvement is evident in classrooms and through the P&C.

The school is a Positive Behaviour for Learning, (PB4L), school. There is a supportive learning environment that caters for the needs of every child, equips students to be successful learners and encourages parents as partners in learning.

The school is an EAfS school and has an instructional leader on staff. All teachers regularly analyse data to make informed teaching decisions.

There are 225 students enrolled in the school, 21% of these students identify as Aboriginal or Torres Strait Islander. The school average attendance rate for 2017 was 92.43% which is above both the state and SSSG schools.

The Family Occupation and Education Index (FOEI) for the school community in 2017 is 123. The state FOEI average is 100 (the higher the FOEI, the more disadvantaged the school).

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.

In the domain of Learning our focus has been on Learning Culture, Wellbeing and using data to drive future learning for all students across the school.

A focus on learning dispositions across the school has seen students and staff regularly discussing how they can become an effective learner. Student's literacy and numeracy learning goals are sent home each term, with work samples also sent home via dojo to ensure that all families are kept up to date with the directions of their child's learning. Staff have continued to use learning maps and some stages have trialled a learning licence system to ensure that students' learning behaviours are being tracked and improved. The learning and support team worked closely with school staff and families and developed new systems and structures. This is ensuring that there is regular communication with all key parties and each student's wellbeing is being supported in the school environment.

In the domain of Teaching we have particularly focused on Effective Classroom Practice, Data Skills and Use and Learning and Development.

Hub style learning environments were created across the school, with all staff working collaboratively to review student data and use these discussions and reflections to drive future learning experiences for the students. This has continued to build on the collaborative learning environment being created at the school. Student data and evidence based programs are regularly evaluated and the effectiveness of all programs ensures that the school is continually improving effective classroom practice in all teaching spaces. All staff are regularly provided feedback on their teaching through mentoring and lesson observations. All teacher's professional development plans are developed from school priorities and the Australian Professional Teaching Standards. This is ensuring that all staff are monitoring specific areas for future development.

In the domain of Leading the focus has been on the elements of Educational Leadership, School Resources and

Management Practices and Processes.

To ensure the smooth running of a hub style flexible learning environments the leadership team has had to ensure that there are strong systems and structures in place to develop collaborative practices across the school. Further flexible furniture was sourced across the school and the movement of teaching spaces and construction was established so that each Stage has an open flexible space. These spaces have flexible options with technology and furniture to support all student learning needs and collaborative practice. Student and parent focus group data, and student growth data was used to drive the system changes across the school. All teaching staff at the school are led by executive staff in reflecting and analysing data to determine future directions for the school. The executive team all use SPaRO to record progress towards the school's milestones.

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

High Impact Teaching

Purpose

To improve student outcomes, with a focus on literacy and numeracy, through teachers working collaboratively, reflecting on and refining their practice to ensure high impact teaching.

Overall summary of progress

In 2018 we continued to be part of the Early Action for Success initiative and our staff were supported by an Instructional Leader four days per week. The Instructional Leader collaboratively worked with staff through mentoring, team teaching, lesson observation, data analysis and feedback to improve teacher practice across the school.

We had a team as part of the program Building Numeracy Leadership initiative and this enabled staff to build their capacity around number talks and saw an increase in student data in the percentage of students achieving stage appropriate outcomes in the working mathematical strand..

There was a hub structure across the school with a strong emphasise on teaching collaboration in data analysis, programming, assessing and teaching and learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
– To increase the percentage of students in the Year 3, 5 and 7 NAPLAN proficiency bands, ensuring we are consistently above the percentage achieved by similar schools (SSSG) in all areas of NAPLAN.	\$15 000 literacy and numeracy professional development including (L3, BNL, 7 steps to writing) \$65 000 SLSOs MiniLit, Quicksmart Instructional Leader DP 4 days per week	* K–3 student outcomes in literacy and numeracy improved evidenced by SCOUT value added data shifting to delivering. * Minilit evaluation showed that students who were in Year 2 at the time of intervention transferred their knowledge further into the classroom than Year 1 students. This was evidenced by ReST assessments, reading levels and writing samples. Students in Year 1 who had intervention in groups larger than 4 made very little transferable growth. * The Building Numeracy Leadership project shows significant growth in WM outcomes. Students and teachers also increased the amount of student talk vs teacher talk. * Students in Years 3 and 5 demonstrated an improvement in writing outcomes. This is evidenced by 60% of students achieving expected growth in NAPLAN and progression in PLAN 2 data. * Year 3 NAPLAN data shows that the schools results are above SSSG in reading, spelling and writing. *Year 5 NAPLAN data shows that the schools results are above SSSG in numeracy, spelling and grammar and punctuation. * Teachers reported verbally that 60% of their students were showing evidence of Seven Steps to Writing. Majority of the evidence was in the planning and sizzling start phases.
– All teachers are designing and effectively implementing high	\$45 000 IT infrastructure and School Plus grant	* Open flexible hubs are formed, and effective protocols developed and adhered to ensure

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>impact teaching practices, facilitated by improved school instructional systems.</p>	<p>\$60 000 flexible furniture options, Library furniture and shelving</p> <p>\$65 000 building works to create open hubs</p> <p>1 classroom teacher for collaborative planning and mentoring time</p>	<p>collaborative practice across the school. With 75% of parents surveyed felt that this hub structure has benefited their child's learning throughout the year.</p> <p>* 75% of staff are using learning intentions (LI) and success criteria (SC) in all literacy and numeracy sessions. 92% of staff indicate that their LI and SC are clear and concise and in child friendly language.</p> <p>* 75% of staff give feedback directly related to LI and SC and 41% of staff regularly receive feedback from students. While 33% have a solid understanding of the four levels of feedback and how to implement these into their classroom.</p> <p>* Collaborative planning is timetabled on a weekly basis. Joint programming/assessment is evident across the school.</p> <p>* ICT Lunchtime clubs have effectively run, ICT was integrated with co planning/teaching in every hub</p> <p>* Programming sheets demonstrate LI, SC for literacy and numeracy are evident. Walk through data indicates that 83% of students in Years 3–6 were able to state the learning intention and 50% were able to articulate 'where to next' in their learning. This is an increase from the start of 2018 where no student was able to articulate where to next in their learning according to walk through data.</p> <p>* Project Based Learning units were implemented across the school. Ensuring that all students were increasing their collaborative, reflective skills and using their learning in real life situations.</p> <p>* 100% of staff are effectively integrating technology across subject areas. Stage 3 are integrated Minecraft with their Science unit and also implementing robotics through Mathematics. Stage 2 are using robotics in Thursday rotations and using laptops in the classroom. Stage 1 are using the Show Me APP and ipads/laptops in Mathematics and also using bee bots in literacy and numeracy activities. Early Stage one are using Beebots in literacy/numeracy activities.</p> <p>* All staff participated in Creative and Critical Thinking professional development and all classes are implementing learning disposition lessons with their students.</p> <p>* Parent and student feedback indicated that 97% of parents who attended were happy with the new hub structures 75% of staff surveyed felt that the hub structure was more positive for their teaching and the students learning.</p>

Next Steps

In MiniLit, students in Year 2 will get preference to the intervention. No more than 4 students will be in each group.

Continue to review hub structures throughout 2019 and build on feedback from surveys.

Further professional development on feedback for both students and staff.

Critique walls will be in each classroom space and focus on feedback around writing.

Reflective journals will be started for each student in the school and continue to build on their student agency.

Whole school focus on Project Based Learning with the school all completing the first project together in term 1 and then each hub completing 2 more projects throughout the year.

Two learning dispositions will be focused on each term to build community and student skills.

Strategic Direction 2

Engaged, Inspired and Connected Learners

Purpose

To develop responsible independent students who are committed to learning, supported in an environment that is responsive to their individual needs.

Overall summary of progress

There was a variety of systems and structures introduced across the school to develop student agency. Infinity Learning Maps were continued and Stages three and one trialled a learning license structure. This was supported by the introduction of a common language across the school with learning dispositions. Parents and community were informed about these changes through parent information nights and afternoon teas.

New systems and structures were put in place for the Learning and Support Team. This ensured that there was a consistent approach in supporting students and families and regular feedback was given.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
–TTFM data (skills challenge, relevance, positive sense of belonging, advocacy) and student surveys indicate that students are increasingly feeling a sense of belonging, identity and report increased positive relationships and advocacy.	\$3000 PBL team training and release 1/2 day teacher for Rock and Water program	<ul style="list-style-type: none">* PB4L team is regularly meeting and reviewing data which is then discussed with staff to drive targeted areas across the school. This saw a decrease in targeted behaviours across the school.* There was a decrease in the levels of reported student belonging and advocacy over 2018 TTFM responses.* Improvement in levels of bullying and positive behaviour from 2017 to 2018 – largest decreases for girls in TTFM data* Survey completed by 124 students in Years 1–6 indicates that 80% feel happy and safe at school. 70% feel a sense of belonging to KEPS. This data is different from the findings of the TTFM data.* Survey responses show that students were very positive with the Rock and Water Program, with over 90% saying that they have found it useful / applicable for their daily lives and >94% of students think that the program should be run again.
– A school wide increase in student skill and confidence in growing into self directed, autonomous goal driven learners.	\$3000 6 days casual teaching salary for learning system \$1000 learning disposition training for all teaching staff SLSO wage to run parent and student focus groups	<ul style="list-style-type: none">* Following removal of learning maps, a Learning Systems committee was established. The group has met several times and created a school wide approach to learning at KEPS to be implemented in 2019.* Teachers and students openly and regularly discuss learning dispositions with their classes. Students are demonstrating that they are beginning to understand learning dispositions and how they connect to their learning.* At least 2 learning maps have been completed with all students and focus group videos have been recorded. Students are giving regular feedback to teachers about their learning and classroom

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
– A school wide increase in student skill and confidence in growing into self directed, autonomous goal driven learners.		<p>programs reflect change based on this feedback. The new draft Learning System Policy is ready to trial next year.</p> <p>* 88% of parents surveyed indicated receiving their child's learning goals regular has increased their understanding around where their child is currently and where they need to go next in their learning.</p> <p>* 85% of parents surveyed reported that they were happy with the system and structures that the learning support team and their class teachers put in place to support their child if they were on a learning adjustment.</p>

Next Steps

Trial of learning system and reflective journals for all students

Additional support for students and further tracking of at risk students through the learning and support team. This will be supported with 5 weekly cycles of intervention by school learning and support staff.

Additional lunch activities / clubs (sport) and greater student ownership of learning spaces required for 2019 to support student belonging and advocacy

Draft wellbeing policy developed and input from all key stake holders sought.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$73024	<p>* Four Aboriginal Year five students participated in the Quicksmart numeracy program. With these students on average having an effect size gain of 1.844 which is a growth of over 4 and a half years in one year.</p> <p>* Aboriginal SLSO was employed to provide social structures to support students on the playground and also work closely with teachers, students and families in building positive school relationships.</p> <p>* Welcome to Country in language was taught to all Stage 2 and 3 Aboriginal students and students confidently presented at weekly assemblies and at special occasions throughout the year.</p> <p>* SLSO support was provided in our Early Explorers transition to school program. This supported both Aboriginal students and their families in the successful transition to school.</p> <p>* Year 5 Aboriginal students achieved above National Minimum standard (NMS) in two areas of NAPLAN with these students achieving above NSW DoE average growth in three areas. In Year 3 NMS were achieved by all students in three of five NAPLAN areas.</p> <p>* The Aboriginal attendance rate is 92.73% which is an increase from last year and compared to non Aboriginal students at 92.29. This higher than the state and SSG averages.</p> <p>* All Aboriginal students years 2–6 participated in cultural awareness activities with Uncle Fred increasing their local knowledge and broadening their understanding of their links in the local community.</p> <p>* All students have PLP's and consultation has happened at least twice a year with all families.</p> <p>* Three Stage three students participated in the Bingay Dingay (Brospeak) locally run program gaining self confidence, cultural knowledge and leadership skills.</p> <p>* Dhalyai Doctors was conducted for Stage 2 Aboriginal students and two staff members participated in the 3 day Connecting to Country training. Some teachers also participated in a one day local cultural experience.</p>
Low level adjustment for disability	\$127912	<p>* LST met regularly and work closely with both staff and families to ensure that every student has the necessary adjustments in place in all classrooms. Sentral was used this year and new systems and structures put in place to ensure that the process was more</p>

Low level adjustment for disability	\$127912	<p>accountable.</p> <p>* Families have met with the teacher at least twice this year and the LST teacher has contacted families at least 1 other time during the year to review their child's progress.</p> <p>* SLSOs have been employed to run small groups of targeted interventions. These have included MiniLit that has targeted Year 1 and 2 students not meeting reading outcomes, Quicksmart Numeracy targeting Year 5 students and ALNF groups targeting our younger students.</p> <p>* Strong transition programs are in place where targeted students were offered further high school transition with the support of an SLSO. An SLSO worked in the Early Explorers program and we worked closely with local preschools and Early Connection to provide the best start possible to our Kindergarten students.</p>
Quality Teaching, Successful Students (QTSS)	\$39592	<p>* a teacher mentoring program is in place and staff meet weekly to collaboratively reflect on student data and work samples and use this to drive their teaching programs.</p> <p>* All staff have regularly met with their supervisors to reflect on their progress with their PDP goals and to determine future directions.</p> <p>* Executive staff have had time to reflect of school data and to use this to drive future directions for the school.</p>
Socio-economic background	\$152518	<p>* Twenty two students participated in the Early Explorers Program, staffed by a teacher and a SLSO. This enabled students to have a successful transition into Kindergarten for 2019 and ensure that every students had all the necessary supports in place before this transition. The AEDC data from 2018 indicates that the trend of students with more than one area of vulnerability has continued to decrease and compared to 2015 with 20% more children are adapting to the structure and learning environment of school.</p> <p>* Employment of SLSO staff to run the Quicksmart program. Students in this program this year saw an average effect size of 1.469 on the PAT test which is equivalent to over three and a half years worth of growth for a years worth of learning.</p> <p>*SLSO staff ran social groups for targeted students. In these groups students participated in real life play and scenario situations to increase their social competence.</p> <p>* An articulation and ALNF program was run with fifteen targeted students showing a dramatic increase in single sound knowledge and the way that these sounds can be</p>

Socio-economic background	\$152518	<p>produced. Staff have seen this growth carry over into the classroom with increases in all aspects of literacy.</p> <p>* STEM learning and Project Based Learning opportunities were embedded across the school with students being exposed to coding and robotics as well as computer fundamentals.</p> <p>* Flexible furniture and laptops were purchased for each hub space to ensure that the students have the flexibility with their learning and the choosing of how to present their learning.</p> <p>* Additional resources were purchased to support both literacy and numeracy across the school.</p> <p>* The school library was upgraded and new shelving and furniture was purchased for this space.</p> <p>* Three Stage One teachers commenced L3 Stage 1 training. One kindergarten and One stage One teacher completed OPL training successfully. These staff worked closely with our Instructional Leader to build their practice.</p> <p>* There was a school team that participated in Building Numeracy Leadership (BNL) project which saw an increase in students working mathematical skills and also teacher competence.</p>
Support for beginning teachers	\$4314	<p>* The beginning teacher continued to be mentored with regular lesson observation and reflective time with her mentor.</p> <p>* They also received L3, BNL, and STEM training to build on their skills in these areas.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	90	99	110	108
Girls	123	122	116	114

School enrolment has remained steady in the last five years. In 2018 the school had ten classes, eight of these were stage classes and two cross stage classes.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	93.6	95	94.8	93.6
1	94.5	94.6	94.5	90.9
2	92.8	95.8	95.1	92.1
3	93.8	95.3	93.8	92.5
4	91.6	96.3	94	94
5	94	96.4	93.9	90.9
6	93.2	97	95.8	92
All Years	93.4	95.7	94.5	92.2
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

The school continues to have a strong focus on improving student attendance. This year the rate of Aboriginal student attendance is slightly higher than Non-Aboriginal attendance. The schools average attendance rate is above SSSG and just below the state average. The school has a variety of systems in place to encourage regular attendance and also ways for families to explain their non attendance in a timely manner. The school has been working very closely with the LST team and the Home School Liaison Officers to

support families in our school to ensure that their children are coming to school regularly.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	2
Classroom Teacher(s)	8.15
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.9
Teacher Librarian	0.6
School Administration and Support Staff	2.52

*Full Time Equivalent

The school employs the equivalent of one additional teacher, one SLSSO and 0.4 SAO position. We have two teaching staff that identify as being Aboriginal and three SLSSO staff.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	0

Professional learning and teacher accreditation

One permanent and one casual teacher gained accreditation at the proficient level this year. Another staff member completed their maintenance cycle. We have four staff who are in the beginning stages of looking at highly accomplished accreditation.

The school has had a strong focus on providing all staff with a range of professional learning opportunities in line with school priorities and PDP goals. All staff participated in all mandatory training requirements.

School Development Days included training in Collective Efficacy, Seven Steps To Writing, Mindset and Learning Disposition training. In term three we participated in a combined school staff development day with our local network of schools where staff were able to share and strengthen their teaching practices in a variety of ways.

Three staff completed Connecting to Country training this year in the local area which broadened their understanding of how to embed local Aboriginal perspectives and integrate culturally inclusive pedagogies..

We are an Early Action for Success school and all K–3 teachers participated in a variety of professional development opportunities including L3 and phonics based training. Three staff were part of the BNL team and they participated in extensive training and were able to build this knowledge across our school.

Staff training in Project Based Learning was strengthened with Two executive and one teaching staff member attending the NEST conference in Newcastle and also having the opportunity to visit schools in the area.

Leadership and office staff have continued to complete Local Management Business Reform training and are building on their skills in implementing all of the system changes successfully. The executive staff also increased their instructional leadership capacity through a variety of learning opportunities.

A variety of staff participated in differing technology, coding and robotics training and have been able to bring this back to school to share with the other staff. This has seen an increase in staff capacity to successfully integrate ICT across the curriculum.

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	314,507
Revenue	2,428,265
Appropriation	2,342,814
Sale of Goods and Services	10,959
Grants and Contributions	70,629
Gain and Loss	0
Other Revenue	0
Investment Income	3,864
Expenses	-2,623,643
Recurrent Expenses	-2,623,643
Employee Related	-2,183,242
Operating Expenses	-440,401
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	-195,377
Balance Carried Forward	119,130

The school has a financial committee that comprises of the Principal, SAM and an executive staff member. These staff meet regularly to review expenditure and ensure it is in line with the school budget. The classroom renovations are almost complete with now four open flexible classroom spaces available.

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	1,685,334
Base Per Capita	43,701
Base Location	2,260
Other Base	1,639,373
Equity Total	344,359
Equity Aboriginal	63,283
Equity Socio economic	152,518
Equity Language	646
Equity Disability	127,912
Targeted Total	48,582
Other Total	212,281
Grand Total	2,290,556

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

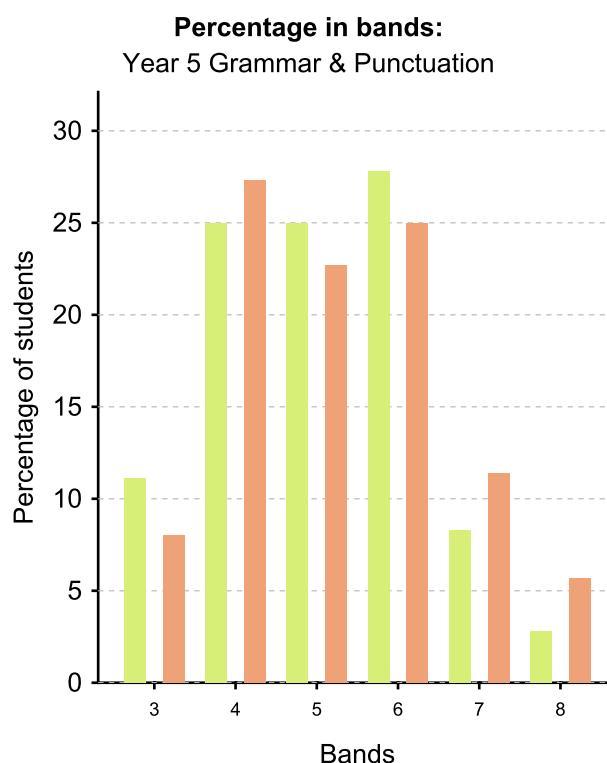
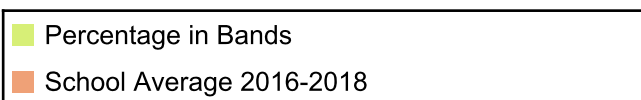
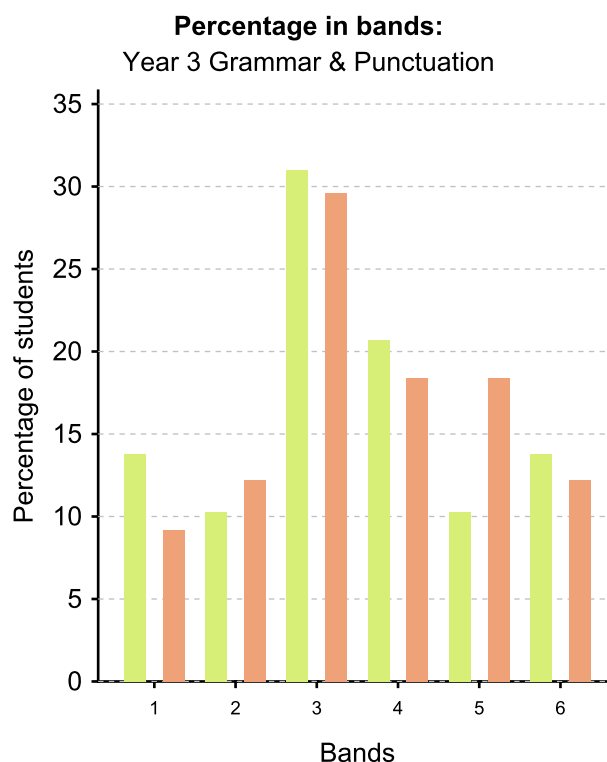
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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.

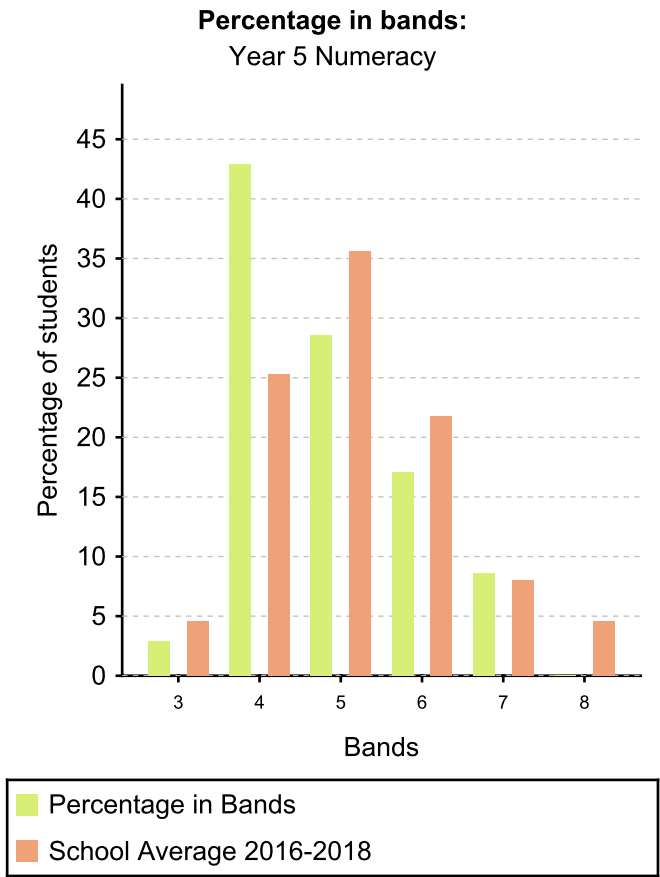
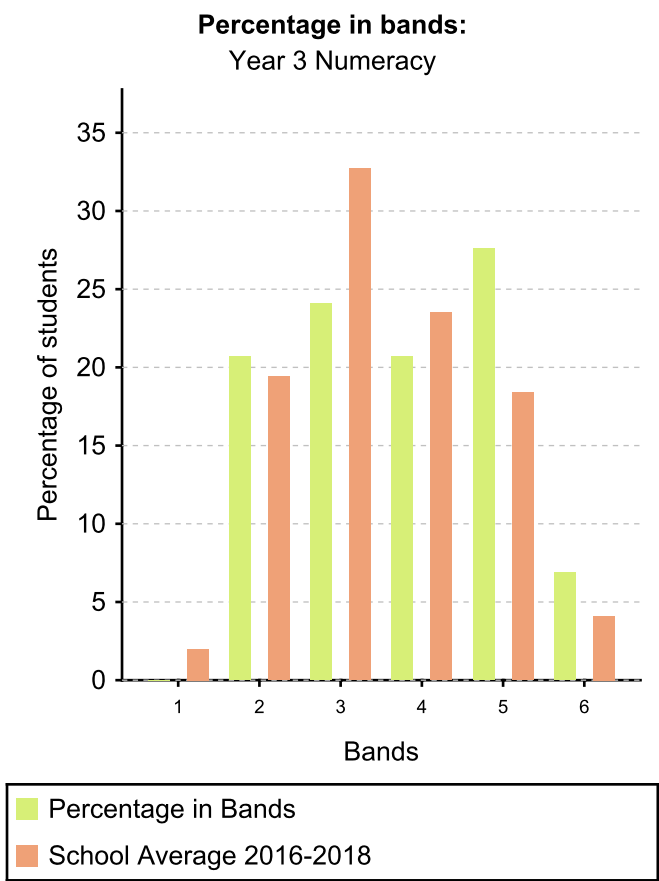
There was 51.7% of Year three students that achieved

in the top two bands in writing in 2018, 48.3% for spelling and 43% for reading. All Year five students achieved above NMS in spelling and were above the state and SSSG expected growth in grammar and punctuation, reading and spelling.



In 2018 34.5% of Year three students achieved results

in the top two bands in numeracy. This was an increase from 15% from the previous year. 79.3% of Year three students achieved above the national minimum standard (NMS). Year three average numeracy score is above SSSG schools and has continued to increase over the past three years. 97.1% of Year five students achieved above the NMS in numeracy with students averaging a 90.8 growth rate compared to 94.7 for the state.



The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.>

In accordance with the *Premier's Priorities: Improving education results* and *State Priorities: Better services – Improving Aboriginal education outcomes* for students in the top two NAPLAN bands.

In 2018 there was 41.67%, an increase of 26.67% from the previous year of Year three students in the top two bands for numeracy and 47.85%, an increase of 17.83% of Year three students in the top two bands for reading. There was 7.41% of Year five students in the top two bands for numeracy and 18.52% for reading. 20% of Aboriginal Year three students were in the top two bands for reading and 12.5% of Year five students for numeracy.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below.

58 parents responded to a school developed survey and focus groups. 90% of parents agree or strongly agree that the school has a happy and positive atmosphere and 87% of parents would recommend the school to others. 92% of parents believe that teachers create challenging and engaging work for their children and 96% feel welcome at school. 94% of parents felt like teachers and the executive staff listened to them and acted on their concerns. 90% of parents that responded are happy with their child's progress this year.

The results from student focus groups where 128 students were surveyed show that 80% of students are happy and feel safe at school. 88% felt that their teachers set challenging work and had high expectations for them. 80% of students would recommend KEPS to other students.

The results from teachers Tell Them From Me survey indicate an average rating of 7.4 in the Leadership domain, which is above the State average. 7.6 say that data is used to inform practice. 100% felt that the leaders clearly communicate the school vision and direction and 94% felt that leaders were strongly leading improvement and change.

Policy requirements

Aboriginal education

Teaching programs across the school include an Aboriginal perspective and teaching staff are using Eight Ways strategies in their programming. Staff incorporate local Aboriginal stories, history, culture and perspectives of Aboriginal Australia.

All Aboriginal students have PLPs completed with their families and teaching staff. A family afternoon tea was held in Term one and an Aboriginal Awards night was held in Term four. Over 90% of families were represented at both events. The awards night was a great celebration of the students achievement towards their goals throughout the year.

National Aboriginal and Islander Day Observance Committee (NAIDOC) celebrations were very successful with all the students participating in a variety of activities run by local Aboriginal Elders and community groups, with the theme 'because of her we can'. The day ended in a sharing assembly where students showcased their learning experiences throughout the day. Students also participated in learning some Dungutti animal names.

Aboriginal students were exposed to many activities throughout the year to extent their knowledge in local Aboriginal culture. All Aboriginal students in Years 2–6

participated in a cultural awareness program in groups of boys and girls with Uncle Fred. The feedback from both students and families was very positive towards this program and it is hoped that it will be offered next year. Three Stage three students participated in Bingay Dingay (Brospeak) a locally run program developing their self confidence, cultural knowledge and leadership skills. Dhalyai Doctors was conducted for Stage 2 Aboriginal students and two staff members participated in the 3 day Connecting to Country training. Some teachers also participated in a one day local cultural experience.

All Year six students participated in a Mission Australia transition to high school program. Throughout this program students were involved in a variety of activities to strengthen their leadership skills and develop further skills to aide their transition to high school. Students were also able to join together with students from other primary schools to build relationships before they started high school.

The Aboriginal families surveyed agreed that 95% were happy with their child's progress in 2018. 95% of families also stated that Aboriginal students are respected and treated equally at KEPS and 100% were happy with the opportunities provided for their child in 2018.

Multicultural and anti-racism education

All students engaged in a variety of activities to increase their understanding of different cultures and lifestyles throughout the year. A highlight was Stage 3 running an Olympic Day as part of their Project Based Learning unit. All students researched different countries and shared in a variety of activities that developed their understanding of varying cultures. A variety of activities were delivered to ensure that students have a strong sense of belonging and how they can create an environment of inclusion for all.

Our Anti Racism Contact Officer (ARCO) continued to support both staff and students within the school.