

# Kingstown Public School Annual Report



2018



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## Introduction

The Annual Report for **2018** is provided to the community of Kingstown Primary 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.

Sharon Ryan

Principal

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## School background

### School vision statement

At Kingstown Public School new initiatives will continue to build capacity to develop a dynamic, innovative and productive learning culture. High expectations and evaluative thinking will drive ongoing school improvement.

All students will develop their capabilities to connect, succeed and thrive. They will be literate, numerate and capable users of technology. Learning programs will provide ongoing opportunities for students to be inquisitive, think deeply and have capacity to solve problems. Students will develop empathy, intercultural understanding and have the knowledge and skills to be active, informed local and global citizens.

Parents, school and the wider community will work together to develop strong, student centred partnerships which support student well-being and learning success in a caring, safe environment.

### School context

Kingstown Public School is located in a rural setting in the Northern Tablelands of NSW, near the towns of Uralla and Bundarra and 66 kilometres west of Armidale. Our current enrolment is nineteen students, with nine students in the Year 5–6 class and ten students in the K–3 class.

Student wellbeing and the continuous improvement of student learning outcomes are the central focus of all school business

Kingstown Public School encourages positive and open interactions with parents and students and is committed to providing a supportive, cooperative school environment in which self-regulation, leadership and respect are fostered and create a culture of high expectations across both behavioural and academic realms of student life.

We empower every student to reach their full potential and be provided with opportunities to connect, succeed and thrive. All students are supported and encouraged to be active, invested and successful learners, through a whole school focus on visible learning, self-reflection and feedback practices..

Kingstown School is well equipped with new technologies and STEM resources and employs a specialist STEM teacher once a week. In 2019 a successful Marimba Music Program was implemented.

Global and environmental awareness is integrated across teaching units with connected classroom technology utilised to promote intercultural understanding and awareness.

We connect with local regional schools for sporting skill days, athletic and swimming carnivals each term.

Throughout the year students also participate in special event days, such as Harmony Day, Anti Bullying and History days.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

### Learning Domain

**The results of this process indicated that in the Learning Domain of the School Excellence Framework evidence supports an on balance judgement of Excelling in the elements of Learning Culture and Sustaining and Growing in the elements of Wellbeing and Curriculum; Assessment and Reporting and Student Performance Measures.**

Kingstown School maintained a strong, positive and effective learning culture incorporating rich learning experiences and wider community involvement throughout 2018. Students were motivated to do their best, set goals and continually improve. Timely, explicit and reflective student feedback practices, such as entrance and exit slips and learning journals

have become part of the daily routine and inform teaching to meet the learning needs of all students. The Learning Progression Tool was successfully implemented in the Lower Division Class in focus areas. This tool will continue to support student learning across the curriculum and school in 2019. In the element of Curriculum, evidence-based teaching practices created a high expectation framework. Increased use of ICT, a designated Technology teacher and a focus on technology and coding lessons, provided an array of new learning opportunities for our students.

A Professional Learning day increased teacher confidence and capacity to incorporate problem-based learning strategies and design effective, open ended driving questions around real world issues. The school wide War on Waste Unit provided the opportunity for students to collaborative, define problems and select achievable actions that impact change on a wider audience. This will carry on into Term One 2019 with students designing a product for a wider audience.

### **Future Directions in the Learning Domain**

- Deepen understanding of the Quality Teaching Framework and evidence-based teaching practices through involvement in the Small Schools Quality Teaching Rounds
- Increase all teachers capacity, confidence and opportunity to familiarise, understand and implement elements of the Learning Progression Tool
- Continually identify, regularly monitor and review student learning needs and demonstrate commitment that all students make learning progress
- Continue to enhance student engagement through rich learning experiences within and beyond the school community
- Professional Learning supporting innovative and creative teaching and learning programmes and collaborated sharing within the Thunderbolt Alliance and wider school community around Problem Based learning and Growth Mindsets
- Criteria for assessment is visible, communicated with students and provides opportunities for students to receive and give feedback on ways to improve their own and others learning outcomes
- Develop a deeper understanding of evidence and measurable improvement data relating to the impact of initiatives in the School Plan
- Assessment and Reporting primary focus this year will be consistent and school wide assessment practices and the incorporation of some moderated assessment across the Thunderbolt Alliance
- Review and develop an improved Assessment Scope and Sequence in collaboration with Quality Teacher Leadership

### **Teaching Domain**

**The results of this process indicated that in the Teaching Domain of the School Excellence Framework evidence supports an on balance judgement of Sustaining and Growing in the elements of Effective Classroom Practice, Learning and Development and Professional Standards and Delivering in Data Skills and Use.**

In the element of Effective Classroom Practice, specific and timely feedback practices, visible learning and explicit success criteria have improved student learning outcomes overall and informed learning goals. Targeted Professional Learning in 21st Century capabilities particularly in Critical and Creative Thinking and Problem Based learning will continue to be a strong focus into 2019.

### **Future Directions in the Teaching Domain**

- Professional learning aligned with School Plan
- Training in the Quality Teaching Framework and involvement in Quality Teaching Rounds and Evidence-Based teaching practices
- Increased collaborative practices through learning walks and classroom observations of teaching across alliance and feedback criteria to improve professional knowledge and practice
- Provide mentoring and coaching support, ensuring ongoing development and improvement of all teachers
- To ensure teaching and learning programs and experiences are rich, cross-curriculum, embed the general capabilities and incorporate new technology skills
- Establish a learning culture in which all teachers clearly understand, develop and apply a full range of assessment strategies with students' learning monitored longitudinally through the implementation of Learning Progressions
- A continued focus on professional learning in innovative practices such as Problem-Based Learning and STEM
- To develop teacher confidence and capacity in the Project Design Cycle and the Critical and Creative Thinking and Design Thinking Learning Continuum, as evidence of student progress
- Continue to identify and access technology expertise and support effective ICT classroom teaching strategies.

### **Leading Domain**

**The results of this process indicated that in the Leading Domain of the School Excellence Framework evidence supports an on balance judgement of Sustaining and Growing in the elements of School Planning,**

## **Implementation and Reporting and School Resources, Management Practices and Processes and Leadership.**

In the Domain of Leading, Professional Learning and Principal Network Meetings around the understanding of new initiatives continue to build leadership capacity to develop and embed a productive, innovative school culture of learning, supporting high expectations and whole school improvement, ensuring that our School Plan, vision and directions are our core focus and align with the School Excellence Framework.

Throughout 2018 teaching staff were provided with leadership opportunities in the organisation of sporting events, new technology, STEM programs and creative art events. Kingstown School is well resourced and teacher expertise and interest in STEM, robotics and drones has been encouraged and utilised.

### **Future Directions in the Leading Domain**

- Lead improved assessment practices using Learning Progressions
- Utilise staff expertise in the delivery of innovative programs in STEM and Project Based Learning
- Increase collaboration within and beyond the school community to enrich student learning experiences
- Prioritise the values, mindsets and dispositions across all learning areas that will allow students to Connect, Succeed and Thrive
- Lead Professional Learning in the Quality Teaching Framework and initiate teacher observations around the Quality Teaching Framework Criteria, focussing on quality feedback to improve student outcomes
- Resource a Mandarin Language Program
- Plan and implement 2018–2020 School Plan and 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-guid>

## Strategic Direction 1

### Innovative and Evidence–Based Teaching

#### Purpose

Innovative and skilled teachers promote an inquiry driven, quality learning environment which challenges, inspires, fosters critical and creative thinking and equips our students with the skills and capabilities to be successful, curious, and learn beyond the classroom. A high expectation school environment aligned with evidence–based teaching pedagogy develops the capabilities of every teacher and every student and improves literacy and numeracy outcomes across the curriculum.

#### Overall summary of progress

All teachers continue to demonstrate a commitment to increasing student investment and success in their learning through the implementation of evidence–based teaching strategies, with a specific focus on the timely and explicit evaluation of student learning through assessment for and of learning practices. Teacher competence, incorporating and embedding student feedback and assessment strategies daily in classrooms, has grown, and continues to drive teaching and learning programs. Kingstown staff continued to receive professional learning as a supplementary school in the implementation of the new Learning Progression Tool. The one day James Phelps Workshop, initiated by Kingstown School, provided Professional Learning in Critical and Creative Thinking and Problem Based Learning across the region and motivated teachers to deliver teaching and learning programs incorporating real world learning and expertise, equipping our students with skills and competencies to be successful 21st century learners. Identifying and utilising staff expertise in new technologies also provided enriching and exciting opportunities for students to experiment with coding, robotics and drones.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All teachers articulate, reflect upon and demonstrate improved practice in "What Works Best" and the elements of the Quality Teaching Framework. Teaching programs reflect changes in pedagogy, embed the general capabilities and include a curriculum focus on critical and creative thinking using Problem–Based Learning.	Full Day Professional Learning Workshop– James Phelps: Problem Based Learning \$500	The Problem– Based Learning one day workshop early in Term One deepened teacher understanding and confidence to implement Problem–Based Learning and develop effective, curriculum linked driving questions. The implementation of effective teaching strategies, incorporating the Quality Teaching Framework (General Capabilities) and Problem Based Learning provided critical and creative thinking and authentic learning opportunities, which actively engaged and challenged students to question, think deeply, develop empathy and demonstrate future focussed dispositions. Students implemented ideas around the issue of non –sustainable practices and the impact of plastics on our ocean environment and inserted messages and dialogue into their School Play NEMO. They are developing their belief that they can make a difference and have impact.
All students show added value and are assessed at or above expected growth in Naplan and Literacy and Numeracy Progressions.		Literacy/Numeracy Progressions K–2  Data collected through class observations, assessments and student work samples indicated that all students in Lower Division are achieving at the expected outcomes indicated in the New South Wales Mathematics and English Syllabus.  Added Value  NAPLAN results  Kingstown School Year 5 school average was above the National average in each assessment

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All students show added value and are assessed at or above expected growth in Naplan and Literacy and Numeracy Progressions.		<p>area: Reading, Writing, Conventions of Language and Numeracy</p> <p>All presently enrolled students showed growth in each assessment area.</p>
Embedded, explicit systems for focussed teacher collaboration within and across schools are used to plan, implement, evaluate and target curriculum areas to improve teaching practice and student outcomes.		Explicit systems for teachers collaboration across alliance was not a focus in 2018

## Next Steps

- To embed best practice in Evidence-Based teaching pedagogy, ensuring teacher effectiveness and improved student outcomes
- To collaborate with alliance schools implementing the Quality Teaching Framework Criteria and Problem Based Learning strategies
- To review and revise teaching and learning programs and improve professional practices, through classroom observations, learning walks and team teaching
- To embed collaborative practices around the roles of teacher, peer and student in learning, feedback and assessment in Literacy and Numeracy and improve student outcomes
- To increase teacher familiarity, confidence and competence utilising the Learning Progression Tool to inform, track and differentiate teaching programs
- To provide professional learning in 21st century pedagogy so that it is reflected with consistency across the school in teaching and learning programs
- To ensure and track student development and demonstration of the general capabilities and cross curriculum priorities across all learning areas

## Strategic Direction 2

### Successful, Informed and Connected Students Valuing Difference and Diversity

#### Purpose

To develop personal values, positive relationships and key competencies which enable students to be confident, happy and successful. To broaden and enrich student experiences of their community and culturally diverse world so they become increasingly informed, connected and contributing local and global citizens.

#### Overall summary of progress

A focus on cross-curriculum priorities and the general capabilities in teaching and learning programs provided broader and meaningful learning opportunities for students, deepening their understanding, knowledge and awareness of their local, national and global world and its rich cultural diversity. Authentic learning experiences and guest speakers with wider expertise, provided real world connections and encouraged engaging discussions on local, topical and global issues, such as the Yazidi Refugees and their plight and real world knowledge of the Torres Strait Islanders and the environmental issues around the Great Barrier Reef. In Term Three students enjoyed the Chinese student visitors and the sharing of language, STEM technology and culture. Increasing real world cultural connections and experiences remains a focus for 2019. STEM has also been a major focus with the employment of a new technology teacher and the purchase of an array of STEM resources.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Students are using the language of learning as evidenced in student learning journals. Learning intentions and success criteria are visible in all settings, with collaboratively constructed rubrics used for assessment and feedback purposes. They can be clearly articulated by all students.		Evidence-Based teaching pedagogy is evident in every classroom. Learning is visible and assessment for learning and feedback strategies support student success. Students set goals, they know what successful learners do and articulate strategies that promote a growth mindset in learning journals and classroom discussions. Student learning journals demonstrate the positive impact of authentic learning and wider community expertise and involvement.
Pre and post assessments demonstrate focussed connections with wider community have deepened student learning around cultural understanding and sustainability.	Japanese Drumming Workshop  Samba Drumming Experience Workshop	Learning journals, student reflections, photos and observations demonstrate higher engagement and learning around authentic learning opportunities.
Creative technology programs in robotics, coding and drones have increased student capability in critical and creative thinking skills as evidenced on CCT continuum. Development of Seven Dispositions is informed by pre and post surveys and tracked throughout the year.	Minds Wide Open Professional Learning  James Phelps  STEM Resources Purchasing Edisons  STEM Teacher Employed-STEM Professional Learning  STEM Camp Stage 2-3 students	Student proficiency should be evidenced by movement across the Critical and Creative Thinking Continuum; Design Thinking Learning Continuum and Design Thinking Scope and Sequence. The Regular implementation of these continuums is in the initial stages, with staff gaining familiarisation, knowledge and application.  Technology lessons incorporate student reflections on successful learning skills and dispositions.

#### Next Steps

- Increased access to and experiences in cultural programs

- Engagement in a weekly Mandarin Language Program
- Widening of student audience and experiences beyond school community using Problem-Based learning
- Ensure general capabilities are valued and connected to all learning
- Student focus on collaborative skills with a team skills focus and language
- Increase teacher capacity and confidence to incorporate ICT aligned with Inquiry/Project-Based Learning into teaching and learning programs
- Teachers regularly refer to the Critical and Creative Thinking and Design Thinking Continuums to track student capabilities, outcomes and inform future teaching
- Alignment of IT skills in Project-Based learning eg. Adobe Spark, Web page design and incorporation of QR codes– Wider audience and multi-modal forms of communication

Key Initiatives	Resources (annual)	Impact achieved this year
<p><b>Targeted student support for refugees and new arrivals</b></p>	<p>Aboriginal Background Loading</p> <p>Low Level Adjustment for Disability</p> <p>Socio Economic background</p>	<p>All Aboriginal students have made progress across the Literacy and numeracy progressions. Speech Therapy sessions and discussion with speech pathologist have significantly improved student outcomes.</p> <p>Identified students received targeted learning and assessment with New England Tele-Health Services with the speech pathologist</p> <p>Funds utilised to access resources and school initiatives in STEM and related</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	20	16	13	11
Girls	15	14	11	10

Presently the local community and districts are less populated with school age children and new families. This has impacted significantly on both the local school and preschool enrolments.

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	86.3	87.3	89.1	83.8
1	85.3	91.4	86.3	91.6
2	88.8	89.7		91.2
3	96.3	95	91.1	
4	92.2	98.7	93.5	92.5
5	91.6	94.6	94.4	93
6	87.9	95.9	94.3	92.6
All Years	89.7	93.8	91.5	91.9
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		93.5
3	94.1	94.2	94.1	
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	93.3

### Management of non-attendance

The school has open communication with all families. Absences of two days are followed up via phone calls or letters. Extracts from the Education Department's Attendance Policy and links to the policy website are included in weekly newsletters throughout the year. Extended absences are referred to the Home Liaison Officer.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	0.51
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration and Support Staff	0.7

\*Full Time Equivalent

We do not have any Aboriginal staff members.

### 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

All school staff completed mandatory training in the Code of Conduct; Emergency Care; Anaphylaxis; Child Protection and Cardio Pulmonary Resuscitation (CPR). Teachers and students also received training in basic first aid, in particular snake bite awareness response.

Teaching Principals received relevant professional learning around new initiatives and expectations each term through the Northern Tablelands Principal Network Learning Days and Northern Tablelands Primary Principal Days.

School Administrative Managers (SAM) and all principals undertook Professional Learning in the New School Management system (LMBR.)

Kingstown School was included as a Supplementary School to trial the Learning Progressions Tool.

All staff completed the one day James Phelps Project Based Learning workshop in Problem-Based Learning

SDD Professional Learning in STEM and Robotics increased teacher capacity in new technologies, coding and critical and creative thinking.

The Lower Division teacher received professional

learning in Literacy Programs such as Writing Rescue and Synthetic Spelling.

All staff developed Performance and Development Plans and assessed their achievement of professional learning goals.

All teachers developed a deeper understanding of the National Professional Standards for teachers, The School Excellence Framework and evidence-based teaching practices that improve student outcomes.

## Financial information

### Financial summary

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

	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	186,465
<b>Revenue</b>	431,577
Appropriation	419,093
Sale of Goods and Services	-380
Grants and Contributions	10,891
Gain and Loss	0
Other Revenue	0
Investment Income	1,973
<b>Expenses</b>	-445,548
Recurrent Expenses	-445,548
Employee Related	-395,188
Operating Expenses	-50,360
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	-13,972
<b>Balance Carried Forward</b>	172,493

Kingstown PS is currently in a strong financial position.

## Financial summary equity funding

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

	2018 Actual (\$)
<b>Base Total</b>	349,348
Base Per Capita	4,641
Base Location	15,713
Other Base	328,994
<b>Equity Total</b>	57,795
Equity Aboriginal	3,119
Equity Socio economic	28,159
Equity Language	0
Equity Disability	26,517
<b>Targeted Total</b>	0
<b>Other Total</b>	4,906
<b>Grand Total</b>	412,049

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 were no Year Three students participating in Literacy Naplan Assessments in 2018. The Year Five results showed positive individual student growth with all presently enrolled students, and 66% of students above the National Average in all Literacy assessments.

#### Percentage in Bands:

##### Year 5 - Reading

Band	3	4	5	6	7	8
Percentage of students	0.0	0.0	0.0	0.0	0.0	0.0
School avg 2016-2018	5.9	23.5	17.6	11.8	11.8	29.4

#### Percentage in Bands:

##### Year 5 - Writing

Band	3	4	5	6	7	8
Percentage of students	0.0	0.0	0.0	0.0	0.0	0.0
School avg 2016-2018	5.9	5.9	52.9	17.6	11.8	5.9

#### Percentage in Bands:

##### Year 5 - Spelling

Band	3	4	5	6	7	8
Percentage of students	0.0	0.0	0.0	0.0	0.0	0.0
School avg 2016-2018	11.8	17.6	17.6	29.4	17.6	5.9

### Percentage in Bands:

#### Year 5 - Grammar & Punctuation

Band	3	4	5	6	7	8
Percentage of students	0.0	0.0	0.0	0.0	0.0	0.0
School avg 2016-2018	0	11.8	17.6	29.4	11.8	29.4

Kingstown School had no Year Three students participating in Numeracy Naplan Assessments in 2018. The Year Five results showed positive individual student growth with all presently enrolled, and 66% of students above the National Average in Numeracy.

### Percentage in Bands:

#### Year 5 - Numeracy

Band	3	4	5	6	7	8
Percentage of students	0.0	0.0	0.0	0.0	0.0	0.0
School avg 2016-2018	12.5	6.3	31.3	25	18.8	6.3

The My School website provides detailed information and data for national literacy and numeracy testing, however this year, data will not be available. <http://www.myschool.edu.au> to access the school data.

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

Kingstown School had no Aboriginal students participating in NAPLAN

## Parent/caregiver, student, teacher satisfaction

Student Feedback: We're very lucky with the opportunities we have in such a small school to keep us engaged and stimulated, such as the marimbas, the Mandarin Language and technology programs and we also have a lot of sporting equipment. It's great how everyone has such high expectations of themselves and that we have such a great learning culture in our classrooms and throughout the school.

Parent Feedback: It's a great little school, so well resourced, staff are wonderful, and we love how the kids can learn and be extended in the multigrade classes. I am constantly amazed at the opportunities available and don't feel that students in small schools miss out at all. The confidence that they leave with is a testament to the small school environment.

Teacher Satisfaction: It's a delight to work in this wonderful little school. The learning culture in classrooms and the students' politeness, respectful attitude and self regulation is impressive and something that Kingstown School and staff are very proud of.

## Policy requirements

### Aboriginal education

Kingstown School promotes early engagement with learning to provide a strong foundation for future educational achievement, supporting Aboriginal students and students from low socio-economic backgrounds to connect, succeed and thrive. Wellbeing is a strong focus in small schools and links to outside agencies and resources such as the Hunter New England Tele-Health Program provides Rural and Remote Schools access to weekly Speech Pathologist sessions.

Kingstown School implements the Aboriginal Education Policy with Aboriginal perspectives embedded across key learning Areas, aligned with the Education Department's Cross Curriculum Priorities and the General Capabilities, promoting an understanding and awareness of Aboriginal culture, local history and traditions. NAIDOC celebrations and cultural sharing days further enhance student understanding and recognition of Aboriginal culture and history.

### Multicultural and anti-racism education

In line with Direction Two of our School Plan, we continue to review our Teaching and Learning Programs with a focus on broadening and enriching student experiences, awareness and understanding of their local and wider community and culturally diverse world. Our vision is that students will become informed, respectful and contributing local and global citizens with the capacity to develop an increasing awareness, understanding and appreciation of cultural difference and diversity.

This will be demonstrated in teaching programs incorporating authentic learning experiences, unit overviews, student work samples and evidence of the integration of 21st Century capabilities and dispositions and cross curriculum priorities.

At Kingstown every opportunity is taken to develop an understanding of different cultures, religion and belief systems through integrated Geography, History and Creative Arts units.

Kingstown School annually registers for Harmony Day and celebrates difference and diversity in a day of celebration. Anti-Racism education is included in these lessons.