

Killarney Heights Public School

Annual Report



2018



4386

Introduction

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

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

Danka Murray

Acting Principal, 2018

School contact details

Killarney Heights Public School

Tralee Ave

Killarney Heights, 2087

www.killarneyh-p.schools.nsw.edu.au

killarneyh-p.school@det.nsw.edu.au

9451 9547

Message from the Principal

Welcome to Killarney Heights Public School, a friendly learning community where students are at the centre of our endeavours! 2018 was a year of change, as our long-term and highly respected principal Mrs Johnson retired, and numerous practices were adapted to the evolving curriculum and pedagogical landscape. I had the pleasure of acting as principal for most of the year, and am thrilled to report on our school year which was filled with happy students keen to learn, a dedicated and highly collaborative professional staff, and a supportive and engaged parent body. As a learning community, we believe that by working in partnership will ensure our students will develop into confident, resilient, and creative citizens motivated to achieve.

Message from the school community

In 2018 we saw the departure of Vicki Johnson with her shoes being filled by Danka Murray, our hard working and enthusiastic Deputy Principal, ably assisted by John Williams and Danielle Farrow. We thank them for their support and guidance through the year. This was a mostly a new P&C committee, working hard on the goals to simplify the processes, add more rigor and improve the financial situation.

Our P&C could not operate without the continued dedicated support of the executive sub committees and P&C members who worked behind the scenes on a daily basis. The P&C made sure the voices of parents were heard and the school was able to provide services and activities that extended and enhanced the experience of our children at school.

In regards of the fund raising, we thank the Year 1 parents of 2018, and the other parents across the school that helped them to raise nearly \$42K in funds. It was evident that the effort required was too onerous and we needed to change the way fund raising was organised. Through consultation, fundraising for 2019 will be spread across the school with each year responsible for one event each. To further simplify our fundraising activities we introduced Square devices for EFTPOS payments at the Fireworks evening.

The Band sub-committee refreshed some of the instruments and introduced a software system to manage the instrument inventory, hire and fees.

In the treasury function, we have increased transparency for all P&C executives and sub-committee heads by installing the Xero accounting system and reduced book keeping fees by integrating it to the bank account and uniform shop system. The financial results were independently audited.

The canteen was making a loss so a new coordinator was appointed and the menu changed in according to the Healthy School Canteens initiative, introducing healthy sausage rolls, Goodfoodhero meals and removing loss making items. Sales increased 20% year on year and there was a \$6K to funds.

The uniform shop ran like clockwork, however, we are putting Squares in there to automate further and integrate Xero to the sales system.

On the topic of air conditioning, the power upgrade to the school was necessary. This is happening as part of the new building, and the air conditioning /solar installation is being managed by the DoE Asset Management Unit.

Finally, we would like to extend a big thank you to everyone who has committed time in volunteering in the school community and participating in the P&C.

Thank you

Mark Frear, President, KHPS P&C

School background

School vision statement

Killarney Heights Public School is committed to providing inclusive education within an engaging and nurturing environment which values the languages and cultures of our diverse community. We are committed to academic excellence within an English/French bilingual setting, and to developing confident, creative and successful learners.

School context

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

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued. This year, our school undertook self-assessment using the School Excellence Framework. 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. Following our external validation during 2017, the school leadership team held discussions around the fourteen elements of the School Excellence Framework (SEF) and this, coupled with feedback from the external validation process, informed our future directions and our new School Plan 2018–2020. In addition, parents, staff and students were surveyed to gauge general satisfaction with current school practices. Specific data from NAPLAN tests, school assessments and special support and GATS programs was collected to analyse for this strategic plan.

LEARNING

In the Learning Culture element, the school's on balance judgement is Excelling. High expectations for learning progress are embedded through success criteria and learning intentions. These high expectations are expressed through a 'Growth Mindset', and are consolidated throughout the community through parent interviews and information sessions. The school engages parents, with a strong collaborative approach, to support and inform continuity of learning for students as they transition through grades, and across school settings. Attendance is an area in which the school is sustaining and growing, and further work on managing personalised attendance to ensure that absences do not affect learning outcomes.

In the Wellbeing element, the school's on balance judgement is Excelling. The school has embedded and substantial practices in place, allocated staff and executive support in managing a personal approach to student care, planned wellbeing practices, a collective approach to case management of individual learning needs and a consistent focus on positive, respectful relationships throughout the school.

In the Curriculum element, the school's on balance judgement is Excelling, however, curriculum provision is at the sustaining and growing level. Further work is required to monitor and review student learning longitudinally to ensure continued challenge and maximum learning. Maximising the quality of learning alliances with other schools to provide greater challenges and collaboration is a future direction. Teaching and learning programs are dynamic, differentiated for student need, well-documented and incorporate best-practice pedagogies. Formal and collective feedback on teaching and learning programs is embedded within the Teacher Professional Learning timetables.

In the Assessment element, the school's on balance judgement is Excelling. Assessment for and of learning is embedded particular in English and Mathematics Key Learning areas, and the school monitors student learning over time by collecting and analysing data. Further work is required to adapt practices to measuring student growth using newly deployed tools such as the School Writing Rubric, PLAN2, ACER PAT data, and aspects of the Literacy and Numeracy Progressions.

In the Reporting element, the school's on balance judgement is Excelling, however further work is required on the theme of Parent Engagement which is rated at Sustaining and Growing. After consultation with community, the school will embark on improving report formats within the scope of Department of Education policy.

In the Student Performance Measures element, the school's on balance judgement is Sustaining and Growing. Most students (55%) achieved in the top two bands for NAPLAN in the Premier's Priority areas of Reading and Numeracy. The Value-Add data demonstrates that the school is Delivering. These two measures indicated that the school should focus to improving outcomes in the top two bands within its School Plan. Measures for improving Reading in the Early Years were planned for late in 2018, and a team was allocated to developing a Problem Solving Scope and Sequence in Mathematics so that students can be challenged more.

In the Effective Classroom Practice element, the school's on balance judgement is Excelling. Lesson planning, explicit teaching, feedback and classroom management are excellent on all measures. Extensive collaborative and reflective practices are in place, and there is a consistent school-wide approach to pedagogy. A consistent language for stages was included in the School Plan for 2019 in order to refine practices, and support several new staff in each stage of learning.

TEACHING

In the Data Skills and Use element, the school's on balance judgement is Sustaining and Growing. Although all teachers have a sound understanding of student assessment and data concepts, the executive and teaching staff are becoming more proficient with analysing data for student achievement and growth. Further sources of data were introduced in 2018, and systems to analyse this data over time in order to improve student outcomes have been included in the School Plan subsequently.

In the Professional Standards element, the school's on balance judgement is Excelling. The school is a learning community, one where executive staff embed practices that allow teaching staff to improve their practice through professional development opportunities aligned with their PDPs, teacher accreditation needs and school targets. A focus on literacy and numeracy is embedded. Teacher professional learning is scheduled weekly, and stage professional planning and organisation is also scheduled weekly.

In the Learning and Development element, the school's on balance judgement is Excelling. All teachers work within multiple teams. All teaching and learning programs are developed collaboratively and are evaluated through scheduled reflective practices. All early career teachers are mentored by a supervisor and coached by a colleague. All teachers contribute to both a Target Team (as school improvement focus team) and a Pod (a school event and organisation team), and all teachers share their expertise. Many of our teachers present at network events, several have been promoted to positions in other schools, and one was seconded in 2018 to Futures. The school is a thriving learning community of teaching professionals.

LEADING

In the Educational Leadership element, the school's on balance judgement is Excelling. The school has emphasised Instructional Leadership by funding release time for two highly experienced practitioners, one in K-2 and one in 3-6, to engage in instructional practices. Several experienced teachers who had not previously applied for leadership roles applied in 2018 and 2019, thus demonstrating a supportive leadership culture. High expectations and instructional leadership are demonstrated and supported by all leadership staff.

In the School Planning, Implementation and Reporting element, the school's on balance judgement is Sustaining and Growing. The school is focussed on continuous improvement, and this is evidenced by our flexible teams, hard-working staff, and the significant planning placed on developing and adjusting the School Plan. The school is committed to improving the access to the School Plan and to monitoring processes more rigorously through more regular executive staff consultation.

In the School Resources element, the school's on balance judgement is Excelling. Staff, facilities, technology, community use of facilities and financial management are engaged to optimise student learning. However, changes to staff and staffing allocations, technologies, financial systems and school infrastructure, have presented challenges for the collaborative management team. The school is large and complex, however, it is supported and supportive.

In the Management Practices and Processes element, the school's on balance judgement is Excelling. Administrative, organisational and communications practices have withstood the test of time and the changing of key staff, thus indicating a well-established sustainable management practice. Improvements to communications, through enhanced use of the School Website Service and SchoolZine bulletins and push notifications, indicate a thriving practice. Further development of community consultation and feedback was identified, and the TTFM (Tell Them From Me) surveys were scheduled for 2019.

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

Confident, resilient, and creative students motivated to achieve

Purpose

To provide learning and teaching environments that support the wellbeing of students, and to enable the development of respectful, responsible and successful individuals who are empowered to be positive contributors to society.

Overall summary of progress

Key areas of progress towards this goal in 2018, the first year in our three-year plan, include:

- Successful implementation of major whole school programs and events to promote student confidence and resilience such as Bounce Back, Great Kindness Challenge, and the annual 'Springfest' performance with a 'resilience' theme
- Introduction and improvement of measurement practices for student well-being
- Incorporation of creative and critical thinking into at least one Key Learning Area in every grade
- Improvement of access to Information and Communications Technologies (ICTs) for all students, and development of teaching and learning programs that employ these ICTs to up-skill students and enrich learning experiences
- Continued monitoring, reflection and development of 'Visible Learning' and 'Growth Mindset' schoolwide practices.
- Widespread adoption of innovative learning spaces adopted throughout school

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">• Increased number of teachers using flexible learning spaces to support future focused learning.	<p>\$65,000 to purchase laptops for shared student use.</p> <p>\$4800 to improve shared learning zones between classes</p>	<p>50% of teachers provided specialised flexible furniture in their classes, whilst all teachers implemented strategies for organising spaces to accommodate flexible student groupings.</p> <p>Learning zones between classes were improved with minor modifications including carpeting, relocation of bag and hat hooks, installation of display screens, and purchase and installation of suitable furniture.</p> <p>Analysis of classroom organisation best practice led to teachers planning for 2019 furniture requirements.</p>
<ul style="list-style-type: none">• Improvement in self-reported student measures from TTFM such as Persistence, Sense of Belonging, Experience of being bullied.		<p>KHPS enrolled in 2018 for TTFM to commence in 2019 after evaluating that there was insufficient data available from school-made student surveys</p>
<ul style="list-style-type: none">• PBEL data indicates reduced incidences of persistent teacher managed incidences.		<p>7 incidences recorded in 2018, prior data unavailable for comparison. Systems updated to allow for ongoing data monitoring.</p>
<ul style="list-style-type: none">• Improvement in the school self-assessment of the elements of the Wellbeing Framework for schools.	<p>TPL budget for Dr Toni Nobel \$1705 Bounce Back whole staff TPL</p> <p>Teacher release for preparation of age-appropriate resilience curriculum using QTS teacher allocation</p>	<p>Feedback (verbal, email) from students and community was overwhelmingly positive for both Great Kindness Challenge and 'Springfest' Bounce Back.</p> <p>Staff assessed current practices against Wellbeing Framework for 2019 team to use as benchmark for ongoing measurement.</p>

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"> Improvement in the school self-assessment of the elements of the Wellbeing Framework for schools. 	<p>Subsidisation of parental contributions for 'Girls Essentials' workshop \$330</p>	<p>Feedback (verbal, email) from students and community was overwhelmingly positive for both Great Kindness Challenge and 'Springfest' Bounce Back.</p> <p>Staff assessed current practices against Wellbeing Framework for 2019 team to use as benchmark for ongoing measurement.</p>
<ul style="list-style-type: none"> All students learn using the 4Cs, with explicit teaching of 4Cs embedded into all grade programs for at least one Key Learning Area. 	<p>School funds for external providers contracted for GATS robotics program \$4500</p> <p>School funds for external providers for robotics clubs \$1500</p> <p>School funds for whole staff TPL for external provider \$2750</p>	<p>Teachers reported students using the language of the 4Cs (Communication, Collaboration, Creativity & Critical thinking) in peer dialogue and appeared more inclined to 'think and talk' before 'doing'.</p> <p>Implementation of 'Dot and Dash' into cross-curricular programs in Early and Stage 1 programs was achieved. Teacher professional learning, and a leadership focus, will be required for sustainability in following year</p> <p>ICT skills teacher observed disparity in student skills. ICT skills teacher noted that explicit and consistent teaching improved skills across the cohort. Classroom teachers reported improvements and greater consistency in students ICT skills.</p> <p>Students were highly engaged in the GATS Robotics program.</p> <p>All students in K–2 benefited from problem-solving activities, and improved their general ICT capability, when using Dot and Dash programs.</p> <p>All Stage 3 students developed their 4Cs and coding skills in Term 4 by developing a retro PC game for the biennial Project Based Learning 'Arcade Alley' showcase.</p> <p>STEM week was enjoyed by all classes. Students and teachers expressed views that these creative problem-solving activities were well-placed in the school calendar (towards end of year).</p>
<ul style="list-style-type: none"> A 'growth mindset' can be seen and heard in all learning environments. 	<p>Teacher professional learning release for instructional leader \$4400</p>	<p>Although it was found that all teachers are implementing Visible Learning, and Growth Mindset, without being overly prescriptive, teams agreed that a common language and practice for each stage would be beneficial to all teachers and learners.</p>
<ul style="list-style-type: none"> 'Visible learning' strategies can be seen and heard in all learning environments, specifically learning intentions (feed up), success criteria, feedback, feed forward. 	<p>Teacher professional learning release for instructional leader \$4400</p>	<p>Although it was found that all teachers are implementing Visible Learning, and Growth Mindset, without being overly prescriptive, teams agreed that a common language and practice for each stage would be beneficial to all teachers and learners.</p>

Next Steps

After reflecting on our progress in 2018, the following steps were identified by executive staff and their teams for 2019:

- School-funded budget \$50,000 allocated for 2019 flexible learning environments (investigated 2018, with purchasing deferred to beginning 2019 in new classes)

- Further analysis of student well-being should be monitored by participating in the Tell Them From Me survey for remainder of School Plan (2019–2020)
- Student wellbeing focus demonstrated that the school's Anti-Bullying policy requires updating, and the school is committed to working on local policy updates for 2019.
- 'Every student is known, valued and cared for in our schools policy' published Term 4 2018 for review in 2019
- Continued and consistent approach to monitoring using School Wellbeing Framework
- Registered for TTFM (Tell Them From Me survey) for Years 4–6 in 2019, to improve availability of data reflecting student voice
- Further consolidation of Growth Mindset for new staff is required. Consequently School Development Day for Term 2 2019 has been organised through Warringah Community of Schools so that all staff can benefit
- Develop a common language and practice for Growth Mindset for each stage
- Early Stage 1 and Stage 1 considered that Thinking Caps should be incorporated into PDH programs
- Continued monitoring of ICTs skills scope and sequence in context of stage teaching and learning programs within a creative and critical thinking framework
- Build staff capacity with coding and robotics so that trained teachers can implement programs for students
- Build resources for robotics to enable school-wide scope and sequence for coding and robotics in context of 4Cs
- Improve STEM challenge week: Kindergarten task required significant teacher support, and requires adaptation so that students can more easily access the task. Some highly competent Stage 3 students were insufficiently challenged. Teacher reflections included more preparation with resources and planning, and more time being allocated to the task.



Strategic Direction 2

Innovative, responsive, and dynamic facilitators of all learners

Purpose

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

Overall summary of progress

Key areas of progress towards this goal in 2018, the first year in our three-year plan, include:

- Model of instructional leadership trialled for in class support with best practice, and consistency of practice
- A more flexible approach to grouping students for literacy and numeracy interventions, and a more flexible approach to delivery e.g. in class, withdrawal, short-sharp interventions
- Successful implementation of whole school writing rubric, with data collection process documented for measurement of ongoing growth
- Key staff training in Literacy and Numeracy Progressions, and successful incorporation into whole school writing rubric
- Partial implementation of 'Get Reading Right' and changes to literacy programs introduced in Kindergarten resulting from 'Big 6' focus on 'synthetic phonics'
- Resource collection of 'decodable texts' to support explicit and sequential phonics instruction
- On, or above, 3-year trend pattern of growth in literacy and numeracy for Year 3–5 irrespective of language program
- Analysis of francophone and whole cohorts using standardised data from PAT (ACER) and PM Benchmarking showing matching stanine distributions. This extra method of data analysis was initiated as an important evaluation measure in the context of our bilingual program.
- NESA compliance document draft from Leadership and High Performance Unit used to evaluate school curriculum and assessment policy
- Preparation for new syllabus implementation, Science and Technology, and French, in 2019 achieved

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">• Improved rates of students demonstrating expected growth or above in literacy and numeracy for Year 3 to Year 5 and Year 5 to Year 7 NAPLAN.	<p>Funding for instructional leader to work intensively in Term 4 with early career teachers improving mathematics differentiation</p> <p>Funding for mathematics games</p> <p>Teacher release for professional learning course 'Dyslexia and Significant Difficulties in Reading' course</p>	<p>Growth in Writing from Years 3–5 65% above norm, representing an improvement from 3 year average of 51%</p> <p>Significant growth in all reported literacy domains (Reading, Writing, Spelling, Grammar & Punctuation) from Years 3–5, and from Years 5–7. While the vast majority of students demonstrated growth, over two-thirds of students grew beyond national average growth levels based on their Year 3 or Year 5 achievement.</p> <p>Significant growth in Mathematics from Years 3–5, and from Years 5–7. While the vast majority of students demonstrated growth, over two-thirds of students grew beyond national average growth levels based on their Year 3 or Year 5 achievement.</p> <p>Model of instructional leadership in Term 4 supported all teachers in differentiated practices, which are key to students achieving growth.</p> <p>Learning Disability interventions training empowered staff to better identify and design appropriate learning programs.</p>

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"> • Growth for all students in standardised assessments. 	\$5800 purchase of PAT tests for Numeracy from ACER	<p>Unable to track growth with a single year of PAT data in 2018</p> <p>Improved student performance on Maths Olympiads for GATS program</p> <p>South Australian Spelling Test utilised to identify students requiring spelling intervention programs. Further testing using Words Their Way PSI and ESI determined specific programs for individuals targeted in intervention program.</p> <p>All students showed weekly growth in mathematics. This growth was visible to students and teachers by viewing diagnostic and summative school-based assessments for each syllabus topic.</p>
<ul style="list-style-type: none"> • Growth for all students in writing using school based assessments 	Teacher release through QTS for completion of whole-school writing rubric	<p>School-developed writing rubric for K–6 reviewed and linked to the Literacy Progressions (from NSW Literacy and Numeracy Strategy 2017–2020), and this proved successful. All students and teachers were able to use the tool by end of 2018, providing, for students 'feed-up' for and 'feedback' on learning, and, for students and teachers, 'feed forward' for 'where to next?'</p>
<ul style="list-style-type: none"> • Growth in literacy for all students in 'francophone' bilingual program at least on par with that of students in 'anglophone' and 'English-only' programs. 	advice from CESE regarding data analysis methodology	<p>Data collection and analysis practices for language program cohort comparisons were established for NAPLAN, PAT, and grade-based assessments.</p> <p>NAPLAN literacy results analysed by creating a subset of Francophone learners in SCOUT and comparing the Y3–5 growth in the subset with the growth of the whole cohort. Findings were inconclusive. Moving forward, NAPLAN online should allow for monitoring of students at the upper ranges of student achievement.</p> <p>PAT Reading assessments analysed by creating a subset of Francophone students. The distribution of students across the stanines was on par with the entire cohort in all years.</p> <p>PM Benchmarking assessments in Years 1 and 2 analysed by creating a subset of Francophone students. The distribution of students across the stanines was on par with the entire cohort.</p>
<ul style="list-style-type: none"> • 100% of staff lead or co-lead at least one major school project. 		<p>Most staff opted to co-lead events or programs in 2018.</p>
<ul style="list-style-type: none"> • NESA syllabuses, including new editions, implemented by deadlines and incorporated into revised scope and sequences. 	<p>Release for teacher professional learning for 'Get Reading Right' program, Literacy Progressions, Early Reading</p> <p>Purchase of decodable texts \$5000</p> <p>Release teachers for professional learning in new Science & Technology</p>	<p>Curriculum documents were successfully relocated into the cloud using SharePoint, and were compiled as per NESA registration guidelines and Leadership and High Performance draft monitoring tool.</p> <p>Lead teachers undertook the responsibility of teacher professional learning for self, team and whole school, for new syllabuses for French and Science & Technology.</p> <p>All teachers participated in TPL and school scope and sequences for integrated KLAs were workshopped for 2019 implementation.</p>

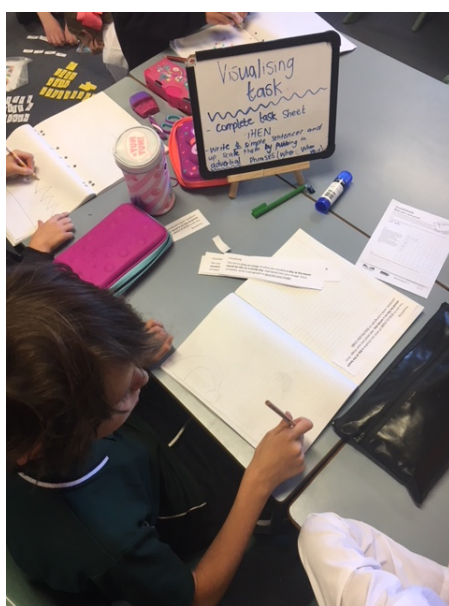
Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"> NESA syllabuses, including new editions, implemented by deadlines and incorporated into revised scope and sequences. 	syllabus Release for teacher professional learning for French syllabus	<p>Incorporating 'Get Reading Right' into ES1 programs was worthwhile, inline with educational research, but difficult.</p> <p>Pilot reading programs in Early Stage 1 using decodable texts resulted in highly and quickly visible improvements to student reading.</p> <p>Collections of resources for Stage 1, and planning for in-class reading interventions for Stage 1 students commenced end 2018 for 2019 implementation.</p>

Next Steps

After reflecting on our progress in 2018, the following steps were identified by executive staff and their teams for 2019:

- Refinement of instructional leadership model
- Continued focus for Early Stage 1 with new literacy practices including 'synthetic phonics'
- Expanded use of decodable texts
- Development of school reading assessment practice guide
- Storage and analysis of whole school growth in writing using standardised assessment and school-developed writing rubric
- Continued monitoring of literacy learning for cohort comparisons in language programs francophone, Anglophone, English-only
- Incorporation of all syllabus outcomes into whole school scope and sequences as identified by Leadership and High Performance draft monitoring tool
- Continued development of whole school scope and sequence incorporating new Science and Technology syllabus
- Familiarisation of and planning for PDHPE syllabus for implementation in 2020
- To develop leadership capacity, all staff to lead a program or event, or mentor early career or practicum teachers, in 2019



Strategic Direction 3

Effective communication and connections

Purpose

To increase community participation in school learning, wellbeing and family partnership projects so that our students grow into confident, resilient and creative global citizens.

Overall summary of progress

Key areas of progress towards this goal in 2018, the first year in our three-year plan, include:

- Improved communications from school to community were reported with more timely push notifications were sent through SchoolZine to subscribed parent groups, and short timely reminders were sent.
- The 6-year-old school website was retired by year's end and replaced with a more easily maintained system using the DOE (Department of Education) SWS (School Website Service).
- The school executive worked closely with the P&C to hire staff for sub-committees, and committed to supporting valuable P&C canteen, music, fundraising and uniform services through supportive and communicative relationship building, in the context of both changing school leadership and changing P&C executive.
- Community surveys indicated information needs of parents, and school responded by providing multiple targeted information sessions (e.g. Cyber Safety, Emotional Intelligence, a new photography supplier) which were very well attended
- Community support for the French-Bilingual program was overwhelming, demonstrating ongoing community commitment in the context of a NSW government school
- Community Use Agreements and third party suppliers, set up to manage out of school hours language programs for French, Mandarin and Portuguese for second-language learners.
- In order to achieve parallel, inclusive and integrated classrooms for 2019 in response to parent feedback, and in the context of all DOE policies and flexible bilingual program approaches, the class formation process considered academic abilities, student welfare, student social supports, gender, staffing and language program.
- CLIL (content language integrated learning) programs evaluated by teachers and students, with mixed results. Consultation and professional development with Dr Russell Cross (Associate Professor in language and literacy education, University of Melbourne) at in-school TPLs, and with other schools with a bilingual program in network TPLs, provided positive feedback about KHPS bilingual CLIL program from experts and development of staff proficiency.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
• Improved attendance at parent information sessions.	Partially school-funded workshops for parents (Cyber Safety, Emotional Intelligence, Interrelate)	After school workshops for parents were very well attended by hundreds of parents – Emotional Intelligence; Cyber Safety; Interrelate Meet the teacher evenings in Term 1 had very high attendance rates Most parents booked at least one parent-teacher interview, especially during Term 1
• Wider range of parent information sessions based on community need.		Multiple parent information sessions offered based on community survey on nights and at times indicated by community as most accessible.
• Positive responses from parent surveys		Improved communications were reported by parents Improved information sessions, based on parent survey, reported by parents Community support for the French-Bilingual

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"> Positive responses from parent surveys 		program was overwhelming, demonstrating ongoing community commitment in the context of a NSW government school
<ul style="list-style-type: none"> Greater number of students receiving 'Responsibility' awards 		Assembly focus on Responsibility Awards implemented across school, resulting in greater emphasis on this core school key value.
<ul style="list-style-type: none"> Reduced number of yellow cards and parent concerns about playground behaviour 		84 yellow cards issued in 2018 relating to playground behaviour to be compared with 2019 results when available. Minimal number of concerns were reported by parents; these were monitored through the behaviour management system.
<ul style="list-style-type: none"> Improved implementation of evidence-based bilingual programs as indicated by students, teachers, expert educators & community. 	<p>School funds for establishment of Learning Zones to support the bilingual program.</p> <p>10 days executive release for curriculum proportion analysis resulting from bilingual program evaluation</p> <p>Whole school training in CLIL(Content and Language Integrated Learning) with Dr Russell Cross, Associate Professor, University of Melbourne</p>	<p>Survey feedback from students and staff regarding level of learning and engagement in CLIL projects was mixed and inconclusive.</p> <p>Feedback from students and staff regarding CLIL and the impact of integrating all students in the school regardless of language program, was viewed as highly desirable, equitable and in the interests of student wellbeing.</p>

Next Steps

After reflecting on our progress in 2018, the following steps were identified by executive staff and their teams for 2019:

- Improved community survey through TTFM to be implemented
- Continue programs for whole community to foster resilience and kindness
- Work with pre-schools to offer evening information workshops on resilience, social skills and developmental milestones
- Continued commitment and investment in providing compliant additional and improved learning zones will need to be factored into budgeting for 2019 and beyond.



Key Initiatives	Resources (annual)	Impact achieved this year
Low level adjustment for disability	0.6 FTE staffing \$62,468 Flexible funding \$105,347 for staffing	Two teachers ran a Mathematics Learning and Support program two mornings a week, for small groups of targeted students in Years 1–6 Teacher reference and student resources for 'Connecting Maths Concepts' program were purchased \$3,000 following an evaluation of previous Numeracy interventions and analysis of school network programs. Three teachers ran a Reading Fluency Support program, three mornings a week, for small groups of students in Years 1–6. Funding from this source partially funded the program.
Quality Teaching, Successful Students (QTSS)	1.186 FTE staffing \$123,478	All temporary, permanent, full-time and part-time teachers were equitably allocated release time for the purposes of improving their teaching practice. Teaching teams organised activities in advance that linked directly to their professional goals and/or the School Plan. Observation, mentoring and collaboration were key activities chosen by teachers to support their professional development. Executive staff provided additional support supervising teacher programs and planning stage-based events.
Support for beginning teachers	\$68,930 targeted Beginning Teacher Funding	Five beginning teachers worked with an experienced teacher mentor, who was assigned to work on the same stage of learning. Beginning teachers and mentors were provided with extra release one afternoon a week. Their classes were relieved by the same teachers throughout the year to ensure that students benefited from productive ongoing relationships. Additional extra release time was also provided to support with, for example, reporting to parents, attending beginning teacher conferences.
Targeted student support for refugees and new arrivals	0.4 FTE staffing, varied throughout year on basis of New Arrivals status	With almost 60% of students having parents who speak a language other than English at home, and with several students enrolling in the school throughout the year to enrol in our unique English–French bilingual program, intensive English support was provided by specialist ESL teachers.
English language proficiency	1.8 FTE staffing \$187,403 Flexible funding \$35,057	Two specialist ESL teachers supported students at varying levels of English language acquisition. Intensive support for Kindergarten students, with limited oral English skills and no English print skills, was provided two or three times weekly in class for small group literacy support. Students in Years 1–6 requiring intensive language were withdrawn several times a week until skills were sufficiently developed to require in-class small group support.

English language proficiency	1.8 FTE staffing \$187,403 Flexible funding \$35,057	Three teachers ran a Reading Fluency Support program, three mornings a week, for small groups of students in Years 1–6. Funding from this source partially funded the program, as several LBOTE students required interventions in English Reading.
Literacy and numeracy	\$21,504 Literacy & Numeracy Initiative	Reading Recovery continued, providing intensive one-on-one support to students in Year 1. This program was supplemented with school funding.
Disability integration	\$31,863 targeted Integration Support funding	Two part-time teachers aides were employed to provide support to students with disabilities who are integrated into our parallel class structures. This program was supplemented with school funding.



Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	353	360	336	331
Girls	352	363	355	366

Student attendance profile

School				
Year	2015	2016	2017	2018
K	96.2	95.4	96.1	96.6
1	94.5	95.6	95.3	94.8
2	95.3	95.5	95.7	95.9
3	95	96.5	96.4	95.7
4	95.5	96.1	95.9	96.5
5	93.1	95.2	95.2	96.3
6	93.7	94.6	95.3	95
All Years	94.8	95.6	95.7	95.9
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	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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	4
Classroom Teacher(s)	25.5
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.6
Teacher Librarian	1.2
Teacher ESL	1.8
School Administration and Support Staff	4.26
Other Positions	3

*Full Time Equivalent

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

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	41

Professional learning and teacher accreditation

Teacher professional learning was available for all staff and was informed by the school's targets with reference to the 2018–2020 Strategic Directions and to teachers' individual Professional Development Plans (PDPs). Funds expended in this area were for course fees and for providing relief for staff members from their regular duties in order that they could attend training sessions.

In 2018, members of staff, including teachers of French, participated in professional learning for one hour each Wednesday afternoon which focused on learning and sharing practices associated with the school plan. TPL sessions included:

- Understanding and implementing the Literacy and Numeracy Progressions, and PLAN2
- Improving practices for Writing instruction – assessment of and for learning, differentiation, data tracking and consistent teacher judgement
- Understanding varying bilingual models of

education, including a 'Twilight' session for all staff with Dr Russell Cross, with more in depth training, conferencing and networking for Community Languages staff (French) and FANS Teachers of French

- Improving communications, record keeping and organisation school wide by sharing and developing best practice with administration system (Sentral) for student attendance, recording and monitoring student behaviour, welfare and learning adjustments, organising school public, general, staffing and extra-curricular events using layered calendars, recording student enrolments in extra-curricular activities and support programs
- Familiarisation and planning for implementation of mandatory new Science & Technology, and French syllabuses in 2019
- Learning and teaching program reflection and feed forward in stage, EAL/D and learning support teams
- Evidence-based pedagogies, including Visible Learning (specifically feedback, feed forward and feed up), Growth Mindset, high expectations, using data in the teaching and learning cycle, promoting student wellbeing and developing student resilience.
- Mandatory DoE training including CPR, Child Protection, Code of Conduct, Asthma and Anaphylaxis.

15 professional teaching staff engaged in ongoing Disability, Learning and Support professional learning provided for the Department of Education through Online Training Australia. Courses included 'Dyslexia and Significant Difficulties in Reading' and 'Personalised Learning'. These 20 hour intensive courses enabled staff to better understand learning disabilities and plan for learning adjustments in the classroom. Staff became more proficient with developing SMART goals, using diagnostic tools, and designing learning interventions.

Beginning Teacher Funding was used to fund ongoing professional learning and support for five early career teachers. Supervisors supported teachers in their professional growth and development towards achievement of the standards at Proficient Teacher. Four teachers commenced the process of accreditation for Proficiency with the National Education Standards Authority (NESA), whilst several proficient teachers maintained their proficiency.

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	498,003
Revenue	6,082,469
Appropriation	5,569,063
Sale of Goods and Services	6,736
Grants and Contributions	498,788
Gain and Loss	0
Other Revenue	850
Investment Income	7,032
Expenses	-5,940,461
Recurrent Expenses	-5,940,461
Employee Related	-5,145,964
Operating Expenses	-794,496
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	142,008
Balance Carried Forward	640,011

Funds were held over for 2019 spending for:

- It was anticipated in 2018, based on estimates provided by DOE, that the school would be required to fund a class if cross-stage classes were to be avoided in 2019. This was deemed necessary to benefit all students in the context of the complexity of the bilingual program operating within the school.
- Funds allocated to playground improvements were held over in anticipation of playground disruptions during the construction phase of the new build.
- Funds allocated to improved classrooms with innovative flexible design were held over until new classes were formed for 2019.

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	4,548,362
Base Per Capita	133,618
Base Location	0
Other Base	4,414,744
Equity Total	332,155
Equity Aboriginal	0
Equity Socio economic	4,347
Equity Language	222,461
Equity Disability	105,347
Targeted Total	42,845
Other Total	481,086
Grand Total	5,404,448

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.

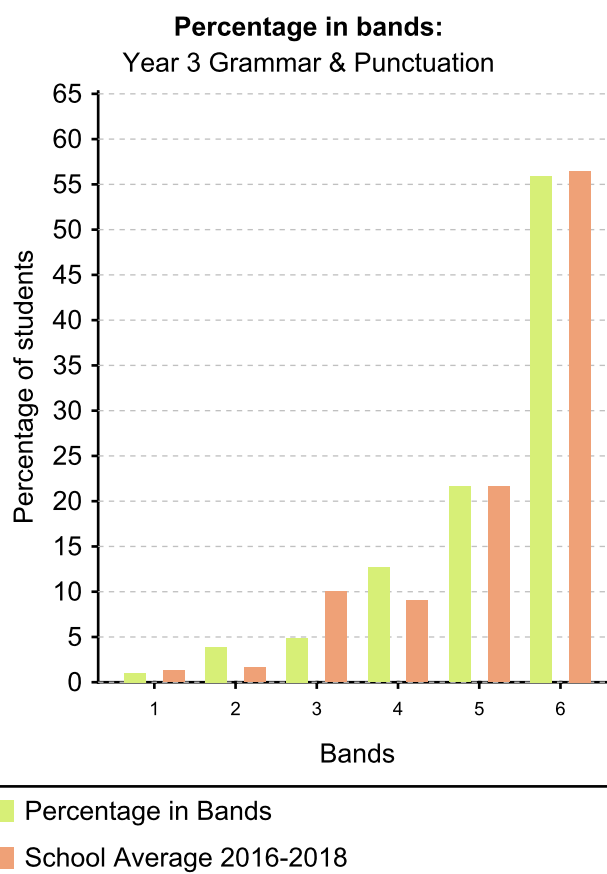
From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

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.

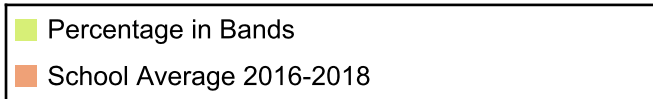
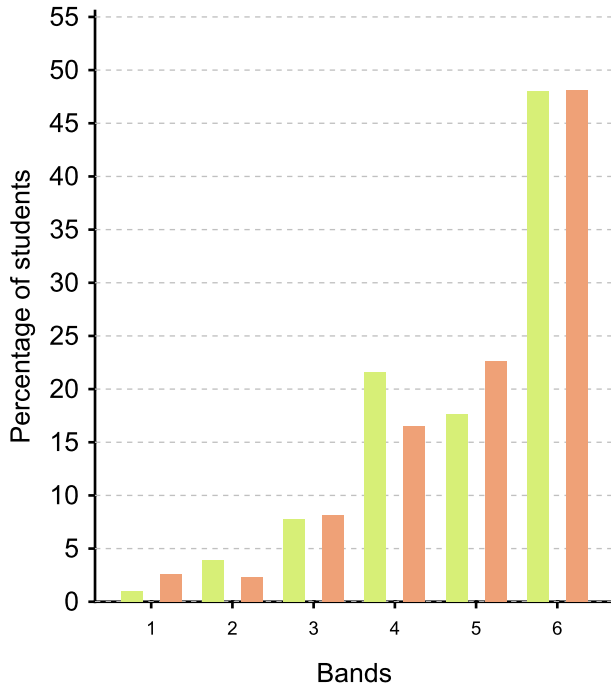
Strong results in Year 3 literacy continued, particularly in Grammar & Punctuation and Spelling. 77% of students performed in the top two skill bands compared to 54% in all Australian schools in Grammar & Punctuation, while 69% of students performed in the top two skill bands compared to 54% in all Australian schools in Spelling. Results in Year 3 Reading were lower than our school three-year trend, with 67% of students achieving in the top two skill bands, compared

to 53% in all Australian schools. 69% of students achieved in the top two bands in writing, compared with 42% in all Australian schools.

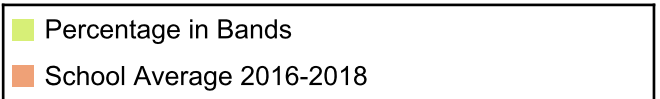
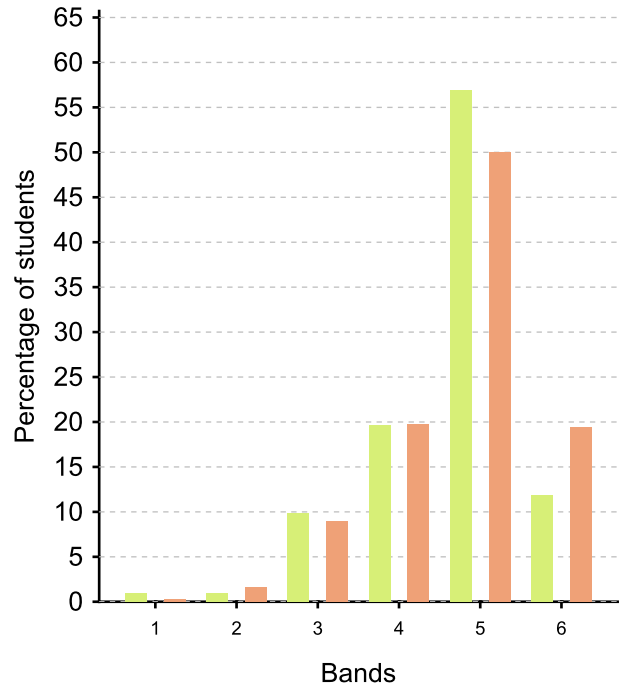
Year 5 students demonstrated growth in their learning from 2016 to 2018 following national trends. In Year 5, 52% of students performed in the top two skills bands for Grammar & Punctuation, while 60% of students performed in the top two skills bands for Spelling. Results in Reading and Writing were below our school three-year trend. The school continues to improve targeted writing teaching and learning programs, and has commenced new initiatives to monitor student achievement in Reading to improve student outcomes.



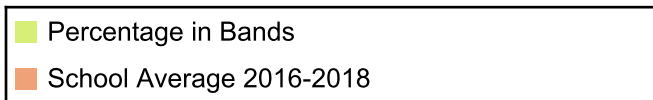
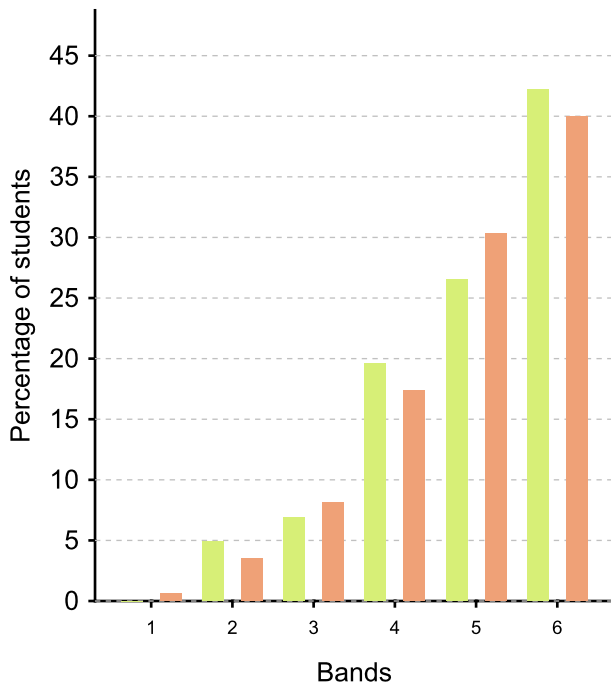
Percentage in bands:
Year 3 Reading



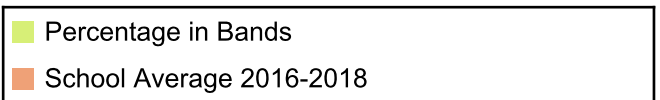
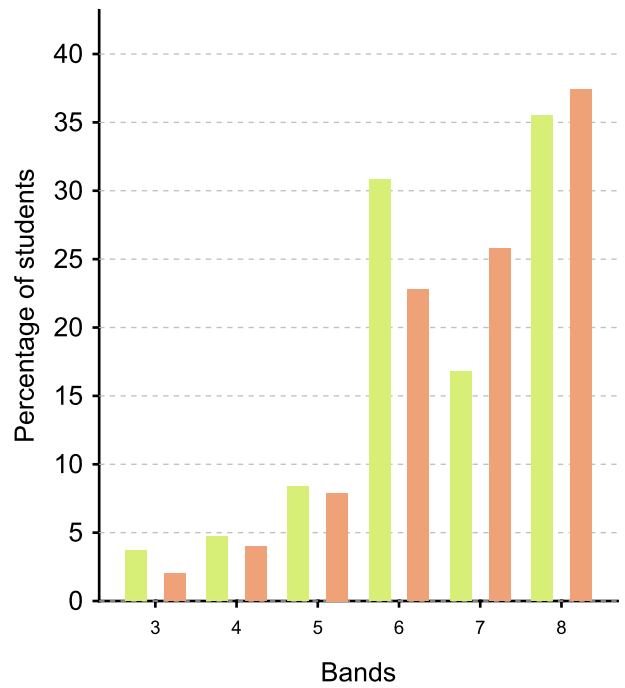
Percentage in bands:
Year 3 Writing



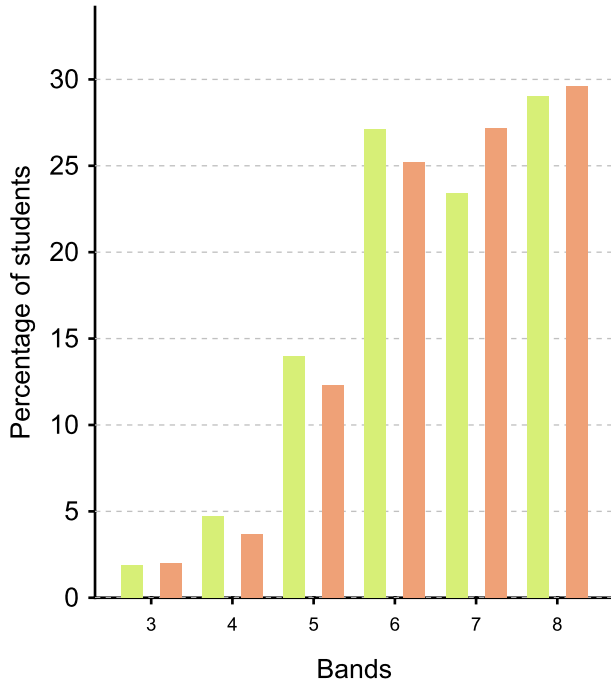
Percentage in bands:
Year 3 Spelling



Percentage in bands:
Year 5 Grammar & Punctuation

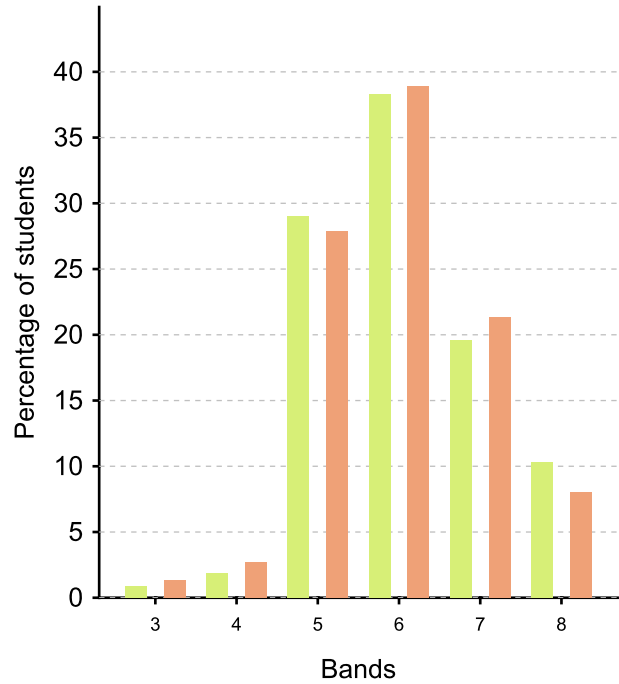


Percentage in bands:
Year 5 Reading



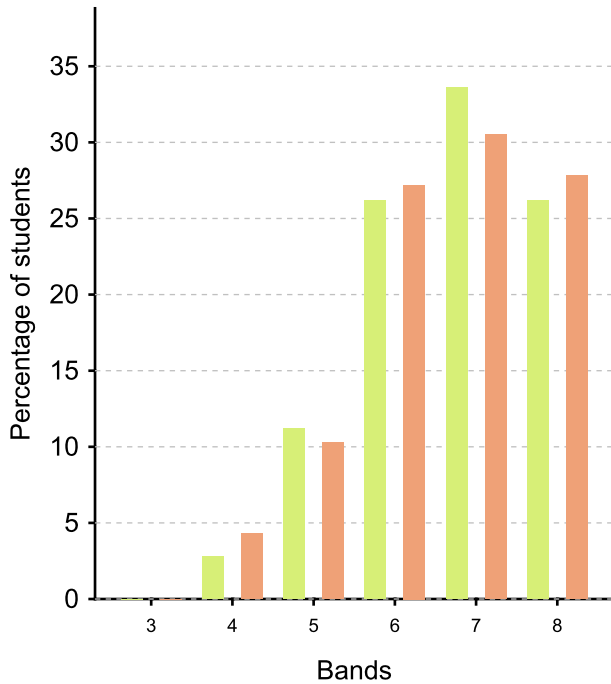
Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 5 Writing



Percentage in Bands
School Average 2016-2018

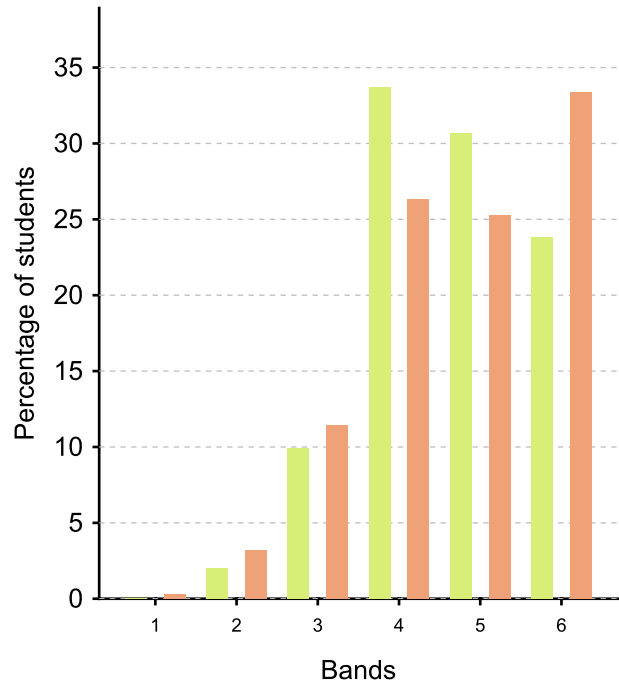
Percentage in bands:
Year 5 Spelling



Percentage in Bands
School Average 2016-2018

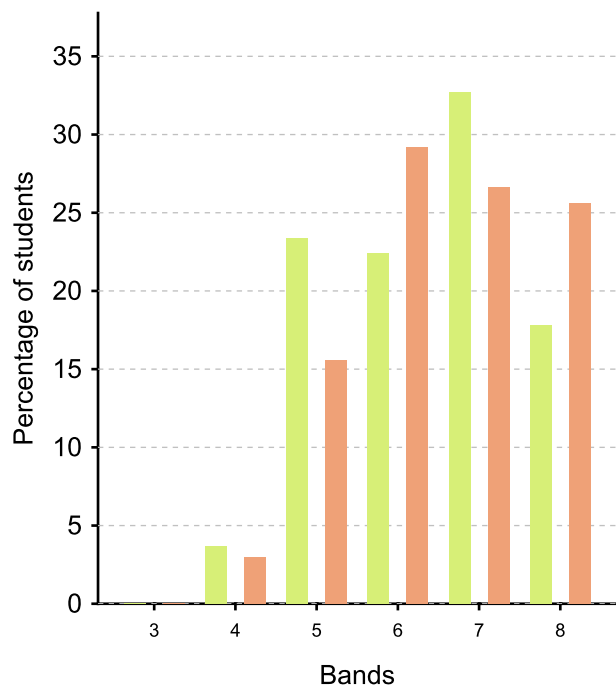
In Year 3, 54% of students performed in the top two skill bands compared to 39% in all Australian schools. In Year 5, 51% of students performed in the top two skill bands compared to 27% in all Australian schools.

Percentage in bands:
Year 3 Numeracy



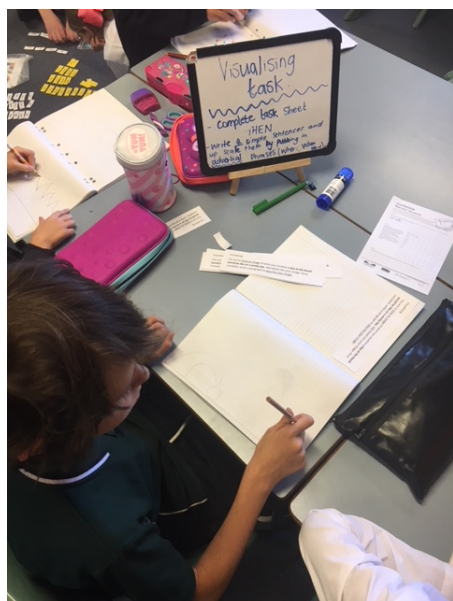
Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2016-2018

The Premier's target is to increase the proportion of NSW students in the top two NAPLAN bands. KHPS is committed to creating high expectations for students to ensure that all students achieve their potential. After analysing NAPLAN data in 2018, the school added new milestones into the School Plan. Differentiation practices in Mathematics, including support and GATS program continue, however, professional development for staff, and the development of a problem solving scope and sequence for Mathematics has commenced in 2019. Instructional leaders continue to support teachers in all classrooms with respect to personalised learning and differentiation in reading, spelling and writing. School leaders are developing practices to monitor and evaluate data in Reading and Writing for all students in order to improve student outcomes.



Parent/caregiver, student, teacher satisfaction

Surveys, emails, interviews and discussion forums were used to seek opinions about the school. The school registered for the TTfM (Tell Them from Me) survey for 2019 in order to collect more extensive quantitative and qualitative data relating to community satisfaction with the school.

Students

- Students in Years 4 and 5 provided feedback about their learning in KLAs History, Geography and Science.
- Over 70% of Year 4 students reported being engaged and interested in these subjects when taught through French, either with CLIL practice (Content Language Integrated Learning) or bilingually.
- Over 60% of Year 5 reported similar satisfaction with learning KLAs through French, although there was a higher preference for the bilingual approach.
- When Year 2 was asked if they would like to learn a subject through French again, there were mixed results. A large group were highly positive and absolutely wanted to do it again. 40% were not so positive. The vast majority thought that Art, Sport or Maths would be great in French.
- Both grades overwhelmingly reported engagement and learning, an enjoyment of quality teaching, and a happy classroom.
- Many students expressed approval for integrated classes, with students from all language programs integrated into parallel classes.
- High levels of student participation was evident for: The Great Kindness Challenge; The World's Greatest Shave; Fundraising events such as the student discos and the French Markets; Extra-curricular groups, particularly the bands and choirs

Parents and Carers

- Almost 50% of parents responded to a survey that determined how the school could serve the community better. After reading the results, the school organised multiple information sessions for parents at times determined as convenient for parents, and these sessions all had high attendance rates.
- Parent satisfaction with the school's extensive bilingual program was evidenced by the overwhelming positive support from the community for the program, and the significant growth of FANS memberships, especially from parents of children learning French as an additional language. There was overwhelming positive support from the community for the program to improve and continue, within the framework of a government school.
- Almost all students had at least one parent/carer attend Meet the Teacher evenings and/or Parent-Teacher interviews.
- High satisfaction expressed via email and in person, and high attendance was observed, at

parent information evenings conducted by experts, for Interrelate (physical & emotional development), emotional intelligence and resilience, and cyber safety.

- Attendance at Springfest, and other community events such as Fireworks night and the FANS markets, was extremely high, and feedback via email and in person was abundant and overwhelmingly positive.

Teachers

- All teachers responded to a poll relating to evidence-based practices. There was overwhelming agreement that the following practices were entrenched: 'growth mindset', student voice, high expectations, collaborative teacher planning and team responsibility for students, and trusting and supportive student-teacher relationships. Teachers felt they needed more training in CESE's research 'What works best: Evidence-based practices to help improve NSW student performance', and that more time was required for collaborative consistent teacher judgement, and to observe
- All early career teachers were assigned suitably qualified teacher mentors, and all teachers expressed high satisfaction with levels of support.
- All teachers who expressed an interest in leadership capacity, were provided with opportunities to develop, either through managing a project, a team or an event, or by mentoring an early career teacher or practicum teacher.
- All teachers expressed their views on Learning and Support, RFF and events via an online poll, and these views were used to inform school organisation decision making for 2019.
- A survey of all teachers in CLIL classes & Anglo LOTE RFF was completed. Students attending the CLIL lessons were reported as being more engaged in LOTE classes, and levels of comprehension improved more rapidly. These students developed a natural habit of responding only in French, which increased their overall level of expression. They were more able to retain knowledge from prior learning and they are able to apply concepts, vocabulary and grammar to new learning.



Policy requirements

Aboriginal education

Aboriginal perspectives are incorporated into teaching

and learning programs throughout all stages. Whole school and stage programs focus on improving learning outcomes for all students through the education of Aboriginal history and culture. Students in all grades have learnt about traditional and contemporary Aboriginal people, culture and customs through explicit teaching programs and exploration of different themes and concepts across the Key Learning Areas in all stages. Students in all grades enjoyed exploring aboriginal culture through virtual reality head sets. As a school we acknowledged and celebrated NAIDOC week, Reconciliation Week and National Sorry Day through whole school assemblies and cultural performances.



Multicultural and anti-racism education

With a student population which has more than 30 languages other than English spoken at home and whose families have come from over 40 ethnic backgrounds, Killarney Heights Public School is always dynamically multicultural. Multicultural perspectives are integrated across the curriculum in order to develop the knowledge, skills and attitudes required for our culturally diverse society, which we celebrate daily.

Activities promoting multiculturalism have included :

- Visits from educators both nationally and internationally, to learn about the unique bilingual program
- Francophonie Week, with classes choosing a French speaking country to research then celebrate that culture across the school through art, drama, song and cuisine.
- Harmony Day celebrations, with students dressing in orange and participating in class and stage organised activities to celebrate our cultural diversity and tolerance.
- French Public Speaking Competition, a French Spelling Competition and a French poetry competition.
- Our Mother Tongue Mandarin speakers have two hours of Mandarin lessons each week and some classes participate in Mandarin LOTE.
- Mandarin lessons are offered to students after school once a week.
- Portuguese lessons are offered to students after school once a week.
- French lessons for Anglophone students were offered twice a week before school.
- French lessons for all Francophones in Years 1–6

were held twice weekly before school.

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

Other school programs

Gifted and Talented Students Program

The school has a rigorous identification process that includes teacher, peer and parent surveys, and data gathered from standardised assessments. This information, collected annually, is compiled and referred to throughout the year to identify GATS students and ensure their needs are catered for. Withdrawal programs for Writing, Mathematics, Art, Drama, Anglophone French, Robotics and Coding have been developed to support and enrich the learning of gifted and talented students. These programs are developed and delivered annually after analysis of student performance to meet the learning needs of gifted and talented students. Our withdrawal programs and classroom support initiatives aim to continue to increase student performance in the top bands for NAPLAN in Writing and Numeracy. With the development of a whole school GATS policy, teachers are required to cater for gifted learners in their classroom. Teachers are supported through professional development and individual assistance from the GATS committee, Learning and Support team and school executive team. Teaching and learning programs are developed to incorporate skills proven to extend the thinking of students. Students are tracked and monitored through year based assessment tasks and standardised tests. Analysis of NAPLAN data found that many of our higher achieving students were not making significant growth and teaching and learning programs have been tailored to address this area of student performance. The support of the school executive team and Learning and Support team has been of vital importance to the success of the GATS program. Parent groups with specialised skills are encouraged to share their expertise as part of our GATS program. The establishment of the GATS program was identified as a priority in the school's strategic plan. While the program is now well established, GATS is still included on the school plan as improvements are continually being made. In addition, significant school resources are strategically used with the aim to improve student outcomes.

Learning and Support Programs

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

For academic support, students are identified from

assessment data, which may include standardised tests such as PM Benchmarking (Reading), South Australian Spelling Test, PAT in reading comprehension and Mathematics, and grade-standard topic tests in Mathematics or Writing. Reports from external professionals, such as Occupational Therapists, Speech Pathologists and Psychologists, combined with class teacher observations and records, provide vital information for the Learning and Support Team. A range of intervention programs, designed to develop literacy and numeracy skills, are provided.

Intervention programs are selected for maximum impact, and each has been shown, through educational research, as promoting successful learning outcomes. For more information, see the Learning Toolkit, <http://evidenceforlearning.org.au/the-toolkit/>. Student improvement is monitored through term reviews of support groups through the Learning Support Team, and within stage-based teaching teams. Advice to parents is generated in the form of notifications of inclusion in programs, and reports of student achievement in Reading and Numeracy are provided for the program for the semester.

These programs include:

Reading Fluency, where a small group of students attend three withdrawal classes per week using 'Rainbow Reading' resources and dedicated trained teachers. It has also been identified that students in Years 5 and 6 who have been in support programs for a number of years need a variety in their instruction. This year, students engaged in reading and writing tasks around their interests. Next year, the team are looking to use the 'Rip Rap' program with Year 6 students. The Reading Team are also looking into purchasing high interest, low level texts to increase students' interest in reading.

Spelling Support, where a small group of students receives additional instruction in phonics following the 'Words Their Way' program. This program includes an in-class extra teacher support teacher, a weekly withdrawal group, or a one-on-one tutoring program with supervised volunteers for students in Year 2.

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

Numeracy support, where a small group of students attend two withdrawal classes per week, with the specialist teacher focussing on the Number and Algebra strand of Mathematics following the 'Connecting Maths Concepts' program.

Speech screening, where students who have not previously received Speech Therapy support, participate in a screening process to identify any speech and language processing difficulties.

Writing support, where a group of students in Y1–6 with underdeveloped writing skills were provided with small group writing opportunities based on the stage writing program, under the guidance of a learning and support teacher.

Oral Language Group, where students from Kindergarten, who were identified as having difficulty with expressive language, worked in small groups to increase their language skills.

Social Skills Group, where identified students who were having consistent social difficulties in the playground and in the classroom, worked with the school counsellor. These students were in Kindergarten and benefited from explicit modelling and role plays around social situations. The focus for these sessions was formed through feedback from the classroom teachers around issues that the students faced weekly.

Student wellbeing is also supported through the Learning Support Team. Social, emotional, health and behavioural needs are referred to the team by teachers in consultation with executive and parents. The school counsellor provides a range of services to support the community. Teacher's Aides are employed to support students, teachers and classes when caring for students with Integration Funding Support. Additionally, a well-developed PBEL (Positive Behaviour Engaging Learners) program is in place, and this is regularly monitored by the PBEL team. Positive behaviours are encouraged through an established rewards program, and problem behaviours are managed and monitored by executive staff. All staff are committed to assisting students in learning about respectful, responsible and successful behaviours.

English as a Second Language or Dialect (EAL/D) support programs

Almost 60% of KHPS student have a NESB (non-English speaking background). While thirty different languages are reported as being spoken in the homes of our students, the predominate languages spoken, aside from English and in order of prevalence, are French, Mandarin, Spanish and Portuguese. Almost 40% of KHPS students are assessed as being in an EAL/D phase that indicates a need for some level English learning support. The level of support depends on the 'phase' of English language learning, and on the age of the child. At the beginning of each year, and throughout the year, students arrive from overseas with few English skills. These 'New Arrivals' require intensive levels of English language learning in addition to Community Languages learning. Specialist trained ESL (English as a Second Language) teachers provide language learning support (while Community Language staff provide support in the Mother Tongue). 1.6 FTE teachers are dedicated to ESL support, and additional staff are provided when funded through the New Arrivals Program. Students requiring intensive English language support are withdrawn several times a week in small groups. Students with similar learning needs, and of a similar age, are grouped together. Once intensive support is no longer required, students are supported through Reading Fluency and Spelling Support programs if required.

Bilingual English/French Program

A unique French/English bilingual program operates through the school's partnership with the French

Association of North Shore (FANS). This bilingual program was recognised for its excellence by the French government in 2012 with the Label Franc'Education, the first issued in Australia, and this recognition continues to be renewed. Our school also belongs to the Australian Association of French/English bilingual schools (aafeps), which consists of ten bilingual schools across Australia.

Our school has enthusiastic teachers who are committed to excellence in team teaching and collaborative planning which are essential to the success of our bilingual program. Within classes, Department of Education teachers co-teach alongside Teachers of French. For instance, specific lessons are designed to allow students to work in smaller groups, learning syllabus content in English or French. 'Intensif' lessons are provided for 'mother-tongue' French-speaking students enrolled in the FANS programs, integrated into school-wide programs.

In 2018, Teachers of French continued to contribute towards the school-wide collective responsibility for students' learning and success. All teachers of French are committed to identifying, understanding and implementing the most effective teaching methods, with a high priority given to evidence-based learning strategies. For instance, Teachers of French continued to include Visible Learning and Growth Mindset strategies in programs.

The Content Language Integrated Learning (CLIL) methodology, which was included in programs such as Mathematics, Science, History, Geography and Visual Arts, enhanced the understanding of French. All teaching staff participated in professional learning about CLIL with Dr Russell Cross.

There were school events such as 'Francophonie Week', French spelling bee and French poetry recitation. The opportunity to attain a diploma in French as a foreign language by sitting the Diplôme de Langue Française (DELF) exam was provided at school. The exam is delivered by the French Ministry of Education and is recognised throughout the world.

The bilingual program has been recognised as being a highly valuable asset that benefits the whole school community.

Sports programs

2018 saw an expanded use of the Federal Government's Sporting Schools Initiative. Grants for several sports programs were implemented including Rugby Union and Basketball. The delivery of a Rugby Union program by NSW Rugby Union for students competing in the annual Forest/Killarney Shield and Girls' Sevens was taken up again. Supplementary funds from the grant were used to purchase sports equipment for school sport and Primary School Sports Association programs.

In 2018, our sporting highlights included: Senior B AFL, Senior Soccer and Boys A Teeball, who all placed first in the Warringah Zone Primary Schools Sports

Association (PSSA) interschool competitions. Senior Cricket and the Junior B Netball teams were all Runners up in the Warringah Zone PSSA interschool competitions. All-girl teams attended the Girls Soccer Gala day at Melwood Oval, competing against schools in the Warringah Zone. Four teams represented the school, and the KHPS Senior A team placed first in the overall competition. Individual sporting achievements were numerous.