

Killarney Vale Public School

Annual Report



2018



4426

Introduction

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

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

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School background

School vision statement

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

School context

Killarney Vale Public School (KVPS) is part of the Tuggerah Lakes Learning Community (TLLC) and is situated in the Tuggerah Lakes Principal Network which is part of the larger Regional North Operational Directorate.

In 2018 there were 466 students enrolled from Pre-school to Year 6. Aboriginal heritage has been identified by 11% of our student population. Classes include: 17 mainstream, one Early Intervention, one Multi-Categorical and one Emotional Disturbance. There is a strong emphasis on providing high quality teaching and learning programs that are backed by action research and extensive teacher professional learning.

The school receives additional Socio Economic and Aboriginal funding through the School Bases Allocation Resource (SBAR) and implements a number of focus programs. In 2018, the school continues to be a part of *Early Action for Success* to provide three tiers of intervention support for students in K-2. This included quality literacy and numeracy teaching and learning with a focus on differentiation, point of need feedback and student engagement.

'NSW Public Schools are committed to the pursuit of excellence and the provision of high quality educational opportunities for each and every child.' We pride ourselves on having quality systems that support rigorous and ongoing evaluations of our programs to meet the local need of our community, while ensuring that state milestones are being addressed.

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

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

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

In the domain of Learning, Killarney Vale Public School's on balanced judgement for Learning Culture, Wellbeing, Curriculum and Reporting is Sustaining and Growing. There is a commitment within the school community to ensure all students make learning progress. Partnerships with parents and the school community supports the building of educational aspiration for all students. In the area of Wellbeing, there are clear expectations for behaviour explicitly taught through the PBL model. Furthermore, there is an integrated approach to quality teaching and curriculum planning with the school monitoring and regularly reviewing its curriculum provision to meet changing needs of the students. The school uses a centralised system for analysing and reporting data on student and school performance with written reports and interviews held on a semester basis. The on balanced judgment for Assessment and Student Performance Measures is Delivering. All teachers collect and use assessment data to monitor and identify gaps in learning. In addition, there is a whole school assessment strategy in place to ensure that the learning of all students is systematically monitored.

In the domain of Teaching Killarney Vale Public School's on balanced judgement in the areas of Data, Skills and Use, Professional standards and Learning and development is Delivering. Teachers analyse and use student assessment data to understand the learning needs of students. The school's professional learning builds teacher skills in the analysis, interpretation and use of student performance data. This data analysis informs the school's learning goals and monitors progress towards them. The school leadership team regularly uses data to inform key decisions. Staff regularly evaluate teaching and learning programs including the assessment of student outcomes. The school has effective

professional learning for induction, teaching quality, leadership preparation and leadership development and has processes in place for monitoring teachers' performance and development. In the area of Effective classroom practice, the on balanced judgement of the school is Sustaining and Growing. Teachers work beyond their classrooms to contribute to broader school programs and demonstrate responsibility, adaptability and ethical practice in working towards the school's goals. Teachers regularly review and revise teaching and learning programs. All classrooms are managed, with well-planned teaching taking place, so that students can engage in productive learning, with minimal disruption.

Finally, in the domain of Leading, Killarney Vale Public School's on balanced judgment for Educational leadership, School planning, implementation and reporting and School resources, is Delivering. Parents and community members have the opportunity to engage in a wide range of school-related activities. The school is committed to the development of leadership skills with links between communities of schools, other educational providers and other organisations to support the school's programs. Staff, students, parents and the broader school community are welcomed and engaged, in the development of the vision, values and purpose for the school. The school articulates a commitment to equity and high expectations for learning for each student and is responsive to changing needs. An evidence base, drawn from the collection and analysis of learning and development data, is used to review performance annually. Planning and implementation includes processes for resource allocation, professional learning, and performance monitoring and reporting. In the area of, Management practices and processes, the on balance judgement for the school is Sustaining and Growing. Strategic financial management is used to gain efficiencies and to maximise resources available to implement the school plan. Physical learning spaces are used flexibly, and technology is accessible to staff and students. There are opportunities for students and the community to provide constructive feedback on school practices and procedures. Streamlined, flexible processes exist to deliver services and information and strengthen parental engagement.

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

Personalised Learning

Purpose

To ensure student learning is personalised and underpinned by high quality teaching that will enable our students to develop strong skills, and enhance the ability to learn, adapt and be responsible learners.

Major SEFV2 links (Not limited to this SD)–

Learning– Individualised learning, Curriculum, Assessing and Reporting

Teaching– Planning, Feedback and Analysis

Leading– Educational Leadership, Continuous Improvement and Engagement

Overall summary of progress

New staff K–2 were trained in Language and Literacy for Learning (L3) and Targeting Early Numeracy (TEN). Staff in Stage 3 have implemented key components regarding Advancement Via Individual Determination (AVID) where key elements were incorporated into daily teaching and learning activities to provide consistent application across Stage 2 and 3 classes.

All teachers K–2 continued to implement L3 and TEN strategies and practices. These were monitored using a 5 weekly collection of data which was used to drive data conversations and future teaching/learning programs and directions. All teachers 3–6 participated in regular Consistent Teacher Judgement (CTJ) meetings and reflections which were used to identify future teaching points and directions.

Learning and Support Teachers delivered specific programs designed to support students with individual learning needs in literacy and numeracy. Data was collected and evaluated to determine the intervention schedule. These programs were regularly monitored and feedback provided to class teachers to help support the students in all educational settings across the school.

Strategies were implemented to support increasing the proportion of students in Years 3 and 5 in the top two bands of NAPLAN data. Learning programs were differentiated to provide opportunities to extend student knowledge in literacy and learning. Students have had the opportunity to be involved in programs within the school and through school organised external providers.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
90% of students K–2 will be reading at the following levels: Kindergarten – Level 9; Year 1 – Level 18 and Year 2 – exceeding Level 26 and 90% of Year 2 students demonstrating flexible strategies by the end of 2020.	Literacy/Numeracy SLISO \$14300:00	2018 – 72% of students K–2 achieved reading levels at or above expectation.
Percentage of Year 3, 5 and 7 students in the top two bands for Reading (Baseline 2017: 52.5%, 25.5% and 12.7%) and Numeracy (Baseline 2017: 41.7%, 14.9% and 12.7%) in NAPLAN to 2020, has increased by 10%.	Equity funding SLISO \$70,200:00	Reading Year 3 47.14%, Year 5 31.8% Numeracy Year 3 42.86%, Year 5 20.3%
Percentage of Aboriginal Students Year 3, 5 and 7 in the top two bands for Reading (Baseline 2017: 50%, 25% and	\$29,000:00	Reading Year 3 42.86%, Year 5 20% Numeracy Year 3 28.57%, Year 5 20%

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
12.5%) and Numeracy(Baseline 2017: 16.7, 25% and 0%) in NAPLAN to 2020, has increased by 10% incontributing to the State's priorities of a 35% increase.		Reading Year 3 42.86%, Year 5 20% Numeracy Year 3 28.57%, Year 5 20%

Next Steps

- Staff will receive ongoing Professional Learning building capacity throughout stage groups to increase existing high quality, researched based programs while working collaboratively to develop future focused literacy and numeracy teaching practices.
- Implement strategies to increase the proportion of students in Years 3 and 5 in the top two bands by 2020.
- Continue and refine a tailored differentiated approach to student learning that is based on data.
- Implementation of specific intervention programs designed to target high need students.

Strategic Direction 2

Quality Teaching

Purpose

To ensure student learning is underpinned by high quality differentiated teaching that is distinguished by high levels of professionalism and commitment by all stakeholders. Ensuring every student, every teacher and every leader of our school is engaged and challenged to continue to learn.

Major SEFV2 links (Not limited to this SD)–

Learning– Curriculum, Differentiation, Monitoring and Reporting

Teaching– Planning, Programming, Coaching and Mentoring and Accreditation

Leading– Instructional Leadership, Continuous improvement and School Resources

Overall summary of progress

Student ministers roles were reviewed to enhance the strength of the student leadership team. Some areas were developed to provide better opportunities K–6, for students to encourage the participation of others meeting the ever-changing needs of the students and local community.

Staff actively evaluated, shared and discussed learning from targeted professional learning opportunities to improve practices

Staff proactively sought to improve their performance undertaking performance and development reviews and continuously monitored their progress.

Staff engaged in formal and informal observations and provided valuable feedback that improved professional knowledge and practice. The Learning Support Team guided the review of Individual Learning Plan formats, processes and professional learning to support implementation. Collection and analysis of data was completed at school and stage level.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase mean of all aspects of the Eight Drivers of Student Learning from the TTFM teacher survey, to meet or exceed the NSW Government norm. (Baseline School 7.35 mean 2017 compared to State 7.53 mean 2017)	Staff running Computer lab – hardware made available for data entry	Results show there is an increased mean or meeting of all aspects of TTFM shown in 2018 results as School 8.02 and State 8.04
Increase Two-Way Communication from the TTFM parent survey, to meet or exceed the NSW Government norm. (Baseline 7.7 for school compared to 7.4 for NSW in the 2017 TTFM parent survey)	School Equity funding	TTFM survey of parents provided double the responses to information requested from parents. These identified ways to continue to increase parent support and involvement as well as systems they prefer.
Percentage of Year 5 and 7 students achieving or exceeding 60% growth for both Reading and Numeracy in NAPLAN by 2020.	Socio economic funding source	Year 5 Reading 53.2% Numeracy 22.8%

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Baseline 2017: Reading 55.8% and 50.9% and Numeracy 24% and 37%.		Year 5 Reading 53.2% Numeracy 22.8%

Next Steps

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

Strategic Direction 3

Inclusive Communities

Purpose

To sustain, deliver and enhance a culture of high expectations, continuous improvement and diversity that caters for quality whole school programs that nurture, guide, inspire community confidence in public education.

Major SEFV2 links (Not limited to this SD)–

Learning– School Planning, Attendance, Wellbeing and Engagement

Teaching– Classroom management, Collaborative practice, Learning and Development.

Leading– Community engagement, Continuous improvement and Community satisfaction

Overall summary of progress

New staff were trained in PBL practices and existing staff provided with ongoing professional learning.

Developed opportunities e.g. Student led conferences, for teachers to directly and regularly engage with parents and students to improve understanding of student learning and strengthen student outcomes. Parents are welcomed to many whole school, stage and class events, while effectively catering for a wide range of identified community priorities.

Sought community feedback in relation to social network applications to further trial alternate modes of communication with whole school community and beyond.i.e.Seesaw, Facebook

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
75% or greater of our families will regularly access samples of their children's work via electronic communication systems. (Baseline 30% early 2018: SeeSaw)	Socio economic funding source	In classes that trialed SeeSaw, more than 60% of families responded to their child's class messages and work samples.
The Inclusive School aspect of the Eight Drivers of Student Learning from TTFM parent survey to meet or exceed the NSW Government norm. (Baseline School 6.2 mean 2017 compared to State 6.7 mean 2017)	Socio economic funding source	TTFM parent survey questions had an increased number of responses. These indicated ways we could improve two way communication and complemented the increase in whole school events.

Next Steps

Implement safe use of applications that provide greater opportunities to share student progress and activities.

Provide parents with multiple and varied opportunities to respond and be involved.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Aboriginal Education funding \$61,500	<p>All Aboriginal students and their families were involved in a process of consultation and review (each term) to develop a Personalised Learning Plan (PLP), in line with the Australian curriculum. This ensured that 100% of Aboriginal students were supported by differentiated learning within their classroom to achieve individual goals and, also, in daily learning support groups focusing on English and Mathematics.</p> <p>Aboriginal Education is evident in connected outcome groups (COGs) units of work in all classes. NAIDOC Week celebrations and ceremonies were completed, including Aboriginal cultural ceremonies which included guest speakers, performances and Aboriginal student awards. Also, didgeridoo and boomerang paintings, weaving, class and whole school Aboriginal art, as well as a whole school NAIDOC games day were planned and delivered. There was a message stick assembly and classroom activities K–6. Performances by the TLLC Koori choir have been enjoyed by the whole school community. The production of the 'Proud to be Deadly' magazine has proven a major factor in communicating between school and the Aboriginal community. The Aboriginal dance group were successful in participating in the Central Coast Dance Festival at Laycock Street Theatre. Greater numbers of the Aboriginal community has been evidenced at meetings and sausage sizzles.</p> <p>Stage 3 Aboriginal students participated in the Young Leaders Day program and the NSW AECG funded STEM Youth Development Camp.</p>
English language proficiency	English language proficiency funding \$2000	<p>Targeted students were supported using an explicit language program which tracked development along the EALD scales.</p> <p>An Aboriginal Engagement officer was employed to mentor staff, promote community engagement and support students to complete class projects.</p>
Low level adjustment for disability	LaST and SLSO \$123,000:00	<p>The school model for Learning and Support sees these teachers engaging proactively both in the classroom and withdrawing students with the greatest need.</p> <p>Our Instructional Leader and LAST teachers conducted functional behaviour assessments when required. In addition, they mentored teachers in best practice and differentiation models to support all learners in their classes. School Learning Support Officers support students in each Kindergarten class to ensure early intervention in literacy.</p> <p>Additional Learning and Support Teacher</p>

Low level adjustment for disability	LaST and SLSO \$123,000:00	(LaST) and Student Learning Support Officer (SLSO) time was purchased and used to provide instruction in explicit programs designed by teachers to support learning and social needs, leading to increased engagement and learning outcomes for students.
Quality Teaching, Successful Students (QTSS)	Funding \$84,000:00	<p>The Quality Teaching, Successful Students (QTSS) funding has been utilised to:</p> <p>Mentor, facilitate and develop collaborative practices throughout the school; jointly plan and observe colleague's lessons to develop PDP's and jointly develop units of work and assessment tasks.</p> <p>Establish mentoring and coaching practices in the school and to provide timely and constructive feedback to individuals and groups based on data, observations and discussion.</p> <p>Provide comprehensive and focused support for teachers to achieve accreditation and support performance.</p>
Socio-economic background	Funding \$263,000:00	<p>All students and families requiring additional financial funding to access an equitable education were supported.</p> <p>Additional Learning and Support Teacher (LaST) and Student Learning Support Officer (SLSO) time was used to support a range of programs and initiatives that were designed to support student learning and wellbeing.</p> <p>A speech and language pathologist was employed to screen our Kindergarten and new students in Years 1 and 2.</p> <p>Release and mentoring time was provided for staff with identified expertise to mentor staff and build capacity in guided reading, writing and classroom management strategies.</p> <p>Additional Release from Face to Face (RFF) teaching was implemented to allow specialist staff to run programs with a specific purpose. Additional time was also allocated to executive staff members to provide a high level of supervision and engagement.</p>
Support for beginning teachers	\$30,400:00	<p>Support was given to two new teachers and two teachers received their second year beginning teacher support. These staff members were provided with support in teaching, assessment and reporting through ongoing mentoring.</p> <p>Beginning teachers were given access to professional learning that focused on classroom and behaviour management, strategies to build student engagement, collaborative professional practice within the school and productive relationships with parents and caregivers.</p>

Support for beginning teachers	\$30,400:00	This ensured staff actively participated in all accountable areas and feedback has identified the teachers felt increased confidence in understanding and implementing the teaching and learning cycle.
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Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	194	215	223	227
Girls	193	205	216	235

In 2018 student enrolment continued to increase steadily. An eighteenth class was formed at the beginning of semester two to cater for enrollments in the first semester.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	95.8	94.8	91.6	93.6
1	94.6	94.7	92.8	93.3
2	92.6	92.9	94.5	91.4
3	91	91.2	92.9	93.1
4	91.3	90.8	90.7	91.1
5	92.7	91	90.4	91.1
6	94	91.6	91.9	89.3
All Years	93.2	92.6	92.2	91.8
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

Management of non-attendance

Student attendance remains slightly below the state average. Student attendance is closely monitored using recommended DoE procedures. Strategies include regular rolls checks, regular verbal and written contact with parents for students with an absence of two or more days in a given week. During Semester 2, an SMS system was trialed which notified parents of student absence. It also provided an additional method for families to inform the school of the reason for non-

attendance. Initial data indicated that the SMS notification system reduced the number of unexplained absences by over 50%. Ideas and suggestions to support families are included in our weekly newsletter. Killarney Vale Public School continues to work closely with the Home School Liaison Officer to improve the rate of student attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	6
Classroom Teacher(s)	17.93
Teacher of Reading Recovery	0.53
Learning and Support Teacher(s)	0.8
Teacher Librarian	1
School Administration and Support Staff	5.88

*Full Time Equivalent

The Australia Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. Killarney Vale Public School has one staff member who identifies as being Aboriginal.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	56
Postgraduate degree	44

Professional learning and teacher accreditation

Professional learning was conducted fortnightly and on Staff Development Days at school as well as off site. Professional Learning supported the school plan with a particular focus on: Language Literacy and Learning (L3), Focus on Reading (FoR), Advancement Via Individual Determination (AVID) and Positive Behaviour for Learning (PBL). Additional Professional Learning included: Literacy and Numeracy Progressions Implementation, Beginning Teacher PL, STEM, Connecting to Country, PELT (Primary Executive Leadership Team), Dealing with the Tough Stuff, NAPLAN Writing Analysis, Managing Actual and

Potential Aggression (MAPA), CPR and Anaphylaxis as well as Child Protection and Code of Conduct. Being a part of the Tuggerah Lakes Learning Community meant that staff were able to participate in further Professional Learning that consisted of Literacy, Numeracy, Aboriginal Education, AVID and PBL. In 2018, we had three staff working towards accreditation at proficiency and three staff maintaining their accreditation at proficient level.

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	516,673
Revenue	4,719,556
Appropriation	4,527,140
Sale of Goods and Services	48,533
Grants and Contributions	141,292
Gain and Loss	0
Other Revenue	75
Investment Income	2,517
Expenses	-4,475,451
Recurrent Expenses	-4,475,451
Employee Related	-4,059,686
Operating Expenses	-415,765
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	244,105
Balance Carried Forward	760,778

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

Our school is continuing to work with the Asset Management Unit to provide resources and improve the general appearance of the school.

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	2,979,196
Base Per Capita	86,885
Base Location	0
Other Base	2,892,311
Equity Total	449,902
Equity Aboriginal	61,583
Equity Socio economic	263,336
Equity Language	1,938
Equity Disability	123,044
Targeted Total	612,848
Other Total	282,358
Grand Total	4,324,303

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.

The average student achievement scores in literacy for students at Killarney Vale, compared to the scores for similar schools (shown in brackets) are as follows:

- Year 3 Reading – 413 (similar schools = 403)
- Year 3 Writing – 418 (389)
- Year 3 Spelling – 414 (399)
- Year 3 Grammar – 419 (401)

- Year 5 Reading – 490 (474)
- Year 5 Writing – 477 (442)
- Year 5 Spelling – 485 (482)
- Year 5 Grammar – 489 (469)

The average student achievement scores in numeracy for students at Killarney Vale, compared to the scores for similar schools (shown in brackets) are as follows:

- Year 3 Numeracy – 408 (similar schools = 386)
- Year 5 Numeracy – 471 (similar schools = 468)

Student achievement scores in Year 3 Numeracy and Writing and Year 5 Writing also exceeded average state scores.

Student growth from Year 3 to Year 5:

- 53.2% at or above expected growth in Reading
- 72.1% at or above expected growth in Writing
- 53.3% at or above expected growth in Spelling
- 28.3% at or above expected growth in Grammar
- 22.8% at or above expected growth in Numeracy

Student growth in Writing exceeded growth in similar school groups.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

The *Premier's Priorities: Improving education results* is to increase the proportion of NSW students in the top two NAPLAN bands by 8% by 2019. Results for Killarney Vale for 2018 are:

- In Reading – 47.62% of students in Year 3 are in the top two bands.
- 35.09% of students in Year 5 are in the top two bands
- In Numeracy – 44.44% of students in Year 3 are in the top two bands, an 11.9% increase from 2017
- 20.75% of Year 5 are in the top two bands
- 37.71% of students overall are in the top two bands for Reading and Numeracy combined – this is an increase of 1.75% from 2017.

The *State Priorities: Better services – Improving Aboriginal education outcomes* for students is to increase the proportion of Aboriginal students in the top two NAPLAN bands. NSW public schools with significant numbers of Aboriginal students are required to report on the percentage of students in the top two bands. Killarney Vale PS has less than 10 students in the Year 3 cohort, therefore performance comparisons

are not statistically significantly.

- Year 3 Numeracy – 28.57%
- Year 5 Numeracy – 20%
- Year 3 Reading – 42.86%
- Year 5 Reading – 20%
- 26.47% of students achieved in the top two bands for Reading and Numeracy overall, a 0.38% increase from 2017.

Parent/caregiver, student, teacher satisfaction

Students from Years 4, 5 and 6 completed the online 'Tell Them From Me' survey. Key findings from the survey include:–

- 77% of Year 6 students participate in art, drama, or music groups, extra-curricular school activities or a school committee.
- 93% Year 4 and 59% Year 5 students are interested and motivated in their learning.
- 90% of students try hard to succeed in their learning.
- 74% of students feel good about their culture when at school.
- 76% of students believe their teachers have a good understanding of their culture.

Teachers:

Teachers continue to develop Personal Development Plans (PDPs) identifying goals for professional learning. Also, teachers continue to embed elements of the Quality Teaching Framework into teaching and learning programs. Staff and stage meeting allow for staff to maintain knowledge of and commit to the quality teaching framework ensuring effective implementation and best practice – evidenced in teaching and learning. KVPS will continue to strive to improve the engagement with leadership capacity of teachers.

Parents:

Parents and caregivers were invited to attend workshops run by teachers at school in the areas of PBL, new technological learning, anxiety sessions (to help anxious students at home), STEM (science, technology, engineering, mathematics) and robotics, as well as presentations at P&C meetings involving L3 learning, PBL processes, classroom behaviour management and the use of ipads in the classroom.

Policy requirements

Aboriginal education

Killarney Vale Public School is committed to the ongoing improvement of the educational outcomes and well-being of Aboriginal and Torres Strait Islander students so that they achieve in every aspect of their education.

In 2018, 54 students were identified as being Aboriginal

and/or Torres Strait Islander descent.

Aboriginal education at Killarney Vale Public School continues to build a strong and successful partnership through the development of programs that inform and nurture our community ties. Additional Learning and Support Teacher (LaST) time in conjunction with additional Student Learning Support Officer (SLSO) time have been implemented and funded through the Resource Allocation Model. Staff work collaboratively with students and families to develop, implement and review Personal Learning Pathways each semester, identifying the individualised learning needs of students and cultural activities being embedded in the school culture.

Successful programs include: Senior and Junior Didgeridoo lessons, Senior and Junior Dance for boys, girls and combined groups. We also produced a termly newsletter where we support and promote school activities, student work, achievement of their goals, hero profiles, building cultural awareness through parent interviews and community information.

All Aboriginal and Torres Strait Islander children participated in a weekly mentoring program, Tales From A Dilly Bag. The students engaged in cultural sessions with their buddies about connecting to the land and people through reading, art and music

Staff from across the school stages attended the Kuriwa Aboriginal Educational Community Group (AECG) meetings, contributing school reports and support for the AECG. To reinforce the importance of building sustainable community links our Killarney Vale based Aboriginal Education Group (AEG) has been strongly supported and participation continued to increase throughout the year. In NAIDOC week we had a variety of programs on offer, starting with a cultural performance and specialised workshops including Aboriginal art and games day. In NAIDOC week, we created connections with a display of Indigenous Literacy within our library program K – 6, each class completed a piece of artwork to be incorporated into a mural for the school and individual achievements were recognised through our Education week awards and end of year Presentation Day.

The Gulangfest message stick was welcomed to our school at a special assembly and our Aboriginal student leaders presented and passed the message stick to The Entrance Public School. Every Aboriginal child contributed to an artwork, which was entered in the art exhibition displayed at Bateau Bay Square. Killarney Vale AEG students and families were integral contributors to Gulangfest held in the Dolphin Theatre at The Entrance Senior Campus, through both the dance group and Koori Choir.

Multicultural and anti-racism education

KVPS's STAR values education has ensured that multicultural education and our STAR values including safety, tolerance, achievement and responsibility are embedded in all teaching and learning programs. Special groups including Koori choir, Aboriginal dance

group, drum corps and didgeridoo group provided opportunities for students to become immersed in cultural activities resulting in performances at various venues. Killarney Vale Public School takes pride in our culturally diverse, multicultural school with families from over seven countries from around the world. In our school, students are encouraged to develop attitudes of respect and inclusiveness increasing their understanding of cultures from around the world. Multicultural education influences all areas of the curriculum, as it builds the knowledge, skills and attitudes required for our culturally diverse society. Students learn about other cultures and celebrations around the world in History and Geography while developing an understanding and respect for others' values. All teachers ensure that our students learn about cultural diversity and its contribution to Australian society which is vital to the development of responsible and informed citizenship. Our Anti Racism Contact Officer (ARCO) has put strategies in place to support students and encourage positive resolutions, providing enhanced opportunities where incidents of racism have occurred. In 2018 we have had four reported incidents of racism that have been referred to and dealt with by the ARCO.