

Killarney Heights Public School

2019 Annual Report



4386

Introduction

The Annual Report for 2019 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.

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Message from the principal

Over the course of 2019, as the new Principal, I became aware of what an outstanding learning community we have at Killarney Heights Public School. Every day last year, I witnessed the ongoing commitment, dedication and success of students, teachers and parents/carers towards ensuring that our school maintains and improves educational outcomes and opportunities for all students.

The teaching and learning programs at KHPS are rich and personalized. Every student is well-supported in their learning and wellbeing. Partnerships extend beyond the school gate to optimize transitions for our students at all stages of their learning journey. Strong focus is placed on building the capacity of all staff to improve their professional practice and leadership capabilities. Learning environments are well designed and maintained to support effective teaching practice and flexible learning requirements. Students are empowered to be responsible, respectful and resilient members of the school community and their success and achievement is acknowledged and celebrated every day.

Teacher expertise and enthusiasm provides students with exceptional opportunities to pursue learning across a wide-range of extra-curricular activities and develop their gifts, talents and interests in academic, sporting and artistic endeavours. Strong and effective teams of students, staff and parents dedicate much time, energy and enthusiasm in ensuring that KHPS continues to excel in the delivery of high quality practice across the three domains of Learning, Teaching and Leading.

The long standing support and partnership that KHPS has with its parent community was celebrated at many special events during 2019. The 20th Anniversary Celebrations of the inception of FANS (French Speaking Association of the North Shore) was a highlight and emphasized the significant role that this partnership has played in establishing and growing the school's vision of 'bringing excellence in education within a unique bilingual setting. The P&C run Fireworks evening and school Springfest event equally demonstrated how effective partnerships with all school community stakeholders contribute to the collaborative, cohesive and positive school culture that we enjoy.

I would like to thank the teachers, administration staff, P&C and parent body for their dedication, commitment and for striving to make Killarney Heights Public School the supportive and exciting learning community that it is. Our students are fortunate to have this sound foundation to their education. I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Gillian Tegg

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

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Excelling
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Excelling
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Excelling
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

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.

Improvement Measures

- Increased number of teachers using flexible learning spaces to support future focused learning.
- Improvement in self-reported student measures from TTFM such as Persistence, Sense of Belonging, Experience of being bullied.
- PBEL data indicates reduced incidences of persistent teacher managed incidences.
- Improvement in the school self-assessment of the elements of the Wellbeing Framework for schools.
- All students learn using the 4Cs, with explicit teaching of 4Cs embedded into all grade programs for at least one Key Learning Area.
- A 'growth mindset' can be seen and heard in all learning environments.
- 'Visible learning' strategies can be seen and heard in all learning environments, specifically learning intentions (feed up), success criteria, feedback, feed forward.

Progress towards achieving improvement measures

Process 1: Specific programs and strategies are used to develop growth mindset and resilience in students so they have the skills and strategies to solve problems to best achieve learning outcomes and to manage challenges and adversities.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• Sentral now able to track types of behaviour for yellow cards. Yellow card data is being analysed by Wellbeing Leader over the 2019/2020 Summer holidays. Data will be presented early 2020.• Random K–6 student survey on PBEL was created and implemented verbally. Data from the survey is being collated and analysed by Wellbeing Leader over the 2019/2020 Summer holidays. Data will be presented early 2020.• Captain disposition ended up not being a focus at this point in time and was not linked to assemblies.• Science programs incorporated Creative and Critical thinking caps, however 2020 programs will need to continue to have the thinking caps lessons increased and improved.• Wellbeing and Curriculum & Pedagogy teams still need to collaborate to identify where Healthy, Safe and Active Lifestyles as well as Health, Wellbeing and Relationships outcomes are addressed in programs and/or whole school initiatives. Whole school new PDHPE scope and sequence needs to be planned first.• Tell Them From Me, the first snapshot, was implemented, analysed and presented to the Executive team, Wellbeing Team, Staff and P&C. Tell Them From Me open ended questions for snapshot 2 were decided on as a whole school as were teacher and parent TTFM questions. Analysis of snapshot 2 to be analysed during 2019/2020 Summer holidays and presented to Executive team early Term 1 2020.• From the TTFM student survey 1, some year 6 focus groups were developed and held by a member of staff to get a better insight into lower student responses to wellbeing. Results from the focus groups will be presented to the Executive team at the beginning of in 2020 and the new Stage 3 leader will then present the findings to the new Stage 3 staff to plan new areas of focus.	<p>Sentral platform costs</p> <p>Teacher release time for focus groups and team analysis</p> <p>Girls' Essential and Good Fellas program costs</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Educational Delivery (\$11600.00)

Progress towards achieving improvement measures

- The Great Kindness Challenge implemented across the whole school for one week. Well received by all and needs to be a continued initiative in future years.
- Year 4 students took part in the Wellbeing programs: Girls Essential and Good Fellas. Well received by students. Positive experience on student wellbeing according to teachers and students. An initiative that should be conducted next year.
- Calm Kids lunchtime group was established to promote mindfulness in students before lunch playtime. Not enough students wanted to participate as it was during lunchtime.

Process 2: Teachers explicitly embed the 4C's into learning and teaching programs. Students further develop the 4C's through structured development play in K–2 (STEM tasks) and project based learning in 3–6.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"> • Innovative Learning Environments – training proved somewhat ineffective as pre-existing KHPS practices were a component of the training, and considerable staff time was deemed more effective by sharing practice. Distributed decision-making regarding purchases that were grade appropriate using allocated stage budgets resulted in all teachers having buy-in to the process. All classrooms in KHPS, as a result, incorporated aspects of ILE relevant to students in that classroom. • Critical & creative thinking skills are embedded in many Science & Technology, and other Inquiry-based, teaching & learning programs. 'Thinking Caps' are consequently becoming a means for program-solving across all Key Learning Areas, such as PDHPE. • Robotics, tinkering & coding programs have been vastly expanded this year for all students. In all stages, a two-year plan was implemented for in-class programs, extra-curricular clubs in break times, GATS robotics programs for selected students, and extra-curricular third-party providers outside of school hours. These programs were highly sought after by students, and equity of access was managed. Considerable success, evidenced by student engagement and learning, was achieved with Dot & Dash in Early Stage One and Stage One, Makey-Makey in Stage Two, and Edisons in Stage Three. Stage Two and Stage Three GATS robotics students were inspired by Junior First Lego League and a mock First Lego League. Expansion of program for 2020 was planned. 	<ul style="list-style-type: none"> • Purchase of robotics (WEDO, EV3, kits) \$5,000 • QTSS staffing entitlement to release teachers for GATS robotics programs in every stage \$5,000 • T4L allocation for 23 student laptops to support learning with ICTs • Flexible furniture for Innovative Learning Environments \$35,000 • Teacher Professional Learning using QTSS staffing entitlement for PAC team \$500 • Additional smart panels and installation for learning zones \$ 2000 <p>Funding Sources:</p> <ul style="list-style-type: none"> • Educational Delivery (\$47500.00)

Process 3: Teachers implement Visible Learning strategies incorporating a common and shared language, understood by all, so that learning is visible to all students and teachers.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"> • Two teachers collated all Visible Learning & Growth Mindset pedagogical practices, and built a library of resources from across all stages. These were presented to all staff during a Teacher Professional Learning session. As a result, all class teachers can access common language KHPS resources relevant for their stage of learning • KHPS Anti-bullying policy was developed and revised in consultation with executive, staff and P&C. 	<ul style="list-style-type: none"> • Teacher Professional Learning using QTSS staffing entitlement for PAC team <p>Funding Sources:</p> <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$1000.00)



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.

Improvement Measures

- 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.
- Growth for all students in standardised assessments.
- Growth for all students in writing using school based assessments
- Growth in literacy for all students in 'francophone' bilingual program at least on par with that of students in 'anglophone' and 'English-only' programs.
- 100% of staff lead or co-lead at least one major school project.
- NESA syllabuses, including new editions, implemented by deadlines and incorporated into revised scope and sequences.

Progress towards achieving improvement measures

Process 1: Professional learning on differentiated teaching in Mathematics, implementing the numeracy progressions. Targeted professional learning sessions on feedback, assessment and using and interpreting data, for differentiated learning and teaching in Mathematics.

Evaluation	Funds Expended (Resources)
<p>Mathematics Problem Solving Scope and Sequence effectively developed after cross school consultation and specific training through the Australasian Problem Solving Mathematical Olympiads (APSMO) organisation for key Maths Team staff. Scope and Sequence prepared for each stage individually whilst maintaining consistency and logical progression K–6.</p> <p>Key staff across a variety of stages trained in the teaching of problem solving strategies by APSMO.</p> <p>All staff effectively trained in the range of problem solving strategies through targeted whole-school TPL conducted by APSMO trained staff. Problem solving strategies and techniques as well as targeted teaching methods demonstrated.</p> <p>Resources gathered, purchased and shared to ensure effective implementation of problem solving scope and sequence and teaching and learning programs.</p> <p>All classes have implemented mathematics problem solving scope and sequence during Semester 2 2019.</p>	<p>Problem Origo program \$650</p> <p>Professional learning APSMO course costs \$2,085</p> <p>Teacher release for professional training and off site learning walks \$ 1,500</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Educational Delivery (\$4235.00)

Process 2: Programs to improve the teaching of phonics and early literacy. Targeted professional learning on the literacy progressions, with a focus on writing, handwriting, learning adjustments and digital technologies. Continued professional learning on feedback, assessment, and using data, for differentiation.

Evaluation	Funds Expended (Resources)
Teachers in Stage Two trialed literacy progressions and PROBE with their whole class to inform teachers of student achievement in reading and to form learning goals. A sample of students were tested in Stage Three. It was	<ul style="list-style-type: none">– Staff to run TPL \$500– Purchase of additional PROBE kits

Progress towards achieving improvement measures

decided that the PROBE diagnostic was more informative for teachers. It was also decided that K–2 should continue using PM bench marking, however, if a student progresses, they can be tested on PROBE also.

Instructional leader worked with teachers to demonstrate how to administer PROBE with students. These sessions fed back into teachers programs and strategies were provided for how to improve outcomes for students.

Analysis of PROBE data suggests students need support in reorganisation, inferencing and evaluating texts when responding to comprehension questions. For next year, resources can be purchased to support teachers in teaching these skills.

After school visits and thorough research, KHPS has decided to create a data wall that will be visible in the school staffroom. The idea behind the data wall is to ensure that every student is known, valued and cared for. Through collegial conversations, teachers can work together to ensure students' needs are being catered for from support to extension. The data cards are comprehensive in their information and uniform. There is a card for K–2 and a card for 3–6. Each year group will be colour coded so as cohorts are easily identifiable. The ordering of the data cards will be based on PM bench marking K–2 and PROBE in 3–6. Data will be entered termly by teachers. Teams (stages, learning and support and exec) will meet regularly to view the wall and discuss the data from the visual representation. These meetings should be scheduled into the school's professional learning timetable.

For next year in Kindy, it is felt that the GRR program could be followed more closely to improve outcomes for students. Eg Camera words instead of rocket words and eight sounds per week instead of just two..

For next year in Kindy, Semester One will focus on phonological awareness, phonic knowledge, and decodable texts. In Semester Two, students will be introduced to predictable texts. Phonological books will be purchased for next year to support the program.

Currently, the Australian decodable texts do not match the GRR scope and sequence. This situation has not been resolved, but Kindy staff are aware and have made modifications accordingly.

Currently, unable to purchase French readers for Anglophone students as purchase orders can only be provided to Canadian teachers. This search will continue into next year. For next year, to encourage students' reading in French, it would be beneficial to refresh library resources for students.

for 3–6 \$450

– Consolidation of current PM kits for K–2 \$600

– Decodable reading resources \$860

– Instructional leader two days per week \$40,000

– Purchase of pinboards to create data wall in staff room. \$1000

Funding Sources:

- Educational Delivery (\$43410.00)

Process 3: Evaluation of curriculum and pedagogy in context of revised NESA syllabuses, unique bilingual program, EAL/D program, scope and sequences, and WHS.

Evaluation

The new K–10 PDHPE Syllabus was implemented school wide this year. PDHPE team leaders from the Pedagogy and Curriculum team led their teams in creating units of work addressing new elements of the syllabus. Professional learning focused on upskilling staff on the new syllabus. With a clear understanding of the syllabus, stage teams reviewed the PDHPE scope and sequence and identified how existing units of work aligned with outcomes and areas for review necessitating unit creation or alteration. Follow up professional learning, further familiarised staff with the syllabus and engaged them in creating an identified new unit of work.

The revised Science and Technology Syllabus was further implemented across the school. Particular attention in 2019 focused on the Digital Technologies strand. With many elements of this strand already being taught within the school, stages aligned their units of work with the revised syllabus. Stage 2 initiated a new unit of work focusing on processing and analysing

Funds Expended (Resources)

PAC team PDHPE teacher professional learning and casual release \$1100

KHHS resources to support Science & Tech partnership initiative

Casual release for scope and sequence overhaul \$1000

Funding Sources:

- Educational Delivery (\$2100.00)

Progress towards achieving improvement measures

data gathered from the World Surfing League. Stage 3 developed a new unit centred around the componentry of digital systems and networks. Furthered partnership with KHHS and learning continuity for students with visits to KHHPS science labs for program of lessons.

The new French Language Syllabus was at the core of teaching and learning in French LOTE lessons throughout 2019. The French LOTE teacher, a key contributor to the creation of the new syllabus, fully introduced the new syllabus throughout her teaching and learning programs.

The whole school scope and sequence layout has been overhauled to improve the ease of their accessibility. The structure of the Mathematics scope and sequence has remained, but all other syllabi have been moved into the new format which clearly aligns units of work with syllabus outcomes. Space has been left to accommodate the pending Creative and Practical Arts syllabus revision. Stages have updated the new scope and sequence format to reflect learning on the odd year cycle. The even year updates are to be completed in 2020.



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.

Improvement Measures

- Improved attendance at parent information sessions.
- Wider range of parent information sessions based on community need.
- Positive responses from parent surveys
- Greater number of students receiving 'Responsibility' awards
- Reduced number of yellow cards and parent concerns about playground behaviour
- Improved implementation of evidence-based bilingual programs as indicated by students, teachers, expert educators & community.

Overall summary of progress

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.

Progress towards achieving improvement measures

Process 1: Building CLIL pedagogy into programs across all KLA's to improve the French/English bilingual experience. The school works with the French Association of North Shore (FANS), Killarney Heights High School (KHHS) and local preschools to share information and strategies to build bilingual education across the whole community

Evaluation	Funds Expended (Resources)
<p>Tell Them From Me student, parent and staff survey data showed that there was positive feedback regarding the effectiveness of utilising CLIL pedagogy as part of our school's French/English bilingual program. Comments indicated that the methodology was engaging, built confidence in French language learning for students through content integration. Another benefit from building CLIL pedagogy into programs across all KLAs was that it has succeeded in building stronger collaborative relationships between DoE staff and Teachers of French. New CLIL units of work for Stage 3 were developed as a result of this collaborative partnership. Teachers reported that stronger relationships were also evident amongst teachers and Anglophone students which produced a more positive and cohesive learning environment.</p> <p>Another positive outcome from the inclusion of CLIL was that it enabled greater flexibility with class formations for 2020 so that every class is comprised of former KHPS students from English First, Anglophone and Francophone streams.</p>	<p>Class solver software \$240</p> <p>Casual relief for presenters \$1000</p> <p>Printing costs for orientation packs \$450</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Educational Delivery (\$1690.00)

Progress towards achieving improvement measures

Kindy orientation for 2020 included additional information relating to bilingual and CLIL pedagogy for parents/carers of new students. This is consistent with school aims to promote inclusive and transparent practices.

Further development of collaboration between KHPS and KHHS and FANS was evidenced in 2019 by the inclusion of an advanced French language program for former KHPS students now in Year 9 and 10 at KHHS. Students received a unique extension program that combined the study of French literature and history providing students with an enhanced model of language learning as they continue into high school.

2019 saw a growth of around 20 to 30% in student numbers participating in the before school intensive French Anglophone program.

Process 2: The school and families work together to develop strategies to use in the home to build on students' strengths and develop parents' understanding of teaching and learning programs and their capacity to become partners in their child's learning and development

Evaluation	Funds Expended (Resources)
<p>The KHPS Community established two significant family and community partnership projects in 2019.</p> <p>The Fathering Project, established after consultation with the P&C was instigated through a well attended information night and initial signup evening session. The Project which is based on the idea that more effective fathers and father-figures means a generation of kids with happier, healthier futures, aims to inspire and equip fathers and father-figures to positively engage with the children in their lives. The large number of men who attended this session and voted unanimously for KHPS to formally partner with the project in 2020 was inspiring.</p> <p>The Environment and Waste Management Project is a community instigated initiative endorsed, supported and implemented at school in 2019 by the school and Student Representative Council (SRC). The project aims to improve sustainability school-wide with the support and involvement of parents, staff and students. A large group of dedicated and knowledgeable parents employed their expertise to educate and advise the school community. Through consultation the school implemented improved processes and procedural change to more effectively manage and waste and reduce the environmental impact of the school. SRC students took part in a waste audit managed through a collaboration with Keep Australia Beautiful.</p> <p>The school initiated a well attended cyber safety information session conducted by 'The Cyber Safety Lady' Leonie Smith. The session provided parents with information and advice for cyber bullying, privacy settings for social media platforms, safe apps and screen time limits. Anecdotal and informal feedback from parents and staff who attended indicated that the session was very valuable and would be recommended.</p> <p>Detailed termly Maths Overview documents, initiated during 2018, were built upon and improved over the course of 2019. These guides, distributed to all parents at the start of each term provide detail the learning planned for mathematics in each grade. Along with this scope and sequence the guides provide useful tips and links to resources to support parents when working with their children on mathematics consolidation at home.</p> <p>Family and community partnership projects such as these aim to enable our students grow into confident, creative global citizens whilst supporting strong two-way communication and eliciting community consultation.</p> <p>Additionally, through the established P&C committee, the school provided important information, sought feedback and instigated consultative and collaborative practices. Examples of important projects involving community</p>	

Progress towards achieving improvement measures

consultation through the P&C include:

- ongoing involvement in Project Reference Group meetings monitoring and guiding the building of our new classroom facilities
- a number of information and feedback sessions regarding the well recognised Community Language programs at KHPS
- Parent consultation on the review and improvements to our reporting format

Furthermore, through the use of the annual Tell Them From Me (TTFM) Survey, the school actively sought and analysed parent views and opinions on a wide range of topics regarding the school, its operations, programs and facilities. This survey is referenced in greater detail elsewhere in this report.

Process 3: Build capacity of teachers to manage their work load and minimise factors that cause stress and ill-health.

Evaluation	Funds Expended (Resources)
<p>Staff surveyed as to what areas of Professional Development they require from the Department including Work/Life Balance, Managing Change, Mindfulness, Managing difficult conversation, Improving team communication, Self-help strategies and resilience techniques etc.</p> <p>Staff survey was developed and implemented. Strongest result was Managing Difficult Conversations. TPL was implemented in Term 4. Well received by staff.</p> <p>Staff Wellbeing week implemented into the TPL timetable and development of fun team building exercises integrated.</p> <p>Team building and staff wellbeing activities were well received. Teachers expressed appreciation for this new focus and teams were cohesive.</p> <p>Staff Wellbeing TPL booked and included in Term 3 or 4 TPL timetable based on staff survey.</p> <p>Staff Kindness Ninja implemented for a week in alignment with the whole school Kindness Challenge</p> <p>Staff Kindness Ninja was well received. Continue in future years.</p> <p>School provided the option for all staff to receive influenza vaccination to minimise the risk of ill-health.</p>	<p>Staff Wellbeing professional training presenter cost \$1144</p> <p>Improvements to hygiene facilities \$1200</p> <p>Staff flu vaccinations \$1500</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Educational Delivery (\$3844.00)



Key Initiatives	Resources (annual)	Impact achieved this year
Low level adjustment for disability	<p>0.6 FTE staffing – Learning and Support teaching staff. Flexible staff funding for low level adjustment for disability allocation.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Low level adjustment for disability (\$64 030.00) • Low level adjustment for disability (\$47 766.00) 	<p>Three teachers delivered a Reading Fluency Support program, three mornings a week for small groups of students in Years 1–6 . Two teachers ran a Mathematics Learning and Support program two mornings a week for small groups of targeted students in Years 1–6. One teacher ran a Spelling Support program, two days a week for small groups of targeted students in Years 1 – 6.</p> <p>Learning and Support teachers provided case–by–case support for students and teachers to effectively adjust teaching/learning program design and delivery and make appropriate accommodations for the learning and behaviour needs of identified students.</p> <p>Additional resources were purchased for Early Stage 1 to support teaching and learning of constrained literacy skills in phonics and phonemic awareness.</p>
Quality Teaching, Successful Students (QTSS)	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$123 044.00) 	<p>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 performance development planning and professional goals and/or School Plan targets. 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.</p> <p>Teachers from the Pedagogy and Curriculum (PAC) team released to improve staff capacity to implement STEM programs, in particular, the teaching of Robotics. Two teachers also collated all visible Learning and Growth Mindset pedagogical practices and built a library of resources from across all stages which was presented at professional learning session.</p>
Support for beginning teachers	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Support for beginning teachers (\$56 520.00) 	<p>Four 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. Beginning teachers \$56,520.00</p>
Targeted student support for refugees and new arrivals	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Targeted student support for refugees and new arrivals (\$52 305.00) 	<p>63% of students at KHPS have a language background other than English. Throughout the year we had a number of students enrolling at KHPS to join in our unique</p>

Targeted student support for refugees and new arrivals	Funding Sources: <ul style="list-style-type: none"> • Targeted student support for refugees and new arrivals (\$52 305.00) 	English–French bilingual program. Additional support for these new arrivals was provided by specialist ESL teachers. 0.4 FTE staffing, varied throughout the year on basis of New Arrivals status New arrivals
English language proficiency	Funding Sources: <ul style="list-style-type: none"> • English language proficiency (\$170 746.00) • English language proficiency (\$33 314.00) 	Two specialist EAL/D teachers (1.6 FTE staffing entitlement) supported students at various English language acquisition. Small group Intensive literacy support was provide for Kindergarten students two or three times a week. Students in Years 1–6 needing intensive language support were also withdrawn several times a week until skills were sufficiently developed to require in–class small group support. One part–time teacher (0.2) was also employed to provide in–class EAL/D support depending on the achievement against English Language proficiency levels. One reading fluency part–time teacher funded to support groups comprised of EAL/D students identified for reading improvement strategies.
Literacy and numeracy	Initiative Funding source: Literacy and Numeracy (new methodology) \$45,210.00	In 2019, Reading Recovery continued to support students in Year 1 with intensive one–on–one support with a fully trained and experienced Reading Recovery Teacher 0.5.
Disability integration	Targeted Integration Funding support \$32,392.	Three 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			
	2016	2017	2018	2019
Boys	360	336	331	337
Girls	363	355	366	341

Student attendance profile

School				
Year	2016	2017	2018	2019
K	95.4	96.1	96.6	94.4
1	95.6	95.3	94.8	95.5
2	95.5	95.7	95.9	94.3
3	96.5	96.4	95.7	95.5
4	96.1	95.9	96.5	96.4
5	95.2	95.2	96.3	95.6
6	94.6	95.3	95	94.7
All Years	95.6	95.7	95.9	95.3
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.



Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	4
Classroom Teacher(s)	24.43
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.6
Teacher Librarian	1.2
Teacher ESL	1.6
School Administration and Support Staff	4.26
Other Positions	3

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.



Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	640,011
Revenue	6,111,109
Appropriation	5,692,351
Sale of Goods and Services	1,729
Grants and contributions	407,578
Investment income	7,476
Other revenue	1,975
Expenses	-5,880,756
Employee related	-5,202,999
Operating expenses	-677,757
Surplus / deficit for the year	230,353

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.



Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	32,392
Equity Total	320,446
Equity - Aboriginal	0
Equity - Socio-economic	4,590
Equity - Language	204,060
Equity - Disability	111,796
Base Total	4,509,527
Base - Per Capita	163,543
Base - Location	0
Base - Other	4,345,984
Other Total	644,671
Grand Total	5,507,036

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.

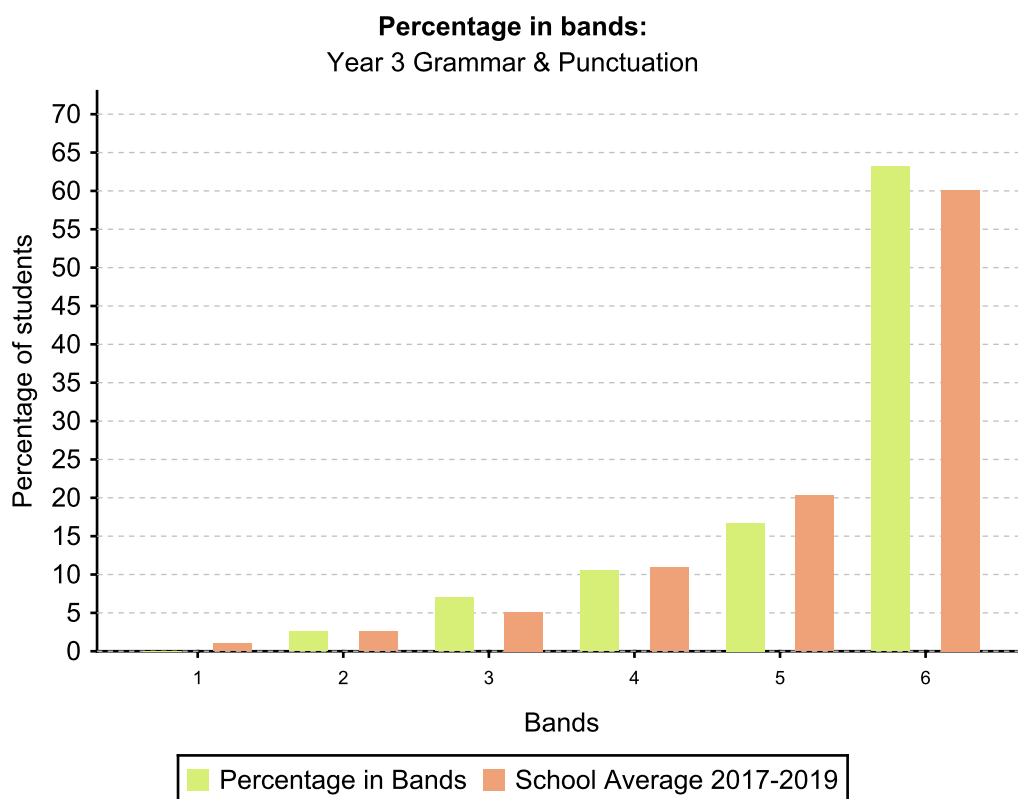


School performance - NAPLAN

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.

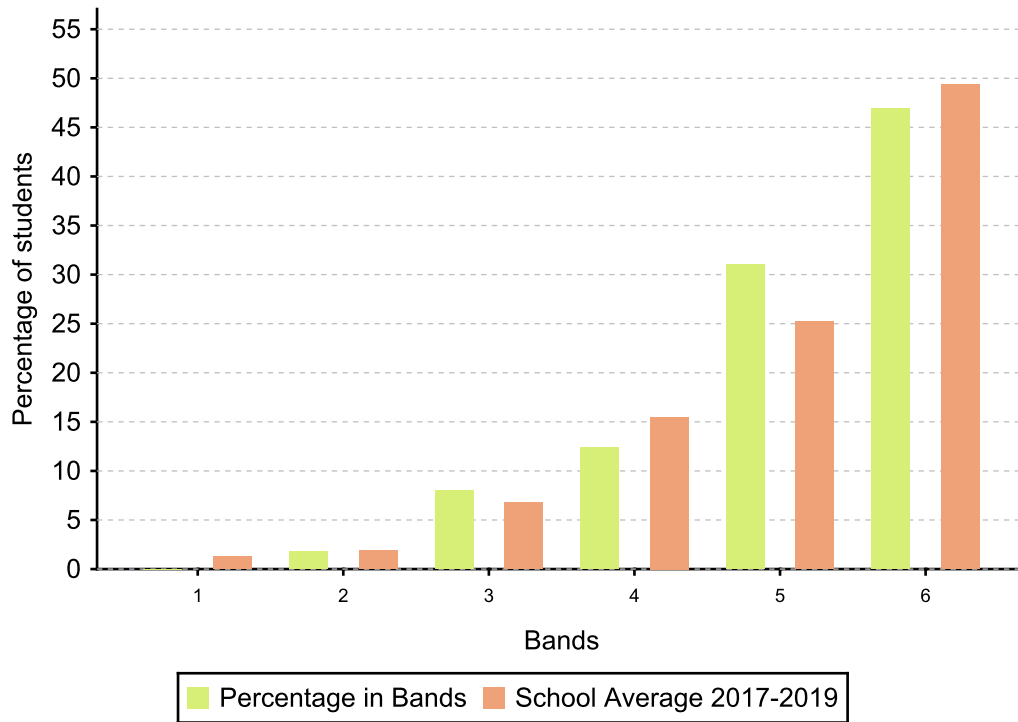
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

Literacy and Numeracy Graphs



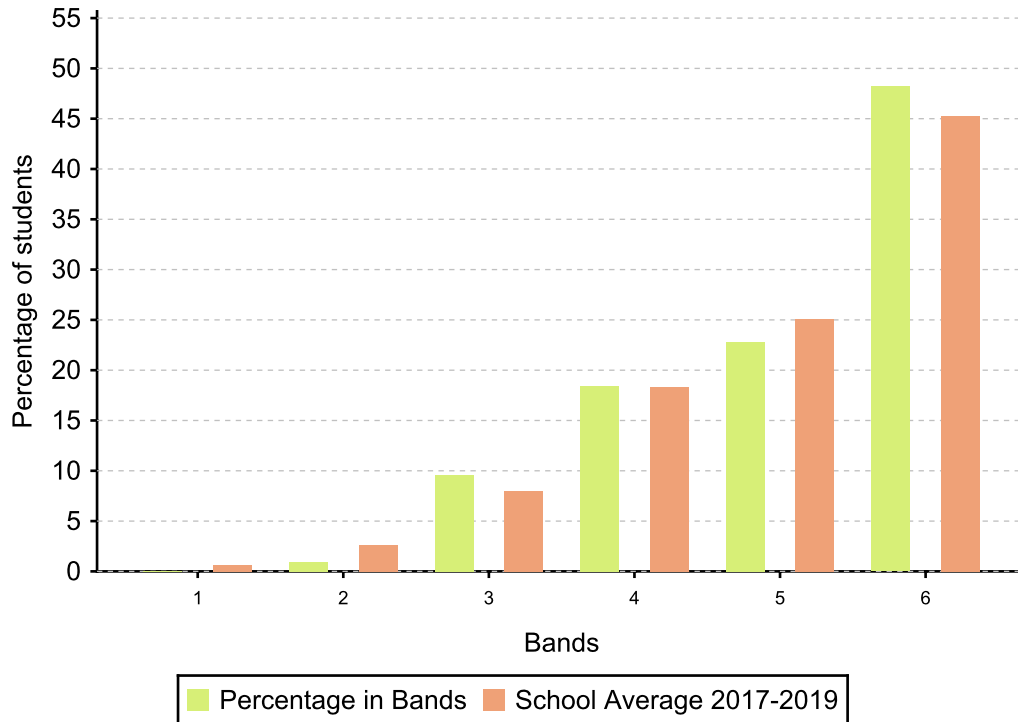
Band	1	2	3	4	5	6
Percentage of students	0.0	2.6	7.0	10.5	16.7	63.2
School avg 2017-2019	1	2.6	5.1	10.9	20.3	60.1

Percentage in bands:
Year 3 Reading



Band	1	2	3	4	5	6
Percentage of students	0.0	1.8	8.0	12.4	31.0	46.9
School avg 2017-2019	1.3	1.9	6.8	15.5	25.2	49.4

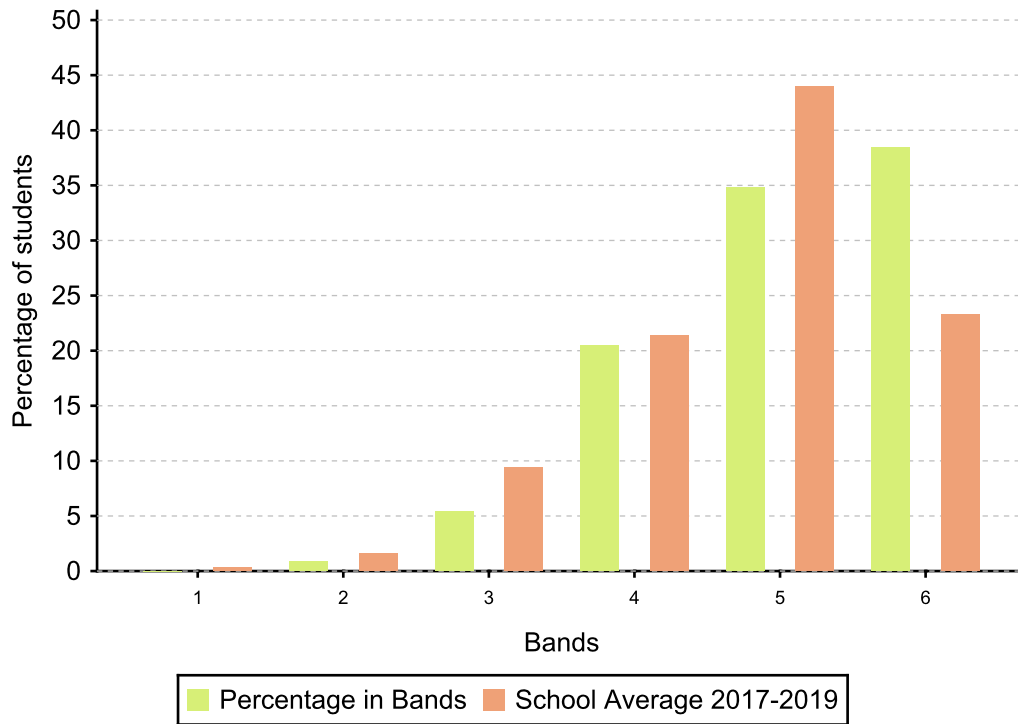
Percentage in bands:
Year 3 Spelling



Band	1	2	3	4	5	6
Percentage of students	0.0	0.9	9.6	18.4	22.8	48.2
School avg 2017-2019	0.6	2.6	8	18.3	25.1	45.3

Percentage in bands:

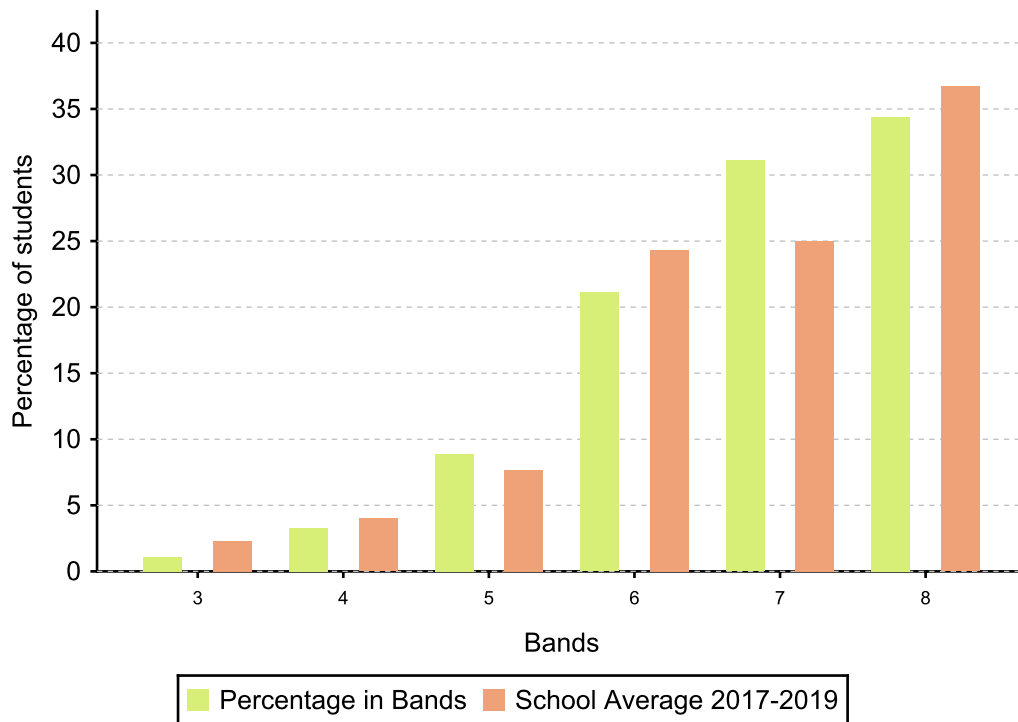
Year 3 Writing



Band	1	2	3	4	5	6
Percentage of students	0.0	0.9	5.4	20.5	34.8	38.4
School avg 2017-2019	0.3	1.6	9.4	21.4	44	23.3

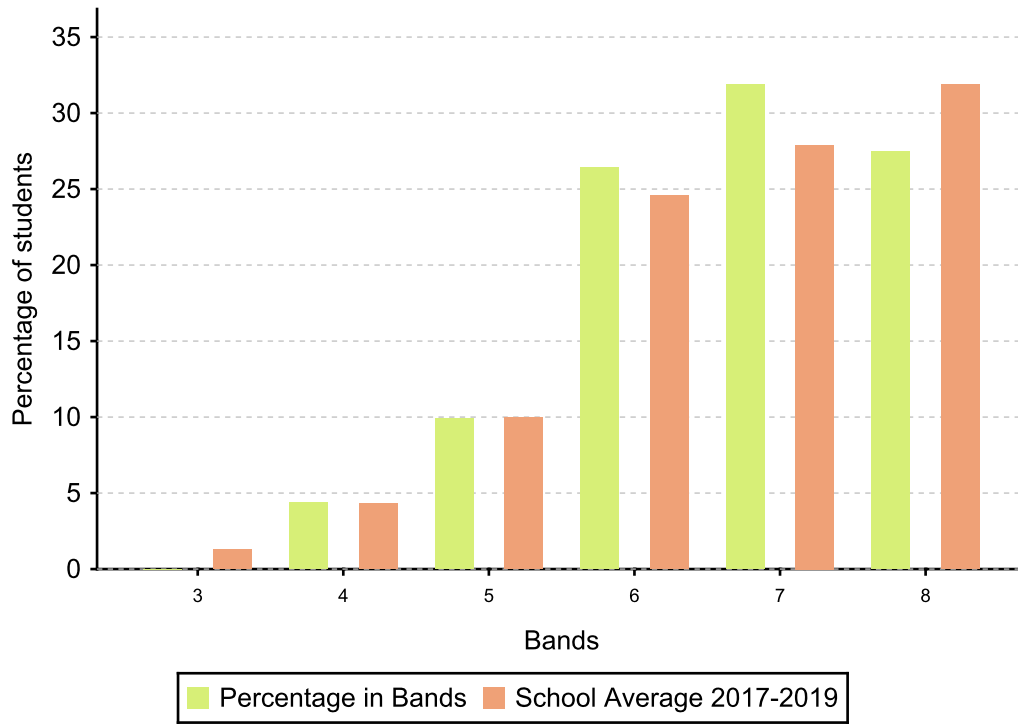
Percentage in bands:

Year 5 Grammar & Punctuation



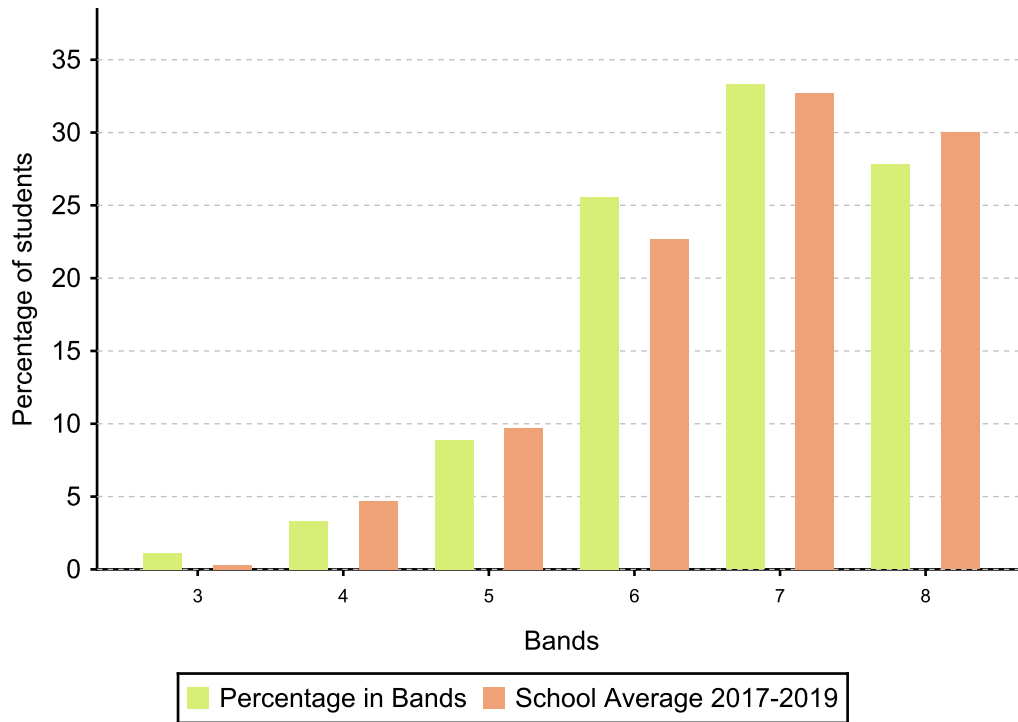
Band	3	4	5	6	7	8
Percentage of students	1.1	3.3	8.9	21.1	31.1	34.4
School avg 2017-2019	2.3	4	7.7	24.3	25	36.7

Percentage in bands:
Year 5 Reading



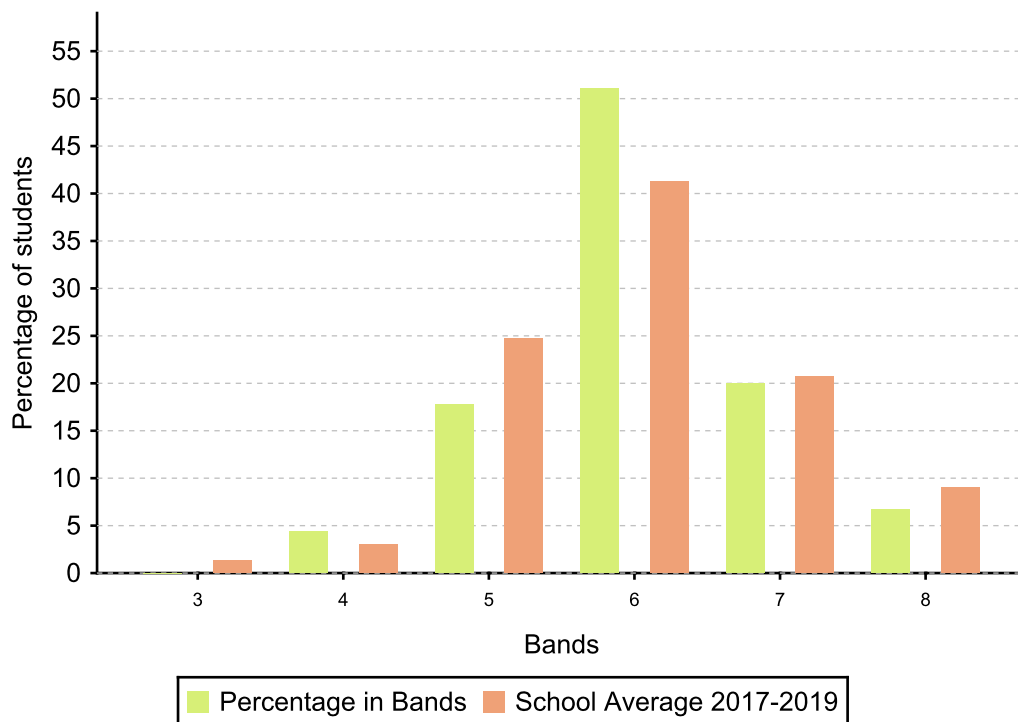
Band	3	4	5	6	7	8
Percentage of students	0.0	4.4	9.9	26.4	31.9	27.5
School avg 2017-2019	1.3	4.3	10	24.6	27.9	31.9

Percentage in bands:
Year 5 Spelling



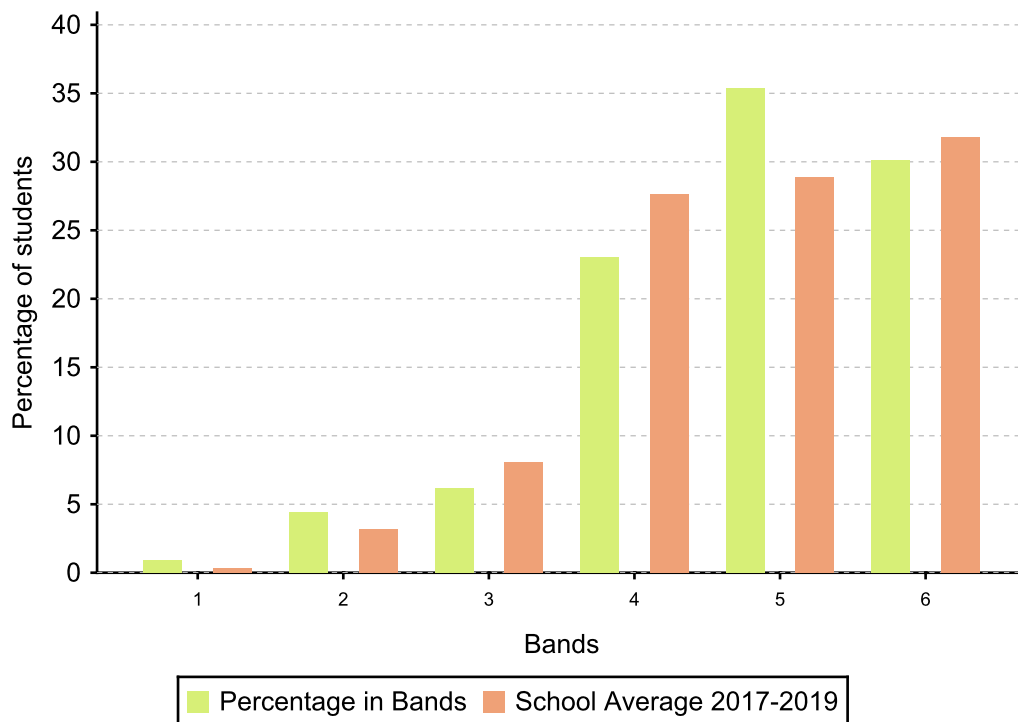
Band	3	4	5	6	7	8
Percentage of students	1.1	3.3	8.9	25.6	33.3	27.8
School avg 2017-2019	0.3	4.7	9.7	22.7	32.7	30

Percentage in bands:
Year 5 Writing



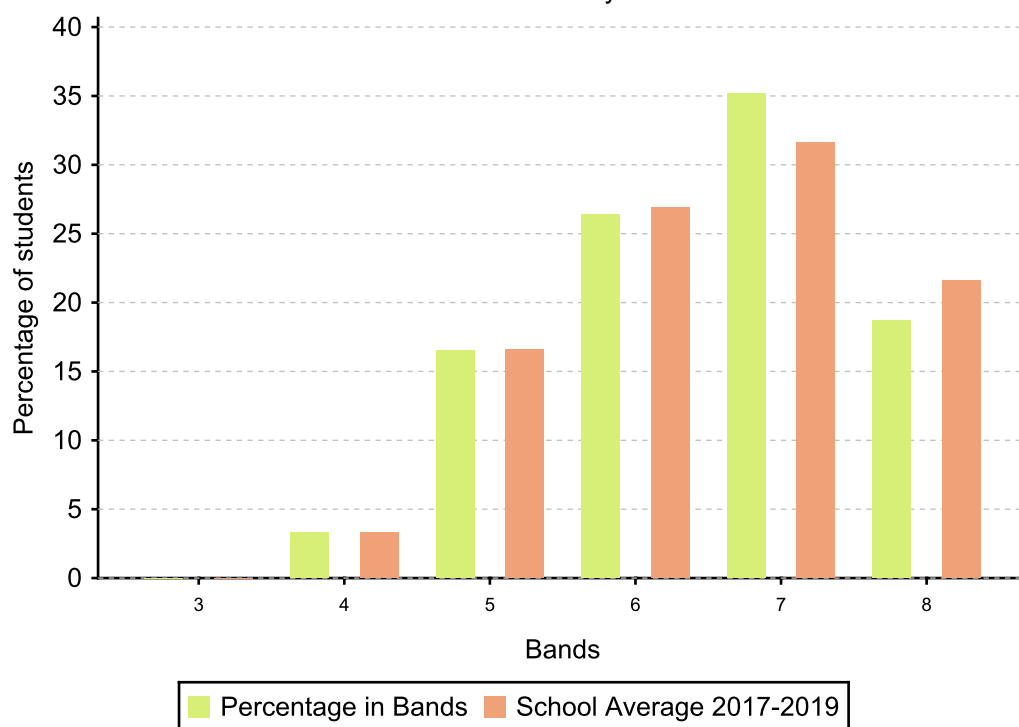
Band	3	4	5	6	7	8
Percentage of students	0.0	4.4	17.8	51.1	20.0	6.7
School avg 2017-2019	1.3	3	24.7	41.3	20.7	9

Percentage in bands:
Year 3 Numeracy



Band	1	2	3	4	5	6
Percentage of students	0.9	4.4	6.2	23.0	35.4	30.1
School avg 2017-2019	0.3	3.2	8.1	27.6	28.9	31.8

Percentage in bands: Year 5 Numeracy



Band	3	4	5	6	7	8
Percentage of students	0.0	3.3	16.5	26.4	35.2	18.7
School avg 2017-2019	0	3.3	16.6	26.9	31.6	21.6



Parent/caregiver, student, teacher satisfaction

The school maintains a strong working relationship with the KHPS P&C association. With meetings twice each term, this forum is used to inform the community of current initiatives and issues as well as to gather feedback and opinions and hear questions, comments, concerns and suggestions from the community. Surveys, emails, interviews and discussion forums were used to seek opinions about the school.

Important community consultation through the P&C was maintained via a P&C representative's ongoing involvement in Project Reference Group meetings monitoring and guiding the building of our new classroom facilities. In addition to Information booths and community broadcasts via standard school communication channels regarding the progress of building works, these meetings allowed direct consultation and input on all decision making during the process.

Specific P&C meetings were selected for the presentation of information and to seek feedback regarding the well recognised Community Language programs at KHPS. Similarly, considerable time was spent over a number of meetings to allow parent consultation and seek advice and feedback on the review of and improvements to our formal reporting format. Both of these initiatives were later followed up through specific school specific questioning in the Tell The From Me Survey of parents and staff.

Furthermore, through the use of the annual Tell Them From Me (TTFM) Survey, the school actively sought and analysed parent views and opinions on a wide range of topics regarding the school, its operations, programs and facilities. This survey is referenced in greater detail elsewhere in this report.

Additionally this year, the school conducted TTFM (Tell Them from Me) student, teacher and parent surveys to collect more extensive quantitative and qualitative data relating to community satisfaction and engagement with the school.

Student Survey Data:

Student survey data from TTFM indicated many areas of positive response with students indicating that they felt strongly that their learning time was effective each day and showing high expectations for success for example. Similarly, results were very pleasing with the low levels of respondents reporting that they felt they were the victims of bullying (on average less than 28% compared with the state norm of closer to 35%).

with regards to students opinions about the condition of facilities in the school, the overwhelming majority felt very positively about the cleanliness and maintenance of most facilities including the library, playground and canteen (all more than 90% of respondents agreeing or strongly agreeing that these areas were clean and well maintained). There was a disappointing increase in the number of students feeling that the toilet facilities were not clean or well maintained (almost 50%). The school's response is to look into improving these facilities through painting and replacing soap and hand towel equipment.

The school initiated a number of focus groups to look more closely at opinions of students in target year groups. For example, a dramatic decrease in the percentages of girls in stage 3 feeling that they were interested and motivated. Results from these focus groups are now being analysed for possible implementation of PBEL (Positive Behaviour, Engaged Learning) initiatives through the wellbeing team in 2020. disappointingly lower results of Year 4 and 5 boys in the area of students with positive behaviour at school is another focus area for this team in 2020.

Teacher Survey Data:

Teacher survey data from TTFM indicated that, of the respondents, almost 70% had been teaching for 6 years or longer. Our staff indicated very positively that they felt there was a strong sense of belonging for our students (no teachers disagreed with this statement and over 92% agreed or strongly agreed) and similarly, just under 90% of respondents felt the school was well maintained. The vast majority of teachers indicated that they felt that they had the skills and confidence to meet the needs of students with a disability or special needs (only 8% disagreed with this statement).

Importantly, staff returned a strong positive response when asked about the level of collaboration between teachers in preparing and delivering teaching and learning programs and similarly in responding to measures which indicate a strong feeling of exclusivity at our school. Similarly high results indicate that staff feel positive about the quality of feedback given to students and that effective teaching strategies are employed across the school.

Strong results indicate that teachers at KHPS feel that their practice is informed by data and over 85% felt that school leaders clearly communicated their strategic vision and values for the school.

One area with weaker results saw almost 20% of respondents disagree that school facilities support effective teaching practices. It is hoped that the completion of our new build in 2020 will see improvements in this area of perception.

Parent Survey Data:

Parent survey data from TTFM indicated that 83% of respondents agreed or strongly agreed that they would recommend KHPS to others while only 8% disagreed with this statement.

When comparing 2019 results with the last TTFM survey completed in 2015 on a variety of measures, the majority indicate positive growth in areas such as the sense of feeling welcome, being informed, that the school supports positive behaviour and of the inclusivity of our school. The one area of a decline of 0.1 points reflects the sense of 'Safety at school'.

The positive responses to the physical environment of our school were very welcome. Almost 90% of respondents felt that the environment is welcoming and 86% feel it is well maintained (improvements in painting and carpeting were widespread across the school over the year along with significant upgrades to leaning zones to allow flexible groupings and collaborative teaching and learning practices). Similar figures (89%) felt the school is easy to access and move around in. On average, under 5% of respondents disagreed with these statements.

On average around 90% of parents who completed the survey indicated that they found student reports, formal interviews and informal meetings to be useful or very useful as a form of communication.

It was disappointing to see the low number of parents who were involved in school committees and voluntary work. Numbers indicate that only 16% are involved in school committees and, whilst 22% volunteer in 'some other way' in the school termly or weekly, and only 3% volunteer in the canteen monthly or more frequently.

Finally, a positive result can also be seen in parents' responses as to how often they have met with teachers and attended meetings at school with 76% talking with teachers two or more times throughout the year and 82% attending at least two meetings. This sense of communication and collaboration between teachers and parents is very positive as we know that environments which foster this collaboration are very healthy for student progress.

In addition, parent and teacher feedback was successfully sought on the format of student reports. Changes to the format were made to reflect feedback from staff and parents which aim to make the reports more user friendly and informative.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Aboriginal perspectives are incorporated into teaching and 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.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

An experienced teacher, Ms Sandra Bacchi, 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. School positive behaviour for learning program promote respectful relationships and are consistent with policy.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

Multicultural perspectives continued to be 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 French embassy officials and educators, to learn and celebrate the school's 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 afterschool once a week.
- Portuguese lessons are offered to students afterschool 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.

Other School Programs (optional)

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. 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.

In 2019, the Reading Team purchased a wide range of high interest, low level texts to increase students' interest in reading. Students in years 4–6 were able to take home readers they were interested in and the feedback from students was very positive. This program will continue in 2020 and the Reading Team plans to look into finding some similar books that will suit the lower ability students in stage 2. The Reading Team continues to use the Rainbow Reading Program which is aimed at improving students' fluency, comprehension and other aspects of reading development.

Good fellas group and girls essentials incursion, was included to support the development of social skills, respectful relationships and positive self-esteem for boys and girls. Boys will attend the Goodfellas workshop and girls will attend Girls Essentials. The aim of each workshop is for students to learn and apply strategies dealing with friendships, encouraging optimistic habits of the mind and goal setting.

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 Speaking Association of North Shore (FANS). In 2019 the school's bilingual program was awarded for the second time, the Label Franc'Education which is awarded by the French government as a recognition of excellence. Our school is also a founding member of the Australian Association of French/English bilingual schools group (aafeps), which consists of eighteen bilingual schools across Australia. In 2019 executive teachers of French and Principal attended The 2019 AAFEBs Conference at Telopea Park School, the French–Australian school of Canberra. They joined teachers from the 18 French–Australian bilingual schools to participate in professional learning that focussed on mathematics in the French–Australian curriculum. The opportunity to share practice and build collegiality between schools was invaluable. Our school has enthusiastic teaching staff teams 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 2019, 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. In 2019 The Content Language Integrated Learning (CLIL) methodology, was implemented in Stage 3 Science, History, Geography and Visual Arts programs.. CLIL enabled students to take advantage of the connections between French language and specific subject related content. There were school events such as 'Francophonie Week', French spelling bee, bilingual speech competition and French poetry recitation. The opportunity to attain a diploma in French as a foreign language by sitting the Diplome d'Etudes de Langue Francaise (DELF) exam was provided at school in 2019. A greater number of students in the Anglophone program sat and passed the A1 and A2 level in 2019. 14 Anglophones students sat A1 level and achieved 88% on average. 14 Anglophone students sat the A2 level and achieved an average score of 83% which is an increase of 4 points on last year. Francophone participants achieved an average score of 95.3% at the A2 level which is an increase of 5 points on the 2018 result. . 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.

Community Languages

At KHPS we implement planning and pedagogy in-line with Community Languages policy guidelines. Based on student enrolment data, the school received a staff funding entitlement to continue running the Mandarin (0.4 teacher allocation) and French Community Languages (2.6 teacher allocation) programs in 2019. Each student whose background language was Chinese or French received a minimum of 2 hours each week through teaching and learning programs that were effectively and expertly integrated into the school curriculum in order to maintain and develop their communicative competence in Mandarin or French.

Minimum of 2 hours **French language** learning achieved through:

- 45 minute French LOTE (differentiation within class group but enhanced and enriched via FANS (French Speaking Association of the North Shore) Bilingual Program staffing for students enrolled). ES1 classes timetabled for 30 minutes.
- Minimum of 2 x 45 minute Bilingual teaching of regular curriculum delivered in partnership with FANS (History, Geography, Science & Technology or ICT)
- Minimum 20 minute rotation of Sport taught in French delivered in partnership with FANS.

Additional Community Language Enrichment offered through the unique bilingual environment offering experiences such as:

- French competitions and extracurricular activities (Spelling Bee, Recitation competition, Multilingual Robotics, Francophonie Week, specific Creative Arts groups etc.) Playground and classroom informal language use
- Bilingual presentations during assemblies and performances
- Bilingual school song, school signage, French Library resources

Minimum of 2 hours **Mandarin language** learning achieved through:

- CL Mandarin is offered to 3 groups of students (levelled from Yr1 – 6) according to language background identification and communicative capability.
- Withdrawal from class according to set timetable for 2 x 1 hour lessons in specific and well-resourced classroom used each Thursday and Friday.
- LOTE Mandarin is taught to two groups of students from Stage 3 classes (differentiation within class group)

Additionally at KHPS, Community Language French is offered to all groups of students K–6 as L2 language learners irrespective of language background identification and communicative capability which is a school community based decision. In 2019 the DoE Community Languages team endorsed and supported our school's implementation of our CL programs. Furthermore, they acknowledged and recognised our school as achieving delivery of an exceptional and uniquely rich French language experience for all students.

Sports Programs

Sports programs 2019 saw a continued use of the Federal Government's Sporting Schools Initiative. Grants for several sports programs were implemented including Rugby League, Lacrosse and Basketball. Supplementary funds from the grant were used to purchase sports equipment for school sport and Primary School Sports Association programs. In 2019, our sporting highlights included: Junior A AFL and Senior Soccer, who all placed first in the Warringah Zone Primary Schools Sports Association (PSSA) interschool competitions. Senior Boys Softball were 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 came runners up in the overall competition. Individual sporting achievements were numerous amongst the Zone, Area and State Athletics, Swimming and Cross Country Carnivals. One student represented the school at the NSW State Soccer team.

