

Killarney Vale Public School

2019 Annual Report



Introduction

The Annual Report for 2019 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.

School contact details

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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 provides a vibrant learning environment where all students have the opportunity to achieve to their full potential in every aspect of the curriculum. The school has 17 mainstream classes from Kindergarten to Year 6 and three classes which support students with additional needs. Our students are encouraged to live out the school's motto of 'Forward to a Better World'. Killarney Vale Public School's professional and highly skilled teachers are committed to providing quality, differentiated learning experiences for all students. Implementing research based programs aligned to the NSW Department of Education syllabus guidelines is a school priority.

Killarney Vale Public School has a strong commitment to student well being focusing on our 'STAR Values' of Safety, Tolerance, Achievement and Responsibility. Our Student Parliament and Student Leadership teams are active in decision-making for the school, encouraging a positive and responsible student voice. Our school has a solid link with the local community and is supported by a dedicated and passionate Parents & Citizens Association. Aboriginal Education is authentically embedded in all aspects of our school life. Students and families work hand in hand with the school to set aspirational, educational goals and work in partnership to celebrate their rich culture.

Killarney Vale Public School is always striving to improve and enhance educational and social experiences for all students.

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 and participated in an external validation. 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. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Delivering

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

Improvement Measures

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.

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%.

Percentage of Aboriginal Students Year 3, 5 and 7 in the top two bands for Reading (Baseline 2017: 50%, 25% and 12.5%) and Numeracy (Baseline 2017: 16.7, 25% and 0%) in NAPLAN to 2020, has increased by 10% contributing to the State's priorities of a 35% increase.

Progress towards achieving improvement measures

Process 1: Embed a whole school research based approach to personalised learning.

Evaluation	Funds Expended (Resources)
<p>Handover sessions planned for staff to identify students who require additional support or transition into the following year. Staff to handover critical assessment data to 2020 teachers.</p> <p>Sentral, PAT and class assessment data has been used to help identify and select classes for 2020 and provide future teacher with starting point for students.</p> <p>Implications:</p> <p>Student placement in 2020 classes is strategically planned to provide best support for transition.</p> <p>Staff members have access to information on students to support the development of teaching and learning programs and plan for 2020.</p>	<p>90 laptop computers</p> <p>3 charging banks</p> <p>LaST allocated funding to support classroom teachers</p> <p>Time for handover session.</p>

Process 2: Implement and embed a high quality tailored and differentiated approach to strengthen student learning.

Evaluation	Funds Expended (Resources)
<p>Implications:</p> <p>School Improvement Measure for 2020, to increase the percentage of students in the top two bands by 10%.</p> <p>Percentage of students in the top two bands for Reading</p> <p>Baseline 2017: Year 3 – 52.5%, Year 5 – 25.5%, Year 7 – 12.7%</p>	

Progress towards achieving improvement measures

TARGET Year 3 – 62.5%, Year 5 – 35.5%, Year 7 – 22.7%

2018 – Year 3 – 47.6%, Year 5 – 33.9%

2019 – Year 3 – 37.7%, Year 5 – 30.6%

Percentage of students in the top two bands for Numeracy

Baseline 2017: Year 3 – 41.7%, Year 5 – 14.9%, Year 7 – 12.7%

TARGET: Year 3 – 51.7%, Year 5 – 24.9%, Year 7 – 22.7%

2018 – Year 3 – 44.4%, Year 5 – 20.4%

2019 – Year 3 – 24.6%, Year 5 – 27.5%

Process 3: Embed school wide quality systems for collecting and analysing school based and external data.

Evaluation	Funds Expended (Resources)
<p>LaST meetings regularly identify student progress.</p> <p>Profiles entered on T–Drive regularly reviewed.</p> <p>Implications:</p> <p>LaST reports utilising 5 Week Sprint process has shown improvements in student attainment when pre– and post– assessment has been completed. This was especially evident in Stage 3 data. The 5 Week Sprint allowed a greater number of students to be supported through the LaST process and is a model that can be reviewed and extended into 2020.</p>	<p>LaST policy and referral documentation</p> <p>Assessment materials</p> <p>Time for handover of information</p>

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

Improvement Measures

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)

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)

Percentage of Year 5 and 7 students achieving or exceeding 60% growth for both Reading and Numeracy in NAPLAN by 2020. Baseline 2017: Reading 55.8% and 50.9% and Numeracy 24% and 37%.

Progress towards achieving improvement measures

Process 1: Refine and further develop high quality literacy and numeracy teaching practices and professional learning to build staff capacity.

Evaluation	Funds Expended (Resources)
<p>Y3–6 students identified from diagnostic testing and critical teacher judgement to participate in GATS numeracy program. Teacher follows class program and differentiates learning to suit the learning needs.</p> <p>Implications:</p> <p>Classroom teachers have responded stating their mathematics lessons during this time have benefited the students. The extension group have been set difficult challenges in their group while the classroom teacher had a smaller group to focus on and provide explicit instruction targeting their learning needs. This has program made programming easier for all staff.</p>	<p>QTSS time for GATs Numeracy program.</p>

Process 2: Strengthen and enhance systems that provide explicit innovative teaching practices that engage and challenge students.

Evaluation	Funds Expended (Resources)
<p>Staff engaged in professional learning with STEM leaders and nominated staff member to learn correct usage of kits.</p> <p>Implications:</p> <p>Staff are able to implement new knowledge gained at the WICOR professional learning in classrooms providing students with an innovative learning environment.</p> <p>Staff engaged in professional learning introducing an implementation timeline</p>	<p>Casual days PL x4 (\$2000)</p> <p>Fairfax + school funding</p> <p>Beginning teaching funding – mentor days to prepare new syllabus documentation</p>

Progress towards achieving improvement measures

for new syllabus. The next step will be to write units of work following NESA guidelines.

Students in K–6 use innovative robotics, ozobots and virtual reality kits to enhance learning. Students use 360 degree cameras to create slideshows and are engaged in exciting STEM tasks.

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

Improvement Measures

75% or greater of our families will regularly access samples of their children's work via electronic communication systems. (Baseline 30% early 2018: SeeSaw)

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)

Progress towards achieving improvement measures

Process 1: Develop opportunities for teachers to directly and regularly engage with parents to improve understanding of student learning and strengthen student outcomes while effectively catering for a wide range of identified community priorities.

Evaluation	Funds Expended (Resources)
<p>Online application, "Seesaw," has been utilised in early Stage 1 and Stage 2 to regularly communicate with parents and engage them in classroom based learning experiences.</p> <p>Google Classroom was used in the school from Year 3–6 to support parental engagement with class based learning experiences.</p> <p>Further investigation needed to develop valid data which demonstrates the link between parental engagement and improved student outcomes at K.V.P.S.</p> <p>Implications:</p> <p>Continue use of Seesaw in years K–2.</p> <p>Continue implementation of Google Classroom in Year 3–6 with an aim to have all primary classrooms using the application regularly.</p> <p>Parent workshops on Google Classroom and Seesaw to further develop collaboration between the school and home.</p>	<p>Subscription costs</p> <p>Teacher release for professional learning</p>

Process 2: Implement and embed a whole school, approach to student wellbeing in which students can connect, succeed and thrive at each stage of their schooling.

Evaluation	Funds Expended (Resources)
<p>Professional learning opportunities provided to all staff members in relation to school wide well being initiatives.</p> <p>Students are able to use the language and strategies in Zones of Regulation</p>	<p>Teacher release time to attend Professional Learning</p> <p>Purchase reference books for all</p>

Progress towards achieving improvement measures

indicating that they the strategies are becoming more widely embedded in school culture.

Explicit learning intentions not yet finalised in lesson plans for Zones of Regulation and P.B.L lessons.

Well being data indicates that students are understanding their expectations and improving their ability to regulate their emotions. This data demonstrates a significant drop in the number of negative welfare issues.

Attendance data has indicated a slight drop in the attendance patterns of students at K.V.P.S.

Implications:

Zones and P.B.L teams to look at how to make explicit learning intentions part of each lesson.

The process of fortnightly rotations for Zones and P.B.L is working well and will continue into 2020.

Improving attendance rates at K.V.P.S will be a priority for 2020.

teaching staff

Release time for the Executive team to modify P.B.L and introduce the Zones of Regulation

Process 3: Embed processes that allow for high quality inclusive connections that support transition and enable engagement in strong collaborations between parents, students and the wider community that inform and support the continuity of learning for all students.

Evaluation	Funds Expended (Resources)
<p>Community relations is a key initiative at K.V.P.S. Ongoing processes such as Student Led Conferences and Goal Setting help develop relationships with families and carers of our students. These programs have strong support with high levels of participation from parents and carers. Parent communication via social media indicates strong support for the initiatives developed at K.V.P.S.</p> <p>K.V.P.S A.E.G has received wide support from the families of Aboriginal students and staff. This program has continued to grow each term and has provided opportunities to engage meaningfully with the Aboriginal community.</p> <p>Support for students at key transition has taken place in areas such as Kinder Orientation (introduction of the Rising Stars program) Year 2–3 (playground preparation) and Year 6–7 (High School Orientation).</p> <p>Implications:</p> <p>Community relations is an area where K.V.P.S can build on a strong platform and it is important that the school continues to communicate with and work closely with families to create an inclusive learning environment.</p> <p>K.V.P.S continues to offer high quality transition programs to students and families. This provides students with the opportunity to move smoothly between the stages.</p>	<p>Teacher release to support transition Preschool – K On day a week Term 4</p> <p>Executive release to provide transition process 6–7</p> <p>Purchase of resources to support and promote the 'Rising Stars' program.</p>

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>\$64,857.00</p> <p>Selected teacher to be the Aboriginal education coordinator. 4 hours per week.</p> <p>Selected teacher to write an Aboriginal Education LaST program for "Bump it Up" students.</p>	<p>Throughout the year, teachers, their Aboriginal students and families were involved in the ongoing development and termly evaluation of students' Personalised Learning Plans (PLPs). These differentiated and individual learning goals were created and aligned with the Australia curriculum. Staff use these PLPs to identify and assess students' progress of Literacy and numeracy continuums, goals and areas for further development. During Term 4's Aboriginal Education Meeting, Aboriginal students received a certificate to celebrate their success in completing their PLP.</p> <p>Two staff members, who were apart of the Aboriginal Education Group, participated in professional learning on 'Connecting to Country'. As a result of attending this workshop, the staff members developed cultural knowledge and awareness, impacting on their abilities to establish successful relationships with members of our Aboriginal community. It further enhanced their understanding of initiatives also to support cultural teaching and learning programs within the school.</p> <p>During the year, the school undertook an Aboriginal Education LaST Program, similar to the "Bump It Up" initiative. This program incorporated LaST teachers supporting all of the school's Aboriginal students in further acquiring their PLPs literacy and numeracy skills. This program was supported by the analysis of students' SCOUT and running record data to identify the area of need. The overall impact of the program demonstrated positive growth across all stages.</p> <p>Positive feedback from students, teachers and community members were received around the cultural programs being run within the school. NAIDOC Week celebrations incorporated a vast range of cultural activities. Students participated in whole school cultural activities, such as didgeridoo performances, NAIDOC Week games, boomerang paintings, weaving, and collaboratively constructed a whole school Aboriginal art piece. Classes were involved in cultural lessons surrounding the Kuriwa AECG GulangFest Message Stick journey. Throughout the year, selected students participated in the TLLC Koori Choir or KV Dance Tribe, performing at various events within and outside of school.</p> <p>The termly newsletter, 'Proud to Be Deadly' has been a positive method of communicating with parents and the wider community the achievements of our Aboriginal and Torres Strait Islander students.</p> <p>The school invited a representative from the local Kuriwa AECG to lead two</p>

Aboriginal background loading	<p>\$64,857.00</p> <p>Selected teacher to be the Aboriginal education coordinator. 4 hours per week.</p> <p>Selected teacher to write an Aboriginal Education LaST program for "Bump it Up" students.</p>	<p>Acknowledgement to Country workshop with our primary students. This resulted in our students' developing the school's new Acknowledgement to Country.</p> <p>The school's termly AEG meetings have continued to be held, with a growing number of students and their families attending.</p> <p>Stage 3 Aboriginal students participated in the Young Leaders Day program and attended the NSW AECG funded STEM Youth Development Camp. Stage 3 also attended the Koori Games day; an initiative developed by a local high school.</p>
English language proficiency	<p>\$3,276.00</p>	<p>Students starting at Killarney Vale in Kindergarten and years one and two completed a screening program with Speech therapists. Staff K–6, were given TPL to support students in their classroom with appropriate, engaging strategies and recommendations were given to families, supporting transition to school.</p> <p>Identified students were tracked using the EALD scales to ensure a smooth transition and support inclusion in their new setting.</p>
Low level adjustment for disability	<p>\$136,116.00</p>	<p>Additional Learning and Support Teachers, and Student Learning and Support Officers provided assistance to both Classroom teachers and Learning and Support staff, providing direct, proactive support to students during class learning time and outside break sessions.</p> <p>Increased time enabled all stakeholders to identify and work through adjustments needed to support students at their place of need and continue to support the classroom teacher's implementation of strategies to increase engagement and improve outcomes for all students.</p>
Quality Teaching, Successful Students (QTSS)	<p>\$87,400.00</p>	<p>Quality Teaching, Successful Students (QTSS) funding has been used throughout the school to build the capacity of all staff. Staff have been given support time through observation and demonstration of lessons, introduction and support in the implementation of lessons and programs and mentoring and developing collaborative practices throughout the school.</p> <p>QTSS has been used to provide opportunities for mentoring to provide timely feedback and support of classroom practices resulting in improved student learning.</p>
Socio-economic background	<p>\$294,150</p>	<p>Additional release and mentoring time was provided for staff to share expertise in areas of Literacy, Numeracy and Well being. A high level of supervision and engagement was attained as additional time was allocated to all executive staff.</p> <p>Staff leading Positive Behaviour for Learning</p>

Socio-economic background	\$294,150	<p>sessions were able to create new lessons and change focus for consistency across the school implementing specialised programs with a specific focus.</p> <p>Speech Pathologists were employed to screen students K – 2 and create introductory programs to support initial teacher instruction and provide ideas moving forward.</p> <p>All students and families requiring additional financial support to access an equitable education were supported.</p>
Support for beginning teachers	\$8,536.00	<p>In 2019, two beginning teachers were provided support and direction from a mentor teacher. The beginning teachers scheme funding was used for mentor days, classroom observations and accreditation. Teachers completed the teacher self-assessment tool through AITSL which directed goals for a personalised learning plan. This plan involved classroom observations, budgeting and completing NESA accreditation requirements to gain proficiency. A part of the plan was creating a timeline for each staff member, working backwards to set target dates for completion. They used the My Induction App to ignite professional conversations and supplement their induction. The mentor program was successful as both staff members successfully gained proficient accreditation.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	215	223	227	237
Girls	205	216	235	224

Student attendance profile

School				
Year	2016	2017	2018	2019
K	94.8	91.6	93.6	94.5
1	94.7	92.8	93.3	92.6
2	92.9	94.5	91.4	92.8
3	91.2	92.9	93.1	91.5
4	90.8	90.7	91.1	92.4
5	91	90.4	91.1	90.5
6	91.6	91.9	89.3	90.7
All Years	92.6	92.2	91.8	92.1
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
Assistant Principal(s)	6
Classroom Teacher(s)	17.94
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

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	760,778
Revenue	5,059,108
Appropriation	4,709,392
Sale of Goods and Services	38,012
Grants and contributions	308,817
Investment income	2,588
Other revenue	300
Expenses	-4,812,383
Employee related	-4,055,937
Operating expenses	-756,446
Surplus / deficit for the year	246,725

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	625,829
Equity Total	498,399
Equity - Aboriginal	64,857
Equity - Socio-economic	294,150
Equity - Language	3,276
Equity - Disability	136,116
Base Total	2,998,638
Base - Per Capita	111,228
Base - Location	0
Base - Other	2,887,410
Other Total	406,679
Grand Total	4,529,547

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.

NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to 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.

Literacy

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 – 395 (similar schools = 394)
- Year 3 Writing – 386 (401)
- Year 3 Spelling – 394 (418)
- Year 3 Grammar – 395 (400)
- Year 5 Reading – 480 (474)
- Year 5 Writing – 469 (480)
- Year 5 Spelling – 492 (496)
- Year 5 Grammar – 458 (457)

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 – 379 (similar schools = 391)
- Year 5 Numeracy – 473 (similar schools = 478)

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

Numeracy

Student growth from Year 3 to Year 5:

- 39.4% at or above expected growth in Reading
- 66.7% at or above expected growth in Writing
- 59.4% at or above expected growth in Spelling
- 43.8% at or above expected growth in Grammar
- 41.9% at or above expected growth in Numeracy

Student growth in Writing Year 3 and Year 5 exceeded growth in the similar school groups and the state.

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 2019 are:

- In Reading – 37.70 % of students in Year 3 and 30.61% of students in Year 5 are in the top two bands.
- In Numeracy – 24.59% of students in Year 3 and 27.45% of students in Year 5 are in the top two bands.
- 30.18% of students overall are in the top two bands for Reading and Numeracy.

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 and Year 5 cohorts, therefore performance comparisons are not statistically significantly.

- In Reading – 12.5% of students in Year 3 are in the top two bands and 11.1% of students in Year 5 are in the top two bands.
- In Numeracy – 12.5% of students in Year 3 and Year 5 are in the top two bands.
- 9% of students overall are in the top two bands for Reading and Numeracy.

Parent/caregiver, student, teacher satisfaction

Parents:

The Partners in Learning parent survey is a part of the Tell Them From Me suite of surveys on student engagement. The parent survey helps to clarify and strengthen the important relationship between parent and school. This report provides results based on data from 55 respondents in the school who completed the Parent Survey in 2019.

Findings include:

- 93% of parents know schools P.B.L expectations and 91% my child is clear about the rules at school.
- 84% parents feel welcome when they visit the school.
- 84 % My child feels safe going to and from school.
- 82% School support positive behaviour (N.S.W 77%)
- 81% My child is encouraged to do his or her best work.
- 80% stated that written information from the school is in clear, plain language.
- 80% can easily speak with teachers and 81% of teachers show an interest in my child's learning.
- 77% safety at school (N.S.W 76%)
- 75% Parents feel welcome (N.S.W 74%)
- 71% inclusive school (N.S.W 67%)

Parents continue to show increased involvement in their child's learning and the school as a whole through positive responses to areas surveyed. Many events occur at the school with open invitations to parents and carers increasing opportunities to meet and/or speak with teachers and other staff. Parents have indicated they are more confident and have a broader understanding of their child's learning environment and how they can be a part of it.

Students:

Students from Years 4, 5 and 6 completed the online 'Tell Them from Me' survey to capture students voice to support a thriving school community. Key findings from the survey include:

- 96% students value education outcomes and believe school is useful for their future. (N.S.W 96%)
- 90% students try hard to succeed in learning. (N.S.W 88)
- 88% believe they exhibit positive behaviour. (N.S.W 83%)
- 86% students feel good about their culture and 90% stated their teachers have a good understanding of their culture.
- 83% positive student and teacher relationship (N.S.W 84%)
- 83% students feel classroom instruction is well–organised, with a clear purpose, and with immediate feedback that helps them learn. (N.S.W 82)
- 78% students feel they have someone at school who consistently provides encouragement and can be turned to for advice. (N.S.W 77%)

Our results continue to remain consistent against N.S.W norms as we positively implement strong well–being programs. These positive responses from students identifies growth in communication through all areas of school life. Our students identify strongly with the areas we have turned our focus towards throughout the school, such as individualised feedback, Well being and school values.

Teachers:

Staff completed the N.S.W Public Sector Employee Survey, People Matter 2019. This survey uses the 360 Excellence in Customer Service and measures 12 competencies.

Following is a summary of the findings:

- 92% people in my work group treat each other with respect. (39% increase.)
- 88% are comfortable notifying manager of risks at work.
- 83% my organisation focuses on improving the work we do. (47% increase.)
- 80% manger encourages people in workplace to keep improving in what they do. (22% increase.)
- 78% senior managers encourage innovation by employees. (46% increase.)
- 74% senior managers promote collaboration between other organisations. (42% increase.)
- 74% feel senior managers listen to employees. (63% increase.)
- 70% feel senior managers effectively model values of organisation. (59% increase.)

The school executive team, whilst very pleased with the 2019 data, will continue to reflect on these findings to improve future survey results.

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.

Killarney Vale Public School is committed to continuously improving the educational outcomes and well-being of Aboriginal and Torres Strait Islander students, ensuring they achieve in all aspects of their education.

In 2019, 56 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.

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. Other highly successful programs include Senior and Junior Didgeridoo lessons, Senior and Junior Dance for combined groups. We also produced a termly newsletter where we support and promote school activities, student work, student achievement, hero profiles, building cultural awareness through parent interviews and community information.

Staff from a variety of 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 increased in participation 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. Achievements were recognised through our Education Week awards and end of year Presentation Day as well as our Aboriginal Education Group end of year celebrations.

The GulangFest Message Stick was welcomed to our school at a special assembly, and our Year 6 Aboriginal student leaders presented and passed the Message Stick onto Berkeley Vale Public School. Aboriginal students created their own Aboriginal artwork, with selected students entered into the GulangFest art exhibition displayed at Bateau Bay Square and at the 2019 GulangFest, which was held in the Dolphin Theatre at The Entrance Senior Campus in November.

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.

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 2019, we had two reported incidents of racism that have been referred to and dealt with by the ARCO.

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.

Killarney Vale Public School's STAR values education has ensured that multicultural education and our STAR values, including safety, tolerance, achievement and responsibility, are embedded into all teaching and learning programs. Special culture groups including the Koori Choir, Aboriginal dance group, drum corps and didgeridoo group provided opportunities for students to become immersed in a vast range of cultural activities resulting in performances at various venues.

KVPS takes pride in our culturally diverse, multicultural school with families from over several countries from around the world. In our school, students are encouraged to develop attitudes of respect and inclusiveness; assisting them to increase 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; vital to the development of responsible and informed citizens.

Data collected from the student *2019 Tell Them From Me* Survey indicated that students felt their culture was strongly valued within the school community. 83% of surveyed students stated that they felt good about their culture when they were at school, and a further 90% felt that their teachers have a good understanding of their culture.