

Kellyville Ridge Public School

2019 Annual Report



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Introduction

The Annual Report for 2019 is provided to the community of Kellyville Ridge 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

At Kellyville Ridge Public School, our aim is for students to reach their individual potential academically, physically and socially.

We provide every student with access to a rich and diverse curriculum which is engaging and challenging. Our school culture is inclusive and recognises and values the rights of every individual to learn in a safe and supportive environment.

A positive approach to student welfare is a focus and student achievement is regularly recognised and celebrated. We are committed to:

- ensuring quality teaching and learning;
- catering for and respecting the individual;
- encouraging and recognising individual and group achievements;
- building relationships within the school community; and
- enhancing the school image.

The ideal *'Learn, Grow, Succeed'* underpins all action taken.

School context

Kellyville Ridge Public School opened in 2004 and is located in the growth corridor of north western Sydney. KRPS is a multicultural school with a current enrolment of 825 of which 486 students identify as coming from non-English speaking backgrounds.

It has an established reputation for excellence and experiences an active and supportive community, with which we enjoy a strong and productive partnership. We have a large and well-trained staff with a diverse range of experience. All staff are committed to delivering a broad, well balanced and high quality learning program catering for all students.

There is an outstanding extra-curricular program that includes band, choir, dance, chess, gardening and art. The school provides multiple sporting opportunities and experiences great success in representative sports and carnivals.

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

Strategic Direction 1

Student Learning

Purpose

Future focused students engage in an innovative curriculum which promotes high levels of challenge, collaboration and cultivates curiosity.

Improvement Measures

100% of classrooms will have evidence of visible Learning Intentions and Success Criteria that are regularly evaluated to drive teaching and student learning.

Formative Assessment and feedback is embedded into teaching and learning programs and experiences.

100% of students will engage with technology as a tool to achieve syllabus outcomes.

Student achievement demonstrated through external and school – based performance data

Overall summary of progress

Explicit teacher professional learning sessions were offered to all staff during 2019 in order to promote awareness and expertise in formative assessment strategies, specifically focusing on the importance of learning intentions and success criteria. As a result, staff are beginning to implement learning intentions and success criteria into learning experiences across mathematics and English.

Teachers and students are starting to use a range of learning strategies to encourage and develop student self-assessment. Students are beginning to set personal learning goals and success criteria and are starting to make informed decisions about their own learning.

Professional learning provided to staff in developing computational strategies using a variety of digital and mobile technologies, throughout the year.

Progress towards achieving improvement measures

Process 1: Student centred goals in Literacy and Numeracy

Students are involved in setting, recording and monitoring their own goals in Numeracy and Literacy.

Formative Assessment & Feedback

Teachers use a range of formative assessment as well as feedback strategies to challenge students, and improve student learning in the areas of Literacy and Numeracy.

Computational Thinking

Students develop their skills in computational thinking by collaboratively engaging with a range of technologies that support their learning and demonstrate their understanding of concepts taught across Key Learning Areas.

Evaluation	Funds Expended (Resources)
All teachers from K–6 engaged in professional learning in Formative Assessment strategies which were implemented in classrooms across KLAs. Teaching lessons and programs were developed collaboratively by each grade/stage focusing on the inclusion of formative assessment strategies to guide future lessons.	Professional Learning Sessions – \$38 698
Reduction of class sizes by establishing two additional classes to enable increase teacher time for each student.	Staffing costs for additional classes – \$205 000
	Collaborative Planning Sessions –

Progress towards achieving improvement measures

Adjustments to teaching programs made in consultation with students and parents to support student needs and differentiate learning tasks in order to support and extend identified students.

\$10 000

All teachers participated in collaborative executive and stage planning days/sessions, allowing them to design and deliver high quality teaching and learning experiences across the school.

Guided Reading Resources –

\$13 000

All teachers engaging in professional learning opportunities provided by Macquarie University, to increase the development of computational strategies of students using a variety of technologies. Purchase of BeeBots, BlueBots, Edison Robots, Micro:bit kits, lego and laptops to support student learning with greater access to digital and mobile technologies.

Digital and mobile technologies –

\$80 000

Casual costs for replacing exec to research current best practice –

\$10 000

Next Steps

- Continued explicit professional learning in Visible Learning pedagogy across the school to support the use of goal setting, success criteria and feedback to improve student learning.
- Develop consistency of teacher judgement and strategies to move student learning forward across K–6 by using the Literacy and Numeracy Progressions.
- Further development in consistency of school based and external assessment practices to inform future learning.
- Promoting a growth mindset through individualised student goals mirroring curriculum expectations.
- Incorporate collaborative stage analysis of student data to effect change in practice meeting the needs of all students.
- Incorporate a variety of physical and cloud based technologies to develop students computational thinking skills.
- Continue to monitor and strive for excellence using evidence, supported by current research.

Strategic Direction 2

Quality Teaching

Purpose

To develop and build the capacity of teachers to deliver explicit quality educational programs that are based on research-supported and future focused practices which promote high engagement and differentiation.

Improvement Measures

K–6 scope and sequences across all key learning areas created to ensure current NSW syllabuses are implemented effectively.

100% of staff will engage in targeted professional learning in literacy and numeracy progressions, learning intentions, differentiation, PLAN2 and future focused practices.

100% of PDP's link to school priorities and demonstrate self-reflection for improved teaching and learning practices.

100% of teaching programs are NESA compliant.

80% of students can articulate their literacy and numeracy goals.

Overall summary of progress

All staff were engaged in teacher professional learning in the implementation of the new PDHPE syllabus. Stage teams collaboratively planned appropriate scope and sequences for PDHPE and Creative Arts.

Staff across stages have greater knowledge of NESA compliant programming requirements and this will be further developed during 2020.

All staff members have been actively engaged in formulating their own professional learning goals aligned with the school plan and Australian Professional Teaching Standards. This has resulted in staff working collectively and individually towards key priorities and targets.

Progress towards achieving improvement measures

Process 1: Staff will use the literacy and numeracy progressions to identify student learning goals and monitor literacy and numeracy progress.

The development of K–6 Scope and sequences in all key learning areas to ensure sequential continuity of student learning across the school.

Timetabled support of all career stages through instructional leadership, team teaching and mentoring to build self-reflective teaching practices.

Evaluation	Funds Expended (Resources)
Teaching and learning programs show some planned opportunities for differentiation with annotations reflecting differentiation as needed based on formative assessment data. Moderation of student work samples was undertaken in Stage teams to ensure consistency of teacher judgement.	Professional learning sessions through whole school PL and stage meetings.
K–6 PDHPE and Creative Arts Scope and Sequences that is compliant with NESA Standards.	Assistant Principal release to support stage teachers – \$41 000
100% of Performance Development Plans have been completed and	Casual costs to allow beginning teachers and mentors to collaborate

Progress towards achieving improvement measures

reviewed in consultation with peers and supervisor. The school's Supervision Policy is being evaluated and will sit alongside the Performance Development Framework to support the professional growth of staff. Staff worked closely across stage groups to develop opportunities for peer observation of best practice teaching strategies. Staff expertise was used to deliver high quality professional learning to meet the individual needs of staff as outlined in performance development plans.

All BT and new teachers to KRPS complete an induction program in line with Strong Start Great Teachers. Mentors are assigned to BT and new teachers to the school to assist them during this transition.

and participate in professional learning – \$78 432

Next Steps

- Explicit progression markers to be used to identify student knowledge and to move learning forward through the differentiation of programs and learning experiences.
- Staff collaboration within and across stages to ensure consistency of curriculum delivery, differentiation and consistency of teacher judgement.
- Planning Early Literacy and Numeracy (PLAN2) data to be analysed and used for reporting and programming on a regular basis.
- Support early career teachers and new teachers to KRPS by conducting induction meetings specifically addressing our strategic directions and the pedagogy of these.
- New mentoring and induction implementation guidelines will be activated in 2020.
- Introduce new programming requirement NESA and DoE guidelines to staff with proformas to support consistency.
- Further development of English, Mathematics, Science and HSIE K–6 scope and sequences.

Strategic Direction 3

School & Community Connections

Purpose

To create effective partnerships which contribute positively to increase community involvement and engagement in student learning.

Improvement Measures

School community reports high levels of engagement in the school and student learning, as measured by school attendance and feedback data and TTFM survey results.

Increasing numbers of community members accessing school information via the school app, twitter, website and Facebook page.

Increasing numbers of wider community connections, broadening authentic learning opportunities for students.

Overall summary of progress

Our school implemented a range of programs and initiatives to provide opportunities for parents to be active participants in their child's individual learning path. Practices were developed to help parents understand the learning progress of their child and strategies to effectively support them to learn. Parents were welcomed into their child's learning with multiple opportunities provided to parents to reinforce the connection between home and school. These include opportunities for parents to celebrate their child's learning and achievements in parent-teacher interviews held in Term 2, open classrooms, combined whole-school assemblies, School Open Day, Grandparent's Day, a variety of functions and participation in Tell Them From Me (TTFM) surveys.

Parental support is strong, especially in financial contributions and active support of extra-curricular programs. Regular communication is encouraged between home and school. This includes the canteen, uniform shop, band, P&C fundraising activities, parent evening workshops and various school information sessions.

New school app and external electronic school sign replaced to effectively engage and communicate with our local community.

Strong connections have been forged with our community of schools to foster learning through collegiality and connectedness. Networks have been established to support all colleagues at various levels.

Progress towards achieving improvement measures

Process 1: Create three way conferences where students lead learning growth conversations, confidently articulating and reflecting upon their learning goals and achievement using work samples and evidence at end of Semester 1.

Engage in a range of reciprocal partnerships with the wider community and global audience to use real-world contexts, and resources, broadening authentic learning opportunities.

Provide a range of adult learning opportunities and experiences increasing parents' engagement, strategies, and knowledge of how to support the learning of their child.

Evaluation	Funds Expended (Resources)
Our Parents and Citizens Association proved to be extremely popular. Average attendance sat at 15 participants throughout 2019. The P & C continued to run fundraising events such as the Easter raffle, Mother's Day and Father's Day stalls, Gingerbread House making and the annual Twilight Markets.	Parent Information Sessions / Resources – \$8 000
Parent Workshops were provided for both literacy and numeracy and school operations. Workshops gave practical skills for parents to use to assist their children at home and in the classroom. Parents met twice per term with	Resources supporting P&C events – \$5 000
	Grandparent's Day – \$5 000
	Kindergarten Open Day and

Progress towards achieving improvement measures

specialist staff to receive specific instruction and work through home tasks. The introduction of the Parent Information sessions has provided parents with an opportunity to meet school staff in a more relaxed environment. This has increased parental engagement across a number of area including cultural celebrations.

Introduction of Grandparent's Day, Kindergarten Open Day, extended Kinderlinks transition program, Preschool and High School collaborative projects enabled students and teachers to expand the learning community beyond the school gates..

A continued focus on increasing the school's social media presence as an authentic means of communication continues to be very successful. The number of parents using the school app, the increase in Twitter followers, the introduction of and an upgrade to the school's website and new electronic sign have been major achievements in 2019.

School run canteen and uniform shop to increase connectedness and provide a service to our community.

Kinderlinks extended program – 12 000

School App – \$4 000

Website improvement – \$4 000

Electronic Sign – \$20 000

Staffing canteen and Uniform shop – \$80 000

Next Steps

- Continue to strengthen community relationships, especially with our increasing non English multicultural population.
- Enhanced networking between schools for classroom teachers with the Ponds Learning Community.
- Continued opportunities to enhance communication between school/home.
- Continued development of the social media presence for Kellyville Ridge Public School.
- Organisation of informal meetings with the Principal in order for the school to gain further ideas and suggestions from parents not engaged in P&C, in areas such as school communication, community engagement and inclusiveness of our school. It is aimed at gaining greater representation and participation from a variety of parents representing the cultural diversity of the school.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$5 489	Funding was used to support the implementation of high quality literacy support programs with support from additional SLSO time.
English language proficiency	\$308 757	The allocation was effectively used to support all EAL/D students through purchasing staff. These staff supported the students through in-class and withdrawal support to ensure each student had access to the curriculum. Flexible funds were utilised to purchase Bilingual books, iPads and software for English Language development. Funding was also used to develop and deliver Professional Learning opportunities for all staff to enhance understanding of EAL/D learning progression and the ESL Scales. Staff participated in moderating activities to ensure consistency of judgement in relation to identification of student achievement.
Low level adjustment for disability	\$166 571	High quality programs of support were delivered to ensure equitable access to the curriculum with assistance of SLSO time. A consistent school wide system of planning for differentiation and identification of adjustments was implemented to allow for a more efficient method of allocating support programs with additional allocation of 0.1 FTE for LaST.. The platform for a new needs based model was laid and will assist with the continued development of the Learning and Support Team in 2020. The allocation allowed the school to purchase staff time for more in-class support, professional development for identified staff to be trained on MiniLit and MultiLit programs and the purchasing of resources to support student growth and development.
Quality Teaching, Successful Students (QTSS)	\$146 308	<p>This funding was used to release one DP from face to face teaching for instructional leadership in Literacy and Numeracy across K-6. Funding also supported releasing four APs from face to face teaching for 1/2 day per week to support teachers deliver literacy and numeracy initiatives. Learning programs were discussed with teachers, support was offered to differentiate the curriculum, demonstration lessons were conducted and feedback was given.</p> <p>Regular network meeting were conducted at teacher, BT/AP/DP & P levels. This model allowed teachers to work together and learn from each other.</p>
Socio-economic background	\$19 141	Funds were allocated for SLSO time to support identified students in student engagement and high quality intervention programs in literacy and numeracy. Additional mobile technology was purchased to support flexible learning options.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	441	442	440	419
Girls	392	398	381	383

Student attendance profile

School				
Year	2016	2017	2018	2019
K	96	94.1	94.8	94.1
1	94.8	94.2	94.3	93.6
2	94.1	93.9	93.8	94.5
3	95	95	94.1	93.5
4	95.4	94.1	94.8	93.6
5	95.9	94.5	93.7	94
6	94.6	95	93.9	93.1
All Years	95.1	94.4	94.2	93.8
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)	30.06
Teacher of Reading Recovery	0.6
Learning and Support Teacher(s)	0.9
Teacher Librarian	1.4
Teacher ESL	2.6
School Counsellor	1
School Administration and Support Staff	4.67

*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	1,322,940
Revenue	7,253,583
Appropriation	6,428,883
Sale of Goods and Services	237,561
Grants and contributions	573,202
Investment income	12,587
Other revenue	1,350
Expenses	-6,919,065
Employee related	-6,075,111
Operating expenses	-843,954
Surplus / deficit for the year	334,519

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.

There remains \$190 000 of committed funds that will be taken out of the 2020 budget.

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	71,894
Equity Total	499,967
Equity - Aboriginal	5,498
Equity - Socio-economic	19,141
Equity - Language	308,757
Equity - Disability	166,571
Base Total	5,133,939
Base - Per Capita	192,638
Base - Location	0
Base - Other	4,941,301
Other Total	498,442
Grand Total	6,204,242

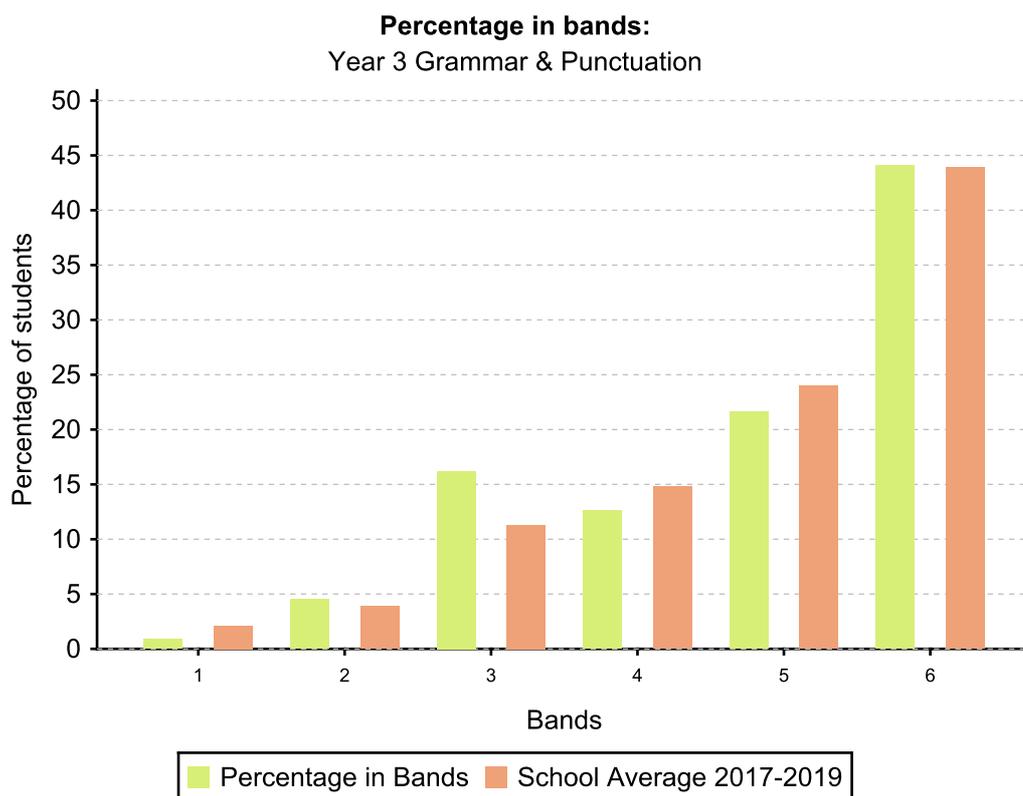
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School performance - NAPLAN

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.

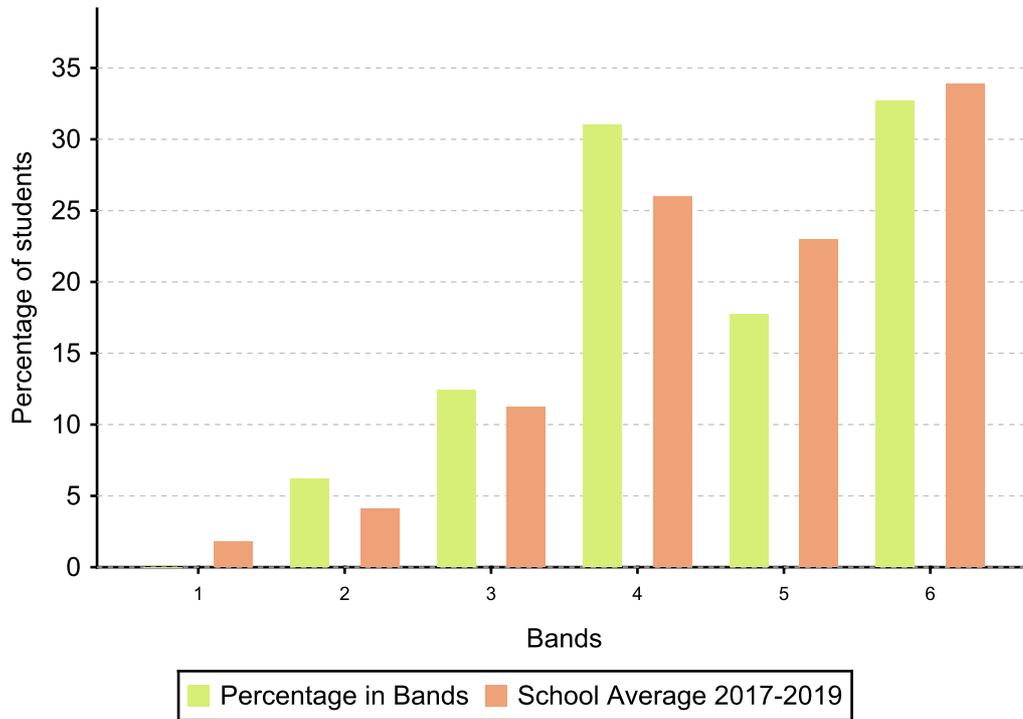
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison 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



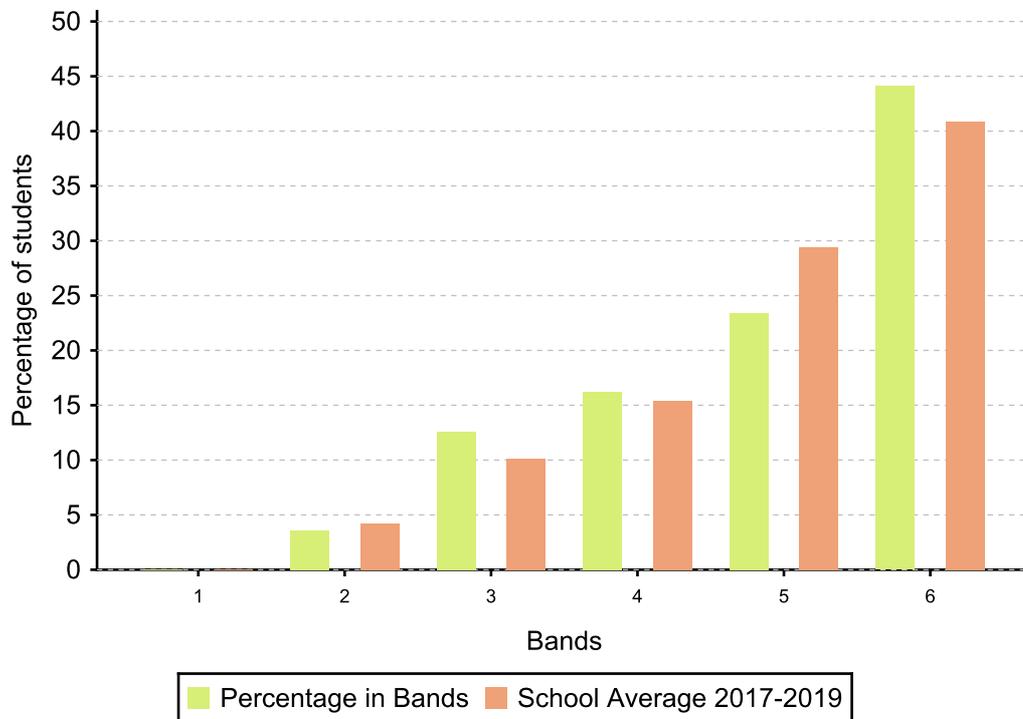
Band	1	2	3	4	5	6
Percentage of students	0.9	4.5	16.2	12.6	21.6	44.1
School avg 2017-2019	2.1	3.9	11.3	14.8	24	43.9

Percentage in bands:
Year 3 Reading



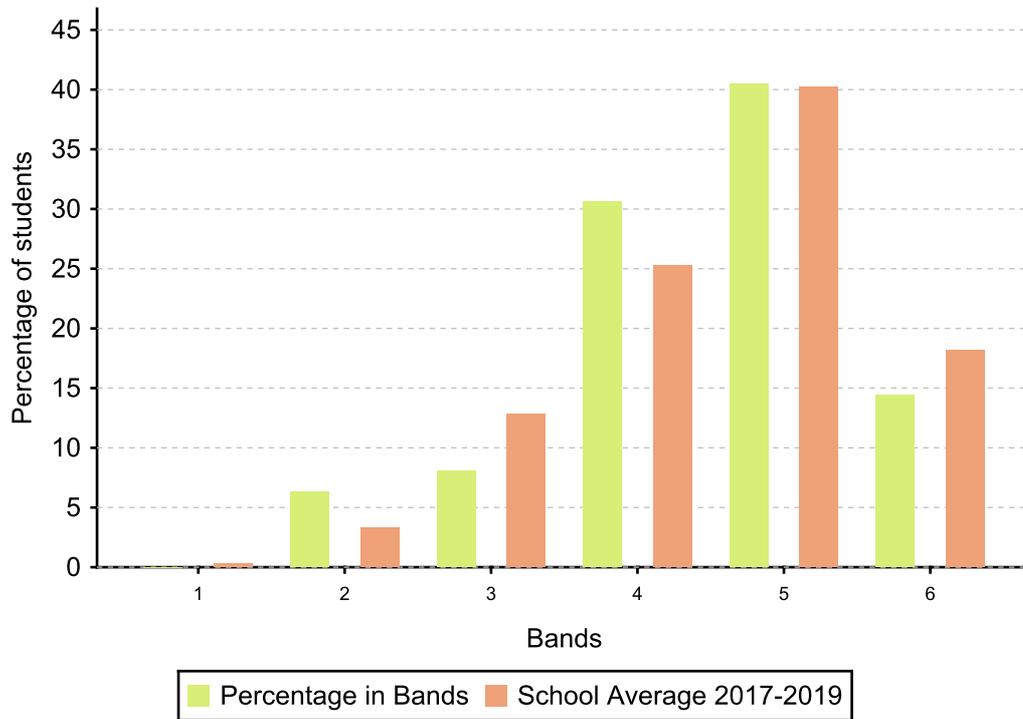
Band	1	2	3	4	5	6
Percentage of students	0.0	6.2	12.4	31.0	17.7	32.7
School avg 2017-2019	1.8	4.1	11.2	26	23	33.9

Percentage in bands:
Year 3 Spelling



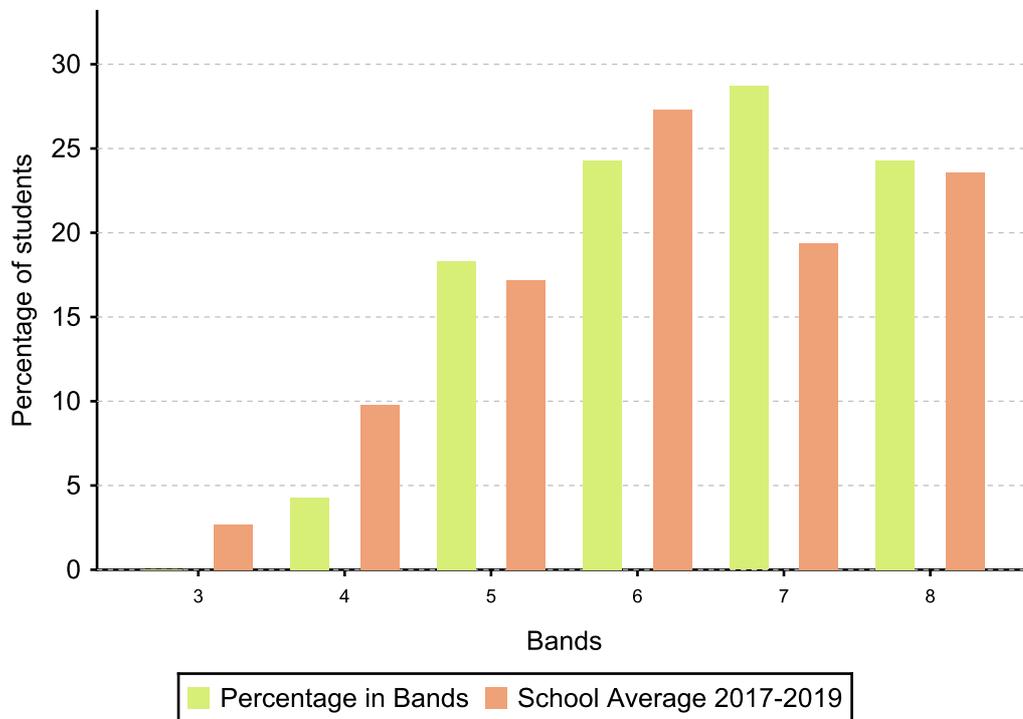
Band	1	2	3	4	5	6
Percentage of students	0.0	3.6	12.6	16.2	23.4	44.1
School avg 2017-2019	0	4.2	10.1	15.4	29.4	40.9

Percentage in bands:
Year 3 Writing



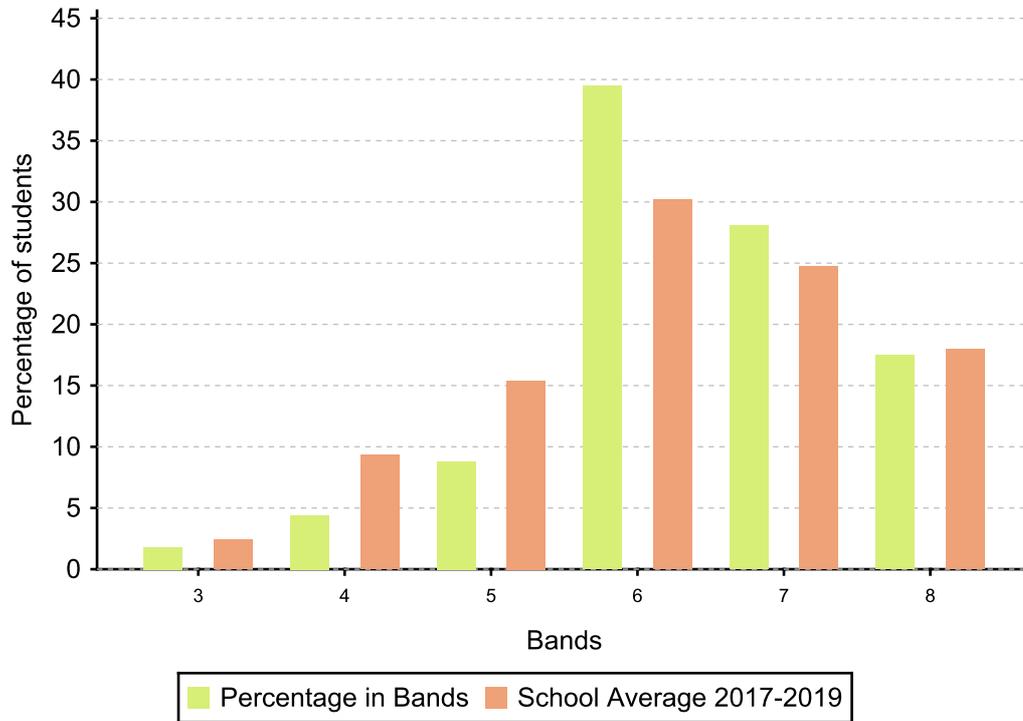
Band	1	2	3	4	5	6
Percentage of students	0.0	6.3	8.1	30.6	40.5	14.4
School avg 2017-2019	0.3	3.3	12.8	25.3	40.2	18.2

Percentage in bands:
Year 5 Grammar & Punctuation



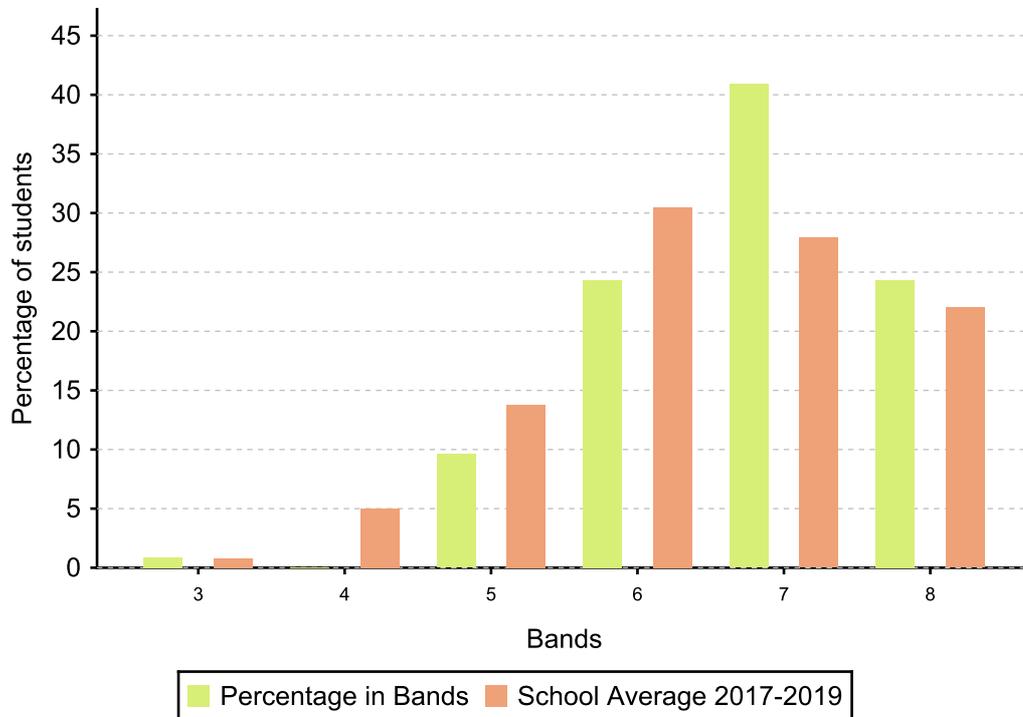
Band	3	4	5	6	7	8
Percentage of students	0.0	4.3	18.3	24.3	28.7	24.3
School avg 2017-2019	2.7	9.8	17.2	27.3	19.4	23.6

**Percentage in bands:
Year 5 Reading**



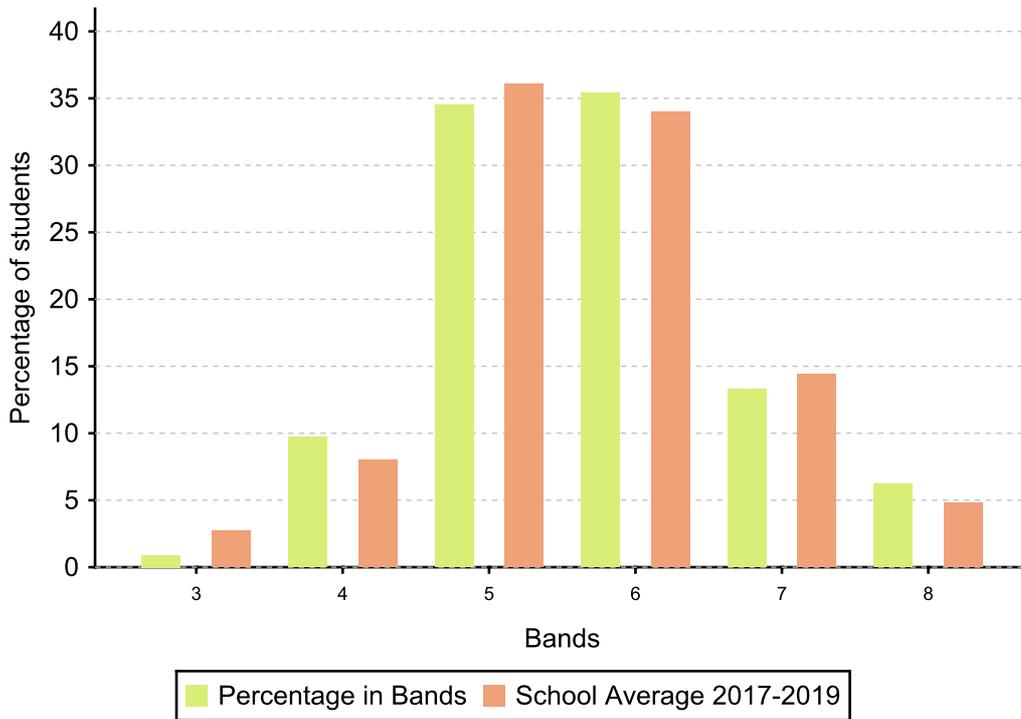
Band	3	4	5	6	7	8
Percentage of students	1.8	4.4	8.8	39.5	28.1	17.5
School avg 2017-2019	2.4	9.3	15.4	30.2	24.7	18

**Percentage in bands:
Year 5 Spelling**



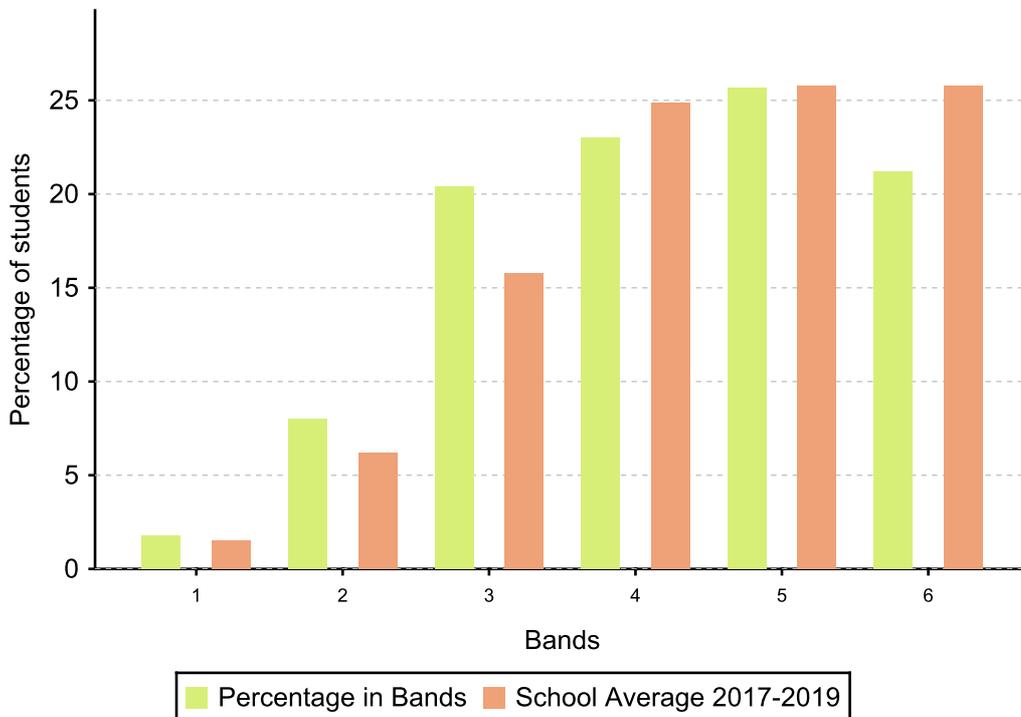
Band	3	4	5	6	7	8
Percentage of students	0.9	0.0	9.6	24.3	40.9	24.3
School avg 2017-2019	0.8	5	13.8	30.5	27.9	22

**Percentage in bands:
Year 5 Writing**



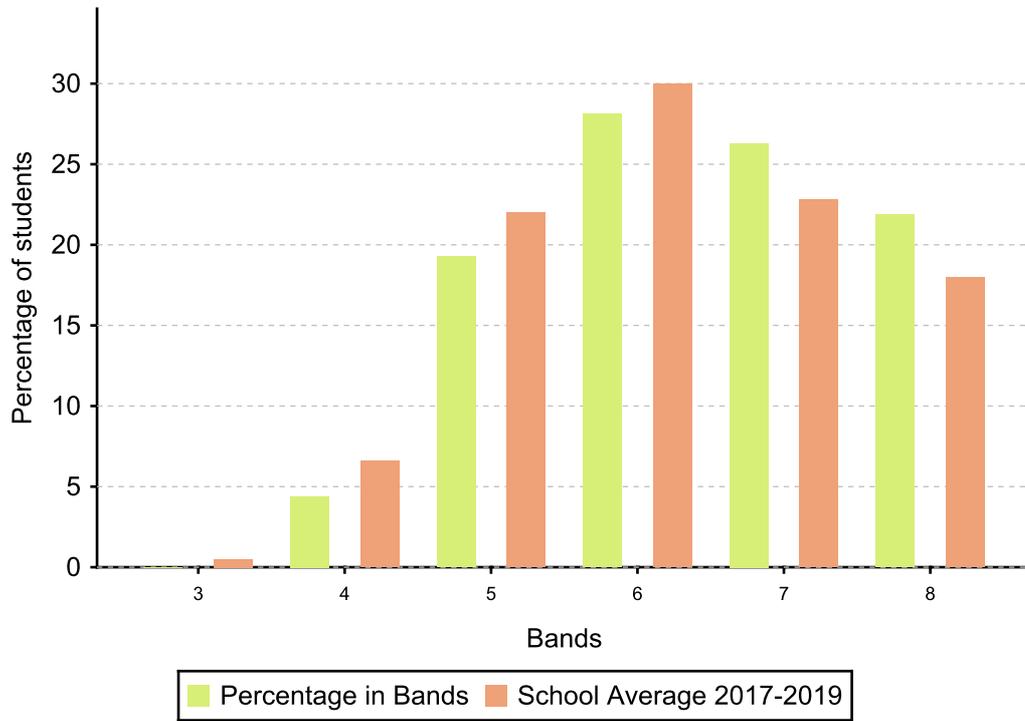
Band	3	4	5	6	7	8
Percentage of students	0.9	9.7	34.5	35.4	13.3	6.2
School avg 2017-2019	2.7	8	36.1	34	14.4	4.8

**Percentage in bands:
Year 3 Numeracy**



Band	1	2	3	4	5	6
Percentage of students	1.8	8.0	20.4	23.0	25.7	21.2
School avg 2017-2019	1.5	6.2	15.8	24.9	25.8	25.8

Percentage in bands:
Year 5 Numeracy



Band	3	4	5	6	7	8
Percentage of students	0.0	4.4	19.3	28.1	26.3	21.9
School avg 2017-2019	0.5	6.6	22	30	22.8	18

Parent/caregiver, student, teacher satisfaction

Kellyville Ridge Public School is committed to building a strong relationship between students, staff, parents and the wider community. The school has put in place practices and processes to continually inform and engage the community about student learning and education programs. Parents are regularly informed via our fortnightly school newsletter, school website and school app. The school actively seeks and prides itself on being responsive to feedback from parents during P&C meetings as well as through our regular Tell Them from Me Surveys.

Key findings include:

Students

- 90% of students have friends at school they can trust and who encourage them to make positive choices
- 91% of students try hard to succeed in their learning
- Students feel teachers are responsive to their needs and encourage independence with a democratic approach (8.3/10)
- Students feel classroom instruction is well organised, with a clear purpose, and with immediate feedback that helps them learn (8.2/10)

Parents

- My child is encouraged to do his or her best (7.4/10)
- My child is clear about the rules for school behaviour (8.6/10)
- My child feels safe at school (8.1/10)
- Written information from the school is in clear plain language (7.6/10)

Teachers

- Work with school leaders to create a safe and orderly school environment (8.1/10)
- Work with parents to help solve problems interfering with their child's progress (8.3)
- Set high expectations for student learning (9.4/10)
- Set clear expectations for student behaviour (9.5/10)

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.

In 2019, KRPS had eight students who identified as Aboriginal and/or Torres Strait Islander. Our school promotes respect for the culture of the Aboriginal people in the following ways:

Acknowledging the traditional custodians of the land in all assemblies with an Acknowledgement of Country plaque displayed in the school hall;

Ensuring that Personal Learning Plans aimed at improving educational outcomes for all Aboriginal students were completed and implemented;

Targeted and monitored the literacy and numeracy development of Aboriginal and Torres Strait Islander students through regular analysis of assessment data;

The development of educational programs effectively incorporating Aboriginal culture. Students K–6 continued to learn about aspects of Aboriginal history and culture through mandated History and Geography units; and

Celebration of NAIDOC Week.

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.

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.