

2020 Annual Report

Killarney Heights Public School



4386

Introduction

The Annual Report for 2020 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.

School contact details

Killarney Heights Public School

Tralee Ave

Killarney Heights, 2087

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

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

9451 9547



2020 completion of new building

School vision

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.



French/English bilingual program in learning zone

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>

Self-assessment using the School Excellence Framework

Elements	2020 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	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Excelling
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Sustaining and Growing
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">• Great Kindness Challenge - effective, plans to increase the amount kindness is recognised.• Bounce Back - effective, programs that are tailored to meet the needs of the grade/stage important, needs to continue.• Visible learning - important and effective, could be reinvigorated due to new staff.• Girls Essentials and Good Fellas incursions - Girls essentials is excellent and needs to be maintained. We could look into a replacement incursion for boys.• TTFM- Very valuable, excellent data, only one snapshot a year suggested in the future.• PBEL intra-school data - excellent data, needs to be continued annually.• Intra-school surveys - excellent data, needs to be continued annually.	<ul style="list-style-type: none">• Teacher time to develop resources and programs• Girls Essentials and Good Fellas incursion• Technology including Sentral cost

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)
In 2021 there is a need to create Robotics programs that can be taught by all teacher across the school. We need to continue to upskill teachers so that they can confidently teach the fundamentals of coding. Stage programs will also need to be developed to meet the new coding/robotics curriculum. It would be beneficial for staff to attend Professional Learning to assist in this process (coordinators and then whole staff).	In 2020 the following resources were purchased; Lego WeDo 2.0 x 5 core sets & \$1500 and EV3 x 4 & \$2000

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.

Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• John Hattie zoom course on Feedback had mixed evaluations. Visible learning needs to be revised with teachers in the next learning cycle.• Use of individualised feedback and learning goals needs to be evaluated again in 2021. There is a need for these concepts to be revised in future TPLs.• Success Criteria and Learning intentions are mostly embedded in programs. Some classes display. More time needed to implement across the whole school.• Many classes display growth mindset concepts and most use the language in the classroom.• Most teachers use our whole school writing rubric for assessment but many don't use it as a student feedback tool and writing goal. The school should re-assess the use of the whole school writing rubric.	<ul style="list-style-type: none">• Professional Development Course with John Hattie



STEM collaborative learning incorporating 4Cs

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)
Courtney has created and will be sent out to staff for completion in term 4.	Feedback survey to be created
Team to investigate MANSW site and to find potential professional learning for team members or whole school, focusing on problem solving for 2021	MANSW site and resources investigation & reviewed
Team to investigate resources for problem solving for 2021.	Problem solving resources: imaths, APSMO.

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)
Phonics and early literacy - data from phonics screening?	Phonics and early literacy -
Spreadsheets used effectively by teachers to make and manipulate differentiated groups	Teacher release time - training, benchmarking and probing
Data wall was used for professional conversations but regular updates need to be maintained.	Teacher release time allocated to professional learning for phonics screening and evaluation
Targeted professional learning on the literacy progressions was not a priority in 2020.	Materials to run phonics screening
Stage meetings provided staff with opportunities to reflect on literacy practice.	Purchase of 'Sparkle Box'
Year 3 and Year 5 literacy check-ins	Boards and materials to construct data wall
Continued professional learning on feedback, assessment, and using data,	

Progress towards achieving improvement measures

for differentiation.

Probe testing was very time consuming and was interrupted by Covid learning from home.

Data wall not established for years 3-6 because probe measure was not achievable for all students.

Better understanding and appreciation of student growth in French reading comprehension evident.

Additional decodable readers were purchased

French decodable readers were purchased - \$ 300

Teacher release to undertake Probe Testing

Professional learning afternoons provided for staff to engage with CESE resources including principles of Best Practice and What Works Best.

Continued professional learning on feedback, assessment, and using data, for differentiation.

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 PAC sub team for French feel the need to rescheduled goals and activities to 2021 so there is a need for them to appear in next School improvement.

The PAC sub team for PDHPE feel there is no need for additional goals for PDHPE scope and sequences and programming needs to appear in the next school improvement cycle. The only activity left is to ensure that 2021 stages adhere to the document and create or adapt programs to meet the gaps in outcomes.

Funds Expended (Resources)

No resources or costs were involved in either the PAC sub team for French or the The PAC sub team for PDHPE.



K-2 student participating in their sports carnival.

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.

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)
PAC- French sub team will need more time to work on CLIL and participating in TPL meet this goal. It would be beneficial to appear in next School Improvement Plan.	No resources or expenses used.

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)
I look at the Termly Mathematics Overviews and find them very helpful. 36%	Parent feedback survey responses
I look at the Termly Mathematics Overviews but don't find them very helpful. 11%	ES1 and Stage 1 subscription to PM benchmark online readers
I do not use the Termly Mathematics Overviews. 24%	All stages used Reading Eggs/Eggress
I have never seen these Termly Mathematics Overviews. 29%	Stage 2 implemented Dreamscape for improving comprehension
Stage teams to evaluate improvements to layout of resources and/or distribution methods.	Utilizing Epic in the classroom
Good feedback from parents who used online PM benchmark reading resources.	
Data wall registered growth for all students.	
Evidence collected through home reader logs from K-2 showed greater engagement with levelled books that were sent home.	

Progress towards achieving improvement measures

French home reading logs also were completed by parents to indicate good response to support provided from resources as stated.

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

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">- Staff socials didn't happen because of COVID- Wellbeing surveys and introduction of BeingWell DET site was welcomed.- Staff Wellbeing week didn't happen due to COVID.- TTFM teacher survey revealed that for 'School leaders have supported me during stressful times' there was an average score of 7.5 out of 10 (from 19 respondents to the TTFM teacher survey). Areas that school leadership could work on includes 'providing teachers with useful feedback about my teaching.' and 'taking the time to observe teaching'.	



Stage 3 students participating in 2020, KHPS Most Wuthering Day performance

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>Flexible funding</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Low level adjustment for disability (\$65 630.00) • Low level adjustment for disability (\$43 805.00) 	<p>Learning and Support teacher 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>Three teachers ran a Reading fluency Support program, three mornings a week, for small groups of students in Years 1-6.</p> <p>Additional teachers were employed to run a Maths support program and Spelling support program.</p>
Quality Teaching, Successful Students (QTSS)	<p>1.186 FTE staffing \$123,478</p> <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 professional goals and/or the School Plan. Observation, mentoring and collaboration were key activities chosen by teachers to support their professional development. Executive staff provided additional support supervising teacher programs and planning stage-based events</p> <p>Executive and classroom teachers leading PAC Pedagogy and Curriculum (PAC) provided with additional release time to plan the implementation of new PDHPE curriculum. Classroom teachers were provided with additional release time to administer PROBE reading assessment tool with their students. Literacy team leaders were also provided with additional release time to establish K-2 Reading Data Wall.</p>
Support for beginning teachers	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Support for beginning teachers (\$33 337.00) 	<p>Two 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 time each 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 and conference costs were also provided to further support beginning teachers.</p>
Targeted student support for refugees and new arrivals	<p>0.4 FTE staffing, varied throughout the year on basis of New Arrivals status</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Targeted student support for refugees and new arrivals (\$54 742.00) 	<p>64% 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 English-French bilingual program. Additional support for these new arrivals was provided by specialist ESL teachers.</p>
English language proficiency	<p>1.2 FTE staffing</p> <p>Flexible funding</p> <p>Funding Sources:</p>	<p>One full-time and one part-time EAL/D teachers supported students at various English language acquisition. Small group Intensive literacy support was provide for Kindergarten students two or three times a</p>

English language proficiency	<ul style="list-style-type: none"> English language proficiency (\$131 261.00) English language proficiency (\$49 163.00) 	<p>week..</p> <p>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.</p> <p>In class EAL/D support depending on the achievement against English Language proficiency levels.</p> <p>One reading fluency part-time teacher funded to support groups comprised of EAL/D students identified for reading improvement strategies.</p>
Literacy and numeracy	<p>Literacy and Numeracy Initiative Funding Source used to employ Reading Recovery Teacher 0.5</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Literacy and numeracy (\$45 210.00) 	<p>In 2020, Reading Recovery continued to support students in Year 1 with intensive one-on-one support with a fully trained and experienced Reading Recovery Teacher.</p>
Disability integration	<p>Employment of three part-time SLSOs</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Integration funding support (\$61 270.00) 	<p>In 2020, three part-time Student Learning Support Officers (SLSOs) were employed to provide support to students with disabilities who are integrated into our parallel class structures. This program was supplemented with school funding.</p>



Student accessing online learning through our KHOOL school channel

Student information

Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	336	331	337	328
Girls	355	366	341	328

Student attendance profile

School				
Year	2017	2018	2019	2020
K	96.1	96.6	94.4	95.7
1	95.3	94.8	95.5	95.9
2	95.7	95.9	94.3	97.1
3	96.4	95.7	95.5	94.8
4	95.9	96.5	96.4	95
5	95.2	96.3	95.6	96.2
6	95.3	95	94.7	94.7
All Years	95.7	95.9	95.3	95.7
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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.



Mathematics learning in Kindergarten

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	4
Classroom Teacher(s)	24.4
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	0.6
Teacher Librarian	1.2
Teacher ESL	1.2
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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers

and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.



Staff supporting SRC Pirate Day fundraiser

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	870,364
Revenue	6,157,147
Appropriation	5,833,914
Grants and contributions	315,898
Investment income	2,960
Other revenue	4,375
Expenses	-5,788,728
Employee related	-5,322,770
Operating expenses	-465,958
Surplus / deficit for the year	368,420
Closing Balance	1,238,784

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.

	2020 Approved SBA (\$)
Targeted Total	61,270
Equity Total	294,818
Equity - Aboriginal	0
Equity - Socio-economic	4,959
Equity - Language	180,424
Equity - Disability	109,435
Base Total	4,628,621
Base - Per Capita	163,062
Base - Location	0
Base - Other	4,465,559
Other Total	617,240
Grand Total	5,601,949

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.



Student demonstration in our new future-focused presentation space.

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.

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.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.



2020 student leadership team

Parent/caregiver, student, teacher satisfaction

Parent/caregiver, student, teacher satisfaction

Student Survey Data:

In 2020, 285 Year 4, 5 and 6 students participated in snapshot II of the TTFM survey. On this occasion, they were asked to reflect on the quality of their experiences when learning from home. 59% of students agreed that they were engaged with learning during this period. 72% agreed that the available resources enabled effective online learning. 60% reported that they received feedback during this time but only 43% agreed that they felt connected. 68% however, agreed that they received clear instructions to assist them with learning from home.

In the Social Emotional domain, an average of 78% students reported that they felt a positive sense of belonging at KHPS. A mean of 85% students indicated that they practise positive behaviour at school but there were less students who reported interest and motivation in their learning.

In another measure, KHPS students reported significantly lower levels of bullying behaviors at our school than the NSW Govt. norm. 72% of our students also agreed that they know where to seek help if they are bullied. Students identified 'Expectations for Success' as the highest driver of student outcomes at KHPS. This relates to school staff emphasising academic skills and holding high expectations for all students to succeed.

Another NSW DoE custom measure related to how students felt about their classroom learning environments. 74% of students agreed that everything works, 69% felt that classrooms were clean and well looked after and 83% agreed that 'everyone can fit' into classrooms. With regards to other facilities 91% of students agreed that the school library was clean and well looked after. 66% agreed that the canteen was clean and well-maintained. 72% of students reported that playground facilities met an acceptable cleanliness standard but only 23% could say the same for school toilet facilities. 63% of the student respondents felt that there are enough covered areas around the school for when the weather is hot or wet.

In 2020, the school custom measures related to Mathematics Problem Solving and School Positive Behaviour for Learning Rewards. 99% of our students agreed that they had learnt strategies to solve mathematical word problems in their class during 2020. Students reported that Principal's Awards and PBEL assembly awards were valued above all other forms of positive reinforcement.

Teacher Survey Data:

The 2020, TTFM focus on learning teacher survey was completed by 19 respondents which represents approximately 30% of teaching staff at KHPS. 44% of respondents indicated they had been teaching for 16 years or more. 70% of the surveyed group were full-time permanent staff.

Our staff indicated very positively that they felt there was a strong learning culture at our school where the monitoring and progress of individual students was prioritised and high expectations for student learning was evident. Survey results also indicated a strong sense that Teaching Strategies were used successfully to enable students to seek help with their learning (8.6)

Teachers also indicated that assessment data informed practice and was used effectively as a driver of student learning at KHPS.

Staff returned the strongest positive response (8.2) for Collaboration as being the main driver of student learning at KHPS. This was 0.4 higher than the NSW govt. norm score.

Interestingly, despite successful online learning from home program delivery, teacher respondents recorded marginally more than neutral rating (5.8) for Technology as a driver of student learning.

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.

In 2020, teachers were asked to respond to measures relating to Learning from home programs. 73% participants agreed school supported this process and 89% agreed that it was well-resourced. 74% of teachers agreed that they were prepared for learning from home delivery but there was only 58% agreement that teachers felt connected through learning from home period. Even fewer respondents (48%) were confident that learning from home was a positive driver of student learning.

Finally 84% of teachers who completed the survey agreed or strongly agreed that school leaders are leading improvement and change at KHPS. 85% agreed or strongly agreed with the statement, 'School leaders clearly

communicate their strategic vision and values for our school'.

Parent Survey Data:

Perspectives of parents were gathered again by way of the TTFM Partners in Learning Parent Survey. Survey data from TTFM 'indicated that 88% of respondents agreed or strongly agreed that they would recommend KHPS to others while only 2% disagreed with this statement. 98% of participants indicated that KHPS was their first choice of public school for their child/ren.

In 2020, parents were asked to respond to measures relating to their experience with Learning from home programs. 56% of participants agreed student learning was evident. 75% of respondents agreed the school provided learning from home support with 54% agreeing that support information was in place. 84% of parents agreed that there were good resources to support learning from home and in 64% of cases, it was agreed that the school provided sufficient contact with parent/carers during this phase.

When asked for their support for Mathematics learning at home, 73% of participants reported that the school provided enough home learning resources. Only 32% agreed that childrens' performance in maths was not important and 73% of participants agreed that they can help their child/ren with maths homework.

The school maintained its strong working relationship with the KHPS P&C association in 2020. Due to Covid-19 pandemic, P&C meetings transitioned to Zoom but still took place on two occasions each term. These meetings continued 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.

Specific P&C meetings were selected for the presentation of information and to seek feedback regarding the transition to online learning delivery and Zoom parent/teacher interviews. Online Kindergarten information evening and school tours were re-presented on digital platforms. The inclusion of a trial Schools TV subscription to enhance school community wellbeing support was evaluated through consultation with parent/carers. Feedback informed the decision to continue with this subscription for 2021.

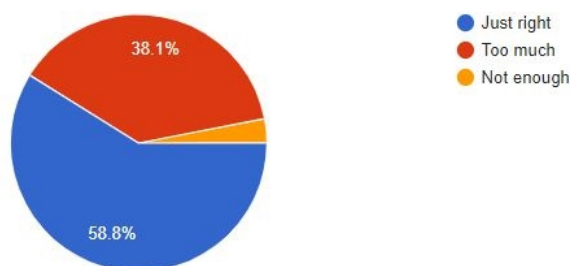
Important community consultation through the P&C was maintained with P&C's continuing involvement in Project Reference Group meetings to facilitate the last stages of new classroom facilities. Successful transition to new classrooms was achieved in Term 3, 2020. P&C representation was maintained on all recruitment panels in 2020. AP, CT and SAM positions were filled.

The school provided regular communication to parents/carers as we managed return to school plans that minimised risk of transmission of Covid-19 to both students and staff, in order to keep our school community safe. Google docs as seesaw platforms were successfully used to implement online learning through the bespoke KHOOL school platform. Parents were surveyed to determine their level of satisfaction with the quantity and quality of online teaching and learning programs (see images below).

School analysis of further Tell Them From Me (TTFM) Survey data was presented to the wider school community during a P&C zoom meeting in 2020 and used to measure progress against school planning targets and in order to inform future strategic improvement planning.

A normal school day at school involves about 4.5 hours of learning/activities. The amount of learning material provided by the school is:

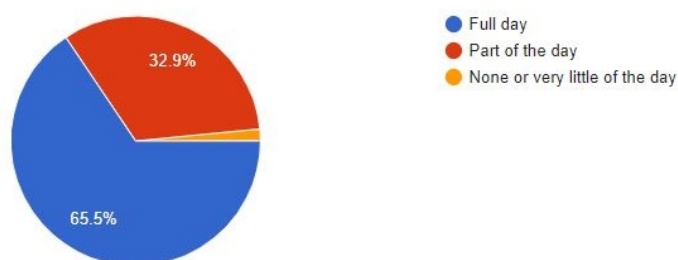
328 responses



Survey snapshot; seeking parent/carer feedback on online learning delivery

To what extent does your child has access to an Internet-enabled device each day for school work?

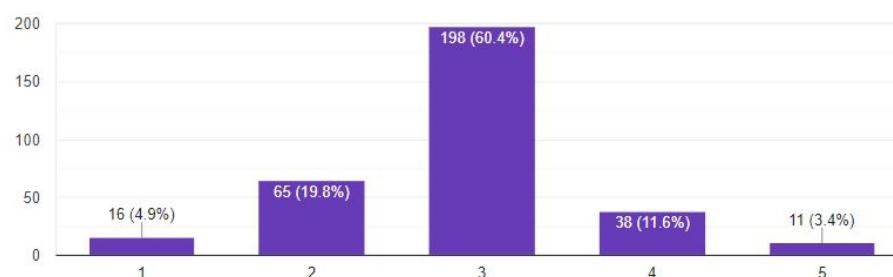
328 responses



School devices were issued to families who needed additional resources and access during the phase of online learning.

For my child, the work is:

328 responses

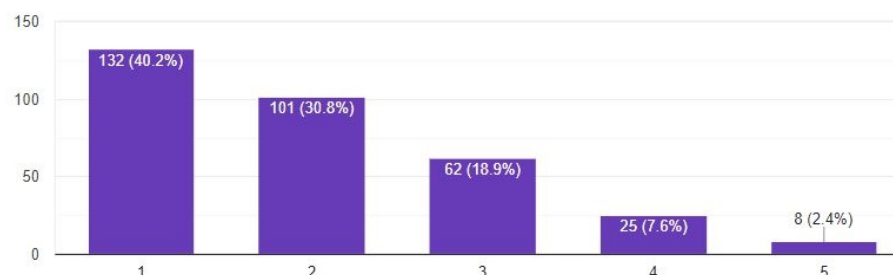


60.4% indicated that work was set at an appropriate level of challenge for their child/ren.

My child is happy and generally worry free



328 responses

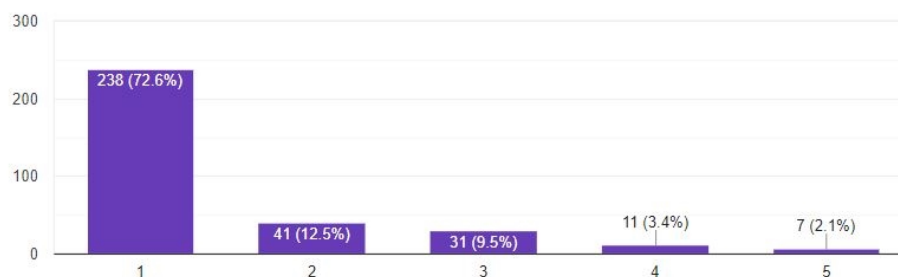


Gathering student wellbeing data during learning from home phase.

We are looking forward to online face-to-face interaction with the teacher using Zoom (laptop or iPad/tablet) (more information coming soon).



328 responses



Establishing modes and methods for maintaining continuity of learning during Learning from home period.



Teachers delivering online learning via our KHOOL School platform

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.

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.



Example of Stage 3 Visual Arts GATS program