

2020 Annual Report

Killarney Vale Public School



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Introduction

The Annual Report for 2020 is provided to the community of Killarney Vale Public School as an account of the school's operations and achievements throughout the year.

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

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School vision

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

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% in 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>School Improvement Measure for 2020 - 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.</p> <p>Implications</p> <p>K-2 TENs data and reading levels were consistently recorded and used to track students growth. This data was collected in an online drive so Assistant Principals could monitor progress and ensure it was being done. Our reading results have not met our School Improvement Measure of 90% of students reaching targets. The use of data to drive student outcomes will need to be a consideration in the 2021-2024 school plan.</p> <p>Positive Partnerships professional learning has been delivered to all staff. COVID 19 restrictions meant that the content was delivered via an online learning platform. All classroom teachers are now aware of the strategies to use when supporting students in their class who have Autism. Across K-6, individual adjustments have been made to support students such as visuals, timetables, transition processes and social stories. Positive Partnerships will continue to be a priority in 2021 with a focus on community engagement.</p> <p>In Term 1 we commenced the TRUST program but it was unable to continue due to COVID. We endeavor to be involved in the program in 2021 in conjunction with several local schools.</p>	<p>Spreadsheet for collection of data</p> <p>Assessment Timeline</p> <p>Daniel Hayes from North Gosford Learning Centre to deliver TRUST PL</p> <p>Time at Stage meetings for staff to complete Positive Partnerships PL</p> <p>Time for Pam Quinn to present to all staff</p>

Progress towards achieving improvement measures

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

Evaluation	Funds Expended (Resources)
<p>School Improvement Measure for 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%.</p> <p>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% in contributing to the State's priorities of a 35% increase.</p> <p>Implications</p> <p>The implementation of a LaST coordinator was a success with LaST processes being completed in a timely manner and consistently across K-6.</p> <p>The LaST teachers participated in professional learning in the area of wellbeing. Under the guidance of the AP LaST they developed and implemented templates for profiling Tier 3 students and students who were Autistic. LaST and class teachers worked to make curriculum, environmental and social adjustments to support students. Most targeted students demonstrated increased engagement as observed by classroom teachers and decreased negative behaviour data.</p> <p>Due to the success of the Tier 3 profiling template we created a similar tool for profiling our 2021 Kindergartens. This information will be used to support their transition to starting school.</p> <p>Using the Aboriginal Education Teacher to support class teachers with the completion of PLPs ensured that PLPs were reviewed in a timely manner and had meaningful parental input.</p> <p>The School's Improvement Measures were planned to be based on NAPLAN results. Due to COVID 19 this data is unavailable. The school used Check In Assessment to ensure that data was still collected.</p>	<p>Time for Learning and Support Coordinator to complete administrative jobs.</p> <p>Time for Aboriginal Education Teacher to release teachers for contact with families face-to-face and via phone.</p> <p>Training for Learning and Support Teachers with Pam Quinn.</p> <p>Tier 3 support documents in T:share</p>

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

Evaluation	Funds Expended (Resources)
<p>Implications</p> <p>The K-6 Assessment Schedule provided a consistent timeline for staff to collect data and complete assessment of learning. As a result of evaluative staff surveys the scheduling of consistent teacher judgement (CTJ) will be implemented in 2021.</p> <p>CARs was used for students in years 2-6 to track student growth and identify focus students for small group intervention. Students working with LaST demonstrated growth, as was evident in the data collection of pre and post-tests.</p> <p>Essential assessment was trialed across the grades 1-6. With professional learning ensuring that teachers were using the program to its full extent. After evaluation of the program, it was decided that Essential Assessment would be continued to be implemented and that numeracy programs would be adjusted to ensure that the data would be used to individualize student learning.</p>	<p>Assessment schedule</p> <p>LaST teaching time</p> <p>School purchased CARs and Essential Assessment licences.</p> <p>Essential Assessment Zoom PL.</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>All staff engaged in collaborative planning, writing units of work following syllabus guidelines and Killarney Vale scope and sequences and proformas.</p> <p>Implications</p> <p>Staff implemented programs following NESA curriculum requirements. Programs included outcomes, key inquiry questions and related skills for the Key Learning Area. Elements of the Quality Teaching Framework were include in programming, ensuring students were engaged through innovative learning sequences.</p> <p>Staff completed online professional learning during remote learning due to Covid-19.</p> <p>Implications:</p> <p>Staff documented online professional learning completed on a whole school professional learning log. Staff were able to upskill to improve best practice and deliver their learning programs effectively.</p>	<p>QTSS time collaborative planning</p> <p>Professional Learning in relation to remote and online learning for staff members</p>

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

Evaluation	Funds Expended (Resources)
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Progress towards achieving improvement measures

All staff engaged in professional learning in Embedding Formative Assessment (Dylan Wiliam)

Learning began in Term 1. The program delivery had to be restructured due to Covid 19 from Term 2. Staff attended face-to-face and online sessions, participated in collegial discussions and classroom observations.

Implications:

Killarney Vale programming proformas include explicit learning intentions and success criteria stated before each learning sequence. Staff use feedback and exit slips to direct student progression. Improved results in Essential Assessment are evident and students are learning to identify their where to next.

Embedding Formative Assessment 2-year professional learning

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)
Implications The change to include PLPs in parent-teacher interviews meant that we had a high number of PLPs completed with family input. Putting the newsletter on Facebook ensured that the community (1125 members) was able to access the newsletter instantly. The new Newsletter format was received positively. The initiative to have more parents complete the TTFM survey was successful with 101 parents completing the survey. This was a huge improvement from previous years (2019 - 52, 2018 - 25). Unfortunately COVID-19 impacted heavily on our ability to regularly engage with parents and the community face-to-face. New process were created to maintain communication and build connections via online platforms. Some of these processes will be maintained as they have been very successful.	

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)
Implications Behaviour data indicated that minor incidents in the classroom were significantly higher than expected. A revisit of the behaviour consistency guide and PBL procedures was conducted at a staff meeting. Additional mentoring sessions to revisit the behaviour consistency guide and demonstrate the effective use of recording data on Sentral was also offered,	Time Afternoon meeting time Survey and time to analyse responses Resources and lessons

Progress towards achieving improvement measures

with all new staff members participating.

As a result of the staff survey PBL lessons were redesigned to refine the content and make more engaging for students.

The Zones program has been successful with students and staff using the Zones language in both classroom and playground settings.

Analysis of BAT data showed that teacher consistency was still low. Due to COVID-19 interruptions this has not yet been addressed. Universal classroom practices will be revisited again in 2021.

Most staff are now using mindfulness daily in their classroom as evidenced in teaching programs and observations.

New signage for specific areas has been well received by the students.

\$1650 (inc GST) Head and Heart Mindfulness training

\$2500 - PBL signage

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>School Improvement Measure</p> <p>75% or greater of our families will regularly access samples of their children's work via electronic communication systems. (Baseline 30% early 2018: SeeSaw)</p> <p>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)</p> <p>Implications</p> <p>Seesaw was used during COVID-19 school changes to connect to parents and students. We have met our target of greater than 75% by 1%.</p> <p>Google classroom was used in all classrooms 3-6 during COVID-19 school changes. Most students engaged in their learning through this online platform.</p>	<p>Seesaw \$1,260.00</p> <p>State funded Positive Partnerships training</p> <p>Pam Quinn's time to run parent course</p> <p>Stage meeting time for collaboration</p> <p>Time for ES1 team to create profiling tool under guidance of Pam Quinn</p> <p>Time to create social stories and videos</p>

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>\$63, 472.00</p> <p>Selected teacher to be the Aboriginal education coordinator.</p> <p>Selected teacher to write an Aboriginal Education LaST program for "Bump it Up" students.</p> <p>Time allocated (10 hours/week) to support LaST programs and cultural activities for Aboriginal 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). Our usual process of face to face meetings with parents and students were disrupted due to COVID-19 restrictions. However, staff members continued to support our students via remote and online learning experiences, and phone conversations. These differentiated and individual learning goals were created and aligned with the Australian curriculum. Staff use these PLPs to identify and assess students' progress of Literacy and numeracy continuums, goals and areas for further development.</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>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>Aboriginal students participated in art workshops leading to student entries in the Charter's Hall competition. The artworks of four students were selected to be published in a book, with one of our student's artworks used as the front cover.</p> <p>The school's termly AEG meetings were put on hold due to restrictions stemming from COVID-19.</p>
Low level adjustment for disability	<p>\$147, 552.00</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>\$89, 039.00</p>	<p>Quality Teaching, Successful Students (QTSS) funding has been used throughout</p>

Quality Teaching, Successful Students (QTSS)	\$89, 039.00	<p>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	\$294,444.00	<p>Additional release and mentoring time was provided for staff to share expertise in areas of Literacy, Numeracy and Wellbeing. A high level of supervision and engagement was attained as additional time was allocated to all executive staff. This allowed executive staff to share their expertise and support the professional development of all staff members at Killarney Vale PS.</p> <p>Positive Behaviour for Learning (PBL) continued to be a focus for identifying and teaching school wide expectations. With the support of the Assistant Principal Learning and Support (APLaS), our school Learning and Support Team were provided with professional learning focused on profiling and developing strategies to support diverse learners.</p> <p>All students and families requiring additional financial support to access an equitable education were supported.</p>
Support for beginning teachers	\$44, 443.00	<p>In 2020, three 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. A high percentage of professional learning for beginning teachers was focused on online experiences as there were limited opportunities to collaborate outside of our school.</p> <p>This plan involved classroom observations, budgeting and completing NESA accreditation requirements to gain proficiency. An essential component 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.</p>

Student information

Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	223	227	237	223
Girls	216	235	224	207

Student attendance profile

School				
Year	2017	2018	2019	2020
K	91.6	93.6	94.5	94.5
1	92.8	93.3	92.6	94.3
2	94.5	91.4	92.8	93.8
3	92.9	93.1	91.5	91.8
4	90.7	91.1	92.4	90.8
5	90.4	91.1	90.5	91.3
6	91.9	89.3	90.7	90.3
All Years	92.2	91.8	92.1	92.3
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.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	6
Classroom Teacher(s)	17.84
Literacy and Numeracy Intervention	0.53
Learning and Support Teacher(s)	0.8
Teacher Librarian	0.8
School Administration and Support Staff	5.72

*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.

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	1,007,503
Revenue	5,050,630
Appropriation	4,940,514
Sale of Goods and Services	40,908
Grants and contributions	66,875
Investment income	843
Other revenue	1,490
Expenses	-5,118,735
Employee related	-4,267,164
Operating expenses	-851,571
Surplus / deficit for the year	-68,105
Closing Balance	939,398

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	150,499
Equity Total	505,468
Equity - Aboriginal	63,472
Equity - Socio-economic	294,444
Equity - Language	0
Equity - Disability	147,552
Base Total	3,586,102
Base - Per Capita	113,561
Base - Location	0
Base - Other	3,472,541
Other Total	387,628
Grand Total	4,629,697

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.

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.

Parent/caregiver, student, teacher satisfaction

Student Engagement - Perspectives of Students: Tell Them From Me Survey

190 Students from Years 4, 5 and 6 completed the online 'Tell Them from Me' survey around student engagement and wellbeing. The survey captures students voice, aspirations, teaching practices and leadership to support a thriving school community. Students have completed the survey since 2015.

Students

Key findings from the survey include:

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

Our results continue to remain consistent against NSW norms as we continue to implement strong wellbeing programs.

Teachers

From the People Matter and Teacher Tell Them From Me Survey it was noted that:

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

Parents

The Partners in Learning parent survey is also 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 this school who completed the Parent Survey between 02 Sep 2019 and 26 Sep 2019

Findings include:

- 93% of parents know schools PBL expectations and 91% my child is clear about the rules at school.
- 84% of parents feel welcome when they visit the school.
- 84 % state that my child feels safe going to and from school.
- 82% believe the school supports positive behaviour (NSW 77%)
- 81% feel their child is encouraged to do his or her best work.
- 80% stated that written information from the school is in clear, plain language.
- 80% of parents can easily speak with teachers and 81% of teachers show an interest in my child's learning.
- 77% believe there is safety at school (NSW 76%)
- 75% of parents feel welcome (NSW 74%)
- 71% believe we have an inclusive school (NSW 67%)

Parents and Carers: 360 Excellence in Customer Service Survey

The 360 Excellence in Customer Service measures 12 competencies. When the total score matches or exceeds 80% on the scale, the competency is considered a strength. We are pleased that all 12 competencies contain positive trends in communication, commitment to customer service and working collaboratively.

Areas of continual improvement have been addressed in 2019 including family engagement, planning and students learning and focus on the school's commitment to customer service.

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 2020, 58 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 programs. Many of these programs were interrupted or reshaped due to the regulations around COVID19. Gradually our planned activities were able to held. The students engaged in cultural sessions with their buddies about connecting to the land and people through reading, art and music. Our highly successful programs including Senior and Junior Didgeridoo lessons, Senior and Junior Dance for combined groups were able to go ahead in Semester Two. Our regular newsletter, usually produced each term, become our celebration of the second half of the year, enabling the support and promotion of school activities, student work, student achievement, hero profiles, building cultural awareness through parent interviews and community information.

Staff from a variety of stages usually attend the Kuriwa Aboriginal Educational Community Group (AECG) meetings, contributing school reports and support for the AECG. These were replaced by regular emails and other contact protocols. To reinforce the importance of building sustainable community links our Killarney Vale based Aboriginal Education Group (AEG) usually meeting each term, had to be placed on hold due to regulations around visitors to the school site. In NAIDOC Week, we were able to showcase our own community members, holding art sessions led by a local elder, gathering all students and staff together in the spirit of reconciliation, to create murals that have already become part of our school, expressing the theme , Always was, Always will be. Achievements were recognised through our Education Week awards and end of year Presentation Day.

Although the annual GulangFest did not go ahead our Aboriginal students participated in a community Project organised by Bateau Bay Square in which eighteen of our students submitted their artwork based on the story, Pindan Dream Princess. These were displayed at the square and three of our students had their work chosen to be published in the book.

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 2020, we had three reported incidents of racism that have been referred to and dealt with by the ARCO.

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 *2020 Tell Them From Me* Survey indicated that students felt their culture was strongly valued within the school community. 97% of surveyed students stated that they felt good about their culture when they were at school, and also felt that their teachers have a good understanding of their culture. 11% of students identified as Aboriginal heritage.

Other School Programs (optional)

COVID-19 and Remote Learning

The COVID-19 pandemic has disrupted almost every element of our lives, and the education of our children has been no exception.

The main priority for the staff at Killarney Vale PS was to minimise the impact of the pandemic and support our students and families during this unprecedented time. School staff responded to the challenge by modifying their learning programs to be accessed remotely using Google Classroom and See-Saw, making hard copies available online, and regular contact with student and families via phone calls. Our school also supported the ongoing needs of essential workers with accommodations at school.

Killarney Vale PS made extensive use of social media platforms to maintain contact and engagement with our local community.