



Education

# Kingswood Park Public School Annual Report; 2015

Raising expectations and enhancing the quality of student learning

Fostering quality, inspiring teaching and leadership

Community Partnerships Engagement for all



4346

## Introduction

The Annual Report for 2015 provides the community of Kingswood Park 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 reflects the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.



Katrina Berwick  
Principal

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## Message from the Principal

2015 saw our school community striving to work together to inspire successful and engaged learners for life. 2015 was my first year as Principal at KPPS and the start of new strategic directions for our whole school community. Late 2014 we engaged our school community to provide feedback on the dreams and aspirations they held for all the children at Kingswood Park. Our staff and students were also asked to provide feedback to ensure all our community had a voice in our future strategic directions. After much collaboration we created our school vision *Striving to work together to inspire successful and engaged learners for life*. Our vision was at the forefront of all decisions made throughout 2015 and saw our community more involved in this process. A great success during 2015 was the introduction of our incursion and excursion initiative. Our students were involved in many experiences including African Drumming, Zumba and Life Education. This engaged our learners in the real world to raise expectations and enhanced the quality of our students' learning. Our P&C were very active throughout the year and contributed to updating and purchasing many resources to support our students learning. Our teachers engaged in quality Professional Learning facilitated by our Instructional Leader and used the Performance and Development Framework to develop professional learning goals to work towards throughout the year. Our teachers used the National Standards for Teachers to foster quality, inspiring teaching and leadership throughout Kingswood Park. Our greatest achievement during 2015 was strengthening our community partnerships which was achieved by our Aboriginal Education Officer and our partnership with The Smith Family and Nepean Community and Neighbourhood Services. We saw an increase in engagement at school events and community members engaged with our Facebook page. Overall 2015 was a successful year for all members of our Kingswood Park community.

## School background

### School vision statement

*Striving to work together to inspire successful and engaged learners for life.*

Our school vision statement was developed after lengthy consultation with all community stakeholders at the end of 2014. It is widely published and visually evident throughout our school. It was widely endorsed and acclaimed as the school vision and future direction for Kingswood Park Public School.

### School context

Kingswood Park Public School is situated on Darug land and works in partnership with its supportive low socio economic community. The school provides a comprehensive quality education and genuine care for our students and the wider school community. We hold high expectations of achievement and success.

Our school is an Early Action for Success school with an Instructional Leader appointed to provide support in building leader and teacher capacity to identify and address the literacy and numeracy learning needs of students in the early years of schooling.

Parents, staff and students work together in partnership to achieve a cohesive, focused, optimal learning environment that provides enhanced educational opportunities for all students. Participation in sport, dance and student leadership is actively encouraged and embraced.

The involvement of our highly motivated Aboriginal community is supported by our Aboriginal Education Officer. Over 38% of our school identifies as Aboriginal with our Aboriginal Education Officer working in classrooms, supporting all students in Literacy and Numeracy.

The school environment is friendly, calm, warm and welcoming. We expect high standards of behaviour, application and integrity of each child and have introduced a wellbeing program to ensure that Kingswood Park Public School is a safe and respectful place of learning.

## Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, our school achievements and the next steps to be pursued. 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.

This year, our school undertook self-assessment using the elements of the School Excellence Framework.

Since the introduction of the School Excellence Framework in 2015 our leadership team has explored and assessed where our school is situated in each domain; learning, teaching and leadership. As a Leadership Team we had lengthy and robust discussions about each element in relation to our strategic directions and the evidence required to demonstrate our achievement of each element of the framework. We believe we are **delivering** in each element of the School Excellence Framework. Our Leadership team mapped and charted our evidence to determine our strengths and areas of adjustment with our school plan to ensure Kingswood Park Public School is moving towards sustaining and growing. In some areas within the School Excellence Framework we determined we believe we are working in sustaining and growing and our external school assessment data for value added reflects this.

Our self-assessment process will further assist the school to refine the strategic priorities in our School plan leading to further improvements in the delivery of education to our students.

## Strategic Direction 1

### Raising expectations and enhancing the quality of student learning

#### Purpose

Every student in our care to be actively engaged in personalised, meaningful, challenging and future-focused learning experiences to achieve and thrive as learners, leaders and responsible, productive citizens.

#### Overall summary of progress

In regards to our Strategic Direction 1: Raising expectations and enhancing the quality of student learning our school accomplished a majority of what we had planned to do. Our personalised learning pathways project saw the enhancement of procedures with our Learning and Support Team, which lead to more detailed and purposeful Individual Education Plans being developed and implemented. Our Aboriginal Education Officer engaged all our parents in the development and review of Personalised Learning Pathways for our Aboriginal Students. Our transitions to school program which is facilitated by Family Connect saw an increase in parent participation in workshops for parents which included learning how to support their child at school. Our Action for Success learning project included case management strategies which guide teachers in how to identify students at risk. This approach contributed towards deepening teachers' understanding of how to use student data and samples of work to precisely identify each student's need and plan and implement effective teaching strategies. Our Instructional Leader and Principal were instrumental in facilitating case management sessions on a fortnightly basis to support a tiered intervention approach in Literacy and Numeracy. Our Student Voice project introduced criteria for our Positive Behaviour for Learning initiative where students and their teacher had conferences about expectations of behaviour. These expectations are reflected in their achievement of our Bronze, Silver and Gold awards. Teachers, Students and Families engaged in Resilience training with an external consultant to develop strategies to enhance emotional intelligence amongst our school community. We believe our processes throughout 2015 had the planned impact where every student in our care was actively engaged in personalised, meaningful, challenging and future focused learning experiences to achieve and thrive as learners, leaders and responsible, productive citizens.

Progress towards achieving improvement measures	Resources (annual)
Aboriginal students match or better the outcomes of all students.	<ul style="list-style-type: none"><li>- Personalised learning plans created in consultation with family and school for all Aboriginal students. Reviewed each semester</li><li>- 17% of Year 3 Aboriginal students achieved proficient bands (bands 5 and 6) in reading</li><li>- 50% of Year 5 Aboriginal students achieved proficient bands (band 7 and 8) in reading</li><li>- 100% of Year 2 Aboriginal students achieved state target in Early Arithmetical Strategies</li></ul> <p>\$10 400 FTE 1 \$61 587 AEO</p>

	<ul style="list-style-type: none"> <li>- Targeted Aboriginal Students in Years 4 and 6 received Norta Norta intervention</li> </ul>	
Personalised and differentiated learning is evident in teaching and learning programs	<ul style="list-style-type: none"> <li>- case management with teachers on a fortnightly basis in English and Maths</li> <li>- Teaching and learning programs reflected tier and personalised learning for all students</li> <li>- Learning and Support procedures introduced, an increase in Individual Education Plans developed and delivered by classroom and intervention teachers</li> </ul>	<p>\$65 000 .5 FTE = \$50 251 LAST</p> <p>Early Action for Success FTE .5</p>
An increase in students achievement evident in PLAN and NAPLAN data	<ul style="list-style-type: none"> <li>- 36% of Kindergarten students achieved Cluster 4 in reading</li> <li>- 78% of Year One students achieved Cluster 6 or higher in reading</li> <li>- 28% of Year Two students achieved Cluster 8 or higher in reading</li> <li>- Year 3 NAPLAN data reflects a significant increase in trend data in all areas of Literacy and Numeracy</li> <li>- Year 5 NAPLAN data reflects growth in reading, spelling and numeracy. There was a significant growth in writing.</li> </ul>	<p>\$10 050 = .1 FTE (LAST)</p> <p>\$19 129</p>

## Next steps

In 2016 our improvement measures for Strategic Direction 1 will remain the same. From our assessment, mapping and feedback in regards to strategic direction 1 there are revised processes;

### Personalised Learning Pathways:

- Review of Aboriginal Personalised Learning Pathways will occur each semester. Our PLP's will be created on SENTRAL to ensure a consistent approach occurs with other personalised learning pathways such as Individual Education Plans.
- Investigate the effectiveness of digital portfolios P-6 and teachers explore options on best practice for this process. These will be linked with SENTRAL being used to create Education Plans

### Action for Success Learning Project:

- Assessment and moderation strategies explored by staff throughout 2016 engaging with teachers from our learning community to strengthen this process.
- Developing Instructional Leadership strategies of the leadership team through external consultation and professional development opportunities

### Student Voice:

- Attendance will be a focus for 2016 specifically late arrivals to school

## Strategic Direction 2

Fostering quality, inspiring teaching and leadership

### Purpose

Build capacity in our staff through focussed professional learning and development that creates a culture of professionals that are engaged in ongoing, relevant and evidence based learning and practice at an individual and collective level.

### Overall summary of progress

Our leadership team worked with external consultants to build capacity in our staff through focussed professional learning and development. This has started to create a culture of professionals that are engaged in ongoing, relevant and evidence based learning and practice at an individual and collective level. Throughout 2015 teachers engaged in professional development on the Australian Professional Teaching Standards to reflect on their own journey with accreditation. Teachers developed their Professional Learning Plans and met with the Principal and supervisors on a regular basis to reflect, refine and plan their professional development goals throughout the year. Teachers were observed and together self-reflected and used evidence from their teaching and learning programs to determine where to next for their professional journey. We had 4 teachers achieve their accreditation at proficient level in 2016 and 1 teacher maintain her accreditation. Other teachers explored accreditation at higher levels and used these standards to guide their Professional Development Plans. The leadership team worked with an external consultant (Lyn Sharratt) to develop leadership capacity in facilitating case management sessions. A school data wall was created to drive conversations in case management sessions and to identify students requiring tiered intervention. Our Leadership team engaged in the professional development of the Wellbeing Framework and worked closely with an external consultant to develop effective strategies on wellbeing to support our students wellbeing needs.

Progress towards achieving improvement measures		Resources (annual)
A highly skilled, responsive and diverse staff who have a shared understanding and value of themselves and each other to contribute to a culture of high expectations.	<ul style="list-style-type: none"><li>- Teacher feedback reflects professional learning provided throughout 2015 was valued and purposeful.</li><li>- Teachers reflected that they saw a positive impact of professional learning with their students learning</li><li>- Staff believe we are heading in the right direction to build quality across our school.</li></ul>	\$86 500 EA4S \$5 000 training grant
All staff have individual professional development plans that	<ul style="list-style-type: none"><li>- 100% of staff have professional development plans that show reflection of their teaching practice in</li></ul>	\$25 000

demonstrate reflective teaching practice, are linked to the Australian professional teaching standards and guides their professional learning, practice and capacity to improve student learning	<p>regards to the Australian Professional Teaching Standards</p> <ul style="list-style-type: none"> <li>- Staff reflect that setting professional goals has supported them as professionals and the learning achievements in their classrooms.</li> </ul>	
Data informed, differentiated and personalised learning experiences are highly visible in all staff learning and teaching programs.	<ul style="list-style-type: none"> <li>- 100% of teaching and learning programs demonstrate differentiated learning experiences especially in English and Maths programs.</li> <li>- PLAN data is evident in the instructional decisions of teachers in their teaching and learning programs.</li> </ul>	<p>\$7500</p> <p>Early Action for Success \$5000</p>

## Next steps

In 2016 our improvement measures for Strategic Direction 2 will remain the same. From our assessment, mapping and feedback in regards to strategic direction 2 there are revised processes;

### Performance and Development Project

- Observations between peers will be explored this year, with staff provided professional learning on observation and feedback strategies
- Staff engage in professional development on the School Excellence Framework. All staff participate in mapping of school plan with framework.

### Great Teaching inspired learning

- Professional learning facilitated by experienced members of staff
- Engaged Professional learning with external personal to support future focussed learning strategies

### Leadership Learning Project

- Instructional Walks introduced, facilitated and executed on a regular basis to drive leadership team discussions on School Excellence Framework and future strategic directions
- Mentoring and coaching professional development facilitated for leadership team and aspiring leaders. Possibly engaging with experience across learning community to support process.

### Wellbeing Framework

Professional development on Wellbeing for schools- connect, succeed and thrive- implications for Kingswood Park

## Strategic Direction 3

### Community Partnerships Engagement for all

#### Purpose

Strengthening family and community engagement through a collaborative approach to decision making that is accountable, transparent and reflects local and systemic priorities.

#### Overall summary of progress

Throughout 2015 we strengthened family and community engagement through a collaborative approach. This started with our Parent and Community (P&C) committee being asked to be part of the decision making process of our school to ensure accountability and transparency. We launched our Facebook page early in 2015 which reached over 300 people in our community and assisted communication to further inform our school community and strengthen community partnerships. Our school worked closely with the Nepean Community and Neighbourhood Services team who delivered targeted programs to our students after school and engaged our parents in workshops throughout the day. We engaged a Wellbeing teacher's aide through NCNS to work with targeted students and their families to support emotion wellbeing. Our partnership with The Smith Family strengthened throughout 2015 with the support of View Club members who facilitated our weekly "Learning Club" to support our student's homework. Our Instructional Leader facilitated the PATCH project with 3 parents committing to the project to support students learning. Our great success in 2015 was the increase in participation of our Big Tracks to Little School transition to school program. Facilitated by Connect and our Preschool teacher children from the local area attended the weekly transition program and parents attended weekly workshops to support their child's learning journey.

Progress towards achieving improvement measures	Resources (annual)
An increased number of parents participating in all school activities representing and inclusive of, all school community cultural groups	<ul style="list-style-type: none"><li>- Increase of parents at parents forums, engagement in our Facebook page and school website.</li><li>- 100% of parents engaged in the creation and review of Personalised Learning Plans</li></ul> \$ 7 000
Increased parent and community engagement in student learning identified through surveys, data and attendance at educational meetings	<ul style="list-style-type: none"><li>- Increase from semester One to Semester Two in our 3 way interviews</li><li>- Parents engaged in PATCH program to become teacher helpers in classrooms</li><li>- Parent forums reflects an increase in parents feeling valued in student learning and feel comfortable getting involved.</li></ul> \$2 950
Sustained, high levels of	<ul style="list-style-type: none"><li>- External partnerships with Sydney University</li></ul> \$5000



<p>student engagement and learning evident directly resulting from strong, external partnerships</p>	<p>engaged students in learning outside their world</p> <ul style="list-style-type: none"> <li>- Engagement of Well Being teacher aide supported wellbeing of students (support through Nepean Community and Neighbourhood Services)</li> </ul>	
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## Next steps

In 2016 our improvement measures for Strategic Direction 2 will remain the same. From our assessment, mapping and feedback in regards to strategic direction 2 there are revised processes;

### 21<sup>st</sup> Century Yarning

- Explore future technologies to engage our community and communicate with our community
- Engage our school community in “Tell them from Me” survey’s

### PATCH Project

- Encourage more parent participation in project through flexible times and obligations to project

Our school will engage in the Tell them from Me survey with teachers, students and community participation. Our Leadership Team will use the data collected to drive strategic directions across our school.

## Key initiatives and other school focus areas

Key initiatives (annual)	Impact achieved this year	Resources (annual)
<b>Aboriginal background funding</b>	<p>Development, implementation and review of Personalised learning Plans.</p> <p>Aboriginal Education officer working shoulder to shoulder in classrooms providing support to both students and teachers on achievement of learning goals.</p> <p>Hiring of incursions throughout the year to educate and deepen knowledge of all students on Aboriginal cultures from Preschool to Year 6.</p> <p>NAIDOC celebrations and community involvement in school.</p> <p>Attendance of 8 WAYS Professional Learning</p> <p>Employment of SLSO to support children achieve learning goals in PLP.</p>	<p>\$71987</p> <p>\$61587 FTE1 AEO</p> <p>\$10400 FLEXIBLE FUNDING</p>
<b>Socio-economic funding</b>	<p>Employment of teacher to support tiered intervention in all classrooms.</p> <p>Employment of additional School Learning and Support Officers to support tiered intervention with identified students</p> <p>Professional learning opportunities provided to all staff delivered by school, DoE and private consultation providers</p> <p>Incursions and Excursions supplemented to support learning inside and outside of classroom</p> <p>Consultant engaged to support wellbeing (How full is your bucket?)</p> <p>Higher Duties of a classroom teacher to Assistant Principal</p> <p>Additional time provide for case management approach and collaborate planning and consistent teacher judgement</p>	<p>\$209001</p> <p>.1 FTE \$10050</p> <p>\$198.951 Flexible funding</p>
<b>Low level adjustment for disability funding</b>	<p>Employment of LAST to support tiered intervention</p> <p>Introduction of Learning and Support procedures</p> <p>Professional learning to support teachers to make adjustments for disability in classrooms</p> <p>Employment of School Learning and Support Officer to support achievement of learning</p>	<p>\$69380</p> <p>.5 FTE \$50251</p> <p>\$19129 FLEXIBLE FUNDING</p>

	<p>goals in Individual Education Plans</p> <p>Development, implementation and review of Individual Education Plans for identified and targeted students.</p>	
<b>Other school focus areas</b>	<b>Impact achieved this year</b>	<b>Resources (annual)</b>
<b>Early Action for Success</b>	<p>Professional learning provided to all staff from school based (Instructional Leader), DoE and private consultants to support teaching of English and Mathematics</p> <p>Intervention teacher employed to support tiered intervention in K-2 classrooms</p> <p>Instructional Leader provided shoulder to shoulder support in each K-2 classroom</p> <p>Case Management time provided to teachers to analyse data and create learning intensions for students</p> <p>Engagement of local Speech Therapist to assess and provide weekly support for children identified.</p> <p>Engagement of Occupational Therapist through Sydney University to assess and provide intervention to identified students. Also provide professional development to teacher to provide instruction and support for identified students.</p> <p>Engaged with Dr Lyn Sharratt to provide professional development with leadership team.</p>	<p>FTE .5</p> <p>\$10 000 TRAINING GRANT</p> <p>\$4 555 Intervention</p>
NORTA NORTA	<p>Employment of School Learning and Support Officer to provide targeted intervention in Reading, Writing and Number for identified children in Years 4 and 6.</p> <p>School based data (PLAN) indicates increase in student achievement of reading, writing and number outcomes for target students.</p>	\$11071

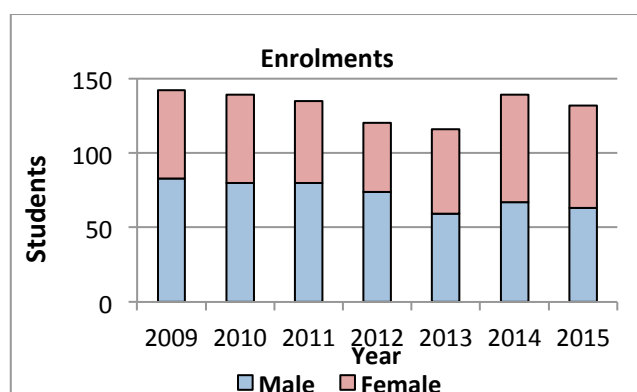
## Student information

It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

### Student enrolment profile

#### Student Enrolment

Gender	2009	2010	2011	2012	2013	2014	2015
Male	83	80	80	74	59	67	63
Female	59	59	55	46	57	69	69



### Student attendance profile

Year	2010	2011	2012	2013	2014	2015
K	93.0	90.6	88.5	89.0	89.1	86.3
1	94.1	91.8	81.9	92.5	90.0	88.6
2	90.5	95.6	88.2	90.3	90.4	86.5
3	94.3	96.2	94.6	91.0	91.9	94.5
4	93.8	91.6	93.6	96.3	92.6	83.2
5	91.0	95.2	86.1	94.7	90.6	89.6
6	92.4	92.5	90.4	93.4	95.3	87.8
<b>Total</b>	<b>92.7</b>	<b>93.3</b>	<b>88.8</b>	<b>92.0</b>	<b>91.2</b>	<b>88.3</b>
K	94.7	94.7	94.3	95.0	95.2	94.4
1	94.2	94.2	93.9	94.5	94.7	93.8
2	94.4	94.2	94.2	94.7	94.9	94.0
3	94.5	94.4	94.4	94.8	95.0	94.1
4	94.5	94.3	94.3	94.7	94.9	94.0
5	94.4	94.2	94.2	94.5	94.8	94.0
6	94	93.8	93.8	94.1	94.2	93.5
<b>Total</b>	<b>94.4</b>	<b>94.3</b>	<b>94.2</b>	<b>94.7</b>	<b>94.8</b>	<b>94.0</b>

## Workforce information

Reporting of information for all staff must be consistent with privacy and personal information policies.

### Workforce composition

Position	Number
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	1
Head Teacher(s)	0
Classroom Teacher(s)	4
Teacher of Reading Recovery	1
Learning and Support Teacher(s)	1
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	1
School Administrative & Support Staff	2
Other positions	2
<b>Total</b>	<b>14</b>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

We employ an Aboriginal Education Officer and a School Learning Support Officer who are of Aboriginal background. This represents 13% of our school work force.

### Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	95%

### Professional learning and teacher accreditation

Throughout 2015 4 teachers completed their accreditation process at Proficient career level. 3 staff engaged in professional learning to start the process to complete their accreditation at either Highly Accomplished or Lead career level. 1 Staff member is a Lead Teacher. Throughout 2015 staff worked collaboratively to explore the teaching standards and provided evidence of proficiency of each standard throughout the year to support their evidence towards their Professional Development Plan. Our school Principal provided information sessions to local schools on the accreditation process at all levels.

## Financial information

### Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

A full copy of the school's 2015 financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

Date of financial summary	30/11/2015
<b>Income</b>	\$
Balance brought forward	157,754.56
Global funds	132,084.37
Tied funds	357,767.39
School & community sources	0.00
Interest	4,863.70
Trust receipts	36,350.40
Canteen	0.00
<b>Total income</b>	<b>580,874.04</b>
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	17,610.19
Excursions	9,808.94
Extracurricular dissections	16,062.10
Library	2,530.48
Training & development	2,526.01
Tied funds	235,561.18
Casual relief teachers	20,577.58
Administration & office	29,804.82
School-operated canteen	0.00
Utilities	24,523.07
Maintenance	20,604.14
Trust accounts	30,120.42
Capital programs	0.00
<b>Total expenditure</b>	<b>409,728.93</b>
<b>Balance carried forward</b>	<b>329,056.35</b>

## School performance

### School-based assessment

#### Using Planning Literacy and Numeracy data sets;

60% of our Kindergarten Aboriginal children achieved cluster 4 or above in reading.

73% of our Year One Aboriginal children achieved cluster 6 or above in reading

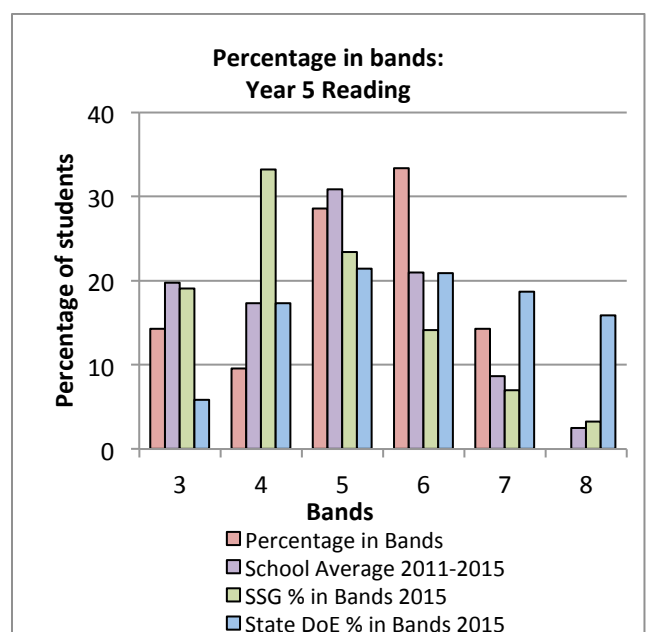
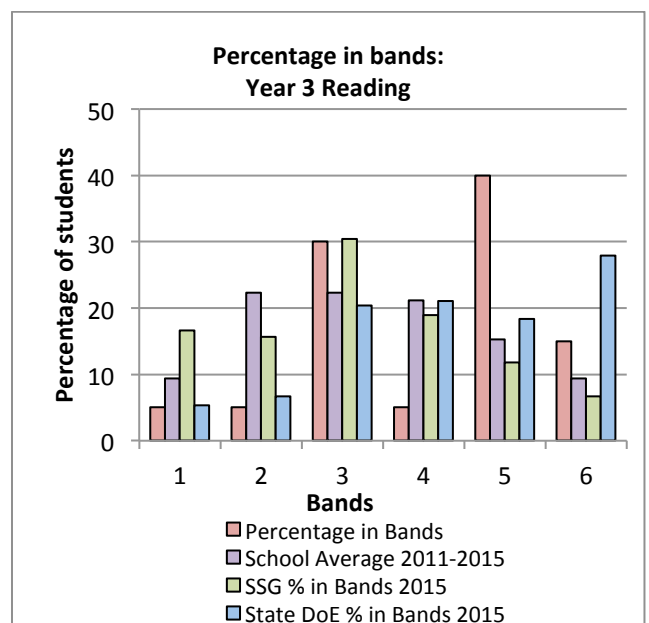
100% of our Year Two Aboriginal children achieved minimum targets in Early Arithmetical Strategies.

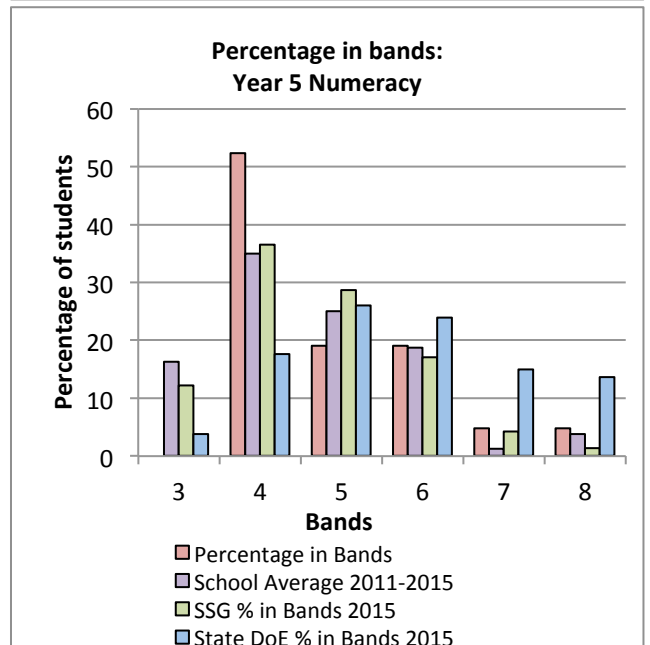
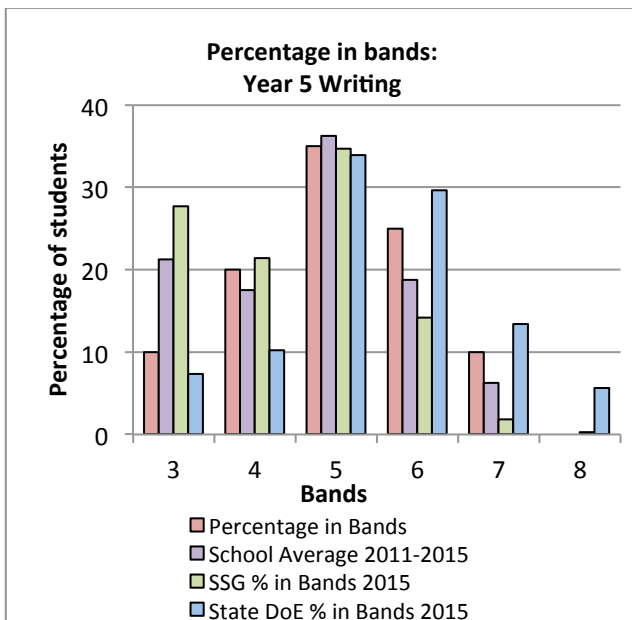
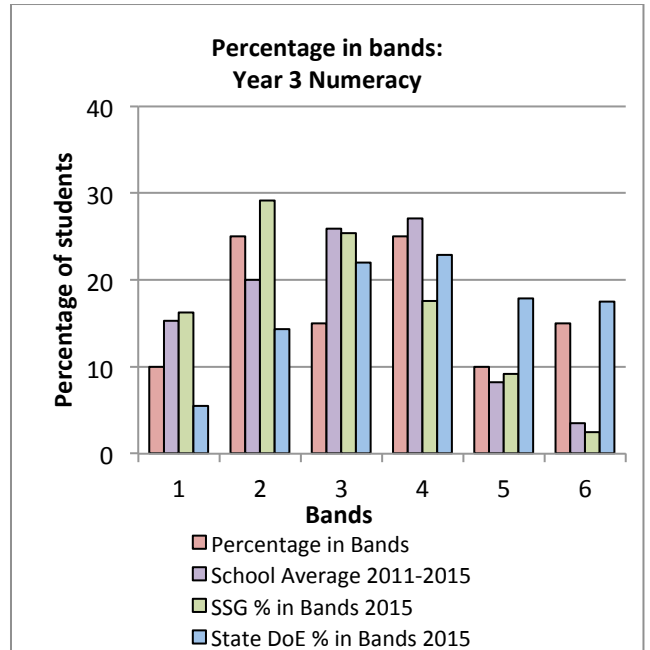
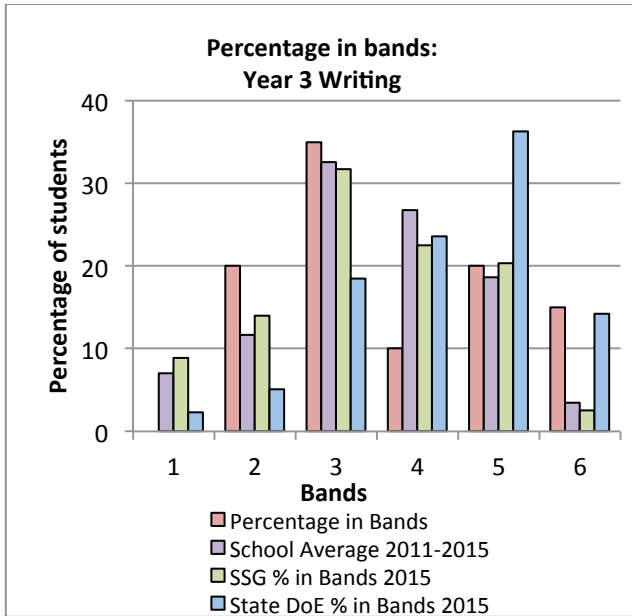
## NAPLAN

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. Click on the link [My School](#) and insert the school name in the *Find a school* and select *GO* to access the school data.

### NAPLAN - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)





**NAPLAN - Numeracy**

**Parent/caregiver, student, teacher satisfaction**

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below.

**Policy requirements**

**Aboriginal education**

This year, our Aboriginal Education Officer Mrs McFarlane worked tirelessly to engage our school community with our school life. She ensured she was in our playground at key transitions times throughout the day to be available for a yarn with our community members. She also facilitated “yarn ups” with morning and afternoon teas where our Aboriginal and non-Aboriginal families were invited to yarn about our school and our community. From

these yarns future strategic directions were made and events organised. Mrs McFarlane organised a local Aboriginal artist to complete an artwork with our children, which she explaining symbols and the power of storytelling through art to all our children. Our NAIDOC week celebrations were successful with notably more community involvement than previous years with a welcome BBQ and cultural incursions including Aunty Wendy's Mob in our Preschool and from Taronga Zoo with Uncle Gary talking to the children about the significant animals in Aboriginal culture and living from the land. Mrs McFarlane introduced Cultural time where she visited classes each week to share her life experiences and extend our children's understanding of Aboriginal culture, history and story through yarning. Staff members participated in the 8 ways professional learning provided by regional Aboriginal team, but it was decided at this time our school would not pursue this pedagogy. All Aboriginal children worked through a Personalised Learning Pathway (PLP) that was created in partnership with family and school. This achievement of our students PLP goals was celebrated and shared with our school community.

### **Multicultural Education and Anti-racism**

Kingswood Park students and staff share a rich cultural and language diversity. Our multicultural perspective at our school is maintained through special events such as Harmony Day and Grandparents Day. We had a significant turnout for Harmony Day with a range of parents, carers and family and community members attending the celebrations led by our Student Leadership Team. Each class completed activities that were shared with the community at a picnic lunch, which ended with everyone placing an orange ribbon on our school fence to signify Harmony Day. Multicultural education is integrated into our units of work in HSIE, which has allowed for students to gain insight into their own and other cultures through stories, research projects, art and craft and music.

### **Other school programs**

**Early Action for Success** has been an initiative at Kingswood Park Public School since 2013, and provides a three-tiered intervention model and in-class instructional leadership. Teachers have the opportunity to collaboratively plan and use effective assessment and observation strategies to identify intentional learning targets for all students. In order to personalise our practice, data walls have been constructed in each stage to monitor and track the progress of all students. In case management meetings, each stage collaborates around a group of

students who have not progressed as expected, and brainstorm ways of adjusting instruction to ensure personalised goals are met. We have found this strategy and the approaches we have taken to be highly successful not only for our students identified as needing additional help but all students as they are enjoying targeted and explicit teaching designed specifically to engage them in challenging and motivating learning experiences.

2015 showed significant improvement in student outcomes for reading, showing an increase from 26% of students on track to 51% on track in Years 1 and 2.

In Kindergarten 45% of students reached minimum standards in reading.

In Kindergarten 45% of students reached minimum standards in writing.

In Kindergarten 73% of students reached minimum standards or higher in numeracy.

In Year 1 82% of students reached minimum standards in reading.

In Year 1 76% of students reached minimum standards in writing.

In Year 1 88% of students reached minimum standards or higher in numeracy.

In Year 2 56% of students reached minimum standards in reading.

In Year 2 25% of students reached minimum standards in writing.

In Year 2 88% of students reached minimum standards or higher in numeracy

