

Kellys Plains Public School

Annual Report

Kelly's Plains Public School - 2016



2016



2273

Introduction

The Annual Report for **2016** is provided to the community of **Kelly's Plains 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.

Andrew Watson

Principal

School contact details

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Message from the Principal

Kelly's Plains Public School is a school that has continued to provide excellence in quality education in a small school environment. This is demonstrated by the quality teaching programs that provide excellent opportunities for all students K–6, whether it is academic, creative, sporting or social opportunities.

This was achieved by the school's dedicated teaching staff. The teachers provide a positive open interaction with students, parents and wider community which creates a supportive environment between the school, home and community.

I would like to acknowledge the teaching staff for their contribution to the school, and their ongoing support, dedication and commitment. Thank you, Mrs Cotter, Mrs Weier, Ms Felton and Mr Burton.

2016 continued to be a busy and productive year for our P&C. I would like to acknowledge the important role that they have played in the school through their continued contribution in School Planning decisions, fundraising and classroom learning. Their support and dedication has seen many resources placed throughout the school and the contribution for our major excursions in the Junior and Senior classes enabled the costs for all students to be significantly less. Our P&C are greatly appreciated and valued by the students and staff at our school.

Kelly's Plains Public School cannot operate effectively without its efficient support staff. I thank you for your hard work and commitment to maintaining and improving all aspects of the school. Thank you Mrs Morley, Miss Sozou, Mrs Tombs, Mrs Johnson, Mrs Loudon, Mr Henry and Mr Dunbar.

Andrew Watson

Relieving Principal

School background

School vision statement

At Kelly's Plains Public School we are committed to being recognised as a small school that makes a difference in the New England area. We will achieve this by maintaining strong partnerships with the community and maintaining an ethos of high expectations in student achievement. By the end of 2020 the school community expects student outcomes to exceed regional and state averages; that it is a nurturing and welcoming environment full of vibrant and inquisitive learners led by professional and dedicated staff and supported by an educationally focussed community that is mutually accountable for student outcomes and school performance. Our vision is to provide educational experiences and opportunities that will engage and motivate all students to learn, discover and take ownership of their knowledge to equip them to become sharing, learning, caring pro-active citizens of the community.

School context

Kelly's Plains Public School was established in 1863 and is located 10km from Armidale in a peaceful rural setting. The school has a 153 year history of providing quality educational programs and opportunities for all students. The school prides itself in differentiating the curriculum in our multi stage classrooms while encompassing a positive nurturing environment to ensure the school maintains a high standard of academic success, establishing confident and creative individuals in our modern society.

At Kelly's Plains Public School, the school and community have worked collectively to ensure that all students are given the opportunity to develop and achieve to their maximum potential. Our enrolment hovers around 40 students and is made up of families from each quarter of the socio-economic index. We have a highly experienced and dedicated staff that is committed to the fulfilment of the school plan. We have strong ties with the zoned high school and collaboratively liaise with staff to best prepare our students for high school. The school provides an expert Learning Support Team that builds the capacity of parents and teachers in working with special needs and the gifted and talented.

The small school context is the catalyst for great school spirit and pride among students, family and teachers. The high level of community involvement supports all aspects of school life.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. The framework 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

Results of this process indicated in the domain of **Learning** the school's self-assessment is consistent with the evidence presented in one element and is validated using the School Excellence Framework.

- In the element of **Learning Culture** the evidence presented indicates the school is operating at the **Delivering** stage.
- In **Wellbeing** the evidence presented indicates the school is operating at the **Delivering** stage.
- In **Assessment and Reporting** the evidence presented indicates the school is operating at the **Delivering** stage.
- In **Student Performance Measures** the evidence presented indicates the school is operating at the **Delivering** stage.

In the domain of **Teaching** the school's self-assessment is consistent with the evidence presented in two elements and is validated using the School Excellence Framework.

- In the element of **Collaborative Practice** the evidence presented indicates the school is operating at the **Delivering** stage.
- In **Learning and Development** the evidence presented indicates the school is operating at the **Delivering** stage.
- In **Professional Standards** the evidence presented indicates the school is operating at the **Delivering** stage.

In the domain of **Leading** the school's self-assessment is consistent with the evidence presented in one element and is validated using the School Excellence Framework.

- In the element of **Leadership** the evidence presented indicates the school is operating at the **Delivering** stage.

- In **School Planning** the evidence presented indicates the school is operating at the **Delivering** stage.
- In **Management Practices and Processes** the evidence presented indicates the school is operating at the **Delivering** stage.

In the Domain of **Learning**, Kelly's Plains Public school has identified the following future directions:

- Through collaborative leadership, the Thunderbolt Alliance will continue to build teacher capacity in effective teaching strategies and the delivery of quality teaching and learning programs.
- To develop assessment procedures and moderation of assessment tasks to enhance teaching and learning programs.
- Student literacy skills (Accelerated Literacy, Concept Units and Process Descriptors) will continue to be developed through collaboration with the Thunderbolt Alliance. Shared Thunderbolt Alliance scope and sequences in Literacy and Numeracy will include moderated assessment tasks, demonstration lessons (TEN) and teacher observations (Learning Walks) between schools.

In the Domain of **Teaching**, Kelly's Plains Public school has identified the following future directions :

- Professional learning will support staff to develop a Teaching Professional Standards folder to reflect and collect evidence of achievement against the standards. The school will move towards 'sustaining and growing' as the foundations for professional standards have been set in place.
- A culture of collaboration, moderation and using data to guide quality teaching and learning programs will be a priority.
- Curriculum planning and delivery will incorporate moderated assessment and feedback strategies to support teacher judgement of student achievement and student awareness of personal achievement and future goals.
- Thunderbolt Alliance collaboration on the development of syllabus delivery tools (Scope and Sequences, connected outcome groups, creation of units of work and assessment tasks). This will begin with continued teacher collaboration in development of Concept Units in English and resources to suit.
- Establish classroom observations utilising Learning Walks between alliance schools to build on the collaborative practice and support PDP goals common across schools.
- Shared and continued professional learning in evidence-based teaching pedagogy to improve teacher capacity to deliver quality feedback on student performance. This will include greater use of NAPLAN results, SMART data and the development of internal assessment tasks to inform teaching programs and to provide individual feedback to students on their areas of strengths and weaknesses.

In the Domain of **Leading**, Kelly's Plains Public school has identified the following future directions:

- The school will continue to offer a large variety of leadership opportunities to both students and staff where possible.
- Staff will actively seek professional development opportunities and engage in all aspects of the Thunderbolt Alliance.
- The school will change to the new LMBR system. Support LMBR implementation in 2017 by using the collective leadership of the Thunderbolt Alliance.
- To support teacher confidence in the use of the new library management system (OLIVER) through school based professional learning.
- To establish Thunderbolt Alliance milestone improvement plans that are common across the four schools and continuing to use the expertise of PSL and Education services personnel to support alliance priorities.

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

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

High quality teaching to create literate, numerate and engaged 21st century learners

Purpose

To improve student achievement through the delivery of high quality teaching and learning programs to equips students with the necessary literacy and numeracy skills to be successful 21st century learners that think both creatively and critically, problem–solve and work collaboratively.

Overall summary of progress

The school has involved all teachers in the implementation of the English Syllabus. Teachers have received training in a number of key areas to help improve student outcomes. All teachers have received training in PLAN, Accelerated Literacy, TEN and Seven Steps to Writing. As a result classroom teachers are more confident and student engagement has increased. The school is still working towards using PLAN data to drive teaching programs.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>To increase to a majority, student achievement in Literacy to be at or beyond Stage standard and semester reports using a suite of school–based, PLAN data and external assessments.</p> <p>To increase to a majority, student achievement in Numeracy to be at or beyond Stage standard and semester reports using a suite of school–based, PLAN data and external assessments.</p> <p>Staff Training in 21stCentury Pedagogy</p>	<p>All teachers are embedding Accelerated Literacy and TEN in Numeracy and Literacy.</p> <p>All teachers have received training in PLAN. This has initiated some teacher planning to incorporate these skills in their teaching program.</p>	\$2000

Next Steps

- To focus and build Literacy skills and maintain student performance processes beyond stage expectations.
- To continue to build Numeracy skills and maintain student performance processes beyond stage expectations.
- Continue to build and extend staff training in 21st Century pedagogy so that it is reflected with consistency across the school.

Strategic Direction 2

Collaborative, innovative and highly skilled teachers and leaders in conjunction with the Thunderbolt Cluster.

Purpose

To maintain and increase teacher and leadership capacity throughout the school to provide students with highly skilled, technologically proficient and critically reflective teachers in every classroom as well as instructional leadership to foster best practice of education across the school.

Overall summary of progress

Teachers have received training in a number of key areas to help improve student outcomes. All teachers have received training in PLAN, Accelerated Literacy, TEN and Seven Steps to Writing. As a result, classroom teachers are more confident and student engagement has increased.

The implementation of the new School Excellence Framework has led staff to engaging in a much deeper reflective process that is guiding ongoing development at an individual and collective level. Regular and effective monitoring and feedback processes are developing to discuss progress, support and to plan for growth.

Staff have engaged in professional development, training and collaborative meetings, to enhance reflective processes within the classroom, School Leadership team and Learning Support team.

Quality teaching, assessment and the use of effective feedback have been a key professional learning focus in 2016 to achieve this strategic direction, based on the research of Professor John Hattie.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">• The school has embedded and explicit systems for collaboration, classroom observation, the modelling of effective practice and feedback to drive and sustain ongoing, school-wide improvement in teaching practice and student outcomes.• Teacher performance and development demonstrates sustained growth in teacher capacity against the Professional Standards for Teachers and the Elements in the Art and Science of Teaching (Marzano)• 100% of staff demonstrate use of interactive whiteboards and connected learning strategies.	<p>The school is still developing explicit systems and has started to develop within school and with the Thunderbolt Alliance.</p> <p>All staff are competent with using developing technologies.</p> <p>The school is continuing Professional Development in Marzano to embed teaching strategies and concepts into teaching programs.</p>	\$2000

Next Steps

- To continue to build explicit systems for collaboration, classroom observation and sustain ongoing, school-wide improvement in teaching practice and student outcomes.
- To develop their on-going capacity of the Professional Standards and continue to implement the pedagogy of Professor John Hattie and Marzano.
- Strong staff growth and continued use of interactive whiteboards and connected learning strategies in all Key Learning Areas.
- Continue and develop teacher capacity in using PLAN data.

Strategic Direction 3

Highly engaged, emotionally aware and technologically competent global citizens.

Purpose

To improve student engagement in a positive school environment. To enhance students social and emotional wellbeing. To establish more effective partnerships with families and to develop technologically competent students.

Overall summary of progress

Our continued school wide focus on 'You Can Do It' and 'Bravehearts' has enabled us to achieve significant progress in this strategic direction through a successful approach to student wellbeing and learning culture. There have been significant observable changes in behaviour featuring more positive and respectful relationships throughout the students and school community.

We have continued to provide open communication and support to students, parents and the community through practices that foster inclusion, celebrate diversity and cultural experiences, to prepare and actively engage our students in society. The Senior class has developed confidence and competency in Technology. This knowledge has been transferred to the Junior class during the Buddies program.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">• –Increased percentage of participation of community members in school programs.• YouCan Do It language becoming universal across students, parents, school and community.• 100%students demonstrate use of technological tools• Throughthe use of PLASST, allocate funding for G & T, learning support, LOTE,Aboriginal Education, Disabilities and support.• Implement,measure and monitor school progress using DEC Student Wellbeing Framework	<p>The school continues to involve community members and has significantly increased participation in reading, gardening and sustainability, arts and crafts and special occasions.</p> <p>We are streamlining the way in which we are dedicating school funds and resources.</p>	\$4000

Next Steps

- To broaden the involvement of the school community in Literacy and Numeracy information sessions so that parent understanding of the curriculum is enhanced.
- Build on the 'You Can Do It' and 'Bravehearts' approach in the classrooms to continually develop values throughout the school. Begin implementation of the Better Buddies program focusing on peer support, values and friendship.
- Update and purchase student laptops and other resources for ongoing technological development.
- Continue to build on the improved Learning and Support processes, and strengthen the support for Gifted and Talented, Learning Support, LOTE, Aboriginal Education and students with disabilities.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	Purchased resources and employment of Student Learning Support Officer.	\$1165
English language proficiency	Resources purchased through Literacy/Numeracy	\$3,000
Low level adjustment for disability	Funds used to support student learning with employment of teaching time and Student Learning Support Officers.	\$23,591
Quality Teaching, Successful Students (QTSS)	Funds used to support teacher/principal teacher meetings and observation.	Staffing Allocation 0.01 FTE
Socio-economic background	Supporting students in engaging and accessing resources and welfare initiatives.	\$832

Student information

*Full Time Equivalent

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	25	21	18	21
Girls	15	15	11	23

In 2016 there were no staff members at Martin's Gully Public School who identified as Aboriginal or Torres Strait Islander.

Teacher qualifications

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

Student attendance profile

School				
Year	2013	2014	2015	2016
K	94.9	94.5	92.3	95.5
1	95.6	96.5	79.1	96.2
2	96.9	93.9	95.8	89.9
3	94.6	95.6	75.2	96.3
4	90.7	97.4	77.8	88.8
5	94.4	94.3	96.9	92.5
6	93	95.2	84.7	90.5
All Years	94.3	95.3	85.9	93
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	

Professional learning and teacher accreditation

Visible Learning (Prof. J. Hattie)

Science

History

Geography

Anaphylaxis Training

First Aid

School Excellence Framework

Teacher Professional Goals and Implementation

Child Protection

Gifted and Talented Training

TEN Training

Accelerated Literacy

7 Steps To Writing Success

Code of Conduct

Workforce information

Workforce composition

Position	FTE*
Principal	1
Classroom Teacher(s)	1.25
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration & Support Staff	0.89
Other Positions	0.01

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to 30th November 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	39 676.62
Global funds	88 559.67
Tied funds	59 572.98
School & community sources	10 187.25
Interest	1 198.52
Trust receipts	2 388.95
Canteen	0.00
Total income	201 583.99
Expenditure	
Teaching & learning	
Key learning areas	3 650.30
Excursions	7 700.82
Extracurricular dissections	15 129.67
Library	366.91
Training & development	1 076.50
Tied funds	44 350.26
Short term relief	9 887.69
Administration & office	27 664.74
School-operated canteen	0.00
Utilities	8 416.55
Maintenance	9 460.39
Trust accounts	2 248.76
Capital programs	0.00
Total expenditure	129 952.59
Balance carried forward	71 631.40

A full copy of the school's 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.

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. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

Premier's Priorities: Improving education results and State Priorities: Better services – Improving Aboriginal education outcomes for students in the top two bands.

Kelly's Plains Public School has provided students with a focus of Literacy and Numeracy in all school learning programs. This has been achieved in accordance with our School Plan with targeted Literacy and Numeracy programs like Accelerated Literacy and TEN.

Parent/caregiver, student, teacher satisfaction

In 2016, the school sought the opinions of parents, students and teachers about the school and our links to the community.

Their responses are presented below.

Parents are happy with the increased participation with other school networks in creative arts, sport and gifted and talented opportunities. Parents have been active in the School Planning Process where they have been members of the steering committee for the School Plan.

The school has surveyed parents about different aspects of the school for example The School Readiness and Transition Program.

The school community has increased learning and teaching connections with the Small Schools' cluster, creating more opportunities for staff, parents and students.

Policy requirements

Aboriginal education

Kelly's Plains Public School continues to implement the Aboriginal Education Policy in all Key Learning Areas. In 2016 we particularly focused on Aboriginal perspectives in English, Creative Arts, History, Geography and Physical Education. The School also participated in the Northern Tablelands Initiative to enhance outcomes and perspectives for Aboriginal students. The Thunderbolt Alliance received funding to implement Accelerated Literacy and purchase resources and professional development was delivered by Peta Diederick who is a trained Instructional Leader in Accelerated Literacy.

NAIDOC Week

Yulunga Games

Norta Norta NAPLAN

Participation in Northern Tablelands Initiative and its findings.

Multicultural and anti-racism education

Kelly's Plains Public School continues to implement the Multicultural and Anti-racism perspectives in line with the School Plan, the school has reviewed its teaching and learning programs this year to ensure that culturally inclusive classroom and school practices are embedded for all students. Further to this, our programs foster students' understandings of culture, cultural diversity, racism and active citizenship within a democratic, multicultural society.

Harmony Day

LOTE (German)

CWA Country Study – Mongolia

Other school programs

School Readiness Program (Pre-Kindergarten)

Student leadership – Grip Leadership

School Representative Council

Student Leadership Group

Family and community programs

Body Percussion

Gardening and Sustainability Program

Autumn Festival

ANZAC DAY Memorial Service

Easter Hat Parade

Clean Up Australia Day

Life Education Van

QUESTACON

'Bravehearts' Program

'You Can Do It'

Premier's Spelling Bee

Responsible Pet Program

Book Week

Blaze of Science

Book Fairs

String Trio

Authors Festival/Student Speeches

GRIP Leadership

Debating Workshop

Education Week

Grandparents' Day

Senior Class excursion Great Aussie Bush Camps

Junior Class NERAM excursion

Science in the Bush

Science & Engineering Day

eGATS (Gifted & Talented)

New England Sings Choir

Operation Art

Small Schools' Swimming Carnival

Small Schools' Cross Country

Small Schools' Athletics Carnival

PSSA Athletics

PSSA Cross Country

PSSA Swimming

Rugby Skills Day

NSW Swifts Netball Day

Hockey Skills Day

Newcastle Jets visit

Jump Rope 4 Heart

After School Touch Football Competition

Australian Sporting Schools Touch, Athletics and Rugby Union

Sport:

Nicholas Weier – State Swimming Championships

Caleb Bettison – State Swimming Championships, State Cross Country Championships and State Athletics Championships

Bethany Eichhoff – State Swimming Championships

Calan Loudon – State Swimming Championships

Indy Edwards – State Athletics Championships

Riley Allcock – State Rugby Championships