

Kinchela Public School Annual Report



2016



"Learning in Harmony"

2303

Introduction

The Annual Report for 2016 is provided to the community of Kinchela 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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Principal

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School background

School vision statement

Kinchela Public School is a community focused on recognising and responding to the diverse needs of students. We endeavour to provide students with the foundation they need to survive in an ever changing world, through the provision of quality learning experiences and a highly motivated staff.

School context

Kinchela Public School is located 20 km from South West Rocks and 25 km north of Kempsey. The school community is focused on recognising and responding to the diverse needs of all students across our whole school community.

With a FOEI of 143 the school is well resourced and staffed. Our staff currently consists of two full time teaching positions, a permanent part time teacher 3 days per week and two temporary teachers, working 2 days per week.

We currently have a permanent Aboriginal Education Officer who works with all students to promote Aboriginal culture and traditions. Our SLSO positions are currently 3 days per week and we have a technology teacher 1 day per week.

Our clear focus is to create an engaging learning environment for students, build on the capacity of all staff and strengthen the culture of the school.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This year, our school undertook self-assessment using the elements of the School Excellence Framework. The self-assessment was conducted by the staff supported by our Principal School Leadership. This was the second year of implementing the School Excellence Framework and our school is still in the early stages of its journey, refining its processes and practices as familiarity with the Framework becomes embedded within the school. Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

Learning

In the domain of Learning, the staff focussed on wellbeing and learning culture. The school identified the need for our students to engage positively in the classroom and playground. Programs that were implemented have given students a strong sense of self-worth, personal awareness and identity. Kinchela Public School has benefited from our partnership with community agencies to deliver benefits to our students and their families.

Staff expressed interest in the Positive Partnerships Program to strengthen their abilities to identify student's complex needs and have decided that this program would take priority over Kids Matter. Two staff members have commenced this professional development in 2016.

Teaching

In the domain of Teaching the school has focussed on building teacher's understanding of highly effective teaching strategies. An aspiring culture of collaboration, learning and personal best has been strengthened and motivated by the exchange of knowledge within the school and across learning alliances.

The implementation of the L3 program has focussed on classroom practice, data skills and its use. It will be continued in 2016 with the inclusion of all lower primary staff and will involve professional development using our alliance with Smithtown Public School.

Leading

Our focus in this domain this year has been leading the implementation of new syllabus and building the capacity of all staff. The implementation of new planning procedures and the ways in which we can monitor the progress of the school has placed the school in a strong position and with clear direction for the 2017-18 school year.

Our self-assessment process will assist the school to refine the 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

Strive for excellence, high achievement and personal best.

Purpose

To develop personal values and attributes so students have a sense of self-worth, awareness and personal identity that will enable them to manage their emotional, mental, spiritual and physical well-being. Students need to learn and apply interpersonal skills in order to successfully function in our society.

Overall summary of progress

This year we continued our focus on student wellbeing. Staff members attended and implemented strategies from the Positive Partnership program. We have seen a marked improvement in the number of playground incidences and students are more engaged with their own learning.

Staff have developed and refined their skills in the use of data and are implementing this to drive improved student engagement and improved results for students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
15% reduction in behaviour incidents in the Student Welfare Book.	With the programs that have been implemented students have become aware of their behaviour and are focusing on their achievements, striving to succeed. Our Student Welfare Behaviour book has shown a reduction in incidents in both the playground and classroom of 9%.	\$2957.50 Funding for Well Being professional development for staff and implementation of program for students.
Students complete learning goals that are relevant and achievable.	Focus has been placed on the abilities of our students and the direction teaching staff need to focus on to improve student engagement and learning goals. Student learning goals have become more focused around their learning, identified jointly between staff and student, with the assistance of our Aboriginal Education Officer.	\$809.60 SLSO wages to assist in the completion of Student Learning goals.

Next Steps

With the introduction of Early Action for Success, staff have embraced the knowledge and skills they are obtaining and will continue to provide quality, engaging learning activities to further develop our students.

Early Action for Success will be implemented in 2017.

L3 professional development to be completed for Kindergarten staff.

Data will be refined and used to drive a deeper understanding of student's learning.

Strategic Direction 2

Networking - working together.

Purpose

Teachers will be given support and opportunities to collaborate and engage in professional conversations and learning experiences in order to develop and enhance their practice.

Overall summary of progress

Staff have further developed their skills in Writing and Reading strands of the Continuum, combining with other small schools to evaluate student's work and abilities. Professional discussions have occurred and a deeper understanding gained.

Staff have used the first full year of implementation of the new Personal Development Process to set and achieve personal goals and refine their professional development.

A revised Scope and Sequence for Science and Technology was produced and professional development around its implementation has occurred through staff meetings and Staff Development Days. This was to provide a focus on this key learning area and to strengthen teachers understanding.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Through targeted professional reading, the school can raise the level of professional discourse and ensure that there is universal involvement of staff in education dialogue.	The reintroduction of our Professional Reading group will continue our teacher's professional development in this area.	
The successful implementation of school collaboration to enable the small schools to develop professional development opportunities, student engagement and community engagement.	Staff will join with Bellbrook, Greenhill, Willawarrin and Gladstone to focus on our Early Action for Success alignment. This will allow schools to investigate and strengthen areas of the program, while focusing on our individual students.	\$500.00 Staff Development Day Term 2 2017.
Teachers through professional development opportunities can demonstrate how they have authentically used data to teach each child according to need.	With all staff enrolled in the Mathematics Building Block for Numeracy and Early Action for Success, there will be a strong focus on authentic data and using this effectively to assist students in their learning journey.	\$600.00 Professional Development funds for 2017.

Next Steps

A collection of resources around the Science and Technology key learning area will be undertaken. STEM learning projects will be implemented throughout the following year, with staff becoming involved in the Computer Coordinators days to enhance and develop skills.

The introduction of professional development with Gladstone and Smithtown Public Schools to further develop our teacher's assessment skills, quality teacher judgement and Literacy and Numeracy skills.

Strategic Direction 3

Building an expert, caring and cohesive team.

Purpose

To increase teacher capacity and competency in delivering learning outcomes for our students. This will enable them to equip students with the knowledge and skills and nurture their development as learners, individuals and productive citizens. School leaders play a critical role in supporting and fostering quality teaching through coaching and mentoring to find the best ways to facilitate learning.

Overall summary of progress

The focus of this strategic direction was to enable staff to achieve their accreditation and maintenance. In 2016 1 staff member achieved accreditation and 1 obtained their maintenance. To enable the staff to achieve, professional development was undertaken to strengthen the skills of the Principal to assist both staff members through this process.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of existing staff achieve accreditation in proficient levels.	All staff have achieved levels of proficiency. Some teaching staff will achieve proficiency in 2018 (pre 2004 service teachers).	
Increased participation of teachers in collegial observations, mentoring and reflection and sharing of best pedagogical practices.	2 teachers from Kinchela will undertake training in L3 (Kindergarten) and TEN training in 2017. We will also be introducing a mentoring program, commencing Term 2, 2017 to strengthen our pedagogical practices.	\$2000.00 Professional Development budget 2017.

Next Steps

This year staff will be given opportunities to extend their skills towards leadership.

A mentoring program will be introduced in Term 2 with both teaching and SASS staff.

Our relationship with our community will be strengthened through several combined community events and the establishment of a focus group to assist the school to strengthen relationships.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	As Kinchela Public School is fortunate to have an Aboriginal Education Officer permanently for 5 days per week, our Aboriginal background loading is utilised in the classroom to provide educational programs such as Quicksmart and Literacy programs	\$1400.00
Low level adjustment for disability	The funds provided for Low Level Adjustment for Disability are utilised in the employment of our SLSO, who provides students with assistance in the classroom and also implements our Quicksmart program.	\$2889.00
Quality Teaching, Successful Students (QTSS)	These funds were utilised in allowing staff to organise and implement our Literacy and Numeracy assessment wall, collecting resources and planning future assessment criteria for the whole school.	\$400.00 per term
Socio-economic background	Funds from this area are allocated to employ our Student Learning and Support Officer to assist in the classroom with our learning programs. She also assists with our Healthy Living Program, Gardening Program and Breakfast Club.	\$13688.08

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	9	13	10	8
Girls	21	28	22	18

Student attendance profile

School				
Year	2013	2014	2015	2016
K	90.1	92	98.1	95
1	94.3	95.6	92.2	96.8
2	83	92.4	96.9	85.3
3	98.6	95.8	90.6	98.6
4	94	93	92.3	91.7
5	95.2	93.2	92.7	93
6	52.3	90.2	94.5	97.9
All Years	92.6	92.7	93.5	94.4
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

Student attendance data is used to identify any trends, issues that may arise with our students. This is a crucial step in providing information that is necessary to support improvements of schooling outcomes.

Identifying areas of concern can allow schools to ensure that students learning needs are being met and any issues with attendance are investigated and discussed to find solutions for parents and students.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Classroom Teacher(s)	0.13
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration & Support Staff	1.7
Other Positions	0.53

*Full Time Equivalent

Kinchela Public School currently has 1 full time teaching position and 3 part time teachers. We employ 1 Student Learning and Support Officer 3 days per week. We are fortunate to have a permanent Aboriginal Education Officer who works with us full time, assisting all students.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	0

Professional learning and teacher accreditation

In 2016, one teacher accomplished their maintenance accreditation, whilst one teacher gained their proficiency. All other teaching staff are pre 2004 service teachers who will be accredited in 2018.

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

Financial information

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

Income	\$
Balance brought forward	51 482.00
Global funds	69 844.00
Tied funds	47 020.00
School & community sources	8 652.00
Interest	1 111.00
Trust receipts	4 466.00
Canteen	0.00
Total income	182 577.00
Expenditure	
Teaching & learning	
Key learning areas	21 096.00
Excursions	1 595.00
Extracurricular dissections	7 663.00
Library	731.00
Training & development	4 555.00
Tied funds	49 519.00
Short term relief	3 761.00
Administration & office	18 444.00
School-operated canteen	0.00
Utilities	9 365.00
Maintenance	10 733.00
Trust accounts	4 390.00
Capital programs	0.00
Total expenditure	131 857.00
Balance carried forward	50 720.00

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.

Kinchela Public School performed well in the 2016 NAPLAN assessments with students achieving above expectations. Due to the small size of our cohort, details of our results are unable to be published for privacy reasons.

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.

Parent/caregiver, student, teacher satisfaction

Kinchela Public School continually communicates with our community through P&C meetings, interviews and discussions with parents.

Parents of our school support the quality learning activities that take place in the classrooms. They are satisfied with the schools approach to the programs offered and their child's participation in community events.

They feel comfortable in approaching the school to resolve any issues that may arise and feel that the lines of communication are always open.

Students feel that they are able to communicate with members of staff, enjoy attending school and are actively involved with school projects.

Policy requirements

Aboriginal education

Aboriginal Education has continued to be a focus at Kinchela Public School. We aim to provide a supportive learning environment and we are committed to the education of all students about Aboriginal culture, history and current Aboriginal Australia. All students have Personalised Learning Plans and these are revisited every term. We provide a Quicksmart program to assist in Numeracy and our Aboriginal Education Officer is on hand to help with Literacy, 5 days per week.

Our sensory garden has been modified and many bush tucker plants added to our already extensive collection. Students tend the vegetable garden every Friday during Buddy Gardening. A lunchtime Gardening Club was formed, as many students choose to use their free time to maintain the gardens.

We organised and delivered a very successful NAIDOC day in 2016, with art activities, bush tucker and Aboriginal sporting games. Students were exposed to Aboriginal culture and history through the interactive and engaging activities provided.

Multicultural and anti-racism education

The Multicultural Education Policy and the AntiRacism Policy require teaching and learning communities to develop understanding of cultural, linguistic and religious differences. At Kinchela Public School we provide explicit teaching about racism and discrimination within the classrooms. Kinchela participated in Harmony Day this year and the students engaged in many activities to promote living together and cooperating with each other. Learning opportunities are incorporated into our everyday teaching, giving students an understanding of cultural diversity and the importance of cooperation and respect in order to live together in peace and harmony.

Other school programs

Our students attended the School Leadership program again in 2016. Held at Kempsey High School, students learnt the art of leadership, decision making and public speaking. The feedback from the students was very positive and the skills that they acquired are being implemented and reinforced in their leadership roles.

We have continued our Healthy Living Program, utilising our residence to cook produce from our vegetable gardens and orchard. The students are learning to use healthy foods and make simple recipes. We also tend to our gardens every Friday and are learning about caring for the plants and trees we have in our extensive grounds.

Kinchela Public School holds an intensive swimming program every year. The program focuses on water safety skills for our younger students and stroke correction for the more advanced students.

Students have successfully competed in the North Coast Swimming Championships, with one student competing in the 50m freestyle event, swimming her personal best. Our PP5 Relay Team achieved a first place at North Coast and continued on to the State Swimming Championships, with students performing at their best levels.