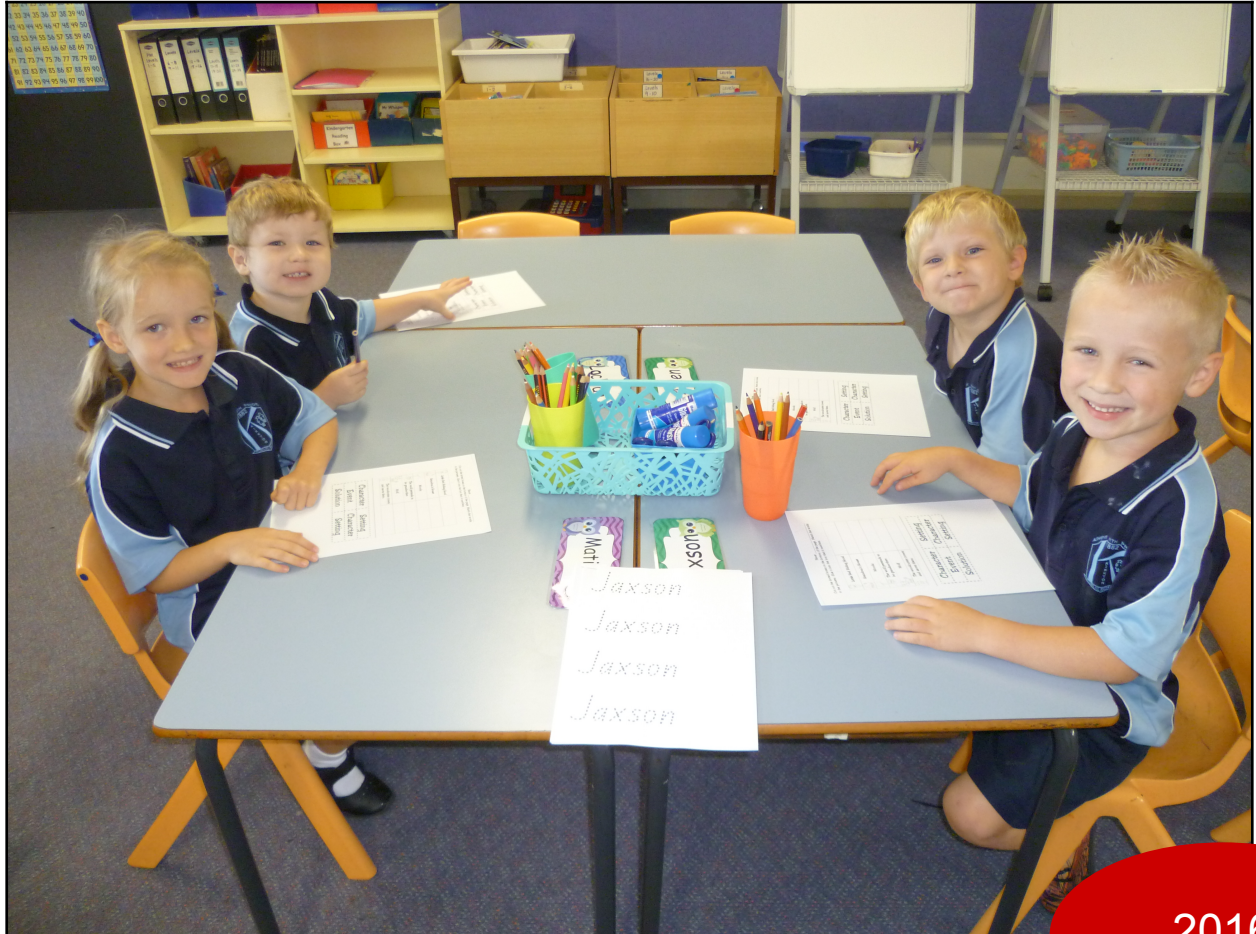


Kirkton Public School

Annual Report



2016



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Introduction

The Annual Report for **Kirkton Public School** is provided to the community of 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.

Mark Douglas

Principal

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Message from the Principal

The Kirkton Public School community continue to focus on the positive development of the whole child and their wellbeing. Utilising Positive Behaviour for learning and KidsMatter models, as well as Choice Theory strategies with support from our parent body, we aim to guide students to success in, and enjoyment of their school life, through the making of good choices, tolerance and empathy for others.

Our school continues to deliver a rigorous curriculum catering for student needs, their wellbeing and the extension of their skills, knowledge and social competence.

Our multi-age classes generate excellent opportunities for students to succeed. This environment is conducive to 'open ended' learning, where student differences are recognised and appreciated. Our students develop a greater confidence due to myriad opportunities for participation. All students are well known and appreciated for who they are.

Extra curricula activities assist students to use and develop their skills, knowledge and social competence in real life situations. These events also allow opportunities for greater parental/community involvement in school function.

I would like to thank the school community for their continued support throughout the year, and also to our P&C who have worked very hard this year for the betterment of our school.

Finally, I would like to thank the staff for their continued high quality professionalism and positive attitude in which they have undertaken their many varied tasks and the support they have given each other.

School background

School vision statement

Kirkton Public School will be a learning community where–

‘All students succeed in their education so that they may cope with a complex and changing world.’

Students will develop to be responsible, happy, resilient and socially adept.

The students will exhibit the qualities of successful learners who are confident and creative, and who will become active informed citizens.’

School context

Now a PBL (positive for behaviour) and KidsMatter school, Kirkton Public has successfully catered for student learning since 1882 and continues its focus on total student wellbeing.

Our school lies within the rural community of Lower Belford, situated 20km east of Singleton.

We are committed to provide a quality learning environment to meet the diverse needs of our students. Our school has a history of success in academics, sport, and the creative arts. We maintain a culture of continuous school improvement. The whole school community has determined a set of common values and beliefs which underpin the expected behaviour for all, (utilising the PBL and KidsMatter models) strengthening the caring, respectful, friendly and supportive culture of our school.

Our Student Council provides leadership opportunities and promotes a positive school culture.

Our multi– skilled, experienced and child – centred staff continue to be proactive in catering for student needs through a full and varied curriculum.

Our students are provided with a myriad of opportunities to develop interests, skills and knowledge. Our school is a proactive member of the local small schools network bringing about professional development opportunities, collegial support and academic, sporting, social and cultural opportunities for our students. A strong transition program exists between our school and a pool of surrounding high schools.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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.

The results of this process indicated

The staff have begun an assessment audit in order to create a more effective process with more consistent and traceable criteria.

Through extra curricula activities there has been a positive linking with other schools and organisations. This is an area we would like to pursue. A future goal would be to expand links with other schools and organisations through extra curricular activities.

Our future plan is to merge the concept of QTR into our school function beginning with the PDP process.

A future process will be to ensure all staff demonstrate an active awareness of their requirements in relation to their accreditation.

Strategic Direction 1

Engaged, resilient, independent successful learners.

Purpose

To support total student wellbeing so they may become independent and creative learners. Students will be literate and numerate as well as innovative. They will be able to solve, evaluate and plan activities and effectively communicate ideas to make sense of their changing world.

Overall summary of progress

Our continuous focus on student wellbeing to enhance successful learning has enabled us to sustain a positive learning environment. Through specific lessons related to Positive Behaviour for Learning(PBL) and KidsMatter (mental health) students are more socially adept and empathetic towards others. Specific expectations define social and behavioural boundaries for all.

Wellbeing schemes supported by MiniLit and L3 as well as curriculum differentiation and adjustments have enhanced student opportunities for success.

Utilisation of learning continuums has given staff a supportive perspective for more relevant assessment, reporting and planning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Greater % of students lift Literacy levels	K –2 staff have been trained in L3 strategies. This has involved plotting all children on the continuum at five weekly intervals. Staff have been professionally developed and supported through their lead trainer.	\$3000 expended on L3 training as part of Teacher Professional Learning.
Greater % of students lift Numeracy levels	Students learning was planned and implemented inline with syllabus documents.	Professional Learning funds expended on syllabus implementation and professional learning.
Inclusive framework to support and cognitive, emotional, physical and social wellbeing of student	Staff were trained in Kidsmatter with PBL initiated in the school. Greater percentage of students received positive awards.	Professional Learning funds expended on training of staff in Kidsmatter and consultation costs.

Next Steps

*Continue to develop and refine staff capabilities to utilise continuums and PLAN– for assessment, feedback, planning and reporting;

*Continue to refine data collection from wellbeing strategies for future planning;

*Formalise inclusive framework and broaden community involvement in wellbeing programs and processes.

*embed wellbeing framework into school culture.

Strategic Direction 2

Quality, reflective, inclusive teaching practices enhancing student outcomes

Purpose

To continually develop the capacity of all staff to enhance the academic, social and emotional needs of students.

Overall summary of progress

Staff have been involved in myriad of professional development experiences from analysis and implementation of syllabi, autism, anaphylaxis/CPR, KidsMatter, L3, OLIVER(library) and PBL.

The collaborative and reflective nature of staff and school processes have engendered a thorough sharing of concepts and understandings so all staff can cater for the variety of student needs.

Individual Professional Development Plans have been produced, linked to the school plan

In line with new syllabi implementation we are working towards a more refined assessment and reporting regime underpinned by explicit data and evidence. We are also utilising PLAN for student tracking, planning, and reporting.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Whole school assessment regime in place and being used by all staff	Developing assessment regime targeting literacy and numeracy a focus of staff professional learning.	Professional learning funds have targeted assessment practices.
Highly effective teachers demonstrate pedagogies in line with Quality Teaching Framework	Quality teaching rounds have supported staff in implementing quality pedagogies in all key learning areas.	Professional learning funds expended on quality teaching rounds. \$1500

Next Steps

- *Develop criteria to gauge impact of professional development on student achievement;
- *Incorporate concepts of Quality Teaching Rounds into school function;
- *Refinement of professional development procedures influenced by Quality Teaching Rounds.
- *Build a more effective assessment and reporting regime.

Strategic Direction 3

Enhanced community involvement in supporting and facilitating student achievement.

Purpose

To build a strong partnership with the school community to understand, evaluate and share in decision making to benefit student educational experiences.

Overall summary of progress

Introduced the School Assessment Tool to P&C to generate ideas relating to community participation. Regular and varied communication was seen to be important. Stemming from this the following were implemented – School App, updated website, Facebook page, contacts for teachers passed to parents. Community have responded with positive feedback.

Community surveys (returned) regarding school function have been positive.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Collective responsibility for student success across the school community	Students demonstrate collective responsibility by being involved in extra curricular activities and community events.	\$2975 donated by the P & C for busses to transport students to extra curricular activities and community events .
Greater community participation in school activities.	Parent participation rates have increased through a larger number of community engagement opportunities being offered.	Parents are involved in attending extra curricular activities that their children are part of. Parents assist in fund raising events held at the school.

Next Steps

*Revisit School Assessment Tool and develop strategies to improve community participation.

*Implement strategies to build parent confidence to assist student learning;

*Greater use of varied focus groups for decision making and providing opportunities for parents/community to participate in school life

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	Cross curricula immersion of all students in indigenous culture with students participating in Harmony Day, NAIDOC Week and Reconciliation Week.	\$510.43 Total
Low level adjustment for disability	Support student learning with effective data retrieval systems.	Merge funds from LAD Global and SI to help students access curriculum equitably.
Socio-economic background	Impact of support /process management assessed	\$1872 RAM Total

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	30	28	31	26
Girls	24	25	25	15

Student attendance profile

School				
Year	2013	2014	2015	2016
K	95.7	94	95.1	90.9
1	94.1	93.6	95.4	96.4
2	94.7	91.3	96.2	93.6
3	95.6	95.5	91.2	95.6
4	95.1	95	97.9	94.6
5	96.3	94.3	92.7	94.8
6	95.3	93.1	94.4	96.1
All Years	95.2	93.9	95.1	94.9
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

Management of non-attendance

Student attendance is closely monitored by the Principal, classroom teachers and administrative staff. Student attendance is entered onto Sentral on a daily basis and a weekly report is run identifying all unexplained absences. Absentee notes for all unexplained absences are sent home within the policy timeframes.

Class sizes

Class	Total
K/1	11
2/3	16
4/5/6	18

Workforce information

Workforce composition

Position	FTE*
Principal	1
Classroom Teacher(s)	1.25
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration & Support Staff	1.1
Other Positions	0.02

*Full Time Equivalent

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

At this point in time we have no staff members of aboriginal heritage.

Teacher qualifications

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

Teacher qualifications

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

Professional learning and teacher accreditation

Professional learning is a balance between Departmental priorities, school, staff and most importantly student needs.

The capacity of teachers to cater for the ever changing student needs contributes greatly to student success and satisfaction.

Major professional learning in 2016 has involved aspects of KidsMatter, new syllabuses, Numeracy and

Literacy continuums, CPR/Anaphylaxis, School Planning, MiniLit, Child Protection, PBL, Professional Development Programs, School Improvement Tool, Sentral, Quality Teaching Rounds and WHS.

This is an ongoing process and a very important aspect of our continuous school improvement regime.

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

Financial information

This summary financial information covers funds for operating costs to Kirkton Public School and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	44 228.54
Global funds	54 962.26
Tied funds	62 234.79
School & community sources	22 039.23
Interest	1 059.74
Trust receipts	1 315.50
Canteen	0.00
Total income	185 840.06
Expenditure	
Teaching & learning	
Key learning areas	3 158.57
Excursions	8 217.48
Extracurricular dissections	11 906.11
Library	909.03
Training & development	1 681.32
Tied funds	65 604.08
Short term relief	2 762.88
Administration & office	23 908.28
School-operated canteen	0.00
Utilities	11 192.17
Maintenance	5 729.01
Trust accounts	1 133.93
Capital programs	0.00
Total expenditure	136 202.86
Balance carried forward	49 637.20

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.

Students in year 3 and 5 sat the National Assessment Program in literacy. Student results have been used to develop future learning directions.

Students in year 3 and 5 sat the National Assessment Program in numeracy. Student results have been used to develop future learning directions.

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.

Based on the SMART data school analysis, 12.5% of year 3 students achieved a Band 5 and 37.5% achieved a Band 6 in reading. In numeracy 12.5% of year 3 students achieved a Band 5 and 62.5% achieved a Band 6. Year 5 results indicate that 14.3% of students achieved a Band 7 and 14.3% achieved a Band 8 in reading. In numeracy, 14.3% of year 5 students achieved a Band 7 with no students attaining a Band 8.

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 listed below.

Overall the responses were positive and in most cases our school community were satisfied with school function.

Students' main areas of satisfaction were – communication and information supplied to them; the school's capacity to support their learning; the level of technology used and the opportunities for involvement in different activities. They determined that more sport days, an up grade in the school's appearance and harder reading texts would be beneficial.

Parents also were satisfied with school function overall. Parents were very happy with the support for learning. More frequent communication could be developed in regard to aspects of student's participation in school life.

Policy requirements

Aboriginal education

Aboriginal perspectives, stories and priorities are integrated throughout our teaching and learning programs across the curriculum. Our school celebrated NAIDOC with our small school partners through a social event comprising of varied activities and a sausage sizzle.

All our students were able to network with others – indigenous and non indigenous to develop a greater understanding of indigenous culture.

Students were able to experience at first hand the importance we place on aboriginal perspectives through the delivery of our teaching and learning units. This builds a general acceptance for all.

Multicultural and anti-racism education

Through our Indonesian program, Musica Viva events and the integration of perspectives throughout the curriculum the appreciation of multiculturalism continues to be fostered in our school.