

# Kellyville Ridge Public School Annual Report



2016



4639

## Introduction

The Annual Report for 2016 is provided to the community of Kellyville Ridge 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.

Mrs Debra Edwards

Principal

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## School background

### School vision statement

At Kellyville Ridge Public School, our aim is for students to reach their individual potential academically, physically and socially.

We provide every student with access to a rich and diverse curriculum which is engaging and challenging. Our school culture is inclusive and recognises and values the rights of every individual to learn in a safe and supportive environment.

A positive approach to student welfare is a focus and student achievement is regularly recognised and celebrated. We are committed to:

- ensuring quality teaching and learning;
- catering for and respecting the individual;
- encouraging and recognising individual and group achievements;
- building relationships within the school community; and
- enhancing the school image.

The ideal *'Learn, Grow, Succeed'* underpins all action taken.

### School context

Kellyville Ridge Public School opened in 2004 and is located in the growth corridor of north western Sydney. KRPS is a multicultural school with a current enrolment of 840 of which 56% are from non-English speaking backgrounds.

It has an established reputation for excellence and experiences an active and supportive community, with which we enjoy a strong and productive partnership. We have a large and well-trained staff with a diverse range of experience. All staff are committed to delivering a broad, well balanced and high quality learning program catering for all students.

There is an outstanding extra-curricular program that includes band, choir, dance, chess, gardening and art. The school provides multiple sporting opportunities and experiences great success in representative sports and carnivals.

# 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.

### LEARNING

In the domain of Learning, positive and respectful relationships are evident among students, promoting student wellbeing and ensuring good conditions for student learning. Our aim is for students to reach their individual potential academically, physically and socially.

Teachers understand that student engagement & learning are related and the school implements a consistent approach to learning. Teachers and students use a range of learning strategies including goal setting, learning tracking and the use of effective feedback. Students are involved in setting personal learning goals and success criteria thus making informed decisions about their own learning. They are able to identify clearly defined criteria and learning intentions in order to progress to their next learning focus.

Teachers set transparent criteria for student assessment and have in place principles of consistent assessment and moderation as reflected in the assessment and task rubrics used. Students regularly reflect on their learning using assessment and reporting processes. Individual student reports include descriptions of the student's strengths and areas of growth. Parents are regularly updated on the progress of their children.

We offer a wide range of extra–curricular opportunities based on the belief that student learning is enhanced by engagement and student wellbeing. These programs include band, choir, dance, chess, drama, art, media and gardening. School facilities are used to their full capacity to meet the broad range of student learning needs and interests. Teachers willingly contribute to a variety of activities outside their normal classroom duties as attested to by the number of extra–curricular activities that are operating.

Positive and respectful relationships exist and the community shows its support of the school by attendance at activities and performances, their willingness to contribute when assistance is requested and in written form by way of letters of appreciation.

The school consistently implements a whole–school approach to wellbeing with a number of school policies, programs and procedures in place that address the needs of identified student groups. These include Bullying Policy & Program, Child Protection Program, Road Safety Program, Anaphylaxis Policy & Procedures, Discipline Policy and Student Supervision Policy. Teachers involve students and parents in planning to support students as they progress through the stages of education. There are clearly documented and systematic policies, programs and processes used to identify and address student learning needs, ensuring that appropriate steps and procedures for identifying, addressing and monitoring student learning needs are implemented.

The leadership team regularly monitors achievement data. Gaps are identified and processes are put in place to address student learning needs. The school achieves good value–added results and students regularly demonstrate high levels of performance on external performance measures.

External validation found that in the domain of Learning, the school's self–assessment is consistent with the evidence presented and is validated using the School Excellence Framework. In the element of 'Student Performance Measures' the evidence presented indicates the school is operating at the delivering stage and in all other elements the school is operating at sustaining level.

### TEACHING

In the domain of Teaching, Kellyville Ridge PS is dedicated to providing quality teaching & learning to see all students achieve their best possible outcomes. Teachers regularly use student performance data from pre and post–tests and other student feedback to modify class programs and to evaluate the effectiveness of their own teaching practice. Teachers incorporate data analysis in their planning for learning. Assessment instruments are used regularly to help monitor student learning progress and to identify skill gaps for improvement. School NAPLAN results are analysed with the staff, and recommendations made with the results and analysis communicated to parents annually through the Annual School Report.

Teachers & leaders are engaged in continual professional learning including teacher mentoring & accreditation procedures and the development of Performance & Development Plans. Teachers are actively engaged in planning their own professional development to improve their performance.

The Annual School Report demonstrates effective use of teacher professional development funds which has included mandatory training for all staff in Anaphylaxis, CPR, Code of Conduct, Child Protection, school based training in English and provision of support for beginning and early years teachers.

Class teaching learning programs are reviewed regularly, with teachers providing and receiving planned constructive feedback from peers and school leaders to improve teaching practice. They use student performance data to differentiate the curriculum and regularly evaluate and annotate teaching & learning programs in order to cater for the diverse learning needs of all students. They use student learning data to evaluate the effectiveness of teaching practice.

Through the development of action plans and milestones linked to the school plan, there is a consistent and continual focus on improving teaching methods in literacy and numeracy. Professional learning activities focus on building teachers' understanding of effective teaching strategies in these areas. Teachers work together to improve teaching and learning in their year groups, stages or for particular student groups. They actively share learning from targeted professional development and are committed to effectively implementing NSW syllabus documents.

To assist and cater for the needs of temporary and permanent early years teachers, we have the support of an allocated mentor. The mentor is attached to our local high school and is allocated to Kellyville Ridge PS one day per week. He supports the early years teachers through class visits, assistance with accreditation and has run our induction program. The school also provides additional release time to our temporary beginning and temporary early years teachers, providing them with time to visit other classrooms and meet with their supervisor.

Teachers demonstrate responsibility, adaptability and ethical practice in working towards the school's goals as well as their own personal goals through the development of a professional development plan, based both on their own goals as well as the school goals. Each plan is collaboratively reviewed with Stage Supervisors, with changes being made regularly to reflect each teacher's learning needs.

Staff also actively engage in planning their own professional development linked to their Performance & Development Plans and keep their own professional learning diary.

At Kellyville Ridge Public School we have a model of shared leadership, with many staff taking on lead roles across the school. Over the last two years we have provided a K–6 IT mentor, whose role it is to work with teachers in classroom, integrating IT into class teaching/ learning programs, an additional Assistant Principal, whose role it has been to support beginning and early years teacher in K–2. We have also established the role of grade coordinators and project team leaders for four staff members who are anticipating working towards highly accomplished levels of accreditation.

Kellyville Ridge Public School has a number of extra-curricular programs that it offers to its students. Teachers regularly work outside their own classroom and across stage groups, and the expertise of staff is utilised to ensure the best possible programs occur. This includes involvement in the Ridges Festival of the Arts with a number of school groups performing, Band Camp and Music Café, sporting gala days and external sporting competitions and knockouts.. The school utilizes physical learning spaces effectively for both band tutoring and performance group rehearsals and for sports training.

Strong links exist between the school and sister schools in the Norwest Community of Schools. Kellyville Ridge is involved in combined activities such as Combined Staff Development Days, Ridges Festival of the Arts (made up solely of schools from the Norwest Community of Schools), Ridges PSSA and gifted and talented programs with the two feeder High Schools.

External validation found that in the domain of Teaching the school's self-assessment is consistent with the evidence presented and is validated using the School Excellence Framework.

## **LEADERSHIP**

In the domain of Leadership, monitoring, evaluation and review processes are embedded and undertaken routinely. There is a timeline of collection of whole school assessment data with reading levels and grade/ stage assessment results collected & analysed by senior staff each term. NAPLAN data is also analysed with feedback provided to staff and parents.

The school regularly solicits and addresses feedback on school performance. During the 2014/2015 planning process for the development of the 2015–2017 School Plan, parents, students and staff were involved in the consultation process.

Streamlined, flexible processes exist to deliver services and information and strengthen parental engagement. We provide a range of communication tools such as the school newsletter, school website, school app and the school facebook page. School priorities and practices are regularly communicated to parents via these means and to staff via

the use of Sentral and meeting minutes.

Parents and community members have many opportunities to engage with the school and the parent responses from the 'Tell them from Me' survey indicate that parents believe that the school supports learning, that the school supports positive behaviour and that the school is a safe place.

The school has productive relationships with external agencies such as universities, business, industry and community organisations to improve educational opportunities for students. Curriculum provision at our school is enhanced by these alliances and include major sponsorship of sport jerseys, involvement in a trial program with Macquarie University 'Enhancing the Training of Mathematics and Science Teachers' & links with local Rugby League & AFL clubs.

Monitoring, evaluation and review processes are embedded and undertaken routinely. Clear processes, with accompanying timelines and milestones, direct school activity towards effective implementation of the school plan with project team leaders reporting progress every five weeks. This progress is monitored by Executive staff. Strategic financial management is used to gain efficiencies and to maximise resources available to implement the school plan.

The Principal, alongside the School Administrative Manager, monitors finances monthly through analysis of the SAP School Overview Report and the School Entity Report. Procedures exist for the ordering of school resources by staff in the form of a Purchase Request Form and all staff have a DoE Vendor Number. Procedures also exist for the organisation of excursions and school events.

The extra-curricular program is an integral part of Kellyville Ridge PS and we take great pride in the quality of the activities provided. Set budget allocations are made to performing arts with particular emphasis on band, music and dance. The band program (involving 220 students) is self-funded.

Leadership at Kellyville Ridge PS follows a model of shared leadership, with many staff taking on leading roles across the school. Staff get the opportunity to identify areas of responsibilities across the school and allocation of roles is based on professional expertise. Teachers are regularly leading project teams and teacher professional learning meetings involving K-6 staff. A number of staff have had opportunities through 'Local School Local Decisions' to take on leadership roles eg IT Mentor, Additional AP (K-2) & Grade Coordinators. This model of shared leadership promotes capacity building and succession planning across the school.

The planning and development of staff Professional Development Plans (PDP's) are done collaboratively with Stage Supervisors. Changes are made regularly to reflect each teacher's learning needs and class observations focus on the implement of professional standards as indicated in Performance and Development Plan. Stage Supervisors provide timely feedback, collaborative reflection and refinement.

External validation found that in the domain of Leading, the school's self-assessment is consistent with the evidence presented in two elements and is validated using the School Excellence Framework as being at sustaining stage. In the element's of Leadership & School Planning, the evidence presented indicates the school is operating at the delivering stage.

Our self-assessment and the external validation 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

### Student Learning & Wellbeing

#### Purpose

To develop students who:

- are literate and numerate;
- are visible learners;
- are empowered in their learning;
- are effective users of technology; and
- are learning in a safe and secure environment.

#### Overall summary of progress

Teachers and students are starting to use a range of learning strategies to encourage and develop student self-assessment. Students are setting personal learning goals and success criteria and are thus starting to make informed decisions about their own learning.

There are clearly documented and systematic policies, programs and processes used to identify and address student learning needs, ensuring that appropriate steps and procedures for identifying, addressing and monitoring student learning needs are implemented.

2016 saw the inaugural Science Club (SC) come together at KRPS. We started the year with 45 students from Years 3 to 6, meeting every Monday at lunchtime. Term 4 saw the SC opened up to Year 2 and another 22 joined the club.

We covered a lot of exciting areas of Science throughout the year. A Google Classroom was created for all students to share ideas and activities and associated links were posted weekly. Some of the activities that were completed included:

- Air pressure – flying cups, O Wing, paper planes
- How well do you know their calls – Australian Birds
- Density column – household liquids:
- Static Electricity – Balloons
- Geography Tech
- Polymer Density
- Surface tension of water
- Bernoulli Principle & Coanda Effect – Straw and Ping Pong Ball
- Bacteria & Mould
- STEM– Tower Challenge & Lego Challenge

We had great success in the CSIRO Double Helix Science Club (DHSC) state wide competition. The school competition asked students to 'Draw a Robot of the Future' that would be helpful to mankind, with annotations. Eight final entries were then sent to the CSIRO Double Helix Science Club (DHSC) competition. KRPS Science Club were the winners and received a \$300 Meccanno Meccanoid Robot which is voice activated, has motion capture control and is wirelessly operated with an app.

The science club continued to run through the school holidays with Mr Easton putting up interesting activities, the latest Science News and the odd competition.

The Kellyville Ridge Technology team has been working on a variety of projects to enhance the skills of teachers and students. Students in Years 1–6 have been involved in weekly lessons involving coding and computational thinking. Staff were involved in professional learning centred on introductory activities for coding, use of google docs and an introduction to the new software available on the ipads and laptops.

The school consistently implements a whole-school approach to wellbeing with a number of school policies, programs and procedures in place that address the needs of identified student groups. These include Bullying Policy & Program, Child Protection Program, Road Safety Program, Anaphylaxis Policy & Procedures, Discipline Policy and Student Supervision Policy.

This year Kellyville Ridge PS began to formally implement wellbeing strategies into their daily teaching routine. Two staff members attended a two-day course on Mindfulness, a Peaceful Kids program based on positive psychology. The

whole staff were then instructed on the technique of simple meditations that could be used with their class as well as themselves. Also, they were informed of a program for students with anxiety and how they could be supported at school.

As a result of this, packs were constructed by the Wellbeing committee. These included meditation cards, anxiety checklists and transcripts for simple meditations. These have been helpful in supporting teachers with the use mindfulness techniques in the classroom.

Kellyville Ridge Public School has been implementing the 'Live Life Well' program. Initiatives have included –

- distribution of Fundamental Movement Skills lanyards and resources to staff for use as part of PD/H/PE lessons;
- 'Crunch& Sip' implemented in all classes every day. Students are encouraged to bring some fruit or vegetables and water. Kellyville Ridge Public School is a 'Crunch & Sip' accredited school and we have been provided with resources to supplement Kindergarten orientation packs;
- Cancer Council NSW 'Eat It to Beat It' snippets appear regularly in the school newsletter with a focus on healthy eating, healthy lunchboxes and physical activity;
- completion of a sports equipment audit and purchasing of new sports equipment for students to use during class sport & fitness activities;
- inservicing staff on the 'Live Life Well at School' initiatives; and
- participating in the 'Live Outside the Box Challenge' whereby students are encouraged to document their screen and activity time over a two–week period.

| Progress towards achieving improvement measures  |  |   |
|--|--|---|
| Improvement measures (to be achieved over 3 years)   | Progress achieved this year  | Funds Expended (Resources)  |
| School assessment results demonstrate that 70% or more of students K–6 are at grade appropriate levels or higher.                            | <p><b>English</b></p> <ul style="list-style-type: none"> <li>• 78% of Kindergarten,</li> <li>• 84% of Year 2,</li> <li>• 75% of Year 5 &amp;</li> <li>• 71% of Year 6 students were operating at or above expected grade levels.</li> <li>• Year 1 (67%),</li> <li>• Year 3 (69%) &amp;</li> <li>• Year 4 (69%), slightly less than 70% of students were achieving grade expectations.</li> </ul> <p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>• 86% of Kindergarten,</li> <li>• 78% of Year 1,</li> <li>• 74% of Year 3 &amp;</li> <li>• 76% of Year 6 students were operating at or above expected grade levels.</li> <li>• Year 2 (69%),</li> <li>• Year 4 (69%) &amp;</li> <li>• Year 5 (69%) slightly less than 70% of students were achieving grade expectations.</li> </ul> | <p>Educational Delivery \$101,522</p> <p>Literacy &amp; Numeracy \$25,492</p> |
| School value added as reported in annual School Excellence Framework reports consistently performing above similar schools (Year 3 –Year 5). | <p>Value added between Year 3 – Year 5 showed KRPS students at 85.7 compared to similar schools at 87.2.</p> <p>Value added between Year 5 – Year 7 showed KRPS students at 45.9 compared to similar schools at 42.6.</p>  | Curriculum \$ 120,089   |
| Percentage of students at proficient in NAPLAN results (top two bands) consistently higher than State levels.                                | <p>In Year 3</p> <ul style="list-style-type: none"> <li>• Reading, KRPS – 52%, State – 52%.</li> <li>• Writing, KRPS – 65%, State – 54%.</li> <li>• Spelling, KRPS – 54%, State – 55%.</li> <li>• Numeracy, KRPS – 44%, State – 39%.</li> </ul> <p>In Year 5</p> <ul style="list-style-type: none"> <li>• Reading, KRPS – 32%, State – 39%.</li> <li>• Writing, KRPS – 19%, State – 19%.</li> <li>• Spelling, KRPS – 32%, State – 33%.</li> <li>• Numeracy, KRPS – 29%, State – 31%.</li> </ul>  | Learning Support \$64,085   |
| Responses to social–emotional  | Survey indicated that  | Technology \$ 37,892  |

## Progress towards achieving improvement measures

| Improvement measures<br>(to be achieved over 3 years)  | Progress achieved this year   | Funds Expended<br>(Resources) |
|--|---|-------------------------------|
| <p>questions as measured through the 'Tell them from Me' survey, at or above NSW Government norms.</p> | <p>83% (Norm 81%) of students had a positive sense of belonging to the school.</p> <p>89% (Norm 85%) were able to develop positive relationships with peers and staff.</p> <p>KRPS students (97%) highly valued what they were doing at school (Norm 96%).</p> <p>Students were interested &amp; motivated (KRPS 78%, Norm 78%).</p> <p>93% of KRPS students believed that they tried hard to succeed compared to 88% norm.</p> |                               |

## Next Steps

During 2017 we will continue to fine tune the school plan that is guiding the systematic collection of a range of student assessment data. Both the executive and teaching staff will be upskilled in the analysis and use of assessment data through professional learning opportunities and peer discussions during stage & grade meetings.

Students with learning needs will continue to be monitored with additional support once again being provided. With the appointment of a permanent school counsellor, the learning support team will be able to focus on providing the best possible support for those children in need.

The science club will continue to develop and will focus on various aspects of scientific inquiry including STEM.

Moving forward, the PD/H/PE team has plans to update our scope and sequence, arrange a 'Nude Food Day' and continue to implement the 'Live Life Well at School' desirable practices to assist us to promote healthy eating and physical activity strategies within our school.

The Life Education van will also be returning to Kellyville Ridge Public School in 2017. Student and teacher wellbeing will be a focus with more work being done on the school Wellbeing Framework and teacher wellbeing.

Opportunities will continue to be sought to extend high achieving students including the formation once again of extension classes in Years 1–2, 3–4 and 5–6. We will also be seeking opportunities for students to extend themselves beyond the school.



## Strategic Direction 2

### Quality Teaching & Leading

#### Purpose

To develop teachers and leaders who are committed to quality teaching and leading through: –

- continuous involvement in professional learning, including teacher accreditation procedures and the development of annual professional development plans;
- the use of assessment data to develop effective teaching & learning programs and set school targets;
- use of visible learning and inquiry based learning in class programs; and
- effective implementation of the NSW DoE syllabus documents.

#### Overall summary of progress

Professional learning has continued with a focus on deepening the understanding for all staff of the new science and history syllabus documents. Staff participated in a combined professional learning conference with other schools from the Norwest Learning Community and executive networking with local schools has continued to be an important part of professional development.

Teachers regularly use student performance data from pre and post-tests and other student feedback to modify class programs and to evaluate the effectiveness of their own teaching practice. Teachers incorporate data analysis in their planning for learning. School NAPLAN results are analysed and recommendations made with the results and analysis communicated to parents annually through the Annual School Report.

The English committee has developed a bank of resources for teaching reading, purchased reading resources and is working on the development of a K – 2 reading scope and sequence. We are continually building the capacity of teachers through professional development workshops. At the end of Term 4, we ran a workshop for teachers on the two of the five key skills of reading: phonemic awareness and phonics. This provided a link between the sounds of the English language and letter patterns.

We have also purchased resources that will assist staff to more effectively teach reading, and to engage student's interest. We have purchased a broad range of high interest novel sets for Years 5 and 6, and decodable readers for K – 2 and for learning support.

Throughout 2016, the Maths team undertook a review of current practices. It was found that teachers are developing students understanding and fluency in mathematics through the use of inquiry, connecting mathematical concepts to previous understandings, the development of problem-solving skills and the use of open-ended questioning.

Our annual stocktake of resources showed a need for more hands on maths materials across Kindergarten to Year 6 to be in classrooms and a substantial amount of money was spent of supplying this to teachers and students.

The Science Project Team has made pleasing progress against the school action plan and milestones. This year, the staff have increased their familiarity with the new Science Syllabus by implementing Primary Connection units that align with syllabus requirements. Our students have been involved in inquiry based lessons that helps to extend and deepen their scientific knowledge across a broad range of topics.

A new science scope and sequence was implemented and followed this year. A variety of assessment tasks and strategies were collected and analysed from each Stage and we are currently in the process of evaluating these and deciding upon a consistent approach to assess and report upon the Science Key Learning Area. A range of resources to assist teachers in presenting scientific content in an engaging and relevant way have been purchased and ready for classroom use.

A professional learning session was held during Term 4 on implementing STEM activities in classrooms K–6. The whole school then participated in a STEM day where classes rotated through several STEM activities on the one day.

#### Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years)              | Progress achieved this year       | Funds Expended (Resources) |
|---|-----------------------------------|----------------------------|
| All teachers will participate in targeted professional learning | Early Years Support provided – 12 | Staffing                   |

## Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years)   | Progress achieved this year  | Funds Expended (Resources)  |
|--|--|---|
| and will have logging the required number of hours for maintenance of accreditation.   | Proficiency Accreditation – 4<br>Working towards Accreditation – 7<br>Maintenance of Accreditation – 4   | \$5,497,776.00  |
| Results on 'Visible Learning' developmental matrix show improvement in the areas of need as indicated in the annual reviews. | Survey results indicate maintenance or growth in specific elements:<br><ul style="list-style-type: none"> <li>• Visible Learner – 8/12</li> <li>• Know thy Impact – 14/16</li> <li>• Inspired and Passionate Teachers – 8/12</li> <li>• Feedback – 9/11</li> <li>• School Climate – 7/8</li> <li>• Strategic Planning – 4/5</li> <li>• Assessment – 3/5</li> <li>• Appraisals – 4/5</li> </ul> | Professional Learning<br>\$35,717   |
| Level of staff satisfaction as measured through the 'Tell them From Me' consistently within the range of 7–10.               | <b>Classroom Practices</b><br><ul style="list-style-type: none"> <li>• Visible Goals – 7.3</li> <li>• Planned Learning – 7.5</li> <li>• Quality Feedback – 7.3</li> <li>• Obstacles to Learning – 7.3</li> </ul>   | Computer Coordinator<br>\$26,482  |
| Feedback collected by Stage supervisors following PDP reviews will indicate achievement of set learning goals by all staff.  | All staff were involved in collaborative discussions & class observations occurred in all classrooms. All teachers successfully completed their PDP's with all staff obtaining supervisor signoff.   | Beginning Teacher Support<br>\$69,834<br><br>QTSS Staffing allocation – 3 days per week |

## Next Steps

In 2017, staff will be involved in continued professional development on best practice in the teaching of literacy and numeracy, the implementation of syllabus documents, with particular emphasis on science and history, effective use of formative feedback and systematic use of the literacy and numeracy continuum and school assessment data to inform the development of teaching and learning programs. Professional Development plans (PDP) will continue to drive individual professional learning. Provision of effective feedback to staff will occur through the PDP processes including in-class observations and class visits.

The Maths team will be presenting professional learning focusing on working mathematically, effective questioning and the use of open-ended tasks. We aim to continue to develop a Kellyville Ridge Public School Mathematical 'thinking framework' in order to assist students when solving problem solving tasks.

The English team will continue work on reading and will undertake a review of the school spelling program. We will also be looking at standardising the assessment data that is collected K–6 and it's effective use.

In Science, teachers will familiarise themselves further with the valuable role STEM plays in the classroom as part of future focused learning. The science team will also be producing parent information videos that will assist parents in understanding how science is taught in the K–6 classroom and further update and develop our range of Scientific resources.



## Strategic Direction 3

### School & Community Connections

#### Purpose

To enhance school and community culture by:

- developing partnerships with neighbouring schools, community businesses and welfare agencies; and
- building a culture of educational partnership by providing opportunities for members of the wider community to become more involved with the school.

#### Overall summary of progress

The school has continued to provide a broad range of extra-curricular activities from the areas of creative and performing arts, sport, gardening, chess and public speaking. Extra-curricular activities are embedded into the school timetable and focus on the engagement and wellbeing of students. These programs have been strongly supported by the school community.

Two members of staff attend a conference focusing on connection with the community and investigated ways of effectively communication with our families.

A community and culture committee of interested parents was formed and this year has been an exciting one working with this team. They have had some great ideas to take forward into 2017. The staff have also had wonderful ideas and suggestions about how to recognize and celebrate cultural events. We have celebrated Harmony Day with a colourful orange display of students wearing clothes to acknowledge the theme 'Our Diversity is our Strength.' The staff and students enjoy celebrating, sharing and learning about customs and traditions.

Mothers enjoyed morning tea as a celebration of 'Mother's Day' and many dads enjoyed our Father's Day BBQ breakfast. A card making workshop was the perfect opportunity for parents to interact in an informal setting and create beautiful cards.

#### Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years)  | Progress achieved this year  | Funds Expended (Resources) |
|---|--|----------------------------|
| Analysis of SchoolMap surveys will indicate a minimum of 80% satisfaction with key aspects of school operations including teaching, learning, leadership, management, planning and culture. | Parent responses: <ul style="list-style-type: none"><li>• 83% – students are the school's main concern.</li><li>• 83% – are proud of the school.</li><li>• 84% – the school encourages students to do their best.</li><li>• 78% – the school knows the community that it serves.</li></ul> | Administration \$212,064   |
| Increasing numbers of community members accessing school information via the school app, school website and school facebook page.   | Facebook – currently at 591 'likes' Growth of 200% since May 2016.<br><br>School App – currently notifications are pushed to 1762 devices.<br><br>School Website – from 1/1/16 to 12/12/16 – 52,408 page visits.   |                            |

#### Next Steps

The DEC 'Strengthening Family and Community Engagement in Student Learning' resource' will be used to analyse current practice, determine priorities for action and develop an action plan. Focus areas for 2017, as indicated on the SchoolMap satisfaction survey include:

- encouraging parents to access information from the website or facebook page.
- informing parents as to how the school caters the needs of individuals (13% unsure of how this occurs).

| Key Initiatives                                     | Impact achieved this year  | Resources (annual)                        |
|---|--|---|
| <b>Aboriginal background loading</b>                | <p>During 2016, we used this funding to enable every indigenous student to receive additional teacher aide support in literacy and numeracy where needed.</p> <p>These funds were also used to allow students to access specialist programs in the school including sport in schools and incursions.</p>   | \$4,589                                   |
| <b>English language proficiency</b>                 | <p>EAL/D learners are students whose first language is a language or dialect other than Standard Australian English. These students sometimes require additional support to assist them to develop English language proficiency. At Kellyville Ridge Public School we have 56% of students who identify as EAL/D.</p> <p>Our funding was used to staff 1.6 EAL/D teaching positions as well as fund other targeted support initiatives. These initiatives included whole school events such as the celebration of Harmony Day and a Multicultural Day.</p> | \$333,472                                 |
| <b>Low level adjustment for disability</b>          | <p>The School Learning &amp; Support Officers, under the guidance of the Learning &amp; Support Teacher, provided support for all students requiring learning adjustments. Focus was placed on those students requiring additional support in literacy.</p> <p>School Learning &amp; Support Officers (SLSO) were provided within the class setting, working with individual students or small groups.</p> <p>Additional SLSO Support was provided to supplement the SLSO timetable.</p>   | \$161,931                                 |
| <b>Quality Teaching, Successful Students (QTSS)</b> | The schools received this staffing allocation in June. It was used to provide additional release for our temporary beginning teachers.   | Staffing allocation 0.6 (3 days per week) |
| <b>Socio-economic background</b>                    | Funding was used to provide additional staff positions including an IT mentor, who provided support to class teachers in the implementation and use of IT in teaching/learning programs and an additional Assistant Principal to provide ongoing support to the early years teachers.  | \$20,210                                  |
| <b>Support for beginning teachers</b>               | <p>Permanent beginning teachers were released from class for two hours per week to undertake a range of activities. These activities included support meetings with their supervisors and the Assistant Principal responsible for overseeing the program, in-class observations of experienced teachers and professional learning linked to their professional learning goals.</p> <p>Teachers were also given support with gathering and annotating evidence towards their accreditation by our Early Teacher Mentor.</p>                                 | \$69,834                                  |

**Targeted student support for refugees and new arrivals**

Refugee and newly arrived students were identified initially upon enrolment. Ongoing support was provided by the EAL/D staff in orienting these students and their parents into the school. Additional in-class assistance was also provided in literacy and numeracy.

\$1737



## Student information

### Student enrolment profile

| Students | Enrolments |      |      |      |
|----------|------------|------|------|------|
|          | 2013       | 2014 | 2015 | 2016 |
| Boys     | 433        | 443  | 447  | 441  |
| Girls    | 398        | 404  | 392  | 392  |

Enrolments remain steady with approximately 844 students by the end of the year. There continue to be more boys than girls enrolled.

### Student attendance profile

| School    |      |      |      |      |
|-----------|------|------|------|------|
| Year      | 2013 | 2014 | 2015 | 2016 |
| K         | 96.7 | 96.4 | 94.3 | 96   |
| 1         | 95   | 95.3 | 94.1 | 94.8 |
| 2         | 96.1 | 95.1 | 94.6 | 94.1 |
| 3         | 95.2 | 95.7 | 95.5 | 95   |
| 4         | 96.1 | 95.3 | 95.2 | 95.4 |
| 5         | 95.9 | 96.1 | 94.1 | 95.9 |
| 6         | 95.6 | 94.6 | 95   | 94.6 |
| All Years | 95.8 | 95.5 | 94.7 | 95.1 |
| 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

The average attendance rate for all students during 2016 was 95.1%. This continues to be higher than the State level.

### Management of non-attendance

The Deputy Principal, in consultation with parents of students causing concern, is responsible for resolving problems of non-attendance. The welfare of the

student is always the focus for this consultation. Steps to restore and maintain regular school attendance include:

- monitoring of attendance registers;
- telephone contact with parents of students causing concern, where their responsibility for the regular attendance of their child is reinforced;
- parent interviews, if attendance has not improved;
- contact with the Home School Liaison Officer; and
- attendance of the Home School Liaison Officer at further meetings with parents and advise of further action.

## Class sizes

| Class | Total |
|-------|-------|
| KZ    | 23    |
| KWL   | 22    |
| KO    | 24    |
| KM    | 23    |
| KL    | 24    |
| 1-2G  | 25    |
| 1V    | 25    |
| 1S    | 25    |
| 1F    | 23    |
| 1A    | 24    |
| 2S    | 26    |
| 2M    | 24    |
| 2K    | 26    |
| 2I    | 25    |
| 34D   | 27    |
| 3RW   | 26    |
| 3P    | 26    |
| 3M    | 26    |
| 34H   | 29    |
| 3S    | 26    |
| 4W    | 23    |
| 4K    | 25    |
| 4E    | 25    |
| 4C    | 25    |
| 5R    | 24    |
| 5M    | 26    |
| 5C    | 23    |
| 5-6A  | 26    |
| 5S    | 25    |
| 6S    | 28    |
| 6R    | 27    |
| 6M    | 28    |
| 6CW   | 28    |

## Workforce information

## Workforce composition

| Position                              | FTE*  |
|---------------------------------------|-------|
| Principal                             | 1     |
| Deputy Principal(s)                   | 2     |
| Assistant Principal(s)                | 4     |
| Classroom Teacher(s)                  | 30.87 |
| Learning and Support Teacher(s)       | 1     |
| Teacher Librarian                     | 1.4   |
| Teacher of ESL                        | 3     |
| School Counsellor                     | 0     |
| School Administration & Support Staff | 4.87  |
| Other Positions                       | 0     |

\*Full Time Equivalent

The Australian Education Regulation 2014 requires schools to report on the Aboriginal composition of their workforce. We currently have two indigenous employees on staff.

### 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             | 28         |

### Professional learning and teacher accreditation

#### Professional Learning

Teacher professional learning was funded to the amount of \$35,717 in 2016. Shared professional learning experiences by staff included:

- mandatory training in anaphylaxis, CPR, asthma, code of conduct and child protection;
- staff development days focusing on learning support, mindfulness training, reading strategies, science and mathematics and school based training in English, Mathematics, Creative Arts and Technology
- development of professional development plans (PDP's) & related professional learning;
- executive involvement in the Norwest Community of Schools professional learning; and
- participation in adobe on-line courses in LMBR.

# Financial information (for schools fully deployed to SAP/SALM)

## Financial summary

The information provided in the financial summary includes reporting from 1st January 2016 to 31 December 2016.

|                                       | 2016 <b>Actual</b> (\$) |
|---------------------------------------|-------------------------|
| <b>Opening Balance</b>                | 837 018.25              |
| <b>Revenue</b>                        | 6 612 334.40            |
| (2a) Appropriation                    | 5 717 766.86            |
| (2b) Sale of Goods and Services       | 253 911.92              |
| (2c) Grants and Contributions         | 624 759.68              |
| (2e) Gain and Loss                    | 0.00                    |
| (2f) Other Revenue                    | 0.00                    |
| (2d) Investment Income                | 15 895.94               |
| <b>Expenses</b>                       | -6 356 969.90           |
| Recurrent Expenses                    | -6 356 969.90           |
| (3a) Employee Related                 | -5 655 336.35           |
| (3b) Operating Expenses               | -701 633.55             |
| Capital Expenses                      | 0.00                    |
| (3c) Employee Related                 | 0.00                    |
| (3d) Operating Expenses               | 0.00                    |
| <b>SURPLUS / DEFICIT FOR THE YEAR</b> | 255 364.50              |
| <b>Balance Carried Forward</b>        | 1 092 382.75            |

The financial management of the school is based on guidelines set out in the 'Finance in Schools' handbook and updated procedures provided regularly to schools. The financial management of the school is audited regularly by DET auditors. These audits ensure that DET procedures are being fully implemented.

## Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

|                       | 2016 <b>Actual</b> (\$) |
|-----------------------|-------------------------|
| <b>Base Total</b>     | 5 102 338.07            |
| Base Per Capita       | 45 074.84               |
| Base Location         | 0.00                    |
| Other Base            | 5 057 263.23            |
| <b>Equity Total</b>   | 525 202.50              |
| Equity Aboriginal     | 4 589.04                |
| Equity Socio economic | 20 209.97               |
| Equity Language       | 338 472.07              |
| Equity Disability     | 161 931.42              |
| <b>Targeted Total</b> | 8 541.23                |
| <b>Other Total</b>    | 6 259.00                |
| <b>Grand Total</b>    | 5 642 340.81            |

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.

### Literacy

In Year 3, 131 students sat for the NAPLAN in literacy, 69 boys and 62 girls. Of these students, 68 students identified as having someone at home who speaks a language other than English.

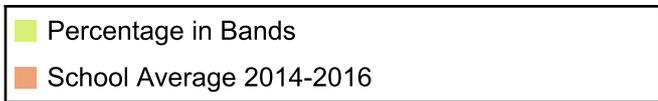
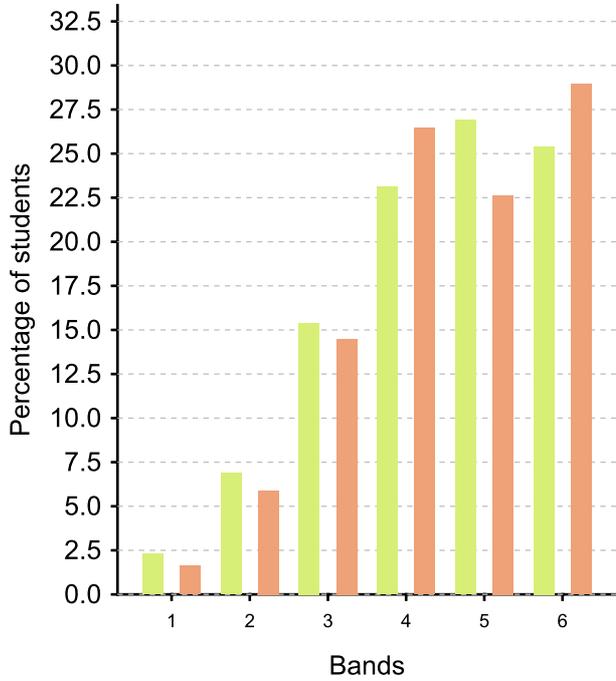
Performance within school between boys and girls indicated that overall, girls performed better than boys in Year 3. The average mark in reading for the school was 427 compared to 429 for the State DoE. The average mark in writing for the school was 436.9 compared to 436.9 for the State DoE.

In Year 5, 106 students sat for the NAPLAN in literacy, 57 boys and 49 girls. Of these students, 49 students identified as having someone at home who speaks a language other than English.

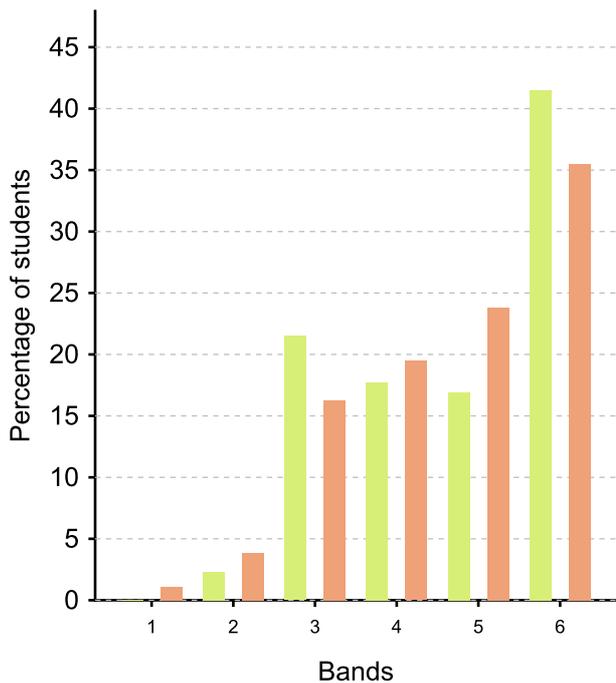
Performance within school between boys and girls indicated that overall, girls and boys performed equally.

The average mark in reading for the school was 500.4 compared to 500.9 for the State DoE. The average mark in writing for the school was 478.5 compared to 477.6 for the State DoE.

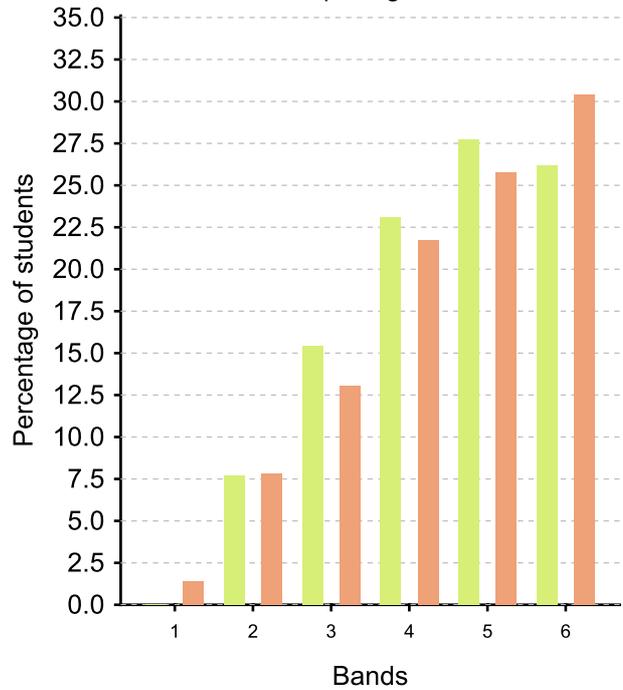
**Percentage in bands:**  
Year 3 Reading



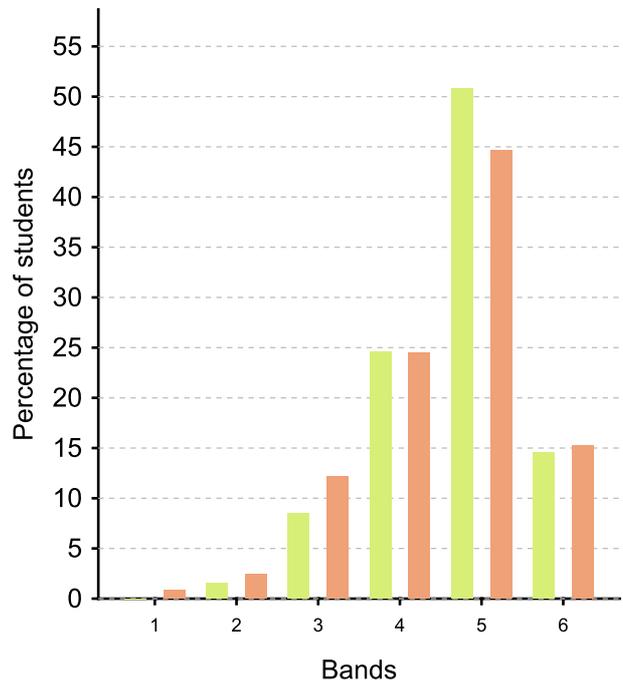
**Percentage in bands:**  
Year 3 Grammar & Punctuation



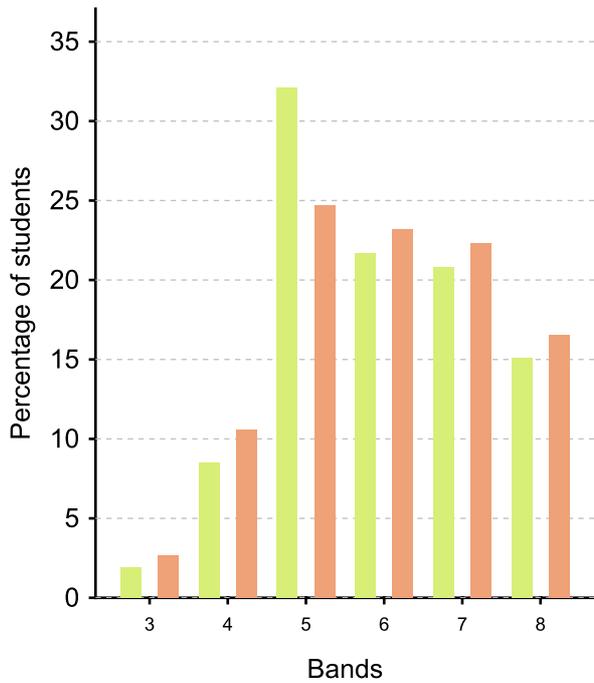
**Percentage in bands:**  
Year 3 Spelling



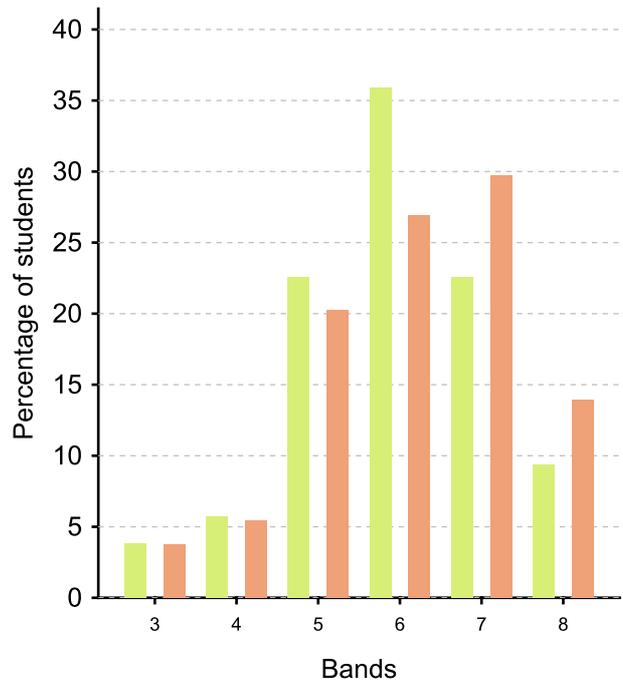
**Percentage in bands:**  
Year 3 Writing



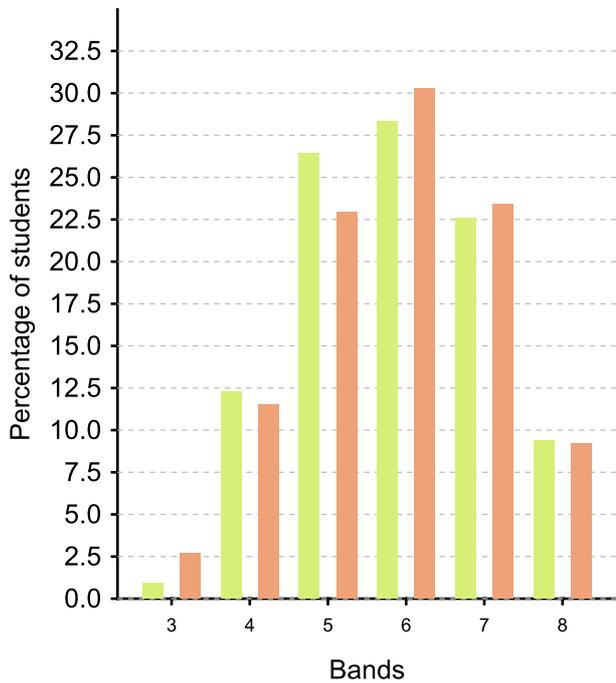
**Percentage in bands:**  
Year 5 Grammar & Punctuation



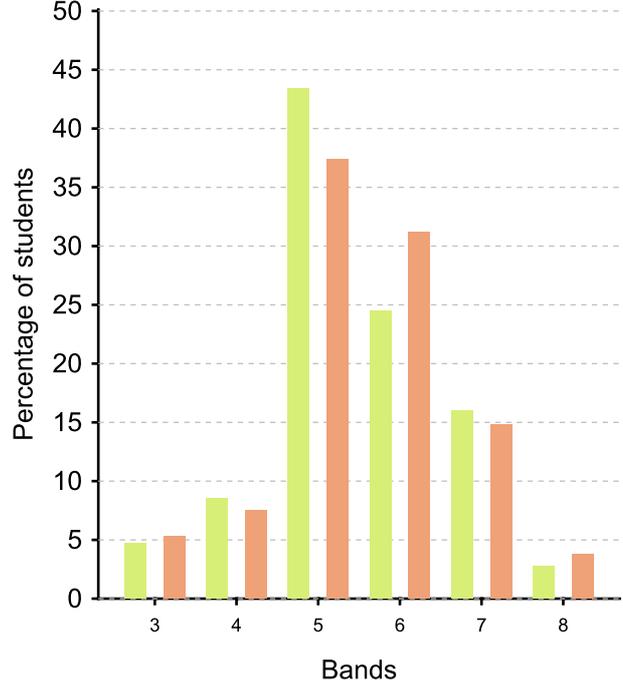
**Percentage in bands:**  
Year 5 Spelling



**Percentage in bands:**  
Year 5 Reading



**Percentage in bands:**  
Year 5 Writing



**Numeracy**

In Year 3, 131 students sat for the NAPLAN in numeracy, 69 boys and 62 girls. Of these students, 68 students identified as having someone at home who speaks a language other than English.

Performance within school between boys and girls

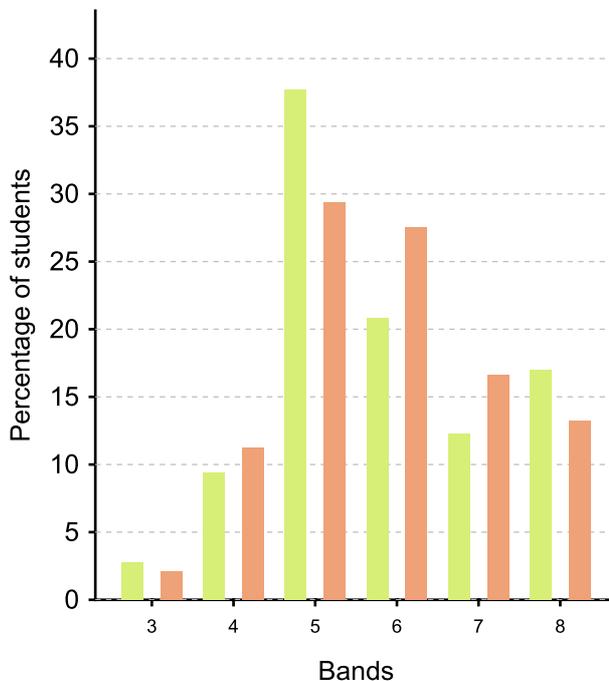
indicated that overall, boys performed better than girls. The average mark in numeracy for the school was 419.4 compared to 406.7 for the State DoE.

In Year 5, 106 students sat for the NAPLAN in literacy, 57 boys and 49 girls. Of these students, 49 students identified as having someone at home who speaks a language other than English.

Performance within school between boys and girls indicated that overall, boys performed better than girls.

The average mark in numeracy for the school was 499.2 compared to 499.4 for the State DoE. The average mark in numeracy for boys was 53.1. The average mark for girls was 483.

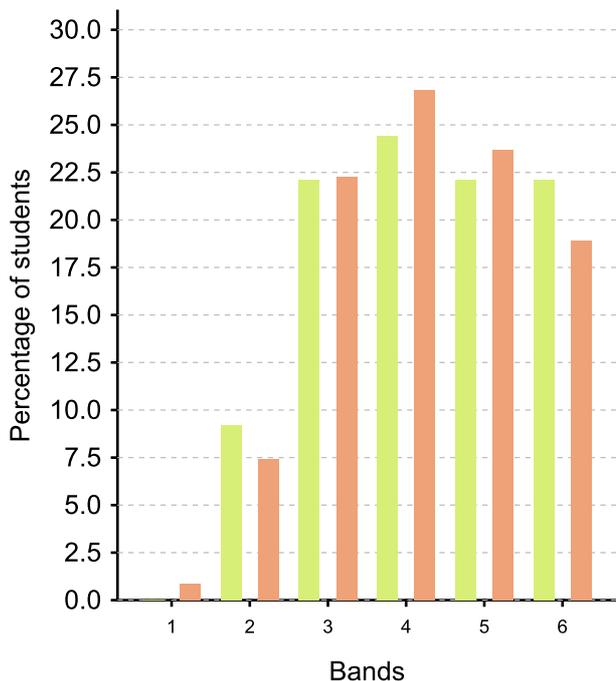
**Percentage in bands:**  
Year 5 Numeracy



In Year 3, identified Aboriginal students achieved bands 3–6 in reading, bands 4–5 in writing and bands 3–5 in numeracy.

In Year 5, identified Aboriginal students achieved in band 4 in reading, band 3 in writing and band 4 in numeracy.

**Percentage in bands:**  
Year 3 Numeracy



# Parent/caregiver, student, teacher satisfaction

## Educational and Management Practice

### Culture

In 2016, the school selected the dimension of culture for reporting purposes. The survey tools that were used include the School Map questionnaire, which was completed by students and parents and the 'Tell them from Me' survey for teachers.

### Findings and conclusions

Of the surveys sent to parents, responses indicate that parents:

- believe that the school's main priority is meeting the needs of all students (91%);
- are proud of the school (91%);
- believe the school encourages children to do their best (91%);
- believe that the school knows about the families and community in which it serves (86%).

Survey responses from students in Years 3 to 6 indicated that:

- students believed that they are the school's main concern (86%);
- the school expects all students to do their best (89%); and
- students believe that our school makes new students feel welcome (82%).

Staff responses indicated that:

- the school creates a safe and orderly environment (80%);
- collaboration between teachers is encouraged and facilitated (95%); and
- high expectations are set for students (95%);

### Future directions

A thorough analysis of the responses from all groups identified two areas for future development:

- encouraging parents to access information from the website or facebook page.
- informing parents as to how the school caters the needs of individuals.

Also, student reflection and self assessment processes are to be embedded into teaching and learning activities.

### Curriculum – Mathematics

We believe that it is important to continually establish best practice in all areas of school life. As a school, we are continually identifying student needs and are implementing effective programs aimed at assisting student learning. Mathematics is one such area that is an important focus of the school plan.

### Findings and conclusions

A survey was conducted of parents, staff and students based upon a mathematics survey tool. Results of this

survey indicated that:

- parents believed that improvement was seen in their child's ability to work mathematically (93%);
- 87% of parents felt confident to assist their child with maths;
- staff enjoy teaching mathematics and feel very confident in assisting students reach appropriate stage outcomes;
- mathematics resources, whilst adequate, needed supplementation in most areas;
- students saw mathematics as important (96%);
- most thought they were working better in the number strand (85%); and
- teaching strategies most frequently used include use of concrete material, demonstrations, exploration and teacher instruction.

### Future directions

Areas for future development include:

- further development of the K–6 scope and sequence;
- resources organised and centralised for effective classroom use;
- development of parent resources 'Helping your Child with Mathematics': and
- working with parents to develop strategies to report more fully on student progress in Maths.



## Policy requirements

### Aboriginal education

Students K–6 continued to learn about aspects of Aboriginal history and culture through mandated history and Geography units. Through the inclusion of Aboriginal perspectives in teaching/learning units, K–6 students' awareness of aboriginal history and culture is continuing to develop.

The special occasion of NAIDOC Week was marked by a performance of Murri elder Phil Geia who danced, sang and played the didgeridoo. Phil also instructed students on symbols that are used in Aboriginal culture and their meaning.

Classess in Stage 1 have been listening to stories by Aboriginal authoress, Bronwyn Bancroft. Students in this stage have made paper plate totems and discussed the significance of symbols in Aboriginal culture.

## Multicultural and anti-racism education

Harmony Day celebrates Australia's cultural diversity. It's about inclusiveness, respect, and a sense of belonging for everyone. It is an important day because it gives Australians an opportunity to celebrate our successes as a culturally diverse society.

At Kellyville Ridge, students and staff celebrated Harmony day by wearing orange clothes. Orange is the official Harmony Day colour and many people wear orange clothes or ribbons. The children participated in fun games, art/craft activities and shared stories. Teachers on the other hand enjoyed a favourite meal, Chinese food.

## Other school programs

### SPORT

#### Athletics Carnival

The Kellyville Ridge Public School athletics carnival is a much anticipated event on the sporting calendar. Blacktown International Sports Park hosted over 500 enthusiastic 8 to 13 year olds, who competed in a range of track and field disciplines (100m, 200m, 800m, Long Jump and High Jump).

Additionally, shot put and discus, along with the junior high jump competitions, were conducted at school throughout Terms 2 and 3. The standard of competition and participation was outstanding. Positive feedback was received from carnival organisers, students, staff members and families.

A team of 63 athletes were selected to represent our school at the Ridges Zone carnival in Term 3. At the conclusion of this event, a team of talented students then qualified to compete at the Sydney West Carnival. Standout performances were achieved by Iahna and Amelia, who reached NSW level— an amazing personal achievement.

#### Cross Country

On Monday, 2nd of May 2016 the students from KRPS were ready for the annual Cross Country Carnival which was held at Connor Greasby Reserve, Kellyville Ridge. The sun was shining, the track was ready and it was time to begin the first race.

Each child powered through the challenging course and as always, the KRPS spirit was high. Students excitedly cheered and supported their fellow peers as they ran to the finish line. A big congratulations to the top 8 students in each race (3–6) who continued on to represent the school at the Ridges Cross Country Carnival.

All the students from Kindergarten to Year 2 also participated in the cross country carnival. The students were full of enthusiasm and house spirit and were ready to take part in their event. The Kindergartens were very excited to be the first to race and took off at a

great rate. Year 1 and 2 followed shortly after. Well done to all the students who participated and a special mention to all the students who placed within their race.

#### Swimming

The first carnival for the year was the school swimming carnival held at Riverstone Swimming Centre. All competitors performed admirably and demonstrated great sportsmanship throughout the day. We sent a team of swimmers to the Ridges Zone Carnival where a number of students were selected to represent the Ridges at the Sydney West Carnival. Congratulations to all competitors!

#### AFL

2016 has been another successful year for our school teams in both the PSSA and Paul Kelly Cup competitions. It has been exciting to see the continued growth in the popularity of the sport particularly with the increased participation of our girls.

Each week, the teams have shown pleasing improvement in both their skills and understanding of the game. They play with determination and pride and most importantly always display outstanding sportsmanship.

In the state-wide Paul Kelly Cup knockout competition, our girls displayed immense skill and effort, going onto win the regional final. They progressed to the Greater Sydney finals where they played an amazing final match, unfortunately losing by one goal. The girls were understandably disappointed but can hold their heads high. Our boys also played with great heart, losing only one match in the regional finals and narrowly missing out on progression to the next round.

Thank you to the outstanding students who have given their all for KRPS in AFL this year and to our amazing parent community for their weekly support at matches.

#### Basketball

Our Stage 2 and Stage 3 basketball teams competed in the Northwest Schools Basketball Challenge in Term 3. All students displayed excellent teamwork and sportsmanship throughout the day. We have been very impressed with the students' improvement with each game. Our Junior Girls team were even able to position themselves in 3rd place. Congratulations to all students who participated in the Challenge!

#### Cricket

2016 was an excellent year in cricket for KRPS in the summer PSSA competition. The senior cricket team dominated the competition and were deserving premiers. The junior boys also had a fantastic season and finished as joint premiers. Tight bowling, big hitting and outstanding fielding resulted in several commanding wins for both teams. This would not have been possible without their fantastic sportsmanship and unwavering support for one another. Well done boys!

## Oz Tag

The 2016 PSSA NRL League Tag competition, conducted over Terms 1 and 4, was the second year students played under League Tag rules and conditions. As a result, the more experienced players found their game play had become more free-flowing and the junior players benefitted from the guidance of the senior team members. Ranging in abilities from National and State players to absolute beginners, our mixed boys and girls teams always played with integrity, brilliant attitudes and competitive spirit. At the completion of the competition rounds, the junior team were narrowly pipped-at-the-post to finish the year as well-deserved Runners-Up. The senior team played more consistently and cohesively in Term 4, and displayed some moments of sheer magic. All players were a credit to the school and their families and we look forward to continued improvement and fun next year.

## Newcombeball

Our boys and girls open teams consisted of experienced and developing players from Years 4–6, which guarantees that future newcombeball teams always have depth throughout the years, and allows players to continue to develop their skills, game play and teamwork.

At the completion of the competition held over Terms 2 and 3, the boys open team finished 2nd by the narrowest of margins. Plagued by drawn matches throughout the competition, they are working on ensuring they start each game strong in order to put themselves in a winning position. The girls open team of beginner players developed from not knowing where to stand on the court to firing bullet-balls at the opposition and covering the court like professionals. Finishing strongly in 3rd place, they have a lot to be proud of. Many of the players will return to trial for newcombeball next year, and are looking forward to competing for a Ridges patch.

## Softball and Tee-ball 2016

This season was a very successful season for our Softball team, finishing in first place with an undefeated record. The season was filled with lots of laughs and fun times along with the girls encouraging one another. The girls played well together and learnt a great deal about the game.

Tee-ball girls also finished in first place with only a few losses. The girls worked well together and learnt a lot. Many of these girls had never played the sport before and gave it their best shot.

## Soccer

2016 was another very successfully year in soccer for our junior and senior boys' teams. Both teams played exceptional soccer whilst always maintaining their high standard of sportsmanship. In a very closely fought season, both teams finished runners up which is an outstanding result. Well done boys on your enthusiasm and dedication this year.

Girls soccer had a great season this year. We had a dedicated team of 28 girls who regularly attended training to improve their skills. In training we focused on various ball skills, improving our fitness and teamwork. We versed other teams in the region on Friday mornings and the junior girls team came second in the competition. I am very proud of all the girls and their achievements this season.

## Netball

In 2016 Kellyville Ridge PS had a very busy year in netball. As usual, both senior and junior teams were involved in the Ridges winter PSSA competition. The senior team were joint premiers with only one loss throughout the season. The juniors were not as successful but still tried their best each week.

The seniors competed in the NSW Netball Cup. The first round was at Penrith for the 'Local Days' competition for Western Sydney. KRPS won their division and progressed to the final at Netball Central in Homebush. Whilst the girls played very well, they unfortunately didn't progress to the finals. However, they did have a fantastic experience and had the opportunity to represent our school with pride and sportsmanship. One of the senior players, Kyla, had a standout year. She was selected to represent NSW in the National Competition in Melbourne. The state team were runners-up, losing to the home side of Victoria.

Every player on both the senior and junior teams contributed their best in their given position and were always encouraging to each other.

## Rugby League

Congratulations to our junior rugby league team finishing second this year. The boys were well organised and well drilled by their "SuperCoach" Mrs Heaton. The team banded together well, making sure they were very supportive and everyone had an opportunity to run the ball and tackle hard.

This year in our senior rugby league team we had a large number of players that had not played the game before. To each and every players credit, they worked hard each week and were able to improve on their tackling and passing skills. Congratulations to our first female player this year who joined the team later on in the season and was a valuable asset. We unfortunately were not able to win many games and we look forward to a better 2017.

## PERFORMANCE

### School Band

Our Band program this year began with over 220 students studying Flute, Clarinet, Saxophone, Trumpet, Trombone, Percussion and Guitar. This year we offered three bands catering for all abilities from beginner to performance ensemble. The Band has performed for School Presentation Assemblies, Education Week, Orientation Day and the Twilight Markets. They were also the opening item for the Ridges Music Festival.

## School Choirs

This year, Junior Choir consisted of 47 boys and girls from Years 1 and 2, led by Mrs Day and Mrs Burrows. The students learnt songs in two parts and they had the opportunity to perform on several occasions throughout the year including at the Ridges Music Festival, Presentation Assembly, Kindergarten Orientation and at the Twilight Markets.

Positions in the Senior and Chamber Choir were highly sought this year with several rounds of auditions being held. The Senior Choirs (60 students) and the Chamber Choir (40 students) have performed at numerous school events and at the Ridges Festival. With a number of songs in two and three part harmony, the children have been refining their part singing. A special highlight this year was an invitation to sing in "The Hills Are Alive" Choir Festival to raise funds for Camp Quality. For this concert a blend of Chamber and Senior Choir students were used and they impressed the audience, conductors and singers of all ages who were present for the event.

## Dance

The Year 1 dance group have enjoyed dancing each week. They enthusiastically performed their space dance to the song 'UFO'. With light sabres, spaceships and aliens from different planets they made a colourful display. Buzz Lightyear led the friendly aliens and spacemen to save the planet!

The Year 2 Dance Group were selected at the start of the year through a series of intense auditions. Many Year 2 students tried out, but only 18 skilled boys and girls were chosen. Every Monday at lunch time these dedicated students learnt, practised and perfected their eerie hip hop dance which incorporated acrobatics and contemporary dance. They were so talented and brilliant that they were chosen to perform for the KRPS Open Day, The Ridges Festival, Twilight Markets, Special Assembly and the Stage 1 assembly. Choreographed by Miss Knipler and Miss Ivis, the Year 2 Dance Group of 2016 will be one to remember forever.

The Year 3 and 4 dance group was made up of 15 very talented dancers from Stage 2. They practiced every Monday at recess and performed with enthusiasm at the Twilight Markets to Guy Sebastian's 'Like a Drum'. Congratulations on a great performance Stage 2 Dance.

The 2016 Senior Dance Group, were an exceptional team of boys and girls from Year 5 and Year 6. They showed great talent during rigorous and popular auditions. The students trained weekly and sometimes twice a week over the year. The performers developed teamwork, movement and choreography skills. There were opportunities where they showed leadership and support for each other during rehearsals and performances. The senior dancers excitedly performed 'Spiderman' at the Ridges Festival and also enthralled parents, students and staff at school assemblies and Market Night with their creation of 'Dancin' John Doe'.

## Skipping Groups

Rope skipping at Kellyville Ridge Public School is an energetic sport that incorporates both freestyle (skills performed to music) and speed elements. It is one of the best forms of improving fitness. Skipping includes single rope, partner skills, long rope, double-dutch skills and group routines and can also include the use of equipment such as balls. Gymnastics and dance are also incorporated to enhance the skills and routines.

Chosen from an initial trial group of over 200 students, 24 boys and girls from Years 3–6 were selected to train as the Senior Skipping Team. Enthusiastically showing up every week to learn, practise and create skills, tricks and routines, their self-confidence and sense of belonging to a team grew. The young team put on an impressive demonstration at the Twilight Markets and are looking forward to fine-tuning their dynamic and uniquely choreographed routines for performances in 2017.

The K–2 Skipping skills based group was comprised of 20 students across Early Stage 1 and Stage 1. Each Friday, the students met in the hall to practice their skipping skills. They discussed which tricks and skills they would like to learn and have worked hard to master them. They have dedicated their time to practice hard and have significantly improved since the beginning of the year. Well done to all the students who were involved in the skipping skills group this year.

## Drama Group 3–6

This year has been a busy year for Drama Group. Many students have returned to Drama Group and we had some new faces too. Students had to work through an audition process, inventing their own little characters and performances. We have worked through a range of impromptu activities, allowing students to create their own superhero and a monologue to suit their superhero. Drama Group performed during Education Week and in front of Kindergarten as guest performers with a play based on Nick Bland's "The Wrong Book." At the end of the year, students worked on theatre sports and created little skits to perform at the Twilight Markets.

## ART ACTIVITIES

### Art Clubs

Year 1 and 2 Art Group had a fantastic year creating various artworks. During Term 1, students learnt about different techniques when using chalk pastels to create a volcano artwork. During Term 2 students used line and shading to draw self-portraits. The Art Club also examined Van Gogh's 'Starry Night' and recreated this artwork as a collaborative mural. This was a large project which was completed over a number of weeks. The students worked well and were very proud of their finished product.

This year in Year 3 and 4 Art Club students worked on learning different art techniques using various media.

They spent the first half of the year studying artists and their techniques. Two favourite artists were Margaret Preston and Van Gough. Students then recreated their artworks using similar and different mediums. In Term 3, Art Club looked at shading, line drawing and using both these skills to create three-dimensional artwork. In Term 4, students studied the dragonfly's form. Based on this, they then created a piece of artwork that included printed work, watercolour technique and wire sculptures. Art Club ended the year with a mini exhibition.

This year a number of students from Years 5 and 6 participated in Art Club. Some of the activities carried across a few weeks, giving the children plenty of time to try new approaches and materials each week. Children used a variety of media including chalk pastels, charcoal, oil pastels and paint. They also used brex paper to create Origami (art of paper folding, which is often associated with Japanese culture). Children learnt about famous artists, created their own drawings and paintings and produced 3D pieces. Art Club pieces of art work were displayed in the hall during school disco.

### **Operation Art**

Students and staff of Kellyville Ridge Public School enjoyed participating in Operation Art, creating a number of creative and exceptional artworks that were displayed in the school hall. During the past 10 years our artworks have been displayed in regional galleries, the Art Gallery of NSW, the Children's and country hospitals, government offices, the World's Biggest Classroom at the Entertainment Centre during School Spectacular, on the Operation Art brochure, sent overseas for display and in the Multicultural Calendar.

### **OTHER**

#### **Gardening Clubs**

This year, the students enjoyed seasonal gardening in the K – 2 gardening club. They experienced growing and harvesting crops from seeds; including beans, peas, carrots and baby spinach. Their most successful crop by far was both the curly and flat leaf parsley. Students were able to take this home and enjoyed it in their home made pizzas, salads and soups. Each week students maintained the garden through, pruning, planting, weeding and watering. By participating in gardening club students have developed knowledge about the origin of food, and have gained a respect for their environment.

Our enthusiastic senior gardeners from Years 3–6 have enjoyed tending to our garden beds on a Friday morning. They have planted seeds and seedlings, maintained the garden by weeding and watering regularly and have had the satisfaction of watching most of their crops grow. Students had a bumper crop of carrots this year and students have also successfully grown radishes, peas, lettuce, corn, beetroot, strawberries and more recently pumpkins.

#### **Debating**

This year we selected two debating teams to compete in the Ridges Friendly Debating Competition. In Term 1 our teams attended a debating workshop to develop their knowledge and skills in debating, receiving helpful tips from High School debating teams and teachers. Following this workshop, our teams competed against a number of local Public Schools including Riverbank PS, Kellyville PS, John Palmer PS and Parklea PS. Our Year 5 and 6 debating teams are to be commended for their excellent effort and participation at all debates and activities.

#### **Chess**

2016 saw a year of development with all the chess club members. Many of our more competitive players are moving onto High School and the focus was to start allowing younger students to gain competition experience. KRPS competed in the Friday after school 4 x man Primary Schools Competition and placed first in the Blacktown Zone Intermediate grade. KRPS also competed in a one day competition at Beaumont Hills Public School. This was an individual 'Swiss' style completion, where our players ranked 6th overall.

We also took a total of four 3 x man teams to Bligh Park Public School for the Primary Schools One-Day Tournament in the Hawkesbury District. Many of the players for this competition experienced their first ever day of competitive chess.

#### **Student Representative Council**

This year the Student Representative Council has been raising money for The Children's Hospital at Westmead. They have been a wonderful group full of ideas and a great support at school events. Their disco launch involved a flash mob dancing dressed in black and white and an array of stunning posters around the school. They danced the night away leading K–6 in the hall and sold glow sticks throughout the night. They enjoyed being part of the Anzac Day celebrations and are excellent representatives of their classes from Year 1 to Year 6.

#### **Maths Olympiad**

The Australasian Problem Solving Mathematical Olympiads (APSMO) professional organisation offers a range of mathematical competitions for students. The programs are unique in that they focus on the students' ability to solve mathematical problems in a creative manner – as opposed to simply reaching a solution using a prescribed method. This year was a very successful year for the Stage 3 team in the Australian Maths Problem Solving Olympiad. Kellyville Ridge Public School were in the top 10% of teams, with a score of 214. Kellyville Ridge Public School was awarded a Medal for their efforts which is displayed in the school office.