

Kinchela Public School

Annual Report



2017



"Learning in Harmony"

2303

Introduction

The Annual Report for 2017 is provided to the community of Kinchela Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Kylie Nicholson

Principal

School contact details

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Message from the Principal

Kinchela Public School is a small school that recognises the talents and achievements of all its students. We encourage participation in all activities and acknowledge the contributions that our students and their families make.

Our school ensures that education is valued, that children want to learn and that they enjoy the trust of the teachers. We actively promote practices that ensure students are aware of the rights of others in sharing in the life of the school.

The school has high expectations of all students and values the provision of a wide variety of learning opportunities at the school – academic, social, sporting and in the performing arts.

I am proud of our students and their achievements. The staff have been committed to the massive changes we have faced this year and have worked tirelessly to implement the reforms around education in NSW.

Our clear focus is on creating a learning environment that is engaging for students whilst continuing to build upon the pedagogical capacity of staff to motivate and respond to the needs of the children in our care.

Our goal is to strengthen the culture of our school, one that is supportive, engaging and challenging for our students.

I certify that the information provided in this report is a result of school self-assessment and reflection. A review process has been undertaken with staff, parents and students and provides a balanced and genuine account of the school's achievements and areas for development.

Kylie Nicholson

Principal

Message from the students

Our year of being school leaders for 2017 was an amazing experience. Representing the school in various events such as MPS Choir, Macleay Dance Festival, sports and swimming carnivals and school excursions such as the Glasshouse trips and Sport and Recreation camps.

Being school leaders has helped us develop new skills and confidence. Our favourite memory of this year would be going on a sport and recreation camp with Smithtown and Gladstone to Lake Ainsworth.

We have thoroughly enjoyed this year of being school leaders and would like to say thank you for electing us to be your school leaders this year.

Evie Aulsebrook and Takira McKee

School Captains

School background

School vision statement

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

School context

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

With a FOEI of 143 the school is well resourced and staffed. Our staff currently consists of two full time teaching positions, a permanent part time teacher 3 days per week and two temporary teachers, working 2 days per week. We currently have a permanent Aboriginal Education Officer who works with all students to promote Aboriginal culture and traditions. Our SLSO positions are currently 3 days per week and we have a technology teacher 1 day per week.

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

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This 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. 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.

Learning

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

Teaching

Our major focus in the domain of Teaching has been on collaborative practice and building teacher's understanding of highly effective teaching strategies. A culture of collaboration, learning and personal best has been strengthened by the exchange of knowledge within the school and across learning alliances.

Leading

In the domain of Leading, our focus has been on building the capabilities of all staff to create a dynamic school learning culture and implementing planning and monitoring procedures ensuring a cycle of continuous improvement. Focus has also been placed on ensuring that school staffing is organised and managed to ensure an effective learning environment for all students allocating resources to support the directions of the school.

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

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

Strategic Direction 1

Strive for excellence, high achievement and personal best.

Purpose

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

Overall summary of progress

This year, we continued our focus on student wellbeing. There has been a marked improvement in the number of playground incidences and students are more engaged in their own learning.

Staff have developed and refined their skills in the use of data and effectively using this to drive improved student engagement and outcomes.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
15% reduction in behaviour incidents in the Student Welfare Book.		With the programs that have been implemented, students have become more aware of their behaviour and are focussing on their achievements. Our Student Welfare Behaviour book has shown a reduction in both playground and classroom incidences.
Students complete learning goals that are relevant and achievable.	Professional Development \$900.00	Focus has been placed on the abilities of our students and the direction the teaching staff need to improve student engagement and learning goals. Students learning goals have become more focussed around their learning, identified jointly between staff and student, with the assistance of our Aboriginal Education Officer.

Next Steps

With the continuation of Early Action for Success, staff have continued to embrace the knowledge and skills obtained utilising these to provide quality, engaging learning activities to further develop students.

Continued implementation of Early Action for Success.

L3 professional development undertaken by Kindergarten staff in 2018.

Review and revisit learning maps for students in 2018 allowing them to take greater responsibility and ownership of their learning.

Strategic Direction 2

Networking – working together.

Purpose

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

Overall summary of progress

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

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Through targeted professional reading, the school can raise the level of professional discourse and ensure that there is universal involvement of staff in education dialogue.		Our Professional Reading group will continue staff professional development in this area.
The successful implementation of school collaboration to enable the small schools to develop professional development opportunities, student engagement and community engagement.	Professional Development \$1200.00	Staff continued working with Bellbrook, Greenhill, Willawarrin and Gladstone to continue our focus on Early Action for Success. This has allowed schools to investigate and strengthen areas of the program whilst focussing on individual student need.
Teachers through professional development opportunities can demonstrate how they have authentically used data to teach each child according to need.		Continued opportunities have been provided for teachers to analyse and use data as part of Early Action for Success and through discussions with small school colleagues.

Next Steps

STEM learning projects will continue to be implemented with staff becoming involved in MPS Computer Coordinator days to enhance and develop skills.

Continuation of professional development opportunities with Gladstone and Smithtown Public Schools to further develop our teacher's assessment skills, Consistent Teacher Judgement and understanding of student development of Literacy and Numeracy skills.

Strategic Direction 3

Building an expert, caring and cohesive team.

Purpose

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

Overall summary of progress

All staff have successfully achieved or maintained their accreditation at Proficient. Professional development has been undertaken to strengthen skills of staff and assist in the delivery of differentiated learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of existing staff achieve accreditation in proficient levels.		All staff have achieved accreditation at Proficient.
Increased participation of teachers in collegial observations, mentoring and reflection and sharing of best pedagogical practices.	Professional Development \$450.00	Teaching staff have undertaken training in L3 Kindergarten and TEN. Pedagogical practices were strengthened by the introduction of a mentoring program.

Next Steps

Continuation of mentoring program.

Continue to strengthen community relationships through several combined community events.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	1.0 FTE AEO • Aboriginal background loading (\$2 547.60)	SLSO employment is reviewed each year and deemed to be essential in the assistance of student learning in both the classroom and playground. We also have a full time AEO who also is invaluable in our school setting.
Low level adjustment for disability	\$2889.00	The funds provided are utilised in the employment of our SLSO providing students with assistance in the classroom and implementing our Quicksmart program.
Quality Teaching, Successful Students (QTSS)	\$1600.00	EaFS Instructional Leader, Mel Mitchell conducted 2 Staff Development Days in Term 4 to ensure effective implementation of literacy and numeracy programs throughout the school for 2018.
Socio-economic background	\$13688.08	Funds from this area were used to employ an SLSO to assist in the classroom and also provide support with our Healthy Living Program & Gardening Programs. Funds were also used to employ a Technology Teacher to provide STEM activities to students 1 day/week.

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	13	10	8	11
Girls	28	22	18	17

Student attendance profile

School				
Year	2014	2015	2016	2017
K	92	98.1	95	97.2
1	95.6	92.2	96.8	97
2	92.4	96.9	85.3	94.2
3	95.8	90.6	98.6	93.4
4	93	92.3	91.7	79.8
5	93.2	92.7	93	93.5
6	90.2	94.5	97.9	88.2
All Years	92.7	93.5	94.4	91.4
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

Kinchela Public School prides itself on high attendance. Our school has a system where by we stay in close contact with our parent body in relation to absences. We encourage parents to contact the school when their child/children are absent, followed by an absent slip. If parents do not respond we follow up with a formal letter. We have not had to utilise the letter this year.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teacher(s)	0
Classroom Teacher(s)	1.37
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.1
Teacher Librarian	0.08
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	1.9
Other Positions	0

*Full Time Equivalent

Kinchela Public School consists of 3 teaching staff, 1 office manager, 2 SLSOs and an Aboriginal Education Officer.

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

Staff this year have attended professional development to extend their skills in the classroom. Our K/1/2 teacher is completing their L3 training, several teachers attained their Mental Health First Aid Certificate while the Principal and office staff have been attending LMBR training throughout the year.

At Kinchela Public School our staff are all accredited. Two staff members will move to the Proficient level of accreditation in 2018, as they are pre 2004 teaching staff.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Receipts	\$
Balance brought forward	50,720
Global funds	80,330
Tied funds	35,198
School & community sources	6,305
Interest	654
Trust receipts	5,167
Canteen	0
Total Receipts	127,654
Payments	
Teaching & learning	
Key Learning Areas	16,128
Excursions	2,478
Extracurricular dissections	2,548
Library	233
Training & Development	347
Tied Funds Payments	27,530
Short Term Relief	1,661
Administration & Office	15,148
Canteen Payments	0
Utilities	8,416
Maintenance	14,076
Trust Payments	5,245
Capital Programs	0
Total Payments	93,809
Balance carried forward	84,565

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	0
Revenue	88,778
Appropriation	84,565
Sale of Goods and Services	0
Grants and Contributions	4,142
Gain and Loss	0
Other Revenue	0
Investment Income	71
Expenses	-33,488
Recurrent Expenses	-33,488
Employee Related	-24,670
Operating Expenses	-8,818
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	55,290
Balance Carried Forward	55,290

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	426,209
Base Per Capita	3,973
Base Location	9,274
Other Base	412,962
Equity Total	101,137
Equity Aboriginal	68,056
Equity Socio economic	21,440
Equity Language	0
Equity Disability	11,641
Targeted Total	8,680
Other Total	1,733
Grand Total	537,760

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

Due to the small school population we are unable to comment at length regarding our NAPLAN results. The school has performed well in this area. Students achieved excellent results with growth in each aspect of the assessment. Students excelled in spelling, grammar and punctuation, with improvements in Numeracy.

Our school achieved excellent results in the 2017 NAPLAN assessment. We achieved growth for all students in the areas of data, measurement, space and geometry and numeracy. Due to the small size of our cohort, details of our results are unable to be published due to privacy reasons.

The My School website provides detailed information and data for national literacy and numeracy testing.

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

Parent/caregiver, student, teacher satisfaction

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

Parents of our school support the quality learning that occurs in the classrooms. They are satisfied with the schools approach to the programs offered and their child's participation in community events. They feel comfortable in approaching the school to resolve any issues that may arise and feel that the lines of communication are always open.

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

Policy requirements

Aboriginal education

Aboriginal Education has continued to be a focus at Kinchela Public School. We aim to provide a supportive learning environment and we are committed to the education of all students about Aboriginal culture, history and current Aboriginal Australia.

We have applied for an environmental grant to help with the completion of our outdoor educational learning space. Here we will be conducting lessons on the environment, Aboriginal culture and history. We have strengthened our relationship with Belong's Haven this year and hope to be committed to continuing our Environmental Warriors program in 2018.

We also have the Dhalayi Doctors program at the school. This program is reinforcing the importance of Aboriginal culture and ensuring our students understand the background of Aboriginal peoples in the local area.

Multicultural and anti-racism education

The school has reviewed its teaching and learning programs this year to ensure that culturally inclusive classroom and school practices are embedded. We provide as many opportunities for our students to enhance their awareness and acceptance of other cultures from around the world.

Mrs Kylie Nicholson is the current Anti-Racism contact officer.

Other school programs

Photography

Commencing Term 2, the school commenced a photography program which ran alongside the cooking and gardening lessons. The key learning areas for this program was not just to produce photographs but to engage the students in a new skill whilst working in teams, communicating and creating. It was also a great platform to gently urge shy students out of their comfort zones to attempt new challenges.

Each lesson begins with a discussion and display of previous sessions to illustrate what was achieved and what could be achieved with either camera manipulation or better placement of their subjects. This in turn, encouraged each student to pursue that week's task with increased knowledge of what they could achieve.

Together with the "show and tell" segment of our lesson, the students' photographs are also displayed on our website, in our fortnightly newsletter and on Facebook for the broader community to be able to see what our school offers. We are also inclusive of our photography lessons and have a standing open invitation to the community to join us in these lessons.

Currently our lessons are operating with the use of 2 DSLR cameras and 2 point and shoot digital cameras. Manual and automatic settings are utilised so that experiments can be made with aperture and shutter speed settings. The beauty of the digital camera is that the photograph can be viewed immediately and settings then changed to accommodate what was required originally by the photographer.

We were able to enter the local show and were fortunate enough to win a variety of first, second and third placings in various sections with the coup de grace being a student winning Best Exhibit in the Show for a portrait of a fellow student.

COOKING

Throughout 2017 our students participated in weekly cooking classes occurring every Friday. Our students prepared a variety of healthy meals and snacks using whole foods. Through this experience our students engaged with fresh produce, learned about healthy eating habits and food hygiene practices.

CREATIVE AND PERFORMING ARTS

MUSIC

In collaboration with Lower Macleay Smalls Schools, our students engaged in weekly music lessons with a specialist music teacher and a selected number of students participated in the Lower Macleay Schools Band and performed at the Macleay Public Schools Music Festival.

In 2017, our school offered choir to senior students. Members of our school choir performed as part of the

mass choir at the Macleay Public Schools Music Festival.

Our students were given the opportunity to experience performing music groups including performances by members of the Sydney Symphony Orchestra and Musica Viva touring groups.

DANCE

Our school offered dance to both our junior and senior students. Members of the dance groups performed at the Southern Network Dance Festival.

GLASSHOUSE

Kinchela Public School students enjoyed the opportunity to experience live theatre performance through the Education @ Glasshouse program.