

Kirkton Public School

Annual Report



2018



2314

Introduction

The Annual Report for **2018** is provided to the community of Kirkton Public School as an account of the school's operations and achievements throughout the year.

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

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School background

School vision statement

Kirkton Public School is committed to providing quality education in an inclusive school environment where all students can reach their potential. Reflective teachers work in genuine partnership with our active community so that all students can become confident, resilient and responsible lifelong learners.

School context

Kirkton Public School has carefully catered for student learning since 1882. Our small school lies within the rural community and beautiful farming flats of Lower Belford, situated 20km east of Singleton.

In our school every student is known, valued and cared for. In response, our school community embraces a culture of continuous improvement. Kirkton Public School includes an enrolment of 20% Aboriginal students for whom planning for inclusion and success is paramount. We are committed to the provision of a quality learning environment that meets the diverse needs of our students so that each child can achieve with pride.

Our students are provided with a myriad of opportunities to develop interests, skills and knowledge. Our school is a proactive member of the local small schools network building capacity within both staff and students through bringing about professional development opportunities and collegial support and enhancing academic, sporting, social and cultural opportunities for our students.

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.

In the domain of Learning we are delivering, and in many areas sustaining and growing, through fostering respectful relationships among students and staff and promoting student wellbeing to ensure optimum learning conditions across the whole school. Our emphasis is on learning progress for all students, with a focus on caring for every student through using a range of evidence to explicitly address student need and allow for effective differentiation in teaching and learning programs. In 2019 we continue to build on student engagement through formative assessment to address the needs of all students explicitly and develop partnerships and strategies to improve the continuity of transitions into kindergarten and Year 7.

We are delivering in the domain of Teaching in well managed learning environments where students engage in productive learning with minimum disruptions and where student engagement and responsibility for learning is valued through lesson planning, explicit teaching and effective feedback. We have had a focus on this domain in our staff professional development opportunities and in 2019 we continue to focus on moving further into sustaining and growing through building in authentic opportunities for collaborative practice and feedback, with a specific focus on data literacy and analysis for planning.

In the domain of Leading we are delivering and building up our areas of sustaining and growing with a professional learning community who are focused and committed to continuous improvement of teaching and learning. We support change that leads to improvement and are developing opportunities and learning around feedback and monitoring and sharing the impact of change. Students are at the centre of our school plan and the priorities of our school plan drive financial decisions. A priority in 2018 was to ensure technology was accessible to all staff and students. In 2019 we will continue to seek community engagement and whole school responsibility for continuous improvement and develop knowledge skills and understandings to allow technology to be used effectively and flexibly to enhance student learning.

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

Great Teaching, Quality Opportunities

Purpose

Great teaching is a result of a learning culture where students are known and supported by well researched, evidence based pedagogy to create quality learning opportunities for the leaders of our future.

Overall summary of progress

There is demonstrated commitment within the school community that all students make learning progress. Ensuring curriculum differentiation and adjustments in teacher programs have assisted work towards this goal. Partnerships were sought with parents to support clear improvements and planning for individual learning.

Professional learning around using SCOUT, Best Start, PLAN 2 data and learning progressions was accessed by staff to continue to assist in individualising for effective student learning. A focus on building visible feedback and increasing student involvement and responsibility for learning was built into professional learning sessions and continues to be a focus. Whole school understandings of the Wellbeing Framework also formed part of our professional learning focus.

Procedures for attendance monitoring were revised. Whole school revision of wellbeing through FLORA and PBL systems and expectations were revisited and communication and consultation around school wellbeing programs and processes began to take a framework.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
80 % of students will achieve their year appropriate expected growth in literacy and numeracy as measured by visible movement along explicit learning guides such as learning progressions.	Staffing \$31 234 LaST support (0.3) \$10 652 reducing student/teacher ratio for increased opportunity for targeted teaching Professional Learning No course cost + \$500 teaching relief to attend.	All students made growth in literacy and numeracy against syllabus markers and targeted progression elements. There was discussion around difficulty in determining how to measure a year's growth. Student self reflection showed a growing ownership of their learning and some students were able to talk about what they can do independently and what they need further help with.
100% of teaching programs reflect planning for evidence informed pedagogy, monitoring using formative assessment of syllabus outcomes and the National Learning Progressions, and review.	Nil – This was achieved using in-school and school service resources.	Teaching programs were collected and discussed and reflected syllabus outcomes, effective pedagogy and formative assessment opportunities. Teachers participated in professional development with expertise from school service personnel about learning progressions and their use as tools to support syllabus implementation. Teachers also participated in ongoing staff professional learning on formative assessment and visible learning.

Next Steps

+Continue to focus on explicit teaching and feedback through research based, evidence informed pedagogy and maintain sustainability and effectiveness through embedding professional learning in everyday practices.

* Build on our local school network to share, collaborate and pool resources.

*Continue to develop strategies for increasing student understanding and participation as partners in growth goals.

Strategic Direction 2

Great Environment, Responsible Students

Purpose

A positive environment that builds resilient, motivated self-regulated learners creates a great school with strong student voice where reflective individuals connect and engage in an effective learning community.

Overall summary of progress

This year staff reviewed consequence systems for addressing positive and negative behaviour. Processes were implemented to increase consistency and positive interactions with students about their behaviour including whole school meetings to set expectations for the week, increased playground supervision visibility, collaborative eating area, whole school reward days for positive and collaborative playground choices and behaviour, and increased communication about choices and systems through tools such as assemblies, newsletters and Facebook.

Systems for supporting individual student needs were also reviewed, IEP/PLP processes aligned, and additional support sought through AP Learning and Support (APLAS), school counsellor, Access Requests and communication and collaboration with assisting outside agencies. Additional LaST support time was resourced to ensure students had a mixture of support options to meet the diverse learning needs within our school.

Professional learning was accessed by staff around Learning and Support, behaviour management techniques, and tools such as learning progressions to support the development of targeted teaching and learning programs. As a staff we continue to review and build our knowledge and understandings around using evidence to plan and evaluate targeted teaching programs for the diverse and changing needs of our school and our students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Internal school data demonstrates improved levels of self-regulatory learning behaviours and increased participation.	Resources \$235 Staffing \$750 School Funded SLSO Term 2.	Internal school data show increased on-task learning behaviours with a significant decrease in negative behaviour incidents recorded in semester 2 and 100% of students reaching a minimum of their Bronze PBL reward level by the end of the year.
School data identifies improved levels of student, staff and community engagement and satisfaction, as measured by increased proportion of students, staff and community in the top band of satisfaction in surveys.	Professional Learning \$475 (Course cost 2 people) \$500 (casual teacher to replace teacher)	Staff and Parent survey data indicated high levels of engagement and satisfaction which improved again in summative surveys carried out early in 2019. 100% parents responded with agree or strongly agree to questions asking about their satisfaction with the learning environment of the school, how valued they felt as parents at the school and communication about the progress of their child .Staff responses indicated that they felt stronger systems were in place to support student learning and positive behaviour choices. Student feedback was positive about their environment. They indicated that they valued and enjoyed the reward days
School internal and external data identifies improved levels of student achievement in literacy and numeracy through targeted,	Staffing \$31 234LaST teacher (FTE 0.3)	All teacher programs have shown evidence of differentiated planning to meet the needs of individual students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
differentiated learning programs.		All students participating in LaST support and enrichment programs (individual and in-class small group) showed evidence of growth that was transferred and supported in classroom progress.

Next Steps

*Continue to build in collaborative processes in school, with families and between schools to discuss and make evidence informed decisions and partnerships that improve student learning outcomes.

*Consolidate school improvement in wellbeing through partnership with schools in the Singleton Learning Community to build a common wellbeing framework to support improved mental health and wellbeing in the Upper Hunter.

*Continue to build on understandings through professional learning of evaluative practice to make continued adjustments in changing environments for best student outcomes.

*Increase student voice in evaluation, decision-making and self-regulation of learning.

Strategic Direction 3

Great Community, Inspired School

Purpose

Strong and active community partnerships make a great school when they lead and inspire a culture of high expectations for and of students and facilitate opportunities to prepare young people for rewarding lives as engaged citizens.

Overall summary of progress

Effort was made to increase the engagement of parents and community members in our school through holding an increased number and variety of open school type events. All events held at school in 2018 were well attended and feedback was positive. Parents were involved in consultation processes around individual student learning and school systems were in place to support two-way communication. Communication with the community was supported through the continued use of technology, including School Facebook, Skool Bag and School email accounts. Professional learning was attended by Principal and office staff about school and communities working together and we are working towards establishing and consistently communicating core values for our school with the wider school community.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Progressively increase the proportion of students moving into the top two skill bands in literacy and numeracy.	Staffing \$31 234 LaST teacher (FTE 0.3)	Learning and support team met and discussed student progress each term and flexibly adjusted the amount and type of LaST support offered to targeted students. LaST support was provided for targeted students in class and individually as withdrawal. Shared student learning goals in two-way conferences. Professional development and collaboration around visible learning, sharing learning intentions and student involvement and responsibility in their learning. This continues to be an area of focus.
Increase appropriate student movement along explicit learning guides (such as literacy and numeracy continuums moving to national progressions)	Staffing As above (\$30 234) LaST teacher (FTE 0.3) \$10 200 Integration Funding (SLSO) Professional Learning Nil expense – school services accessed Resources 2 Interactive Whiteboards \$8056 Mobile Smartboard MX75 \$8557 I-pads \$3192 and charging dock \$2179	Initial training of teachers has taken place on literacy and numeracy progressions and PLAN 2 as explicit learning tools to support individual progress. Teachers have begun to focus on one sub-element in literacy and numeracy to inform planning for student growth. PLP and IEPs created for identified students and opportunity for these to be reviewed with parents a minimum of three times throughout the year. LaST support worked in close collaboration with class teachers on shared goals. In class LaST (Learning and Support Teacher) and SLSO (School Learning Support Officer) support offered high adult to student ratio in classrooms and assisted targeted teaching for student growth. Purchase of updated technology to integrate into classroom teaching and future focused learning.
Increased levels of parent/carer satisfaction with opportunities to	Consumable resources for events	High percentage of parent and student involvement in whole school events (e.g colour run and market

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
be involved in school life as measured by school surveys.	\$832	day, working Bee, assemblies, book week, transporting students to events etc.) On the most recent survey, all parents indicated that they either agree or strongly agree that they feel welcomed at the school, that their concerns were taken seriously and that they are provided with helpful information and opportunities to discuss their child's progress.

Next Steps

*Continue to build on core value conversations and messages with wider school community across all mediums.

* Build on high parent involvement in school activities in order to maximise the learning opportunities for each student and to foster a school-wide culture of high expectations through a shared sense of responsibility.

*A move towards engaging greater involvement of parents and students around evaluation of student learning, school activities using a clear process involving a number of different collection and evidence sets. Extending this process to include systematic sharing of analysis with the school community.

*Continue professional learning to allow technology to be used effectively and flexibly to enhance student learning.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$2 696	<p>Part of this funding was used to provide individual LaST support for a term to concentrate intensely on personal learning goals for growth and improved learning outcomes.</p> <p>Funding was also used to provide a whole school excursion to support the classroom program and ensure all students increased their knowledge and understanding of the histories, cultures and experiences of Aboriginal and Torres Strait Islander people as the First Peoples of Australia.</p>
Low level adjustment for disability	Staffing \$20 823 Flexible \$5010	<p>Staffing funds provided a teacher to work in the Learning and Support Teacher role 2 half-days a week. Flexible funding, was used along with other funding to increase the consistency and frequency of this resource to three half- days a week (FTE0.3).</p> <p>LaST support provided targeted support for individual and small groups of students in either withdrawal and/or in-class support in literacy and numeracy working closely with the classroom teacher.</p>
Quality Teaching, Successful Students (QTSS)	\$6559	<p>This additional funding was used for staffing to release the teaching Principal to allow for teaching support and planning and reflection upon quality teaching practices.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	31	26	21	10
Girls	25	15	16	11

Student attendance profile

School				
Year	2015	2016	2017	2018
K	95.1	90.9	94	91.1
1	95.4	96.4	96.2	88.3
2	96.2	93.6	96.2	92
3	91.2	95.6	96.1	88.1
4	97.9	94.6	95.7	89.5
5	92.7	94.8	95.5	95
6	94.4	96.1	92.7	93.2
All Years	95.1	94.9	95	91.4
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

Management of non-attendance

Attendance at school is vital to maximising student academic and social progress. Schools in partnership with parents and caregivers are responsible for promoting the regular attendance of students. Encouraging regular attendance is a core school responsibility. Class rolls are marked daily and monitored regularly by the class teachers and Principal for patterns of both partial (late) attendance and non-attendance. The learning support team monitors the non-attendance of students. If a concern is identified, the school works with the students, parents and the class teacher to improve attendance. Parents are contacted by the school and informed of their responsibility to ensure children attend school each day and a plan is put in place to support parents in this. The

support of the Home School Liaison Officer is sought if required to improve attendance.

School staff:

*actively encourage attendance through providing a caring teaching and learning environment which fosters a student's sense of belonging to the school community;

*maintain accurate records of student attendance. This includes recording absences in Sentral daily, maintaining accurate partial records on Sentral, using paper rolls to record attendance at off site school events and activities and ensuring all attendance information is transferred to ebs central weekly;

*implement procedures for monitoring and improving attendance issues if they arise;

*provide clear information to students and parents regarding attendance requirements.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	1.32
Teacher Librarian	0.08
School Administration and Support Staff	0.9

*Full Time Equivalent

Kirkton Public School has no staff that identify as Aboriginal at this point in time.

Teacher qualifications

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

Teacher qualifications

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

Professional learning and teacher accreditation

Professional learning and teacher accreditation build capacity of all staff to better support positive student outcomes. All staff at Kirkton Public School were provided with opportunities to participate in professional

development that reflected departmental priorities, our school plan priorities, and their own identified professional learning needs. Professional learning was undertaken within school as an ongoing process, as a network (Maitland), as external courses to support teaching and as part of the Singleton Schools Learning Community. Professional Learning included all mandatory obligations, ongoing training in the new SAP and HR Payroll systems, training in literacy and numeracy progressions, new Best Start training, Principal induction, leadership, library systems and library and SAS network group training, community consultation, preventative behaviour management, and technology integration for teaching.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	46,224
Revenue	550,115
Appropriation	534,965
Sale of Goods and Services	1,174
Grants and Contributions	13,524
Gain and Loss	0
Other Revenue	0
Investment Income	452
Expenses	-508,193
Recurrent Expenses	-508,193
Employee Related	-441,314
Operating Expenses	-66,879
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	41,922
Balance Carried Forward	88,146

The school funds were expended in line with the School Strategic Plan. This included staffing, professional learning, programs and school resources. Finances were managed by the Principal and SAM and communicated to staff and P&C. Our school was audited at the end of Term 2 with no major changes required in this area.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	446,828
Base Per Capita	7,155
Base Location	1,588
Other Base	438,086
Equity Total	39,908
Equity Aboriginal	2,696
Equity Socio economic	10,652
Equity Language	727
Equity Disability	25,833
Targeted Total	0
Other Total	6,559
Grand Total	493,295

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

Due to the small cohorts of children involved in NAPLAN, no information can be reported on for literacy.

Due to the small cohorts of children involved in NAPLAN, no information can be reported on for numeracy.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

Due to the small cohorts of children involved in NAPLAN, no information can be reported on for student achievement.

Parent/caregiver, student, teacher satisfaction

Student feedback was positive about their environment. They indicated that they valued and enjoyed the reward days set up to acknowledge positive behaviour and collaborative approaches to school values. Staff responses indicated that they felt stronger systems were in place to support student learning and positive behaviour choices. They reported that student on-task behaviour had increased significantly since the beginning of 2018 and indicated that greater student ownership of their learning was an area they would like to focus on. Responses indicated that teachers were time poor and that professional learning based on collaborative planning and analysis were most beneficial at this time.

Parent response to surveys was of a number that represented over half of all families. Nearly all parents responded with agree or strongly agree to questions asking about their satisfaction with the learning environment of the school, how valued they felt as parents at the school and communication about the progress of their child at the end of Term 2. When asked about things parents would like to see changed, most comments related to aspects of our playground. When the survey was sent out again early 2019, all parents rated their answers in the strongly agree and agree columns with a greater percentage at the top rating. Trends in comments about what the school is doing well were around positive peer interactions, communication about events and excursions and small class sizes. There was a clear trend in these responses that parents would like our school promoted more to the wider community.

Policy requirements

Aboriginal education

All students who identified as Aboriginal had personalised learning pathways established and jointly reviewed throughout the year. Additional and individualised LaST support to improve student outcomes was focused on for a minimum of 10 weeks. Classroom teaching and learning programs considered Aboriginal perspectives and involved excursions to

access expertise. Kirkton Public School, along with a number of other schools in the local management group was involved in the Aboriginal Cultural Program. This program employs a local Aboriginal Cultural instructor who attends the school fortnightly during Term 3 to instruct the students about Aboriginal culture and dance. NAIDOC celebrations were held at Milbrodale Public School with all schools in the Singleton Small Schools group combining to explore and deepen their knowledge and understanding of Aboriginal culture. The event was a wonderful opportunity to develop strong local community links with the AECG and local Elder.

Multicultural and anti-racism education

Kirkton Public School is committed to ensuring classroom programs promote intercultural understanding and community harmony, particularly in the key learning areas of history, geography and personal development. Harmony Day was again celebrated with a range of learning experiences provided by staff and community members. Our Principal trained with the Department of Education as an Anti-Racism Contact Officer (ARCO) in 2018 and is available for students, staff and families if the need arises.