

Kirkton Public School

2019 Annual Report



2314

Introduction

The Annual Report for 2019 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

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

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.

Improvement Measures

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.

100% of teaching programs reflect planning for evidence informed pedagogy, monitoring using formative assessment of syllabus outcomes and the National Learning Progressions, and review.

Progress towards achieving improvement measures

Process 1: Researched based and evidence informed pedagogy

Students are known and supported by school based systems for formative assessment. Teachers combine this knowledge and draw from evidence based pedagogy to develop and implement high quality professional learning in literacy and numeracy teaching practices.

Evaluation	Funds Expended (Resources)
Quality systems are in place that facilitate collaborative practice and consistent teacher judgement. Additional learning support funding was allocated to increase teacher to student ratio in classrooms so that valuable differentiation and specific feedback could occur. All students are participating in meaningful discussions about their learning in one form or another and learning intentions are explicitly shared for key numeracy and literacy tasks. Students all made growth in literacy and numeracy against syllabus markers. Processes were discussed and formulated about how to measure a year's growth for 2020. Follow up with Singleton Learning Community Mathematics initiative will be continued into 2020 to further support school targets and build collaborative practice around formative assessment practice and feedback that involves students in individual goal setting.	Staffing: \$21 343 (0.2 LaST support) \$21 343 from operational expenses (Teaching Principal's relief) – ensuring two teachers in classroom. \$217 equity loading contribution to Singleton Learning Community investment in mathematics initiative quality teaching. Staff meetings: no cost.

Process 2: Professional learning

Embed high quality professional learning in the daily culture at Kirkton Public School. Teachers will have opportunities for meaningful and ongoing collaboration involving reflection and feedback within school and among schools that is focused on improving student outcomes.

Evaluation	Funds Expended (Resources)
Consideration was given in 2019 to sustainable professional learning opportunities that have maximum impact for student learning. Staff performance and development plans were supported by a whole school approach to using informed research. As such, our professional learning focus narrowed and deepened with further opportunities for collaborative practice, reflection and analysis. Teaching programs reflected planning and monitoring student learning and were informed by syllabus outcomes, reflective pedagogy and formative and summative assessment practice. In 2019 we continued to make important professional learning connections with our local learning community schools to participate in joint initiatives around well-being and improving numeracy outcomes for students in our area. In 2020 we are committed to continuing our sustainable and collaborative approach to professional learning where a practical inquiry into	Total: \$9930 Course expenses: \$2880 Staffing casual teachers: \$7050

Progress towards achieving improvement measures

research, implementation, reflection and refinement informs our teaching for improved student outcomes.

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.

Improvement Measures

Internal school data demonstrates improved levels of self-regulatory learning behaviours and increased participation.

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.

School internal and external data identifies improved levels of student achievement in literacy and numeracy through targeted, differentiated learning programs.

Progress towards achieving improvement measures

Process 1: Wellbeing

Implement a whole school integrated approach to student well-being in which every student is known, valued and cared for so that students can connect, succeed and thrive at each stage of their schooling.

Evaluation	Funds Expended (Resources)
<p>A structured approach to well-being resulted in a shift in culture where conversation across the whole school population focused on learning and ownership of behaviour. An introduction to Visible Wellbeing and Strengths based training for all teaching staff in 2019 connected our school's approach to that of the Singleton Learning Community. This was a joint initiative to address community well-being in the Singleton Council area.</p> <p>Continued focus in 2019 remained on providing individualised learning and differentiation within the classroom that reflected the needs of all students. This has resulted in student improvement and a review and refinement of processes in 2020 for the analysis and shared planning for student improvement, engagement and curriculum planning. A strong approach to transition was apparent in 2019. Kirkton PS initiated trial of an extended orientation pathway for Year 4–6 fortnightly in Term 3. Students enjoyed visiting the local high school with their classroom teacher to have their usual lessons for half a day and experience the much larger bustling environment and meet some of the teachers and advisers for future years. We also reviewed our orientation to kindergarten process, offering opportunities for students, their families and preschool carers to come in and participate in whole school events together such as Talk Like a Pirate day, a Splash and Dash and a resilience incursion prior to our detailed orientation program that ran fortnightly in Term 4. Our K–2 teacher built partnerships with local preschools including observation of students in their familiar environment and joint discussion for successful transition into their new environment. Our school connected with school service staff to ensure a collaborative approach to individualised learning started from the first day of 2020.</p>	<p>Resources:</p> <p>Kindergarten transition activities: \$150</p> <p>Staffing: No cost (Principal released teacher to attend pre-school observations)</p> <p>Extended orientation: no cost, as parents assisted teacher with travel</p> <p>School Service support: no cost.</p> <p>Course fees Visible Wellbeing: \$120 to cover venue and food. Professional learning course cost covered by grant..</p> <p>Wellbeing Framework: no cost.</p>

Process 2: Increased sense of belonging and student voice through initiatives such as house systems, peer support groups and extra-curricular activities.

Evaluation	Funds Expended (Resources)
<p>Student voice was promoted through peer support activities and whole school participation in student council meetings. Students actively engaged in group discussions and began to understand processes of planning, collaboration,</p>	<p>Extracurricular entry costs: \$310 (Premier's Debating challenge, Public Speaking, Small School Touch</p>

Progress towards achieving improvement measures

negotiation and responsibility. Students shared a strong sense of belonging as they participated together in sporting and extracurricular activities, often out of their comfort zone. Moving forward in 2020, we continue to develop our targeted strategies to increase the visibility of student voice, particularly around ownership of learning and improvement. A joint audit on how student voice is currently heard at our school and how to involve students in where to next will be key considerations.

Football Knockout, Netball gala day)

Peer support activities and student council: no cost

Reward activities for students \$100

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.

Improvement Measures

Progressively increase the proportion of students moving into the top two skill bands in literacy and numeracy.

Increase appropriate student movement along explicit learning guides (such as literacy and numeracy continuums moving to national progressions)

Increased levels of parent/carer satisfaction with opportunities to be involved in school life as measured by school surveys.

Progress towards achieving improvement measures

Process 1: Strong and active partnerships

Adopting a child-centred approach, the school works with parents as equal partners in the learning of their children and engages with the school community to research and implement opportunities to enhance the learning environment.

Evaluation	Funds Expended (Resources)
<p>There is demonstrated commitment within the school community that all students make learning progress. Partnerships with parents support student learning and improvement and inform and support continuity of learning. The school and the P&C worked in partnership to prioritise projects in 2019 to enhance the learning environment and were successful in obtaining a \$15000 grant from Glencore. This grant was used to support the school ICT action plan and assist authentic and embedded technology resources and use for future focused learning. The P&C were also successful in obtaining a grant to purchase resources to establish an aquaponics station for students to engage in sustainable food growing processes.</p> <p>Throughout 2019 parents were presented with clear information on what and how well their children were learning and received regular information in accessible formats about how to support their children's progress. The school solicited feedback on its reporting from parents. 100% of responses from more than half of our families indicated a 5/5 satisfaction rate for their level of detail in information and ease and clarity of understanding in our reporting practices. They consistently identified across the year and through multiple surveys that parents and carers felt the school had high expectations of its students, that students and their improvement are the main focus in our school environment and that parents shared in the education of their children.</p> <p>We began to explore wider connections with the community through local businesses to support student connections with their community and enhance learning opportunities. Over 2019 staff (teachers and SASS) have also effectively established connections to networks and collaborated with other staff within the Maitland and Singleton Learning Communities to evaluate and keep up to date with current teaching practices and also processes to ensure strategic resourcing through child-centred decision making.</p>	<p>Glencore Grant \$15000 – Purchase of computers, robotics equipment (spheros and LegoWeDo 2).</p> <p>Casual relief cost and iTeacher training to be completed in 2020 (\$5500 from the \$15000)</p> <p>Casual Relief for reporting (\$500) – 3 way conferences.</p> <p>Casual relief professional learning: \$1000 (already reported in PL section).</p>

Process 2: Culture of high expectations

A culture of high expectations needs to be supported by effective mechanisms and strategies that support every student's learning needs. Curriculum differentiation is an effective means by which this

Progress towards achieving improvement measures

Process 2: can occur in every classroom.

Evaluation	Funds Expended (Resources)
<p>During 2019 a culture of high expectations was supported by mechanisms and strategies to scaffold every student's learning needs and was introduced and revisited weekly through whole school Monday morning meetings with students. Curriculum differentiation in 100% of classroom programs was used as an effective means by which this a culture of high expectations could occur in every classroom, for every student.</p> <p>Internal and external data sources were analysed and evaluated to review practice and processes used to ensure high expectations around student growth. Revised scope and sequences and formative assessment data collection and analysis processes were set up at the end of 2019 to trail and implement in 2020 to support evidence based decisions on improvement targets for student learning.</p> <p>The school further developed our relationship with outside agencies to enrich the learning experiences of students. Feedback form the local community through end of semester surveys was systematically used to review school practices and inform decision-making and practice. This will also be a continued focus in 2020 to ensure a balanced perspective.</p>	<p>Resources: \$2000 Quality readers (PM readers and quality picture books and literature)</p> <p>\$350 (Mathematics resources)</p> <p>\$510 (Technology resources)</p> <p>\$870 (online student programs – Soundwaves and Mathletics – Studdyladder no cost)</p> <p>Science equipment: No cost (Woolworths Earn and Learn – \$2000 value)</p> <p>\$ 8025 Purchase of flexible learning furniture options.</p> <p>Staff meetings: no cost.</p> <p>Support from school services – Literacy and Numeracy Consultant, Quality Teacher Adviser, Curriculum Adviser – no cost.</p>

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Total: \$3 371 Bus: \$150 Staffing: \$3221	Part of this funding was used to alleviate costs of travel to NAIDOC celebrations for the school community. The remaining funds were used to assist the staffing of a second teacher five days a week. In this way, funding assisted teachers to have collaborative planning time to create and review Personalised Learning Pathways for Aboriginal students. Additionally, extra staffing ensured small class size and student to teacher ratios. This supported differentiated learning and teaching practices and enabled teachers to focus closely on improving the educational outcomes of our students.
Low level adjustment for disability	Total: \$28 501 Staffing: \$21 343 (teacher) Flexible: \$7 158 (teacher and SLSO additional time).	Low level adjustment for disability funds were used to assist the staffing of a second teacher five days a week. In this way, funding assisted teachers to have collaborative planning time to create and review Individual Education Plans for students. Additionally, extra staffing ensured small class size and student to teacher ratios. This supported differentiated learning and teaching practices and enabled teachers to focus on improving the educational outcomes of our students. Flexible funding also contributed to increasing Student Learning Support Officer (SLSO) hours when needed to maintain two adults on site which in turn enabled students to be supported by an additional adult in the classroom and in the playground.
Quality Teaching, Successful Students (QTSS)	Total, spent on staffing: \$4 802	This additional funding was pooled with other funding sources to support a second teaching staff member five days a week. In this way, shared teaching time and planning time supported the implementation and reflection on quality teaching practices.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	26	21	10	8
Girls	15	16	11	12

Student attendance profile

School				
Year	2016	2017	2018	2019
K	90.9	94	91.1	95.9
1	96.4	96.2	88.3	96.9
2	93.6	96.2	92	91.5
3	95.6	96.1	88.1	
4	94.6	95.7	89.5	95.7
5	94.8	95.5	95	95.3
6	96.1	92.7	93.2	92.9
All Years	94.9	95	91.4	94.3
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	0.17
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration and Support Staff	0.7

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	88,146
Revenue	473,246
Appropriation	427,476
Sale of Goods and Services	1,975
Grants and contributions	43,350
Investment income	444
Expenses	-427,385
Employee related	-374,271
Operating expenses	-53,115
Surplus / deficit for the year	45,861

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	33,271
Equity Total	53,577
Equity - Aboriginal	3,371
Equity - Socio-economic	21,706
Equity - Language	0
Equity - Disability	28,501
Base Total	326,989
Base - Per Capita	4,927
Base - Location	1,429
Base - Other	320,632
Other Total	25,174
Grand Total	439,011

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.

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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

Parent/caregiver, student, teacher satisfaction

In 2019 parents were surveyed in Term 1, after Semester 1 reporting and at the end of the year. The Term 1 surveys had 100% responses as agree or strongly agree to all survey questions regarding positive school culture, communication and parent involvement in their children's learning. Parent surveys after reporting showed 100% satisfaction at the maximum rating for reporting sitting the level of detail, ease and clarity and where to next information as their reason for their rating. Parents liked the 3 way conference format. They commented positively on reporting and teaching that catered for the individual and communication about student progress throughout the year. Our Term 4 parent surveys again had a solid response rate. Parents commented that the best thing about Kirkton Public School was the small school atmosphere and the personalised and safe environment for learning. Common comments when asked how parents would describe Kirkton Public School to someone considering sending their child were: caring, welcoming, many opportunities, close relationships, personalised communication and teaching and a 'family' like atmosphere.

Student satisfaction, measured through student surveys and focus groups, indicated students' felt they were listened to and had a strong 'student voice' especially through whole school SLC meetings. Surveys demonstrated that students felt their wellbeing was supported best by the teacher's main focus of helping, listening, encouraging them and improving learning.

Teacher satisfaction was measured through staff reflection on professional development, descriptive statements of our school strategic directions and the PDP process. These indicated staff felt that the professional learning opportunities during the year led to changed teaching practices, and that this in turn led to increased differentiation in teaching and provision of opportunities that supported student learning, self-regulation and wellbeing. Staff surveys indicated that staff felt they were part of an effective team where students were at the centre of decision-making.



Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti–Racism Contact Officer who is trained to respond to concerns in relation to racism.

As a small school, our Principal is trained by the Department of Education as an Anti–Racism Contact Officer to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.