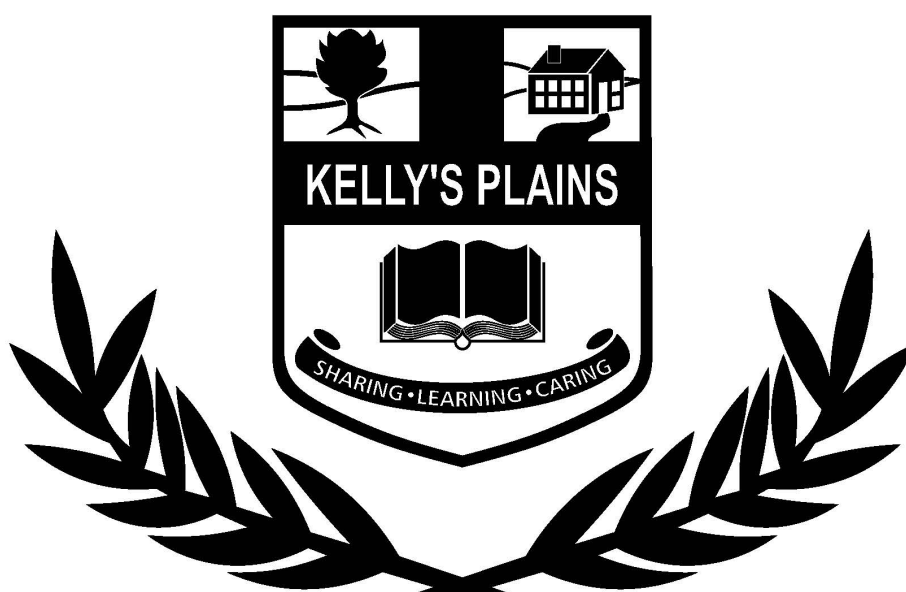


# 2020 Annual Report

## Kellys Plains Public School

KELLY'S PLAINS  
PUBLIC SCHOOL



2273

# Introduction

The Annual Report for 2020 is provided to the community of Kellys Plains 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.

## School contact details

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## Message from the principal

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In a year with so many challenges the Kelly's Plains PS spirit has remained positive and supportive of the wider school community. The forced changes to education were so successfully implemented both at school and at home in which student achievement and wellbeing remained at the core for our students. Thank you to all our colleagues, students and the Kelly's Plains Community throughout a 2020 that will long be remembered. This year has been such a success under duress that with a whole year back to normal nothing is beyond reach.

## School vision

At Kellys Plains Public School we are committed to providing quality education in a nurturing, innovative learning environment where every student is known, valued and supported.

Our ultimate goal is for students to be literate, numerate, confident and self directed enabling them to be future ready citizens who are compassionate and connected in an ever changing world.

We enable students to develop these skills through engagement in challenging learning experiences and opportunities which foster collaboration, creativity and critical thinking with value placed on being flexible, open-minded, resourceful, reflective, persistent and patient.

Teachers set high standards for students and continually develop their skills, knowledge and understandings to ensure that the school, every teacher and every student, improves every year.

The school's motto *Sharing Learning Caring* underpins this vision and is reflected in the collaboration between community, families, students and staff to ensure quality learning.

## School context

Kelly's Plains Public School was established in 1863 and is located in a rural setting 10km from Armidale. The school has approximately 37 students across K - 6 in two multistage classes. The small school context is the catalyst for great school spirit and pride among students, family and teachers. The school has a 154 year history of providing quality educational programs with a strong connection to the community especially through participation in the ANZAC service at Dangarsleigh War Memorial by students and P & C. The school enjoys an extensive playground with sandpit, fort, gym circuit equipment, sports oval, COLA, basketball courts and school garden that support learning as well as enabling creative play and problem based learning.

Kellys Plains is part of the Armidale Community of Schools and also The Thunderbolt Alliance with three other small rural schools. Through this alliance, the school participates in, and leads, a range of STEM/STEAM initiatives. The school takes opportunities to implement music, language and culture classes across the school using external and parent expertise. Both classrooms have laptops and ipads, and all rooms including the Multipurpose room, have interactive whiteboards.

Kelly's Plains staff is comprised of newly and highly experienced teachers who are dedicated to providing learning experiences unique to the Kelly's Plains PS. The school has committed parents who volunteer with the students, as well as a supportive and active Parents and Citizens Association who support and fundraise to enable students access to additional learning resources and opportunities. The school provides assistance for students with additional learning needs for remediation or extension as well as wellbeing needs, utilising input from other agencies to provide 'wrap around support'. The school has a reputation as a high achieving and nurturing school with a differentiated curriculum. At Kelly's Plains Public School, the school and community work collectively to ensure that all students are given the opportunity to develop and achieve to their maximum potential. .

## 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>

## Strategic Direction 1

Consistent, high quality teaching practice

### Purpose

To deliver high quality teaching founded upon evidence based practice, consistent teacher judgement and targeted professional learning to ensure staff and student growth that enables improved student learning outcomes.

### Improvement Measures

- Assessment tasks are designed with a thorough knowledge of curriculum to provide accurate data of student learning and growth to be monitored using PLAN 2 for all students K-6.
  - Analysis of school based data to monitor student progress with individual learning plans for students at risk, requiring extension, with specific support programs (Sensory, ASD) and specific areas of English and Maths
  - Evidence of student growth of one year for each year of learning, gathered from internal and external assessment.
- A variety of classroom observation data and associated self-reflections indicating an increased teacher understanding and capacity surrounding student engagement and differentiation.

### Overall summary of progress

With a new principal and second teacher assessment data included reading levels, SA spelling test, SENA and SENA 2 with PAT testing for reading also implemented. PLAN 2 was not utilised in this new teaching environment. Individual learning plans were collaboratively developed with the classroom teachers, parents and AP learning and support.

### Progress towards achieving improvement measures

#### Process 1: Engaging and differentiated teaching

To develop whole school practices in the delivery of engaging and differentiated teaching programs

Evaluation	Funds Expended (Resources)
The majority of students early years reading results are at or above expected growth and attainment.	A school learning support officer has been employed to increase the staff to student ratio in K,1 to 2 staff with 11 students.

#### Process 2: Quality Assessment

To develop assessment 'for', 'of' and 'as' learning with a thorough knowledge of curriculum and evidence based practice.

Evaluation	Funds Expended (Resources)
The school aims to improve school wide assessment data which can be analysed across all grades.	Two days a week Learning and Support Teacher to be employed in Term 3.

### Next Steps

The school was unable to fill the Learning and Support role in Terms 1 and 2 but has been able to secure a Learning and Support Teacher for Term 3. They will be employed in Term 3 to conduct more thorough assessments of Literacy and Numeracy. Teacher identified PL was only able to be provided for 2 days for the K,1 classroom teacher and was unable to be accessed post Covid.

## Strategic Direction 2

Students succeed as learners to become confident, informed and responsible citizens

### Purpose

To strengthen student capacity to be responsible for their ongoing learning and strive for improvement by engaging in challenging learning, identifying goals, problem solving and being innovative whilst making connections within and beyond the school.

### Improvement Measures

- EBS Central to monitor improved attendance indicating greater participation in learning.
- Students are engaged in holistic learning opportunities showing improvement in participation over time.
- PLAN data and students' profiles are accessed and updated each term
- Students can identify learning goals and have input into progress.

### Progress towards achieving improvement measures

#### Process 1: Succeeding in a Digital Age

To develop future-focussed practices and programs that support students to succeed in a digital age.

Evaluation	Funds Expended (Resources)
Teacher delivery of programs was equitable both at school and home with all teaching and learning available in both formats lead by daily posts on Google Classroom.	Home learning Maths Plus and Maths Plus Mentals books were purchased for each student.

#### Process 2: Every student known, valued and cared for

Sense of belonging: students feeling included and accepted at school.

Expectations for success: teachers value academic achievement and hold high expectations of all students.

Evaluation	Funds Expended (Resources)
Significant improvement in student reading levels across all grades. SENA testing in the 2-4 classroom shows significant growth in Place Value and Multiplication and Division.	

#### Process 3: Community Partnerships

To engage families and communities to support wellbeing and tailor approaches to meet the individual needs of all students.

Evaluation	Funds Expended (Resources)
Students, parents and staff feedback was extremely positive around this initiative. With the school unable to have visitors or attend other schools there was only one shared swimming carnival in the Thunderbolts Alliance and one science day able to proceed.	Nil as this was a P&C initiative supported by the school. Unfortunately this was unable to continue post Covid.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	Nil available.	Nil available.
<b>English language proficiency</b>	Nil available.	Nil available.
<b>Low level adjustment for disability</b>	SLSO.  <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Low level adjustment for disability (\$15 203.00)</li> </ul>	Identified students in the early years have adjusted more easily with a second adult in class to support individual adjustments.
<b>Quality Teaching, Successful Students (QTSS)</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Quality Teaching, Successful Students (QTSS) (\$2 735.00)</li> </ul>	The classroom teacher was able to implement some practices to enhance teaching practice.
<b>Socio-economic background</b>	Reading Eggs and Reading Eggspress.  <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Socio-economic background (\$597.00)</li> </ul>	Student reading levels have shown gr

## Student information

### Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	20	12	10	13
Girls	15	16	4	8

### Student attendance profile

School				
Year	2017	2018	2019	2020
K	94.2	92.9	94.5	91.4
1	91	97.4	92.2	97.5
2	87.4	92.9	95.6	95.9
3	93.2	90.7	91.6	95
4	96.7	88.5		94
5	92.5	95.3	88.5	
6	88.5	83.1		
All Years	92.4	92.6	92.9	94.5
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4		92
5	93.8	93.2	92.8	
6	93.3	92.5		
All Years	93.9	93.4	92.9	92.1

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

### 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)	0.78
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.9

\*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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 <b>Actual</b> (\$)
<b>Opening Balance</b>	191,970
<b>Revenue</b>	340,428
Appropriation	330,482
Grants and contributions	9,754
Investment income	192
<b>Expenses</b>	-445,225
Employee related	-409,385
Operating expenses	-35,839
<b>Surplus / deficit for the year</b>	-104,796
<b>Closing Balance</b>	87,174

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

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

	2020 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	0
<b>Equity Total</b>	15,801
Equity - Aboriginal	0
Equity - Socio-economic	597
Equity - Language	0
Equity - Disability	15,203
<b>Base Total</b>	389,414
Base - Per Capita	3,367
Base - Location	7,835
Base - Other	378,212
<b>Other Total</b>	28,090
<b>Grand Total</b>	433,305

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## 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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

### 2020 NAPLAN

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As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

## Parent/caregiver, student, teacher satisfaction

Parent satisfaction has been very high throughout 2020. This is through constant and immediate feedback at the school gate each and every morning and afternoon. This is able to be quickly assessed with no school bus and being able to check in easily and readily with all parents. During and after Covid restrictions parental feedback was positive around the safety their children felt with the handling by the school.

# Policy requirements

## Aboriginal Education Policy

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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

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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.

## Multicultural Education Policy

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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.