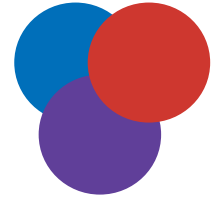


# KIRKTON PUBLIC SCHOOL

## Annual Report



2015



2314

## Introduction

The Annual Report for 2015 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.

Mark Douglas

Principal



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## Message from the Principal

### Principal's Message

At our school we focus on the development of the whole child and their wellbeing. With the support of Positive Behaviour for Learning and KidsMatter models, as well as Choice Theory strategies we are able to guide students to enhance their quality of school life through good choices, tolerance and empathy for others.

Our school continues to deliver a rigorous curriculum catering for student needs, their wellbeing and the extension of their skills and knowledge as well as social skills.



Having multiple classes in the one room generates exciting opportunities for mentoring and varied avenues for personal success. It stimulates deeper understandings as well as confidence to join discussions and orally address an audience. It also develops empathy with others in relation to abilities, differences in personalities and background. Students are able to work with others confidently regardless of age or developing skills and practices. This ability will support them for the long term.

Students are able to extend their interests and strengths, as well as confidently rebuild their skill base when necessary with peer and staff support. The 'have a go' motto is well and truly alive at Kirkton!

Our continued close relationship with our local small schools group continues to provide very positive opportunities for staff and especially students.

We continue, as a school community, to seek out more varied opportunities to extend the total development of our students.

I must pass on my appreciation to our P&C for their continued support and giving of their time and expertise to benefit our school; the CWA who again worked with our senior grade to develop a presentation on Italy and also all our parents who support our school in any way they can.

Finally I would like to thank the staff for their continued quality professionalism and the positive attitude in which they have undertaken the magnitude of professional development, administration and teaching tasks over the year.

Mark Douglas



### **P&C Message**

P&C President - Kristen Mercieca

2015 has been a busy and productive year for the P&C with continuing our traditional fundraising roles whilst also branching out to embrace some fresh ideas and new ventures.

It is pleasing to see the P&C strongly supported by the parent community, whether it be through helping with cooking, fundraising, selling tickets, canteen or otherwise. It all adds to creating a cooperative school environment.

This year we conducted our customary fundraisers beginning the year with the Welcome Disco, followed by the Easter Raffle, Mother's Day Stall, Father's Day Stall and Chocolate Drive. All of which were well supported by our school and the wider community.

Our ongoing commitment to weekly canteen continues to be very popular as well as steady support of our can recycling program. The 'Kirkton Krafts' Stall has been very adventurous with appearances not only at the Sacred Tree Markets but also the Jerrys Plains Fair and the Branxton Umbrella Festival.

We were presented with some unique fundraising opportunities this year including an Election Day Cake Stall and Raffle. We also held a Community Garage Sale at Branxton RSL Hall as well as taking part in the Dashville Skyline Festival. Not only are these fantastic opportunities for fundraising but they are also a great way to raise the profile of our small but great school.

I would like to thank our P&C Committee and all of our school families that supported us throughout this year. It is wonderful to see so many people working together for a common goal.

## School background

### School vision statement

'Kirkton Public School is a learning community where-  
***All students succeed so they can cope with a complex and changing world. They will develop to be responsible, happy, resilient and socially adept. The students will exhibit qualities of successful learners; confidence and creativity and will become active, informed citizens.***'

### School context

Kirkton Public School has successfully catered for student learning since 1882. Now a PBL (positive behaviour for learning) and KidsMatter school, this continues with a focus on total student wellbeing.

Our school lies within the rural community of Lower Belford, situated 20km east of Singleton. We are committed to provide a quality learning environment to meet the diverse needs of our students. Our school has a history of success in academics, sport and the creative arts.

We maintain a culture of continuous improvement. Our school community has determined a set of common values and beliefs which underpin the expected behaviours for all, strengthening the caring, respectful, friendly and supportive culture of our school.

Our Student Council provides leadership opportunities and promotes a positive school culture.

We have three multi-age classes. Our multi-skilled, experienced and child-centred staff continue to be proactive in catering for student needs through the delivery of a full and varied curriculum.

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

A strong transition program exists between our school and a 'pool' of surrounding high schools.



### Self-assessment and school achievements

#### Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, our school achievements and the next steps to be pursued. 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.

This year, our school undertook self-assessment using the elements of the School Excellence Framework.

This year our staff have discussed and analysed the School Excellence Framework and in particular the School Assessment Tool to identify areas for improvement and to act upon these. Time from Staff Development Days as well as Staff Meetings was dedicated towards this as well as for reflection on progress in these areas.

In the domain of Learning; our plan focused on the elements of Wellbeing, Teaching and Leading. An extension of whole school wellbeing support with our further implementation of KidsMatter via the Bounce Back program, more explicit PBL lessons and expectations has instilled in students many positive social concepts. The success of our strategies can be seen in minimal incident recording across the school, positive observations of higher level engagement in teaching/learning situations and positive relationships between students.

A wide focus in the Teaching domain encompasses collaborative practice, learning and development and effective classroom practice. An increase in teacher self and peer reflection, collaboration, observation and feedback have enhanced teacher performance in curriculum delivery and have built greater resilience in the staff. Students outcomes will improve due to improved curriculum delivery. These collaborative practices have merged into the learning and development element where staff share professional learning especially in-line with new syllabi and in particular more effective implementation of literacy and numeracy.

Staff have successfully developed their own professional learning plans. The collaborative experiences have stimulated learning direction for staff.

A major strategy in the Leading Domain was the implementation of the School Assessment Tool. Staff examined the tool and on a whole school basis implemented specific strategies to improve our ability to 'Connect Learning To Home'. Throughout this process we were able to involve staff, community members as well as students. This ongoing process has seen the refinement and implementation of – positive performance notes home, overview document of learning for a coming term sent to parents, awards posted in the newsletter and on the school website, student work promoted on the updated school website and new face-book page; provision of information sessions, regular formal and informal contact and a consistent flow of information to home in relation to child development-learning and engagement and topics of interest identified by parents through surveys. These strategies have to some extent brought greater understanding of the educational process to parents/caregivers.

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

## Strategic Direction 1

Engaged, resilient, independent, successful learners

### Purpose

To support total student wellbeing so they can become independent and creative learners. Students will be literate and numerate as well as innovative. They will be able to solve, evaluate and plan activities and effectively communicate ideas to make sense of their changing world.

### Overall summary of progress

Our continuous focus on student wellbeing to enhance successful learning has enabled us to sustain a positive learning environment. Through specific lessons related to Positive Behaviour for Learning (PBL) and KidsMatter (mental health) students are more socially adept and empathetic towards others. Specific expectations define social and behavioural boundaries for all.

Improving data collection has enhanced staff ability to cater for students' changing needs and demonstrate evidence of minimal incidents across the school.

Utilisation of learning continuums has given staff a supportive perspective for more relevant assessment, reporting and planning.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	<\$>
Greater percentage of students lift their literacy and numeracy levels	*Reduction of older students utilising LAST *NAPLAN results demonstrate overall improvement in school assessments indicate movement is positive.	<\$> \$1500
Inclusive framework to support cognitive, emotional, physical and social wellbeing of students	*All students positively engaged in explicit PBL/KidsMatter lessons *Higher percentage of students receiving awards *Minimal exclusion of students, by peers, while at play.	<\$> \$840

### Next steps

## Strategic Direction 1

- \*Continued development of staff capabilities to utilise continuums for assessment, planning and reporting;
- \*Continue to refine data collection from PBL strategies for future planning;
- \*Formalise inclusive framework and broaden community involvement in wellbeing programs and processes.

## Strategic Direction 2

Quality, reflective, inclusive teaching practices enhancing student outcomes.

### Purpose

To continually develop the capacity of all staff to enhance the academic, social and emotional needs of students.

### Overall summary of progress

Staff have been involved in myriad of professional development experiences from analysis and implementation of syllabi, autism, first aid, KidsMatter and PBL. The collaborative and reflective nature of staff and school processes have engendered a thorough sharing of concepts and understandings so all staff can cater for the variety of student needs. In line with new syllabi implementation we are working towards a more refined assessment and reporting regime underpinned by explicit data and evidence.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	<\$> \$
Highly effective teachers	*100% staff developed personal professional development. Plans molded by collegial discussion, observations and feedback  *Working towards whole school assessment regime	<\$> NIL
Professional Development positively influences student outcomes	*Scope and sequences for syllabi developed *All staff utilising Bounce Back program (KidsMatter) *Student achievement positively motivated due to feedback from teacher peer observations	<\$> \$500

### Next steps

- \*Develop criteria to gauge impact of professional development on student achievement;
- \*Implementation of specific literacy programs on the back of wellbeing schemes successes;
- \*Refinement of professional development procedures influenced by Quality Teaching Rounds.



## Strategic Direction 3

Enhanced Community involvement in supporting and facilitating student achievement.

### Purpose

To build a stronger partnership with the school community to understand, evaluate and share in decision making to benefit student educational experiences.

### Overall summary of progress

Introduced the School Assessment Tool to P&C to generate ideas relating to community participation. Regular and varied communication was seen to be important. Stemming from this the following were implemented - School App, updated website, Facebook page, contacts for teachers passed to parents. Community have responded with positive feedback. Community surveys (returned) regarding school function have been positive.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	<\$>
Greater community participation in school function	<ul style="list-style-type: none"><li>*More varied communication avenues now available to community.</li><li>*Consistently abundant audience for school assemblies.</li><li>*Still minimal numbers of parent volunteers.</li><li>*Positive results from part time community liaison officer.</li></ul>	<\$> \$1,184
Collective responsibility for student success across the school community	<ul style="list-style-type: none"><li>*Awareness of student learning more entrenched in community;</li><li>*strategies to build parent confidence to assist students in their learning falls short.</li><li>*Good community understanding of aim of PBL and KidsMatter.</li></ul>	<\$> \$1,300

### Next steps

- \*Revisit School Assessment Tool and develop strategies to improve community participation.
- \*Develop scheme to build parent confidence to assist student learning;
- \*Greater use of varied focus groups

## Key initiatives and other school focus areas

This section includes:

- Key initiatives (from School planning template B).
- Policy requirements such as Aboriginal Education, Multicultural Education and Anti-Racism Education.
- Initiatives and other school focus areas which may not have been included in the school plan such as Early Action for Success, student leadership, partnerships and projects.

Key initiatives (annual)	Impact achieved this year	Resources (annual)
<b>Aboriginal background funding</b>	Designated to across curricula resources to engender in all students understandings and appreciation of aboriginal culture and the sense of inclusion.	<\$> \$1000
<b>Socio-economic funding</b>	Consultation with staff and community to determine specific needs was successful.  Funds were directed to specific students. As well toward a part time community liaison officer.	<\$> \$1872
<b>Low level adjustment for disability funding</b>	Revisited NCCD to determine funding targets. Funds aimed at release for staff to devise specific programs and resources, as well as part funding of SLSO	<\$> \$500

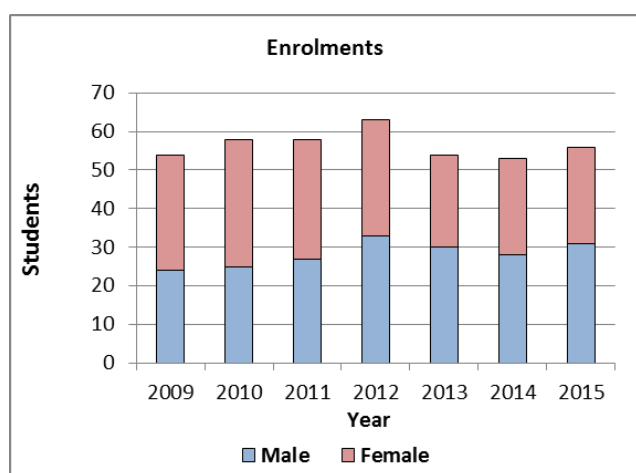
## Student information

It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

### Student Enrolment

Gender	2009	2010	2011	2012	2013	2014	2015
Male	24	25	27	33	30	28	31
Female	30	33	31	30	24	25	25

### Student enrolment profile



### Student attendance profile

	Year	2010	2011	2012	2013	2014	2015
School	K	97.4	97.0	92.3	95.7	94.0	95.1
	1	94.5	92.6	92.7	94.1	93.6	95.4
	2	94.0	94.7	85.7	94.7	91.3	96.2
	3	96.8	94.0	92.9	95.6	95.5	91.2
	4	93.5	93.2	93.7	95.1	95.0	97.9
	5	95.2	95.5	94.3	96.3	94.3	92.7
	6	93.7	95.9	95.4	95.3	93.1	94.4
	<b>Total</b>	<b>94.8</b>	<b>94.9</b>	<b>93.0</b>	<b>95.2</b>	<b>93.9</b>	<b>95.1</b>
State DoE	K	94.7	94.7	94.3	95.0	95.2	94.4
	1	94.2	94.2	93.9	94.5	94.7	93.8
	2	94.4	94.2	94.2	94.7	94.9	94.0
	3	94.5	94.4	94.4	94.8	95.0	94.1
	4	94.5	94.3	94.3	94.7	94.9	94.0
	5	94.4	94.2	94.2	94.5	94.8	94.0
	6	94	93.8	93.8	94.1	94.2	93.5
	<b>Total</b>	<b>94.4</b>	<b>94.3</b>	<b>94.2</b>	<b>94.7</b>	<b>94.8</b>	<b>94.0</b>

## Workforce information

Reporting of information for all staff must be consistent with privacy and personal information policies.

### Workforce composition

Position	Number
Principal	1
Deputy Principal(s)	
Assistant Principal(s)	
Head Teacher(s)	
Classroom Teacher(s)	2
Teacher of Reading Recovery	
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.168
Teacher of ESL	
School Counsellor	
School Administrative & Support	1.406
Other positions	
<b>Total</b>	

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

At this point in time we have no staff members of aboriginal heritage.

### Teacher qualifications

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

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	

### Professional learning and teacher accreditation

Professional learning is a balance between Departmental priorities, school, staff and most importantly student needs.

The capacity of teachers to cater for the ever changing student needs contributes greatly to student success and satisfaction.

Major professional learning in 2015 has involved aspects of KidsMatter, new syllabuses, Numeracy and Literacy continuums, First Aid, School Planning, MiniLit, Child Protection, PBL, Professional Development Programs, School Improvement Tool, Sentral and WHS.

This is an ongoing process and a very important aspect of our continuous school improvement regime.

## Financial information

### Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

A full copy of the school's 2015 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.

Date of financial summary	30/11/2015
<b>Income</b>	\$
Balance brought forward	34878.24
Global funds	58651.68
Tied funds	56466.67
School & community sources	20377.27
Interest	1094.32
Trust receipts	4641.60
Canteen	0.00
Total income	176109.78
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	7645.09
Excursions	10622.07
Extracurricular dissections	14260.91
Library	1299.33
Training & development	3106.68
Tied funds	54255.29
Casual relief teachers	2388.46
Administration & office	17369.48
School-operated canteen	0.00
Utilities	11145.15
Maintenance	5147.18
Trust accounts	4641.60
Capital programs	0.00
Total expenditure	131881.24
<b>Balance carried forward</b>	44228.54

### 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. Click on the link [My School](#) and insert the school name in the *Find a school* and select *GO* to access the school data.

## Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below.

Overall student, parents and staff have been quite satisfied with our school. Aspects for reflection will be discussed throughout 2016.

As well as satisfaction surveys the P&C, as a focus group were introduced to the 'School Assessment Tool'. They decided to focus on Dimension 1 – Communicating. From this focus we have now a school app, a school Face Book page, a renewed website and most newsletters are forwarded by e-mail. Along with other methods of communication these changes have created a varied and wide ranging communication system for our community.

Staff also utilised the School Assessment Tool focusing on Dimension 2 – Connecting Learning at home and at school. This focus was supported by the provision of varied opportunities to visit the school and trade information with teachers and students. Information passed onto our community relating to the students' school day. Transition programs for Kindergarten and Yr. 6-7 students. Overviews of the terms topics and communication addresses for teachers were supplied to the parent body.

### Policy requirements

#### Aboriginal education

##### Aboriginal Education

Aboriginal perspectives, stories and priorities are integrated throughout our teaching and learning programs across the curriculum. Our school celebrated NAIDOC with our small school partners through a social event comprising of varied activities and a sausage sizzle.

Our aboriginal students were able to network with others, develop a greater understanding of their culture and build self - confidence during the NAIDOC celebrations.

They were able to experience at first hand the importance we place on aboriginal perspectives through the delivery of our teaching and learning units. This builds a general acceptance for all.



### Multicultural Education and Anti-racism

Through our Indonesian program, Musica Viva events and integration of perspectives throughout the curriculum the appreciation of multiculturalism continues to be fostered in our school.



Our Yr. 6 students also join with our local CWA to create a project based on another country (this year Italy) to broaden knowledge of that country.

The building of understanding and tolerance continues to be promoted.



### Other school programs

- Student leadership
  - Yr. 6 students once again attended the Grip Leadership Conference in Newcastle enhancing and motivating them to become effective leaders of our school and into the future;
  - Our Cattle Judging team again had success throughout the year and will now be looking for avenues to extend the program;



- Our cyclic excursion regime broadens the experiences of our students. 2015 saw the Yrs. 4/5/6 take on the Central West excursion travelling through Gulgong, Mudgee, Bathurst and Katoomba as well as investigating Jenolan Caves.



- Environmental education and sustainability  
The KEEPers program (Kirkton environmental Education Person) is carried out by a small group of stage one and Stage 2 students. They maintain the vegetable beds; improve the soil, plant seeds

and seedlings, mulch, water and harvest. Pumpkins, watermelons, tomatoes, strawberries and peas have been produced.

#### ▪ Family and community programs

- Again in 2015 we saw a large contingent of students attend the ANZAC Day Ceremony in Singleton, displaying both pride in their school and heritage;
- Bike Day is an outstanding program where students develop thorough knowledge and skills on not only what is expected when they are riding but also in preparation to ride. Parental support was again excellent on this day;
- Musica Viva program has continued to enthuse students musically and creatively as well as opening up understandings and knowledge of a wider world Indonesian continues to be taught at our school highlighting cultural empathy as well as developing concepts about the world around us;
- The Alpha Show – Aladdin and It's a Mad World were both excellent performances which intrigued our students and stimulated their curiosity and enjoyment;
- Once again our annual Book Fair was a success. The students' outfits were most spectacular;



- Charities have been supported through the initiative of the Student Council who design enjoyable activities to help raise money for specific causes. These activities help build a social conscience.



(White Balloon Day activities)

- KidsMatter – mental health is an extremely important issue and our sojourn into KidsMatter has enhanced positively in our students quality of life at school. We have undertaken the Bounce Back program to ensure we have positive mental health and socialisation strategies percolating throughout our community.
- Young Teen Talk is an important program where Yr. 6 students from our local small school group come together to develop and clarify their understandings of how their bodies will grow and change in the coming years.
- A dedicated team of debaters worked very effectively to increase their skills and performed very admirably in the local debating competition;
- Four students represented our school in the area Spelling bee;
- A number of students performed very well at the local Public Speaking competition showing great preparation and confidence;
- The Life Education Van was once again a major facet of our wellbeing focus. It is always a quality program and enjoyed greatly by the students;
- Our junior students enjoyed a literacy morning at the Singleton Library and followed this up with an energy expending session at Ten Pin Bowling;



- Yrs. 3-6 enjoyed the wit and expertise of a visiting author who stimulated their creativity;
- Yrs. K-3 enjoyed a session with a few furry friends when they undertook the Dog Safety program. This is a great social program to instill practical knowledge into our younger students.

#### Achievements in the arts and sports.

- Student engagement and enjoyment go hand in hand with appropriate physical activity. In line with this we continue to place a high priority on swimming – both for sport and an intensive two week session to highlight technique and survival strategies;



- We also had a pleasing number of students represent our school at the Zone carnivals;
- We continue to be proud of our soccer players as they participate to the full in both the school team and the local small schools teams. All players should be commended for their efforts;

- Having expanded our traditional sports to include 2 teams this year at the local netball carnival. Both teams performed admirably;



- This expansion of opportunities also covered a short but intensive tennis clinic which lasted for 4 weeks of Term 4;
- Jump Rope for Heart competition was enjoyed once more. Students raised funds for the Heart Foundation with one student raising over \$2000. The improvement in skills and fitness was extremely pleasing.
- Students successfully won numerous trophies at our annual Small Schools Athletics and Swimming Carnivals.

