

Kirkton Public School

Annual Report



2017



2314

Introduction

The Annual Report for 2017 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.

Claire Johnson

2018 Principal

School contact details

Kirkton Public School

797 Standen Drive

Belford, 2335

www.kirkton-p.schools.nsw.edu.au

kirkton-p.school@det.nsw.edu.au

6574 7152

School background

School vision statement

Kirkton Public School will be a learning community where–

‘All students succeed in their education so that they may cope with a complex and changing world.’

Students will develop to be responsible, happy, resilient and socially adept.

The students will exhibit the qualities of successful learners who are confident and creative, and who will become active informed citizens.’

School context

Kirkton Public has successfully catered for student learning since 1882. Our small school lies within the rural community of Lower Belford, situated 20km east of Singleton.

We are committed to the provision of a quality learning environment to meet the diverse needs of our students and we maintain a culture of continuous school improvement.

We have a supportive Parents and Citizens committee and family participation in school events is high.

Our school has strong partnerships with the Singleton small schools that results in joint planning of and competition in varied sporting, cultural and academic activities and professional collaboration and development of staff. A strong transition program exists between our school and surrounding high schools.

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 on the whole and demonstrate that progress and achievement is identified and acknowledged and the needs of our students inform our planning. A whole school assessment strategy has been considered. A focus for 2018 will be improving student engagement and growth, including value addedness in NAPLAN through using assessment and data collaboratively to make evidence informed decisions for planning so that each student is known, valued and cared for.

In the domain of Teaching we are delivering and have had a focus on developing within our staff professional learning opportunities to provide our students with explicit teaching and learning programs. In 2018 we will build on this with increased opportunities for collaborative practice and feedback, with a specific focus on data analysis for planning.

In the domain of Leading we are delivering with all staff reviewing teaching and providing parents and community members with opportunities to engage in school related activities to build a cohesive school community. The priorities of the school plan drive financial decisions and in 2018 and beyond we will continue to value and enhance instructional leadership and build a high expectations culture.

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

Engaged, resilient, independent successful learners.

Purpose

To support total student wellbeing so they may 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

Curriculum differentiation and adjustments in teacher programs have further focused on individualising teaching to increase student success and engagement. Teachers have developed more consistency in the use of PLAN data and continuums to monitor progress of individual students. Staff have specifically completed training in L3 and Seven Steps to Writing Success and teachers implemented these programs and pedagogy on a daily basis to support their students to develop a range of skills and strategies to improve their literacy. Staff also participated in training around understanding and managing behaviour. Whole school discussions occurred around FLORA and PBL behavioural expectations to create an expectations framework to begin to increase clarity and transparency of implementation with the entire school community.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Greater % of students lift Literacy levels	Professional Learning \$ 3939.37 Rsources \$ 7845.15	<p>K–2 staff have ongoing training in L3 pedagogy and participated in a collaborative network to build skills and expertise in differentiated teaching in literacy, particularly reading to lift the growth rate of students so that they make at least a year's worth of progress for each year at school.</p> <p>Primary staff participated in Professional development around writing and purchased the Seven Steps to Writing Success writing manual and tool kits to support implementation.</p>
Greater % of students lift Numeracy levels	Resources \$363.14	<p>In school professional learning and collaboration around formative assessment and use of the numeracy continuum was undertaken.</p>
Inclusive framework to support and cognitive, emotional, physical and social wellbeing of student	Professional Learning \$212 Resourcing \$342	<p>Professional learning of staff in understanding and managing behaviour.</p> <p>Staff meetings and collaboration around consistent expectations and PBL positive reward system updated and linked to FLORA values.</p> <p>Collaboration and professional learning for SLSO and teaching staff including: mental health Primary executive meeting ongoing professional dialogue around wellbeing and suspension and expulsion procedures.</p>

Next Steps

* Continue to focus on explicit teaching and researched based, evidence informed effective pedagogy around literacy and numeracy. Embed professional learning and collaboration in every day practices and increase focus equally on numeracy improvement measures.

* Build upon an inclusive framework to support whole school wellbeing programs and processes. Increase consultation and communication around these programs and processes

*Build upon understandings of the wellbeing framework and the pedagogy and partnerships needed to connect, succeed and thrive.

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 are reflective of their teaching and learning programs and participated actively in their professional development process. Staff monitor student achievement and track students on the Literacy and Numeracy continuum. They analyse class data to ensure their teaching programs are reflective of their students needs and tiered support is provided.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Whole school assessment regime in place and being used by all staff	\$ NIL	Teachers regularly used evidence of learning and plotted against continuums (literacy and numeracy) and use of PLAN data for students in both classrooms. They used this data to assist reporting conversations. Professional learning occurred at staff meetings and within school.
Highly effective teachers demonstrate pedagogies in line with Quality Teaching Framework	\$ NIL	Professional development goals are incorporated into PDP's that link to quality teaching and school priorities. Staff have participated in professional learning opportunities to support the implementation of Quality Teaching, maintained compliance training and undertaken professional learning reflective of their own personal goals.

Next Steps

Professional learning and familiarisation with Science and Technology syllabus to be implemented 2019.

Staff to collaborate within small schools network to foster broad conversations about best practice and review scope and sequence of teaching and learning plans in a small school setting K–6.

Increase scope for peer observations and rich discussions around classroom practice to continue to build teacher capacity and collaboration within and between schools to provide engaging learning opportunities for student growth.

Strategic Direction 3

Enhanced community involvement in supporting and facilitating student achievement.

Purpose

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

Overall summary of progress

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 enhanced through the continued use of technology including Skoolbag app, school Facebook page and school website. A number of opportunities were presented for parents and community members to engage with students at our school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Collective responsibility for student success across the school community	\$ NIL	Staff collaborated with parents to create and monitor personalised learning plans for specific students. Parent teacher interviews and reporting were an important communication tool in this process for 2017.
Greater community participation in school activities.	\$ 300 (Skoolbag)	<p>A range of activities and school events for the community to participate in were organised, often with the P & C, and were well attended including: welcome disco, Harmony day barbeque, Easter Hat parade, book fair and fundraising events at outside venues.</p> <p>Parents accessed the Skoolbag App, school facebook page and school website to receive information about events. School newsletters were also used as a communication tool for school and classroom activities</p>

Next Steps

Ensure network links with local small schools are consolidated and tightened to foster conversations about best practice.

Continue to work on open and effective communication methods and work with the P & C to build community engagement in all aspects of students' schooling.

Offer workshops for parents/caregivers on ways they can support their child's education and wellbeing.

Seek and build on parent and community feedback to inform school planning and improvement.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Nil Funding	Nil Funding
Low level adjustment for disability	\$3247	Funds contributed to topping up Learning and support teacher allocations for an additional day a fortnight (0.1 FTE). This resource was used to target support for individual students and in small group intervention.
Quality Teaching, Successful Students (QTSS)	0.063 FTE	This additional staffing was allocated for use in semester two. It was combined to support the planning and reflection upon quality teaching practices.
Socio-economic background	\$9585.92	Funds contributed to topping up Learning and support teacher allocations for an additional day a fortnight (0.1 FTE) . This resource was used to target support for individual students and in small group intervention.
Targeted student support for refugees and new arrivals	Nil Funding	Nil Funding
Literacy and Numeracy	\$1233.32	This funding was used to support Seven Steps to Writing Success and to purchase resources for numeracy.
Integration Funding Support	\$9255.00	This funding was used to employ a SLSO four half days a week to support teachers providing for student needs.

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	28	31	26	21
Girls	25	25	15	16

Student attendance profile

School				
Year	2014	2015	2016	2017
K	94	95.1	90.9	94
1	93.6	95.4	96.4	96.2
2	91.3	96.2	93.6	96.2
3	95.5	91.2	95.6	96.1
4	95	97.9	94.6	95.7
5	94.3	92.7	94.8	95.5
6	93.1	94.4	96.1	92.7
All Years	93.9	95.1	94.9	95
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

Student attendance is monitored closely by the Principal, teachers and administrative staff. Attendance is entered onto Sentral on a daily basis and a report is run monthly to identify unexplained absences. These are then followed up by the Principal. We continue to work closely with parents, carers and families to support positive student attendance.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teacher(s)	0
Classroom Teacher(s)	1.29
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.1
Teacher Librarian	0.08
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	0.9
Other Positions	0

*Full Time Equivalent

Kirkton Public school have no staff members who identify as of Aboriginal heritage 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

All staff were provided with opportunities to participate in professional development that reflected departmental priorities, our school 2015–2017 plan and their own identified professional learning areas with the priority to support student need. Professional learning was undertaken within school as an ongoing process, as a network (L3), as external courses to support teaching and as part of the Singleton Schools Learning Community.

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

Financial information

The three financial summary tables cover 13 months

(from 1 December 2016 to 31 December 2017).

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

Receipts	\$
Balance brought forward	49,637
Global funds	39,608
Tied funds	23,840
School & community sources	19,535
Interest	443
Trust receipts	1,002
Canteen	0
Total Receipts	84,429
Payments	
Teaching & learning	
Key Learning Areas	14,465
Excursions	1,425
Extracurricular dissections	6,223
Library	651
Training & Development	4,300
Tied Funds Payments	26,654
Short Term Relief	4,047
Administration & Office	16,582
Canteen Payments	0
Utilities	6,439
Maintenance	5,184
Trust Payments	1,184
Capital Programs	1,323
Total Payments	88,475
Balance carried forward	45,590

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

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

	2017 Actual (\$)
Opening Balance	0
Revenue	102,226
Appropriation	95,157
Sale of Goods and Services	315
Grants and Contributions	6,681
Gain and Loss	0
Other Revenue	0
Investment Income	73
Expenses	-56,002
Recurrent Expenses	-56,002
Employee Related	-28,089
Operating Expenses	-27,913
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	46,224
Balance Carried Forward	46,224

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

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

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	419,563
Base Per Capita	6,266
Base Location	1,764
Other Base	411,533
Equity Total	22,990
Equity Aboriginal	0
Equity Socio economic	9,586
Equity Language	0
Equity Disability	13,404
Targeted Total	0
Other Total	3,460
Grand Total	446,013

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

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Due to the small cohorts of students sitting NAPLAN graphical reporting is not available.

Due to the small cohorts of students sitting NAPLAN graphical reporting is not available.

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 students sitting NAPLAN graphical reporting is not available.

Parent/caregiver, student, teacher satisfaction

Student feedback was positive around the opportunities they received to participate in sporting, cultural and educational activities both in school and as extra curricular pursuits. Parents also indicated that this was an area of satisfaction. Teachers felt their teaching practice was supported through targeted professional learning.

There was a general consensus that the school needs to continue to build a sense of community. This will be a focus in 2018.

Policy requirements

Aboriginal education

All Aboriginal students had a jointly negotiated personalised learning pathway established and reviewed throughout the year. Classroom teaching and learning programs considered Aboriginal perspectives. Kirkton Public School combined with Singleton Small schools to collaboratively celebrate Naidoc week. and recognise the history, culture and achievements of Aboriginal and Torres Strait Islander peoples.

Multicultural and anti-racism education

Kirkton Public School is committed to ensuring classroom programs promote intercultural understanding and community harmony. Parents and community were invited to celebrate and recognise and respect diversity with a community Harmony day breakfast.