



Education &
Communities

KIRKTON PUBLIC SCHOOL Annual School Report 2013



SCHOOL CODE 2314

School context

Kirkton Public School lies within the rural community of Lower Belford, surrounded by farmland, situated 20km east of Singleton.

The school has continued to be the focus of the community since 1882.

Our school boasts a history of success in academics, sport and the creative arts.

The school is well resourced with a modern library, 2 modern classrooms and 2 classrooms which have been modernized. All rooms have Interactive White Boards and computer access.

Our tree lined playground, although compact, caters for a variety of activities encompassing play equipment, a tennis court, sand pit, vegetable plot and a modified oval.

Our school is supported well by our community who participate in various aspects of school life. The P&C continue to strive to raise much needed funds and give graciously of their time to enhance the school and the learning opportunities it provides.

We are a PBL (Positive Behaviour for Learning) school - strengthening the caring, respectful, friendly and supportive culture of our school.

Final enrolment for 2013 was 56 students, placed in three multi-stage classes. Our school has now a small proportion of Aboriginal students. Our school continues to be proactive in catering for student needs through its full and varied curriculum.

We have a skilful, experienced and child – centred staff consisting of three full time teachers (including a teaching Principal). Two teaching positions are now shared. A part time teacher fills the role of release from face to face teaching, teacher librarian and mentor for targeted groups and individuals. We have, this year, been able to include two School Learning Support Officers in our staff makeup. Specialist teachers are also employed to cater for more specific student challenges, also enhancing the positive learning experiences for all students and staff.

Our students are provided with myriad of opportunities to follow their interests and develop skills and knowledge.

Our school is a proactive member of the local small schools network bringing about informal and formal professional development opportunities, collegial

support for staff and academic, sporting, social and cultural opportunities for our students. A strong transition program exists between our school and surrounding high schools.

Our school continues to be sought out by families who value quality education in a safe, respectful, supportive and proactive environment.

Principal's message

'Achieve with Pride', that's our motto and that is well demonstrated by our students throughout the year. By the high achievers and those who are taking smaller steps towards their goals; and their achievements are appreciated by their peers.

Our school delivers a rigorous curriculum which seeks to cater for student needs, student wellbeing and to extend their skills, knowledge and social development through the opportunities presented to them.

Our close relationship with the local small schools network provides extra opportunities for our students.

There were many positive aspects for 2013. Some standouts were - Chloe Black's extraordinary fundraising effort for Jump Rope for Heart;

- Grip Leadership conference for Yr6,
- Cinema under the stars organized by our P&C, continued community support from CWA/Local Sustainability group plus those who continually support our school by attending functions, providing transport and myriad of other avenues of support.
- Great Aussie Bush Camp for our Yr. 4/5/6 students;
- Our various visiting shows plus the gymnastic program,
- Young Teen Talk for Yr. 6,
- Naidoc Day activities with the other small schools,



- Presentation Night, Concert and Santa
- The introduction of a re-vamped school uniform.

Great students, great community, great school, great year!

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Mark Douglas



P & C message

2013 was another successful year for Kirkton P&C.

We were kept busy with many fundraising events throughout the year, kicking off with a 'Welcome New Families' disco; which was a great night for all.

An opportunity arose from the state elections allowing us to hold a cake stall on voting day, which highlighted the many talented cooks within our school community. This proved to be a great success.

Another highly successful fundraising event was the 'Pie Drive'. This drive targeted our wider community via a letterbox drop. This event was embraced by many.

Our major fundraiser for 2013 was Cinema under the Stars. This was met with great support by many of the school community and those from the wider community.

Our Cadbury Chocolate Drive once again proved successful, as did our day at the Sacred Tree Markets.

A big thank you to all the children who pitched in to collect the gold coin donations!

Once again our annual Easter and Christmas raffles, Mother's and Father's Day stalls were a success.

I would like to thank the P&C Committee and the families of our school community for their help and

support throughout the year, it has been greatly appreciated.

Mrs. Renae Campbell, P&C President

Student representative's message

Yr. 6 this year raised money for charity, provided fun days for the students, having out of uniform days which raised money to be put towards a small sun shelter for the school so that it can be easily carried to events.

We also assisted with the annual activities for Easter, Education Week and Book Fair to name a few. We buddied with kindergarten to help them in a variety of situations – swimming, buddy reading and sport. Some students acted as leaders for activities during the jump off for 'Jump Rope for Heart.'

We enjoyed the Grip Leadership Conference where we mixed with students from a lot of different schools and learnt much about leadership skills.

We again co-operated with the CWA to produce a presentation about the country Morocco.

We really enjoyed the Yr6/7 orientation process and look forward to the challenges of high school.

Year 6



Student information

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

Attendance

It has been pleasing to see the retention of high attendance. We are above the state and like group averages. Our emphasis on student engagement has had a positive effect.

Student Attendance Profile

| | Year | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 |
|-----------|-------|------|------|------|------|------|------|
| School | Total | 93.4 | 93.6 | 94.8 | 94.9 | 93.0 | 95.2 |
| Region | Total | 93.7 | 91.5 | 93.9 | 93.9 | 93.8 | 94.3 |
| State DEC | Total | 94.1 | 92.1 | 94.4 | 94.3 | 94.2 | 94.7 |

Management of non-attendance

Our close relationship with our school community allows for ease of discussion and collaboration relating to any attendance concerns. Although informal processes are usually utilised, there are in place formal processes, which may be employed when appropriate.

Support is given to families through clear communication via personal contact, school handbook, school newsletter, discussions at parent meetings and formal interviews.

Absences are monitored by staff and regularly by the Home School Liaison Officer.

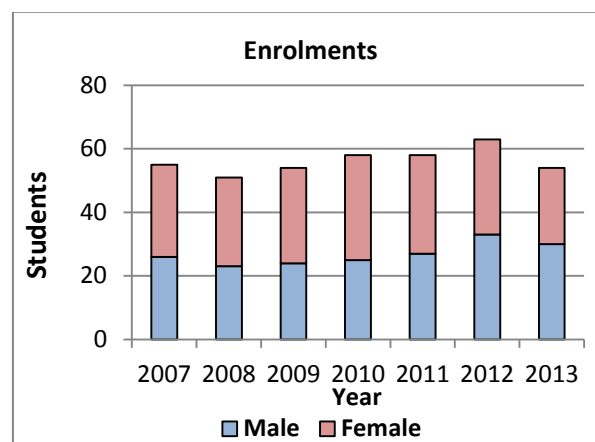
We continue to have extremely pleasing attendance figures.

2013 concluded with an enrolment of 56 students. The students were aligned in three multi grade classes. Yr. 4 was split owing to awkward numbers across the grades. School community was given opportunities to discuss this move. It has proven to be successful over a number of years.



Student enrolment profile

| Roll class | Year | Total in class | Total per year |
|------------|------|----------------|----------------|
| 1/2/3/4 | 1 | 1 | 18 |
| | 2 | 8 | 18 |
| | 3 | 4 | 18 |
| | 4 | 5 | 18 |
| 4/5/6 | 4 | 4 | 22 |
| | 5 | 4 | 22 |
| | 6 | 14 | 22 |
| K/1 | 1 | 7 | 16 |
| | K | 9 | 16 |
| | | | |



Workforce information

It is a requirement that the 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 Teachers | |
| Classroom Teacher(s) | 2.292 |
| Teacher of Reading Recovery | |
| Learning and Support Teacher(s) | |
| Teacher Librarian | 0.168 |
| Teacher of ESL | |
| School Counsellor | |
| School Administrative & Support Staff | 1.406 |
| Total | 4.868 |

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce.

At this point in time no staff member is of indigenous heritage.



Teacher qualifications

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

| Qualifications | % of staff |
|---|------------|
| Degree or Diploma | 20 |
| Postgraduate | |
| NSW Institute of Teachers Accreditation | 20 |



Financial summary

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

| | |
|--------------------------------|------------|
| Date of financial summary | 30/11/2013 |
| Income | \$ |
| Balance brought forward | 36843.99 |
| Global funds | 52392.27 |
| Tied funds | 37261.36 |
| School & community sources | 25698.33 |
| Interest | 1402.55 |
| Trust receipts | 6403.40 |
| Canteen | 0.00 |
| Total income | 160001.90 |
| Expenditure | |
| Teaching & learning | |
| Key learning areas | 10912.37 |
| Excursions | 9554.00 |
| Extracurricular dissections | 14798.78 |
| Library | 2030.70 |
| Training & development | 2279.39 |
| Tied funds | 39788.53 |
| Casual relief teachers | 1285.06 |
| Administration & office | 18841.84 |
| School-operated canteen | 0.00 |
| Utilities | 9702.13 |
| Maintenance | 4973.30 |
| Trust accounts | 7490.25 |
| Capital programs | 352.00 |
| Total expenditure | 122008.35 |
| Balance carried forward | 37993.55 |

A full copy of the school's 2013 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school office.

School performance 2013

Academic achievements

The Arts

* Musica Viva has continued to be an eagerly anticipated event throughout the year. The students are 'transported' to other countries via the excellent music and their minds are opened to appreciate other cultures.

* Pass the Poetry was an extraordinary show opening avenues of appreciation for poetry, puppetry and magic. A high level of student participation ensured this was a well-accepted show.

* Discos were attended at numerous times throughout the year much to the delight of students.

* A talent quest organised by Yr. 6 demonstrated the 'showmanship' and skills of students across all grades.

* The positive benefits of our small school network shone as students from the variety of schools came together to enjoy this year's presentation by Alpha Shows of Sleeping Beauty.

* NAIDOC Day again proved to be an excellent cultural exercise as students from the local small schools joined to socialise and enjoy activities based around indigenous culture.

* All students from K-6 – some individually, some in pairs or groups, presented themselves as characters from their favourite books. The day was enhanced by great weather, an excellent roll up of parents and relatives to enjoy a picnic lunch.

* Members of Yrs. 5/6 took part in debating workshops and competitions with pleasing results.

* Four students took part in the public speaking competition and performed admirably.

SPORT

* Our school's continued commitment to swimming prowess and safety continues to pay dividends for our students in their self-confidence, skills and competitions. Eight students represented at the Zone Swimming Carnival.



* Twelve students represented at the Zone Athletics Carnival and performed very well.

* A number of students, girls and boys, gained placement in the Small Schools Representative Soccer Teams.

* The jump off for 'Jump Rope for Heart' was an outstanding success with Yr. 6 students taking on the

role of team leaders. A student raised an extraordinary \$2,505.00.

* Our school fielded both a boys and girls team in the local Netball Gala Day. The students enjoyed the competition and their support for each other and their sportsmanship and appreciation of others was the 'standout'.

* A number of students continue to perform at a very high level in Horse Sports.

* The visiting Gymnastic coaches developed another layer of understanding and appreciation of movement in our students who enjoyed this program greatly.

* Ten students represented our school at the Zone Cross-country Carnival.

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.

Year 3: from Band 1 (lowest) to Band 6.

The *My School* website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link <http://www.myschool.edu.au> and enter the school name in the *Find a school* and select *GO* to access the school data.

NAPLAN Year 3 – Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

Yr. 3 students performed, as a cohort, very well.

Their averages were greater than both the state and regional averages in all components of NAPLAN.

Year 3 NAPLAN Reading

| | School | SSG | State DEC |
|----------------------------|--------|-------|-----------|
| Average score, 2013 | 493.6 | 401.6 | 418.7 |

Year 3 NAPLAN

Spelling

| | School | SSG | State DEC |
|---------------------|--------|-------|-----------|
| Average score, 2013 | 451.7 | 407.6 | 418.1 |

Year 5 NAPLAN

Reading

| | School | SSG | State DEC |
|---------------------|--------|-------|-----------|
| Average score, 2013 | 514.3 | 489.9 | 500.6 |

Year 3 NAPLAN Grammar and Punctuation

| | School | SSG | State DEC |
|---------------------|--------|-------|-----------|
| Average score, 2013 | 456.9 | 414.0 | 430.3 |

Year 5 Spelling

| | School | SSG | State DEC |
|---------------------|--------|-------|-----------|
| Average score, 2013 | 548.4 | 492.6 | 499.7 |

Year 3 NAPLAN Writing

| | School | SSG | State DEC |
|---------------------|--------|-------|-----------|
| Average score, 2013 | 465.0 | 410.4 | 416.0 |

Year 5 Grammar and Punctuation

| | School | SSG | State DEC |
|---------------------|--------|-------|-----------|
| Average score, 2013 | 510.8 | 490.2 | 501.3 |

NAPLAN Year 3 - Numeracy

Again Yr. 3 performed above the state and regional average.

Year 3 NAPLAN Numeracy

| | School | SSG | State DEC |
|---------------------|--------|-------|-----------|
| Average score, 2013 | 449.6 | 386.7 | 399.7 |

Year 5 Writing

| | School | SSG | State DEC |
|---------------------|--------|-------|-----------|
| Average score, 2013 | 492.3 | 471.0 | 476.6 |

NAPLAN Year 5 - Numeracy

Yr.5 averages were also greater than the state and regional averages in Numeracy.

NAPLAN Year 5 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

Not to be outdone, Yr. 5 averages were also above that of the state and region for all components of NAPLAN.

Year 5 NAPLAN Numeracy

| | School | SSG | State DEC |
|---------------------|--------|-------|-----------|
| Average score, 2013 | 514.1 | 473.7 | 490.1 |

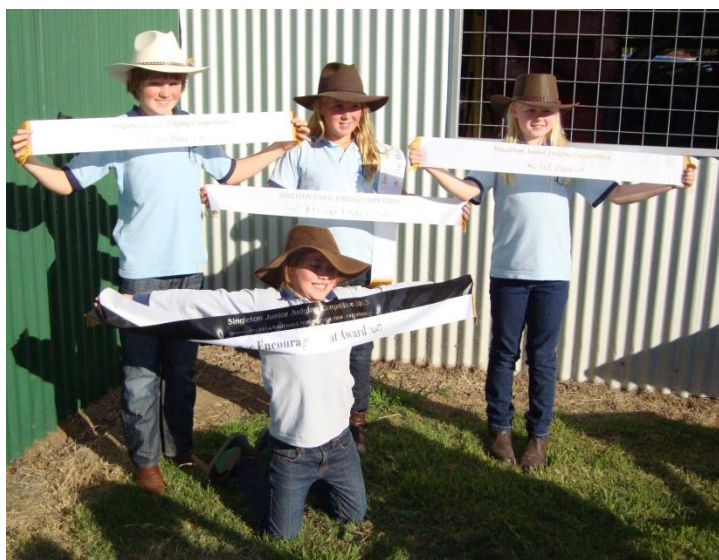
Other achievements

* Again there was a substantial representation at the local ANZAC service. This showing was a good indication of the pride our community holds for its heritage and the pride the students have in their school.

* Yr.6 students gleaned many understandings and strategies from an outstanding 'Grip Leadership' Conference held in Newcastle.

* The Cattle Judging program continued in 2013 building upon the skills, experiences and understandings from the past year.

The students were always excellent representatives of our school.



* Students continue to achieve credits and distinctions from the ICAS competitions.

* Our school's cyclic excursion program provided our Yr. 4,5,6 students with outstanding opportunities to socialise with other schools, challenge themselves and develop their team work and independence at the Great Aussie Bush Camp.

* Young Teen Talk, although awkward for students gave them exact and precise information and the forum to develop their understandings of how and why their bodies will be changing in the next few years.

An outstanding program!

* Once again our Yr.6 students co-operated with our local CWA to create and deliver a splendid presentation of Morocco. The students were very warm, courteous and friendly when enjoying afternoon tea with their hosts.



Significant programs and initiatives

Crunch 'n' Sip

We continued our Crunch 'n' Sip program with most students bringing to school a water bottle, piece of fruit or vegetable to eat as they start class in the mornings.

Students are encouraged to bring further fruit and vegetables to eat at other food breaks and also to lessen the amount of packaged produce brought into school.

The 'nude food' days have been very successful.

Environmental Education

Our organic vegetable garden continues to be developed and maintained by the KEEPers (Kirkton Environmental Education Person). The KEEPers are students from K-6 who have the desire to be involved in this program.

This year we have grown kale, tomatoes, carrots, cucumbers, snow peas, potatoes, vegetable spaghetti, strawberries and rhubarb. The opportunity to eat straight from the garden engages the students. This program is helping students to acquire attitudes of care and concern for the environment as well as adopting positive behaviours and practices.

We gained grants from Teachers Mutual Bank, NSW Mineral Council's Envirosmart Awards. These grants went towards automated watering system, pump and a water tank. As an adjunct to this program the school's chickens have at times kept our families well supplied in fresh eggs as well as providing another avenue for recycling scraps. Their waste then goes into our revamped composting system to enhance the quality of soil in our garden beds.

To support our goals 'In the Bin' a demonstration from our local council on recycling and composting gave our students another insight to environmental responsibility.



Aboriginal education

The integration of Aboriginal perspectives has been maintained throughout the planning and implementation of teaching/learning programs.

Our aboriginal students have networked with students from other schools in our educational precinct to participate, celebrate and appreciate the indigenous culture and history.

Multicultural education

We continue to seek, through varied avenues, ways to expand our students' knowledge and appreciation of multiculturalism. Our students have been involved in multicultural literacy, research programs on Morocco with the local CWA, the continuation of our Indonesian program where students are immersed in its culture, language, beliefs and customs and our continued partnership with Musica Viva introduces our students to an exciting array of cultures through the arts.

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Formal surveys
- Focus Groups
- Formal/informal meetings
- NAPLAN
- In-school evaluation processes

School planning 2012—2014: progress in 2013

School priority 1

Comprehension across the KLAs

Outcomes from 2012–2014

Enhanced ability of students to interpret and express that which has been, and needs to be communicated – leading to greater achievement of individual goals.

Evidence of progress towards outcomes in 2013:

- Cohort averages were greater than both state and regional in NAPLAN;
- Students exhibited more precise peer/self evaluations indicating greater understanding of processes and real ability to utilise specific skills;
- Differentiated teaching/learning experiences built student confidence and engagement to greater degree enhancing student participation in teaching/learning activities.

Strategies to achieve these outcomes in 2014

- Refine scope and sequence of explicit skills in line with National Syllabus and through the lens of the Quality Teaching Framework;
- Development of tracking mechanisms through 'SENTRAL';
- Demonstrated successful transference of skills and understandings through myriad types of literacy and across subject areas;
- Effective analysis of data in relation to student comprehension performances.

School priority 2

Engagement of students and community in learning and school life

Outcomes from 2012–2014

- Enhanced positive engagement strategies in teaching/learning situations;
- Greater positive community participation in student learning and school life.

Evidence of progress towards outcomes in 2013:

- Differentiation of curriculum provided greater opportunities for students to succeed as all students sitting for NAPLAN achieved above the National Benchmark in Literacy and Numeracy;

- Through surveys students have reported that they feel they have more ownership of their learning;
- Refocusing on PBL supported by Choice Theory training has shown an improvement in the quality of school life;
- Solid core of parent involvement in school activities.

Strategies to achieve these outcomes in 2014:

- Enhance the benefits of PBL, Choice Theory with the implementation of KidsMatter to support and motivate students and families;
- Further development of a differentiated curriculum to support student successes;
- Development of Student Council to enhance opportunities for leadership roles;
- Utilisation of mechanisms to enhance and promote parent involvement such as the 'Community Partnership Matrix.

School priority 3

Preparation for change – the National Curriculum

Outcomes from 2012–2014

Whole school community will collaborate to effectively implement the National Curriculum

Evidence of progress towards outcomes in 2013:

- Successful familiarisation of staff and parent body to the English Syllabus a variety of communication mechanisms;
- With the aid of networking staff are developing innovative teaching/learning programs;
- The provision of extra release time for staff to developed greater confidence in utilising this document effectively to enhance student learning.

Strategies to achieve these outcomes in 2014:

- Networking with partner schools in our educational precinct to utilise a wider range of skills and expertise;
- Provision of time to analyse the syllabus for 2014; to identify areas of change and need, as well as becoming very familiar with the content;

- Information/feedback mechanisms for the school community to allow them to be a positive part of the trial and implementation process;
- Development of scope and sequence, teaching/learning programs and resources to enhance student development with focus on the Quality Teaching Framework.

Professional learning

This important aspect of the school improvement regime is reflective, ongoing and child centered. These experiences are based on both student and staff needs and school and Department priorities.

Staff Development is the means by which we increase the capacity of staff to cater for student need and to facilitate greater student achievement. Major staff development undertaken this year has been – Choice Theory, KidsMatter Orientation, Literacy, Musica Viva, debating and joint small schools network opportunities. These were supported by much in-school training (WHS, National Curriculum Modules, Development of Programs, Student Welfare, Child Protection, and much more)

Parent/caregiver, student, and teacher satisfaction

In 2013, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

In 2013 our School Community gave opinions on School Management and School Satisfaction

Program evaluations

Background

We are a 'School Community' and as such all members of that community are given the opportunity to add to the positive development of our school. We greatly appreciate their input.

Findings and conclusions

Almost 100% of parents, staff and over 78% of students surveyed noted that:

- The school continually makes minor changes to its programs to improve its function;
- The educational needs of all students are well met by the school;
- The school is continually looking for ways to improve its performance;
- The school cares about students and discipline is fair;

- School staff are valued and supported;
- They were satisfied with the appearance of the school and its grounds;
- They were well satisfied with the school's capacity to support the students' learning;
- They were satisfied with the level of technology utilised for teaching/learning experiences. However, a smaller proportion of students agreed with this as they wished for more and varied technological input.

Future directions

- The school will more frequently and inclusively involve the community in processes related to measuring school success;
- Continue varying modes of communication with all stakeholders;
- Work with parents to a greater degree to generate further positive opportunities for community involvement in the school;
- Ensure and vary the opportunities in which students can have a voice in school life decisions;
- Investigate the effective utilisation of various technologies to benefit student engagement and learning.

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

Principal – Mark Douglas

School Administrative Manager - Mrs. Shelley Mitchell

Environmental Co-ordinator – Mrs. Mary Walter

Nutrition/Health Co-ordinator – Ms. Marjorie Maxwell

Sports Co-ordinator – Mrs. Heather Loss

P&C President – Mrs. Renae Campbell

School contact information

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School Code: 2314

Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at:

<https://detwww.det.nsw.edu.au/high-performance/annual-school-reports>

