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Kirkton Public School Annual School Report



'ACHIEVE WITH PRIDE'

2011



Education &
Communities

Our school at a glance

Students

The 2011 school year ended with a student enrolment of 61. Students were catered for in three classes – Kindergarten/Year 1; Years 2/3/4 and Yrs 4/5/6.

To bring about equity in class numbers it was determined that Year 4 would be split. This decision was taken in consultation with staff and parents.

A focus on student engagement; a supportive and proactive school culture; regular and relevant integration of technology to support learning and a strong focus on student welfare are priorities for our school community.

Our school offers a full and varied curriculum, which along with extra curricula activities keeps our students involved, interested, challenged, happy and learning positively.

The collaboration between our school and other small schools in the district is a huge benefit to our children in many ways; socialisation opportunities being one of them. We are partnered in our 3 year cyclic excursion program with another local school. These Yr 4/5/6 students teamed together to take on the experiences of Canberra this year.

The younger students enjoyed the excitement of the Australian Reptile Park along with other out of school experiences.

Our school leaders, as well as those involved in the KEEPers program, have had a very positive influence on the quality of school life for all students.

The students are very supportive of each other and show pride in their school.

Staff

The staff for 2011 comprised of five teaching staff; three non teaching staff and a general assistant.

There are three full time teaching positions, which include that of a teaching Principal. One full time teaching role is shared between a permanent member of staff who teaches four days per week and a temporary teacher, working the fifth day.

A part time member of staff fulfils the roles of release from face to face teacher and teacher – librarian.

All teaching staff meet the professional requirements for teaching in NSW public schools. Our staff is supported by a fulltime School Administration Manager and a part time School Administration Officer, one day a week, as well as a General Assistant.

Significant programs and initiatives

Our school continues to seek out opportunities that will stimulate the development of our students' learning and social skills.

A sample of programs utilised to enhance the opportunities and experiences for our students have been:

- Environmental programs which included a vegetable garden where the produce, if not devoured, was sold to our school community; recycling; composting and chooks extend this program.
- Our students once again took part in NAIDOC Day celebrations as part of the Singleton Small schools network.
- Young Teen Talk – an introduction to personal awareness for our senior students;
- Sporting and cultural events;
- High school and kindergarten transition;
- Debating and public Speaking;
- Premiers' Reading Challenge;
- Premier's Spelling Bee;
- Intensive Swimming;
- Bike Day- safety education and extended riding course;
- Music with visiting tutors from the Upper Hunter Conservatorium of Music;
- Positive Behaviour for Learning – a set of systems and strategies to enhance students' quality of school life;
- Good for kids Good for life – supports the ideals of a healthy active lifestyle and enhanced student wellbeing and

- Young Leaders Conference for senior students.

Student achievement in 2011

NAPLAN Year 3

Results for Reading Spelling, Writing and Grammar and Punctuation were all above state and regional average. No student who sat for NAPLAN was below the National Benchmark.

Numeracy Year 3

Results for all strands for Numeracy were above both state and regional averages. No student who sat for NAPLAN was below the National Benchmark.

NAPLAN Year 5

Student results in Grammar and Punctuation were above that of both the state and regional averages.

Numeracy Year 5

Student results in Number, Patterns and Algebra were above regional averages.

Most Year 5 students showed positive growth from Yr 3 NAPLAN.

Messages

Principal's message

Another very busy and enjoyable year has come to an end. Our students are the best advertisement for our small school as they are hard working, courteous and supportive of each other. They are extremely well supported by both the staff and the community. Not only does our school deliver a rigorous curriculum but we continue to seek out avenues in which to extend, challenge and motivate our students, leading to the development of effective and proactive citizens.

The many opportunities provided cover a diverse range of experiences for student development - across all grades. Some being - public speaking and debating, a myriad of sport and physical education experiences, health/safety and nutrition, cultural awareness and experiences, charities, personal development, leadership opportunities, environmental activities,

socialisation events and student welfare and wellbeing experiences.

There have been many physical changes to our school in the recent past, which have benefited our students and our school function. Our school personifies a positive merger between the old and the new, encompassed in a magnificent rural setting.

We continue to benefit from our close networks with the small and large schools in our area; including Singleton High School. These close relationships open up a plethora of positive opportunities for our students and staff.

This year we have formed a partnership with Hunter&Alliance group which has been extremely generous in its support of our school. Not only did they arrange for an exciting excursion for all students to their construction site, fed us and passed on ancient fossils as a gift, but also helped the school to purchase a new interactive white board for the library which will continue to benefit the students well into the future.

Our P&C are extremely supportive of the school and continue to strive, in difficult circumstances, to create opportunities for our students' continued growth and enjoyment throughout their school life at Kirkton P.S. We are extremely appreciative of their continued efforts.

Also, we are very fortunate to have quality support staff who visit regularly to add their expertise to enhance the positive development of our students – such personnel as School Counsellor, STLA Co-ordinator, District Learning Support Officer, Hearing Support Teacher and Student Learning Support Officer.

The greatest benefit to students is a positive partnership between the family and the school, with mutual respect and support; sharing the responsibility for the child's education. This strong partnership will build a positive view of education in our students and assist them in reaching their goals.

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

2011 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. A great night was had by all.

An opportunity arose from the State Election, allowing us to hold a cake stall on voting day, which highlighted many talented cooks within the school and proved to be a great success.

Another highly successful fundraising event took place in the form of a Pie Drive, which was extended to the wider community via a letterbox drop. This was embraced by many.

North Rothbury Tidy Towns BBQ proved to be successful once again. We look forward to being a part of it again in 2012.

Our major fundraiser for 2011 was the Cadbury Chocolate drive. This was met with great support by many of the school's families and local community members. Due to its success the P&C look forward to repeating this in 2012.

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

With money raised the P&C purchased a set of soccer goals for the school's newly turfed soccer field.

We also provided financial assistance for many school activities including the Canberra excursion.



The P&C has continued to cover the costs of bus transport for the Intensive Swimming program.

I would like to take this opportunity to thank the P&C committee and all the families in our school community for your help and support throughout the year, it was much appreciated.

We hope 2012 brings about even more success.

P&C President

Renaë Campbell



Student representative's message

During 2011 Year 6 has been enthusiastic and motivational in numerous activities. Some of these include: Leadership Conference in Newcastle which gave us many ideas and strategies about how we can be better leaders at school and in life; Shave for a Cure, in which a number of our students participated and raised approximately \$2000 for leukemia; a talent quest was arranged for students; Jump Rope for Heart activities were coordinated by Yr 6. Our BER ceremony was also run by Yr 6 students, including welcoming Mr. Joel Fitzgibbon to our school. Again, we worked with the CWA and presented to the local branch our research on Iceland.

We also arranged out of uniform and fun days throughout the year. Although our fundraising this year was directed mostly to charities we were still able to raise significant funds with which we purchased a lectern for the school as our parting gift. We hope this gift will be very useful in the years to come. Taneeka Fairfull, Jordan Klok and Maddison Squires.



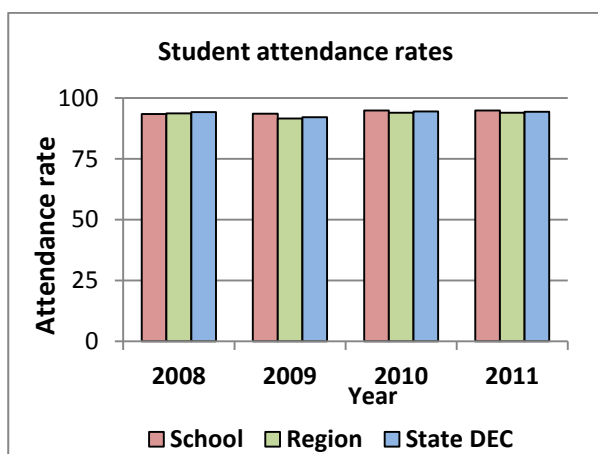
School context

Student information

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

Student enrolment profile

Gender	2007	2008	2009	2010	2011
Male	26	23	24	25	29
Female	29	28	30	33	32



Student attendance profile

	Year	2008	2009	2010	2011
School	K		96.3	97.4	97.0
	1		91.1	94.5	92.6
	2		95.0	94.0	94.7
	3		93.5	96.8	94.0
	4		92.7	93.5	93.2
	5		93.3	95.2	95.5
	6		93.3	93.7	95.9
	Total		93.4	93.6	94.8
Region	K		94.3	94.6	94.7
	1		93.6	93.9	93.9
	2		93.7	94.0	94.0
	3		93.7	94.0	93.8
	4		93.5	93.9	93.9
	5		93.4	93.7	93.6
	6		93.0	93.3	93.2
	Total		93.7	91.5	93.9
State DEC	K		94.3	94.7	94.7
	1		93.7	94.2	94.2
	2		94.0	94.4	94.2
	3		94.1	94.5	94.4
	4		94.0	94.5	94.3
	5		94.0	94.4	94.2
	6		93.6	94.0	93.8
	Total		94.1	92.1	94.4

Management of non-attendance

Families are reminded of their mandatory obligations regarding school attendance and reporting the reason for absences to the school. Absences are monitored by staff and by regular checks by the Home School Liaison Officer.

When attendance rates for individual students cause concern the Principal discusses the matter with the parents/caregivers, and support is given as required through the school newsletter, parent body meetings and where relevant a personal communiqué.

Class sizes

Primary class sizes are included in the annual school report in order to provide parents with as much local information as possible. The following table shows our class sizes as at the end of 2011.

Kirkton Public School

Class Sizes

Roll class	Year	Total per year	Total In class
KINDER-1	K	10	14
KINDER-1	1	4	14
2-3-4	2	11	24
2-3-4	3	6	24
2-3-4	4	7	24
4-5-6	4	5	23
4-5-6	5	11	23
4-5-6	6	7	23

Structure of classes

In 2011, there were three classes in operation.

All were multi stage classes. Organisation of these classes were –

Kinder/Yr 1; Yr 2/Yr3/Yr 4 and Yr 4/Yr 5/Yr 6.



Staff information

Staff establishment

Position	Number
Principal	1
Deputy Principal(s)	
Assistant Principal(s)	
Head Teachers	
Classroom Teachers	2.294
Teacher of Emotional Disabilities	
Teacher of Mild Intellectual Disabilities	
Teacher of Reading Recovery	
Support Teacher Learning Assistance	
Teacher Librarian	0.168
Teacher of ESL	
Counsellor	
School Administrative & Support Staff	1.406
Total	4.868

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

At this point in time there are no indigenous teachers on staff.

Staff retention

All teaching staff has remained intact from 2010.

Multiple changes in the School Administration Manager role have occurred this year as our full time SAM has taken leave leading to retirement.

Teacher qualifications

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

Qualifications	% of staff
Degree or Diploma	100
Postgraduate	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:	30/11/2011
Income	\$
Balance brought forward	59924.63
Global funds	56878.09
Tied funds	21151.08
School & community sources	34447.46
Interest	2543.96
Trust receipts	8060.39
Canteen	0.00
Total income	183005.61
Expenditure	
Teaching & learning	
Key learning areas	17443.00
Excursions	18349.50
Extracurricular dissections	14105.65
Library	2503.70
Training & development	826.46
Tied funds	26870.19
Casual relief teachers	10345.96
Administration & office	32636.43
School-operated canteen	0.00
Utilities	8087.15
Maintenance	5620.29
Trust accounts	8820.39
Capital programs	10146.89
Total expenditure	155755.61
Balance carried forward	27250.00

A full copy of the school's 2011 financial statement is tabled at the annual general meetings of the School Council. Further details concerning the statement can be obtained by contacting the school.



School performance 2011

Achievements

Arts

- A number of our senior students attended a debating workshop and honed their skills and strategies from this experience. Our teams performed extremely well in the Premier's Debating Challenge.
- Four students represented our school at the HCC 8 Zone Public Speaking competition. Each student participated well and gained great experience from their involvement.
- Benefits from our small schools network allowed our students to view this year's Alpha Show's production of 'Beauty and the Beast'. This outstanding performance not only entertains but builds drama skills, awareness of morals and enhances the students' socialization opportunities.
- Our students also enjoyed a travelling act that promoted Australian folklore; hugely entertaining and with a lot of participation for the students.



- Also, our network of small schools combined to celebrate NAIDOC Day with cultural activities and social interaction.

- Students from K-6 took part in Book Week activities; dressing as a character and presenting their books. This culminated in a Book Fair which was enjoyed by all.

We were also visited by a local author who took students through the process of developing a story. The students were very motivated by this experience.

- The students have continued to enjoy and participate enthusiastically in Musica Viva program. The variety of styles of music and musical instruments drastically widens our students' appreciation of music.
- Singleton High School brought its CAPA Road Show to our school demonstrating and tutoring our students in dance, cheer leading, instruments, visual arts and scientific activities.



Sport

- Our annual Bike Day once again proved to be an exceptional experience for all. Students refreshed their safety and riding skills as well as the knowledge of the rules and regulations related to bike riding. A set skills course was traversed and a long ride was undertaken with many parents involved.

- Our school took out the Small Schools Swimming Carnival, with several students being rewarded individual medals for age champion or runner up.

- A strong team of swimmers progressed through to the Zone Carnival with a number of students gaining places in their events.

- The school's weekly commitment to swimming during the warmer months, and its two week intensive swimming program continues to bring about wonderful development of swimming and water safety skills for all students.

- A coach from Little Athletics worked our students through a variety of skills to build their enjoyment in athletics.

- A team of very enthusiastic competitors participated in the zone Cross Country Championship at Muswellbrook. One student progressed to the Regional championships in Newcastle, performing very well.

- Our students once again participated in the Jump Rope for Heart program. A fantastic effort by all students saw a great development of skill as well as an improvement in the level of their fitness. Collectively as a school we raised the generous donation of \$3,018.70 for the Heart Foundation.

- Students again participated with great enthusiasm in the Small Schools Athletics Carnival. A sizable team was able to represent our school and small schools at the Zone Carnival in Scone. One student shone at Scone and progressed through to the Regional Carnival in Newcastle where she performed extremely well.

- Our students participated in the soccer gala day for years 3-6, enjoying their experience greatly.

- Many of our students gained positions in the Small Schools Boys and Girls Soccer teams. The girl's team performed extremely well moving through their state wide competition further than any before them.

- For the annual Netball Gala day we were able to field two teams of very enthusiastic players, most students had not played before. All students had a marvellous day and performed well.
- A number of our students were selected in the Small Schools Representative Netball Team.
- All students from K-6 participated in an intensive five week program of gymnastics. A trained coach came to school each week with equipment and skills. Students were highly motivated and greater agility, courage and skills were developed over this period.
- Our school has been extremely well represented at Horse Sport events. A brother and sister team continued to excel in their chosen events and have gained many awards for their prowess.

Parental support of our students in all areas has been invaluable and is greatly appreciated.



Other

Traditionally students from Years 3-6 have participated in a variety of academic based competitions to enhance their experiences in the fields of their choice. A number of students have gained high achievement awards – credit, distinction and high distinctions.

Environmental Education continues to be a focus for our school with a strong interest in the KEEPers program

Debating and Public Speaking were undertaken in two differing competitions – our local interschool competition and the Premier's Debating Challenge.

Excursions have been extended to cater more for the junior school

Yrs K-3 enjoyed a fabulous day at the Australian Reptile Park.

Yrs 4-6 in partnership with Mt Pleasant P.S. spent a week enjoying the highlights of Canberra and its surrounds. This was an exceptional educational trip!



Yr 6 students also travelled to Newcastle to participate in the Young Leaders Conference. This gave them strategies and ideas for the rest of the year and beyond.

NAIDOC Day was again a great success with numerous cultural activities enhanced by social mingling of our small schools network of schools.

Academic

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.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

Literacy – NAPLAN Year 3

As a cohort Yr 3 has performed extremely well in both Literacy and Numeracy. In all areas of NAPLAN, they have achieved above the state average. In all areas they have had had at least 80% in bands 5 and 6.

In all strands of literacy assessed in NAPLAN our year three student results were higher than both the state and regional averages.

Areas of strength and those targeted for review have been analysed and merged with future planning schemes.

Some areas where our Year 3 students achieved 10% or more above state average were-

Reading

- Locates directly stated information;
- Links ideas across sentences;
- Infers in a simple information text; interprets and evaluates information;
- Interprets instructions connecting ideas;
- Links text to visual stimulus;
- Interprets characters personality;
- Selects appropriate text to indicate reason.

Grammar and Punctuation

- Identifies the word not required;
- Identifies the appropriate adjective;
- Identifies the use of the contraction apostrophe;
- Identifies the correct tense of the verb;
- Identifies the correct use of capitals;
- Identifies correct punctuation.

Numeracy – NAPLAN Year 3

As a cohort Yr 3 has performed extremely well in Numeracy. In all areas of NAPLAN, they have achieved above the state average. In all areas they have had at least 60% in bands 5 and 6.

In all strands of numeracy in NAPLAN our Yr3 students' results were higher than both the state and regional averages.

Areas of strength and those targeted for review have been analysed and merged with future planning schemes.

Some areas where our Year 3 students achieved 10% or more above state average were-

- Subtracting 3 digit numbers;
- Interpreting a table of data;
- Sorting 2D shapes;

- Naming prisms;
- Solving 2 step problems in multiplication;
- Matching digital time with analog;
- Following directions on a map.

Literacy – NAPLAN Year 5

Year 5 students, as a cohort performed best in Grammar and punctuation.

Some areas of literacy where our Year 5 students achieved 10% or more above state average were-

Reading

- Interpret reader's reaction to a text;
- Recognizes a characters attitude;
- Identifying the purpose of a dash in a sentence;
- Locate specific information;
- Interprets an assertion in an argument;
- Identifies the purpose of a pronoun;
- Summarises the point of view and identifies the author's attitude.

Grammar and punctuation

- Identifies questions;
- Identifies the correct adverb for use;
- Identifies the word 'not required' in a sentence;
- Identifies the correct form of the verb;
- Identifies the correct conjunction;
- Identifies the correct use of capital letters.

Numeracy – NAPLAN Year 5

As a cohort, Yr 5 students performed best in Number, Patterns and Algebra. Some areas where our Year 5 students achieved 10% or more above state average were-

- Matching digital time to analog;
- Interpreting fractions and decimals on a number line;

- Using a compass for direction;
- Interpreting a plan;
- Interpreting a timetable;
- Multi step problems;
- Solving decimal patterns.

Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for Years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

Minimum Standards data

Percentage of Year 3 students achieving at or above minimum standard (exempt students included)	
Reading	83.3
Writing	83.3
Spelling	83.3
Grammar & Punctuation	83.3
Numeracy	83.3

Percentage of Year 5 students achieving at or above minimum standard (exempt students included)	
Reading	81.8
Writing	90.9
Spelling	81.8
Grammar & Punctuation	90.9
Numeracy	90.9

Significant programs and initiatives

Aboriginal education

Aboriginal perspectives are integrated throughout the curriculum. Our students merge with other small schools to celebrate NAIDOC week. Within this time the students undertake a variety of activities to immerse themselves in aspects of aboriginal culture which builds greater

appreciation for indigenous culture as well as extending their social skills and networks.

Throughout our Local Management Group of school it has been possible to share expertise and resources to provide more opportunities and experiences in aboriginal education for our students.

Multicultural education

This school continues to promote understanding and tolerance in relation to multiculturalism. These strategies and concepts percolate through our curriculum.

Year 6 have once again joined forces with our local CWA to investigate and deliver an informative presentation relating to Iceland.

Our school boasts a strong LOTE program in Indonesian where students from K-6 are immersed in the culture and language of our close neighbour.

Our continued programs with Musica Viva also assist the students to widen their appreciation and knowledge of other countries.

Other programs

Over the year our primary students have participated in a variety of academic competitions winning a number of high level awards.

Environmental Education

After conducting an environmental audit in 2008 we formulated our School Environment Management Plan and commenced implementing it in Term 1 2009. As the conclusion of this SEMP draws near we will assess our outcomes and plan for the future. Our organic vegetable garden continues to be developed and maintained by the KEEPers and staff. The KEEPers (Kirkton Environmental Education Person) are children from K-6 who have indicated their desire to be involved in the establishment and maintenance of the vegetable garden. It is a valuable 'hands-on' teaching and learning resource for all the students of Kirkton Public School.

The KEEPers have successfully grown pak choy, tatsoi, sugar snap peas, beetroot, beans, tomatoes and lettuce, these have been sold to the school community.

We are taking a new direction with the vegetable gardens in establishing a 'snack track', which will allow the children to eat a variety of vegetables straight from the garden, eg cherry tomatoes, mini carrots, sugar snap peas, celery and mini cucumbers. This will tie in with Healthy Eating units in Health.



The vegetable garden is helping students acquire attitudes of care and concern for the environment and adopting behaviours and practices which protect the environment.

In an effort to cut our waste we participated in Nude Food Day and had an excellent response. We have followed this up with two more lunch box inspections, unfortunately the results were not as pleasing but this has given us a target for 2012. Our chickens provided a steady supply of eggs and ample material for our compost bin while enjoying the children's scraps and minimising our green waste. Unfortunately we lost three of our chickens towards the end of the year; these will be replaced after the holidays.

Mrs. Mary Walter

Progress on 2011 targets

At the close of the current 3 year plan, 2009-2011, our school has continued to show strong commitment to the ongoing learning of our students in all areas, especially as individuals.

Constant review of teaching and learning strategies and changing student needs along with effective two way communication with parents/caregivers facilitated the attainment of many of the goals set.

Target 1

90% of students to achieve student stage outcomes

With the changing clientele of our school, this was always an optimistic goal. However, it has been very pleasing to record that 84% achieved their outcomes.

Our achievements include:

- Close partnership and effective strategy development with the School Learning Support Co-ordinator which has supported and assisted the improvement of students and enriched programs presented.
- Information gathered through NAPLAN data is clearly being utilized by teaching staff to enrich their teaching and learning programs and therefore facilitating greater student progress on both a grade and personal level.
- Early intervention, through more effective analysis of student need, has brought about targeted support which has lead to greater achievement of outcomes.

Target 2

94% of students will achieve stage appropriate goals in numeracy.

Again, this was an optimistic goal. However, 88% of students were successful in meeting this target.

Our achievements include:

- Greater use of technology to motivate student learning;
- Quality teaching and learning strategies are reflected in both teaching and learning programs and in classroom practice;
- NAPLAN findings reflect those of in school assessments;
- Staff successfully differentiate the curriculum to cater for student need.

Target 3

Improved communications with parents regarding curriculum, as well as individual student progress.

Our achievements include:

- More effectively run Learning Support Teams with more effective communication between stakeholders;
- Rebuilding of the School Council;
- Educational issues being discussed in a variety of public formats.

Target 4

Further enhance student engagement in learning

Our achievements include:

- Redevelopment of Positive Behaviour for Learning scheme;
- Clear communication of expectations to students and parents/caregivers;
- Guidance through PBL and other personal development programs to facilitate more positive work habits and work relationships in the classroom;
- Utilizing technology to motivate student learning.

Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum.

Educational and management practice

Background

As part of our cyclic review of school function our school community, in the form of focus groups were surveyed about what our school does well and where we could improve. Not only did this cover management practice but also satisfaction of stakeholders.

A focus group of parents was surveyed as were staff and sections of the student body.

Findings and conclusions

Our school community stated that–

- Our school provides a continuing variety of opportunities for our students – socially, academically, sporting and as individuals;
 - Discipline, motivation and individual attention for students delivered in a positive manner, when needed, is seen to be a strength of the school;
 - Encouraging students to take responsibility through a variety of experiences is a positive strategy;
 - The flexibility of staff to change their teaching to meet student needs is a strength;
 - This school provides excellent health and sporting programs;
- Students in particular stated that they –
- were appreciative of the resources supplied by the school – play equipment and areas, library, chooks and sporting programs;
 - felt safe and comfortable at school.

Future directions

- Put in place strategies that will support an increase in parental involvement;
- Continue to stress the ideals of healthy active lifestyles and particularly nutrition;
- Extend opportunities to communicate events, educational processes and how to assist their child, to parents/caregivers;
- Collaborate with parents to build strategies with which the school could utilize parental expertise, to benefit the students and the school;
- Ongoing search to provide more varied opportunities for our students to widen their knowledge, skills and awareness of the world around them.

Curriculum

Background

Students and staff were surveyed to develop a picture of student engagement across the school and the effects on learning.

Findings and conclusions

Student listed the following as the major reasons for lack of engagement in learning:

- Being annoyed or distracted by others;
- Others talking to them;
- The work was too tricky or difficult;
- They felt angry, sad, tired;
- They were unsure of what they had to do;
- They had other things on their mind

Looking at other aspects of engagement related to quality of school life it was found that all students –

- agreed that they enjoyed participating in classroom activities;
- believe that they have good relations with other students;
- agreed that they enjoy their time in the playground;

Over 90% of students stated that they-

- were normally prepared for class;
- enjoyed working with classmates on tasks;
- help others with their learning;
- usually complete their set work;
- enjoy reading; have a good relationship with the staff;
- are confident that they can learn and do well at school.

The staff undertook an engagement audit where the findings matched well to the student survey results.

Future directions

- Utilise PBL to engender more supportive relationships – ‘Let others learn’
- Enhance further the Quality Teaching Framework to assist in motivating students;
- Build flexible and variety packed curriculum;
- Implementation of engagement specific strategies as outlined in engagement audit supported through targeted training and development.

- Facilitate training and development for staff to build their capacity to cope with and remedy engagement shortfalls.

Professional learning

Professional learning is ongoing and is an important aspect of our school improvement scheme. Professional learning experiences are related to school and departmental priorities, staff needs and self direction as well as student needs. The aim for professional development is to increase the capacity of staff to facilitate greater achievement for students across all KLA's

Our staff was involved in numerous professional development experiences both in and out of school. A number of these included-

Debating, Musica Viva, Boys Education – students with special needs, a variety of aspects of literacy, Sentral training(in school administrative tool), Data analysis, legal services, Access Requests, Best Start.

School planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department's planning documents.

This three year strategic plan will be reviewed throughout each year with a major review annually. Our commitment to our students and school community is unwavering and collaboration between stakeholders will underpin the progress of this plan.

A yearly action plan will be devised to co-ordinate the positive fulfillment and modification of the overall three year plan.

School priority 1

Outcome for 2012–2014

Comprehension- improved student ability to interpret and express that which has been, and needs to be communicated - leading to greater achievement of individual goals.

2012 Targets to achieve this outcome include:

- Minimise the gap between school and state expected growth (NAPLAN 2012-2013) in Literacy and Numeracy;
- Exceed state performance for expected growth (2014) for Literacy and Numeracy

Strategies to achieve these targets include:

- Effective analysis of all data related to student comprehension attainments and the effective utilisation of specialist personnel;
- Explicit teaching of comprehension concepts and skills across the KLA's
- Student and teacher feedback including peer and self evaluations – leading to the development of specific action plans based on collected data.

School priority 2**Outcome for 2012–2014**

Engagement-

- all students will demonstrate positive engagement strategies in teaching /learning situations;
- improved communication and involvement in student learning for parents/caregivers will add motivation to student learning.

2012 Targets to achieve this outcome include:

- 78% of all students will attain stage outcomes in Numeracy and Literacy in 2012 (82% in 2013 and 86% in 2014)
- Appropriate positive growth will be exhibited by all Yr 5 students sitting NAPLAN
- All students sitting NAPLAN will achieve above the National Benchmark

Strategies to achieve these targets include:

- Implementing an engagement audit of the present situation and from that analysis implement positive change – utilizing PBL, QTF, technology plus specific programs to heighten student engagement;
- Build the capacity of staff to analyse disengagement tactics, devise motivational deterrents and utilize specific programs,

- technology, QTF, PBL to enhance student engagement;
- Modelling through increased community engagement in school life.

School priority 3**Outcome for 2012–2014**

Whole school community will collaborate closely to effectively implement the National Curriculum

2012 Targets to achieve this outcome include:

- 100% of teaching staff will become familiar with the National Curriculum (2012)
- Effective, innovative programs will be designed, reflecting major focuses of the National Curriculum linked with the Quality Teaching Framework.

Strategies to achieve these targets include:

- Orientation of the staff to the National Curriculum through action research and professional discussion supported by targeted training and development;
- Development of clear goals and direction understood by the whole community through a school development plan;
- Develop sample units based on the National curriculum through the lens of QTF;
- Provide opportunities to inform and discuss with the community the purpose, structure and content of the national curriculum as well as the positive changes to our school which will be made in readiness for implementation.

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.

Mr. Mark Douglas, Principal,

Mrs. Mary Walter, Teacher

Mrs. Renae Campbell – P&C President

School contact information

Kirkton Public School

797 Standen Drive, Lower Belford 2335

Ph: 02 65747152

Fax: 02 65747227

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

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

School Code: 2314

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

<http://www.schools.nsw.edu.au/asr>

OPPORTUNITIES



FRIENDSHIP



RESPECT/RESPONSIBILITY



LEARNING



ACHIEVEMENT

