



Education & Communities

Public Schools NSW

2314

KIRKTON PUBLIC SCHOOL

Annual School Report

2012



Our school at a glance

Students

The 2012 year concluded with a student enrolment of 64. The students were catered for in three multi-stage classes –

Kindergarten/Year 1; Years 2/3/4 and Years 5/6.

Overall there were 25 Infants and 39 Primary students, of which 2 were Aboriginal.

Students benefit from collaboration with our local small schools network through extra opportunities and experiences especially socialisation experiences.



A continued focus on student engagement, a supportive and proactive school culture, striving to meet individual student needs by diverse means and close collaboration with our school community, enhances the overall learning environment and ongoing successes for our students.



Staff

Our staff for 2012 comprised of six teaching staff; four non teaching staff and a general assistant.

There are three full time teaching positions which include that of a teaching Principal. The other 2 teaching positions are organized on a job share basis with Kinder /Yr 1 dividing their week on a 4 to 1 ratio and Yrs 2/3/4 sharing their week on a 2 to 3 ratio.

Another staff member fulfils the roles of computer co-ordinator, teacher-librarian, and releases other staff members from class.

This occurs four days per week.

The Learning and Support position became available throughout the year and was taken up by an existing member of staff.

All teaching staff meet the professional requirements for teaching in NSW public schools. Our staff is supported by a full time School Administration Manager and a School Administration Officer (one day per week).

Also our general assistant is with us one day per week.

We also boast 2 Student Learning Support Officers working with our children throughout the week for 4 mornings and 2 mornings per week, respectively.

Significant programs and initiatives

Providing opportunities that stimulate and meet the needs and interests of our students is a continued goal for our school community.

A sample of the experiences offered in our school:

- Environmental based programs which include – recycling, productive vegetable plots, composting, poultry husbandry and the sharing of produce with our school community;
- Wide variety of experiences in combination with the Small Schools Network-
 - NAIDOC celebrations;
 - Young Teen Talk;

Class Sizes

Roll class	Year	Total per year	Total In class
KINDER-1	K	10	20
KINDER-1	1	10	20
2-3-4	2	5	21
2-3-4	3	10	21
2-3-4	4	6	21
5-6	5	12	23
5-6	6	11	23

- Visiting shows,
- Myriad of sporting and cultural events;
- Harmony Day celebrations and
- Excursions



- Young Teen Talk is provided each year for our senior students allowing them to have the 'real facts' related to the personal changes they will be or are undertaking;
- High school and Kindergarten transition;
- Debating and Public Speaking;
- Premier's Spelling Bee;
- Premier's Sporting Challenge;
- Intensive Swimming;
- Bike Day – a bike safety, education, skill development and fun day;



- Musica Viva
- Positive Behaviours for Learning – this set of systems and strategies provides a framework for positive behaviours for our students

- Good For Kids Good For Life – supporting the ideals of a healthy and active lifestyle and enhanced student wellbeing;
- Young Leaders Conference for all Year 6 students – they combine with other schools across the area to enjoy and develop ideals of quality leadership;
- Cattle Judging – to utilise the many skills taught at school within a different, challenging environment;
- Surf Safety program was undertaken in partnership with NSW Lifesaving.

The students had a fabulous time while learning extremely important skills and knowledge.



Student achievement in 2012

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*.

Messages

Principal's message

Our students continue to be the best advertisement for our school. They display the Kirkton 'Have a go' ideals in all that they do.

On the whole they are co-operative, supportive of each other and courteous within and outside the school.



Our school delivers a rigorous curriculum which attempts to meet our students' needs and extend their skills, understandings and social development. We continue, in partnership with our community, to seek out avenues in which to extend, motivate, challenge and interest our students, which will lead to the development of proactive, responsible and valued citizens.

Our school continues to benefit from our close networks within the Singleton educational precinct. These close relationships open up vast opportunities for both students and staff.

Our school is well supported by our community and the P&C who continue to strive for the betterment of our students.

The wellbeing of our students (in all its forms) is also extremely well supported and nurtured by a very highly skilled and child centred staff.

I include here all members of staff, - administration, General Assistant, teaching and support staff, visiting specialists and counsellors.

All members of our school community make our school a place where we like to be, and feel comfortable and safe.



Our school now boasts a small proportion of aboriginal students who add another perspective to our experiences.

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

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

Kirkton P&C had a busy year in 2012 with fundraising, we started the year with our welcome family disco and a great night was had by all. Adam from Singleton Sound Disco did a great job and will be returning in 2013.

Once again our annual Easter and Christmas raffles, Mother's Day and Father's day stalls were all a success. Our major fundraiser for 2012 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 2013. 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 school members and locals. Kirkton P&C embraced newcomer to the area, Masters, by hosting a fundraising BBQ, a great day was had by all. September 2012 gave us the opportunity to hold a cake stall and raffle on Election Day, which was greatly supported by the locals.

Our members are excited about 2013 fundraising opportunities which include an Outdoor Cinema and Sydney bus trip to name a few. 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.

Mrs. Renae Campbell, P&C President



Student representative's message

2012 has again been a busy year for us with the raising of funds for charities including - Shave for a Cure, Jeans for Genes, Biggest Morning Tea and many more.



This year we worked closely with the staff and the P&C for different events. We also had a cake stall at the Rothbury tidy towns fair.

We also arranged various fun days and out of uniform days throughout the year.



We again worked with the local CWA and presented a research project on East Timor.

We attended the Young Leaders Conference in Newcastle which we found very valuable.

The other money raised was donated to the school to buy an A-frame sign to communicate more effectively with our community.

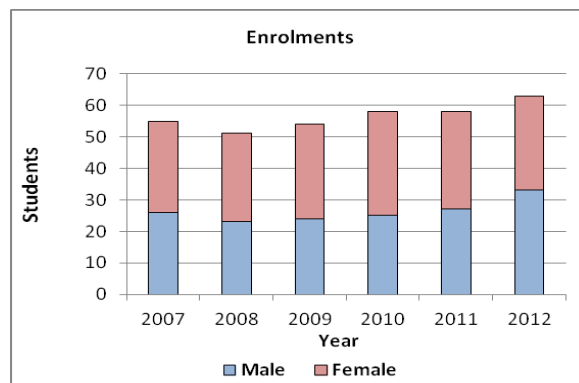
Emily Searles and Jackson Barnes (School Captains)

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



Management of non-attendance

Having a close relationship with our community allows us to discuss concerns on an informal basis and quickly come to a negotiated agreement. Formal processes are in place and may be utilised when needed. Support is given to families through school handbook, School newsletter, parent body meetings and where relevant personal communiqués. Absences are monitored by staff and regularly by the Home School Liaison Officer.

At this point in time our school has no non-attendance issues.

Student attendance profile

Year	2008	2009	2010	2011	2012
K		96.3	97.4	97.0	92.3
1		91.1	94.5	92.6	92.7
2		95.0	94.0	94.7	85.7
3		93.5	96.8	94.0	92.9
4		92.7	93.5	93.2	93.7
5		93.3	95.2	95.5	94.3
6		93.3	93.7	95.9	95.4
Total	93.4	93.6	94.8	94.9	93.0

Staff information

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

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 2011.

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	30/11/2012
Income	\$
Balance brought forward	27250.00
Global funds	57685.39
Tied funds	35212.58
School & community sources	30709.25
Interest	1416.88
Trust receipts	6097.05
Canteen	0.00
Total income	131121.15
Expenditure	
Teaching & learning	
Key learning areas	8863.49
Excursions	11658.10
Extracurricular dissections	11360.96
Library	1491.22
Training & development	1857.80
Tied funds	32147.15
Casual relief teachers	5527.97
Administration & office	29789.92
School-operated canteen	0.00
Utilities	8766.05
Maintenance	2692.97
Trust accounts	5295.76
Capital programs	207.77
Total expenditure	121527.16
Balance carried forward	36843.99

A full copy of the school's 2012 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.

School performance 2012

Achievements

Arts

- The Singleton High School 'Roadshow' once again visited our school modelling for our students and including them in numerous activities such as art, music and singing, cheer-leading, science and dance;



- Participation in the travelling show – Then and Now, gave our students experiences in acting and appreciation of drama and our history;
- Drumbeat provided both a socialisation experience as well as a magnificent musical one as we combine with others in our small schools network to enjoy this program;
- Again benefits from our small schools network gave our students the opportunity to view and be involved with this year's Alpha Show production – Cinderella; Drum Beat and NAIDOC Day activities. This was an excellent combination of activities enhancing student appreciation of arts, culture and socialisation opportunities.
- Students from K-6 took part in Book Week activities; appearing as a character from a favourite book. The day culminated with a picnic lunch with families and a Book Fair.
- Musica Viva continues to be a highly regarded performance and skill development opportunity for our staff and we are visited twice a year by musicians of extremely high calibre.
- 'Shaz Art' was a wonderful experience for students to develop their observational and creative skills in an atmosphere of creativity and humour.
- Selected students were involved in the Creative Arts Carnival held at Gresford Public School. An enhancement of art/craft skills as well as an appreciation

for creativity was a great outcome for the day.

- Numerous students took part in both Debating and Public Speaking competitions and performed admirably.

Sport

The annual 'Bike Day' proved again to be extremely successful enhancing students' bike skills, awareness of rules of riding and bike care.

A large contingent of parents was on hand to assist in the day.

The skills course was outstanding as was the long ride.

- Our students have continued to perform extremely well in all carnivals – athletics, cross country and swimming. We continue to have substantial representation in zone carnivals.
- The school's commitment to swimming in the warmer months continues to develop student skills to a high degree and provides a great support for their efforts at the swimming carnival.
- Many students have gained places in the small schools soccer and netball teams and have performed very well within these teams both as individuals and team players.
- Our school soccer team played very well in their 2 rounds of the state knock-out and showed developing skills and great sportsmanship.

Other

- Year 6 students gained a lot from the Impact Leadership Conference in Newcastle and were able to utilise many of the concepts and skills in their leadership roles at school.
- Cattle Judging was incorporated into the school this year. The Yr 4 students were keen and worked hard learning the characteristics of quality cattle. They enjoyed activities both in and out of school. A visit to a family farm gave them stress free opportunities to observe and discuss cattle with professionals.

- Numerous students were successful in gaining Distinctions and Credits in ICAS competitions across many subject areas.

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)

Progress in reading

Average progress in Reading between Year 3 and 5*			
	2008- 2010	2009- 2011	2010- 2012
School	76.4	22.4	49.5
SSG	84.3	77.2	78.2
State DEC	83.7	74.0	79.2

Progress in numeracy

Average progress in Numeracy between Year 3 and 5*			
	2008-2010	2009-2011	2010-2012
School	103.8	55.6	32.1
SSG	88.5	96.5	95.3
State DEC	89.6	95.8	98.2

Significant programs and initiatives

Aboriginal education

Aboriginal perspectives continue to be integrated throughout the curriculum. Our students merge with those of other schools in our educational precinct to celebrate and appreciate indigenous culture. Aboriginal students in our school join with a local school to experience cultural dance.

Multicultural education

Tolerance, understanding and appreciation of the cultures and beliefs of others, continues to be promoted throughout our curriculum.

Yr6 have once again shared with and presented to the CWA their annual research project, this year East Timor

Our school has a quality LOTE program – Indonesian- where students from K-6 were immersed in culture, language and beliefs of our near neighbour.

Our continued partnership with Musica Viva promotes the culture of countries from many parts of the world. Using music as the stimulus - knowledge, awareness and appreciation of other lands is transferred to our students.

Environmental Education

Our organic vegetable garden continues to develop and be maintained by the 'KEEPers (Kirkton Environmental Education Person). This is a valuable 'hands on' teaching and learning resource for all students. The KEEPers have successfully grown sugar snap peas, beetroot, tomatoes, potatoes, leeks, garlic, radishes and lettuce. These have been sold to our school community and the money returned to the program to purchase seeds and seedlings. We continue to grow a variety of vegetables that the children can eat straight from the garden. This complements and is supported by the school's promotion of healthy active lifestyles and the eating of fresh healthy food through our Crunch 'n' Sip Program, promotion of nutrition ideas and facts via the school newsletter and a number of 'nude food' days across the year.

It is hoped that with the installation of our new stove greater opportunities for experimenting with healthy food will be available.

The vegetable garden is developing attitudes in the students of caring and concern for the environment and adopting practices and behaviours which will protect the environment.

Our pair of Isa Brown chooks adds another alternative to deal with compost, minimise waste and to aid the wellbeing of our gardens.

This year our KEEPers program received grants which will be designated for an automatic watering system to ensure health of gardens over the holiday breaks, as well as to extend our

composting facilities with larger compost bins so that recycling back to the vegetable and flower gardens is more effective.

Healthy Active Lifestyles

The school continually promotes these ideals through-

- Apple Slinky Day – every Wednesday at recess Yr 5/6 students 'slinky' apples for other students to encourage the fun of eating fruit. A lucky K-Yr 1 student has their apple 'slinkied' by the teacher during Crunch 'n' Sip each day.
- Fruit and Veg week- a fruit and veg question was asked of the student body each day for this week. The prize at the end of the week was a veg/fruit box from our weekly fruit and veg delivery.

Wrap days have also promoted the ideals of eating more vegetables.



- Newsletter snippets – a healthy eating snippet is added to the newsletter each week provided by the Live Life Well at School initiative. These include those from NSW Health relating to nutrition.
- Nude Food Day – we encourage students and parents not to engage in unnecessary wrapping of foods in their lunch box in order to reduce the amount of rubbish produced at school.
- Fruit first – students are encouraged to eat their fruit first at recess and lunch so this important part of their diet is not ignored.
- New stove – We have utilised a \$2000 grant from 'Live Life Well at School Program' to purchase and install a cook top and oven so we can extend our

environmental, Health and life skills programs within the school especially in the area of healthy food.

Progress on 2012 targets

Target 1

Improved student ability to interpret and express that which needs to be communicated

Our achievements include:

- Effective analysis of data related to student comprehension;
- Explicit teaching of comprehension skills/concepts;
- Development of student reflection through peer and self evaluation.

Target 2

Improved level of student engagement to their learning

- Successful and meaningful engagement audit carried out by students;
- Developing systems to motivate and intrinsically encourage students to want to learn;
- Building capacity of staff to analyse student work habits, both negative and positive, and devise effective positive counter measures to enhance learning e.g. integration of technology; differentiated learning.

Target 3

Familiarisation with National Curriculum across the school community

- Action research to familiarise staff with the documents and elicit affects on teaching and learning;
- Promote positive aspects of change throughout the community;
- Examine the effectiveness of present resources and possible future needs;
- Future planning for ongoing implementation of quality strategies and systems.

School evaluation

NSW Public Schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out

evaluation of the perspectives of our community related to homework and school leadership.

Background

To build greater engagement through parent participation and to engender student positive attitudes we undertook a survey to identify the school community's perception of homework.

Findings and conclusions

Parents and students indicated that

- the main things that hinder homework were-
 - Students would rather do fun things;
 - Sport;
 - Family commitments
 - Time with friends
- Most students have a suitable site to do homework.
- Only 50% of those surveyed stated that students had access to reference books.
- Most students had computer and internet access at home.

Parents indicated that-

- most problems arose with writing tasks and only occasionally with maths and reading tasks.

Students indicated that-

- most problems occurred with organizational skills and sometimes maths.
- Only 50% of parents and 60% of students surveyed think homework is worthwhile.
- Both students and parents believe that homework is set at the appropriate level for the student.

Future directions

*Whole school discussion on the role, format and content of homework to increase perceived value;

*Glean ideas from parent body to see if we need a more 'family friendly' homework system;

*utilise student ideas to generate more interest in homework;

*Review homework policy.

Parent, student, and teacher satisfaction

In 2012 the school sought the opinions of parents, students and teachers about the school leadership.

Their responses are presented below.

Findings and conclusions

100% of parents surveyed, and most students indicated that school leaders –

- understood the school and got the best from staff and students;
- accept responsibility for the quality of student learning outcomes;
- value the contribution of individuals and groups;
- ensure all are treated fairly;
- discuss ways to improve a student's learning;
- are open to new ideas;
- continue to look for ways to improve school function.

Future Directions

Liaise with parents more frequently regarding student development.

Utilise 'circle time' to involve students more effectively in decision making.

Professional learning

Professional learning is an important aspect of our school improvement regime which is reflective and ongoing. These experiences are related to student need, school and Departmental priorities, staff needs and self development. The aim of staff development is to increase the capacity of staff to facilitate greater student achievement.

Our staff was involved in a variety of staff development opportunities during 2012 many of which were school based, through our small schools network, supported by DEC or other sources.

Samples of our staff development for 2012:

Choice Theory (pt 1.), Musica Viva, Debating, Data Analysis, Australian Curriculum, Anaphylaxis, First Aid, Literacy – a focus on Comprehension, PBL, Child Protection, Epilepsy, Work Health and Safety, Every Student Every School, Role of the Learning and Support Teacher, Finance, Local Schools Local Decisions, Numeracy Syllabus.

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.

School priority 1

Outcome for 2012–2014

Enhanced ability of students to interpret and express that which has been, and needs to be communicated.

2013 Targets to achieve this outcome include:

- Minimise the gap between school and state student growth in literacy (NAPLAN 2013)
- Meet or exceed state performance for growth in literacy (2014 NAPLAN)

Strategies to achieve these targets include:

- Explicit teaching of comprehension skills across all KLA's
- Analysis of NAPLAN data to guide teaching and learning
- More frequent monitoring and tracking of student development

School priority 2

Outcome for 2012–2014

All students will demonstrate positive engagement strategies in teaching/learning situations.

2013 Targets to achieve this outcome include:

- Positive growth for all Year 5 students sitting NAPLAN

- All students sitting NAPLAN to achieve above the National Benchmark in Numeracy and Literacy

- Decrease in re-directional strategies in teaching and learning experiences

Strategies to achieve these targets include:

- Differentiation of the curriculum to cater for student needs;
- PBL, Choice Theory and Quality Teaching Framework implemented across the school;
- Student self and peer assessments of effective behaviours.
- Promotion of further opportunities for community involvement in school life.

School priority 3

Outcome for 2012–2014

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

2013 Targets to achieve this outcome include:

- All teaching staff will be familiar with the National Curriculum (Literacy/Numeracy)
- Effective, innovative programs designed reflecting major school focuses, and those of the National Curriculum and Quality Teaching framework.

Strategies to achieve these targets include:

- Identification of areas of change by staff and communicated with community.
- Trials of aspects of syllabus and feedback to the community.
- Develop teaching and learning programs based on the National Curriculum through the lens of Quality Teaching framework

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.

Mark Douglas, Principal

Shelley Mitchell, School Administrative Manager

Mary Walter, Environmental Co-ordinator

Marjorie Maxwell, Nutrition/Health Co-ordinator

Heather Loss, Sports Co-ordinator

Rena Campbell, P&C President

School contact information

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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>

FLORA

FRIENDSHIP



LEARNING



OPPORTUNITIES



RESPECT/RESPONSIBILITY



ACHIEVEMENT

