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KIRKTON PUBLIC SCHOOL

Annual School Report 2014



School context statement

Kirkton Public School lies within the rural community of Lower Belford, situated 20km east of Singleton. Our school has successfully catered for student learning since 1882. We are committed to provide a quality learning environment to meet the diverse needs of our students.

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

We maintain a culture of continuous school improvement. A common set of values and beliefs underpin the expected behaviour for all, utilising the PBL (Positive Behaviour Learning) and KidsMatter models. This strengthens the caring, respectful, friendly and supportive culture of our school. Our Student Council offers leadership opportunities and works to promote our positive school culture.

Enrolment for 2015 will be 53 students, placed in three multi-stage classes. Our experienced, multi-skilled and child – centred staff continue to be proactive in catering for student needs through a full and varied curriculum supported by explicit teaching. Our students are provided with myriad of opportunities to develop interests, skills and knowledge. Our school is a proactive member of the local small schools network bringing about professional development opportunities, collegial support and academic, sporting, social and cultural opportunities for our students. A strong transition program exists between our school and surrounding high schools.

Principal's message

Our students continue to exhibit our motto - 'Achieve with Pride', as they successfully strive to achieve their goals.

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

We focus on the 'whole child' – enhancing the quality of school life for our students through the implementation of PBL and KidsMatter strategies and understandings. This focus on student

wellbeing does have immediate benefits and hopefully will support our students' ability to cope with their world in the longer term.

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

There were many positive aspects for 2014. Some standouts were – introduction of a Student Council and its associated roles;



Song Room program and its concert at the Singleton Civic Centre;



Grip Leadership conference for Year 6; winning the Small Schools Swimming Trophy for the 20th year; a fabulous experience on our Canberra excursion for our Year 4/5/6 students; a variety of visiting shows; a 5 week tennis program; Naidoc Day activities with the other small schools; Presentation Night- Concert and Santa.

I would like to state my appreciation for continued community support - from CWA, Local Sustainability Group plus those parents who continually support our school by attending functions, providing transport, being positive about our school in the wider community and those who use a myriad of other avenues to support our school.

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

The P&C executive would like to thank everyone for their support throughout 2014. It has been a fantastic year with many successful events, fundraisers and contributions to the school and students.

A few events from 2014:

*Welcome New Families Disco; Masters BBQ; Easter Raffle; Mothers' Day Stall; Pie Drive; Catering for Staff Development Day; Athletics Carnival Canteen; Fathers' Day Stall; Chocolate Fundraiser; Silent Auction; Majestic Cinema Tickets; Cinema Under the Stars and Kinder Orientation Day morning tea.



Also this year we were able to create a new recycling program, canteen is again up and going, Kirkton Krafts has developed and the uniform shop has been modified.

Our financial commitment to the school has taken the form of – funds for the tennis program; bus transport to Book Week Excursion; new P.A. System; bus transport for swimming for sport; bus transport for the intensive swimming program; supporting the development of the School App and bus transport to Song Room Concert at the Civic Centre.

We thank you again for your help and support throughout the year.

Student information

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

Student enrolment profile

Gender	2008	2009	2010	2011	2012	2013	2014
Male	23	24	25	27	33	30	28
Female	28	30	33	31	30	24	25

The retention of a very high level of attendance is extremely pleasing. Our school's emphasis on student engagement and wellbeing is maintaining their positive effects on attendance. However, 2014 we slipped slightly below the state average.

Student attendance profile

	Year	2009	2010	2011	2012	2013	2014
School	K	96.3	97.4	97.0	92.3	95.7	94.0
	1	91.1	94.5	92.6	92.7	94.1	93.6
	2	95.0	94.0	94.7	85.7	94.7	91.3
	3	93.5	96.8	94.0	92.9	95.6	95.5
	4	92.7	93.5	93.2	93.7	95.1	95.0
	5	93.3	95.2	95.5	94.3	96.3	94.3
	6	93.3	93.7	95.9	95.4	95.3	93.1
	Total	93.6	94.8	94.9	93.0	95.2	93.9
State DEC	K	94.3	94.7	94.7	94.3	95.0	95.2
	1	93.7	94.2	94.2	93.9	94.5	94.7
	2	94	94.4	94.2	94.2	94.7	94.9
	3	94.1	94.5	94.4	94.4	94.8	95.0
	4	94	94.5	94.3	94.3	94.7	94.9
	5	94	94.4	94.2	94.2	94.5	94.8
	6	93.6	94.0	93.8	93.8	94.1	94.2
	Total	92.1	94.4	94.3	94.2	94.7	94.8

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, 2014 requires schools to report on Aboriginal composition of their workforce.

At this point in time no staff member is of aboriginal descent

Teacher qualifications

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

Qualifications	% of staff
Degree or Diploma	100
Postgraduate	

Professional learning and teacher accreditation

Professional learning exhibits a balance between Departmental priorities, school needs (staff and students).

Professional learning increases the capacity of teachers to cater for ever changing student needs. Major professional learning in 2014 has covered topics such as WHS, KidsMatter, First Aid and Anaphylaxis, Literacy, Numeracy, Musica Viva, School Planning and Finance, Australian Curriculum and Child Protection.

This is an ongoing process and is an important segment of our continuous school improvement regime.

Beginning Teachers

At this point in time our staff has no members who are beginning teachers.

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	30/11/2014
Income	\$
Balance brought forward	37993.55
Global funds	60649.61
Tied funds	51874.62
School & community sources	25917.69
Interest	1174.51
Trust receipts	1744.70
Canteen	0.00
Total income	179354.68
Expenditure	
Teaching & learning	
Key learning areas	10,924.89
Excursions	11,666.77
Extracurricular dissections	12,081.89
Library	2,083.89
Training & development	5,177.35
Tied funds	44,977.97
Casual relief teachers	8,900.90
Administration & office	26,114.87
School-operated canteen	0.00
Utilities	9,421.40
Maintenance	10,884.66
Trust accounts	2,241.85
Capital programs	0.00
Total expenditure	144,476.44
Balance carried forward	34878.24

A full copy of the school's 2014 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 2014

Academic achievements

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, literacy and numeracy assessments are reported on a scale from Band 1 to Band 8.

Band 1 (lowest) to Band 6 (highest for Year 3) and Band 3 (lowest) to Band 8 (highest for Year 5).

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

In 2014 our Year 3 students performed very well.

Over 50% of students were in the top 2 bands for all assessments. Our students' averages were above the state average for Reading, Numeracy, Grammar and Punctuation and Writing.

Year 5 also progressed well, performing best in Numeracy, Grammar and Punctuation. This cohort's growth from 2012 -2014 surpassed that of the State in both Spelling and Numeracy.

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> enter the school name in the *Find a school* and select *GO* to access the school data.

Other achievements

* Substantial representation was had at our local ANZAC Parade and Service exhibiting the pride in which our community holds its heritage and school.

* Year 6 students again attended the 'Grip Leadership' Conference in Newcastle stimulating their understandings of leadership skills.

* ICAS Competitions continue to stretch and challenge students. It was very pleasing to see numerous Credits, Merits, Distinctions and some High Distinctions achieved by students.

* The Alpha Show production was another success as students enjoyed this performance of 'Beauty and The Beast'. Not only did they appreciate the creativity but also the socialising with other schools.

* Our annual Book Fair, dress up and picnic lunch was enjoyed by all.



* Four students took part in the Public Speaking Competition and performed very admirably.

* Two students represented our school extremely well at the area Spelling Bee Competition.

* Fruit and Veg Month proved very popular with students, especially our 'Make Your Own Wrap Day'. Students took the opportunity to trial new vegetable fillings for their wraps. Over 30 different toppings were prepared over the day. The peer support on the day was outstanding and the wraps were delicious.



* Indigenous Literacy Foundation was the recipient of funds donated through our 'Great Book Swap/Sale'. We were proud to assist in the raising of awareness and funds for children in remote indigenous communities.

* An opportunity was taken up this year to have tutors, from an outside agency, help expand students' experiences in music, specifically with guitar and keyboard. This occurred in school time, on school premises.

Sport

We continue to place a high priority on teaching all students to swim. K-6 participates in swimming for sport in Term 1 and Term 4. The students also benefit from a 2 week Intensive Swimming Program in Term 4.

This year's Small Schools Swimming Carnival again saw the 'have-a-go' nature of our students help to win the Overall Points Score Trophy for the 20th year in succession. We also took out the Handicap Trophy.

Many of our students progressed to both the Zone and Regional carnivals.



* One student represented our school at the Regional Tennis trials, performing to a very high level.

For the rest of our student body an intensive 5 week tennis experience was undertaken much to the enjoyment of students.

* Our school entered into the Small Schools Soccer Competition with our team performing very credibly.

Many of our students were selected for the Small Schools Combined Soccer Team in both the boys and girls divisions.

* Our school was represented by 2 teams at the Annual Netball Gala Day – a boy's team and a senior mixed team.

Significant Programs and Initiatives – Policy and Equity Funding

Aboriginal education

Aboriginal perspectives, traditions and stories continue to be integrated across the curriculum. Our few aboriginal students have networked with students from other schools in our educational precinct to participate, celebrate and appreciate indigenous culture.

Multicultural education and anti-racism

Appreciation of multiculturalism is realized through Musica Viva Program, inter-curricula perspectives, our Indonesian Program and aspects of PBL. Our senior students continue to work with the local CWA to create research projects on a specified country. This year our students presented a review of Botswana.

The immersion of aspects of differing cultures breaks down ignorance leading to racism and builds understanding and tolerance.

Aboriginal background

Our aboriginal students were able to strengthen partnerships with other schools through indigenous activities and NAIDOC.



Implementation of aboriginal perspectives, supported by extra resources, helped build an even stronger appreciation of indigenous

culture for all students. This appreciation has built greater acceptance of not just indigenous students but for all new students.

Learning and Support

Other significant initiatives

*Crunch 'n' Sip program has continued to promote the ideas of healthy eating across the student body.

* Young Teen Talk gives our senior students a precise understanding of what to expect as their bodies grow and change. This is an extremely valuable resource for students' social and emotional development.

*Our cyclic excursion regime has our senior classes experiencing the wonders of Canberra and the snow



*The junior school got 'up close and friendly' with the critters at the Australian Reptile Park.



* The Song Room Program has been an outstanding experience for our students. From environmental percussion, music games, songs and singing to reading notation generating a great interest and appreciation in music. Students took part in a major concert with other 'Song Room' schools to celebrate their new found skills and confidence.



(Song Room Concert)



* Our cattle judging program continued with 6 students. Their skill, experience and understanding have developed to a high degree. The most outstanding performance was at Newcastle Show with a large number of broad ribbons gained. The students were excellent representatives of our school.



* Bike Day was again a great success. This outstanding program is an annual event where safety and proficient riding skills are the focus. The skills workshops are followed by a bike ride along our country road. On return to school students undertake fresh fruit to renew energies.

Support from parents on this day was outstanding.



* Indonesian continues to be a subject of great interest to our students. K-6 students have learned basic greetings and introductions, studied cultural and geographical information, compared and contrasted aspects of Indonesian and Australian characteristics.

* Music Aviva programs have continued to enhance cultural diversity and musical understandings across the student body.



* The 'KEEPers' Program (Kirkton Environmental Education Person) has continued very successfully. This environmental program carried out by a small group of Stage 1 and 2 boys maintained the vegetable patch. They improved the soil, planted seeds and seedlings, mulched and watered. Produce produced are pumpkins, watermelons, cucumbers, zucchinis, corn, tomatoes, strawberries and sugar snap peas.

*An automated watering system has been developed. Students also minimize waste through system of bins – recycling and composting.

* Charities – Again our students guided by our Student Council have banded together to raise money for a variety of charities through the year showing the positively developing social conscience.



*KidsMatter has enhanced our ability to cater for student wellbeing as well as communicate strategies and support to our families.

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
- Meetings
- NAPLAN analysis
- Across school evaluation processes

School planning 2012-2014:

School priority 1

Comprehension - across KLA's

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 and individual goals
- Maintenance of improved performances in comprehension for all students

Evidence of achievement of outcomes in 2014:

- Analysis of NAPLAN and school based data
- Higher level comprehension across classroom experiences
- Level of positive engagement in teaching learning experiences

Strategies to achieve these outcomes in 2014

- Identification areas 10% below state average in NAPLAN;
- Prioritization and sequencing of skill based instruction;
- Teachers/LAST (Learning And Support Teacher) develop explicit teaching experiences;

- Assessment rubric developing, including self and peer assessment.

School priority 2

Positive engagement of students.

Outcomes from 2012–2014

Greater level of positive student engagement in learning

Evidence of progress towards outcomes in 2014:

- Lessons based around Quality Teaching Framework;
- More positive PBL data;
- Improved quality and depth of work.

Strategies to achieve these outcomes in 2014:

- Refresh PBL, Choice Theory strategies;
- Differentiation of curriculum and adjustments;
- Implementation of KidsMatter;
- Greater willingness of students to be accountable for their own efforts.

School priority 3

Preparation for Change – The National Curriculum

Outcomes from 2012–2014

Confident and well supported preparation for implementation of aspects of National Curriculum.

Evidence of progress towards outcomes in 2014:

- Teaching/Learning programs exhibit aspects of new syllabus
- Higher level professional discussions
- Trials and reflections of competencies.

Strategies to achieve these outcomes in 2014:

- Trial syllabus with frequent feedback;
- Adoption and development of teaching units;
- Continued training and development through modules related to syllabus.

Parent/caregivers, students and teachers satisfaction

In 2014, the school sought the opinions of parent/caregivers, students and teachers about the school.

Their responses are presented below.

Future Directions 2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school's website from the beginning of Term 2, 2015.

With discussions and simple surveys as well as discussions with focus groups information was compiled to begin our school plan for 2015-2017.

The school vision:

Kirkton Public School will be a learning community where-*'All students succeed in their education so that they may cope with a complex and changing world'*.

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

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

Our strategic Directions following consultation with the school community are:

***Strategic Direction 1-** Engaged, resilient, independent successful learners.

***Strategic Direction 2 -** Quality, reflective, inclusive teaching practices enhancing student outcomes.

*** Strategic Direction 3 -** Enhanced community involvement in supporting and facilitating student achievement.

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.

Mrs. Kristen Merceica - P&C President

Mrs. Marjorie Maxwell - Teacher

Mrs. Heather Loss - Teacher

Mrs. Mary Walter - Teacher

Mr. Mark Douglas - Principal

School contact information

Kirkton Public School

797 Standen Drive Lower Belford

Ph: 65 747 152

Fax: 65 747 227

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

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

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:

<http://www.schools.nsw.edu.au/learning/emsad/asr/index.php>



