

# Kelly's Plains Public School Annual Report



**Sharing, Learning, Caring**



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## Introduction

The Annual Report for 2015 is provided to the community of Kelly's Plains as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the School Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Andrew Watson (Relieving)

Principal

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## Message from the Principal

Kelly's Plains is a school that has continued to provide excellence in quality education. This is demonstrated by the quality teaching programs that provide excellent opportunities for all students K-6, whether it is academic, creative, sporting or social opportunities.

This is achieved by the school's dedicated teaching staff. The teachers provide a positive open interaction with students, parents and community members. This creates an efficient and supportive environment between the school, home and community.

I would like to acknowledge the teaching staff for their outstanding contribution to the school, for their ongoing support, dedication and commitment. Thank you, Ms Piddington and Mrs Weier.

2015 was a busy and productive year for our P&C. I would like to acknowledge the important role that they have played in the school through their continued contribution in School Planning decisions, fundraising and classroom learning. Their support and dedication has seen many resources placed throughout the school and the contribution for our major excursions in the Junior and Senior classes enabled the costs for all students to be significantly less. Our P & C are greatly appreciated and valued by the students and staff at our school.

Kelly's Plains cannot operate effectively without its efficient support staff. I thank you for your hard work and commitment to maintaining and improving all aspects of the school. Thank you Mrs Morley, Miss Sozou, Mrs Pankhurst, Mrs Tombs and Mr Dunbar.

Andrew Watson

Rel. Principal



## **P&C Presidents Report 2015**

As always, 2015 has been a busy year. The P&C would like to take this opportunity to reflect on the year and thank some people along the way.

Firstly we would like to mention the new families that joined the Kelly's Plains Family this year. It has been so lovely to meet not only your children but your whole family. We hope you have enjoyed your first year at Kelly's Plains.

As a small school, the concern is making sure our children do not miss out on any opportunities that they would have in a larger school. This year we have again had children participate a large number of events.

This year was also the first year that the P&C ran fortnightly school lunches. Richard Crockett has been instrumental in organising the groups and a huge thank you to all the parents that have helped. It has been fantastic to see so many children enjoy a large variety of lunches offered throughout the year.

A working bee was also held early this year and a massive thank you to those families that attended. The work that was achieved in a short amount of time was greatly appreciated and we look forward to seeing some more faces next year.

To the teachers and staff of Kelly's Plains – Mr Watson, Ms Piddington, Mrs Weier, Mrs Floyd, Ms Felton, Miss Sozou, Mrs Pankhurst, Mrs Morley, Mrs Tombs, Mr Dunbar and the student teachers - We thank you. Your dedication to our students' education and wellbeing is second to none. There are many times that you have all gone above and beyond in your duty as educators. Our wonderful school is very privileged to have you.

Finally I would like to acknowledge the team of P&C parents:

**Mary Eickhoff – Secretary**

**Brooke Edwards – Treasurer**

**Jayne Croft – Fundraising Co-ordinator**

**Richard Crockett – Vice President**

And to all the families who have attended monthly P & C Meetings and School Planning Meetings. Your contribution to the school community cannot and should not be under estimated. Without a contribution from each and every one of you we could not support the school as we currently do.

Donna Matheson

P&C President and School Planning Committee



## School background

### School vision statement

At Kelly's Plains Public School we are committed to being recognised as the best small school in the New England area. We will achieve this by maintaining strong partnerships with the community and maintaining an ethos of high expectations in student achievement. By the end of 2020, the school community expects student outcomes to exceed regional and state averages; providing a nurturing and welcoming environment full of vibrant and inquisitive learners, led by professional and dedicated staff and supported by an educationally focussed community. This will be achieved by mutual accountability for student outcomes and school performance. Our vision is to provide educational experiences and opportunities that will engage and motivate all students to learn, discover and take ownership of their knowledge to equip them to become sharing, learning, caring pro-active citizens of the 21<sup>st</sup> century community.

### School context

Kelly's Plains Public School was established in 1863 and is located 10km from Armidale in a peaceful rural setting. The school has a 152 year history of providing quality educational programs and opportunities for all students. The school prides itself in differentiating the curriculum in our multi stage classrooms while encompassing a positive nurturing environment to ensure the school maintains a high standard of academic success, establishing confident and creative individuals in our modern society.

At Kelly's Plains Public School, the school and community have worked collectively to ensure that all students are given the opportunity to develop and achieve to their maximum potential. Our enrolment averages around 40 students and is made up of families from each quarter of the socio-economic index. We have highly experienced and dedicated teachers who are committed to the fulfillment of the School Plan. We have strong ties with the high schools and collaboratively liaise with staff to best prepare our students for high school. The school provides an expert Learning Support Team that builds the capacity of parents and teachers in working with students with additional learning needs and gifted and talented students.

The small school context is the catalyst for great school spirit and pride among students, family and teachers. The high level of community involvement supports all aspects of school life.

## Self-assessment and school achievements

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, our school achievements and the next steps to be pursued. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

This year, our school undertook self-assessment using the elements of the School Excellence Framework. Our self-assessment process will further assist the school to refine the strategic priorities in our School Plan leading to further improvements in the delivery of education to our students.

Our staff used the School Excellence Framework to inform, monitor and validate the progress and impact of our teaching and learning strategies throughout the year. We examined the School Plan to determine the elements of the School Excellence Framework that the plan most strongly addressed. Staff and community have reflected on the progress being made across the school based expectations identified in the Framework. This provides an important overview to ensure our improvement efforts align with these high expectations.

In the domain of Learning, our efforts have been focused on curriculum, student learning and student wellbeing. The strong performance of the school in creating a positive and productive learning environment among students and staff has been a feature of our progress. The importance of student wellbeing is providing an outstanding way to build an environment of trust, respect and valuing all student contributions. The results have been evident in the changes we have seen in the ways students are relating to each other and, importantly, in the increased engagement in learning. A more focused approach to individual learning needs has been a component of our progress throughout the year. Students with additional learning needs are being identified early and their parents/carers are increasingly involved in planning and supporting their learning directions. We are developing partnerships with our Aboriginal community to successfully increase participation and contribution in learning at the school.

Our major focus in the domain of Teaching has been on collaborative practice for staff members. An important opportunity has been provided to staff in relation to planning, teaching and growing as a team in each of our Multi-Stage classrooms. The use of technology for learning, the importance of data analysis to inform decision-making, the growing of teaching practice through classroom observations, reflections and feedback, and the development of expertise in vital literacy and numeracy programs and in new syllabuses (including Science, Geography and History). Teachers are developing a whole school assessment plan which is evidence-based and includes their reflections and evaluations of collective work.

In the domain of Leading, our priorities have included leadership and management practices and processes. The consistency and effectiveness of implementation of our key strategic directions throughout the year has been due to a strong foundation of leadership capacity building across the school. This approach recognises that leadership development is central to the achievement of school excellence. The Leadership Team (including the Learning Support Staff) have been successful in leading the initiatives outlined in this report, building the capabilities of staff to create a dynamic school learning culture.

The new approach to school planning, supported by the new funding model, is making a major difference to our progress as a school. The achievements and identification of next steps are outlined in the following pages of this report. Our self-assessment process will further assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

## Strategic Direction 1

Delivering consistently high quality teaching practices to create literate, numerate and engaged 21st century learners.

### Purpose

To improve student achievement through the delivery of high quality teaching and learning programs to equip students with the necessary literacy and numeracy skills to be successful 21st Century learners that think both creatively and critically, problem-solve and work collaboratively.

### Overall summary of progress

Our continued school focus on Literacy and Numeracy has enabled us to achieve significant progress in this strategic direction through a successful approach to learning culture and a consistent approach to explicit teaching. There have been significant observable changes in data trending upwards and student engagement in the curriculum has increased.

Learning and Support processes have been enhanced to monitor and plan student progress in literacy and numeracy. This has enabled us to improve early identification and intervention to provide stronger, more focused support to individual students in partnership with their parents/carers.

The development of deeper understandings and pedagogy in 21<sup>st</sup> Century Learning has increased thinking creatively and critically, problem solving and students working collaboratively in the classroom.

Progress towards achieving improvement measures		Resources (annual)
<b>Improvement measure</b> (to be achieved over 3 years)  To increase to a majority, student achievement in Literacy to be at or beyond Stage standards and semester reports using a set of school-based and external assessments.	<b>Progress achieved this year</b> <ul style="list-style-type: none"><li>Continued development of higher quality teaching programs that include differentiation for all students.</li><li>Increase of percentage of students achieving results beyond stage standards.</li></ul>	<\$>1138.92
To increase to a majority, student achievement in Numeracy to be at or beyond Stage standards and semester reports using a set of school-based and external assessments.	<ul style="list-style-type: none"><li>Developed a set of school assessments that were able to assess students on their performance. This enabled informed teaching, programming and evaluation to taking place. This informed teaching practice has developed and maintained personalised learning plans for all students.</li></ul>	<\$>
Staff Training in 21 <sup>st</sup> Century Pedagogy.	<ul style="list-style-type: none"><li>Teacher Professional Learning built capacity in the teachers which enabled the teachers to engage students.</li></ul>	<\$>

## Next steps

- To continue to build Literacy skills and maintain student performance processes beyond stage expectations.
- To continue to build Numeracy skills and maintain student performance processes beyond stage expectations.
- Continue to build and extend Staff Training in 21<sup>st</sup> Century Pedagogy so that it is reflected with consistency across the school.

## Strategic Direction 2

Collaborative, innovative and highly skilled teachers and leaders.

### Purpose

To maintain and increase teacher and leadership capacity throughout the school to provide students with highly skilled, technologically proficient and critically reflective teachers in every classroom as well as instructional leadership to foster best practice of education across the school.

### Overall summary of progress

The implementation of the new School Excellence Framework has led staff to engaging in a much deeper reflective process that is guiding the ongoing development at an individual and collective level. Regular and effective monitoring and feedback processes are in place to discuss progress, support and to plan for growth.

Staff have engaged in professional development, training and collaborative meetings, to enhance reflective processes within the classroom, School Leadership team and Learning Support team.

Quality teaching, assessment and the use of effective feedback have been a key professional learning focus in 2015 to achieve this strategic direction, based on the research of Professor John Hattie.

Progress towards achieving improvement measures	Resources (annual)	
<p><b>Improvement measure</b> (to be achieved over 3 years)</p> <p>The school has embedded explicit systems for collaboration, classroom observation, the modelling of effective practice and feedback to drive and sustain ongoing, school-wide improvement in teaching practice and student outcomes.</p>	<p><b>Progress achieved this year</b></p> <ul style="list-style-type: none"><li>Staff have proactively participated and embedded professional learning opportunities to reinforce and build teaching practice.</li></ul>	<\$>
<p>Teacher performance and development demonstrates sustained growth in teacher capacity against the Professional Standards for Teachers and the Elements in the Art and Science of Teaching (Marzano).</p>	<ul style="list-style-type: none"><li>Professional Learning aligned to Australian Teaching Standards and development of The School Excellence Framework.</li><li>The staff have commenced teaching and lesson observation that foster practice in quality teaching.</li></ul>	<\$>
<p>100% of staff demonstrate use of interactive whiteboards and connected learning strategies.</p>	<ul style="list-style-type: none"><li>All teaching staff enhanced technological skills and showed confidence in the use of interactive whiteboards and growing capacity of connected learning strategies in their own teaching practice.</li></ul>	<\$>
<p>PLAN Data entry for year 1-6 at end of Term 1 and end of Term 3.</p>	<ul style="list-style-type: none"><li>All data has been collected enabling classroom teachers to differentiate learning goals for all students. The information will further go on to develop teaching strategies and enhance student engagement in the curriculum.</li></ul>	<\$>



## Next steps

- To continue to build explicit systems for collaboration, classroom observation and sustain ongoing, school-wide improvement in teaching practice and student outcomes.
- To develop their ongoing capacity of the Professional Standards and continue to implement the pedagogy of Professor John Hattie and Marzano.
- Strong staff growth and continued use of interactive whiteboards and connected learning strategies in all Key Learning Areas.
- Continue and develop teacher capacity in using PLAN data.

## Strategic Direction 3

Develop whole school practices which enable all students to be highly engaged in schooling, emotionally aware & technologically competent in our multicultural society.

### Purpose

To improve student engagement in a positive school environment. To enhance students' social and emotional wellbeing. To establish more effective partnerships with families and to develop technologically competent students.

### Overall summary of progress

Our continued school wide focus on 'You Can Do It' and 'Bravehearts' has enabled us to achieve significant progress in this strategic direction through a successful approach to student wellbeing and learning culture. There have been significant observable changes in behaviour featuring more positive and respectful relationships throughout the students and school community.

We have continued to provide open communication and support to students, parents and the community through practices that foster inclusion, celebrate diversity and cultural experiences, to prepare and actively engage our students in society. The Senior class has developed confidence and competency in Technology. This knowledge has been transferred to the Junior class during Buddies.

Progress towards achieving improvement measures		Resources (annual)
<b>Improvement measure</b> (to be achieved over 3 years)  Increased percentage of participation of community members in school programs.	<b>Progress achieved this year</b> <ul style="list-style-type: none"> <li>The school has facilitated the successful development of connections and partnerships with a range of local service providers. It resulted in the positive relationships and participation with the wider school community.</li> </ul>	<\$>2,631.47
You Can Do It language becoming universal across students, parents, school and community.	<ul style="list-style-type: none"> <li>All students were able to embed strategies from 'You Can Do It' in daily routines. 'Bravehearts' was implemented where a partnership between parents, students and teachers was able to encourage protective language and information.</li> <li>Cyber-bullying strategies were integrated in classroom learning and information was distributed.</li> </ul>	<\$>
100% students demonstrate use of technological tools.	<ul style="list-style-type: none"> <li>All students are working towards being able to demonstrate technological skills and implement these in all key learning areas. Teaching programs were developed to include ICT in all areas.</li> </ul>	<\$>4,542.00
Through the use of PLASST, allocate funding for G & T, Learning Support, LOTE, Aboriginal Education, Students with Disabilities.	<ul style="list-style-type: none"> <li>The school has been able to identify, monitor and develop differentiated learning plans for all students. This has increased the understanding of each student as an individual learner.</li> </ul>	<\$>480.00

## Next steps

- To broaden the involvement of the school community in Literacy and Numeracy information sessions so that parent understanding of the curriculum is enhanced.
- Build on the 'You Can Do It' and 'Bravehearts' approach in the classrooms to continually develop values throughout the school. Begin implementation of the Better Buddies program focusing on peer support, values and friendship.
- Update and purchase student laptops and other resources for ongoing technological development.
- Continue to build on the improved Learning and Support processes, and strengthen the support for Gifted and Talented, Learning Support, LOTE, Aboriginal Education, Students with Disabilities.

## Key initiatives and other school focus areas

Key initiatives (annual)	Impact achieved this year	Resources (annual)
<b>Aboriginal background funding</b>	To improve Literacy and Numeracy skills for Aboriginal Students who will be completing NAPLAN.	<\$>1,136.00
<b>English language proficiency funding</b>	N/A	<\$>0.00
<b>Targeted students support for refugees and new arrivals</b>	N/A	<\$>0.00
<b>Socio-economic funding</b>	Provide academic resources for Literacy and Numeracy implementation to increase student engagement.	<\$>1,248.00
<b>Low level adjustment for disability funding</b>	The employment of School Learning Support Officers to increase student engagement and support.	<\$>3,187.00
<b>Support for beginning teachers</b>	N/A	<\$>0.00
Other school focus areas	Impact achieved this year	Resources (annual)
<b>Other, including Early Action for Success</b> School Readiness Program (Pre K)	Transition Program for 2016 Kindergarten students and Junior students to Senior school commenced in Term 3 and continued in to Term 4.	<\$>0.00
Language other than English (LOTE)	Commencement of half hour German lessons for K-6 to increase student understanding of German vocabulary, history and cultural events.	<\$>1722.00
Community Consultation	Development of a community meeting place to achieve the active engagement of families in the school and build positive connects between school, students and the community.	<\$>2631.47

## 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

**Enrolment Numbers 2011 – 2015**

45						
40						
35						
30						
25						
20						
15						
10						
0						
<b>Total Enrolments</b>		36	39	40	35	31

### Student attendance profile

YEAR	2011	2012	2013	2014	2015
<b>K</b>	93.1	97.1	94.9	94.5	93.5
<b>1</b>	97.3	98.4	95.6	96.5	86.4
<b>2</b>	94.3	97.0	96.9	93.9	96.2
<b>3</b>	98.2	94.4	94.6	95.6	82.0
<b>4</b>	93.5	97.6	90.7	97.4	86.7
<b>5</b>	92.4	97.5	94.4	94.3	95.3
<b>6</b>	97.0	97.8	93.0	95.2	89.3
<b>TOTAL</b>	<b>96.9</b>	<b>96.9</b>	<b>94.3</b>	<b>95.3</b>	<b>89.9</b>

### Class sizes

Junior Class K-2 - 13 students

Senior Class 3-6 - 18 students

## Workforce information

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 Teacher(s)	
Classroom Teacher(s)	1
Teacher of Reading Recovery	
Learning and Support Teacher(s)	0.200
Teacher Librarian	0.084
Teacher of ESL	
School Counsellor	0.005
School Administrative & Support Staff	0.886
Other positions	0.262
Total	3.437

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

### Teacher qualifications

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

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	

### Professional learning and teacher accreditation

Google Apps

Office 365

Visible Learning (Prof. J. Hattie)

Science

History

Geography

Anaphylaxis Training

First Aid

Sue Larkey Autism Workshop

School Excellence Framework

Teacher Professional Goals and Implementation

Child Protection

Gifted and Talented Training UNE

## Financial summary

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

### Financial information

Date of financial summary	30/11/2015
<b>Income</b>	
Balance brought forward	20,160.39
Global funds	66,965.11
Tied funds	21,032.89
School & community sources	15,340.41
Interest	950.88
Trust receipts	1,913.70
Canteen	0.00
Total income	126,363.38
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	3,495.01
Excursions	6,011.00
Extracurricular dissections	7,969.18
Library	952.85
Training & development	1,436.22
Tied funds	18,704.15
Casual relief teachers	10,123.25
Administration & office	22,547.84
School-operated canteen	0.00
Utilities	10,157.97
Maintenance	3,569.59
Trust accounts	1,719.70
Capital programs	0.00
Total expenditure	86,686.76
<b>Balance carried forward</b>	<b>39,676.62</b>

## School performance

### NAPLAN

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

The *My School* website provides detailed information and data for national literacy and numeracy testing. Click on the link [My School](#) and insert the school name in the *Find a school* and select *GO* to access the school data.

### Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school.

In 2015, the school sought the opinions of parents, students and teachers about the school and our links to the community.

Their responses are presented below.

Parents are happy with the increased participation with other school networks in creative arts, sport and gifted and talented opportunities.

The school community has increased learning and teaching connections with the Small Schools' cluster, creating more opportunities for staff, parents and students.

## Policy requirements

### Aboriginal Education

Kelly's Plains Public School continues to implement the Aboriginal Education Policy in all Key Learning Areas. In 2015 we particularly focused on Aboriginal perspectives in English, Creative Arts, History, Geography and Physical Education.

- NAIDOC Week
- Yulunga Games
- Norta Norta NAPLAN

### Multicultural Education and Anti-racism

Kelly's Plains Public School continues to implement the Multicultural and Anti-racism perspectives in line with the School Plan, the school has reviewed its teaching and learning programs this year to ensure that culturally inclusive classroom and school practices are embedded for all students. Further to this our programs foster students' understandings of culture, cultural diversity, racism and active citizenship within a democratic, multicultural society.

- Harmony Day
- LOTE (German)
- CWA Country study - Italy

### Other school programs

School Readiness Program (Pre-K)

Student leadership – Grip Leadership

School Representative Council

Student Leadership Group

Family and community programs

Body Percussion

Gardening and Sustainability Program

Achievements in the arts and sport

Pirates vs Mermaids Musical

Autumn Festival

ANZAC DAY Memorial Service

Easter Hat Parade

Clean Up Australia Day

Life Education Van

QUESTACON

'Bravehearts' Program

'You Can Do It'

Premier's Spelling Bee

Responsible Pet program

Book Week

Book Fairs

Flute Trio

Authors Festival/Student Speeches

GRIP Leadership

Debating Workshop

Education Week

Grandparents' Day

Senior Class Lake Ainsworth excursion

Junior Class NERAM excursion

Science in the Bush

Science & Engineering Day

eGATS (Gifted & Talented)

ACOS Choir

An Evening with ACOS

Operation Art

Small Schools' Swimming Carnival

Small Schools' Cross Country

Small Schools' Athletics Carnival

PSSA Athletics

PSSA Cross Country

PSSA Swimming

Rugby Skills Day

NSW Swifts Netball Day

Hockey Skills Day

Newcastle Jets visit

Jump Rope 4 Heart

After School Touch Football Competition

Nicholas Weier - State Swimming Championships

Caleb Bettison – State Cross Country Championships