



Education &
Communities

Kelly's Plains Public School Annual School Report 2014



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 KPPS, 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 hovers around 30 students and is made up of families from each quarter of the socio-economic index. We have a highly experienced and dedicated staff that is 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 special 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.



Principal's message

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

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

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

2014 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. The support and dedication has seen many resources placed throughout the school. The contribution for our major excursions in the Junior and Senior classrooms enabled the costs for all students to be significantly less.

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, Mrs Weber, Mrs Richer, Mrs Tombs and Mr Dunbar.



P&C Report

The Kelly's Plains Public School Parents & Citizens Association has continued their work as supporters and contributors to the life of the school. It aims to support students and staff in the core business of the school - teaching and learning.

The P&C have met monthly throughout the year with most meetings focused on the organisation of fundraising for the purchase of resources and subsidies for school excursions.

Meetings were generally well attended. I would like to thank the parents and staff who attended these meetings.

Mr Cotter returned to his base school at the end of Term 2 and we recognise his contribution to our school and in the beautification of the school playground.

We welcomed Mr Watson as relieving Principal in Term 3. All staff members worked efficiently to achieve their goals for 2014. Thank you to the teaching staff for your hard work and dedication.

The P&C have continued our fundraising efforts and have held several school lunches and BBQs, Mothers' Day stall, Fathers' Day stall, pie drive, mango drive and the ANZAC morning tea. All of these events ran smoothly and achieved high profits because of our enthusiastic volunteers and the generous donations of food, time and effort from our school community.

The P&C are in a reasonable financial position and will continue to support the school with contributions towards additional technology items and major excursions.

There are a number of families leaving this year. We wish the best to our Year 6 families.



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

In 2014 there were 35 students enrolled at Kelly's Plains public School. In the Junior class (K-2) there were 20 students and in the Senior class (3 - 6) there were 15 students.

Enrolment Numbers 2010 – 2014

45					
40					
35					
30					
25					
20					
15					
10					
0					
	2010	2011	2012	2013	2014
Total Enrolments	34	36	39	40	35

Student attendance profile

YEAR	2010	2011	2012	2013	2014
K	95.1	93.1	97.1	94.9	94.5
1	95.6	97.3	98.4	95.6	96.5
2	94.8	94.3	97.0	96.9	93.9
3	89.6	98.2	94.4	94.6	95.6
4	92.8	93.5	97.6	90.7	97.4
5	98.1	92.4	97.5	94.4	94.3
6	96.3	97.0	97.8	93.0	95.2
TOTAL	94.7	96.9	96.9	94.3	95.3

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)	1.168
Teacher of Relief from Face to Face	0.084
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.084
Teacher of ESL	
School Counsellor	
School Administrative & Support Staff	0.886
Total	3.422

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
Degree or Diploma	100%
Postgraduate	

Professional learning and teacher accreditation

Our school continued using the Best Start program for all students in Kindergarten. Mrs Piddington was previously trained in administering the program and using this information to guide teaching and learning programs.

As our school employed a Learning Assistance Support Teacher (LAST), professional funds were provided for training and development to support new programs and individual learning plans.

All staff members have attended courses linked to the new English, Mathematics, History and Science Curriculum. The school has developed several working documents, including a scope and sequence for Science and the development of evaluative and whole school assessment programs.

Mrs Piddington retrained to continue in her ARCO role as well as shadowed an Aboriginal Education Officer. This resulted in more Aboriginal programs and activities being implemented at Kelly's Plains Public School during 2014.

All mandatory Department of Education & Communities' Professional Learning was undertaken during 2014

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	21539.16
Global funds	63051.39
Tied funds	16970.96
School & community sources	12766.06
Interest	622.21
Trust receipts	2520.40
Canteen	0.00
Total income	117470.18
Expenditure	
Teaching & learning	
Key learning areas	10084.37
Excursions	5332.66
Extracurricular dissections	6860.36
Library	405.41
Training & development	324.72
Tied funds	14551.79
Casual relief teachers	5741.00
Administration & office	25807.73
School-operated canteen	0.00
Utilities	10663.8
Maintenance	14917.55
Trust accounts	2620.4
Capital programs	0.00
Total expenditure	97309.79
Balance carried forward	20160.39

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, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

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

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

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

Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)

Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

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

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

Achievement in Arts, Sport and other School Programs

Arts

- Brandon Sullivan - State Music Camp, Armidale Community of Schools Orchestra (ACOS) and school performances



- Armidale Show
- Autumn Festival
- Annual Talent Quest
- Waste into Art

Sport

- Nicholas Weier - State Swimming Championships



- Caleb Bettison – State Cross Country Championships



- Small Schools' Swimming Carnival
- Small Schools' Cross Country
- Small Schools' Athletics Carnival
- PSSA Athletics
- PSSA Cross Country
- PSSA Swimming
- Rugby Skills Day
- Hockey Skills Day
- Jump Rope 4 Heart

Other achievements

- ANZAC DAY Memorial Service
- Easter Hat Parade
- Clean Up Australia Day
- Life Education Van
- Brave Hearts Program
- You Can Do It
- Premier's Spelling Bee
- Responsible Pet program
- Taronga Park Mobile Zoo
- Super Hero Day (Muscular Dystrophy)
- Book Week
- Authors Festival/Student Speeches
- GRIP Leadership
- Debating Workshop
- Education Week/Grandparents' Day
- Senior Class Lake Ainsworth excursion
- Junior Class transport excursion

Significant programs and initiatives – Policy and equity funding

Aboriginal education

Kelly's Plains Public School continues to implement the Aboriginal Education Policy in all Key Learning Areas. In 2014 we particularly focused on Aboriginal perspectives in English, Creative & Practical Arts, HSIE and PE.

- NAIDOC Week
- Yulunga Games



Multicultural education and anti-racism

- Harmony Day
- German vocabulary and cultural lessons



- CWA Country study - Botswana



Learning and Support

Low level adjustment for disability funding has been allocated for the employment of a School Learning and Support Officer to improve learning outcomes for students with additional needs across the school.



School evaluation processes

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

- Discussion held with staff, students, parents and community members.
- Surveys completed by staff students, parents and community members.
- Strategic Management planning meetings.

School planning 2012-2014:

School priority 1

Improve Literacy performance in the school so that student growth is higher than state growth on NAPLAN.

Outcomes from 2012–2014

At Kelly's Plains Public School we pride ourselves on inclusive teaching and learning of all students in the collection of data in school and National Assessment programs.

Evidence of achievement of outcomes in 2014:

- We achieved an increased number of students in the higher bands of Reading in Year 3.
- Some students in Year 5 achieved a higher band in Writing.
- Some students in Year 5 showed substantial growth in the areas of Reading and Spelling.

Strategies to achieve these outcomes in 2014:

- Assessment tasks in writing will align with NAPLAN priority areas for each year. These are to be used in common assessment tasks.
- Computer and technology use is implemented where possible to access online/outside programs and initiatives to compliment teaching and learning programs and to support LD and GAT students.

School priority 2

Improve Numeracy performance in the school so that student growth is higher than state growth on NAPLAN.

Outcomes from 2012–2014

At Kelly's Plains Public School we pride ourselves on inclusive teaching and learning of all students in the collection of data in school and National Assessment programs.

Evidence of achievement of outcomes in 2014:

- There was overall growth of some Year 3 and some Year 5 students in Numeracy.

Strategies to achieve these outcomes in 2014:

- Careful implementation of the new Mathematics Curriculum targeting areas of need for students.
- Modify teaching programs to cater for individual needs of all students.
- Create assessment tasks that align with NAPLAN assessment and use data from previous NAPLAN to guide teaching and learning priorities and programs.

Parent/caregiver, student, and teacher satisfaction

In 2014, the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

- Parents would like to increase student participation in academic, sporting and creative arts programs outside of Kelly's Plains Public School. They would also like to increase networks with other schools.

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.

Strategic Direction 1 - High quality teaching to create literate, numerate and engaged 21st century learners.

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

Strategic Direction 2 - Collaborative, innovative and highly skilled teachers and leaders.

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.

Strategic Direction 3 - Highly engaged, emotionally aware and technologically competent global citizens.

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.

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 Andrew Watson - Relieving Principal

Mrs Lauren Piddington - Classroom Teacher

Mrs Jane Weier – LAST, RFF & Librarian

Mrs Vee Weber – School Planning Committee

Mrs Deb Morley - School Administration Manager

Mrs Jayne Croft – P&C Secretary

School contact information

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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>

