

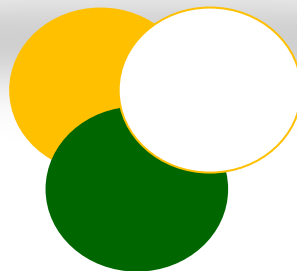


Education

Kinchela Public School Annual Report 2015



"Learning in Harmony"



2303

Introduction

The Annual Report for 2015 is provided to the community of Kinchela Public School 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.



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Message from the Principal

Kinchela Public School is a small school that recognises the talents and achievements of all its students. We encourage participation in all activities and acknowledge the contributions that our students and their families make.

Our school ensures that education is valued, that children want to learn and that they enjoy the trust of teachers. We actively promote practices that ensure students are aware of the rights of others in sharing in the life of the school.

The school has high expectations of students and value the provision of a wide variety of learning opportunities at the school – academic, social, sporting and in the performing arts.

I am proud of our students and their achievements. The staff have been committed to the massive changes we have faced this year and have worked tirelessly to implement the reforms around education in NSW.

Our clear focus is on creating a learning environment that is engaging for students whilst continuing to build pedagogical capacity of staff to motivate and respond to the needs of the children in our care.

Our goal is to strengthen the culture of our school, one that is supportive, engaging and challenging for our students.

I certify that the information provided in this report is a result of school self-assessment and reflection. A review process has been undertaken with staff, parents and students and provides a balanced and genuine account of the school's achievements and areas for development.

Kylie Nicholson
Principal

School Background

School vision statement

Kinchela Public School is a community focused environment recognising and responding to the diverse needs of students. We endeavour to provide students with the foundation they need to survive in an ever changing world, through the provision of quality learning experiences and a highly motivated staff.

School context

Kinchela Public School is located 20km from South West Rocks and 25km north of Kempsey. The school community is focused on recognising and responding to the diverse needs of all students across our whole school community. With a FOEI of 143 the school is well resourced and staffed. Our staff currently consists of two full time teaching positions, a permanent part time teacher three days per week and two temporary teachers, working two days per week. We currently have a permanent Aboriginal Education Officer who works with all students to promote Aboriginal culture and traditions, a permanent part-time Administration Manager and a permanent part-time general assistant. Our SLSO positions are currently three days per week and we have a Technology teacher one day per week. Our clear focus is to create an engaging learning environment for students, build on the capacity of all staff and strengthen the culture of our school.

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. The self-assessment was conducted by the staff supported by our Principal School Leadership. As this was the first year of implementing the School Excellence Framework the school is in the early stages of its journey, refining its processes and practices as familiarity with the Framework becomes embedded within the school.

Learning

In the domain of Learning, the staff focussed on wellbeing and learning culture. The school identified the need for our students to engage positively in the classroom and playground. Programs that were implemented have given students a strong sense of self-worth, personal awareness and identity. Kinchela Public School has benefited from our partnership with community agencies to deliver benefits to our students and their families.

Staff expressed interest in the Positive Partnerships Program to strengthen their abilities to identify student's complex needs and have decided that this program would take priority over Kids Matter. Two staff members have commenced this professional development in 2016.

Teaching

In the domain of Teaching the school has focussed on building teacher's understanding of highly effective teaching strategies. An aspiring culture of collaboration, learning and personal best has been strengthened and motivated by the exchange of knowledge within the school and across learning alliances.

The implementation of the L3 program has focussed on classroom practice, data skills and its use. It will be continued in 2016 with the inclusion of all lower primary staff and will involve professional development using our alliance with Smithtown Public School.

Leading

Our focus in this domain this year has been leading the implementation of new syllabus and building the capacity of all staff. The implementation of new planning procedures and the ways in which we can monitor the progress of the school has placed the school in a strong position and with clear direction for the 2016-17 school year.



Strategic Direction 1

Strive for excellence, high achievement and personal best.

Purpose

To develop personal values and attributes so students have a sense of self-worth, awareness and personal identity that will enable them to manage their emotional, spiritual, mental and physical well-being. Students need to learn and apply interpersonal skills in order to successfully function in our society.

Overall summary of progress

Within this direction staff have successfully implemented strategies to enhance students ability to resolve issues and develop their self-confidence.

Two staff members have commenced the Positive Partnerships Program. The Learning and Support Staff identified students who had complex educational and social needs and felt that staff would benefit from this training. The staff have developed a deeper understanding in the use of data and are implementing this to drive improved student engagement and improved results for all students.

Progress towards achieving improvement measures		Resources (annual)
<i>Improvement measure (to be achieved over 3 years)</i>	<i>Progress achieved this year</i>	<\$>
<i>A 15% reduction in behavior incidents in the Student Welfare Book</i>	<i>A student welfare program was instigated in Term 3 with the employment of Anna Rawlings. Successful outcomes included a reduction of incidents in the playground and students are using strategies to resolve differences. Students have a strong sense of self-worth, personal awareness and identity.</i>	\$2537.40
<i>Students complete learning goals aligned with the syllabus and continuums.</i>	<i>Students have been given the tools to focus on their own learning with the use of continuums. This has enabled reports to be re-written and show a clearer direction for student learning. Teachers have a better indication of where students are located on the continuum and where the focus needs to be.</i>	\$845.00

Next steps

The school will build on further implementation of student assessment data to improve student's results. There will be a focus on building teacher's understanding of highly effective teaching strategies. We will continue to offer opportunities for students to strengthen their abilities and knowledge of self.

There will be further development of all staff in the implementation of strategies from the Positive Partnerships Program. This will enable early identification and a more focussed approach towards students' learning experiences.



Strategic Direction 2

Networking – working together.

Purpose

Teachers will be given support and opportunities to collaborate and engage in professional conversations and learning experiences in order to develop and enhance their practice.

Overall summary of progress

Staff have developed their skills and training in L3. Staff have an excellent understanding in the implementation of the L3 program and are using their knowledge of assessment and data collection to enhance student learning. With the implementation of the new syllabus, staff have focused on the Key Learning Area of Science. Scope and sequences have been developed and teachers are producing quality student directed science programs.

Progress towards achieving improvement measures		Resources (annual)
<i>Improvement measure (to be achieved over 3 years)</i>	<i>Progress achieved this year</i>	<\$>
Staff development in the use of L3	Data shows students have achieved well above average expectations. Staff have an excellent understanding of student capabilities with the collection and interpretation of L3 assessment data.	\$1690
Engagement with curriculum	Scope and sequence written for new syllabus and teaching staff programs to reflect knowledge and understanding of its implementation	5 days casual relief Professional development \$2113.50

Next steps

The lower primary staff will be involved in the implementation of the L3 program. Professional development will ensure a deeper understanding of assessment data and its effective use in planning student centred activities. Further development of staff skills in the implementation of the science syllabus. Units of work will be restructured to provide balanced, informative and inclusive lessons. This will drive student directed learning opportunities.



Strategic Direction 3

Building an expert, caring and cohesive team.

Purpose

To increase teacher capacity and competency in delivering learning outcomes for our students. This will enable them to equip students with the knowledge and skills and nurture their development as learners, individuals and productive citizens. School leaders play a critical role in supporting and fostering quality teaching through coaching and mentoring to find the best ways to facilitate learning.

Overall summary of progress

Staff selected and worked towards their professional goals throughout 2015. More direction was needed for staff when setting goals. This has already been implemented in 2016, with staff choosing one area of the School Plan to focus on. Throughout 2015 our mentoring program began with the professional development of the Principal to begin the Performance and Development process. Throughout 2016 staff will implement the skills that have been developed to assist in the achievement of one milestone from the School Plan.

Progress towards achieving improvement measures		Resources (annual)
<i>Improvement measure (to be achieved over 3 years)</i>	<i>Progress achieved this year</i>	<\$>
<i>Implementation of PDPs for all teaching staff.</i>	<i>Building the capacity of teachers in the understanding of this process and directing staff to focus on areas of need.</i>	\$1690.00
<i>Implementation of a mentoring program</i>	<i>Slow progress has been made in this area. More professional development for all staff has been organised for 2016, with an allocation of funds from school finances.</i>	\$2535.40

Next steps

Staff have had their professional goals set and have a clear direction in which they need to focus to achieve their professional goals. With further development of the mentoring program, staff will be successful in the professional development and the school will benefit from improved classroom practice and focused lessons for the achievement of student learning goals.



Key initiatives and other school focus areas

Key initiatives (annual)	Impact achieved this year	Resources (annual)
<i>Aboriginal background funding</i>	<p><i>All students have an individual learning plan and are making progress across all areas of the curriculum.</i></p> <p><i>The school has encouraged the professional development of our AEO to assist students in the classroom with Numeracy and Literacy.</i></p> <p><i>We have taken every opportunity to promote our links with community and our students understanding of Aboriginal traditions and culture.</i></p>	<p><i>\$65000.00 Aboriginal Education Officer.</i></p> <p><i>\$1440.00</i></p>
<i>Socio-economic funding</i>	<p><i>Staff training in L3 and Quicksmart programs to enhance student learning</i></p> <p><i>Personalised programs for individual support of at risk students with the development of the LaST position and a refocusing of the role.</i></p>	<p><i>\$25060.00</i></p> <p><i>SLSO</i></p>
<i>Low level adjustment for disability funding</i>	<p><i>All students requiring adjustments and learning support are catered for within class programs and other whole school strategies. 8 students were referred to the LaST team for support.</i></p>	<p><i>\$12090.00 funding support</i></p> <p><i>SLSO</i></p>



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	2009	2010	2011	2012	2013	2014	2015
Male	#N/A	#N/A	7	7	9	13	10
Female	#N/A	#N/A	15	20	21	28	22

Student Attendance Profile

	Year	2010	2011	2012	2013	2014	2015
School	K	93.1	98.0	93.6	90.1	92.0	98.1
	1	91.8	93.9	89.1	94.3	95.6	92.2
	2	93.6	91.4	94.4	83.0	92.4	96.9
	3	98.9	98.0	95.4	98.6	95.8	90.6
	4	88.6	99.2	94.1	94.0	93.0	92.3
	5	na	94.6	86.0	95.2	93.2	92.7
	6	92.5	100.0	89.9	52.3	90.2	94.5
	Total	92.1	95.3	93.0	92.6	92.7	93.5
State DoE	K	94.7	94.7	94.3	95.0	95.2	94.4
	1	94.2	94.2	93.9	94.5	94.7	93.8
	2	94.4	94.2	94.2	94.7	94.9	94.0
	3	94.5	94.4	94.4	94.8	95.0	94.1
	4	94.5	94.3	94.3	94.7	94.9	94.0
	5	94.4	94.2	94.2	94.5	94.8	94.0
	6	94	93.8	93.8	94.1	94.2	93.5
	Total	94.4	94.3	94.2	94.7	94.8	94.0

Workforce Composition

Position	Number
Principal	1.0
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teacher(s)	0
Classroom Teacher(s)	1
Primary Part Time Teacher	0.168
Learning and Support Teacher(s)	0.1
Primary Teacher Librarian	0.084
Aboriginal Education Officer	1.0
School Counsellor	0.005
School Administrative & Support Staff	0.696
General Assistant	0.284
Total	4.337

Workforce Information

Kinchela Public School has a staff of 10. We have two full time teachers, two part time teachers who fulfil the role of Librarian, Learning & Support and release.

Our administration staff are employed for three and a half days per week and we have a counsellor who attends the school once every three weeks. We have a permanent Aboriginal Education Office who assists the children in Aboriginal Education and SLSO's who assist in our three classrooms. Our General Assistant maintains the school grounds one day per week.

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

All teachers and staff have participated in professional learning activities to enhance student learning and engagement, focusing on new syllabus implementation, teacher practice and pedagogy and student wellbeing. All these areas are a focus on the school plan being implemented this year and continuing through until 2017.



Financial Information

Financial Summary

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

A full copy of the school's 2015 financial statement is tabled at the Annual General Meetings of the Parent and/or Community groups. Further details concerning the statement can be obtained by contacting the school.

Date of financial summary	30/11/2015
Income	\$
Balance brought forward	54856.92
Global funds	69811.07
Tied funds	58143.15
School & community sources	19509.29
Interest	1456.97
Trust receipts	1064.27
Canteen	0.00
Total income	204841.67
Expenditure	
Teaching & learning	
Key learning areas	15537.16
Excursions	9395.17
Extracurricular dissections	8812.35
Library	491.89
Training & development	6349.57
Tied funds	70391.93
Casual relief teachers	4172.93
Administration & office	21539.47
School-operated canteen	0.00
Utilities	10937.14
Maintenance	4655.96
Trust accounts	1075.23
Capital programs	0.00
Total expenditure	153358.80
Balance carried forward	51482.87

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 reporting of information must be consistent with privacy and personal information policies. Ten or more students must complete the NAPLAN testing for individual school percentage band, three year school average and average growth information to be publicly reported.

NAPLAN - Literacy

Kinchela Public School has made steady progress in the area of Literacy. Individual students have shown improvements in the areas of reading and spelling with marked increases in writing.

All other areas achieved strong results indicating that the strategies that have been implemented are successful.

NAPLAN – Numeracy

Our numeracy results in NAPLAN were strong in many areas although problem solving concepts are still of concern. Strategies have been implemented and changes to the delivery of Numeracy lessons have been implemented to assist students to achieve the learning outcomes in this area.

Parent/Caregiver, Student, Teacher Satisfaction

The school continually has contact with parents through events at the school, P&C meetings and the School Council.

Their responses are recorded below:

- They support the learning activities that are undertaken at the school.
- They believe that students are happy to be at the school.
- There is good communication between the school and parents.

Student surveys have revealed the following:

- That they are comfortable in approaching their teacher for help.
- They enjoy the learning activities that are provided and like the variety that is offered.

Policy Requirements

Aboriginal Education

Aspects of Aboriginal Education have continued to be a focus at Kinchela Public School. We aim to provide a supportive learning environment and we are committed to the education of all students about Aboriginal culture, history and current Aboriginal Australia.

In 2015 we participated in the Dunghutti stories – Mapping the Macleay. Students visited Smithtown Public School to share a vision of the stories that have originated around the Macleay River and how they have impacted on the Aboriginal people residing around the river.

Our Aboriginal Sensory Garden was completed with the acquisition of an artwork designed by Alwyn Kelly, AEO at Kinchela. This artwork is displayed in our garden and we have nurtured and enhanced our garden by adding mosaics, bird feeders and ponds.

Multicultural Education and Anti-racism

The school has reviewed its teaching and learning programs this year to ensure that culturally inclusive classroom and school practices are embedded. We provide as many opportunities for our students to enhance their awareness and acceptance of other cultures from around the world. Mrs Kylie Nicholson is the current Anti-Racism contact officer.

Other School Programs

Get Hooked Fishing Program

Kinchela Public School participated in the Get Hooked program in Term 4.

Students participated in several lessons involving the correct methods for participating in fishing activities and how to protect the environment and the fish stocks in our local area.

Students were supplied with fishing equipment and spent three consecutive Fridays learning how to fish, the correct way to use and care for their equipment and many developed positive relationships with the members of the Hat Head Fishing Club.



Student Leadership Program

This was the first year students have participated in this program. Five students were involved in the one day program to investigate what is involved in becoming a student leader.

The feedback from the students was very positive and they are demonstrating the skills that they have learnt through the positions of leadership that they hold in 2016.



Swimming

Kinchela Public School students achieved outstanding results with swimming in 2015. The PP5 relay managed to place in the finals of the North Coast Swimming Carnival and made their way to Sydney to compete.

Our PP5 relay team performed extremely well, swimming the best times and placing a respectable 6th place in the final at Olympic Park, Sydney. We are very proud of their achievements. Well done to Indie-Bella, Ella, Kirstyn and Keelan.

