

# Kellys Plains Public School

## 2019 Annual Report

# KELLY'S PLAINS PUBLIC SCHOOL



2273

## Introduction

The Annual Report for 2019 is provided to the community of Kellys Plains 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.

### School contact details

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### Message from the principal

2020 will be a big year of learning.

### Message from the school community

We can't wait for 2020

### Message from the students

We look forward to more learning.

## School background

### School vision statement

At Kellys Plains Public School we are committed to providing quality education in a nurturing, innovative learning environment where every student is known, valued and supported.

Our ultimate goal is for students to be literate, numerate, confident and self directed enabling them to be future ready citizens who are compassionate and connected in an ever changing world.

We enable students to develop these skills through engagement in challenging learning experiences and opportunities which foster collaboration, creativity and critical thinking with value placed on being flexible, open-minded, resourceful, reflective, persistent and patient.

Teachers set high standards for students and continually develop their skills, knowledge and understandings to ensure that the school, every teacher and every student, improves every year.

The school's motto *Sharing Learning Caring* underpins this vision and is reflected in the collaboration between community, families, students and staff to ensure quality learning.

### School context

Kelly's Plains Public School was established in 1863 and is located in a rural setting 10km from Armidale. The school has approximately 37 students across K – 6 in two multistage classes. The small school context is the catalyst for great school spirit and pride among students, family and teachers. The school has a 154 year history of providing quality educational programs with a strong connection to the community especially through participation in the ANZAC service at Dangarsleigh War Memorial by students and P & C. The school enjoys an extensive playground with sandpit, fort, gym circuit equipment, sports oval, COLA, basketball courts and school garden that support learning as well as enabling creative play and problem based learning.

Kellys Plains is part of the Armidale Community of Schools and also The Thunderbolt Alliance with three other small rural schools. Through this alliance, the school participates in, and leads, a range of STEM/STEAM initiatives. The school takes opportunities to implement music, language and culture classes across the school using external and parent expertise. Both classrooms have laptops and ipads, and all rooms including the Multipurpose room, have interactive whiteboards.

Kelly's Plains staff is comprised of newly and highly experienced teachers who are dedicated to providing learning experiences unique to the Kelly's Plains PS. The school has committed parents who volunteer with the students, as well as a supportive and active Parents and Citizens Association who support and fundraise to enable students access to additional learning resources and opportunities. The school provides assistance for students with additional learning needs for remediation or extension as well as wellbeing needs, utilising input from other agencies to provide 'wrap around support'. The school has a reputation as a high achieving and nurturing school with a differentiated curriculum. At Kelly's Plains Public School, the school and community work collectively to ensure that all students are given the opportunity to develop and achieve to their maximum potential. .

## Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/school-excellence>

## Strategic Direction 1

Consistent, high quality teaching practice

### Purpose

To deliver high quality teaching founded upon evidence based practice, consistent teacher judgement and targeted professional learning to ensure staff and student growth that enables improved student learning outcomes.

### Improvement Measures

- Assessment tasks are designed with a thorough knowledge of curriculum to provide accurate data of student learning and growth to be monitored using PLAN 2 for all students K–6.
  - Analysis of school based data to monitor student progress with individual learning plans for students at risk, requiring extension, with specific support programs (Sensory, ASD) and specific areas of English and Maths
  - Evidence of student growth of one year for each year of learning, gathered from internal and external assessment.
- A variety of classroom observation data and associated self-reflections indicating an increased teacher understanding and capacity surrounding student engagement and differentiation.

### Progress towards achieving improvement measures

#### Process 1: Engaging and differentiated teaching

To develop whole school practices in the delivery of engaging and differentiated teaching programs

Evaluation	Funds Expended (Resources)
<p>The staff worked together in a planning day to highlight the needs of every student in the school. Targeted areas were discussed and implemented in teaching and learning programs, providing differentiated approaches for every student.</p> <p>The staff also created an "adjustments" programming proforma to be included in programs to highlight and identify where teachers are providing differentiated approaches in their lessons. These strategies were also observed by the principal in teaching programs throughout units of work.</p> <p>Learning Support Team (LST) discussion were embedded as part of staff meetings to monitor student needs and progress and to seek support form outside agencies where required.</p> <p>In 2020, the school will have some students enrolling in Kindergarten with some significant needs. Staff are working with agencies outside the school to have systems in place to support these students as they enter kindergarten in 2020.</p>	

#### Process 2: Quality Assessment

To develop assessment 'for', 'of' and 'as' learning with a thorough knowledge of curriculum and evidence based practice.

Evaluation	Funds Expended (Resources)
<p>Assessment schedule has been created for term 4 2019 however, this will be a focus for the 2020 school year. K–2 and 3–6 assessment schedules will be developed to track achievement and monitor whole school data to inform teaching and planning.</p>	

### Next Steps

Review and update current practice.

## Strategic Direction 2

Students succeed as learners to become confident, informed and responsible citizens

### Purpose

To strengthen student capacity to be responsible for their ongoing learning and strive for improvement by engaging in challenging learning, identifying goals, problem solving and being innovative whilst making connections within and beyond the school.

### Improvement Measures

- EBS Central to monitor improved attendance indicating greater participation in learning.
- Students are engaged in holistic learning opportunities showing improvement in participation over time.
- PLAN data and students' profiles are accessed and updated each term
- Students can identify learning goals and have input into progress.

### Progress towards achieving improvement measures

#### Process 1: Succeeding in a Digital Age

To develop future-focused practices and programs that support students to succeed in a digital age.

Evaluation	Funds Expended (Resources)
Beginning to work towards this.	Laptops.

#### Process 2: Every student known, valued and cared for

Sense of belonging: students feeling included and accepted at school.

Expectations for success: teachers value academic achievement and hold high expectations of all students.

Evaluation	Funds Expended (Resources)
<p>It was decided at the term 3 school development day that the wellbeing program at Kelly's Plains was tired and needed some adjustments to make it more appealing and meaningful to students. In term 4, teachers purchased "My wellbeing journal" as a program to commence in term 1 2020. This is a new, individualised program to run over 2 years.</p> <p>The school also reviewed the award system. Students now can achieve a principals award after 5 school ribbons and a school trophy after 10 school ribbons. School ribbons are attached to awards at assemblies for class work, school representation and for other acknowledgements.</p>	

#### Process 3: Community Partnerships

To engage families and communities to support wellbeing and tailor approaches to meet the individual needs of all students.

Evaluation	Funds Expended (Resources)
Parental involvement is increasing.	P&C functions.

## Next Steps

With the new principal beginning in 2020 these will be analysed through observations and evaluation to support the school's direction.



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	Targeted types of text.	The school has used funding sources to purchase texts and resources embedded with Aboriginal culture and perspectives. This has been mostly for students in stages 2 and 3 where there were a lack of adequate resources for classroom use.
<b>English language proficiency</b>	SLSO additional support.	Beginning to have impact
<b>Low level adjustment for disability</b>	<b>Funding Sources:</b> • Low level adjustment for disability (\$13 847.00)	The school employed and SLSO to support students in our school with their learning for 2 days per week for the 2019 school year. A comprehensive support program was developed by the classroom teacher for implementation for two intensive lessons per week.
<b>Quality Teaching, Successful Students (QTSS)</b>	<b>Funding Sources:</b> • Quality Teaching, Successful Students (QTSS) (\$7 257.00)	The school used funds in semester 2 to provide time for the principal to work side by side with classrooms teachers to build their capacity in classroom and leadership development. The was in the form of whole day professional learning and support days.
<b>Socio-economic background</b>	Multicultural day.	These are starting to support all students.

## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	21	20	12	10
Girls	23	15	16	4

### Student attendance profile

School				
Year	2016	2017	2018	2019
K	95.5	94.2	92.9	94.5
1	96.2	91	97.4	92.2
2	89.9	87.4	92.9	95.6
3	96.3	93.2	90.7	91.6
4	88.8	96.7	88.5	
5	92.5	92.5	95.3	88.5
6	90.5	88.5	83.1	
All Years	93	92.4	92.6	92.9
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	
All Years	94	93.9	93.4	92.9

### Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	0.19
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.7

\*Full Time Equivalent

### Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

### Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

### Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

### Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Accreditation is closely monitored.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
<b>Opening Balance</b>	166,005
<b>Revenue</b>	489,435
Appropriation	483,181
Grants and contributions	5,639
Investment income	614
<b>Expenses</b>	-463,470
Employee related	-373,125
Operating expenses	-90,345
<b>Surplus / deficit for the year</b>	25,965

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

## Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	0
<b>Equity Total</b>	19,000
Equity - Aboriginal	2,055
Equity - Socio-economic	1,622
Equity - Language	0
Equity - Disability	15,322
<b>Base Total</b>	333,908
Base - Per Capita	6,570
Base - Location	8,706
Base - Other	318,633
<b>Other Total</b>	14,025
<b>Grand Total</b>	366,934

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

## 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.

From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

### Literacy and Numeracy Graphs

Literacy data – The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a cohort, summary statistics or graphical representation of student performance is not available. The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

Numeracy data – The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a cohort, summary statistics or graphical representation of student performance is not available. The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

## Parent/caregiver, student, teacher satisfaction

Parents have been dissatisfied over the past few years with many changes in principals.

## Policy requirements

### Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

### Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

### Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.