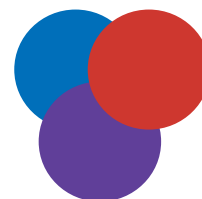


KIRRAWEE PUBLIC SCHOOL

Annual Report



2015



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Introduction

The Annual Report for 2015 is provided to the community of Kirrawee 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.

Selwyn Williams
Principal

School contact details:

KIRRAWEE PUBLIC SCHOOL

146 – 156 Bath Road

Kirrawee, NSW, 2232

www.kirrawee-p.school@det.nsw.edu.au

kirrawee-p.school.nsw.edu.au

(02) 90521 4514

Message from the Principal

What a year it has been. There are so many things to celebrate and reflect upon throughout 2015. To me, KPS is a place with genuine heart and soul. By soul I mean inspiration, leadership, vitality and passion. Our school community can be very proud of the achievements and ongoing improvements in our school. We place a strong emphasis on professional learning and building harmonious partnerships with parents in order to improve learning outcomes for our students. Kirrawee's success is underpinned by key elements that promote quality teaching and learning programs that our students, staff and parents value and appreciate.

Firstly, we have highly dedicated staff who work together to provide an inclusive environment where all students are nurtured and encouraged to achieve their personal best in all that they do. Secondly, our students are a passionate and motivated group of young people who are keen to learn and participate in the range of educational opportunities provided for them at the school. Thirdly, Kirrawee Public School enjoys tremendous support from our parent body and local community. Thank you to all our volunteers and community working groups

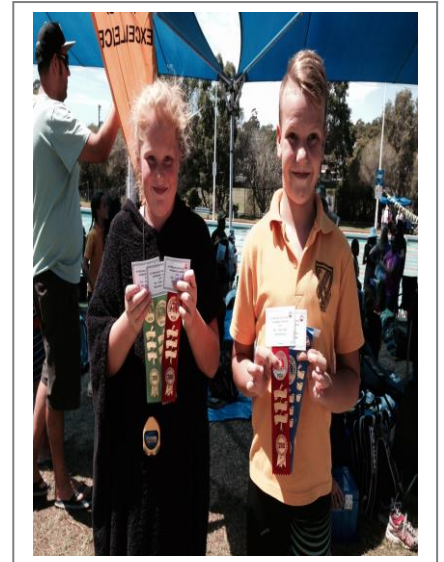
Recent initiatives have centred on a differentiated curriculum for all learners. The staff are committed to a learning community where classroom practice is focussed, systematic and purposeful to provide high quality teaching and learning. A focus group of K-6 students looked into the "Brick-Pit" project. Students engaged in design, environment feasibility and the impact on the residents of Kirrawee. The highlight of the project was meeting the developer and project architects – PAYCE.

Kirrawee Public School has student leadership opportunities, with the structure and composition of our school's student representative council and school captain's program. There is a strong focus on broadening student leadership opportunities and experiences, so that many students, especially stage 3 demonstrate their leadership capacity.

Technology plays a major role in all our lives and at our school all students have wireless access to the internet and students have opportunities to engage iPad technology. During 2016 we plan to refurbish the computer room where students can enjoy and access technology in comfortable bright and vibrant learning space.

The school has a dynamic staff with knowledge and enthusiasm to lead our students through 21st century learning and to prepare them for secondary and beyond.

Selwyn Williams



School background

School vision statement

Kirrawee Public School provides a positive educational environment where each child can become a competent, confident and happy person.

Student welfare is the clear focus of all programs at Kirrawee. We endeavour to empower students to take their place in a changing and complex society by emphasising Literacy & Numeracy - the basic skills of all learning, in conjunction with the latest technology and traditional values. It is clearly understood by all at Kirrawee that our students are our purpose.

School context

The school places a priority on academic progress, student welfare and providing a wide range of activities and experiences for all students. Kirrawee Public School has approximately 242 students K-6.

The school was established in 1950 and has developed a strong reputation for achieving excellence in performing arts, sport and welfare systems which value building sound relationships.

At Kirrawee Public School every student has the opportunity to attain high personal standards of personal performance.

At Kirrawee Public School our purpose is to develop students' attitudes, skills and knowledge to facilitate their learning and achievements within an environment which encourages safety, honesty, personal responsibility and respect for others.

With three support classes – a class with mild intellectual disabilities and two classes with students in the moderate intellectual disability range, the school truly caters for students with a wide range of abilities.

The school student population is made up of 20.58% of students coming from language backgrounds other than English. The school has a reputation for being an inclusive and caring place where students are engaged and happy at school. It enjoys close links with the local community and has a P & C.

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..

Learning:

- Positive and respectful relationships across the school community underpin a productive learning environment, supporting students' development of strong identities as learners.
- Teachers involve students and parents in planning to support students as they progress through the stages of education.
- There are systematic policies, programs and processes to identify and address student learning needs.
- The school analyses internal and external assessment data to monitor track and report on student and school performance.
- Individual reports include descriptions and achievements, strengths and areas for improvement.
- Parents are updated on the growth and progress of their children.
- Students are showing higher than expected growth on internal school performance measures from stage 2 to stage 3.

In the domain of learning most success has been achieved through the development of student well-being and enhancing the learning culture of the school. Ongoing growth and development across the school will be achieved in the areas of curriculum and learning, assessment and reporting.

Teaching:

- Teachers regularly review and revise previous content and preview the learning planned for students in class.
- Teachers are actively encouraged in planning in planning their own professional development to improve their performance.
- Teachers work together to improve teaching and learning in their year groups, stages, support classes or for particular student groups
- There is a particular focus on improved teaching methods in literacy and numeracy, with professional learning activities focused on building teacher's understandings of effective teaching strategies in these areas.
- Teachers incorporate data analyses in their planning for learning.
- Teachers work beyond their classrooms to contribute to broader school programs

In the domain of teaching the school has demonstrated strengths in the areas of effective classroom practice and data skills and use. Future focus in the area of working on collaborative practice and learning and development will assist to identify other evidence of success.

Leading (Partnerships):

- Parents and community members have the opportunity to engage in a wide range of school-related activities. The school community is positive about educational provision.
- The school's leadership strategy promotes succession planning, distributed leadership and organisational best practice.
- Staff, students, parents and the broader school community are welcomed and engaged, when possible, in the development of the vision, values and purpose for the school.
- Planning and implementation includes processes for resource allocation, professional learning, performance monitoring and reporting.
- The school articulates a commitment to equity and high expectations for learning and development for each student and is responsive to needs.
- The school leadership team creates an organisational structure that enables management systems, structures and processes to work effectively and in line with legislative guidelines.

In the domain of leading (partnerships) there is a greater amount of evidence supporting the effective use of school resources as strengths within the school. Continuing to develop and enhance school planning implementation and reporting, along with management practices and processes will help ensure there is evidence of strong and effective leadership across the school.

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

STUDENT LEARNING

Purpose

To improve students learning experiences in order to develop students who can think creatively and critically about their world.

To equip students with the skills to become literate and numerate with a desire to be life-long learners.

To develop resilience in students so that they may become members of society that can interact respectfully and harmoniously with others.

Overall summary of progress

During this year, quality teaching and learning has been evident in all classrooms, with high student engagement. Teachers have been committed to continuous improvement through ongoing professional development in the areas of teaching literacy and developing differentiated programs for higher achieving students.

| Progress towards achieving improvement measures | | Resources (annual) |
|----------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|
| Improvement measure (to be achieved over 3 years) | Progress achieved this year | Funds expended |
| Improved results in NAPLAN aiming for 65% of students achieving proficiency in reading and writing | <ul style="list-style-type: none">*A whole school approach to teaching Reading has been achieved through programs incorporating Multilit, English concepts*Units of learning implemented across k-6 and uploaded onto Weebly site.*Assessments conducted from English Units of Learning have identified the need to include linking of evaluation schedule to the numeracy continuum.*Employment of a teacher 1x day per week provided opportunities to support students who required additional assistance | \$33000 |
| Reduction in "Notices of Concern" letters sent home to parents | <ul style="list-style-type: none">*Values of the Week program implemented and integrated across teaching and learning programs*Weekly class awards received with high respect*School newsletter communicated the value of the Week.*we have embedded the vision statement in all areas of student management.*Staff and students have engaged in Peer Support training.*Employed a Chaplain to support welfare management | \$32000 |

Next steps

- Implementation of high level literacy monitoring and improvement through fortnightly teacher consultation
- Implementation of Peer Support Program and the impact on students, teachers, attendance and suspension data
- Develop a deeper understanding of evidence relating to the impact of initiatives in the school plan.
- Provide opportunities for staff to share and collaborate around the effectiveness of the PLP's being developed.
- Continue to promote the benefits of a shared and united approach to planning student growth that is targeted to the strengths and needs of individual

Strategic Direction 2

QUALITY TEACHING

Purpose

Teachers to be responsible for their professional development plan (PDP) and target professional learning to their PDP.

Staff to implement the new syllabi and assess and report against the new documents.

Overall summary of progress

The staff have been working collaboratively in stage groups, to have data discussions in teaching and learning in Mathematics and English. The staff have examined trends in plan data and where the need is for explicit teaching practice. Time allocated for teachers to carefully examine data and how it can be utilised to driving teaching practice has been a priority in 2015. Stage teams have supported each other in the understanding of specific markers in PLAN and worked together to examine work samples and ensure expectations are consistent.

2015 was an initial year of implementation of staff performance and development plans. All staff engaged with this process and has worked toward their professional learning goals.

| Progress towards achieving improvement measures | | Resources (annual) |
|------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|
| Improvement measure (to be achieved over 3 years) | Progress achieved this year | All funds expended |
| 100% of teaching staff developed and implemented the Professional Development Framework plans, with positive school based support. | <ul style="list-style-type: none">*Teachers were responsible for their own professional development plans*Teachers annual performance reviews were aligned with the Australian Teaching Standards*Professional conversations were enhanced with supervisors | \$11,000 |
| Staff to implement the new syllabi and assess and report against the new document | <ul style="list-style-type: none">*Professional learning to all staff including combined schools conference (SSGG)*Development of Scope and Sequence initiated in 2015*Units of work planned in development | \$4500 |

Next steps

- Enhance performance and development plans developed and implemented in 2016, with a whole school year to successfully work towards the achievement of these plans.
- Executive staff to have regular meetings to discuss, monitor and support PDP progress.
- Continued staff participation in the ongoing professional learning and collaboration in the new syllabi
- Forward plan to ensure strategies are in place to sustain the new syllabus beyond 2016 with new teachers.

Strategic Direction 3

POSITIVE PARTNERSHIPS

Purpose

To develop stronger relationships as a learning community by working in professional collaboration with schools and the wider community.

To develop meaningful connections and partnerships for collective efficacy to drive initiatives

To maximise the skills and knowledge of community and developing a culture of participation to promote the school as a focal point and source of pride for the community.

Overall summary of progress

There is a very strong understanding among parents and the broader community of the existing school core values. Students continue to know our values and are able to describe these.

The school's strategic directions were not clearly known and understood by the school community, therefore, there was a strong commitment to or share ownership of these directions. This, accompanied by a significant change of staff as we enter 2016, has led to the school plan being revised early in 2016.

| Progress towards achieving improvement measures | | Resources (annual) |
|---------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|
| Improvement measure (to be achieved over 3 years) | Progress achieved this year | Funds expended |
| Increased partnerships with local schools in a Community of Schools focus group | *Teachers taking on recommendations and ideas from peers and colleagues *Weebly accounts designed and implemented *Student work samples discussed and shared | \$27000 |
| Students/staff strengthening reciprocal relationships within school | *External expertise used in TPL sessions. *Guest speaker profile enhanced through workshops *Student/teacher reflection enhanced | \$2500 |

Next steps

- Revise the school plan, involving new staff and the community in the process to develop a greater shared ownership of the plan and the strategic directions being pursued.
- Continuing with maintaining and broadening community contacts to promote and advocate our school within the wider community.
- Build on parental input in school management plan and move towards use of school values and displays in classrooms and other frequently used areas of the school(supports Strategic direction 1).

Key initiatives and other school focus areas

This section includes:

Key initiatives (from School planning template B).

Policy requirements such as Aboriginal Education, Multicultural Education and Anti-Racism Education.

Initiatives and other school focus areas which may not have been included in the school plan such as Early Action for Success, student leadership, partnerships and projects.

| Key initiatives (annual) | Impact achieved this year | Resources (annual) |
|----------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|
| Aboriginal background funding | <p>*Aboriginal students have an ILP and are making progress across the continuum</p> <p>*All students have been educated on issues pertaining to local Aboriginal culture and History.</p> <p>*An English as an alternate language or dialect (EAL/D) teacher was employed for 1x day per week to strengthen English language proficiency for targeted students</p> <p>*Students are showing expected growth on internal school performance measures.</p> | \$7617.68 |
| English language proficiency funding | <p>*EALD teacher worked with classroom teachers to design and deliver appropriate curriculum. Programs were regularly evaluated including the assessment of student outcomes. (School Excellence Framework)</p> <p>*Student Learning Support staff employed to support targeted students</p> <p>*Staff focus group meetings were utilised to review the EALD program delivery and to make adjustments where necessary.</p> | \$12813.30 |
| Socio-economic funding | <p>*Funding used to support students to access areas of the curriculum and increase student level of participation and level of engagement. This increased student learning outcomes significantly.</p> <p>*Administrative support to allow teachers to better able to focus on class preparation and delivery.</p> | \$18762.49 |
| Low level adjustment for disability funding | <p>*Engaged Sydney University for a Speech Pathology program- this identified 31 students who required special need support.</p> <p>*Employed Student learning Support officers to enhance student learning.</p> <p>*Specialist support meetings implemented – threw a release program of staff.</p> <p>*Our learning and support program provides access to additional support for our low level achieving students.</p> | \$12832.82 |

Student enrolment profile

| Gendar | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 |
|--------|------|------|------|------|------|------|
| Male | 172 | 182 | 185 | 196 | 204 | 213 |

Teacher qualifications

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

| Qualifications | % of staff |
|---------------------------------|------------|
| Undergraduate degree or diploma | 85 |
| Postgraduate degree | 15 |

Professional learning and teacher accreditation

All staff participated in professional learning on a weekly basis. These activities are in line with performance and development goals and the school's strategic directions.

With the introduction of the new Mathematics, English and Science and Technology curricula there has been extensive training. Together with this teacher professional learning, all staff have also undertaken training in Anaphylaxis, Asthma, Child Protection, Emergency Care and CPR.

Financial summary

This summary covers funds for operating costs and does not involve expenditure 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.

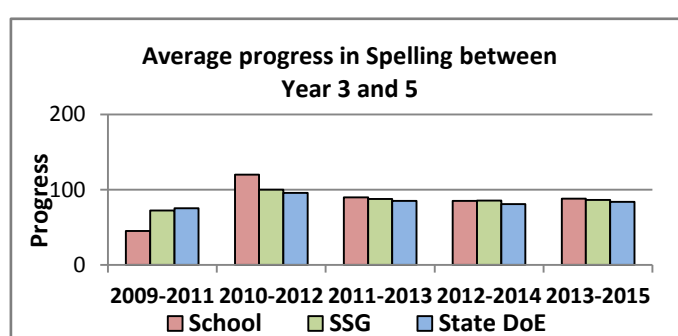
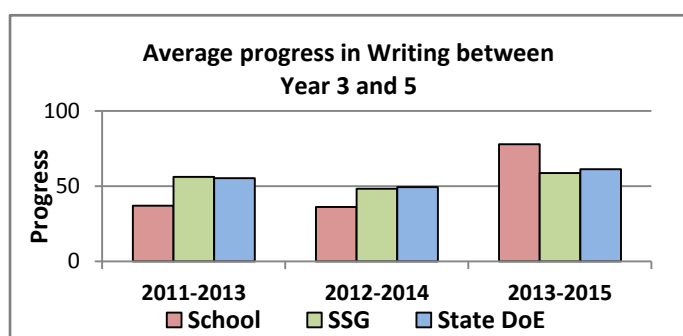
| | |
|--------------------------------|------------|
| Date of financial summary | 30/11/2015 |
| Income | \$ |
| Balance brought forward | 75268.36 |
| Global funds | 204111.70 |
| Tied funds | 130525.24 |
| School & community sources | 167896.68 |
| Interest | 2791.03 |
| Trust receipts | 9594.75 |
| Canteen | 0.00 |
| Total income | 590187.76 |
| Expenditure | |
| Teaching & learning | |
| Key learning areas | 16846.21 |
| Excursions | 29461.30 |
| Extracurricular dissections | 69101.77 |
| Library | 8807.13 |
| Training & development | 28285.22 |
| Tied funds | 130045.41 |
| Casual relief teachers | 96432.70 |
| Administration & office | 58460.28 |
| School-operated canteen | 0.00 |
| Utilities | 37288.70 |
| Maintenance | 45397.70 |
| Trust accounts | 10778.65 |
| Capital programs | 0.00 |
| Total expenditure | 530905.07 |
| Balance carried forward | 59282.69 |

NAPLAN (mandatory)

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.

Following consistent professional learning, combined with effective teaching and student learning results in NAPLAN across specific areas has indicated significant growth in Spelling and Writing.



Parent/caregiver, student, teach satisfaction

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

In 2015 the school sought feedback from staff, students and parents in the area of school culture.

- All staff, the majority of students and parents identified that they are proud of our school.
- School leaders and staff are identified as having a positive influence on the school's learning outcomes.
- There is a positive belief by the community that the school has a culture of supporting students.

With 2016 bringing several reforms to the learning structures and processes and leading to a change of principal classification, it is important to sustain and build upon a positive culture to guide and build a future for success.

Aboriginal education

All staff engage the Aboriginal Education Policy and teach our students through an integrated curriculum structure about indigenous culture.

Funding was spent across the school population to ensure all students attend a Cultural Infusion performance program covering dance, art, HSIE and literacy.

Multicultural Education and Anti-racism

Multicultural perspectives are incorporated in teaching and learning programs across the school. This is further supported by the school's Anti-Racism Contact Officer and her support of creating a culture of tolerance, respect and understanding.

With 18 cultures across KPS, our students are encouraged to learn about customs and beliefs of Aboriginal people and to respect and celebrate differences.

Other school programs

Student leadership

The students from K to 6 elect a student from each year to form the SRC. House Captains are elected each year for sport. The remaining Yr6 students are then given responsibilities to present as leaders across the school year.

Each Yr 6 students are elected to the position of School Captains (2) and Prefects (4)

Environmental education and sustainability

Our school has had a successful year of Environmental Education in 2015. The Environmental/Garden group has grown and students of all ages have been involved in planting and caring for the school gardens on a weekly basis. The tasks involve watering (using water from school water tank), weeding, raking leaves and mulching. This year we have been continually working in partnership with 'Tree Tops' Pre School joining KPS every Wednesday. Tree planting Day was a success with classes planting 12 trees regenerating garden created behind school water tank.

Achievements in the arts and sport

Creative and performing arts play a major role at Kirrawee Public School. The school has excellent programs in band, dance and choral musical performances.

The school employs a specialist band tutor and we are also fortunate to have a large number of teachers with expertise across the performing arts.

Band

During 2015 we were able to sustain both a Training Band and a Performing Band. All band members performed at Easter Parade/Grandparents Day, at the Education Week Concert and at the annual Presentation Day Assembly. Both bands performed at Band Fest gaining a Silver trophy for their efforts. The Performing Senior Band members had the opportunity to participate in a two day camp learning, practicing and performing for parents and staff. Semester 2 culminated with this end-of-year concert where all students were able to showcase their talent and love of music.



Create South

Create South is a gifted and talented annual 3 day workshop and performance program for senior primary students. It is supported by *The Sydney Region Arts Unit* and in 2015 had representatives from 48 schools. KPS had 4 students participate in the area of Band (Percussion) and Dance. Participants are required to submit Curriculum Vitae and audition for a place in the team.

Sport

2015 was a highly successful year in sport for Kirrawee Public School, with students and staff enjoying great success in all areas of sport.

Throughout the year a range of sports activities were offered, including successful swimming.

William Rule achieved the Boy Champion award at the Zone Swimming carnival in 2015. Freya Rees was selected into the 2015 water zone Polo Team

The Cross Country Carnival was an exciting way to begin Term 2, with boys and girls alike, including the support students pushing themselves hard to achieve a personal best over the 2km and 3km course.

The Got Game program was implemented across the four terms, bringing with them a variety of unique and engaging sports program. All students were given an opportunity to join in a social and physical skills program, learning about team building, cooperation, respect and resilience in conjunction with our whole school positive expectations program.

Huge congratulations to our *Senior A netballers* who finished as **UNDEFEATED** champions in their division. All three netball teams achieved excellent results with Senior B's in **third** place and Junior A's coming **fourth**. I was very pleased with the sportsmanship and overall improvement of all players. Well done girls!



Overall, Kirrawee Public School has enjoyed a fantastic year in sport. 2015 will be remembered as a year of record participation and outstanding sportsmanship across all year groups with 2016 shaping up to be a memorable period.

Athletics



Our four relay teams were extremely fortunate to have a training session with a NSW Athletics coach, as a result we are one step closer to perfecting the difficult skill of smooth and fast baton changes. Kylie has had many years of experience training State teams as well as National athletes.

2016 HERE WE COME!