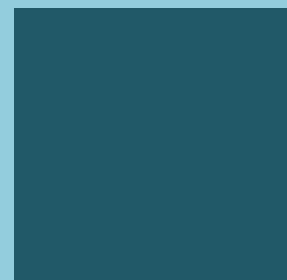
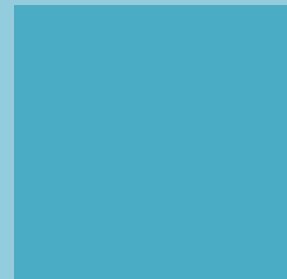
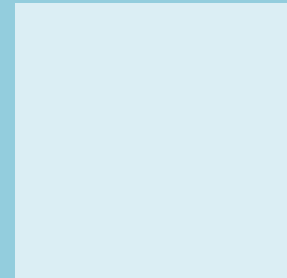




4639

# Kellyville Ridge PS Annual School Report 2013



## Messages

### Principal's Message

At Kellyville Ridge Public School, our aim is for students to reach their individual potential academically, physically and socially.

We provide every student with access to a rich and diverse curriculum which is engaging and challenging. Our school culture is inclusive and recognises and values the rights of every individual to learn in a safe and supportive environment.

A positive approach to student welfare is a focus and student achievement is regularly recognised and celebrated.

We are committed to:

- ensuring quality teaching and learning;
- catering for and respecting the individual;
- encouraging and recognising individual and group achievements;
- building relationships within the school community; and
- enhancing the school image.

The ideal *'Learn, Grow, Succeed'* underpins all action taken.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Mrs Debra Edwards – Principal

### Student Representative Report

The Student Representative Council has had a very busy year. The students all demonstrated a positive sense of community spirit and responsibility, making them good role models for their peers.

This year, the students assisted in the advertising, promotion and selling of tickets and glow sticks for our two school discos. Their efforts and the funds raised, will contribute to new playground and sporting equipment.

### P & C Message

2013 has been a most rewarding year for the P&C and the community as a whole. The school and parent community have worked together to run a number of very successful events and fundraising activities including a Trivia Night, an Easter raffle and Mothers' and Fathers' Day stalls.

The P&C has contributed to the ongoing purchase of technology including a bank of surface tablets and Ipads. The P&C also provided assistance to a number of students who have been chosen to play in their chosen sport at the State level.

As the outgoing president of the Kellyville Ridge P&C, I would like to thank the P&C executive and school staff, many of whom I have worked with for a number of years, for their commitment and enthusiasm.

Congratulations to the school and community on a most successful year.

Mr Mark Glanville - President

## School Context

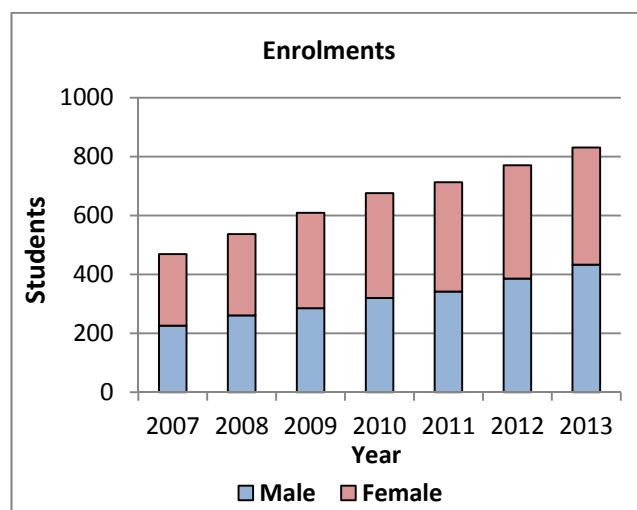
### Student Information

It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

### Student enrolment profile

Enrolments continued to grow during 2013. We finished the year with approximately 830 students, with slightly more boys than girls.

Gender	2009	2010	2011	2012	2013
Male	285	320	342	386	433
Female	324	356	371	385	398



## Student attendance profile

The average attendance rate for all students during 2012 was 95.8%. This was considerably higher than State and Regional levels.

	Year	2010	2011	2012	2013
<b>School</b>	K	95.9	96.0	95.5	96.7
	1	95.7	95.1	94.9	95.0
	2	95.8	93.9	95.8	96.1
	3	96.1	96.0	96.1	95.2
	4	96.6	95.5	95.7	96.1
	5	93.8	95.5	95.3	95.9
	6	95.8	94.6	96.6	95.6
	<b>Total</b>	<b>95.7</b>	<b>95.3</b>	<b>95.7</b>	<b>95.8</b>
<b>Region</b>	K	94.6	94.7	93.9	94.9
	1	93.9	94.1	93.4	94.2
	2	94.2	94.1	93.8	94.6
	3	94.4	94.4	94.0	94.9
	4	94.4	94.4	94.1	94.7
	5	94.3	94.3	94.0	94.6
	6	94.2	93.9	93.5	94.2
	<b>Total</b>	<b>94.3</b>	<b>94.3</b>	<b>93.8</b>	<b>94.6</b>
<b>State DEC</b>	K	94.7	94.7	94.3	95.0
	1	94.2	94.2	93.9	94.5
	2	94.4	94.2	94.2	94.7
	3	94.5	94.4	94.4	94.8
	4	94.5	94.3	94.3	94.7
	5	94.4	94.2	94.2	94.5
	6	94.0	93.8	93.8	94.1
	<b>Total</b>	<b>94.4</b>	<b>94.3</b>	<b>94.2</b>	<b>94.7</b>

## Management of non-attendance

The Deputy Principal, in consultation with parents of students causing concern, is responsible for resolving problems of non-attendance. The welfare of the student is always the focus for this consultation.

Steps to restore and maintain regular school attendance include:

- monitoring of attendance registers;
- telephone contact with parents of students causing concern, where their responsibility for the regular attendance of their child is reinforced;
- parent interviews, if attendance has not improved; and
- attendance of the Home School Liaison Officer at further meetings with parents and advise of further action.

## Workforce information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies. All teaching staff meet the professional requirements for teaching in NSW public schools.

## Teacher qualifications

Qualifications	% of staff
Degree or Diploma	100
Postgraduate	18
NSW Institute of Teachers	48.12

Roll Class	Year	Total in Year	Total in Class
KF	K	22	22
KGL	K	21	21
KH	K	22	22
KM	K	22	22
KR	K	22	22
KZ	K	22	22
1PD	1	24	24
1PS	1	24	24
1R	1	21	21
1S	1	23	23
1V	1	25	25
1W	1	24	24
1/2S	1	10	22
	2	12	22
2B	2	26	26
2C	2	27	27
2D	2	26	26
2G	2	26	26
3B	3	27	27
3C	3	27	27
3H	3	26	26
3M	3	28	28
3/4D	3	15	24
	4	9	24
4A	4	26	26
4B	4	25	25
4K/D	4	25	25
4S	4	26	26
5B	5	30	30
5H	5	30	30
5S/W	5	30	30
5/6J	5	14	26
	6	12	26



6H	6	29	29
6K	6	28	28
6P	6	29	29

### Workforce composition

Position	Number
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	4
Classroom Teachers	28
Part-Time Teacher	1.4
Release from Face to Face Teacher	1.512
Teacher Librarian	1.4
English Second Language Teacher	1.6
Learning & Support Teacher	0.8
Learning & Support – Pool	0.4
General Assistant	1
School Administrative & Support Staff	5.172
<b>Total</b>	<b>48.284</b>

The National Education Agreement requires schools to report on Indigenous composition of their workforce. We have no indigenous employees on staff.



## 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	30/11/2013
<b>Income</b>	\$
Balance brought forward	619,220.87
Global funds	378,471.17
Tied funds	121,312.37
School & community sources	389,862.71
Interest	18,855.20
Trust receipts	55,912.91
Canteen	115,442.74
Total income	1699077.97
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	64,015.26
Excursions	117,668.93
Extracurricular dissections	168,852.68
Library	8334.75
Training & development	58,755.43
Tied funds	117,554.81
Casual relief teachers	105,835.00
Administration & office	68,267.47
School-operated canteen	89,967.10
Utilities	27,646.67
Maintenance	12,916.13
Trust accounts	72,672.68
Capital programs	50,500.52
Total expenditure	962987.43
<b>Balance carried forward</b>	<b>736090.54</b>

*The information provided in the Financial Summary is current at the date shown. This is the latest financial information available for 2013, prior to the change-over in financial systems for our school.*



## Empowering Local School - National Partnership (ELS/NP)

In 2012, the Australian Government committed \$475.5 million over seven years to rollout the Empowering Local Schools initiative.

The aim of the initiative was to empower participating schools to make decisions at a local level, supporting them to better respond to the needs of students and the school community and provide services designed to assist their students to achieve their best educational outcomes. Our school has been fortunate to be part of this project. During 2012/2013, we have undertaken the following:

### WORKFORCE MANAGEMENT –

1. Principal involvement in the inaugural AITSL ‘Local Leadership’ development project. As part of this project, Kellyville Ridge presented our achievements under the ‘Local School Local Decisions’ initiative at the National AITSL showcase in Melbourne.
2. Varying the mix of staff through the employment of an Educational Paraprofessional. The paraprofessional has worked under the supervision of the learning/ support teacher, implementing individual learning programs. They have also been timetabled into classrooms to work with special needs students and to assist teachers in assessing and monitoring individual learning programs.
3. Employment of additional staff, above normal establishment, including an additional class teacher position utilised as an IT mentor K-6, and the employment of an additional AP to provide support for early years teachers in K-2. This support has been provided in the form of in-class literacy support & accreditation support.

### FINANCE & INFRASTRUCTURE –

This year, our school, as one of 229 trial schools in the Empowering Local School National Partnership, has had the opportunity to participate in the LMBR initial implementation. LMBR (Learning Management & Business Reform) is aimed to support new methods of service delivery in schools through integrated processes,

clear responsibilities and enabling technology which support increased flexibility.

As part of this trial, we have been required to undertake a number of administrative tasks leading up to the release of the new package. Through the ELS(NP) funds, we have been able to provide additional office hours for the School Administrative Manager (SAM) and senior School Administrative Officer (SOA) to undergo training and work through the implementation of the new requirements.

The SAM & SAO have undertaken these tasks, freeing up the senior executive staff (Principal & DP's) to concentrate on ensuring quality teaching and learning is occurring across the school.



## **GOVERNANCE –**

1. Members of the school executive staff have undertaken professional learning on change management processes and have been involved in the school planning process. This has included attendance at conferences presented by John Hattie and Howard Gardner and the trialling of a new planning tool this year for the DEC High Performance Unit.
2. Inter-school visits with Parklea PS have taken place on a regular basis and strong executive networks have been established. We have also undertaken a combined executive conference with Parklea PS focusing on change management and building the capacity of staff to develop and evaluate effective strategic plans.

## **Our school at a glance**

### **Significant programs and initiatives**

#### **SPORT**

##### **Athletics**

The school athletics carnival returned to Blacktown International Sportspark this year. All events were supported by a record number of entrants. It was great to see the KRPS spirit and wonderful camaraderie on display.

KRPS sent a strong team to the Ridge Athletics Carnival this year with a large number of students progressing to Sydney West and State carnivals. KRPS finished 12<sup>th</sup> in the overall standings at the Sydney West Carnival. Congratulations to all athletes on the outstanding results in athletics this year!

On Friday August 16<sup>th</sup> 2013, K-2 ventured off across the road to participate in the annual Infants Athletics Carnival. The carnival started off with each class participating in a 50m sprint race, followed by a fun lunch with their families and teachers. The children then rotated around a variety of activities including skipping, javelin, obstacle course and hurdles. What a fabulous day it was! Well done to all the children who participated in the Athletics Carnival.



## **Cross Country**

The Cross Country was again held at Newbury Oval, Kellyville Ridge this year. All students from Kindergarten to Year 6 participated in the gruelling event, with many fine performances. A number of students went on to compete at Ridges and Regional level which is a fantastic achievement for our school.



## **Swimming Carnival**

A record number of participants competed at this year's swimming carnival, held at Riverstone Pool. Students participated enthusiastically in all events, with a very competitive team being selected to compete at the Ridges Swimming Carnival. Great effort swimmers!

## **Premier's Sporting Challenge**

This year was our sixth consecutive year of participation in the Premier's Sporting Challenge and we can safely say it was our best year yet.

Students from Kindergarten to Year 6 calculated the amount of minutes they participated in physical activity over 10 weeks. The result across the school was amazing, with all students achieving above Gold Level. Well done!

## **Summer PSSA**

### AFL

Inspired by the feats of their premiership heroes (Sydney Swans), from the year before, the KRPS Junior and Senior Teams sought to emulate their success. Not only did they match it, they surpassed it!

Both teams played to a very high standard and most importantly with outstanding sportsmanship. Through magnificent marking, glorious goal kicking, terrific tackling and heroic

handballing, both the junior and senior teams are the 2013 PSSA Ridges premiers!

Congratulations to all team members on their enthusiasm, commitment and behaviour this year and for their premiership win!

### Cricket

What a year it has been for both the junior and senior Cricket teams with both finishing Premiers in their competitions. All students played with skill, determination and most importantly, great sportsmanship. We also had three players selected for Sydney West which is an amazing achievement.

### OzTag

Both junior and senior sides were very competitive this summer. We saw a new cohort of juniors start the game this year, developing good skills as the year progressed. The senior team was a dominating force and went undefeated throughout the season. The seniors displayed great sportsmanship and were role models both on and off the field to the junior side.



### T-Ball and Softball

We had another fantastic year with students representing the school in T-ball and Softball. Each week the girls displayed excellent sportsmanship, with a willingness to develop their skills and learn from other coaches. Both teams got off to a great start in Term 1, with the junior girls T-ball team winning all four games and the senior girls softball team only dropping one game. The junior girls picked up where they left off, continuing to win all their games and becoming the season Premiers. The senior girls

played well and finished off a great season as Runners Up. Well done to two players who were selected to compete in the Ridges softball team. A special mention also goes to another team member who was selected for the Sydney West softball team. Well done to all on a fun and successful season.

## **Winter PSSA**

### Boys Soccer

This year saw some pleasing results in both junior and senior boys' soccer. Both teams showed that KRPS spirit of 'never giving up' and 'always giving 100%'.

Congratulations to the junior boys who went through the season undefeated and won their first Ridges title. Well done to the senior boys for finishing third.

### Girls Soccer

2013 was a fantastic year for girls soccer at Kellyville Ridge Public School. A large number of students tried out for the winter PSSA competition and we were able to field both a junior and senior girls soccer team this year. Both teams performed exceptionally well throughout the PSSA season and displayed excellent sportsmanship at all times.



They were rewarded by being named overall premiers in the junior and senior divisions of the competition – a fantastic achievement!

The senior girls team also went on to compete in the 2013 State Knockout tournament and progressed through five rounds in order to finish runners up in the Sydney West region. Well done girls!

## Netball

After a difficult selection process with over 100 girls trying out for netball this year, a squad of twenty girls were chosen to represent Kellyville Ridge Public School in junior and senior Netball.

Once again we found ourselves in some tight competition and we are proud to say that even though the score didn't always go our way, the girls showed great sportsmanship. This was demonstrated further when one of the schools, who had lost every game they played, had their first ever win.

Even though Kellyville Ridge didn't play in this game, they heard about the success and went over to congratulate the girls from that school. We are fortunate to have such kind and compassionate students. They are developing good skills and have trained and played with determination and enthusiasm.

When it all came to an end, the junior girls came in third place, with the senior girls being Runners Up. Congratulations on a great year!



## Newcombe Ball

Kellyville Ridge experienced a successful year in the 2013. Students from Years 3-6 were selected early in Term 2 to form both a girls team and a boys team. They trained hard each week to develop their game skills and teamwork.

Both teams participated enthusiastically throughout the competition, showing wonderful sportsmanship and team spirit during close games. Their hard work was rewarded with the girls' team finishing second overall and the boys' team finishing equal first. We look forward to building on our skills in 2014.



## Rugby League

Kellyville Ridge was once again a dominant force in PSSA Rugby League. The boys displayed great sportsmanship throughout the season and always competed in a positive manner. Several boys were selected to represent Ridges at the Sydney West carnival.

Well done to all team members for a great year.



## **PERFORMANCE**

### School Band

2013 has seen the school band program grow to cater for over 200 students. Students have been learning the flute, clarinet, trumpet, alto sax, trombone, percussion and guitar.

The culmination of our four day band camp was Music Café in which the talents and achievements of our performance band were showcased. Performance band students also participated in the Education Week performances at Castle Towers and delighted all those who heard them.



Other performance groups include senior percussion ensemble, junior and senior guitar groups and junior band which currently has over 50 members. These groups have performed for numerous school events during the year including special assemblies and performance days.



### School Choirs

In 2013 students from our three choirs performed at a number of events.

The chamber choir is a group of choristers that are auditioned and show exceptional vocal talent. They have learnt a number of more challenging works in two and three parts.

The chamber choir performed at the Musical Café after participating in music camp and joined the school band in delighting audiences at Castle Towers with performances during Education Week.



The junior choir is auditioned at the start of each year and includes students from Years 1 and 2. We currently have 60 students in the choir who are learning songs in unison, two parts and three parts.

These students have performed at school presentation assemblies, kindergarten orientation, education week and our school



performance day.

Students from Years 3-6 are auditioned to become members of the senior choir. Students have performed at school presentation assemblies, education week and our school performance day. This year, the choir combined with the performance band for the first time to perform at our Presentation Day assembly.

## **Dance**

### Kindergarten Dance

This year, kindergarten dance group performed for several events at KRPS including Education Week, Special Assemblies and Open Day. This group consisted of a number of boys and girls from all kindergarten classes and all members worked hard to learn two dance routines.

These dedicated students gave up their lunch time once a week to practise their dance. The audience enjoyed their enthusiasm and energy they gave at each performance. Well done, Kindergarten!

### 1/2 Dance Group

This year, Year 1/2 dance group performed for Education Week with all the colour of the circus. Acrobats twirled, lions were tamed and clowns made us laugh with their fast paced routine. With over 120 students auditioning, dance is always popular throughout the school!

This group comprises of 5 boys and 23 girls. Once a week they dedicate their lunchtime to rehearse. During Term 4, they presented Santa and his reindeers, mischievous elves, Christmas Fairies and delighted the students with a jingling, jazz version of Little Saint Nick.



### Stage 2 Dance

Twenty four students, both boys and girls participated in the junior dance group this year. This talented group of students showed commitment, enthusiasm and skill in their performance to "Wings" by Little Mix.

They performed on a number of occasions at school events including Open Day during Education Week. In sequined costumes, they sparkled and smiled their way through a fun jazz routine.

Their teamwork and wonderful attitude was demonstrated as they spent the final few weeks of rehearsals creating their own choreography for the dance group that follows them in 2014.

## Senior Dance

Students in Year 5 and 6 who had an interest in dancing auditioned for the senior dance group. Around 100 students auditioned for the first round, and after several rounds the dance group of 20 was selected.

These dedicated and talented students rehearsed twice a week to perfect a contemporary dance routine. They performed for Kellyville Ridge Open Day and received great feedback from parents, students and teachers alike.



## Hip Hop

The Hip Hop dance group has been a popular group for over three years at Kellyville Ridge Public School. Originally beginning with boys only, the groups has expanded to also include girls.

The senior hip hop consisted of 15 girls and boys from Stage 3. Students were selected on their dance ability and were given the opportunity to perform at many school events.

## Skipping Group

The KRPS Skipping Group had an impressive beginning to the year with a successful performance at the Term 2 Presentation Assembly.

Twenty-four students from Years 3-6, performed a variety of entertaining tricks including 'double-unders', 'ski jumps' and 'the pretzel', executing their impressive skills in assembly and whole school performances. The group has inspired many students to take up skipping as an activity in the playground and we look forward to the auditions in 2014.

## Drama Group

This year, drama group consisted of 35 students from Year 3 to Year 6. The students had a wonderful time exploring movement, voice projection and developing their impromptu skills through a variety of drama games.

The focus has been on learning scripted pieces and creating their own scripts to perform before an audience, which they showcased during Education Week. Another challenge for the end of year Performance Assembly has been to write and direct their own scripted piece in small groups to create a larger group performance.

## **ART**

This year, K-6 students participated in Operation Art. Four artworks selected were hung on public display at the Armory Gallery at Newington. This year one student had her artwork 'The City' selected to be on display at The Entertainment Centre as part of the World's Biggest Classroom Competition.

Another student had his digital artwork of a dandelion selected and displayed at The Art Gallery of NSW and it will become part of a travelling exhibition. It will then become part of The Children's Hospital Artbank.



## Operation Art Workshops

This year, one student from each class from year 1 to year 6 was selected to attend Operation Art Workshops at the Armory Gallery Precinct at Newington. Over a series of days the students representing different stages participated with other schools to explore mixed media with tutors from The Arts Unit.

Workshops covered a variety of topic areas including drawing, painting, printing, mixed media and sculpture. The students were delighted with the experience and really embraced the opportunity to showcase their work to their parents and visitors. They also had the opportunity to tour the Operation Art exhibition.

Two members of staff were also fortunate to be able to attend a visual art professional development session aimed at supporting and extending skills in the teaching visual arts.

### K-2 Art Club

As a new initiative, two students from each K-2 class participated in an art club once a week where they develop their visual art skills. The selected students enjoyed the activities and were able to share a common interest with others.

Members of the art club have enjoyed drawing, painting, printing and collage using a variety of mixed media.



## **Student Achievement in 2013**

### Debating

This year, students from Kellyville Ridge participated in the Western Sydney Friendly Debating tournament. We grew from one to two teams, such was the level of enthusiasm and ability in debating, with teams consisted of Year 5 and Year 6 students.

KRPS debated against Parramatta P.S, Westmead P.S and the Meadows P.S. The teams represented the school in an excellent manner and argued with style in all debates.

The focus was the research, preparation and delivery of a persuasive argument with confidence. This provided a uniquely valuable educational experience for these students.



### ICAS Competitions

The International Competitions and Assessments for Schools (ICAS) are independent skills-based assessments with a competition element. ICAS are developed annually for primary students in the subject areas of Computer Skills, English, Mathematics and Science.

Kellyville Ridge Public School participation and results have been outstanding this year with over 400 children completing the four assessments.

The combined results were as follows:

TEST	HIGH DISTINCTION	DISTINCTION	CREDIT
Computer	0	6	23
English	1	9	28
Maths	2	6	49
Science	0	3	18

### Public Speaking 3-6

After sharpening their speaking skills in the classroom, in October this year all the students from Years 3 to 6 came together for the Kellyville Ridge Public Speaking Final.

There were sixteen students, with four representing each grade. To reach this point they

had to be chosen to represent their class, and then make it through to the grade final, finally finding themselves on the stage in front of parents, teachers, students and our two special guest judges.

The sixteen finalists overcame their fear and apprehension and did a marvellous job of delivering some thoroughly entertaining speeches. The standard was impressive and it was incredibly difficult for our judges to decide on the winners.

Well done to all the students who participated.



### Chess Club

This year, six students in the KRPS Chess Team were crowned the inaugural 'Inter-School' chess champions after sweeping the boards at the event hosted by Terra Sancta College. The team also competed in the Sydney West State Finals, finishing fourth in the state.

Chess has become a popular past time at Kellyville Ridge due to the enthusiasm and energy of the chess team. We look forward to developing our famous check mate moves in 2014.



## Significant Programs and Initiatives

### Aboriginal Education

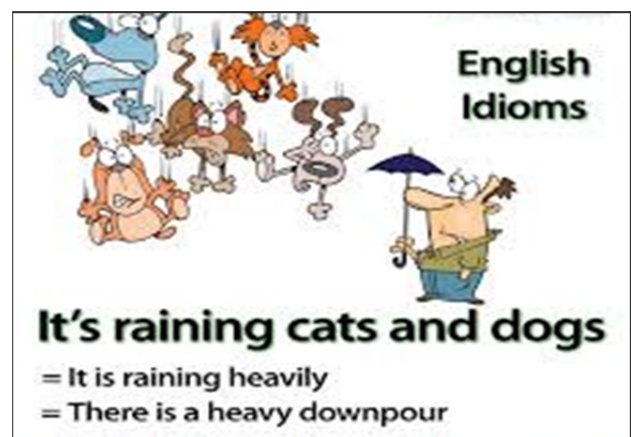
The school was honoured to have Ali Ryka perform traditional Aboriginal and Torres Straighter Islander dances this year. The purpose was for Ali to raise awareness of the indigenous culture of Australia. Students were enthralled by his dancing performance as well as his brilliance on the didgeridoo.

This year also heralded a new beginning in individual learning plans (IEPS) for the very few aboriginal students in the school. As this is a new concept in the school, members of the school's Aboriginal Perspectives Committee met with parents to discuss how IEPS could be effectively used with aboriginal students and the educational benefits that may arise from their implementation.

### English Second Language Program

There have been great changes in the ESL program. From next year ESL will be known as EA/LD (English as an Additional Language/Dialect). Following a thorough assessment of their English skills, children will now be plotted on an English progression which is part of the new Australian Curriculum.

It is very exciting as the progression incorporates many aspects of English language and the children are helped with the finer points of English such as colloquialisms and idioms, for example, 'Bring a plate to the BBQ' really means bring a plate with food on it! and 'It is raining cats and dogs' meaning it is raining really hard. It doesn't mean cats and dogs are falling from the sky.



Kellyville Ridge Public School's enrolment of children with a language background other than English is currently 49% of the school's total enrolment. This is a slight reduction from previous years.

As a result, the English as a second language (ESL) allocation of staff for 2014 will decrease to 1.6 teacher days.

### **Multicultural Education**

In March, Kellyville Ridge enjoyed a great Harmony Day with everyone coming dressed in orange, the official colour of National Harmony Day. During the day children were encouraged to discuss what it means to live in a harmonious way every day.

Children also completed a range of activities to help them understand what harmony means to them. Most children came dressed in either orange clothing or traditional dress which helped make the day one of wonderful celebration.



### **Media Group**

Selected students from across Year 6 were involved in this year's media group. The students formed two subgroups, with one focusing on live action film and photography, while the other produced a short stop motion animation film to be entered into the 2013 'Screen It' Competition.

Both groups were able to develop sound skills in the use of still and video cameras, as well as the editing software required to produce short films. The ethics of reporting and film making were also discussed and students were able to appreciate the importance of copyright when producing creative works.

### **Recycling Program**

During 2013, all classes K-6 were involved in the regular recycling of paper and cardboard. This year, students from 5B took on the role of the school recyclers.

Students in 5B had the responsibility of collecting the paper recycling from each of the classrooms and returning the recycling bins to each of the classrooms each Tuesday.

Parents and students of Kellyville Ridge were also involved in the recycling of old mobile phones to support the charity, CANTEEN. Old phones were recycled to raise much needed funds to build youth cancer centres cross Australia.



### **Gardening Club**

2013 was a bumper year for the club. The students enthusiastically participated in the planting and harvesting of their crops. In Semester One the garden beds burst into colour with the sunflowers the students had planted. The students harvested the seeds from the flowers as they died off. This has enabled them to have sufficient seeds for next year's crop.

The students planted broad beans and were rewarded with a heavy crop for winter. They undertook a programme of enriching the garden beds with the careful fertilising of the soil with organic manures. This program taught them the value of looking after the environment so it will remain sustainable.

During the beginning of Semester Two, the students planted crops which would be ripening in the last term. They planted sweet corn, tomatoes and a bed of pumpkins. The students are now enjoying the corn, which has matured

and returned a bountiful crop. The pumpkins will be ready for harvest in Semester One 2014.

This is the last year of the one of the stalwart members of the club. He is attending High School next year and will be sadly missed. The challenge for 2014 is for a student at KRPS to step forward and fill the gumboots that he has left behind.

### Education Week & Book Fair

Congratulations KRPS families, students and staff on the success of our Education Week 'Cookies and Cupcakes' stall and our wonderful book fair. Whilst it was almost impossible to consider achieving a greater success than 2012, we managed to do just that!



A huge number of parents contributed to the success of this year's book fair by purchasing books or donating purchases to the school library. It was a very busy day in the library!

We also had a magnificent response to our 'Cookies and Cupcake' stall. The decorated boxes were inspiring and then to open them up and see the amazing decorated cupcakes was a testament to the ongoing support that KRPS receives from its parent community. A great day was had by all!



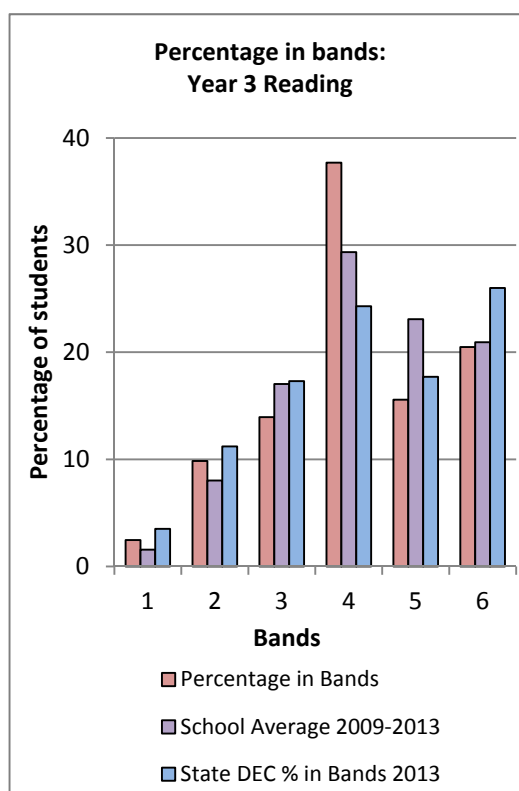
## Academic Achievement

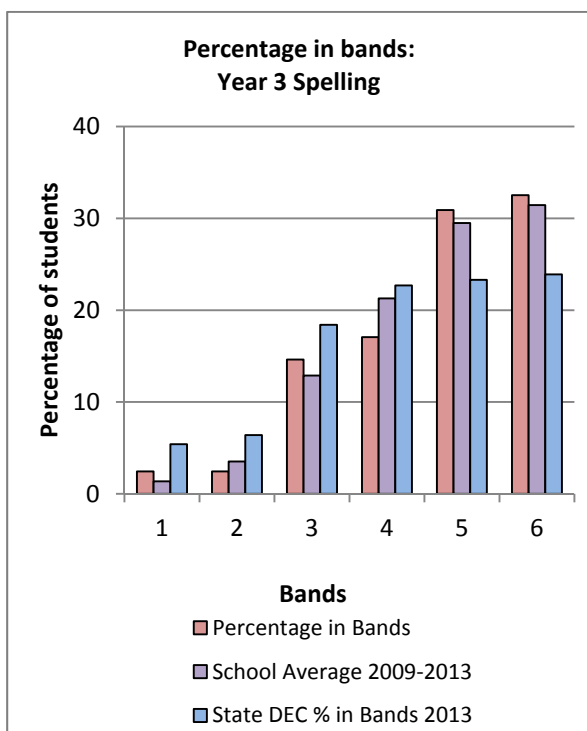
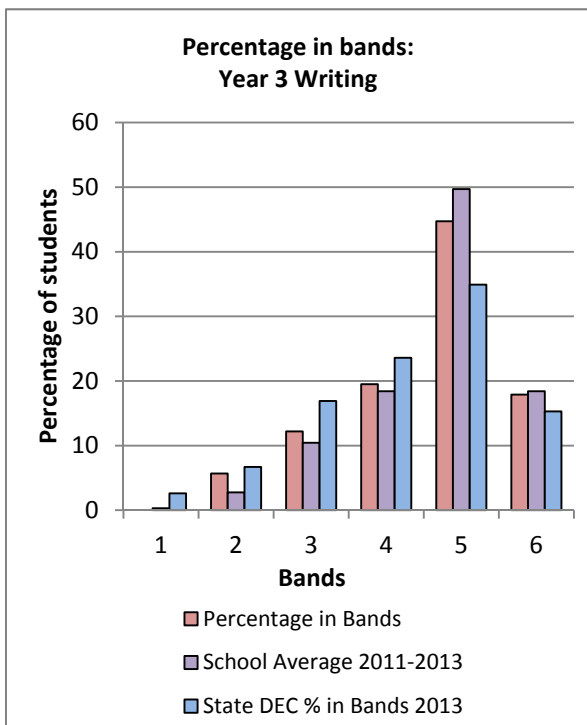
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments. The scale in Year 3 ranges from Band 1 (lowest) to Band 6 (highest). The scale in Year 5 ranges from Band 3 (lowest) to Band 8 (highest).

### Literacy – NAPLAN Year 3

In Year 3, 123 students sat for the NAPLAN in literacy, 64 boys and 59 girls.

- Of these students, 56 students in Year 3 identified as having someone at home who speaks a language other than English.
- Performance within school between boys and girls indicated that overall, girls performed better than boys in Year 3.
- The average mark in reading for the school was 414.9 compared to 424.8 for the State.
- The average mark in writing for the school was 430.5 compared to 424.8 for the State.





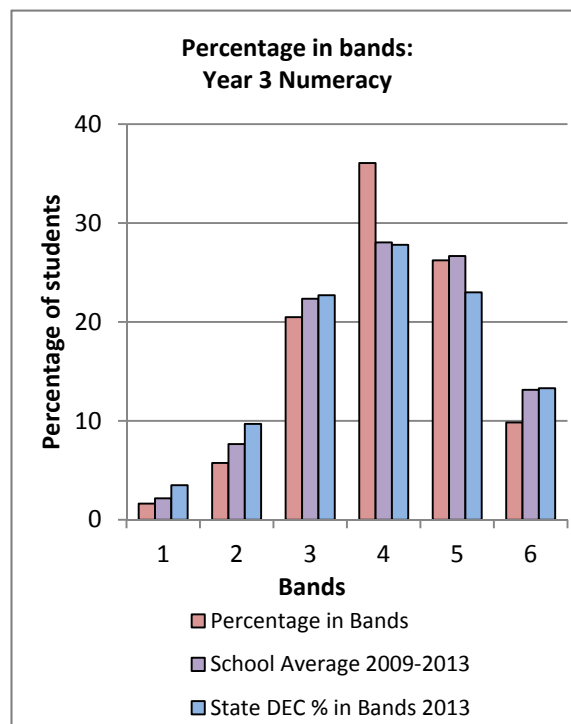
Areas for development include:

- locating detail in an information text;
- using background knowledge to answer comprehension questions;
- making inferences based upon information given in the text;
- correct formation of paragraphs; and
- identifying correct punctuation in simple sentences.

### Numeracy – NAPLAN Year 3

In Year 3, 123 students sat for the NAPLAN in numeracy, 64 boys and 59 girls.

- Of these students, 56 students in Year 3 identified as having someone at home who speaks a language other than English.
- Performance within school between boys and girls indicated that overall, both groups performed at a similar level.
- The average mark in numeracy for the school was 404.2 compared to 404.6 for the State.
- The average mark in numeracy for boys was 402.7 compared to 407.1 for the State.
- The average mark in numeracy for girls was 405.8 compared to 401.9 for the State.



Areas for development include:

- analysis of data – interpreting information presented in graphs;
- addition and subtraction of 2 digit numbers; and
- estimating length of objects.

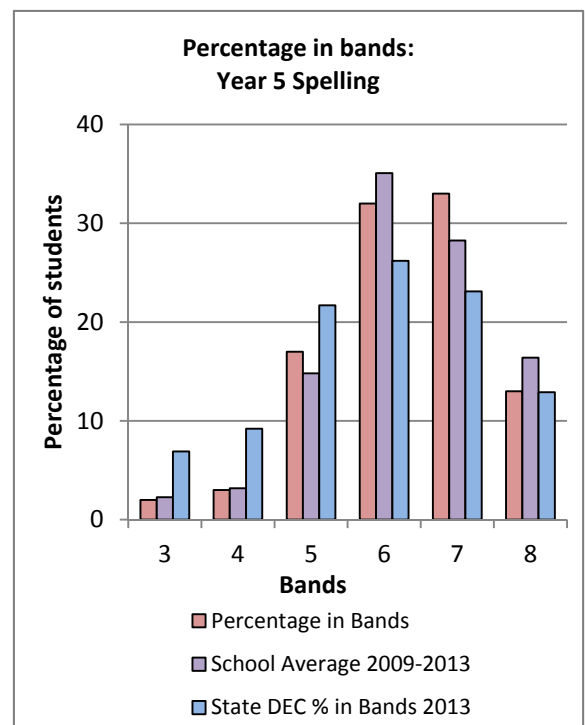
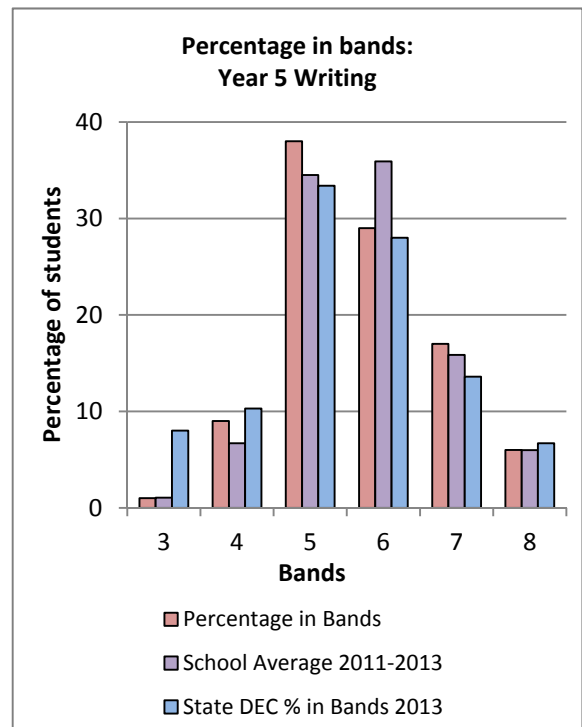
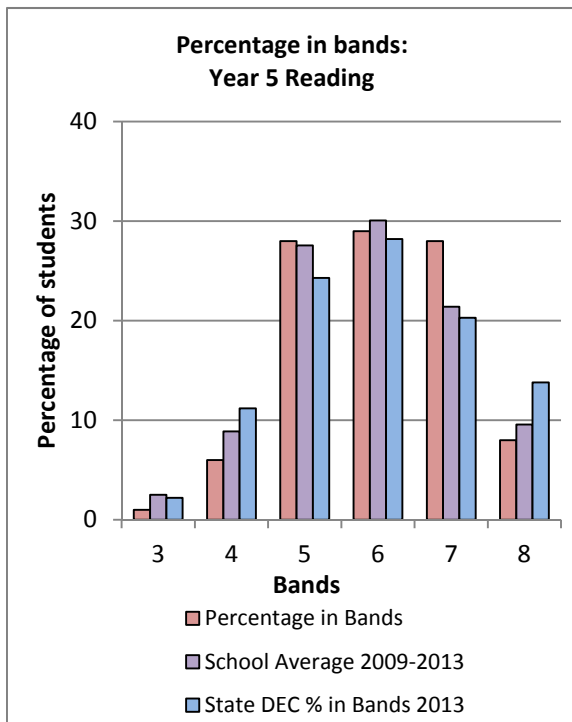




### Literacy – NAPLAN Year 5

In Year 5, 100 students sat for NAPLAN in literacy, 50 boys and 50 girls.

- Of these students, 48 students in Year 5 identified as having someone at home who speaks a language other than English.
- Performance within school between boys and girls indicated that overall, girls performed better than boys in Year 5.
- The average mark in reading for the school was 504.5 compared to 507.0 for the State.
- The average mark in writing for the school was 490.8 compared to 484.1 for the State.



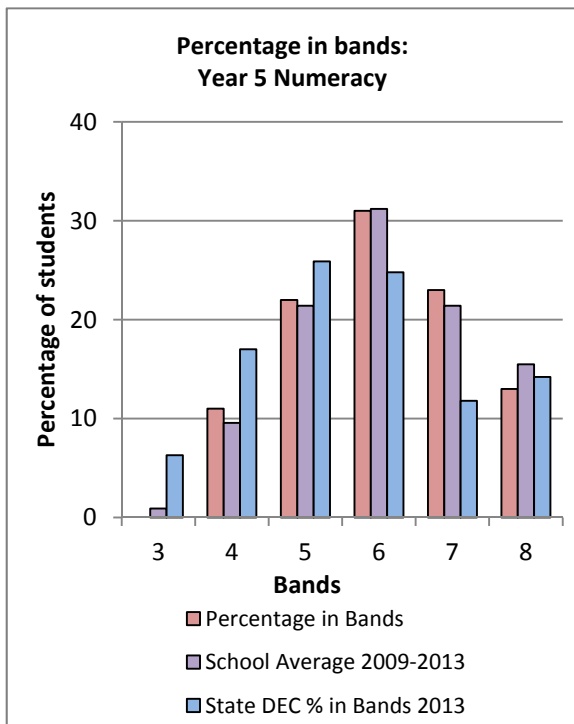
Areas for development include:

- finding information in a text which is not explicitly stated;
- stating the main idea of a text or poem;
- making inferences;
- using correct text structure when writing;
- using paragraphs correctly; and
- identifying parts of speech in sentences.

## Numeracy – NAPLAN Year 5

In Year 5, 100 students sat for NAPLAN in literacy, 50 boys and 50 girls.

- Of these students, 48 students in Year 5 identified as having someone at home who speaks a language other than English.
- Performance within school between boys and girls indicated that overall, boys performed better than girls in Year 5.
- The average mark in numeracy for the school was 508.3 compared to 495.1 for the State.
- The average mark in numeracy for boys was 518.1 compared to 501.7 for the State.
- The average mark in numeracy for girls was 498.5 compared to 488.2 for the State.



### Areas for Development

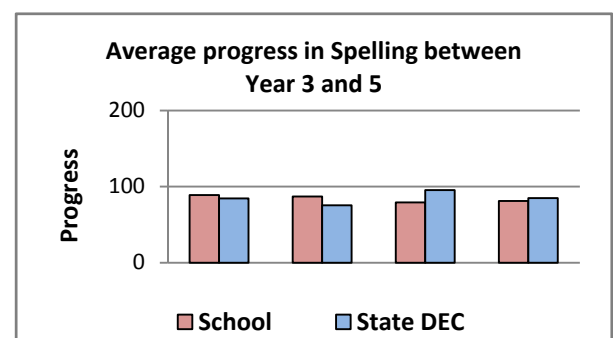
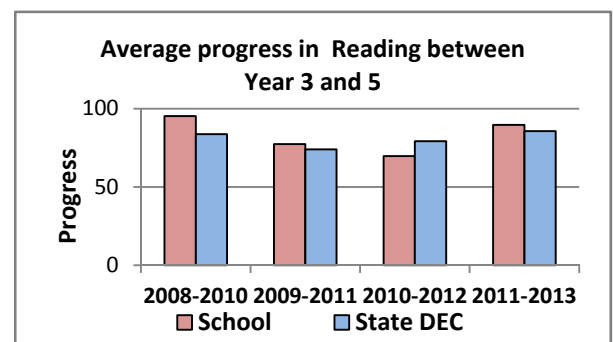
Further development in Year 5 is needed in some aspects of space and geometry including:

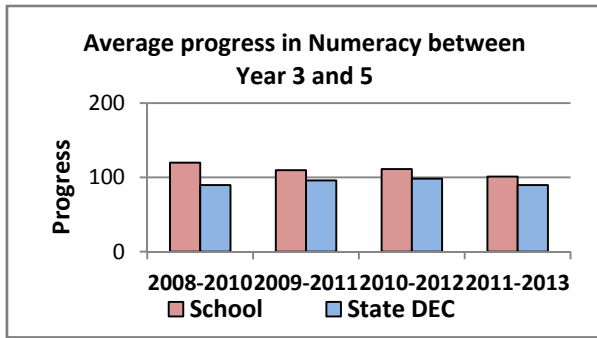
- making, comparing and describing three-dimensional shapes;
- calculating elapsed time in hours and minutes; and
- interpreting data that is presented on a graph.

## Progress in literacy and numeracy

Matched students are those students who were attending the same school when they completed the Basic Skills Test and NAPLAN in Year 3 and in Year 5 and who could be matched in the Year 3 and Year 5 data sets. Students who changed schools between test dates are not included.

Average progress in Reading between Year 3 and 5*			
	2009-2011	2010-2012	2011-2013
School	77.3	69.7	89.6
SSG	73.6	80.7	78.7
State DEC	74.0	79.2	85.7
Average progress in Spelling between Year 3 and 5*			
	2009-2011	2010-2012	2011-2013
School	86.9	79.2	81.0
SSG	71.4	92.2	82.5
State DEC	75.4	95.4	84.9
Average progress in Numeracy between Year 3 and 5*			
	2009-2011	2010-2012	2011-2013
School	109.7	111.1	101.0
SSG	103.2	101.5	99.1
State DEC	95.8	98.2	89.7





The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

Percentage of Year 3 students achieving at or above minimum standard (exempt students included)	
Reading	97.5
Writing	100.0
Spelling	97.6
Grammar & Punctuation	99.2
Numeracy	98.4

Percentage of Year 5 students achieving at or above minimum standard (exempt students included)	
Reading	99.0
Writing	99.0
Spelling	98.0
Grammar & Punctuation	100.0
Numeracy	100.0



## Key Evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2013 our school carried out evaluations of Teaching and Learning Support Team.

## Educational and Management Practice

### Teaching

#### Background

In 2013, the school selected the dimension of teaching for reporting purposes.

The survey tool used was the School Map questionnaire, which was completed by staff, parents and students (Years 3-6).

#### Findings and conclusions

Teacher responses indicated that they believed that:

- students were provided with lessons that were relevant to their current and future needs (100%);
- they encouraged students to take responsibility for their learning (100%); and
- classroom management strategies were in place that maximised student learning (100%).

Parent responses indicated that they believed that:

- teachers provided class activities that were interesting and appropriate for the children being taught (100%);
- the classroom management strategies used help the child to learn (100%); and
- their child’s classroom was an interesting place to learn (100%).

Student responses indicated that they believed that:

- teachers provided class activities that were interesting and appropriate for them (98%);
- their classroom was an interesting place to learn (98%); and
- their teacher is always there to help if they are having trouble (98%).

## Future directions

A thorough analysis of all responses identified areas for future development. These include:

- teachers providing more opportunity for students to reflect on their learning and engage in self-assessment;
- Parent understanding of how student's learning is assessed;
- Student understanding of how their learning will be assessed.

Both these areas will be addressed during 2014.

## Curriculum

### *Learning Support Team*

#### Background

As a growing school, it is important to establish best practice in all areas of school life. We are continually identifying student needs and are implementing effective programs aimed at assisting student learning. The structure of the Learning Support Team was the focus of the school assessment during 2013.

A three step matrix was used to elicit responses.

#### Findings and conclusions

A survey was provided to all staff. Results of this survey indicated that:

- teachers have knowledge of the learning support processes and that coordinated systems have been developed to support planning for individual students (63%);
- teachers are able to adapt useful frameworks for explicit and systematic teaching thus enhancing student access to the curriculum (83%);



- collaboration and consultation time is viewed as important aspects of the learning support process (68%); and
- the school has approaches in place which assist teachers and parents to work together to achieve improved learning outcomes for students (82%).



Areas for future development include:

- increased focus on the up skilling of teachers to develop effective individual education plans for students with special learning needs;
- continued development of frameworks that will enhance teachers' abilities to develop individualised curricular;
- continued staff training in disability awareness and provision of learning support; and
- increased parental involvement in the decision making processes about literacy and numeracy learning.

These areas will be addressed in 2014.

#### Professional Learning

The average expenditure during 2013 per classroom teacher on professional learning was \$1224.00. Shared professional learning experiences by staff included:

- one day conference with Lane Clark focusing on Inquiry learning;
- attendance by executive staff at the John Hattie conference;
- senior executive staff and office staff training – Accrual Accounting;

- mandatory staff training in CPR, anaphylaxis procedures, asthma update, child protection procedures and emergency care;
- LMBR training for senior executive and office staff;
- completion of modules linked to the new English and Maths syllabus documents;
- staff involvement in on-line Dyslexia training course; and
- provision of support for beginning and early years teachers in literacy and numeracy.



### Parent and Student Satisfaction

In 2013, the school sought the opinions of parents and students in Years 3-6 about the school. A survey was conducted based upon the Quality of School Life Survey.

#### Findings and conclusions – Parents

Results of parent responses to this survey indicated that of those who responded:

- parents believed that the school had high expectations of its students;
- they felt that they could approach and speak to their child's teacher at any time; and
- that the students were the school's main focus.



### Future directions

Although only a small sample of responses were received, a thorough analysis of the responses identified areas for future development. These include:

- the way that we notify parents of school events and ensuring that they receive adequate notice; and
- providing more information to parents about decisions made by the P&C Association.

### Findings and conclusions – Students

Results of student responses to this survey indicated that:

- 92% were proud to be a student at KRPS;
- 93% were happy to come to school each day; and
- 97% believed that what they learnt at school was important.

### Future directions

A thorough analysis of the responses identified areas for future development. The major focus for 2014 will be ensuring that all children are happy at school and they understand the school rules.

## Progress on 2013 targets

### Target 1

*To extend quality teaching practices that caters for 21<sup>st</sup> century learning.*

Our achievements include:

#### AUSTRALIAN CURRICULUM

1. Staff training to unpack the Australian Curriculum (English). A series of professional development sessions were held to introduce and familiarise staff with the new curriculum;
2. Hard copies of the Australian Curriculum were distributed to staff;
3. Resourcing – identifying and purchasing of texts linked to the Australian Curriculum; and
4. Aspects of the History and Science Australian Curriculum trialed.

#### AUSTRALIAN TEACHING STANDARDS

1. Staff introduced to Australian Teaching Standards;

- Staff accessed the self-assessment tool and used the results to map out a career plan which could also link to school goals;
- Continued resourcing and embedding of technology into teaching and learning programs;
- Increased focus and consolidation of the inquiry process; and
- Visible Learning (John Hattie) – focus on feedback, pre & post test data.

#### LOCAL SCHOOLS, LOCAL DECISIONS

Additional staff members provided through PILOT project – educational paraprofessional (Individual reading programs) and additional support teacher learning time (in-class support).

#### QUALITY TEACHING FRAMEWORK

- Framework reviewed and discussed during stage meetings and stage planning days;
- Elements addressed in units of work and in teaching and learning programs; and
- Focus on varying elements when teaching certain topics/lessons.

#### **Target 2**

*To foster student engagement and increase attainment through the provision of quality teaching/ learning activities and environments.*

Our achievements include:

#### INQUIRY LEARNING

- KRPS inquiry model created, implemented and reviewed (on-going);
- A modified version of the inquiry model has been created that is age/stage appropriate;
- Icon library (on-line) created to ensure consistency across the school;
- Inquiry folder (on-line) set up for storage/sharing of inquiry tools, resources, units of work etc;
- Inquiry process being consistently used across the school K-6 and is evidenced in teaching and learning programs;
- Continued support, training and development has been provided to staff;
- On-going evaluation of inquiry based programs continues;
- All staff attended a full day session with Lane Clark to develop their understanding of how assessment links to thinking and learning; and

- Executive attended Tony Ryan’s ‘Thinking Keys’ conference.

#### TECHNOLOGY

A survey monkey was conducted of all staff. The results of which indicate that:

- staff regularly using technology to support and enhance teaching strategies (86%);
- the availability of technology is equitable across the school (86%);
- staff are comfortable using technology in their classrooms (93%);
- staff are using the school technology skills checklist to enhance learning (92%); and
- staff support the continued enhancement of the ITC program within the school (100%).



#### **Target 3**

*To improve achievement of literacy and numeracy outcomes for all students*

Our achievements include:

#### READING

- Development of success criteria for reading levels – based upon the school reading scheme;
- Reading levels tracked and individual student progress monitored to level 30;
- School based assessment of English indicating the following % of all students achieving at or above expected grade levels;

Kindergarten	85%
Year 1	87%
Year 2	88%
Year 3	88%
Year 4	80%
Year 5	86%
Year 6	86%

4. Reading exit levels achieved -

- Kindergarten – Level 8 - 88%
- Year 1 – Level 18+ - 78%
- Year 2 – Level 26+ - 70%;

5. Literacy achievement evident in NAPLAN with 74% Year 3 students and 65% Year 5 students achieving in top bands in reading; and

6. literacy achievement evident in NAPLAN with 82% Year 3 students and 52% Year 5 students achieving in top bands in writing.



**NUMERACY**

1. School based assessment of number indicating the following % of all students achieving at sound, high or outstanding levels;

	Outstanding	High	Sound	Basic
K	0%	32%	64%	4%
1	1%	14%	81%	4%
2	8%	24%	54%	14%
3	6%	19%	69%	6%
4	5%	15%	74%	6%
5	7%	32%	57%	4%
6	7%	33%	59%	1%

2. Numeracy achievement evident in NAPLAN with 72% Year 3 students and 76% Year 5 students achieving in top 3 bands; and

3. Staff professional learning on ‘The New Mathematics Syllabus’.



**SPEAKING & LISTENING**

1. Language screener identified for use in learning support team referrals;
2. Staff able to develop individual education plans language where required;
3. Literacy continuum used to track development
4. Development of ‘KRPS Speaking & Listening Resource Book’;
5. Development of child focused classroom posters “I am a good speaker when...’, I am a good listener when...”;
6. Best start data analysed and issues identified for learning support; and
7. Children supported by the ESL language program assess using new EA/LD criteria.

**School planning 2012—2014**

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

**School priority 1**

**Outcome for 2012–2014**

**Target 1**

**Student Centred Learning**

*To provide opportunities for staff to engage with the new English & Maths syllabus documents.*

**Strategies to achieve these targets include:**

English Syllabus Implementation

- unpacking the new syllabus – whole staff/ stage meetings;
- professional learning to enable staff to become more familiar with outcomes and new content;
- resourcing the new document; and
- collaboratively developing teaching/ learning units.

Writing Matrix Development

- designing & creating a series of success criteria K-6 for writing processes;
- introduction and up skilling of staff & students in the use of criteria for planning, teaching, learning and assessment; and
- development of a matrix linked to student feedback (visible learning).

### Introduction of Maths Syllabus

- staff to trial aspects of the syllabus & use of the programming tool;
- links between new syllabus and the numeracy continuum identified;
- development of K-6 assessment schedule enabling pre & post assessment data to be collected;
- development of a teaching/ learning scope & sequence (based on the new Australian Curriculum);
- use of CLIC website to provide training materials for staff; and
- purchasing of resources to support implementation.

### Teacher Professional Learning

Delivery of professional learning sessions related to:

- visible learning in reading
- levelled reading system
- reading card kits
- comprehension strategies – Super Six
- Open Staff Forum focused on sharing teaching practices and providing feedback on effective strategies being used within classrooms.

## **PRODUCTS AND PRACTICES**

The following products and practices with be evidence of our success:

### ENGLISH

- success criteria for writing K-6 developed;
- student achievement evident in English in state wide assessment. Students achieving in top bands - 85%;
- student achievement evident in English in school based assessment. Students achieving sound or above - 85%;
- teachers tracking student progression on literacy continuum; and
- students starting to verbalise their own learning progression using visible prompts.

### MATHEMATICS

- BOSTES programming template used K-6;
- new resources purchased and being used;
- school based assessment (SENA K-2) (PatMaths 3-6) indicating growth (Hattie effect size >0.4) - 85% achievement;

- student numeracy achievement evident in Statewide assessment - 85% achieving in the top bands; and
- student achievement evident in school based assessment. Students achieving sound or above - 85%;

## **School priority 2**

### **Passionate and Inspired Teachers**

*To build capacity of staff to lead and manage change and to provide opportunities for teachers to move through professional accreditation – at all levels.*

#### **Strategies to achieve these targets include:**

##### Building Capacity – Current Executive

- networking opportunities with other schools/ cross school planning days;
- introduction of classroom walkthroughs;
- finance training for senior executive staff;
- leadership development program (AITSL); and
- leadership professional Learning.

##### Building Capacity – Aspiring Leaders

- networking – leadership development days;
- identified opportunities for leadership across the school;
- staff leadership of extra-curricular activities;
- staff leadership of professional learning; and
- staff introduced to the Australian Performance & Development Framework.

## **PRODUCTS AND PRACTICES**

The following products and practices with be evidence of our success:

- staff will use the National Teaching Standards framework to guide goal setting;
- school professional development policy will be aligned to the Australian Performance and Development Framework;
- executive network will be established and will meet regularly;
- quality professional learning will be aligned with school targets;
- executive staff skilled in team leadership via participation in professional learning sessions;



- executive staff skilled in class walkthroughs and the provision of effective feedback to staff; and
- professional learning plans in place each term. Goals links to school targets.

### School priority 3

#### Effective use of data to guide teaching & learning

##### Strategies to achieve these targets include:

- development of school assessment timetable to enable systematic collection of data;
- development of consistency of collection – why, what, how, when;
- staff professional learning – effective student feedback;
- development of excel spreadsheets that allow analysis of data to support evidence of student achievement; and
- staff professional learning - analysis and effective use of data.

### PRODUCTS AND PRACTICES

The following products and practices will be evidence of our success:

- executive staff competently communicates and leads staff in collection, analysis and use of data;
- executive staff confident to use data with teaching staff to inform planning programming and reporting.
- analysis of NAPLAN & school data driving school targets and school improvement;
- school wide sustainable systems and practices for the collection established and use of data embedded into school culture; and
- assessment tools K-6 imbedded in school practice.



## 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.

Debra Edwards - Principal

Jennifer Maher – Deputy Principal

Ian Duncan – Deputy Principal

Luke Hogan – Assistant Principal

Michael Kammerer – Assistant Principal

Sharon Griffiths – Assistant Principal

Louise Pollard – Assistant Principal

Jessica Gibbs – Assistant Principal

### School contact information

Kellyville Ridge Public School

Cnr Singleton Ave & Greenwich St

Kellyville Ridge 2155

Ph: 888 304 80

Fax: 888 304 82

Email: [kellyridge-p.school@det.nsw.edu.au](mailto:kellyridge-p.school@det.nsw.edu.au)

Web: [www.krps.nsw.edu.au](http://www.krps.nsw.edu.au)

School Code: 4639

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:

<https://detwww.det.nsw.edu.au/high-performance/annual-school-reports>