



2011 ANNUAL SCHOOL REPORT

KINGSCLIFF PUBLIC SCHOOL



4054



Catch Our Wave of

Principal

Kingscliff Public School in 2011 has achieved another successful year of quality teaching and learning. Our school provides outstanding opportunities for students to engage learning and to succeed. At Kingscliff Public School, we pride ourselves on the sense of purpose shared by the school community and the supportive leadership and relationships that underpin this. In recognition of these partnerships the school was awarded at the end of 2011 a Special Commendation Award under the NSW Department of Education and Communities 2011 Cohesive Community Schools Awards. These awards recognise across NSW high performing schools in this key area of school partnerships. Our continued focus on providing a quality learning school environment ensures that Kingscliff Public continues to provide the best possible public education for K-6 students in the Kingscliff community. I invite you to visit our school website for further information :-

www.kingscliff-p.schools.nsw.edu.au

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.



Parents & Citizens (P&C)

The P&C is an active and enthusiastic partner in the school community. We have continued to participate in a wonderful cycle of change and improvement for our school, committing over \$38,000 expenditure within the school community for 2011 financial year. Thank you to the executive and members of the P&C and volunteer parents, carers and grandparents for your ongoing motivation and participation and to Mr. Houlahan, Assistant Principals and teachers for being such a committed and enthusiastic group of professional staff. I encourage parents and families to become active and engaged members of our school community through the Parents & Citizens Association.

Mr Jamie Allen

President Kingscliff P.S. P. & C.



Student Representatives



“Well we made it! I know its hard to believe. And while our parents think our primary school years have come and gone in the blink of an eye, we know its been a long, long time. But you know there’s an expression that says ... “You have to know where you’ve been to know where you’re going!” This time last year I heard Mr Houlahan call out my name at the boy school captain for 2011. And so began my year of enlightenment. This catalytic journey has propelled me in my growth. Responsibility, involvement and leadership have inspired me to set goals and work to achieving them. I see the good in people, more so than ever before. My friendships have deepened as I have learnt to appreciate and recognise those qualities in my mates that make them shine. Is this what growing up is all about? The next six years are certainly going to be life changing as we find the direction we want to go in and experience life as teenagers. Remember ... „You have to know where you’ve been to know where you are going!” Excerpts, farewell speech – Boys School Captain 2011.

“Although I have been only at Kingscliff PS for three and a half years, it has been a great place to learn, make friends and grow. The school welcomed me and I still remember my first day! My friends and peers have challenged and helped me to become who I am today; I thank you all for that. What I have liked most about Kingscliff PS is that I’ve been able to be me. I have been able to make choices and I haven’t been limited to what I can do. So be the best YOU can be; Grow, Fly and YOU will Shine! In a small community like Kingscliff, it is surprising that there is such a wide range of amazing people, which is what makes Kingscliff very unique. By being able to be who I am and what I am, it has given me the confidence to move on to the next challenges: High School! Thank you Kingscliff PS for helping me to get there!” Excerpts farewell speech – Girls School Captain 2011.

SCHOOL CONTEXT



Student attendance con't

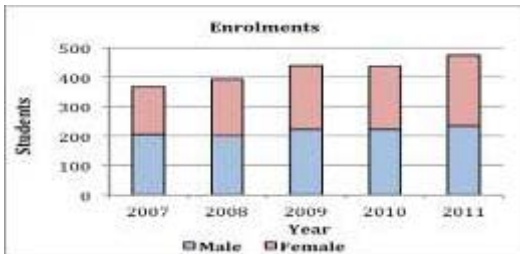
Student information

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

Student enrolment profile

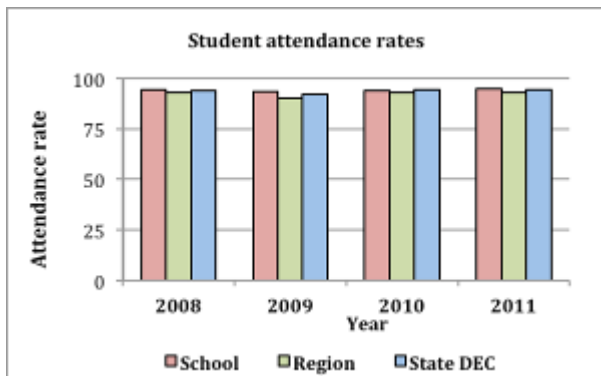
Enrolments in each school year are indicated below.

Gender	2007	2008	2009	2010	2011
Male	206	202	222	222	235
Female	162	191	217	214	239



Student attendance

Attendance is highly valued by the Kingscliff Public School community. The student attendance graph below indicates that the level of student attendance remains comparable with the region and state.



Year	2008	2009	2010	2011
School	K	95.3	93.7	94.5
	1	93.1	95.8	94.9
	2	94.6	93.2	95.4
	3	94.5	94.2	94.4
	4	91.1	95.3	95.4
	5	93.4	94.2	94.5
	6	92.8	92.5	94.1
Total	94.3	93.6	94.1	94.7
Region	K	92.5	93.4	93.3
	1	92.3	93.2	92.9
	2	92.4	93.3	93.0
	3	92.6	93.2	93.1
	4	92.6	93.3	93.0
	5	92.4	93.2	92.9
	6	92.2	92.9	92.6
Total	92.8	90.1	93.2	93.0
State DEC	K	94.3	94.7	94.7
	1	93.7	94.2	94.2
	2	94.0	94.4	94.2
	3	94.1	94.5	94.4
	4	94.0	94.5	94.3
	5	94.0	94.4	94.2
	6	93.6	94.0	93.8
Total	94.1	92.1	94.4	94.3



SCHOOL CONTEXT



Class sizes

In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible. The following table shows our class sizes as reported at the class size audit conducted in 2011.

Roll Class	Year	Total per Year	Total in Class
KA	K	21	21
KC	K	21	21
KF	K	22	22
KG	K	16	16
1 G	1	23	23
1 H	1	23	23
1/2 R	1	13	23
1/2 R	2	10	23
2 D/T	2	23	23
2 M	2	24	24
3 N	3	29	29
3 C	3	30	30
3/4 N	3	11	28
3/4 N	4	17	28
4 /5 G	4	17	27
4/5 G	5	10	27
4 M	4	27	27
5 M	5	28	28
5 P	5	28	28
6 C	6	32	32
6 G	6	31	31

Structure of classes

In 2011 there were 18 classes at Kingscliff Public School. Two of these classes, 1 / 2R and 4 / 5 G were multi-age classes.

Staff information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies. Listed on the following table are the number of permanent, part-time and temporary staff for 2011.

Position	Number
Principal	1
Assistant Principal(s)	4
Classroom Teachers	14
Indigenous Staff	3
Teacher of Reading Recovery	0.5
Support Teacher Learning Assistance	0.4
Teacher Librarian	1
Counsellor	0.4
Relief from face to face Teacher	1.5
General Assistant / Grounds	3.5 days per week
Administrative Assistants	3
Support Learning Officers	2 part time
Cleaning Contractor	1

Staff attendance

Staff have access to leave entitlements such as sick leave and long service leave. In 2011 the average daily attendance rate for staff was similar to the rate for past years.

Staff retention

In 2011, one teaching staff member retired.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools and continue to participate in ongoing professional learning.



General School Account

Date of financial summary:	30/11/11
Income	\$
Balance brought forward	127701.46
Global funds	283443.76
Tied funds	90373.02
School & community sources	341810.14
Interest	5791.97
Trust receipts	22554.51
Canteen	0.00
<i>Total income</i>	<i>871374.86</i>
Expenditure	
Teaching & learning	
Key learning areas	53868.80
Excursions	73649.73
Extracurricular dissections	191156.63
Library	622.37
Professional Learning	1779.86
Tied funds	106207.28
Short Term Relief	69728.33
Administration & office	76390.98
School-operated canteen	0.00
Utilities	55425.66
Maintenance	40389.53
Trust accounts	25247.13
Capital programs	119498.69
<i>Total expenditure</i>	<i>813960.99</i>
Balance carried forward	57413.87

Library Trust Account

Date of financial summary:	30/11/11
Income	\$
Balance brought forward	908.69
Trust Receipts	2416.33
Interest	56.23
<i>Total income</i>	<i>3325.02</i>
Expenditure	
<i>Total expenditure</i>	<i>2204.58</i>
Balance carried forward	1120.44

Finance comment

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance. The carried forward balance includes the following commitments:
 \$ 18935.55 in unpaid salaries
 \$ 4101.93 balance of general trust funds
 \$ 31335.06 in unpaid invoices and orders
 \$ 1120.44 library trust.

A copy of the school's 2011 financial statement is tabled at the Annual General Meeting (AGM) of the Kingscliff Public School Parents & Citizens Association. Further details concerning the statement can be obtained by contacting the school.



PROGRAMS, INITIATIVES & EVALUATIONS

Anti Bullying

The school conducted an audit of the school's anti-bullying policy and procedures. Areas surveyed included :-

- Leadership commitment to a safe school.
- Supportive and connected school culture.
- Policies and procedures.
- Professional learning.
- Positive behaviour management.
- Engagement, skill development and safe school curriculum.
- Focus on student well being and student ownership.
- Early intervention and targeted support.
- Partnerships with families and communities.

Following the collection and consideration of a wide range of information collected across the above areas, the School Anti-Bullying Plan, policy and procedures were comprehensively reviewed and adjusted. The new plan was made available for school community consultation with full implementation for 2012 and beyond.

Curriculum

For the first time the school conducted a whole school learn to swim and swimming skills program at the start of 2011. At the conclusion of the program opinions were sought from students, staff and parents. There was overwhelming support from all stakeholders in the success of the range of swim programs across all stages. As a result of the success and high level of support the school swim program will be included every second year in school planning.

Beach & Creek Week was reviewed as it is now in the 3rd year of implementation. It continues to be highly valued by the students, staff and parents. As a result of the evaluation Beach and Creek Week will be extended and include two weeks of implementation to enable the fuller range of quality learning experiences available to be implemented in 2012 and beyond.

The school's Mathematics Scope and Sequence of learning was reviewed from Kindergarten to Year 6. New plans were developed for trial in 2011 and will be fully implemented in 2012. The reviewed planning of the whole school Mathematics learning plans will support the achievement of school numeracy targets in 2012 – 2014.

Aboriginal Education

Staff reviewed aspects of the Aboriginal Education and Training Policy and the associated Aboriginal Education and Training Strategy 2009 – 2012. NAIDOC Week school celebrations held in term 2 provided an opportunity for teachers to design and implement learning programs that educate students about Aboriginal histories, cultures and contemporary Aboriginal Australia. „Acknowledgement of Country“ is included in weekly assemblies and school functions.

Multicultural Education

Kingscliff Public School has a part time specialist English as a Second Language (ESL) teacher the equivalent of two days a week. Students from non-English speaking backgrounds are supported in the classroom and in small groups. Student results are monitored with explicit teaching plans put in place to support the students. An Anti-Racism Contact Officer is available if required.

Parent, Student and Teacher Satisfaction

Information regarding student and teacher satisfaction was gathered informally through discussion, interview and records of meetings. Students identified as feeling safe and happy at school. They were able to communicate who they could seek support from if needed. Teachers and staff identified and shared weekly their successes in their work. This has assisted in creating a professional and positive school culture.

The Kingscliff P. & C. Association reviewed, constructed and sought opinion from the parent community regarding a new P. & C. Strategic 3 year plan. After consultation from stakeholders a new 3 year strategic plan was confirmed, made available and will guide future decision making and actions.

Coastal Learning Community of Schools (CLC)

The Coastal Learning Community (CLC) is a successful collaboration between Kingscliff High School and its feeder primary schools. Joint programs have been developed that support the transition of Year 6 students to Year 7 including video conferencing, Science and Performing Arts enrichment activities and induction to high school programs. In 2012 – 2014 further activities will be explored in the form of „taster“ subject days and the further development of writing skills for students which will support and enhance the transition of primary school students to Kingscliff High School.

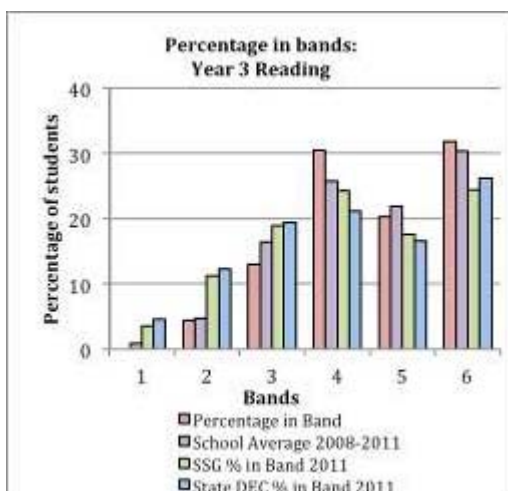
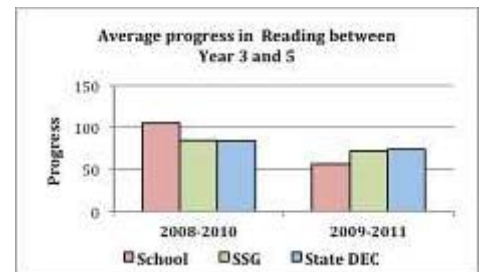
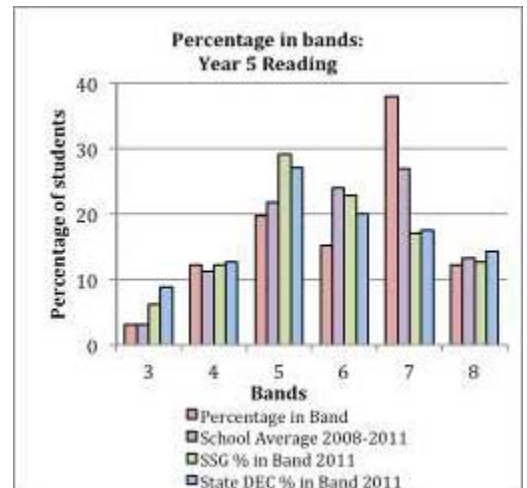
SCHOOL PERFORMANCE

Academic

In the National Assessment Program for Literacy and Numeracy (NAPLAN) all students in Years 3 and 5 across Australia have their skills assessed in numeracy, reading, writing, spelling, punctuation and grammar. Students undertake the same tests on the same days. The national tests assess student achievement in literacy and numeracy. Parents receive information on their child's performance through individual student reports indicating the achievement scale ranking the student's 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 the assessments. Year 3 performance is reported from Band 1 (lowest) to Band 6 (highest for Year 3) Yr 5 performance is reported from Band 3 (lowest) to Band 8 (highest for Year 5). For each year level a national minimum standard is defined. For Year 3 Band 2 is the national minimum standard, for Year 5 Band 4 is the national minimum standard. In Year 3, 69 students and in Year 5, 66 students sat the National Assessment.

Reading – NAPLAN Years 3 and 5

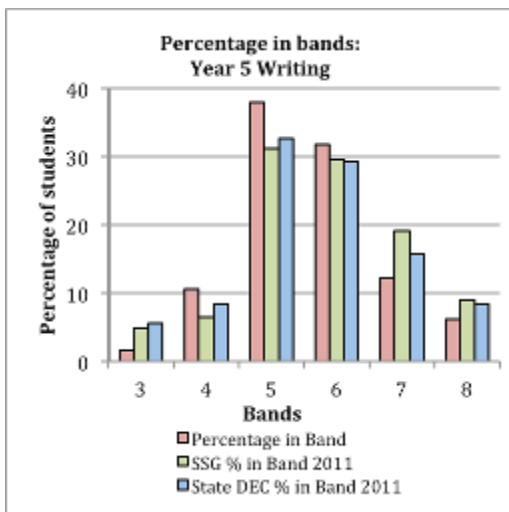
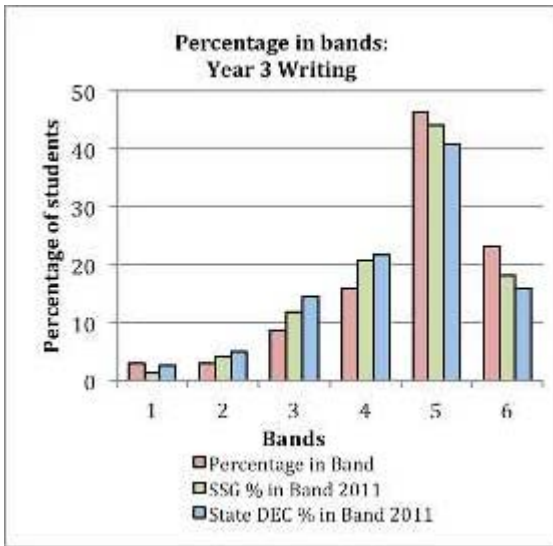
52% of Year 3 students were in the top two bands for reading compared to 42% of the state. The 4.3% of our Year 3 students in Band 1 or 2, the lowest bands, have been identified to receive support to address their learning needs in reading. Their progress will continue to be monitored. The state average for Year 3 in reading in the lowest two bands is 16.8%. For Year 5 students, 50% were in the top two bands for reading compared to 32% of the state. The 15% of students in our school who were placed in Band 3 or Band 4, the lowest bands, have been identified to receive support to address their learning needs in reading. The state average in reading in the lowest bands is 21%.



SCHOOL PERFORMANCE

Writing – NAPLAN Years 3 and 5

67% of Year 3 students were in the top two bands for writing compared to 56% of the state. The 5.4% of our Year 3 students in Band 1 or 2, the lowest bands, are continuing to receive support to address their learning needs in writing. The state average for Year 3 in writing in the lowest two bands is 7.5%. For Year 5 students, 18.2% were in the top two bands for writing compared to 24.1% of the state. The 12% of our Year 5 students in Band 3 & 4, the lowest bands, are receiving support to address their learning needs in writing. This state average for the lowest two bands in writing is 14%.



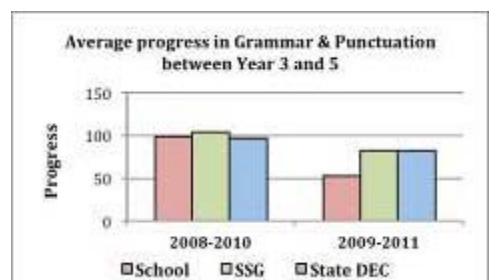
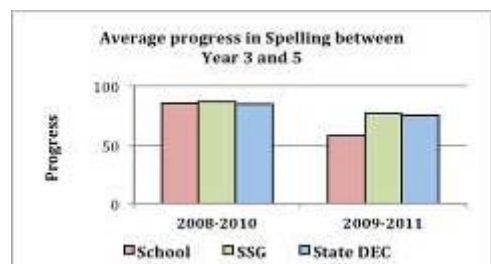
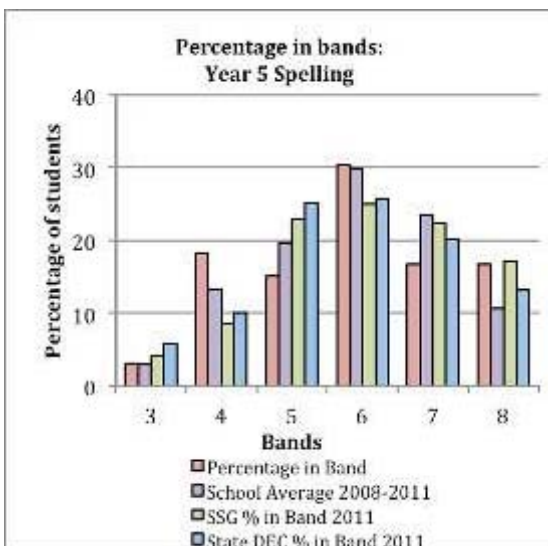
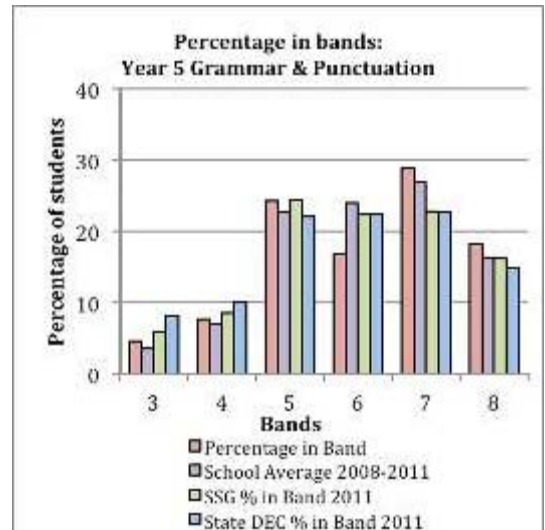
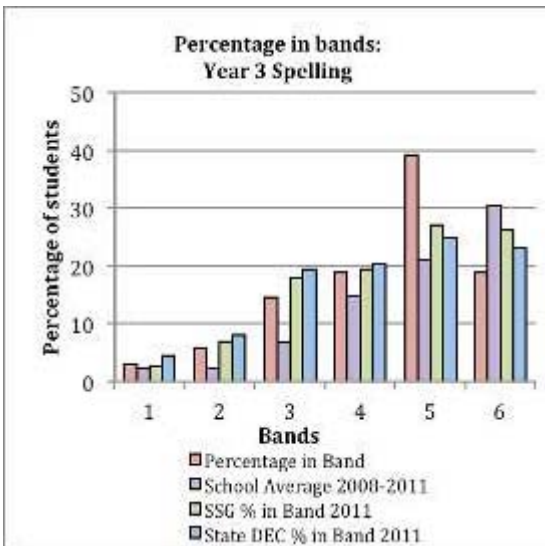
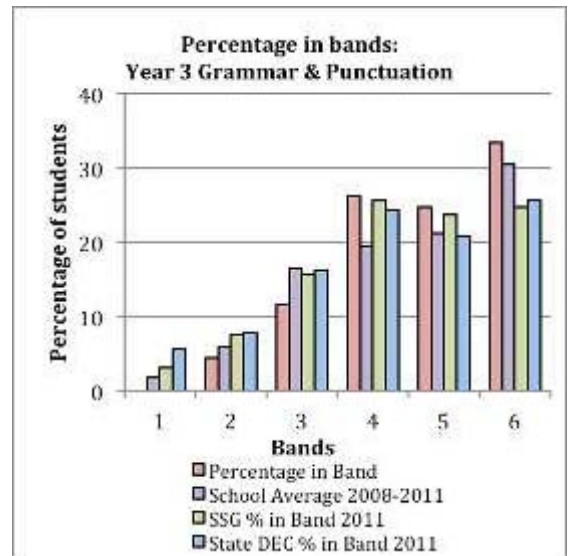
SCHOOL PERFORMANCE

Spelling – NAPLAN – Years 3 and 5

National Assessment data in spelling is a relatively new aspect in literacy data for schools and has provided more detailed information to assist literacy planning. 58% of Year 3 students were in the top two bands for spelling compared to 48% of the state. 34% of Year 5 students were in the top two bands for spelling compared to 33% of the state.

Grammar and Punctuation - NAPLAN – Years 3 and 5

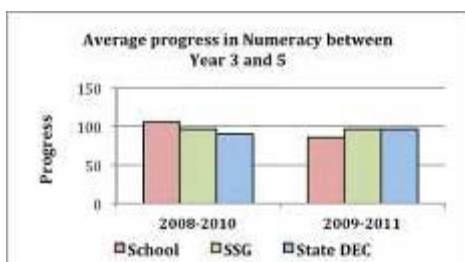
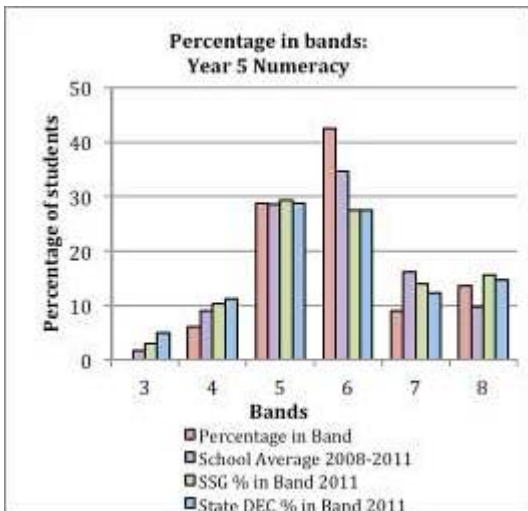
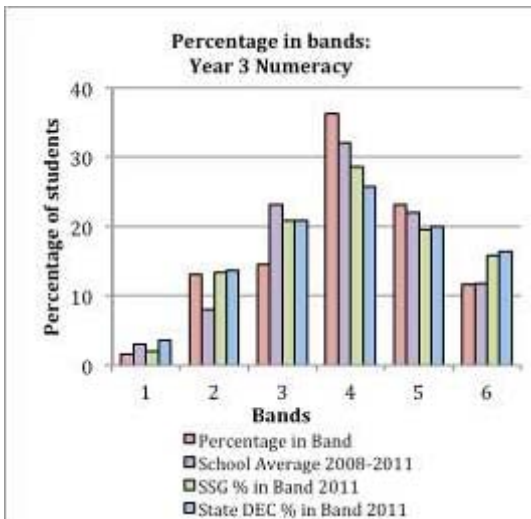
National Assessment data in grammar and punctuation is an aspect of increased data for schools and has provided more detailed information to assist literacy planning. 58% of Year 3 students were in the top two bands for grammar and punctuation compared to 46% of the state. 47% of Year 5 students were in the top two bands for grammar & punctuation compared to 37% of the state.



SCHOOL PERFORMANCE

Numeracy – NAPLAN Year 3 and 5

35% of Year 3 students were in the top two bands, Band 5 and 6 compared to 36% in the state for overall Numeracy. 23% of Year 5 students were in the top two bands, Band 7 and 8 compared to 27% in the state for overall Numeracy.



Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3 and 5. 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	100.0
Writing	97.1
Spelling	97.1
Grammar & Punctuation	100.0
Numeracy	98.6
Percentage of Year 5 students achieving at or above minimum standard (exempt students included)	
Reading	97.0
Writing	98.5
Spelling	97.0
Grammar & Punctuation	95.5
Numeracy	100.0



2009 – 2011

A three year school plan has been implemented from 2009 – 2011. It has focused on enhancing the school leadership capacity for school improvement to strengthen teacher capacity and improve student outcomes in literacy and numeracy. Targets were set over the three years to reflect on, refine and refocus our teaching in Key Learning Areas. Over the 3 years, key evaluations were conducted. They were used to guide, refine practice and inform future planning. 2011 has seen the completion of the three year plan. The following target areas, outcomes, strategies and achievements are summarized below.

Target Areas	Outcomes Achieved	3 Year Strategies & Achievement
Literacy and Numeracy	<p>Kingscliff Public School is recognised as a school that delivers strong literacy and numeracy programs for all students.</p> <p>School based data clearly indicates improved levels of achievement in the top two bands in literacy and numeracy for Years 3 and 5 students and for all students in school reports.</p> <p>An effective Learning Support Team model ensures that the ongoing learning needs of individual students are met as students progress from Kindergarten to Year 6.</p>	<p>Whole school planning processes implemented to evaluate the quality of writing and numeracy programs.</p> <p>Developed staff capacity to effectively evaluate data to inform programming and school improvement.</p> <p>Professional learning strongly linked to school target areas.</p> <p>Implemented a whole school approach to the teaching of writing and numeracy.</p> <p>Implemented Best Start and utilised data to inform teaching practice.</p> <p>Established school procedures to track and monitor student progress from K-6 and to use this data to undertake evaluations each year to develop leadership capacity for school improvement.</p>
Quality Teaching and Learning	<p>Kingscliff Public School is well known for innovative brain compatible teaching and learning.</p> <p>Enhanced school leadership capacity has been achieved to improve learning and teaching through quality professional learning and access to curriculum.</p>	<p>School planning and key evaluation processes have been put in place to evaluate staff levels of achievement and provide ongoing professional learning to support staff in effectively implementing a range of brain compatible learning strategies into everyday classroom practice.</p> <p>Strengthened connections within our school and within our community of schools group to provide innovative projects for staff and students.</p>

School development 2012 – 2014

As required for all Department of Education and Communities (DEC) schools, a three year plan for the years 2012 – 2014 is developed from the DEC Plan, the North Coast Regional Plan and from analysis of school data and key evaluations over time. Consideration is given to priority areas and targets. The strategic directions for 2012 – 2014 have been planned as follows :-

SCHOOL DEVELOPMENT 2012 - 2014

Area	Strategic Priorities 2012 - 2104	Key Strategies
Literacy & Numeracy	<p>School teams embed quality Literacy and Numeracy practices.</p> <p>Focus on evidence based literacy and numeracy practices and programs.</p>	<p>Numeracy - review, confirm new scope & sequence K/6</p> <p>Literacy - Writing & Grammar focus</p> <ul style="list-style-type: none"> - K/6 spelling – review and confirm consistent whole school approach - K/6 reading– review and confirm consistent whole school approach <p>NAPLAN & smart data analysis</p> <p>Language, Learning & Literacy Program (L3) – Early Stage 1 - 2012 - 2014</p> <p>Literacy & Numeracy Leaders supporting Best Start K/2</p> <p>Learning Support Programs – RR, STL, SLO, Funding Support, Volunteers.</p>
Curriculum & Assessment	<p>Focus on evidence based literacy and numeracy teaching & learning utilizing quality assessment processes to guide the teaching & learning practice.</p> <p>Strengthen the skills, understandings and use of new technologies.</p> <p>Differentiated curriculum with a focus on high achieving students.</p> <p>Consistent teacher judgment (CTJ).</p>	<p>K/6 Curriculum Planning, Programming and Assessing utilizing the teaching and learning cycle.</p> <p>Best Start</p> <p>NAPLAN and smart analysis</p> <p>ICT program – integrated across KLA's and review of K/6 scope and sequence</p> <p>GAT Strategies, Differentiated Curriculum & Assessment Procedures.</p> <p>Reporting to parents and CTJ</p>
Engagement & Attainment	<p>Student engagement through a focus on Academic achievement, Sport & Physical Education, Creative & Performing Arts and Values Education.</p> <p>Implement quality practices and school support structures in Preventing and Responding to Bullying.</p> <p>Increased student ownership of learning.</p> <p>Maintain and enhance the school as 'Safe & Fair' learning environment.</p>	<p>Professional Learning & School Development Program – student connectedness to their learning including higher student achievement initiatives</p> <p>Preventing and Responding to Bullying Policy and Procedures & Safe & Fair Program, Values Education, Better Buddies, Student Leadership, YCD</p> <p>Transition support and programs – Pre – ES1 Y6 –Y7</p> <p>School initiatives – Beach & Creek, KIMP, GAT, First Wave, CLC, garden / environment, ICT, CAPA and School Welfare Support Programs.</p> <p>Positive school environment, pride, culture and recognition of student engagement evident across school, within stages and all classrooms.</p>
Aboriginal Education	<p>Focus on enhancing Aboriginal student literacy and numeracy outcomes.</p> <p>Successful transition Aboriginal students from Year 6 to Year 7.</p> <p>Enhance partnerships between home, school and community.</p>	<p>Connecting to Country</p> <p>PLP's Aboriginal students</p> <p>NAIDOC program, community linkages and Aboriginal perspectives within KLA's.</p> <p>Transition Pre – ES1 Y6 – 7</p>
Organisational Effectiveness	<p>Promote and maintain positive school culture.</p> <p>Identify strategies and practices to meet the needs of all students with a focus on the top 25%.</p> <p>Focus on the quality of teaching and learning as a priority.</p> <p>Flexible staffing.</p>	<p>Corporate & collegial planning of teaching & learning</p> <p>Strategic resourcing</p> <p>Maintenance of resources</p> <p>School / parent / community partnerships</p> <p>Staff Induction Program & Occupational Health & Safety</p> <p>Staff social networks – positive staff relations</p>
Leadership & Management	<p>Build the capacity of staff to lead change and utilize flexible management practices.</p> <p>Develop professional leadership understandings and skills that support quality teaching and learning.</p> <p>Increase access to, use of and support for leadership and management learning programs.</p>	<p>Professional Learning Leadership and Management Langford Quality Learning Program</p> <p>Collegial Stage network - mentoring / coaching, professional sharing across and within stages.</p> <p>Professional Learning and links TARS & EARS</p> <p>Team teaching opportunities explored.</p> <p>Professional Learning for SASS – Quality Customer Service Model & regular cycle / weekly management meeting.</p>

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.

Name	Position
Lea Conroy	Assistant Principal
Wendy Green	Assistant Principal
Louise Graham	Assistant Principal
Shannon Gray	Assistant Principal
Jo Cabale	Teacher & NSW Teachers Federation School Representative
Ailsa Carpenter	Teacher
Adrienne Hamilton	Teacher
Jenelle Moore	School Administration Manager
Jamie Allan	President – Parents & Citizens Association
Kiernan Houlahan	Principal

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<http://www.schools.nsw.edu.au/asr>