

GS Kidd Memorial School Annual Report



ENDEAVOUR TO ACHIEVE



Introduction

The Annual Report for 2015 is provided to the community of GS Kidd Memorial 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.

Sharne Turpin
Principal

School contact details:

GS Kidd SSP

37 Lincoln st

Gunnedah, 2380

<http://www.gskiddmem-s.schools.nsw.edu.au>

gskiddmem-s.school@det.nsw.edu.au

(02) 6741 5200



Celebrating Mucopolysaccharidoses (MPS) Awareness Day

Message from the Principal

We will never let a label or disabilities get in the way of a great journey while we 'Endeavour to Achieve'. It is our mission to open new worlds for each student each and every day that they attend GS Kidd Memorial School. Our logo reflects what we want, what we believe is our core business and what we value about the work we do. We strive for excellence through our personalised consultative model of operation.

I am extremely proud to be leading the school community of GS Kidd SSP. The students have had an astounding year and their families should be proud of their achievements during 2015. The daily partnership with families, school community, service providers and the local community enhances the work that we do.

Our students are to be commended on their work ethic in school and during community based learning. This year has been extremely productive with countless successes to celebrate. Whether the success is increased independence in personal care, social skills, work experience, sport or academically, all of our students have demonstrated a determination to achieve their best.

We have a dedicated and passionate staff who work collaboratively to deliver effective teaching and learning programs to assist students to achieve their individual outcomes. Each member of the school team, including administrative and support staff, teachers, cleaners, therapists, itinerant and regional staff have contributed to the success of the school. I congratulate all staff for their ongoing commitment to Professional Learning and commend Sarah Dando and Benji Trieger for completing their Masters in Special Education.

We continued to employ the services of Kerrie Betts who is assisting the school to successfully implement *Assessment for Learning* or *Formative Assessment* across all Key Learning Areas and stages. The new Australian Curriculum and the NSW Syllabuses all have *Assessment for Learning* embedded in the syllabuses. The research demonstrates the formative assessment cycle is inclusive of all students (differentiation), reflects the principle that all students can achieve (growth mindset) and reveals a view of learning in which assessment helps students to become reflective learners (self-efficacy).

This pedagogical journey has ensured that all teachers are passionate about their teaching and their student's learning. Our staff also demonstrates care and respect for students and seek to overcome any obstacles to their learning through a willingness to be receptive to student's needs. The support and assistance from our Parents & Citizens (P&C), families and community has been an essential component of our school's successes and is much appreciated.

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.

Sharne Turpin

Principal

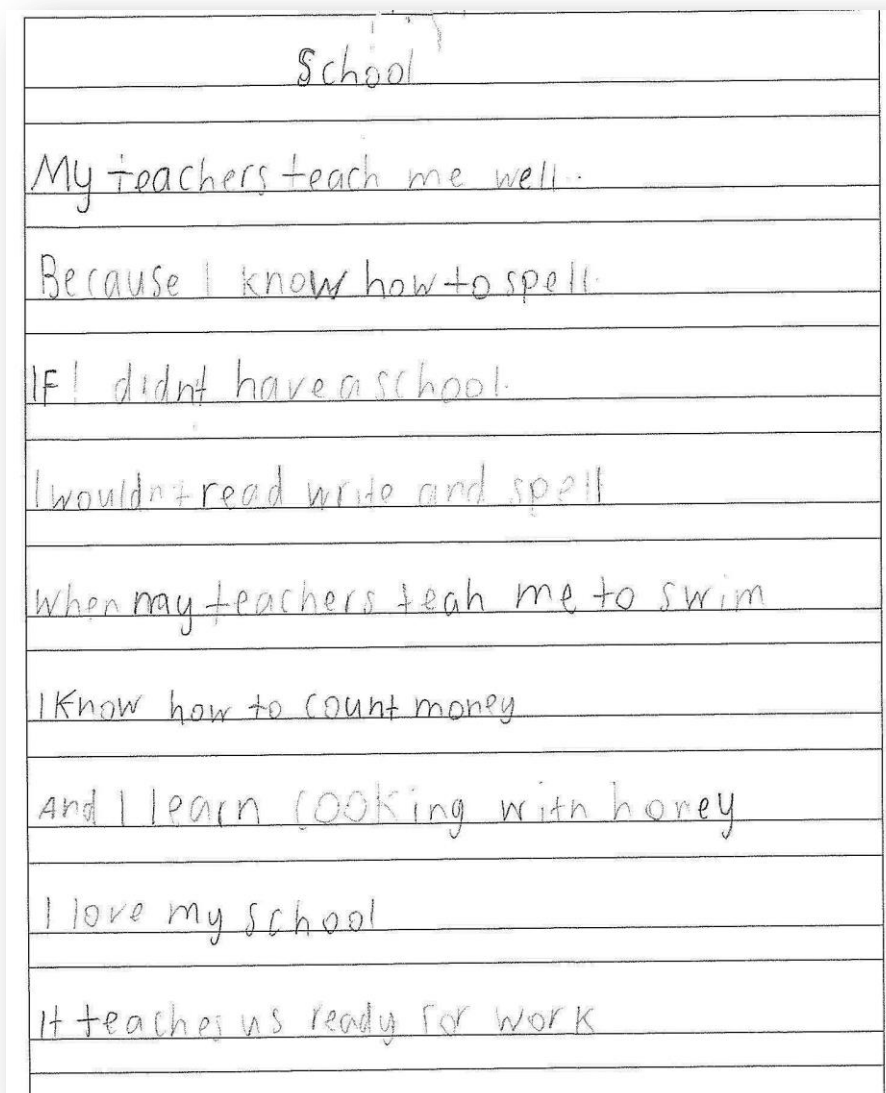
Message from P&C

2015 was a very productive year for the P&C. Our 'wheelie-bus campaign' is in full swing with just over \$50,000 raised during this year. These funds were gained through the Chambre Rouge Cabaret, Downer Golf Day, Gunnedah Service and Bowling Club seafood raffles, Downer Golf Day and Telstra Community Grant to name just a few.

Many more raffles and hard work was put into this substantial effort. We are slowly reaching our target of \$150,000. Parts of our fundraising efforts go towards the students' welfare including insurance for RDA and \$4000 towards a set of PM Benchmark Readers.

Thank you to Tony Blake, Ellen Riley, Rosemary Constable and Michelle Collins for their much needed assistance and to those parents who lent their time and 'baked' when necessary. I hope 2016 is another productive year to see our vision for the wheelchair accessible mini bus come to fruition. Best wishes, Vanessa Knight P&C President for 2015.

Message from the Students



School

My teachers teach me well.

Because I know how to spell.

If I didn't have a school.

I wouldn't read write and spell

When my teachers teach me to swim

I know how to count money

And I learn cooking with honey

I love my school

It teaches us ready for work

Written by Tyson Small

School background

School vision statement

“Great teachers inspire their students to learn. They can, and do, make a difference to the quality of a student’s life both within and outside the school.” (Great Teaching Inspired Learning. NSW DEC 2013)

This statement guides the teaching philosophy of all staff at GS Kidd Memorial SSP. We are committed to improving the learning outcomes of students through enhancing teacher quality and we share the following beliefs:

- All students can learn and have the right to quality educational programs;
- Students are our priority, are at the centre of everything we do and our practice reflects their best interests;
- Teachers and school leaders are the key to making the difference to student learning;
- Teacher quality and instructional leadership are the key drivers for continuous school improvement;
- The coherent alignment of teacher, leader and student learning has the greatest impact.

GS Kidd Memorial SSP is a nurturing and engaging learning environment with high expectations for students, staff and community. It is where all students have the opportunity to be successful learners, confident and creative individuals and active and informed citizens, in an environment where achieving ones best is inevitable.

We will achieve this through a relentless focus by our students, staff and community on our strategic directions of Learning – Community, Learning – Students and Learning – Staff. This vision is shared and supported by our school community of students, staff and families.

School context

Our school is located in the Gunnedah Shire, within the New England Region and consists of five classes with 40 students enrolled. As a School for Specific Purposes we enrol students who are assessed as functioning in the Mild to Severe range of Intellectual Disability, from four to eighteen years. We currently have a permanent Multi Categorical Class and a temporary Multi Categorical Class.

There is always going to be a diverse range of learning needs which will be addressed by quality teaching and learning programs. The partnership between parents, staff, community of schools and volunteers enhances students’ outcomes and the school enjoys high community support and receives Equity funding.

Priorities include effective communication, Literacy and functional Numeracy along with Community Based Learning and Vocational Education, as significant programs underpinning all areas of life both now and in each student’s future environment.

Self-assessment and school achievements

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, our school achievements and the next steps to be pursued. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading. This year, our school undertook self-assessment using the elements of the School Excellence Framework as a tool to evaluate our teaching and learning.

Learning

In the domain of *Learning* our school has focused on the elements of *Learning Culture and Wellbeing*. All staff have participated in Professional Learning to ensure they understand that student engagement and learning are related and this is reflected through effective teaching and learning programs.

The Wellbeing of students is our core business and positive relationships within the school and the wider community are critical for student's success. We have revised our Student Welfare Policy and behaviour management plans to decrease inappropriate behaviour and increase recognition of positive behaviour choices.

The development of positive and caring relationships among key stakeholders in the school community can work effectively towards the sole purpose of the school - to enhance student learning. These relationships are characterised by a collaborative culture and an agreed deep belief that every student is capable of learning. Effective and strategically developed partnerships can considerably broaden the settings and provision of resources for these varied learning experiences to occur.

Teaching

In the domain of *Teaching* our focus has been on *Effective Classroom Practice*. Commencing Term 1 all staff participated in Professional Learning on *Assessment For Learning (A4L)* also known as *Formative Assessment*. These processes and practices are designed to deepen understanding of the curriculum and refine instruction to improve student learning and achievement.

We are in the process of ensuring that we develop, implement and share innovative and collaborative professional learning programs, which build personal and team capacity, leadership and educational practice, develop reflective team members and support further career development. To ensure students are actively engaged in 21st Century learning our teachers will provide high quality, differentiated lessons that explicitly outline the purpose of learning for students. Learning will be evident through a range of assessment that highlights improvement in literacy and numeracy. Student learning is evident through authentic, relevant and meaningful student inquiry.

Leading

In the domain of *Leading* our focus has been on *Leadership*. Our school's systems promote inclusive collaborative teams and school networks by leading and inspiring a culture of engaged communication, empowered leadership and organisational practices to increase capacity of all staff and student outcomes. 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.

The school is recognised as outstanding by its community. This is a result of its effective engagement with members of the local community such as families, schools, local media and business organisations. In the Leadership domain the school plan has addressed the following; School Planning, Implementation and Reporting and School Resources. The school has used evidence-based strategies and innovative thinking in designing a school plan that delivers ongoing improvements in student outcomes and has been recognised as a leading school in evidence based strategies such as Assessment for Learning. The school has used collaborative feedback and reflection to promote and generate learning and innovation.

Strategic Direction 1: Learning – School Community

Strengthened capacity of the school community to support and improve learning outcomes for the 'Whole Child'.

Purpose

- Develop learning programs which are differentiated, purposeful and engaging, are directly related to each student's stage of learning development and build their capacity to be responsible and productive citizens and;
- Enhance student engagement through parent, family and community involvement.

Overall summary of progress

At GS Kidd School we collaborate with family, community and service providers to ensure the individual needs of the 'Whole Child' are being met. All members of the school community, including parents and families, other education institutions, community organisations and businesses actively participate in and are committed to the common purpose of enhanced student outcomes.

The development of positive and caring relationships among key stakeholders in the school community can work positively towards the sole purpose of the school – to open new worlds. These relationships are characterised by a collaborative culture and a deep belief that every student is capable of learning. Effective and strategically developed partnerships can considerably broaden the settings and provision of resources for these varied learning experiences to occur.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure	Progress achieved this year	<ul style="list-style-type: none"> • \$48,600
Capacity Building	<ul style="list-style-type: none"> • The school identified expertise within the school and externally to develop knowledge and use data to inform strategic direction school improvement efforts. • All staff participated in external PL to increase their knowledge and skills in classroom practice. 	<ul style="list-style-type: none"> • \$12,000 - external consultant for fortnightly PL to all staff • \$16,000 including casual teacher costs
Community of Schools	<ul style="list-style-type: none"> • Rural and remote project – partnership schools participated in PL provided by our staff on A4L and the K-10 Maths Syllabus. • Every Student, Every School Project 'Best Practice Classroom Strategies for Students with Complex Needs' – Principal and Assistant Principal developed Weebly website to publish resources for this project. 	<ul style="list-style-type: none"> • \$10,000 for PL and casual teacher costs • \$5,000 for PL and casual teacher costs
Parent Community	<ul style="list-style-type: none"> • Portfolios and communication - student and family satisfaction surveys completed and analysed to inform school planning and direction. 	<ul style="list-style-type: none"> • \$5,600 for consumables

Next steps

This section includes future directions for 2016 and ensures the 3-year plan remains on track to provide high quality educational outcomes.

What are the next steps required for 2016 to ensure Strategic Direction 1 is successfully implemented?

Capacity Building

- Teachers will enhance their knowledge of the K-10 English Syllabus content embedded with A4L, curriculum and learning continuum through professional learning and collaboration.

Community of Schools

- Teachers from GS Kidd School to develop and deliver PL in evidence based, best practice classroom strategies to the Gunnedah Network of Schools, once a term.
- Gunnedah Network of Principals to organise and implement 'Positive Behaviour for Learning' and 'Cultural Awareness' training across the four schools.

Parent Community

- The majority of families, students and staff to participate in 'Tell Them From Me' Survey to inform and direct future school planning.
- Regular use of school facilities for 'Circle of Friends' to increase school community partnerships.
- School Environmental Education Plan will be completed in collaboration with the whole school community to increase family and community engagement.



The whole school participated in the 'Wallaby March' re-enactment from 100 years ago. The Gunnedah Shire Band, local RSL branch, Red Cross, Gunnedah Shire Councillors, Mayor Owen Hasler, local MP Kevin Anderson, partner school representatives, families and community members joined us too.

Strategic Direction 2: Learning – Students

School culture and practice respects and responds to every student’s aspirations, culture and learning potential.

Purpose

- Ensure high levels of achievement in literacy and numeracy is evident throughout the school.
- Deepen student engagement through authentic, relevant and meaningful programs.

Overall summary of progress

Research indicates that we need to first seek to understand the child and then seek to be understood. Students with disabilities require teachers who are well informed on how students learn, how students unique physiology impact on their capacity to learn and how they integrate learning within their capabilities.

Teachers have been implementing evidence based, best practice classroom strategies to increase student outcomes through ‘assessment for learning’. We need to adjust and accommodate extensively if our students are to develop regulatory behaviours and educational skills that promote independence, skills and knowledge. New understandings in teaching methods and learning are required to deeply engage our students.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure	Progress achieved this year	\$4,000
Increased levels of student engagement through on task analysis.	<ul style="list-style-type: none"> • 95% of students showed an increase of on-task behaviour when the data was analysed in Terms 1 and 4. 	<ul style="list-style-type: none"> • \$2,000 for teacher release
Increased levels of student growth in literacy and numeracy through School Based Assessments (classroom average)	<ul style="list-style-type: none"> • Room 1: Growth in Literacy – 28%, Numeracy - 31% • Room 2: Growth in Literacy – 15%, Numeracy - 10% • Room 3: Growth in Literacy – 16%, Numeracy - 18% • Room 4: Growth in Literacy – 19%, Numeracy - 16% • Room 5: Growth in Literacy – 15%, Numeracy - 19% 	<ul style="list-style-type: none"> • \$2,000
Student Voice	<ul style="list-style-type: none"> • Students who participated in the student satisfaction survey ‘Tell Them From Me’ produced the following responses; <ul style="list-style-type: none"> ○ 89% - positive sense of belonging ○ 86% - positive teacher-student relations ○ 81% - positive learning environment 	<ul style="list-style-type: none"> • \$0 – provided by the Department of Education

Next steps

This section includes future directions for 2016 and ensures the 3-year plan remains on track to provide high quality educational outcomes.

What are the next steps required for 2016 to ensure Strategic Direction 2 is successfully implemented?

Student Engagement

- The data collected for on-task behaviour during Terms 1 and 4 were during preferred activities and didn't include academic engagement. For 2016 baseline data will be collected on academic engagement that informs directions and interventions.
- Engagement profiles 'In the Zone' will be completed for targeted students so they are calm and 'In the Zone for Learning'.
- The school will be implementing Positive Behaviour for Learning and students will be involved in all aspects of this process which aims to improve appropriate behaviour and build successful relationships within the school and out in the community.

Student Achievement

- Consistent tools of assessment to be implemented across the school to increase validity of baseline data and clearly articulate student achievement.
- *Assessment for Learning* process to clearly inform directions and interventions to increase student outcomes.
- Student Learning Plans to be evaluated and mapped against the *School Excellence Framework* and *Australian Professional Teaching Standards*.

Student Voice

- 75% of students to participate in 'Tell Them From Me' Survey. This survey will be modified and adapted to be accessible for as many students as possible for 2016.



Clare and Taylor thank the community for supporting the Rainbow Ball

Strategic Direction 3: Learning – Staff

Strategic Direction 3: Learning – Staff

Learning - Staff: Support the belief that all students can learn, progress and achieve.

Purpose

- Develop, implement and share innovative and collaborative professional learning programs, which build personal and team capacity, leadership and educational practice, develop reflective team members and support further career development.
- Utilise classroom practices as identified in K-12 Professional Teaching Standards to ensure evidence based teaching.

Overall summary of progress

Students with disabilities require teachers who are well informed on how students learn, how students unique physiology impact on their capacity to learn and how they integrate learning within their capabilities.

Teachers need to adjust and accommodate extensively if our students are to develop regulatory behaviours and educational skills that promote independence, skills and knowledge. New understandings in teaching methods and learning are required to deeply engage our students.

All staff members continue to develop their understanding of the 'assessment for learning' cycle. Staff members from within the school and across our network of schools are leading and supporting others through our implementation cycle.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure	Progress achieved this year	\$7,000
Capacity Building for all Staff – all staff have participated in Professional Learning to deliver evidence based, high quality classroom programs.	<ul style="list-style-type: none">• 100% of teachers implementing 'assessment for learning' across the school in all KLAs.• All teachers participating in classroom observations and reflections each term.• 100% teachers using Assessment tools for literacy and numeracy to inform direction and interventions.	\$7,000 for external consultant to deliver fortnightly Professional Learning to all staff
Compliance Training	<ul style="list-style-type: none">• 100% of staff trained and completed mandatory e-learning modules on Emergency Care, Child Protection, Code of Conduct and WH&S Induction.	\$0 – all modules were provided by the Department of education to NSW Public Schools for free.
Professional Development Plans	<ul style="list-style-type: none">• 100% of teachers completed their Professional Learning Plans with identified areas of need implemented through Professional Learning.	\$1,400 for external consultant to deliver training

This section includes future directions for 2016 and ensures the 3-year plan remains on track to provide high quality educational outcomes.

What are the next steps required for 2016 to ensure Strategic Direction 3 is successfully implemented?

Curriculum

- Teachers will enhance their knowledge of the K-12 syllabus content, curriculum and learning continuum through professional learning, collaboration, teacher forums and network meetings.
- *Assessment for Learning* will be embedded in all Key Learning Areas.

Professional Practice

- All teachers trained in classroom observations, modelling of effective practice and peer feedback to reflect and increase effective teaching and learning practices.
- All staff to take responsibility for their own professional learning and will strive to improve their practice.
- Leaders will engage in evidence based leadership practices and skills to build strong, connected teams.



Staff and students participated in the Agriculture and Food Pilot Celebration Day in Tamworth to assist us with our future planning for our sensory/vegetable garden

Key initiatives and other school focus areas

This section includes:

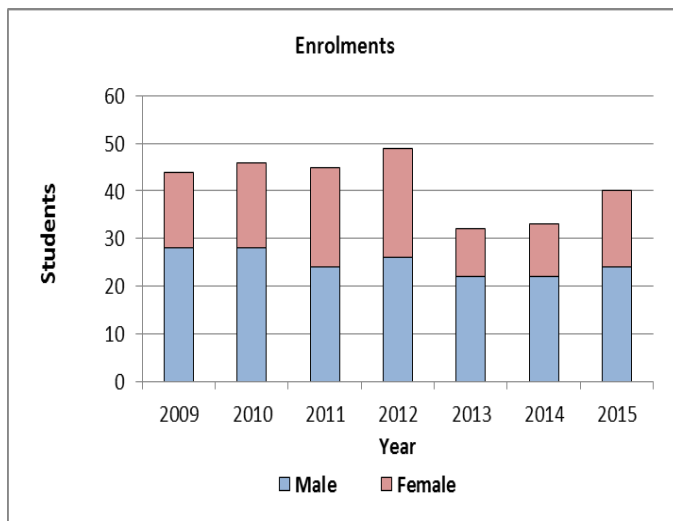
- Key initiatives
- Policy requirements such as Aboriginal Education, Multicultural Education and Anti-Racism Education.

Key initiatives (annual)	Impact achieved this year	Resources (annual)
Aboriginal background funding	Strategic Direction 2 All students have an individual Learning Plan (ILP) and are making progress in all Key Learning Areas. Cultural significance is embedded in all ILPs in collaboration with key stake holders.	\$11,000 – SLSOs (School Learning Support Officers) were employed to assist in delivery of ILPs.
Socio-economic funding	Strategic Direction 2 Student’s successes were celebrated through Portfolios, newsletters, local media outlets to the wider community. All students have an individual Learning Plan (ILP) and are making progress in all Key Learning Areas.	\$15,000 – SLSOs (School Learning Support Officers) were employed to assist in delivery of ILPs.
Location loading	Strategic Direction 2 All students have an individual Learning Plan (ILP) and are making progress in all Key Learning Areas. We are grateful for any additional funding that can be used to purchase additional SLSO hours.	\$7,000 – SLSOs (School Learning Support Officers) were employed to assist in delivery of ILPs.
Support for beginning teachers	All new scheme teachers received additional support though professional learning, mentoring and release time with their supervisors.	\$8,000 – PL and RFF
Other school focus areas	Impact achieved this year	Resources (annual)
Rural and Remote Project	<ul style="list-style-type: none"> • Rural and remote project – partnership schools participated in PL provided by external consultant and our staff on A4L and the K-10 Maths Syllabus. 	<ul style="list-style-type: none"> • \$9,000 for PL and casual teacher costs
Every Student Every School Project	<ul style="list-style-type: none"> • Every Student, Every School Project ‘Best Practice Classroom Strategies for Students with Complex Needs’ – Principal and Assistant Principal developed Weebly website to publish resources for this project. 	<ul style="list-style-type: none"> • \$5,000 for PL and casual teacher costs

Student information

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

Student enrolment profile



Gender	2009	2010	2011	2012	2013	2014	2015
Male	28	28	24	26	22	22	24
Female	16	18	21	23	10	11	16

Student attendance profile

A regional placement panel operated by the Department of Education determines the eligibility of students to access GS Kidd Memorial School. The primary criterion for placement at GS Kidd Memorial School is intellectual disability. Students may have secondary disabilities that also impact on their learning.

Class sizes

Class sizes at our school range from seven to nine students per class with a teacher and School Learning Support Officer on each class. Classes are generally arranged by age or years.

Retention to Year 12

All students remain at school until they complete Year 12 and receive their Higher School Certificate (Life Skills). Students are linked with a post school provider during Term 4 which is funded by the Department of Ageing, Disability and Homecare.

All students over 14 years old are given the opportunity to participate in work experience activities through school programs.

Each section of the program is tailored to provide a positive and stimulating environment in which the students will thrive and grow in maturity and confidence as they proceed to post school life.

The aims are simple but dynamic and provide scope to every student to achieve a rewarding outcome.

- To provide an opportunity for every student to work at a set task for a set period;
- To raise the students' confidence and competence level;
- To develop appropriate work behaviour skills including team work;
- To familiarise the students with the demands of regular work employment;
- To develop an ethic of voluntary work;



Bailee and Dylan – volunteering for Meals on Wheels

- To give students the opportunity to experience TAFE and a high school delivered hospitality course;
- To provide opportunities for future employers to gauge student interest and ability prospects post school.

For some students it is developing skills that will enable them to access work opportunities in the future, these include staying on task, showing initiative, accepting criticism and following instructions.



Boys Club members participating in an induction for volunteer work at Gunnedah Aged Care Services

Five of our students are enrolled in a school delivered TAFE course (SVET) - hospitality – which is implemented by Gunnedah High School. One morning a week two students were required to apply these skills at Gunnedah High School’s commercial café.

These students are to be commended on their maturity and commitment to learning reflected through their school reports.



Zack and Taylor – preparing meals for their hospitality practicum lesson

Post-school destinations

Students who are 17 years and over are linked with a post school provider during Term 4 which is funded by the Department of Ageing, Disability and Homecare. Three of our students were linked with a post school provider for 2016.

These students continue their learning programs through community based learning, TAFE and work experience facilitated by the post school provider.

Record of School Achievement (RoSA)

Dylan Nagle, Bailee Hardwick, Zack Hanes and Alysha Keast completed their Year 10 studies to receive their RoSA.

Preliminary HSC, Year 11 students

Hugh Albert, Sam Dillon-Miller, Taylor Donadel, Dylan Fermor, Layne, Johnston, Tom Knight and Clare Mammen all received their Year 11 Record of Achievement at the end of 2015.

Year 12 students attaining HSC

Christine McDonald and Lochlan Atkinson completed the mandatory requirements for their HSC (Life Skills).

Workforce information

Reporting of information for all staff must be consistent with privacy and personal information policies. Our Senior Administration Manager, Ellen Riley retired after nearly 30 years of service to the school. We organised a farewell lunch to wish Ellen all the best during her retirement.



Ellen is shown above (middle) with Di and Owen Hasler

Workforce composition

Position	Number
Principal	1
Assistant Principal	1
Classroom Teacher	5
Teacher Librarian	0.2
School Administrative & Support	6.176
Total	13.98

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. Two staff members identify as Indigenous.

Teacher qualifications

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

Qualifications	% of staff
Undergraduate degree or diploma	50
Postgraduate degree	50

Professional learning and teacher accreditation

All teaching staff meet the professional requirements for teaching in NSW public schools. Four staff members have graduate/post graduate degrees in Special Education and two staff members completed their Masters in Special Education in 2015.



Kerrie Betts, Sarah Dando and Benji Trieger are shown above. Congratulations to Sarah and Benji for completing their Masters in Special Education

All staff are committed to continuing their own Professional Learning (PL) and attended the mandatory Staff Development Days. Through regular participation in PL, we continue to learn, share knowledge and experiences. Some of the topics we covered include:

- Child Protection and wellbeing training;
- Behaviour management;
- Mental Health;
- Music Therapy;
- Assistant Principal trained as Teacher Accreditation panel member for the Gunnedah Network of Schools;



Diane Langon implementing Music Therapy programs

- Nutritional therapy;
- Autism Spectrum Disorder.
- Emergency Care and First Aid;
- Health Care Procedures for our untrained SLSOs **and recertification for our trained SLSOs**;
- Non Violent Crisis Intervention
- Classroom Practice Continuum mandated through the Australian Institute of Teachers and School Leadership;
- Two of our New Scheme Teachers (including our other staff) worked closely throughout the year with Educational Consultant Kerrie Betts and other mentors;
- Principal completed 6 day intensive Art of Leadership course;
- Emergency care, Anaphylaxis, asthma and first aid training.
- Administrative training on Finance;
- Personalised Learning and Students Signposting Tool training (PLASST) - a function assessment tool;
- Disability data collection training;
- Work, health and safety training;
- Leading professional learning using the Classroom Teacher Program (PLLDD).

Financial information

Financial summary

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

A full copy of the school's 2015 financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

Date of financial summary	30/11/2015
Income	\$
Balance brought forward	79,959.54
Global funds	192,998.36
Tied funds	148,446.18
School & community sources	49,016.38
Interest	3,411.56
Trust receipts	6,394.40
Canteen	0.00
Total income	473,832.02
Expenditure	
Teaching & learning	
Key learning areas	17,137.72
Excursions	4,530.75
Extracurricular dissections	7,036.92
Library	216.36
Training & development	16,741.60
Tied funds	122,661.61
Casual relief teachers	28,452.69
Administration & office	68,345.52
School-operated canteen	0.00
Utilities	40,605.81
Maintenance	9,042.21
Trust accounts	13,715.67
Capital programs	22,270.06
Total expenditure	328,486.86
Balance carried forward	129,469.50

NAPLAN

All of our families have requested their child/children be exempt from sitting NAPLAN tests.

Parent/caregiver and staff satisfaction

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

At the end of 2015 the school sought the opinions of families at the school.

Information was sought from families' based on the new school planning process of the 5Ps – people, purpose, processes, practices and products

These ideas will be addressed through planning meetings, newsletters and informal/formal meetings. The majority of families took the opportunity to comment very favourably about the school, systems and staff.

Policy requirements

Aboriginal education

GS Kidd Memorial School is dedicated to fostering our students' knowledge and understanding of Aboriginal and Torres Strait Islander people as the first people in Australia.

This is demonstrated at every function and assembly where the students show respect by listening to the acknowledgement of country.

Throughout the year each class also engages in units of work celebrating aboriginal people and culture.



Ethan and Dave are shown participating in Aboriginal art activities at Gunnedah PS for NAIDOC Week

Multicultural Education and Anti-racism

All students are provided with the knowledge, skills and values needed to participate in a culturally diverse country like Australia. Students have been participating in HSIE lessons that explore different countries including showing respect for their cultures.

All the students enjoyed our regular visit from African born teacher Teremayi Manozho, who always presents a fun and interactive lesson about her home in Botswana.



Sharne Turpin and Sarah Dando are our Anti-Racism Contact Officers (ARCOs) and have been fully trained in the procedures to handle complaints of a racist nature. The ARCO follows the DEC Anti-Racism Policy.

Other school programs

Integration programs

During 2015 students from GS Kidd Memorial School continued to benefit from our links with our community of schools. These programs created authentic learning experiences for all students while increasing our students social and communication skills. Integration sessions included;

- Five of our students participating in hospitality lessons at Gunnedah HS and demonstrating these skills during their café sessions every Friday morning.
- Weekly visits from Gunnedah South PS students who worked with our students in their classrooms or during gross motor activities.



Gunnedah South PS Year 6 students joining us for our tabloid sports day

- Students from Gunnedah HS assisting during lessons on a fortnightly basis.



CaFS students from Gunnedah High School working with Lochlan and Alysha

- Our students joining the Year 6 students from St Xavier's PS or their school visiting us for gross motor skills in their hall on a fortnightly basis for an hour.



Mackenna and Rebekah being assisted by year 6 students at St Xavier's PS

Community based learning

- All of our students participate in community based learning to increase their independence, social and functional living skills. They are encouraged to identify and attend community events as shown below during the Anzac Day March.



- Three of our students joined Gunnedah Wood turners for work experience and produced great pieces of wood work.



Tyson and Brandon making doorstops during their wood-turning lessons

Sport

Sport is a critical component of our school's curriculum. All students participate in early morning gross motor activities which promote memory, concentration and overall well-being. Highlights from the year are outlined below.

Five of our students participated in the annual Challenge Swimming Carnival. Clare received a trophy for Junior Girl Champion, Dylan received a trophy for Junior Boy Champion. Hugh, Sam and Lochlan all gained places in their races.



Clare and Lochlan show off their medals

Twelve primary school aged students participated in the small schools swimming and athletics carnivals against their peers from the regular schools, with enthusiasm and increasing skills. Many students gained places for their efforts with David receiving a trophy for consistent effort.

GS Kidd School students joined other school groups for a day of fun at the PCYC to learn about Circus Skills including juggling, acrobatics and balancing as shown below.



All of our students travelled to Tamworth Sports Dome to participate in the annual Multi Sports day with other schools across the New England Region. The pictures below captured some of the fun they had.



Sixteen students participated in the 'Sporting Schools' program throughout the year which included aquatic fun in Terms 1 and 4 and tennis with Robyn Louis, Kim Gibson and Mark Single during Terms 2 - 3.

We are pleased to note that this is the highest number of students we have had involved in the 'Sporting Schools' program.



Sam, Max, Lochie and Shayne ready for tennis



Students enjoying free time after the 'Sporting Schools' swimming session

All students participated in hydro therapy sessions in the school's pool or swimming lessons at the town pool. This continued to increase fitness, improve stroke correction and water safety/swimming skills. This was demonstrated at our annual swimming carnival.



Owen demonstrating his newly acquired swimming skills at the town pool

All students participated in bike riding programs on the cycle ways around the school to increase fitness, balance and road safety skills.

- RDA continued to be a popular program which is strongly supported by the community. Secondary aged students from Gunnedah High School and St Mary's College, volunteered to assist every fortnight.

Creative Arts

During 2015, GS Kidd Memorial School continued to have a strong focus on Creative Arts. Our weekly assemblies and music lessons provide a platform to practise and showcase these skills. The following is a summary of the activities enjoyed by students and their families throughout the year;

- The whole school participated in the annual Gunnedah Eisteddfod. The results of this participation included our students placing 1st in the Musical Entertainment section with our Anzac Medley.
- We received a Highly Commended in the Small Choir and School Choir sections for Aboriginal folk song 'Ina Nay' (shown below)



Seamus is shown below left singing his solo song of 'Going on a bear Hunt'. Heath is shown below right singing 'Zip-a-dee-do-da'.





The 'Kiddettes' also known as Mackenna, Rebekah, Alyssa and Vanessa are shown above, performing 'Hey Baby'.

Our current students over the age of 16 years and former students participated in our very own 'Rainbow Debutante Ball'. We had eleven couples come together on Friday afternoons to learn the 'Pride of Erin' and practise how to be presented to society. It was an amazing night of fun and dancing.



Performing the 'Pride of Erin'



Our Rainbow ball participants are shown above, including the flower girls Charlotte Gander and Jayda Hannaford.

Volunteers

Our weekly volunteers undertake a number of important roles in the school. This includes supporting the students in the classrooms by working with them on their individual programs, as well as completing administrative duties for classroom teachers and office staff.

Our volunteers also assist with creating visuals, making costumes, assisting in our school library and taking photos.

They also join staff in special events in the school calendar, such as excursions, ceremonies and Presentation Day. We acknowledged the priceless work of our volunteers during our Annual Presentation Day although there were many missing.



Brandon and Mick Edmunds, Mark Single, Olwyn Jones, Lizzie and Tony Blake, Kylie Lorimer, Di Cawthray and Deb Holmes

Newcastle Football Excursion

The annual football excursion to watch the last home game of the Knights play the Rabbitohs was a huge success and our students are to be commended on their excellent behaviour.



Annual Presentation Day

Our annual Christmas concert and presentation day was the highlight of the year where we acknowledged the hard work of every school community member. We congratulated and farewelled our Year 12 students, Lochlan Atkinson and Christine McDonald. Thank you to the P&C for organising the awards for each student and to the staff for the huge team work that makes dreams work!



Room 2 performed 'Who Sank the Boat?'



P&C President Vanessa Knight congratulating Lochlan with his parents Kath and Garry Atkinson



Owen and Jayda helped to present the story



Christine with her mum Edna McDonald



Rooms 3, 4 and 5 performed 'The truckers Hitch'



Room 1 performing 'Uptown Funk'



The whole school performing 'Jai Ho'