2008 Annual School Report
Kelly’s Plains Public School

NSW Public Schools – Leading the way
Our school at a glance

Students
All students at Kelly’s Plains Public School should be congratulated on their outstanding achievements this year. Their continued commitment to their school work has been recognised in various ways with achievements at the very highest levels.

Their outstanding behaviour and conduct is recognised whenever they leave the school. The strong welfare and discipline code at our school provides all students with a safe and positive working environment that clearly reflects the community’s expectations.

Staff
In 2008 students from K-2 (Lower Division) were taught by Mrs Lauren Piddington for 4 days per week and Mrs Rebecca Smith for 1 day per week. Students in years 3-6 (Upper Division) were taught by Mr Brad Hunt.

Library, the part time component and relief from face to face teaching was taught by Mrs Rebecca Smith.

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

Significant programs and initiatives
This year all students in year 6 were involved in a leadership program aimed at increasing their role in decision making processes within the school and leadership of the student body. All year 6 students are involved in the Student Representative Council (SRC) and our school Captains and Vice Captains ran weekly and formal assemblies.

Our school’s commitment to drama was showcased in a performance called “Once Upon a Time” under the outstanding direction of Mrs Cheryl Nolan. All students were involved in the preparation and delivery of this wonderful performance for the Kelly’s Plains School Community during terms 1 and 2.

In 2008 our school provided all students enrolling in Kindergarten in 2009 a transition program for 6 weeks during Term 4. Students were invited to join the Lower Division classroom for 2.5 hours per week. In 2008 we had five students in this program.

In 2008 our students participated in the University of New South Wales Competitions. We participated in English, Maths, Science, Computer, Writing and Spelling assessments. Ben MacDougall and Brendan Murtagh achieved at Distinction and Credit levels, Casey Uphill, and Jess Rothschild achieved Credit status.

Principal’s message
Kelly’s Plains Public School has a tradition of excellence in quality teaching and learning and fostering the development of students. It is a school that provides outstanding welfare programs to support learning opportunities.

The students at Kelly’s Plains Public School display outstanding behaviour and show pride in themselves and their work. Our school philosophy of Sharing, Learning and Caring is strongly supported by the cooperative, dynamic atmosphere within the school.

The close relationship staff has with parents and carers supports the positive rapport we have with all students within our school.

It is with great pleasure that I commend the professional work of the teaching personnel, Lauren Piddington and Rebecca Smith, on their efforts in supporting students to gain high academic results across a range of curriculum areas. I would also like to thank Sian Roberts for her dedication and support of students. Mrs Roberts works very hard in our office to maintain finances and adequate resources for classrooms and the library. Mr Bob Rich and Mrs Judy Toombs work tirelessly to maintain our classrooms and school grounds. Our dedicated School Council and P&C committees have supported students through financial donations.

Finally, all students at Kelly’s Plains Public School must be congratulated on their effort and achievement. All students have worked well and achieved excellence in both academic and sporting areas. It is an absolute pleasure to be a part of such a supportive and caring community. I look forward to working with you in 2009 and continuing to provide outstanding opportunities for our students.

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.

Mr Brad Hunt
P&C and/or School Council message
This year has been highlighted by the arrival of our new principal Brad Hunt and we have experienced a smooth transition from his much loved predecessor Vicki Holman. The P&C continues to operate with the assistance of a few very devoted parents prepared to voluntarily give time for the benefit of their school and the local community generally.

I would like to make special mention of Annette Edmonds and Rachael Law-Smith, so often organisation and execution of events for the school have been left to these two ladies. It would also be remiss not to mention Michael Edmonds who has so often been the provider of equipment and his incredible practical knowledge to get projects accomplished.

I know it is the wish of the P&C Committee that perhaps further assistance could be provided by other parents. It should be considered the funds generated by the P&C have been used to fund bus travel to Sydney and subsidise other activities for the Upper Division excursion. The P&C funds have provided a wealth of educational and extra curricula activities for the children. It is much easier to sit back and let others take on the workload than be prepared to lend a hand.

We will be holding a number of working bees next year and have some projects to undertake or finish after a start this year. It is the hope of the committee that we might be able to cater at events and if there is an event that may need catering we would welcome the opportunity. Our major fundraising this year revolved around pie drives and raffles, unlike last year’s most successful clearing sale which generated the bulk of our funds. We have what I think you would agree is a delightful little school which obviously needs continued maintenance. We have started to clean-up where the cottage was below the school and more effort will be needed to tidy this area. Other projects, including tree lines and the canteen fit out, will be undertaken next year. We are fortunate to have a new and energetic principal who I’m sure has many ideas which he feels will enhance the school further and it is encumbered upon us to support his ideas.

Mr Richard Alcorn

Student representative’s message
A message from Year 6 2008:
This is our final year at Kelly’s Plains Public School. We would like to thank all of the teachers, staff, past teachers, students and the wider Kelly’s Plains Community for their great support throughout our time at Kelly’s Plains.

We are a small school that succeeds in big things!

Even though we are leaving Kelly’s Plains, like every student who attends our school, we will always remain a part of this wonderful school.

Year 6 2008: Brodie Davies, Tim Edmonds, Charlotte Hunt, Emma Nelson, Angus Roxborough, Will Smith and Nick Taber.

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
In 2008 there were 37 students form Kindergarten to year 6. In Lower Division (Year K-2), there were 13 students and in Upper Division (Years 3-6), there were 24 students.

There were no students from non English speaking Backgrounds and no students who identified as Aboriginal.

Enrolments

<table>
<thead>
<tr>
<th>Year</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004</td>
<td>30</td>
<td>17</td>
</tr>
<tr>
<td>2005</td>
<td>30</td>
<td>17</td>
</tr>
<tr>
<td>2006</td>
<td>30</td>
<td>17</td>
</tr>
<tr>
<td>2007</td>
<td>30</td>
<td>17</td>
</tr>
<tr>
<td>2008</td>
<td>30</td>
<td>17</td>
</tr>
</tbody>
</table>
Student attendance profile

Attendance rates at Kelly's Plains Public School continue to be excellent. Illness throughout the early parts of winter does have an affect on attendance rates. Parents are diligent with regard to school attendance and they are quick to inform the school when students have been away.

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 2008 class size audit conducted on Tuesday 25 March 2008.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 - 6</td>
<td>6</td>
<td>6</td>
<td>23</td>
</tr>
<tr>
<td>3 - 6</td>
<td>5</td>
<td>8</td>
<td>23</td>
</tr>
<tr>
<td>3 - 6</td>
<td>4</td>
<td>4</td>
<td>23</td>
</tr>
<tr>
<td>3 - 6</td>
<td>3</td>
<td>5</td>
<td>23</td>
</tr>
<tr>
<td>K - 2</td>
<td>2</td>
<td>6</td>
<td>15</td>
</tr>
<tr>
<td>K - 2</td>
<td>1</td>
<td>4</td>
<td>15</td>
</tr>
<tr>
<td>K - 2</td>
<td>K</td>
<td>5</td>
<td>15</td>
</tr>
</tbody>
</table>

Structure of classes

Classes are divided into two groups - Kindergarten to Year 2 in Lower Division and Years 3 to 6 in Upper Division.

Staff information

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

Staff establishment

Mr Hunt taught Upper Division and Mrs Piddington taught Lower Division. During Term 1 Mrs Beryl Jordan taught the Relief from Face to Face allocation and in terms 2, 3 and 4 this allocation was taught by Mrs Rebecca Smith.

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>0</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>0</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td>0</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>0</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.05</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1.0</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.05</td>
</tr>
<tr>
<td>Total</td>
<td>3.10</td>
</tr>
</tbody>
</table>

Staff retention

In 2008 Mrs Piddington was on part time maternity leave every Friday (0.2). Mrs Smith replaced Mrs Piddington.

Mr Hunt was full time on Upper Division except for Wednesdays for administration and release from face to face time. Mrs Smith replaced Mr Hunt.

Staff attendance

Staff has access to leave entitlements such as sick leave. In 2008 the average daily attendance rate for staff, as determined by the Department, was 100%.

Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>0</td>
</tr>
</tbody>
</table>
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: 30/11/2008

**Income**

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>57,404.84</td>
</tr>
<tr>
<td>Global funds</td>
<td>48,250.53</td>
</tr>
<tr>
<td>Tied funds</td>
<td>17,036.20</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>12,188.29</td>
</tr>
<tr>
<td>Interest</td>
<td>3,317.76</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>929.05</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td><strong>139,126.67</strong></td>
</tr>
</tbody>
</table>

**Expenditure**

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>17,645.99</td>
</tr>
<tr>
<td>Excursions</td>
<td>9,294.78</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>3,783.32</td>
</tr>
<tr>
<td>Library</td>
<td>1,583.90</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>0.00</td>
</tr>
<tr>
<td>Tied funds</td>
<td>57,907.07</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>2,554.76</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>20,246.16</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>4,617.64</td>
</tr>
<tr>
<td>Maintenance</td>
<td>5,193.15</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>929.05</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td><strong>123,755.82</strong></td>
</tr>
</tbody>
</table>

**Balance carried forward**

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>15,370.85</strong></td>
</tr>
</tbody>
</table>

A voluntary contribution of $30 per child or $50 per family is paid to the school’s P&C annually.

The “Investing in Our Schools” program has enabled our school to purchase two new interactive white boards (one for each classroom) and to purchase additional lap top computers. We also used these funds to purchase additional library resources and sports equipment.

The SMASH and Drama programs have continued in 2008.

The tied grants figure above includes money from the “Investing in Our Schools” program for 2007 and 2008.

A full copy of the school’s 2008 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2008

Our students achieve at the very highest level. Our achievements are listed below:

**Achievements**

**Arts**

- Public performance “Once Upon a Time” for the Kelly’s Plains School Community.
- Keyboard, piano, saxophone and calligraphy lessons with Mrs Austin.
- Talent quest.
- Activities Day and Trivia Quiz for Education Week.
- Drama lessons with Mrs Nolan.

**Sport**

- Small Schools’ sports days – Cricket, Soccer, Oz Tag, and Fun Run.

**Small Schools’ Swimming Carnival**

We came second in the overall competition.

**Champions:**

Oscar Alcorn – Junior Boy
Oscar Alcorn – Junior Boy

**Small Schools’ Athletics Carnival**

We came second in the overall point scores.

**Champions:**

Oscar Alcorn – Junior Boy
Ben MacDougall – Senior Boy

**Kelly’s Plains Athletics Carnival**

Senior Boy Champion: Ben MacDougall
Senior Girl Champion: Anna Bragg
Junior Boy Champion: Oscar Alcorn
Junior Girl Champion: Madeleine Murtagh
Juvenile Boy Champion: Nat Edmonds
Juvenile Girl Champion: Piper Hogwood

**Cross Country at Kingstown**

Senior Girl Champion: Anna Bragg

**Other**

- Clean up Australia Day.
- Book day at Dymocks.
- Lower Division excursion to Armidale and major excursion week to NERAM and a school sleep over.
• Upper Division excursion to Uralla gold fields and major excursion to Sydney.
• M-S Read a Thon.
• Premier’s Reading Challenge.
• Upper Division participated in the 2020 Summit.
• ANZAC Day service.
• Armidale Autumn Festival Parade.
• Gifted and talented classes at Armidale High School in German, History and Maths as part of the Armidale Community of Schools Middle Years Initiative.
• Sustainable Living Expo.
• SMASH Program.
• Kindergarten Orientation Program.
• Student Speeches during Term 4 assemblies.
• Life Education Van.
• Rugby league and cricket coaching clinics.
• Excursion to Thalgarrah Environmental Field Studies Centre.
• Visit from Mrs Helen Evans –storyteller.

Academic

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.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

Literacy – NAPLAN Year 3

Five students sat the NAPLAN in Literacy. Our results this year were above the Regional average but slightly below the State average. Students made errors with spelling, locating information in text and structuring their writing (narratives).

Results in Writing indicated that sentence structure, complex sentences and punctuation are areas requiring attention. Students performed particularly well with grammar. Students were able to locate parts of speech and use these in their own writing.

Numeracy – NAPLAN Year 3

Five year 3 students sat the NAPLAN in Numeracy. Results indicate that our school achieved slightly below the state average.

Students performed very well in the number strand looking at whole numbers and measurement. Significant improvements will need to be made in 2D and 3D shapes, time and volume.
**Literacy – NAPLAN Year 5**

Nine students sat the NAPLAN in Literacy. Significant improvements were made with grammar and punctuation. Spelling was also high and students’ use of complex words in their writing was impressive.

There are still some significant errors in correctly constructing a written narrative. There were also some errors when locating text and using this to answer comprehension questions.

**Numeracy – NAPLAN Year 5**

Eight students sat the NAPLAN in Maths. Results indicate that we again made improvements from Year 3 to Year 5, particularly with number. Students achieved well in multiplication, division, addition and subtraction questions and they also achieved well with patterns and algebra.

The area requiring additional work is with 2D and 3D shapes, interpretation of graphs and fractions.
Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

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.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>80</td>
<td>83.7</td>
</tr>
<tr>
<td>Writing</td>
<td>80</td>
<td>83.7</td>
</tr>
<tr>
<td>Spelling</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

### Significant programs and initiatives

**Aboriginal education**

The Aboriginal perspective is evident in all relevant curriculum areas with teaching programs that illustrate Aboriginal history, culture and current Aboriginal Australia.

This year, all students watched Mr Kevin Rudd’s (Prime Minister) “Sorry” speech from Federal Parliament.

Our classroom programs reflected our understanding and awareness of Aboriginal culture and gave all children the chance to participate in unique learning experiences.

**Multicultural education**

Assembly discussion sessions are frequently devoted to such topics as acceptance and tolerance. Students and staff value our inclusive community. Every opportunity is taken to develop the understanding of different cultures, religions and belief systems.

**Respect and responsibility**

Respect and Responsibility are the two significant features which drive our school – through our rules, behaviour and strong welfare and discipline policy.

The individual values forums held by the students, staff and parent survey allowed us to focus on the
school’s strengths and weaknesses. The fact that students, staff and parents were involved ensured full commitment.

**Progress on 2008 targets**

The Kelly’s Plains Public Schools Priorities were:

*To improve teacher and student use of technology in the classroom.*

*To improve spelling and comprehension skills so that they reflect student ability.*

*To improve strategies for working mathematically and understanding of specific mathematical language.*

Our achievements include:

- Installation of interactive white boards in both classrooms. A small number of programs were purchased to use with this new equipment.
- Additional lap top computers were purchased to have nearly enough lap tops in the classrooms for 1:1 use.
- The school trialled an online Numeracy program called “Mathletics”. We will use this in 2009 and complete necessary training on its operations.
- A draft spelling plan for the school was written. This is to be finalised in 2009 and implemented during term 1.
- Students used the “Count Me In Too” strategies to ask the questions Why? and How? and to fully explain their answers. The use of small games and hands on approaches were implemented.

**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 2008 our school carried out evaluations of our positive and negative aspects and spelling.

**Educational and management practice**

In 2008 we evaluated the positive and negative aspects of our school.

**Background**

As Mr Hunt was a new principal to the school in 2008, staff decided that we should conduct a survey of parents and students to determine the great things about our school, and the things we could do to improve.

**Findings and conclusions**

- We found that parents are very happy with the school in terms of educational delivery and management.
- Parents and community members feel confident in immediately approaching staff on issues relating to their children’s learning and/or welfare.

**Future directions**

Continue meeting parents, carers and community members at the start and end of each school day. The staff will continue to be open to discussions at P&C, and School Council meetings and other times regarding educational discussion about children.

From our survey, parents are happy with what is happening in our school. However, when issues arise, parents also feel comfortable in speaking with staff on a daily basis. This communication will continue in 2009 and beyond.

**Curriculum**

In 2008 the school sought the opinions of staff on spelling.

**Background**

Quality teaching and learning is the priority at our school. Staff believed it was time to evaluate spelling as our results are at times less than state average and it is a priority for the New England Region.

**Findings and conclusions**

We found that a combination of eager learners and minimal behaviour issues ensures that quality teaching and learning is not interrupted. However, these areas need to be addressed:

- Not all students are revising their words every night or using the Look, Cover, Write, Check strategy.
- Not all students are reading every night.
- Not all students value the importance of correct spelling.

**Future directions**

Devise a spelling plan for use K-6. This is to be specific with strategies for learning and teaching.

We also need to develop a reward system for correct spelling results in tests and writing texts.

There will be a focus on best practise principles, setting realistic goals and the promotion of positive thinking.
Other evaluations

Parent, student and teacher satisfaction

In 2008 the school sought the opinions of parents, students and teachers about the school.

Staff members have indicated that they feel strong leadership reflects through all aspects of our school. This ability to work as a strong team ensures an efficient and productive environment. Staff members respond well to ideas about curriculum and also the many ways in which the school is trying to improve what it does. Our students are the number one priority in our school and this is reflected in everything that is done, from curriculum planning to recognising individual achievement.

Overall, students were very positive about all aspects of their school. They were very honoured to be a part of the evaluation process and they commented about how other schools may not involve ALL students in such a process. Our students are very proud of their school. They are happy with the manner in which achievements are recognised and valued.

Even though only a small number of survey sheets were returned from parents, all were happy with the delivery of education, curriculum and management of the school. There was strong support for the learning environment and how students are encouraged to achieve at the highest level. There is still some concern at the lack of parental contribution to major fundraising initiatives and the P&C.

Overall, our school received strong support from students, parents and staff.

Professional learning

In 2008 staff accessed Healthy Living training and a new “Crunch and Sip” program was implemented into our classrooms. New Scheme Teacher conferences were also attended. As Mr Hunt was a new principal to the school, he was required to attend mentoring days in addition to the regular Principals’ conferences run each term.

School development 2009 – 2011

At the commencement of 2008 the school began a sequence of professional learning anchored on the implementation of the NSW Quality Teaching framework.

Each term two designated focus areas were assessed and studied.

Targets for 2009

Target 1

*Increase the use and application of new technologies by having at least 10% of effective teaching utilising the new technology per week by the end of the year.*

Using our new interactive white boards and associated programs, staff plan to utilise our resources in an effective and systematic manner to deliver quality teaching and learning programs in technology.

Strategies to achieve this target include:

Subscribe to online numeracy program “Mathletics” and have teachers trained and developed in a new approach to this key learning area.

Teachers will also use the new wireless connection planned for 2009 throughout the school to allow students to complete tasks at their desks.

Our success will be measured by:

- Increased student confidence in using this technology.
- All equipment being used efficiently and effectively to enhance classroom teaching and learning.

Target 2

*Continue to implement the Quality Teaching Framework and integrate this into teaching programs and practice across the school with two elements per term with a total of eight by the end of 2009.*

The staff have identified the need for Quality Teaching (QT) principles to be embedded in teaching and learning programs.

As part of staff meetings QT principles will be discussed and addressed, to develop more systematic teaching and learning programs for our students.

Our success will be measured by:

Students achieving higher results in all key learning areas due to a more varied approach to learning.
Target 3

To raise NAPLAN literacy growth in the school to equal or better than the state growth.

Based on the 2008 NAPLAN results there is a need to focus on writing.

A clear focus on setting out different text types using correct punctuation and higher order spelling will need to be implemented in 2009.

Our success will be measured by:

- A new spelling plan for implementation from term 1 2009.
- Students will achieve higher results in NAPLAN.
- Students will use complex sentences and correct punctuation.
- Staff will utilise the “Step By Step Reading Rescue” program to enhance classroom programs in this area.

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 and school planning committees have determined targets for the school's future development.

Brad Hunt – Principal
Lauren Piddington – Classroom Teacher
Richard Alcorn – School Council/P&C President
Graham MacDougall – School Council/P&C
Rachael Smith – School Council/P&C

School contact information

Kelly’s Plains Public School
Kelly’s Plains School Road
ARMIDALE NSW 2350
Ph: 02 6775 1253
Fax: 02 6775 1365
Email: kellysplan-p.school@det.nsw.edu.au
Web: www.kellysplan-p.schools.nsw.edu.au
School Code: 2273

Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: