2010 Annual School Report
Kempsey West Public School

NSW Public Schools – Leading the way - Kempsey West provides excellence and innovation in a caring environment
Messages

Principal’s message
Kempsey West Public School offers a wide range of innovative, academic, cultural and sporting programs for all students. We have an experienced and dedicated staff committed to a safe, supportive and caring environment.

Our school is recognized as offering diverse and successful educational programs in literacy, numeracy and creative and performing arts and information and computer technology.

Strong staff commitment and enthusiasm enable the school to offer stimulating, individualized programs for the interests and abilities of all students. Through the Positive Behaviour for Learning program (PBL) we create a respectful, inclusive and positive culture where students are nurtured and supported to achieve their personal best.

Kempsey West is a centre for innovation. We have developed a range of exciting and productive initiatives including our national awards in Literacy. Our excellent learning environment includes a well-resourced library, a school hall, a dedicated computer area and an outdoor covered learning area.

The school receives support from the Priority Schools Funding Program (PSFP) and Priority Action Schools Program (PASP) as well as participating in programs specifically targeting our Aboriginal students.

We provide a welcoming environment where students, staff and parents work together to achieve the shared goals of Kempsey West Public School community.

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.

Lyn Dockrill - Principal

Parents’ and Citizens’ Association message
Each month, a small but dedicated group of parents, carers and teachers meet together to discuss the various issues relating to our school. This includes school policies, fundraising, road and bus safety and other matters as they arise.

We encourage and support new parents to attend our meetings to hear what is happening at our school and give their views and suggestions.

In 2010, our school celebrated a milestone, 150 years of continuous education. We celebrated this with our sesqui celebrations in October. We had a dinner/dance and an open day, with memorabilia from the previous years and a fete. Everyone involved had a fantastic time and we were able to raise much needed funds for our school.

We also held stalls for Mothers’ and Fathers’ Day, Easter and Christmas raffles and hot dog days. Our school canteen is P&C operated and supervised by Mrs Gwen Webber. Gwen and her helpers provide our students with healthy and nutritious food each day.

Our P&C gives financial assistance to students who reach regional and state level in sporting events. Students who participate in the University of NSW tests and gain a credit or higher, receive a monetary prize at the Presentation Assembly at the end of the year.

This year we have used the money we have raised to purchase two air conditioners and an interactive white board.

The P&C will continue to work together to improve our school environment by continuing its fundraising efforts. We are hoping to increase participation from more families in our school and community.

Kellie Trees - P & C President
Student representative's message

2010 was a busy year for the Students' Representative Council (SRC). The goal for the students was to raise enough funds to cover the cost of the visit of the Life Education Van in 2011 so all students from Kempsey West PS could share the benefits of this valuable resource. The SRC also aimed to support local and national child focused charities. In addition, the students considered ways in which they could assist in caring for their environment.

The SRC is formed by class elections which choose two representatives to attend meetings and report back to their classes. The class representatives had the option of purchasing a badge as a memento of their time on the council which was a popular option.

Successes for the year for the SRC included raising over $400 in support of 'Shave for a Cure' in an exciting day's antics which saw two teachers undergo head shaving and countless children opting to have their hair dyed in crazy colours. The SRC also donated funds to the local Riding for the Disabled group, enabling them to purchase a warm new rug for one of their elderly horses.

Fundraising for the Life Education Van visit covered aluminium can collection, 5c coin collection and a lucky dip stall. These successful events have ensured that all our students will visit the Life Ed Van in 2011.

An initiative that benefited the whole school was the SRC encouraging class mates to become 'Waste Warriors' and develop an awareness of how our waste habits affect our environment. SRC members assisted class 5/6P in collecting certain waste items for their 'Waste into Art' entry.

A highlight for the senior SRC members this year was participating in a leadership course in Coffs Harbour with many other junior leaders from the North Coast. This two day trip included such activities as public speaking and confidence building and was thoroughly enjoyed by the attending students.

This year was successful for the SRC and rewarding for all the students who participated in the activities.

Brianna Wynter 6J.

School context

Student information

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

Student enrolment profile

Enrolments across the whole school have been steadily declining over the past eight years due to the changing demographics of the town which has seen a significant shift of families either away from Kempsey or to other areas of the shire. The school has historically had to contend with a high mobility rate. At the end of term 3 it was 22%, however by the end of term 4 it had increased to 30%. This seriously affects the consistency of program delivery for some students. Some children have enrolled and left this school a number of times this year.

The percentage of children identifying as Aboriginal and Torres Strait Islander has been steadily rising. This year 52% of the school population identify as Aboriginal.

<table>
<thead>
<tr>
<th></th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>190</td>
<td>189</td>
<td>190</td>
<td>170</td>
<td>173</td>
</tr>
<tr>
<td>Female</td>
<td>166</td>
<td>165</td>
<td>159</td>
<td>161</td>
<td>168</td>
</tr>
</tbody>
</table>
Student attendance profile

The effect of school programs has been noticeable in changing the attendance patterns of some targeted children/families. They have responded positively and have improved attendance.

Families not notifying the school of their intentions to leave and subsequently not enrolling immediately in the new school still have an adverse affect on the attendance rates.

Management of non-attendance

The attendance of every student is monitored and regular attendance is promoted. Classroom teachers identify students whose attendance is of concern and attendance patterns that may be evident. Families are contacted by a variety of means: letters, phone calls, visits. Other strategies include the development of individual learning programs (ILPs), positive attendance program with rewards, modifying school curriculum, focusing on student needs such as breakfast/lunch program, clothing, hygiene, emotional support, and referrals to school counsellor. If non-attendance is still an issue a referral will be made to the Home School Liaison Officer.

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 2010 class size audit conducted on Wednesday 17 March 2010.

<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>KJ</td>
<td>K</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>KB</td>
<td>K</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>1/2H</td>
<td>1</td>
<td>11</td>
<td>27</td>
</tr>
<tr>
<td>1/2H</td>
<td>2</td>
<td>16</td>
<td>27</td>
</tr>
<tr>
<td>KM</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>1C</td>
<td>1</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>2S</td>
<td>2</td>
<td>26</td>
<td>26</td>
</tr>
<tr>
<td>3W</td>
<td>3</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>3/4D</td>
<td>3</td>
<td>12</td>
<td>27</td>
</tr>
<tr>
<td>3/4D</td>
<td>4</td>
<td>15</td>
<td>27</td>
</tr>
<tr>
<td>4/5S</td>
<td>4</td>
<td>23</td>
<td>28</td>
</tr>
<tr>
<td>4/5S</td>
<td>5</td>
<td>5</td>
<td>28</td>
</tr>
<tr>
<td>5M</td>
<td>5</td>
<td>27</td>
<td>27</td>
</tr>
<tr>
<td>5/6P</td>
<td>5</td>
<td>6</td>
<td>30</td>
</tr>
<tr>
<td>5/6P</td>
<td>6</td>
<td>24</td>
<td>30</td>
</tr>
<tr>
<td>6J</td>
<td>6</td>
<td>30</td>
<td>30</td>
</tr>
</tbody>
</table>

**Structure of classes**

While the preference is to organise classes within appropriate stage groups, two cross-stage classes had to be formed within staffing guidelines and to meet the needs of some students.

A Kindergarten class was established to cater for the younger students who enrolled in our school and who were turning five in March, April, May, June and July. These students required intensive social skill support.

Kempsey West Public School Support Unit caters for an enrolment of thirty eight students with severe, moderate and mild intellectual impairment over four classes. Of these thirty eight students, six students also have severe physical disabilities.

**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**

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>4.0</td>
</tr>
<tr>
<td>Assistant Principal Severe Intellectual disabilities</td>
<td>1.0</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>9.0</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>1.0</td>
</tr>
<tr>
<td>Teacher of Moderate Intellectual Disabilities</td>
<td>2.0</td>
</tr>
<tr>
<td>Itinerant Primary Teacher of Behavioural disorders</td>
<td>1.0</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.63</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>1.6</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.8</td>
</tr>
<tr>
<td>Teacher – Early School Support</td>
<td>1.0</td>
</tr>
<tr>
<td>Teacher Primary Part-time</td>
<td>0.5</td>
</tr>
<tr>
<td>Primary Teacher RFF</td>
<td>0.504</td>
</tr>
<tr>
<td>Primary Priority School Funding Scheme</td>
<td>0.4</td>
</tr>
<tr>
<td>Primary Student Support Executive release</td>
<td>0.042</td>
</tr>
<tr>
<td>Primary Student Support RFF</td>
<td>0.336</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1.0</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff (SASS)</td>
<td>9.902</td>
</tr>
<tr>
<td>Total</td>
<td>35.714</td>
</tr>
</tbody>
</table>

At Kempsey West we actively encourage the employment of Aboriginal and Torres Strait Islander community. In 2010 we employed one permanent School Learning Support Officer (SLSO), two permanent Aboriginal Education Officers, two Norta Norta tutors and four temporary School Learning Support Officers (SLSOs).

**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>91</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>9</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.

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2010</th>
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</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>214,567.64</td>
</tr>
<tr>
<td>Global funds</td>
<td>233,578.84</td>
</tr>
<tr>
<td>Tied funds</td>
<td>515,978.94</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>53,868.92</td>
</tr>
<tr>
<td>Interest</td>
<td>12,235.20</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>10,203.03</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>1,040,432.57</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>48,583.48</td>
</tr>
<tr>
<td>Excursions</td>
<td>3,859.07</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>19,384.36</td>
</tr>
<tr>
<td>Library</td>
<td>14,181.13</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>637.73</td>
</tr>
<tr>
<td>Tied funds</td>
<td>538,326.43</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>65,494.20</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>49,508.65</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>71,532.35</td>
</tr>
<tr>
<td>Maintenance</td>
<td>10,355.74</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>7,273.25</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>829,136.39</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>211,296.18</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2010 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 2010

Achievements

Arts

Our school provided opportunities for over one hundred students to participate in drama, dance, choir, band, vocal and ensemble groups.

All band and choir groups performed successfully at school and community events and participated in community workshops.

Our choir, trained by Lyn Dockrill, performed in the Macleay Music Festival as part of a massed choir of primary and high school students. This event was held in Education Week.

A group of Year 3 and 4 students and a group of Year 1 and 2 students gained first place in the choral speaking section of the Kempsey Eisteddfod. These students were trained by Jacky Fletcher.

The school has a successful and dedicated dance group trained by Mark Watters. Mr Watters was released two hours per week to provide dance instruction.

Sport

Kempsey West Public School has had a successful year in sport. Success is not only measured by sporting achievement, but through the conduct of the students in the sporting area. The supervising teacher at all sporting events commented that our students were the best behaved athletes and displayed true sportsmanship at all times. Many other schools have commented about this.

All students in Years 3 to 6 from mainstream and support unit classes participated in the swimming, athletics and cross country carnivals. Over 150 children have represented our school this year in sport. Twenty two children were selected in Macleay Representative teams, nine in Lower North Coast teams. This year we had two students representing the North Coast Region at the State titles. They were Haydn McIllwain in softball and Christopher Sines in rugby league.

Eight teams represented our school in a number of different sports through the Primary Schools Sports Association (PSSA) Knockout competitions. For the first time we entered a tennis team and with no prior knowledge of the
game they went through to compete at the second round of competition. Our most successful teams were the boys’ rugby league, tennis team and girls’ soccer team. This year we had two community members assist teachers in coaching teams. The school and the students were extremely grateful for their contribution.

Our school participated in sporting clinics that targeted individual sports that the children had little experience in. Year 5 and 6 participated in the Jack Newton golf clinic and all the primary students and children from the support unit enjoyed playing squash in an inflatable squash court. We also had clinics for infants students in cricket and soccer.

For students at Kempsey West Public School, playing our best and being fair on the sporting field is number one. West is best at this.

**National and Local Competitions**

Our achievements include *Wakakirri Awards*:

* 2nd place in the National Wakakirri Storytelling Competition in the Country Students’ category. The Stage 3 Extension students wrote a script and performed in the play through film which was inspired by an ex-student-Helen McMaugh’s memories of life in the 1940s at Kempsey West.

* Barbara Quinlin from Year 5 gained a Highly Commended certificate for her entry titled ‘A Christmas Starfish’ in the Story-Arts category of Wakakirri.
* Year 5 literacy extension group wrote, performed in and edited a film titled ‘The Bubblegum Bully’ for the Story-Film section.

Two groups of students entered the News category with a short film and both groups were successful with their film being selected for the CLI Website’s Newsroom. Five Stage 3 students entered the CLI’s ‘Australian National Treasure’ challenge. One student - Kacey Jackson was selected to have her story published on-line. Five pairs of Stage 3 students entered the CLI/ABC3 Competition for a Radio Broadcast and are still awaiting results.

Local Competitions: ‘Waste into Art’ Seven entries were completed for the Kempsey Shire Council’s innovative Art Competition. Students were required to use recycled materials while conveying an environmental message. Students from 2S won the Mixed Media section with their entry ‘Paper Tiger’. Highly Commended awards went to KB (Wind Power) and KM (Wise Waste).

Fourteen students participated in the Australasian Schools Competitions organized by the University of New South Wales in Science, Writing, Mathematics, Computers, Spelling and English. In Spelling, Lachlan Chapman received a high distinction and Jeremy Kyle, Cameron Hewitt and Kesia Chabros received a credit. Jackson Korn received a distinction for English, Nathan Piercy a distinction for Computers and Jeremy Kyle a credit for Science.
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 these 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

- An increase to 30% the students achieving bands 4, 5 and 6 compared to previous years.
- 82% of students met minimum National Benchmark levels.
- Fewer students in bands 1 and 2 (9%) compared to previous years.
- 94% of students met minimum National Benchmark levels.
- More than half of the students are in bands 4, 5 and 6.
• 83% of students met minimum National Benchmark levels.
• Increase of students in bands 5 and 6 to 20%.

• 66% of students met minimum National Benchmark levels.
• 26% of students in bands 4, 5 and 6.

**Numeracy - NAPLAN Year 3**

• 81% of students met minimum National Benchmark levels.
• 22% in bands 4, 5 and 6.

**Literacy - NAPLAN Year 5**

• 81% of students met minimum National Benchmark levels.
• 22% in bands 4, 5 and 6.

• 78% of students met minimum National Benchmark levels.
• 22% of students achieved bands 6, 7 and 8.
78% of students met minimum National Benchmark levels.

41% of students achieved bands 6, 7 and 8.

Significant decrease in students achieving bands 3 and 4.

68% of students met minimum National Benchmark levels.

Significant increase (to 17%) in students achieving bands 7 and 8.

Progress in literacy

Matched students are those students who were attending the same school when they completed NAPLAN in Year 3 and in Year 5 and who could be matched in the Year 3 and Year 5 data sets. Students who changed schools between test dates are not included.
The progress of students can be tracked from Year 3 to Year 5. In 2010, 59% of our students were matched from these years. These figures indicate the success of our programs for students who remain at our school long term.

Minimum standards

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

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at or above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>
Percentage of Year 5 students achieving at or above minimum standard

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>66</td>
</tr>
<tr>
<td>Writing</td>
<td>78</td>
</tr>
<tr>
<td>Spelling</td>
<td>78</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>68</td>
</tr>
<tr>
<td>Numeracy</td>
<td>69</td>
</tr>
</tbody>
</table>

**Significant programs and initiatives**

**Aboriginal education**

Kempsey West Public School's Aboriginal and Torres Strait Islander (ATSI) population is 52%.

All students are encouraged through formal and informal activities, including special celebrations, to take pride in and share the rich heritage and cultural background they experience.

The parent and community body positively supports the students in the learning process through a number of Department of Education and Training (DET) initiatives. A Dare To Lead snapshot of the school highlighted areas of strengths and concerns.

**Outcomes of programs designed to ensure Aboriginal students achieve educational outcomes that are comparable to their cohort in New South Wales.**

- A number of staff attended training in the 'Stronger and Smarter' philosophy. Classroom strategies have been adopted and the school has embraced this philosophy in our value statements.

- All ATSI students increased their attendance rate compared to non-Aboriginal students during the terms in which traditionally those students have had poor attendance. Average overall attendance was 83.8% in term 3 and 82.9% in term 4. In term 3 there were high levels of illness and funerals in the community. Improvement in attendance is due to various programs including a breakfast program, welfare policy, increased parent contact, both phone calls and home visits by CLO and AEO and close supervision of student attendance by classroom teachers and subsequent follow up.

- A breakfast and lunch program was continued for students. This program was supported by the local DURRI Medical Service, Victorian Charity Centre for Human Development and the Red Cross. The program was run by a classroom teacher and workers (AEO and SLSO).

- Aboriginal community members were employed under the Parent Schools Partnership Initiative (PSPI) to be role models and tutors in transition, literacy and numeracy programs.

- Personal Learning Plans (PLPs) have been developed for students in Years K to 6 with a continuation of this for students in 2010.

**Aboriginal students’ literacy and numeracy achievements.**

- In-class tutoring continued this year for students in Years 2, 3 and 4. This program had a positive effect on both students and community members who
participated in the program. All students made progress and significantly improved their reading levels. Substantial gains were made in fluency of reading and in comprehension skills.

- An Aboriginal Education Worker (AEW) was employed to support ATSI students in Early Stage, Stage 1 literacy groups and Jolly Phonics program.
- 55% of Year 3 Aboriginal students achieved band 3 or 4 in overall literacy.
- 43% of Year 5 Aboriginal students achieved at or above minimum standards in overall literacy (bands 4 & 5)
- 57% of ATSI students exceeded state average growth for matched students from Year 3 to Year 5
- 58% of Year 5 Aboriginal students achieved at or above minimum standards in reading.
- 32% of Year 3 Aboriginal students achieved at or above minimum standards in reading.
- 72% of Year 3 Aboriginal students achieved at or above in writing (bands 3, 4, & 5). Only 3% scored in band 5 in 2008, this increased to 10% in 2009.
- 43% of Year 5 students achieved at or above in writing (bands 4, 5 and 6).
- 23% of Year 3 Aboriginal students achieved band 3 or 4 in reading. This was above state achievement levels.
- 93% of Year 3 Aboriginal students achieved band 3 or 4 in writing. Only 24% scored in band 4 in 2009, this increased to 62% in 2010. This was above state achievement levels.
- 34% of Year 3 Aboriginal students achieved band 3, 4 and 5 for grammar and punctuation.
- 57% of Year 3 Aboriginal students achieved band 3, 4 and 5 for spelling.

Only 10% scored in band 5 in 2009, this increased to 15% in 2010.
- 62% of Year 5 Aboriginal students achieved at or above in reading (bands 4, 5 and 6). Only 58% scored at or above levels in 2009.
- 71% of Year 5 Aboriginal students achieved at or above in writing (bands 4, 5 and 6). Only 43% scored in bands 4, 5 and 6) in 2009.

Improved numeracy outcomes were evidenced by:

- Members of the Aboriginal community were employed as AEWs to work with small groups of students and support them in completing intensive numeracy activities.
- 30% of matched students achieved more than the expected growth Years 3-5. However, there were only 17% of students matched. This impacts on the effectiveness of our programs and the results achieved by students.
- 30% of Year 3 Aboriginal students achieved at or above in numeracy (bands 3, 4 and 5).
- 43% of Year 3 Aboriginal students achieved at or above in number, patterns and algebra (bands 3, 4 and 5). This increased from 29% in 2009.
- 75% of Year 5 Aboriginal students achieved in band 4 or 5 in numeracy.

Targeting of resources and training to promote effective teaching of Aboriginal content in subjects in all Key Learning Areas (KLAs).

- Mentoring was used to increase community participation in the classroom. Aboriginal community members were employed as mentors to assist teachers in the delivery of Quality Teaching programs significant to community perspective. The mentors assisted in the delivery of the Aboriginal Education Policy.
- Belinda Ndegwa from area office introduced the Aboriginal Education
and Training Policy to staff and guided school Aboriginal Team in planning for the 2011 school focus.

- A number of staff completed training in YULUNGA - Traditional Indigenous Games.

The impact of genuine collaboration with local Aboriginal communities.

- NAIDOC Week Celebrations were again supported by the community. Students in Years 5 and 6 attended a community march and ceremony at the Wigay Food Park. Parents and community members attended an 'Aboriginal Games Sports' day held at the school where every student participated.

Continuation of Boys’ Program was extended to focus on boys in Years 4, 5 and 6. Cultural awareness and positive role models through community participation support a positive social skills program. A partnership developed between the boys’ social and life skills program and Dunghutti Sport and Recreation Indigenous Corporation was successful in gaining recognition /funding through the National Bank of Australia School First Program.

What the judges said:

This partnership demonstrates a truly collaborative effort with clear benefits for students, the school and the partner. The project is based on a specific need related to engagement and the development of positive behaviour for ‘at risk’ Indigenous and non-Indigenous young people. The high quality of the program is clearly founded on strong planning and ongoing review. This is a very worthwhile and innovative program.

- Continuation of community outreach program through Women’s Camp and Art/Craft group at the Greenhill Community House.

- Parents and community members were invited to attend a Cultural Awareness meeting to discuss ways of incorporating local perspectives in our school curriculum. Further meetings have been scheduled in Term 2, 2011.

Multicultural education

All classroom teachers ensure that multiculturalism is a fundamental value and culturally inclusive teaching practice.

Teaching and learning programs promote an understanding and appreciation that Australia has been multicultural in nature throughout its history and that people of many different cultural backgrounds have contributed to the Australian society.

The school also encourages participation by students in special cultural days when the opportunity arises to highlight cultural diversity and understanding.

Achievements in this area include:

- Whole school participation in NAIDOC and ANZAC day activities.

- Participation in Harmony Day which is an international day celebrating cultural diversity - a feature of our school program. The whole school participated in Harmony Day celebrations.

- Performances by Musica Viva in world music encouraged classroom and whole school activities.

- An Anti Racism Contact Officer is nominated by staff every year and meets NSW DET requirements having undertaken the formal training for this position.

Respect and responsibility

In 2009, our school introduced the Positive Behaviour for Learning Program (PBL) to staff and community. Key messages of this program are Be Responsible, Be Respectful and Be Safe. 2010 saw the successful implementation of this program throughout the school in non-classroom settings. Communication was sent home weekly advising parents of the school’s expectations in each setting around the school, such as at the canteen, in the hall. Many families adopted this same set of values and used the same language with their students at home. We look forward to implementing this
program further into classroom settings in 2011.

During the year students were explicitly taught and reminded of the core values and key messages and were able to restate them at school assemblies. During the school assemblies students are recognised as they move through the positive behaviour award levels of bronze, silver and gold. Students are also able to attain a Principal’s Award and Principal’s Star for consistent gold awards over the years. Photos of these students are displayed in our front foyer.

Mentor programs together with the support of School Learning Support Officers, Aboriginal Education Officers, and Community Liaison Officer have heightened both students’ and the wider community’s awareness of the need for the exercising of personal responsibility.

Kempsey West PS has a well supported uniform policy and 100% of students often present in the school uniform. Our student welfare policy is regularly reviewed.

**Priority Schools Program**

This program specifically supports literacy, numeracy, student engagement and parent participation in our school. We have developed exciting and innovative programs to help our students achieve the best outcomes. The following information outlines some of our successes not mentioned in other areas of this report.

By the end of semester two, only eight students were achieving well below expected outcomes in reading. These students are being assessed for possible placement in IM/IO class or have significant attendance or behavioural issues. All other students are now reading at or only slightly below expected level. By targeting students in their early schooling, improvements will continue in the primary grades as they are more confident using developed strategies. This will ensure achievement of stage outcomes in all KLA’s and less students requiring STLA assistance next year. Continued training of our SLSO’s has meant that they have the skills to assist the teacher to implement these programs, with an emphasis on the “Multilit” program.

![Kindergarten Reading Levels](image1)

Although the majority of students are well below Best Start expectations (scoring 0 in most areas), by the end of the year 55% of students had achieved expected reading level for Kindergarten.

![Year 1 Reading Levels](image2)

Students in Year 1 were targeted with programs such as SLT assistance, Reading Recovery and extension reading programs. The reading levels for all students showed an improvement, with some students improving by up to eighteen levels.

Year 2 students were targeted with STL and Extension reading group. Research shows that targeting students at this age will lead to positive outcomes for future learning.

A speech therapist was employed to assess and prioritise students targeted by teachers as having articulation and/or language problems. A trained SLSO delivered an individual program to the seven neediest students. Her intensive training has meant that programs are constantly monitored and in consultation with
the speech therapist, new goals are set for each student. As a result, 40% of the students completed the program achieving new goals. The remainder progressed more slowly, but still achieved their goals. The students' confidence to speak to the class and make friends improved as a result of this program.

An off-class executive ensures that professional development and support of classroom teachers is continuous. The executive was also responsible for all special programs including transition Pre to school and Year 6 to Year 7. One program supported by PSP funding was a boys' program. This is a special program aimed at primary ATSI boys who are experiencing difficulty with school participation. The program is designed to support the boys through a variety of social skills programs and involvement in community and culturally appropriate activities.

A Community Liaison Officer (CLO) is a positive and practical use of resources. The CLO is able to complete many tasks that are inappropriate for the classroom teacher to complete and if required, to act as the liaison person between teachers and parents.

Progress on 2010 targets

Target 1

School priority area – Increased levels of literacy achievement for every student in line with North Coast targets and diminish the gap in literacy achievement between Aboriginal students and all students.

Outcomes

To improve student performance in writing evidenced by an increased percentage of students meeting minimum and proficient standard in 2010.

Target levels for Year 3 NAP writing are 51% Band 2 or above and 39% achieving Bands 4, 5 and 6. Target levels for Year 5 NAP writing are 51% Band 4 or above and 22% achieving Bands 6, 7 and 8. For ATSI students, target levels are 43% Band 2 or above and 10% achieving Bands 4, 5 and 6.

Our achievements include:

All targets set for 2010 were easily achieved in writing. An outstanding result for Kempsey West.

Target 2

School priority area – Increased levels of numeracy achievement for every student in line with North Coast targets and diminish the gap in numeracy between Aboriginal students and all students.

Outcomes

To improve student performance in numeracy evidenced by an increased percentage of students meeting minimum and proficient standard in 2010.

Target levels for Year 3 NAP numeracy are 71% Band 2 or above and 5% achieving Bands 4, 5 and 6. For ATSI students target levels are 57% Band 2 or above and 5% achieving Bands 4, 5 and 6.

Target levels for Year 5 NAP numeracy are 81% Band 2 or above and 11% achieving Bands 4, 5 and 6. For ATSI students target levels are 75% Band 2 or above and 10% achieving Bands 4, 5 and 6.

Our achievements include:

All targets set for 2010 were easily achieved in numeracy. Another outstanding result for Kempsey West.

Target 3

School priority area – Quality Teaching and Learning is embedded in programming and teaching practices.

Outcomes

Strengthened teacher capacity to improve student learning outcomes. Expanded use by teachers of ICT learning tools, interactive
technologies and ICT based curriculum resources in Quality Teaching and Learning activities.

Our target is to increase to 75% the engagement of students K-6 through the delivery of quality teaching and learning.

Our achievements include:

- Teacher knowledge of the Quality Teaching elements improved as a result of the mentoring role of an off-class Assistant Principal and this translated to an improvement in student engagement. In a student survey, 94% of students said that ‘the school expected them to do their best’ and 87% said that ‘they tried their best and were proud of their learning’. The co-ordinator has further strengthened the capacity of the school to operate the many PAS and PSF related projects in the future. This has been achieved by consolidation of programs, teachers’ skills, physical resources and parent and community.

- This year through specific professional learning we were able to develop strategies and skills in the Intellectual Quality dimension. All staff shared ideas and programs in metalinguage, higher order thinking and substantive communication.

- 95% of class programs reflected Quality Teaching elements in English and Mathematics and the elements were embedded in activities and evaluation.

- Continuous use of ICT and technologies by teachers ensures that all students were engaged in classroom activities. Ten Smart Boards were purchased or given as part of the Building the Education Revolution program for classrooms.

Target 4

School priority area - Improve social and emotional well being and skills for life for every student and improve attendance rates for every student in line with North Coast plan targets.

Outcomes

Decrease school average short suspension rate from fourteen per term in 2009 to twelve per term in 2010 and increase attendance of all students to regional level as evidenced by all students (88%) and ATSI students (85%).

Our achievements include:

- The number of students referred to ‘time out’ has slightly increased this year. A social skills program was continued in these sessions by the off-class executive, where the students were taught about appropriate playground and classroom behaviour and strategies to use in various situations. Behaviour cards for classroom and playground were continued to monitor students who had participated in this program.

- The number of long suspensions has decreased by 10% this year. This accounted for only ten students. The number of short suspensions has remained stable this year. There were fifteen students who only had one suspension in 2010 and all of the other students were identified as having an intellectual or mental diagnosis and/or were targeted students who were receiving behaviour support.

- All executive and most classroom teachers now enter students on RISC program and parents are advised of all ‘time out’ incidents with a letter or phone call. Various strategies have been employed with these students including behaviour referral to ISTB, appointments to clinical psychologist and employment of SLSO for structured games in the playground at break times. These strategies will continue in 2011 and should lead to a decrease in ‘time out’ referrals and suspensions.
Consistent approaches and consequences by teachers towards behaviour have led to an increase in referrals to the office due to the Positive Behaviour for Learning program (PBL).

Time out or lunch club is a time where students are off the playground and given time to reflect on their behaviour.

There has been a significant increase in suspension warnings due to a consistent approach to behaviour through the PBL framework.

Teachers are now reporting bullying incidents in line with the PBL framework.

Target 5

School priority area - Increased parental engagement in supporting their child’s learning

Outcomes

Improve the number of parents involved in informal activities from 70% in 2009 to 75% in 2010 and formal activities from 65% in 2009 to 70% in 2010.

To increase the number of families responding to school life survey from 33% in 2009 to 40% in 2010.

Our achievements include:

Parent participation in the child’s learning has been an important part of our programs. All teachers saw more than 60% of their parents at the formal parent/teacher interviews; some were as high as 90%. Teachers also spoke to
parents on more informal occasions. Other activities with parental involvement include:

- **Easter Hat Parade** - 120 parents attended with 60% being Aboriginal
- **Sports Carnival** - 50 parents attended
- **Book Week Parade** - 110 families were represented, 50% Aboriginal
- **Teddy Bears’ Picnic** - all pre-schools and daycare carers and thirty parents attended
- **Fete** with parents volunteering to organize and run stalls
- **Regular assembly attendance**
- **Helpers in classrooms**
- **Volunteers’ morning tea**

‘Books for Babies’ was held by the Teacher/Librarian in the library once a month. Mothers and babies/pre-schoolers from four families regularly attended these sessions and learnt to share the enjoyment of books and reading with their children.

Community involvement included: Fire Brigade visits, ‘Blokes and Books’ reading program, Kempsey Shire Library, Kempsey Show, Community Health program REACH, ‘Spot’, reading of books by our students at pre-schools, Kempsey Shire Council and participation in the Kempsey Eisteddfod.

**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 2010 our school carried out evaluations of Numeracy and Occupational Health and Safety.

**Educational and management practice**

**~Occupational Health and Safety~**

**Background**

Kempsey West Public School has had a well established and functioning OH&S Committee for many years to oversee health and safety issues for staff and students thus ensuring a safe, supportive environment for all. Regular meetings are held twice per term or in response to any staff concerns. Well established safety procedures are in place for lockdowns and evacuations with staff and students aware of and practiced in their execution. Regular site inspections are held by the committee to monitor staff concerns and assure safety for all.

**Findings and Conclusions**

An OH&S Management Plan was implemented this year to ensure that all OH&S concerns were addressed in preparation for our audit. New committee members were trained in OH&S procedures.

Our lockdown procedures were tested in a real situation and all staff reported a successful and smooth event.

**Future Directions**

Ongoing meetings and a new committee will ensure continuation of a safe working environment for all together with well rehearsed procedures for any emergency. The OH&S committee will continue to monitor OH&S concerns at Kempsey West Public School.

**Curriculum**

**~Numeracy~**

**Background**

In 2010, Mathematics has been identified as a learning priority at the school. The ability for students to think mathematically with a strong emphasis on whole number and number facts concepts has been a focus in class programs. Resources have been provided to support quality teaching opportunities.

Interactive Whiteboards have been installed into four classrooms bringing the school total to seven. Stage mathematics programs now have interactive units which have been created and shared by teachers to ensure maximum student engagement and outcome achievement.
Findings and Conclusions

The staff was surveyed for their input and ongoing needs. Their responses revealed:

- In Term 1, professional development in Newman’s Error Analysis was provided for all staff K-6. Concepts were delivered for improved classroom instruction and assessment. (60%)
- Stage teachers were allocated mathematics planning days in Terms 1, 2 and 3. Reflective practice and professional dialogue allowed teachers to develop unit plans, assessments and interactive whiteboard activities. (100%)
- Explicit teaching and analysis of NAPLAN language was implemented by classroom teachers to ensure question wording and concepts are understood by students. (89%)
- Assessment tasks assessed collaboratively and compared in Stage teams to ensure consistency in teacher judgment. (89%)
- Student achievements were acknowledged during Numeracy Week and each term at assemblies. Medals and certificates were given for academic achievement and effort. (100%)
- Promotion of maths at home through the school newsletter saw the implementation of the Maths Matters segment. Questions for younger and older students allowed for home discussion of mathematical concepts. Students returned answers and weekly canteen vouchers were awarded to two lucky children. (80%)
- Lesson Study Model for stage 1 teachers allowed for opportunities to collaboratively plan, assess and review lessons while focusing on the NSW Quality Teaching Framework. (50%)

Future Directions

Student learning outcomes will be a priority in school planning with an emphasis on whole number and problem solving. Resource levels will be reviewed to identify needs and will be supported through the school budget. Communication between staff, students and parents, on mathematics learning, will be maintained.

Parent, student and teacher satisfaction

In 2010 the school sought the opinions of parents, teachers and students about the school.

Their responses are presented below.

Parents again completed the “Quality of School Life” survey. Of the surveys distributed 64% were returned, a large improvement from 2009. Parents feel their voices and opinions are heard.

Some of the comments included:

* My son is new to KWPS. He has maintained his good behaviour, good reports and gained many awards. Thank you to all staff for your attitude and determination for our children to
do well. I am relieved to see my son so happy and contented. Keep doing what you are doing.

*My children are resilient and get on with all other children. I love that the school. It is a caring school that encourages inclusivity.

Professional learning

This year all teachers participated in a variety of professional learning activities. These included Literacy, Numeracy, Quality Teaching, Boys' Education, PBL, Interactive Technologies and Aboriginal Education.

The average expenditure per teacher on professional learning at the school level is approximately $2,000.

Through participation in Best Start, Kindergarten teachers received the necessary training and support to implement the new program and use the information to accurately assess where each child is at and implement Early Learning Plans for every student.

All staff from Kempsey West received training in Persuasive Writing to help support teaching strategies to achieve stage outcomes. Collaborative programs and assessment tasks were developed at Professional Learning meetings led by key members of the Literacy team.

Further training was continued in Accelerated Literacy. Trained teachers have continued to utilise the pedagogy and strategies to enhance the learning outcomes of students in Literacy.

Four teachers participated in the Quality Teaching conference in Melbourne. Current research and best practice around quality teaching and learning was presented to all staff members. Teachers display a deeper understanding of the Quality Teaching Framework and classroom strategies for elements within each dimension through programs and practice.

All teachers participated in the School Development Days. A highlight was a combined day with other Macleay Education Community schools (MECS) at Kempsey West on Aboriginal Cultural Awareness and its implications for students and teaching strategies. This was a great opportunity for staff to build relationships and link with the wider community.

Positive Behaviour for Learning (PBL) is a problem solving framework that addresses social behaviour and academic outcomes. A strong committee was formed and inserviced to help promote

- School-wide discipline practices including establishing clear consequences
- Instruction in social skills
- Helping students regulate their own behaviour
- Helping teachers intervene effectively to manage behaviour in the classroom and other school environments
- Enabling the Learning Support team and PBL team to plan and solve problems together
- External coaching to build capacity and provide consistent, region-wide support for schools

Through PBL, the committee is leading the school towards

- A common purpose and approach to discipline
- A clear set of positive expectations
- Established procedures for teaching expectations and values
- A continuum of procedures for encouraging expected behaviour
- A continuum of procedures for discouraging inappropriate behaviour
- Procedures for on-going monitoring and evaluation.

All staff participated in PBL refresher sessions and worked towards further refinement of systems associated with behavior in non-classroom settings.
School development 2009 – 2011

School Priority Areas

Literacy

- Increased levels of literacy achievement for every student in line with North Coast targets
- Diminished gap in literacy achievement between Aboriginal students and all students.

Numeracy

- Increased levels of numeracy achievement for every student in line with North Coast targets
- Diminished gap in numeracy achievement between Aboriginal students and all students.

Quality Teaching

- Strengthened teacher capacity to improve student learning outcomes.
- Expanded use by teachers of ICT learning tools, interactive technologies and ICT based curriculum resources in Quality Teaching and Learning activities.

Student Engagement

- Improved social and emotional well being and skills for life for every student.
- Improved attendance rates for every student in line with North Coast plan targets.

Parent participation

- Increased parental engagement in supporting their child’s learning.

Targets for 2011

Target 1

School priority area – Increased levels of literacy achievement for every student in line with North Coast targets and diminish the gap in literacy achievement between Aboriginal students and all students.

Outcomes

To improve student performance in reading evidenced by an increased percentage of students meeting minimum and proficient standard in 2011.

Target levels for Year 3 NAP reading are 87% Band 2 or above and 35% achieving Bands 4, 5 and 6. For ATSI students, target levels are 90% Band 2 or above and 13% achieving Bands 4, 5 and 6.

Target levels for Year 5 NAP reading are 71% Band 4 or above and 19% achieving Bands 6, 7 and 8. For ATSI students, target levels are 67% Band 2 or above and 5% achieving Bands 4, 5 and 6.

Strategies to achieve this target include:

- Regular specific focus professional learning meetings. Development of discussion and reflection for teachers to ensure consistency of teacher judgment at stage level. Reflective practice developed and reflection recorded. L3 training for Kindergarten teachers, Best Start for Stage One teachers and Focus on Reading for Stage Two and Three teachers.
- Small group instruction and individual instruction for targeted students in oral language for Kindergarten students.
- In-class tuition for ATSI students as part of the Norta Norta program.
- Speech program introduced for Kinder and Year 1 students including articulation, expressive and receptive language.

Indicators of success

- 35% of Year 3 and 19% of Year 5 students will achieve top three bands in NAP reading.
- 5% of Year 5 ATSI students will achieve top three bands in NAP reading.
- 13% of Year 3 ATSI students will achieve top three bands reading.
- Increase the number of students achieving minimum level or above in NAP reading - 87% in Year 3 and 71% in Year 5.
- From all classroom data, 48% of all students achieve stage appropriate outcomes in reading.
- Decrease the gap between school and state mean by two points in reading for students in Years 3 and 5 in NAP.

**Target 2**

**School priority area** - Increased levels of **numerosity** achievement for every student in line with North Coast targets and diminish the gap in numeracy between Aboriginal students and all students.

**Outcomes**

To improve student performance in number, patterns and algebra evidenced by an increased percentage of students meeting minimum and proficient standard in 2011.

Target levels for Year 3 NAP number, patterns and algebra are 86% Band 2 or above and 27% achieving Bands 4, 5 and 6. For ATSI students target levels are 66% Band 2 or above and 20% achieving Bands 4, 5 and 6.

Target levels for Year 5 NAP numeracy are 74% Band 2 or above and 20% achieving Bands 4, 5 and 6. For ATSI students target levels are 80% Band 2 or above and 5% achieving Bands 4, 5 and 6.

**Strategies to achieve this target include:**

- Provide professional development K-6 in Newman’s Error analysis for improved classroom instruction and assessment.
- Provide regular specific focus professional learning for each stage group. Reflective practice developed and professional dialogue and reflection recorded. Assessment tasks assessed collaboratively against appropriate stage outcomes.
- Extend and support students in Year 5 in maths by providing small group instruction.
- Sharing of analysis of language used in NAP so words and concepts can be taught and understood by all students.
- Small group instruction for targeted students in number for early Stage Two.
- All teachers to demonstrate explicit teaching of focus criteria through delivery of balanced numeracy sessions with Quality Teaching (QT) elements embedded in lessons.

**Indicators of success**

- Increase the achievements of appropriate stage outcomes of students according to Year assessment - classroom data reflects 34% of all students achieving stage appropriate outcomes in number, patterns and algebra.
- Decrease the number of students not achieving minimum standard in NAP in number, patterns and algebra.
- Increase the number of students achieving in proficient level in NAP, Year 3 (27%) and Year 5 (20%).
- 75% of classroom teachers use interactive technology and digital curriculum resources in teaching and learning programs.

**Target 3**

**School priority area** - Quality Teaching and Learning is embedded in programming and teaching practices.

**Outcomes**

Strengthened teacher capacity to improve student learning outcomes using QT dimensions. Expanded use by teachers of ICT learning tools, interactive technologies and ICT based curriculum resources in Quality Teaching and Learning activities.
Our target is to increase to 85% the engagement of students K-6 through the delivery of quality teaching and learning.

Increase the number of teachers accessing professional learning in the use of interactive technologies to 63%.

Strategies to achieve this target include:

- Professional Learning activities in Quality Teaching supporting effective classroom practice.

- Development of learning strategies to encourage engagement of students in the classroom eg Six Hats, Pirozzo Grids.

- All class programs to reflect QT practices and teachers to demonstrate implementations by leading discussion in stage groups on specific dimensions. All teachers review QT practices utilising reflection journals for personal goal setting and buddy mentoring.

- An executive off class will ensure the implementation and development of programs and provide leadership and mentoring to all classroom teachers.

- Development of school web page.

- Participation of current and aspiring leaders to participate in leadership programs and enhance school leadership capacity for school improvement.

Indicators of success:

- Teachers increase QT strategies in programming and lesson delivery from 40% in 2010 to 50% in 2011 across all Key Learning Areas.

- Improved engagement of students as measured by staff and student survey. Baseline data collected Term 1 and compared to Term 4

- Implementation of QT framework in classroom is evidenced in teaching programs and reflective journals on best teaching practice

- Authentic assessment tasks are developed in literacy and numeracy by all staff collaboratively and assessment is moderated.

- Increased access of teachers and school leaders to professional learning for career development

- All classroom teachers can articulate and demonstrate their understanding of five elements in Quality Learning Environment (explicit quality criteria, engagement, high expectations, social support, students’ self regulation, students’ direction).

Target 4

School priority area - Improve social and emotional well being and skills for life for every student and improve attendance rates for every student in line with North Coast plan targets.

Outcomes

Decrease school average short suspension rate to fifteen per term in 2011 and increase attendance of all students to regional level as evidenced by all students (86.5%) and ATSI students (85.5%).

Strategies to achieve this target include:

- Core values and beliefs are consistently implemented in the school and communicated to parents. Set class rules established K-6 and displayed in all classrooms. School rules displayed around school. Continuation of the Positive Behaviour for Learning (PBL) program with emphasis on teaching acceptable behaviours in playground and classroom settings.

- Continue nutrition and breakfast program and development of class activities within the Personal Development Health and Physical Education (PDHPE) KLA.

- Refinement of school processes to monitor student attendance K-6 and target students with low attendance levels by using OASIS roll marking and development of revised system of notification for student absences.
Follow-up phone call/home visit to parents – absent students and referral to HSLO

Develop an understanding of boys’ education and related issues and develop and implement classroom teaching strategies to ensure success for all learners.

Development and implementation of structured program and processes that develop positive playground strategies K-6 including indigenous games.

Targeted students involved in organised playground activities.

Continuation of leadership program through Peer Support and Macleay Educational Community of Schools (MECS) initiatives.

Implement high quality transition programs to support students and their families Pre - Kinder, Year 4 - 5 (from Greenhill PS) and Year 6 - 7.

Indicators of success

- Students are involved in positive interactions between each other.
- Increase consistency of teaching social skills across the school. All teachers have evidence of implementation of social skills strategies in class programs.
- Decrease time in “time out” room by 10%.
- Increased attendance of Year 6 students to 84% in 2011.
- Increased attendance of Aboriginal students to 85.5% in 2011.

Target 5

School priority area - Increased parental engagement in supporting their child’s learning

Outcomes

Increase to 35% the number of parents participating in parent/teacher interviews.

To increase the number of families responding to school life survey from 64% in 2010 to 65% in 2011.

Strategies to achieve this target include:

- Continuation of Focus Days in specific KLAs.
- Calendar of events for all parents as a feature in newsletter. Fridge magnets for new parents.
- Reading program “Books for Babies and Toddlers” to continue.
- Employ and utilise CLO to inform and support community regarding school processes and activities and promote school to parents and wider community.
- Continuation of transition days for pre-schools and opportunities for transition for Year 6 to Year 7.
- Continue school promotion through Macleay Educational Community of Schools and continue attendance at community meetings.

Indicators of success

- Improve the number of parents involved in informal activities by 5%.
- Improve number of parents involved in formal activities including parent/teacher meetings by 5%.
- Improve in-class participation and involvement by parents to 8% in 2011.
- Establish effective partnerships between schools and our local community as measured by our community involvement.

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.
Lyn Dockrill  Principal
Kim Hodge  Assistant Principal
Cathy Korn  Assistant Principal (Rel)
Jenny Clark  Assistant Principal
Anne McLellan  Teacher/Librarian
Melissa Perrin  Classroom Teacher
Trudy Roberts  Aboriginal Education Officer
Kellie Trees  Parent

School contact information
Kempsey West Public School
Marsh St, Kempsey
Ph: 65627044
Fax: 65626538
Email: kempseywst-p.school@det.nsw.edu.au
School Code: 2279

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: