2009 Annual School Report
Kempsey West Public School
Excellence and innovation in a caring environment
NSW Public Schools – Leading the way
**Messages**

**Principal’s message**

Kempsey West Public School draws from a diverse physical, social and cultural area and is the largest of four public schools in the town of Kempsey. The school recognises, at all times, the positive aspects of cultural diversity and celebrates these, both formally and informally throughout the year.

Kempsey West strives to provide a strong foundation for life-long learning. A continual effort is made to improve teaching and learning so the needs of a diverse student population are met. Student learning in literacy and numeracy is emphasised within a quality learning environment.

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.

The school has an experienced and supportive teaching team to assist students with their learning and a dedicated staff committed to providing a safe, supportive and caring environment. We have students in a support unit which serves the special needs of children.

The school has focussed on provision of high quality training and development for all staff to underpin professional sharing and reflection on classroom practice.

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’ message**

Every month, a small but dedicated group of parents, carers, teachers and community members meet together to discuss various issues relating to the school. These included fundraising ideas, school policies, road and bus safety concerns and other selected projects throughout the year.

We encourage new parents to attend our meetings to give their views on the school and bring new ideas and suggestions for fundraising.

In 2009, we held twelve fundraising events: Mothers’ and Fathers’ Day stalls, hot dog days, Easter and Christmas raffles, Family Portraits and a donated signed *Storm* football jumper.

Our school canteen is operated by the P & C, with Gwen Webber as supervisor. Our supervisor and her faithful volunteers provide our students with healthy and nutritious food each day, which follows the school’s ‘Healthy Food’ policy. All the money raised in our canteen benefits the children at our school.

Students who reach regional and state level in sporting events receive financial assistance from the P and C to attend such events. Similarly, students who participate in the University of NSW tests and who gain a credit or higher award receive a financial incentive.

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

Kellie Trees – P & C President

**Student representatives’ message**

In 2009, the Student Representative Council (SRC) was made up of two students elected from each class from Year 1 to Year 6, as well as the two School Captains and Vice Captains. Each representative served for the whole year.

SRC meetings were held once a week and discussions focussed on the needs of students at Kempsey West School as well as the needs of children in general. Mrs Hodge supervised the meetings which were run by the year 6 students. Elected representatives spoke to their classes about the topics discussed and used posters to advertise fund raising events.
The SRC accepted responsibility for raising the funds to pay for the visit of the Life Education Van so no child would miss out on this exciting visit. The most popular fundraisers were discos and crazy hair days. Other charities supported by our fundraisers were Cystic Fibrosis, Cancer Council and Deafness Foundation. Aluminium can recycling collection was held which helped us learn about recycling. Voting fees in the very popular Kempsey West Idol also went into the SRC fund. We were also part of the Human Sign Project.

We raised a lot of money for our school and other charities. This made me feel good because obviously we can work hard and raise money to help others.

Kacey Jackson 5M

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**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 53% of the school population identify as Aboriginal.

<table>
<thead>
<tr>
<th></th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
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<tr>
<td>Male</td>
<td>226</td>
<td>190</td>
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<tr>
<td>Female</td>
<td>198</td>
<td>166</td>
<td>165</td>
<td>159</td>
<td>161</td>
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**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 2009 class size audit conducted on Wednesday 18 March 2009.
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, nine 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>3.0</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>
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<tr>
<td>Teacher of Moderate Intellectual Disabilities</td>
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<tr>
<td>Itinerant Primary Teacher of Behavioural disorders</td>
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<tr>
<td>Teacher of Reading Recovery</td>
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<tr>
<td>Support Teacher Learning Assistance</td>
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<tr>
<td>Teacher Librarian</td>
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<tr>
<td>Teacher – Early School Support</td>
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<td>Teacher Primary Part-time</td>
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<td>Primary Teacher RFF</td>
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<td>Primary Priority School Funding Scheme</td>
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<td>Primary Student Support Executive release</td>
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<td>Primary Student Support RFF</td>
<td>0.336</td>
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<tr>
<td>Counsellor</td>
<td>1.0</td>
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<tr>
<td>School Administrative &amp; Support Staff (SASS)</td>
<td>9.902</td>
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<td><strong>Total</strong></td>
<td>34.714</td>
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At Kempsey West we actively encourage the employment of Aboriginal and Torres Strait community. In 2009 we employed one permanent School Learning Support Officer (SLSO), one permanent and one temporary Aboriginal Education Officer, 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>94</td>
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<tr>
<td>Postgraduate</td>
<td>6</td>
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</table>

### Financial summary

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

**Income**

- Balance brought forward: 248,071.56
- Global funds: 250,903.67
- Tied funds: 437,253.99
- School & community sources: 42,817.34
- Interest: 9,885.40
- Trust receipts: 10,602.08
- Canteen: 0.00

**Total income**: 999,534.04

**Expenditure**

- Teaching & learning:
  - Key learning areas: 50,278.76
  - Excursions: 18,962.18
  - Extracurricular dissections: 6,767.68
- Library: 11,760.51
- Training & development: 1,225.59
- Tied funds: 464,722.91
- Casual relief teachers: 81,535.10
- Administration & office: 48,894.16
- School-operated canteen: 0.00
- Utilities: 61,510.38
- Maintenance: 19,496.98
- Trust accounts: 13,029.15
- Capital programs: 6,783.00

**Total expenditure**: 784,966.40

**Balance carried forward**: 214,567.64

A full copy of the school’s 2009 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 2009

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 Years 3 and 4 students gained first place and students in Years 1 and 2 were placed highly commended 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 one half day a week to provide dance instruction.

Our school was involved in a Macleay Educational Community of Schools (MECS) initiative to raise awareness of all students and community of climate change. Students formed a human sign highlighting an aspect of environmental concern and this was filmed on the Macleay from the mountains to the sea. Our sign was “Garrum barrai” which means in Dunghutti language “love of earth”

Sport

Kempsey West Public School had a successful year in sport. All students in Years 3 to 6 from mainstream and support unit classes participated in the swimming, athletics and cross country carnivals. This year we had two students representing the North Coast Region at the State titles, Simone Mulherin in athletics and Tristan Reilly in cross country and athletics. Tylen Harris represented the Lower North Coast in All Disability category in cross country at North Coast Carnival.

Seven teams represented our school in a number of different sports through the Primary Schools Sports Association (PSSA) Knockout competitions. Our most successful teams were the boys’ rugby league 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.

Since the introduction of the Behaviour Code of Conduct in 2008, our school has displayed a high level of sportsmanship, which in 2009 is now recognised within the community.

National Competitions

Our achievements include:

• Sixteen students participated in the Australasian Schools Competitions in Science, Writing, Mathematics, Computers, Spelling and English. Nathan Piercy received a distinction in Computers, Chloe Roach a credit in Writing and Ryan Harkins a credit in Spelling.

• National Wakakirri Storytelling Competition. The Stage 3 Extension students wrote an original story titled A Green Fairy Tale and performed it in the Storytelling category via film. A Green Fairy Tale later became the National Storytelling winner for Country competitors.

• Father Chris Riley’s ‘Youth Off the Streets’ competition. Eighteen students entered and received certificates recognizing their anti-smoking messages. They presented their work in a variety of formats including Film, Powerpoints and Story Arts.

• Think Climate, Think Change competition. Seven students submitted essays and art works.
• 17th Annual Poetry Competition at Willawarrin. Students from KWPS were awarded four first places and seven highly commended for their efforts.

• 'Waste into Art' competition held by Kempsey council. Four of our classes won overall prizes with many other classes and individuals winning prizes in various categories.

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

• 83% of students in Year 3 in 2009 (82% average 2007-2009) met minimum National Benchmarks in reading.

• 82% of Year 3 Aboriginal students met minimum National Benchmark levels in writing. 10% achieved band 5 in 2009 (only 3% in 2008)

• 84% of students met minimum National Benchmark levels in Spelling.
71% of students met minimum National Benchmark levels in grammar and punctuation.

### Numeracy – NAPLAN Year 3

- 60% of students met minimum National Benchmark levels in numeracy (93% school average 2007-2009).
- 52% of Aboriginal students met minimum National Benchmark levels in numeracy.

### Literacy – NAPLAN Year 5

- 67% of students met minimum National Benchmark levels in reading. This is our school average 2007-2009.
- 58% of Aboriginal students met minimum National Benchmark levels in reading.

- 57% of students met minimum National Benchmark levels in writing (61% school average 2007-2009).
- 43% of Aboriginal students met minimum National Benchmark levels in writing.
74% of students met minimum National Benchmark levels in spelling

65% of students met minimum National Benchmark levels in grammar and punctuation

The percentage of students in Band 6 increased by 5% in comparison to 2008 results

82% of students met minimum National Benchmark levels in numeracy. This is the school average 2007-2009.

75% of Aboriginal students met minimum National Benchmark levels in numeracy.

Progress in literacy and numeracy from Year 3 to Year 5.

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 2009, 54% of our students were matched from these years.

- 37% of students had growth of more than 80% in reading
- 37% of students had growth of more than 60% in writing
- 47% of students had growth of more than 80% in numeracy

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, 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.

### Percentage of Year 3 students achieving at and above minimum standard

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Reading</td>
<td>77</td>
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<tr>
<td>Writing</td>
<td>74</td>
</tr>
<tr>
<td>Spelling</td>
<td>78</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>66</td>
</tr>
<tr>
<td>Numeracy</td>
<td>60</td>
</tr>
</tbody>
</table>

### Percentage of Year 5 students achieving at and above minimum standard

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>60</td>
</tr>
<tr>
<td>Writing</td>
<td>50</td>
</tr>
<tr>
<td>Spelling</td>
<td>67</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>57</td>
</tr>
<tr>
<td>Numeracy</td>
<td>73</td>
</tr>
</tbody>
</table>

### Significant programs and initiatives

**Aboriginal education**

Kempsey West Public School’s Aboriginal and Torres Strait Islander (ATSI) population is 53%.

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 educate all students about Aboriginal history, culture and current Australia.

- An Aboriginal community member regularly attended school assemblies and spoke to students about various aspects of Aboriginal Culture (John Kelly). Staff professional development occurred in the teaching of Aboriginal Education in the Key Learning Area of Human Society and Its Environment (HSIE).
• Staff members participated in Cultural Awareness Training and Strong and Smart

• A number of staff attended training in the 'Strong and Smart' philosophy. This philosophy has been adopted by the school.

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

• Aboriginal attendance and retention was a funded program again this year and significant improvements were made in both targeted students and students throughout the school

• 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 85% in term 3 and 95% 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 2 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).

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.

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

- Staff and community team participated in Dare to Lead “Collegial Snapshot” to review all aspects of Aboriginal Education in the school. The school received nineteen commendations and used information gained from this process to develop a collaborative Aboriginal Education plan for the school in 2010.

- 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.

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. 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 1, 2010.

One of our Year 6 ATSI, Jonathan Smith received a Primary Scholarship from Aboriginal Education Corporation for positive attitude, perseverance at schoolwork and excellent literacy results.

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 our school, respect is a key word. During professional development, school development days, staff meetings and professional dialogue, Kempsey West staff and the school community worked together to refine the core values by which we seek to educate our students. Respect was of the highest order for teachers, students, parents and community - respect for oneself, others, society and our local indigenous culture. Community members and elders gave their time voluntarily to work with students to develop their ideas of what respect entailed and how to show it in their everyday lives. A mural by a local artist and students illustrate the core values of our school entitled “The Tree of Knowledge”.

Our Social Skills program provides specific teaching of appropriate behaviours and students’ responsibilities at school. This program together with the ongoing implementation of Friendly Schools has increased the students' awareness of their rights and responsibilities and the exercising of these at school.

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.

During the year students are regularly reminded of the core values and 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.

Kempsey West PS has an incredibly well supported uniform policy and 100% of students often present in the school uniform.

Our student welfare policy is regularly reviewed. In 2009, we have introduced the Positive Behaviour for Learning Program. Key messages are Be Responsible, Be Respectful and Be Safe. We look forward to further implementation of this program in 2010.

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 six Year 2 students were achieving well below expected stage outcomes in reading. These students are being assessed for possible placement in the IM class or have significant attendance and behaviour issues. All other students are now reading at or only slightly below expected outcomes. By targeting these students in their early schooling, improvement will continue in the primary grades as they are now more confident using developed strategies. This will ensure achievement of stage outcomes in all KLAs. This means less students will be requiring STL support next year. Continued training of
our SLSOs, has meant that they have the skills to assist the teacher to implement these programs, with an emphasis on the 'Multilit' program. This has meant an increased focus on achieving stage appropriate outcomes.

Although the majority of students are well below Best Start expectations at the beginning of Kindergarten, by the end of the year, 40% of students had achieved expected reading level for Kindergarten.

Students in Year 1 were targeted with programs such as STL assistance, Reading Recovery and extension reading group. The reading levels for all students showed an improvement, with some students improving up to 14 levels.

Year 2 students were targeted with STL assistance 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 delays. 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 of this program, 30% of the students completed the program (with new goals set each term), while 70% progressed 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 the Boys’ Program. This is a special program aimed at primary ATSI boys who are experiencing difficulty with school participation. The program is specifically 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, act as the liaison person between teachers and parents.

**Progress on 2009 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 ATSI students and all students.

**Outcomes**

To improve student performance in writing evidenced by an increased percentage of students meeting minimum and proficient standard in 2009.

Target levels for Year 3 NAP writing are minimum (91.8%) and proficient (39.8%). For ATSI students’ target levels are minimum (85.6%) and proficient (21.4%).

Target levels for Year 5 NAP writing are minimum (66.3%) and proficient (9.6%). ATSI students’ target levels are minimum (49%) and proficient (4.8%).

Our achievements include:

- The majority of targets set for our 2009 NAP results have not been achieved. The exception was Year 3 ATSI writing where the target of 21.4% being proficient was surpassed, with 34% of students achieving this level.

**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 2009.

Target levels for Year 3 NAP are minimum (100%) and proficient (25.5%). ATSI students’ target levels are minimum (100%) and proficient (15.3%).

Target levels for Year 5 NAP are minimum (86.7%) and proficient (34.7%). ATSI students’ target levels are minimum (72.2%) and proficient (19.4%).

Our achievements include:

Although our targets in numeracy were not reached, this curriculum area will be a focal point for all classroom teachers in 2010. See page:23 for strategies to address improvements.

**Target 3**

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

**Outcomes**

Teacher capacity to improve student outcomes is strengthened. Expanded use by teachers of ICT learning tools, interactive technologies and ICT based curriculum resources in Quality Teaching.

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 metalanguage, higher order thinking and substantive communication.
• 95% of class programs reflected Quality Teaching elements and these elements were embedded in activities and evaluation.
• Continuous use of ICT and technologies by teachers ensures that all students were engaged in classroom activities. Three Smart Boards were purchased 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 targets.

Outcomes
Decrease school short suspension rate from sixteen per term in 2008 to fourteen per term in 2009 and increase attendance of all students to regional level as evidenced by all students (90%) and ATSI students (87%).

Our achievements include:
• The number of students referred to 'time out' has decreased this year. A social skills program was introduced into 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 introduced to monitor students who had participated in this program. The number of students who were referred again was low.

• The number of long suspensions has increased by 20% this year. This accounted for only 12 students. The number of short suspensions has decreased by 20% this year. There were 17 students who only had one suspension in 2009 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 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 2010 and should lead to a decrease in ‘time out’ referrals and suspensions.
Target 5

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

**Outcomes**

Improve the number of parents involved in informal activities to 75% and formal activities to 74% and increase the number of families responding to school life survey to 40%.

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:

- World Maths Day - maths activities in classes - 60 parents attended
- Easter Hat Parade - 100 parents attended with 60% being Aboriginal
- Sports Carnival - 80 parents attended
- Book Week Parade - 110 families were represented, 50% Aboriginal
- Teddy Bears' Picnic - all pre-schools and daycare carers and thirty parents attended
- 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 seven families regularly attended these sessions and learnt to share the enjoyment of books and reading with their children.

Community involvement included: Fire Brigade visits, ‘Blakes 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 2009 our school carried out evaluations of Creative and Performing Arts and Assessing and Reporting.

**Educational and management practice**

~Assessing and Reporting~

**Background**

The committee holds regular meetings to ensure that the high standards already existing are maintained through a process of review and early involvement with new methods and technology. All changes are made with the intention of creating the most efficient, informative and up to date methods possible.
There are currently efficient systems in place to assess and report on students on entry to the school and throughout the year to ensure their needs are identified and appropriately met. As a result, our priorities this year were student Portfolios, timing of parent/teacher interviews and the use of School Based Student Reporting.

Changes were made to the content and format of student portfolios to make them more concise and informative. They should now allow parents to easily compare their child’s work directly with samples at required state levels.

All schools are encouraged to use the SBSR online reporting system in 2010. Further inservicing and individual help must be provided to assist staff.

Parent/Teacher interviews were held early in Terms 1 and 3 this year in an attempt to increase and improve communication.

Findings and Conclusions

Most teachers have begun using the new format for the student portfolios and their effectiveness will be reviewed late in 2010.

Approximately 40% of teachers used SBSR in 2008 rising to 75% at the end of 2009. Teachers were happy with the inservicing and help they received prior to using SBSR. However, all teachers who used the system experienced difficulties and delays due to faults, breakdowns and poor design of the program. SBSR also requires an enormous amount of time to complete and does not cater for students in the Support Unit.

Future Directions

Teachers will continue to be upskilled and inserviced in new methods and technologies and to be involved in discussions and changes to ensure best practice is maintained.

Attempts to have 100% of class teachers using the new student portfolios and SBSR by the end of 2010 will continue in line with attempts to provide clear and usable information to parents at the most beneficial times possible.

Curriculum

~Creative and Performing Arts~

Background

The CAPA committee met regularly to discuss and review targets throughout the year. The sale of buildings for the construction of the new police station meant that the Art Room was relocated where it was set up with materials for basic lessons with paper, brushes and drawing materials. The pottery kiln is to be relocated in a safe area away from classrooms.

Priorities for 2009 were an intensive Visual Arts program for Years 5 and 6, an Artist in Residence program during NAIDOC Week, Training and Development in the area of indigenous collection at the Art Gallery of NSW, continuation of the dance group and participation in local festivals and eisteddfods in the areas of dance, drama, music, choir and choral speaking.

Findings and Conclusions

The staff was surveyed for their input and needs. 60% desired inclusion in the art program. 70% desired practical training in hands-on art lessons, preferably within school time. Practical resources were preferred within classrooms rather than in the art room location.
During Terms two and three, Years 5 and 6 participated in an art program which concentrated on fabric decoration. Students made their own designs and transferred them onto calico using batik dying techniques with a simultaneous program for mixed media painting and drawing activities.

In Term 4 a group of twelve talented students did further fabric decoration, painting their own designs about the Macleay Valley on large banners for permanent display in the hall.

During NAIDOC Week, Stephen McLeod, local Aboriginal artist worked with all students on their own Indigenous art.

Training and Development in practical techniques was part of the Year 5/6 Art Program. Teachers were up-skilled in batik techniques, painting and drawing by assisting in program delivery. One teacher participated in a training and development day at the Art Gallery of NSW which was based on their indigenous collection. A series of four lesson plans and support materials were part of this day.

Dance groups continued for students throughout the year. Ensemble group students performed at the end of year concert. Dance suffers from a lack of parental support and commitment from all students. Bangarra Dance visited our school to conduct a workshop for selected Aboriginal students from all schools in the Macleay area. This was an exciting and valuable experience for all participants.

Students from Kempsey West Public School participated in the Drama Festival and Kempsey Eisteddfod across a range of performance genres - verse speaking, drama, choir, singing and dance.

Our school band and choir performed throughout the year representing our school at public functions and special assemblies. A highlight of 2009 was the Macleay Music Festival and Macleay Idol. Over 60 students represented our school at both events.

Future Directions

Focus for 2010 will be the re-installation of the pottery kiln, enabling students in Stages 2 and 3 to explore hand building pottery techniques.

Funding is being sought to run an Artist in Residence program focussing on ceramics.

Talented students in Years 5 and 6 will participate in the art program displaying completed works in shopfronts and in the community.

Training and Development for staff will include revisiting the curriculum, together with practical sessions.

Parent, student, and teacher satisfaction

In 2009 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

Parents again completed the "Quality of School Life" survey. Of the surveys distributed, 45% were returned. This was up on previous years, and represented a wide cross-section of our school community.

Some of the comments from the parents included:

- "KWPS assists kids in all areas of their lives, not just education alone. They have caring staff members who teach pride, respect and unity."
"How caring the teachers and office staff are towards the children is amazing. The school has a general welcome and caring feel as you enter the grounds."

"It's that they take an interest in all areas. It's not just reading and writing but social as well. To me this is very important."

"Great school, excellent teachers, friendly staff, great curriculum. I could not be more pleased. I have made an excellent decision for my child to attend this school."

"The Bright Sparks class is great for our younger students."

In a staff survey, 100% of teachers want the Peer Support program to continue next year with possible implementation earlier in the year (beginning of semester 2). Some staff suggested the use of peer support leaders as buddies for children in the infants' playground.

97% of staff commented on the effective role of the Community Liaison Officer (CLO).

This position is a practical and positive use of resources. I now have better access to parents and community.

The CLO is able to complete many tasks which for a variety of reasons, a classroom teacher is inappropriately placed to do.

Professional learning

This year all teachers participated in a variety of professional learning activities. These included Literacy, Numeracy, Quality Teaching, Boys' Education, PBL and NAPLAN (National Assessment) marking.

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

Through participation in Best Start, Kindergarten and Year 1 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.

A number of teachers from Kempsey West Public School were asked to help present Getting it Write workshop to all staff which helped to 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.

Through participation in Accelerated Literacy, two teachers have continued to utilise the pedagogy and strategies to enhance the learning outcomes of students in Literacy.

Six teachers participated in the North Coast Quality Teaching conference at Coffs Harbour. On returning to school, these teachers then presented current research and best practice around Quality Teaching and Learning to all staff members. Teachers can now display a deeper understanding of the Quality Teaching framework and classroom strategies for elements within each dimension.

All teachers participated in the School Development Days. A highlight was a combined day with other Macleay Education Community schools (MECS) given by guest presenter Ian Lillico on the topic of Boys' Education and its implications for students and teaching strategies. This was followed up by parent sessions and further reinforced with teacher and parent sessions conducted by Celia Lashley.

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 ongoing monitoring and evaluation.

Three teachers attended the Stronger, Smarter Leadership program developed by Dr Chris Sarra. This program is designed to challenge and support leadership at all levels of education to improve outcomes for indigenous students. Through participation in this program, teachers have developed their leadership capacity and have created positive changes at Kempsey West Public School in Indigenous Education.

Lori Jensen and Natalie Mealing attended the Aspiring Leaders project to develop their leadership skills and learn how to implement change within a school system through action research. They also received assistance with the preparation of CV’s and interviewing techniques.

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 2010

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. For ATSI students, target levels are 53% 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.

Strategies to achieve this target include:
• Regular specific focus professional learning meetings for each stage group. Development of discussion and reflection for teachers to ensure consistency of teacher judgement at stage level. Student work samples are analysed and assessed collaboratively against appropriate state outcomes and criteria.
• Small group instruction and individual instruction for targeted students using Reading Recovery strategies and Jolly Phonics for Stages 1 and 2.
• In class tuition for ATSI students as part of the Norta Norta program.
• Development of explicit systematic writing program for Years K-6 with a continuation of Writing Rescue and PM Writing.
• All teachers to develop their knowledge and skills in Accelerated Literacy through participation in introductory session. Targeted CRTs will program for and implement a balanced literacy session that will include the Accelerated Literacy teaching sequence.

Indicators of success
• 39% of Year 3 and 22% of Year 5 students will achieve top three bands in NAP writing.
• 10% of Year 5 ATSI students will achieve top three bands in NAP overall literacy.
• 10% of Year 3 ATSI students will achieve top three bands in overall literacy.
• Increase the number of students achieving minimum level or above in NAP writing - 71% in Year 3 and 81% in Year 5.
• From all classroom data, 62% of all students achieve stage appropriate outcomes in overall literacy.
• Decrease the gap between school and state mean by two points in overall literacy for students in Years 3 and 5 in NAP.
• All teachers use authentic assessment tasks which have been moderated to inform teaching and assess students’ progress in literacy.

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.

Strategies to achieve this target include:

- Provide professional development K-6 in Newman’s Error analysis for improved classroom instruction and assessment.
- Provide professional development for stage one teachers using the lesson/coaching model for improved classroom instruction, assessment and reflection.
- Professional learning in tracking and monitoring, to place students on the learning framework in number, matching to syllabus.
- 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.
- **Fast Maths** (mental maths program) implemented Years 1-6 (multiplication and division framework).
- Coding of teacher practice is high in specific Quality Teaching elements for Stage One teachers involved in lesson/coaching model.

**Indicators of success**

- Increase the achievements of appropriate stage outcomes of students according to Year assessment - increase achievement of stage outcomes by 15%.
- Decrease the number of students not achieving minimum standard in NAP in overall numeracy.
- Increase the number of students achieving in proficient level in NAP. Year 3 (5%) and Year 5 (11%).
- 50% 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. 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.

**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.
- Introduction of art program for Year 5 and 6 students and professional development for classroom teachers.

**Indicators of success**

- Teachers increase QT strategies in programming and lesson delivery from 92% in 2009 to 96% in 2010.
- Improved engagement of students as measured by staff and student survey.
Baseline data collected Term 1 and compared to Term 4

- Maintain achievement on QT matrix at ‘enhancing’
- 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 four elements in Intellectual Knowledge (deep knowledge, deep understanding, problematic knowledge, higher order thinking, metalanguage and substantive communication).
- Development of scope and sequence for K-6 in Aboriginal cultural awareness linked to Key Learning Areas.
- Two teachers, Cathy Korn and Lori Jensen received Awards commending their efforts in Quality Teaching and Learning.

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%).

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. Purchase professional resources to help achieve this
- 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.

Indicators of success

- Students are involved in positive interactions between each other.
- Increase consistency of teaching social skills across the school
- Decrease school suspension rate by 10%. 72 short suspensions in 2007 (2008 - 65, 2009 - 63), 22 long

- Decrease time in “time out” room by 10%.
- All teachers have evidence of implementation of social skills strategies in class programs.
- Increased attendance of non-aboriginal students (2007 – 84.4%, 2008 – 89%, 2009 – 86%).
- Increased attendance of Aboriginal students (2007 – 79%, 2008 – 84%, 2009 – 81%).

**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.

**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 preschools 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% (70% 2009, 75% 2010)
- Improve number of parents involved in formal activities including parent/teacher meetings by 5% (65% 2009, 70% 2010).
- Improve in-class participation and involvement by parents from 6% in 2009 to 8% in 2010.
- Establish effective partnerships between schools and our local community.

**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
Keri Bollen  Assistant Principal
Cathy Korn  Assistant Principal (Rel)
Jenny Clark  Assistant Principal
Anne McLellan  Teacher/Librarian
Melissa Perrin  Classroom Teacher
Malcolm Webster  Aboriginal Education Officer
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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: