Kempsey West Public School
Annual School Report

NSW Government
Education & Communities
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, Boys’ Education and Aboriginal Education.

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. This year we have been preparing for the introduction of the National Partnerships Program to commence funding in 2012.

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.

This year we have raised enough money to purchase four air conditioners, two interactive white boards and new equipment for the support unit playground. To raise this money we have held stalls for mothers’ and fathers’ day, guessing competition for Easter and Christmas, family portraits and hot dog days for book week. Our fete is a great day for all; we raised more than $3500. We had an animal farm from Kempsey High, NSW dental, PCYC, NSW Health, a jumping castle and many other stalls.

Our 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 who gain a credit or higher, receive a monetary prize at the Presentation Assembly at the end of the year.

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
In 2011, the Student Representative Council (SRC) consisted of six year 6 members (the school leaders and two elected members) and two representatives elected from each year 5, 4, 3, 2 and 1 class. Some members served for the entire year, others swapped at the end of Semester 1, depending on the students’ wishes.

Meetings were held on a weekly basis with Mrs Trimper supervising. Discussions were usually about the needs of the students at Kempsey West and the needs of other children further afield than our school.

Once again, the SRC decided they would raise sufficient funds to enable all students to attend Life Education lessons when the Van visited. The target was $2100 which has been met through a series of exciting and varied fundraisers. The ongoing fundraiser was 5 cent coin collection. We also had a milo and pancake day, sold drinks at the Book Week Parade and Easter Hat Parade, wore our pyjamas to school for a day and held discos. We decided to write to the Kempsey Macleay RSL asking for a donation to help our fundraising and were very grateful to receive $200.

We wore ‘Maroon for a Day’ and raised $230 for the schools in Queensland that were affected by floods. We have also supported Stewart House, the local PCYC, the Leukaemia Foundation (with a hilarious Crazy Hair Day) and TEAR Australia.

I have enjoyed being a part of the SRC this year because it makes me proud that our students can raise money in response to the needs of others.

Zeke Walker 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, 26% of students had left the school and 22% of our school population were new enrolments. This seriously affects the consistency of program delivery for some students. Some children have enrolled and left the 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>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>189</td>
<td>190</td>
<td>170</td>
<td>173</td>
<td>173</td>
</tr>
<tr>
<td>Female</td>
<td>165</td>
<td>159</td>
<td>161</td>
<td>168</td>
<td>158</td>
</tr>
</tbody>
</table>

Enrolments
**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 effect on the attendance rates.

<table>
<thead>
<tr>
<th></th>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>K</td>
<td>89.8</td>
<td>89.7</td>
<td>90.7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>85.9</td>
<td>90.5</td>
<td>90.6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>83.3</td>
<td>88.3</td>
<td>91.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>88.9</td>
<td>85.5</td>
<td>90.2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>84.8</td>
<td>88.9</td>
<td>91.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>85.9</td>
<td>88.3</td>
<td>90.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>84.2</td>
<td>83.9</td>
<td>88.9</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>88.2</strong></td>
<td><strong>86.0</strong></td>
<td><strong>87.8</strong></td>
<td><strong>90.4</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Region</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>K</td>
<td>92.5</td>
<td>93.4</td>
<td>93.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>92.3</td>
<td>93.2</td>
<td>92.9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>92.4</td>
<td>93.3</td>
<td>93.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>92.6</td>
<td>93.2</td>
<td>93.1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>92.6</td>
<td>93.3</td>
<td>93.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>92.4</td>
<td>93.2</td>
<td>92.9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>92.2</td>
<td>92.9</td>
<td>92.6</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>92.8</strong></td>
<td><strong>90.1</strong></td>
<td><strong>93.2</strong></td>
<td><strong>93.0</strong></td>
<td></td>
</tr>
<tr>
<td><strong>State DEC</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>K</td>
<td>94.3</td>
<td>94.7</td>
<td>94.7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>93.7</td>
<td>94.2</td>
<td>94.2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>94.0</td>
<td>94.4</td>
<td>94.2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>94.1</td>
<td>94.5</td>
<td>94.4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>94.0</td>
<td>94.5</td>
<td>94.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>94.0</td>
<td>94.4</td>
<td>94.2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>93.6</td>
<td>94.0</td>
<td>93.8</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>94.1</strong></td>
<td><strong>92.1</strong></td>
<td><strong>94.4</strong></td>
<td><strong>94.3</strong></td>
<td></td>
</tr>
</tbody>
</table>

**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.

**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 forty four students with severe, moderate and mild intellectual impairment over four classes. Of these...
students, four students also have severe physical disabilities. A multi-categorical class was established as a district resource and was set up to support and cater for individual needs of seven boys.

Class sizes

Primary class sizes are included in the annual school report in order to provide parents with as much local information as possible. The following table shows our class sizes as reported at the 2011 Class Size Audit conducted on Monday 21 March 2011.

<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>22</td>
<td>22</td>
</tr>
<tr>
<td>KM</td>
<td>K</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>KT</td>
<td>K</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>1C</td>
<td>1</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>1S</td>
<td>1</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>2/3H</td>
<td>2</td>
<td>13</td>
<td>25</td>
</tr>
<tr>
<td>2T</td>
<td>2</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>2/3H</td>
<td>3</td>
<td>12</td>
<td>25</td>
</tr>
<tr>
<td>3/4D</td>
<td>3</td>
<td>21</td>
<td>27</td>
</tr>
<tr>
<td>3/4D</td>
<td>4</td>
<td>6</td>
<td>27</td>
</tr>
<tr>
<td>4S</td>
<td>4</td>
<td>27</td>
<td>27</td>
</tr>
<tr>
<td>5/6M</td>
<td>5</td>
<td>18</td>
<td>26</td>
</tr>
<tr>
<td>5W</td>
<td>5</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>5/6M</td>
<td>6</td>
<td>8</td>
<td>26</td>
</tr>
<tr>
<td>6J</td>
<td>6</td>
<td>27</td>
<td>27</td>
</tr>
</tbody>
</table>

Staff information

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

Staff retention

Kempsey West retained 97% of teaching staff from the previous year. Mrs Joan Crisp retired after an outstanding career of teaching service. There were no transfers or promotions. Such stability with staff ensures continuity of program delivery to students and continuous professional learning for all staff.

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</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</td>
<td>2.0</td>
</tr>
<tr>
<td>Teacher of Multi Categorical Students</td>
<td>1.0</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.5</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>0.504</td>
</tr>
<tr>
<td>Primary Teacher RFF</td>
<td>0.504</td>
</tr>
<tr>
<td>Primary Teacher of Behaviour Disorders</td>
<td>1.0</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>0.42</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1.0</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>10.902</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>36.668</strong></td>
</tr>
</tbody>
</table>

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.
A full copy of the school's 2011 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 2011

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 Stage 2 students and two groups of Stage 1 students participated and received Highly Commended awards in the choral speaking section of the Kempsey Eisteddfod. These groups were trained by Kellie Kenyon and Ali Trimper.

The school has a successful and dedicated dance group trained by Mark Watters.

Sport

At Kempsey West Public School we believe in providing children regardless of their ability the opportunity to participate in physical activity through sport. Sport provides children with many life skills such as team work, problem solving, sportsmanship and how to be gracious in defeat. Our school prides itself on the conduct of our students when they proudly represent our school.

Our year in sport began in a very exciting manner with visits from professional athletes. The Sydney Swans in AFL, the South Sydney Rabbitohs, Rugby League and an ex-student Albert Kelly, from the Cronulla Sharks all came to visit our school. It was wonderful for the children to meet their heroes they see on TV.

Students had the opportunity to participate in many fun gala days: Cottees Soccer for Y3 and 4 boys and girls, Girls Footy Festival for Y5 and 6 girls, Milo Cricket Day for Y5 boys and girls. We also had development clinics for Kinder to Y6 in cricket which resulted in free clinics for Kinder, Year1 and 2 funded through community organizations. We also participated in the Schubert 7’s competition for rugby league. This year students had the opportunity to be involved in a six week Auskick program in AFL. Students had to pay to be involved in the

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2011</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>211,296.18</td>
</tr>
<tr>
<td>Global funds</td>
<td>253,638.83</td>
</tr>
<tr>
<td>Tied funds</td>
<td>423,799.43</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>59,198.73</td>
</tr>
<tr>
<td>Interest</td>
<td>12,818.70</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>11,656.37</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>972,408.24</td>
</tr>
<tr>
<td><strong>Expenditure</strong></td>
<td></td>
</tr>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>48,980.10</td>
</tr>
<tr>
<td>Excursions</td>
<td>23,282.56</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>7,579.10</td>
</tr>
<tr>
<td>Library</td>
<td>14,740.77</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>3,589.78</td>
</tr>
<tr>
<td>Tied funds</td>
<td>460,281.92</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>85,000.58</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>58,190.15</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>72,356.44</td>
</tr>
<tr>
<td>Maintenance</td>
<td>23,440.70</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>14,718.52</td>
</tr>
<tr>
<td>Capital programs</td>
<td>13,283.71</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>825,444.33</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>146,963.91</td>
</tr>
</tbody>
</table>
program and received professional training and a goodies bag at the end of the six weeks. It was so well supported that next year we are going to offer cricket which will run in a similar manner.

This year our Aboriginal students from Years 5 and 6 were invited to participate in the Department of Sport and Recreation Aboriginal Swimming Program. Its focus was on stroke correction. We recently completed the annual learn to swim program.

Kempsey West has had a very successful year in sport. Our support unit children are our high achievers this year. They were the runners up in the North coast Bocce competition. Congratulations. All students from Year 3 to 6 completed in the school's annual swimming, athletics and cross country carnivals. This year a K-2 athletics carnival was also successfully held. The level of sportsmanship, whether when winning or losing, displayed by our students, has not only been noticed by the teachers involved with that sport, but other school teachers and parents have also been impressed. This year we have had three students representing the North Coast Region at the State Titles. These were Allan Lockwood and Rylee Sines rugby league and Malachi Roberts athletics high jump.

We had a number of teams representing our school in a number of different sports through the Primary School Sports Association knockout competition.

This year our sports person of the year Courtney Kelly-Scholes has represented our school in swimming, athletics, netball, softball, soccer and cricket. She has represented the Macleay District in soccer and netball. Courtney represented Lower North Coast in netball, soccer and hockey. Courtney was our school senior girls' athletics and swimming champion.

National and Local Competitions

Stage 3 students entered the National Wakakirri Storytelling Competition in two categories-Story Writing and Story-Arts.

A group of Stage 3 students wrote filmed and edited an entry for the Great Schools Competition which showcases NSW Public Schools.

Students also participated in the ConnectED Learning Innovations' Awards to produce a digital artwork showing the portrait of a person with a treasured item.

Local Competitions included 'Waste into Art'. Several entries were completed for the Kempsey Shire Council's annual innovative Art competition. Students are required to use recycled materials while conveying an environmental message. Kempsey West PS took out 1st, 2nd and 3rd places in the Infants' Mixed Media category. 2S won with their entry - Environmental Board Game. Kindergarten's Bright Sparks were placed 2nd with an entry called Small Steps-Big Changes and KJ third with an entry titled A Tree's Worth of Labels.

Sixteen 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 received a credit. In English, Jackson Korn received a high distinction, Lachlan Chapman and Cameron Hewitt received a credit. Jeremy Kyle received a distinction for the Computer competition.
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.

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

Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5).

Literacy - NAPLAN Year 3

- 3% of students achieving proficiency
- 59% of students performed at or below NMS compared to 57% three year school average.
- A slight upward trend was evident with Year 3 Aboriginal students in reading.

- 13% of students performed in proficient bands in the test aspect of writing.
- 46% of students performed at or below NMS in writing.

- 13% of students performed in proficient bands, compared to three year school average of 12%.
56% of students performed at or below NMS, compared to 48% three year school average.

| Percentage in bands:  
| Year 3 Grammar & Punctuation |

<table>
<thead>
<tr>
<th>Bands</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>0</td>
<td>10</td>
<td>20</td>
<td>30</td>
<td>40</td>
<td>50</td>
<td>60</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Percentage in Band
- School Average 2008-2011

51% of students performed at or below NMS, compared to 55% three year school average.

Year 3 girls have improved by 47 scale scores from 2010 data in Grammar and Punctuation.

Numeracy - NAPLAN Year 3

- Year 3 student data shows a slight upward trend in all areas of numeracy except Number, Patterns and Algebra.
- 32% of students performed at or below NMS

65% of students performed at or below NMS compared to 64% three year school average.
2% of students achieved proficient levels, equivalent to three year school average.

No students performed in the proficient bands.

33% of all Year 5 students performed at or below NMS compared to 43% three year school average.

17% of students achieved proficiency compared to three year school average of 6%.
Numeracy - NAPLAN Year 5

- 65% of students performed at or below NMS compared to 64% three year school average

Progress in literacy

- Growth rates between Year 3 and Year 5 were an overall strength of our school's performance in 2011 NAPLAN. Higher than state, regional and SEG growth rates were evident in all aspects of literacy and overall numeracy.

- Year 5 girls performed 31 scale scores above state average growth in the test aspect of spelling.
Minimum standards

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

The performance of the students in our school in the National Assessment Program - Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

Our school has a support unit and four students from Year 3 and two students from Year 5 were exempt from sitting the NAPLAN tests. The following tables indicate the percentage of students achieving at or above the National Minimum Standard with the exempt students excluded from the data.

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at or above minimum standard (exempt students excluded)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at or above minimum standard (exempt students excluded)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</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 initiatives. The school continues to build on strengths and concerns as highlighted in the Dare To Lead Snapshot.

Outcomes of programs designed to educate all students about Aboriginal history, culture and current Australia.

*Classroom strategies have been adopted from the Stronger and Smarter philosophy and the school has embraced this philosophy in our value statements.

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 the Connecting To Country professional learning program to further develop cultural awareness and strategies needed to support and enhance student outcomes.

*Members of the Aboriginal Education Team attended Effective ESL Pedagogies for Aboriginal Students and met regularly with school focus groups across the district.

*The Aboriginal Education Team produced a DVD "From the Mountains to the Sea" as a self-nominated project to raise cultural awareness of all staff and particularly new staff members.

*Improvement in attendance for ATSI students has been sporadic. However, various programs have continued, including the 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 with 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 committed staff including, 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 2012.

*Members of the Aboriginal community were employed as AEWs to work with small groups of students and support them in completing intensive numeracy activities.

*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.

Aboriginal students’ literacy and numeracy achievements.

*In-class tutoring continued this year for students in Years 2, 3, 4 and 6. This program had a positive effect on both students and community members. 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.

NAPLAN data indicates Year 3 and 5 Aboriginal students have shown movement into higher bands in areas of both literacy and numeracy.

- 10% of Year 3 Aboriginal students achieved band 4 in reading. (7.7% 2010) and 0% in 2009
- 40% of Year 3 Aboriginal students achieved band 3 and 4 in reading. (23.1% 2010)
- 20% of Year 3 Aboriginal students achieved band 4 in grammar and punctuation (0% in 2010)
- 60% of Year 3 Aboriginal students achieved bands 3 and 4 in numeracy (50% state)
- 15% of Year 3 Aboriginal students achieved band 4 in patterns and algebra (7.7% in 2010)
- 65% of Year 3 Aboriginal students achieved bands 3 and 4 in data, measurement and space (58.5% state)

Year 5 Aboriginal students continue to show great growth in NAPLAN each year. Year 5 students were well above both state and SEG in spelling and equal to state growth for grammar and punctuation. Numeracy data indicates
growth well above state and SEG for Year 5 Aboriginal students.

✓ 80% of Year 5 Aboriginal students achieved at or above minimum standards in spelling (bands 4, 5 and 6) in 2011, (state average of 69.9%) 66% in 2010.

✓ 12% of Year 5 Aboriginal students achieved band 6 in patterns and algebra (0% in 2010).

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. We were successful in gaining recognition and continued 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. This program will be extended to girls in 2012.

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.

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.

The graphs below show the comparison of 2010 before commencement of L3 with end of 2011 first year of implementation data.
2011 Best Start data highlights the lower academic levels that students commence with when transitioning to Kindergarten at Kempsey West Public School.

In literacy Aboriginal students performed significantly lower in reading texts, comprehension and writing when compared to non-Aboriginal students. Aboriginal students scored comparable levels in phonics, phonemic awareness, concepts about print, and aspects of speaking to non-Aboriginal counterparts.

Numeracy scores in Best Start were slightly higher than literacy. Some aspects remained predominately at lower academic levels. Aboriginal students performed significantly lower than non-Aboriginal students in all numeracy aspects.

There are significant implications for our school’s K-2 planning in relation to strengthening our focus on the ongoing teaching practice of basic literacy and numeracy skills.

Students in Year 1 were targeted with programs such as STL assistance, Reading Recovery and extension reading programs. The reading levels for all students showed an improvement.
Year 2 students were targeted with STL and Extension reading groups. 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 boys who are experiencing difficulty with school participation. The program is designed to support the boys through a variety of social skills programs, leadership 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 2011 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 reading evidenced by an increased percentage of students meeting minimum and proficient standard in 2011.

Target levels for Year 3 NAPLAN 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 NAPLAN 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.

Our achievements 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.

- Speech program for Kinder and Year 1 students including articulation, expressive and receptive language.
**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 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.

**Our achievements include:**

- Provision of regular specific focus professional learning for each stage group. Reflective practice developed and professional dialogue and reflection recorded. Assessment tasks were assessed collaboratively against appropriate stage outcomes.

- All teachers demonstrated explicit teaching of focus criteria through delivery of balanced numeracy sessions with Quality Teaching (QT) elements embedded in lessons.

**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%.

**Our achievements include:**

- All class programs reflected Quality Teaching (QT) practices and teachers demonstrated 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.

- Development of school web page.

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

**Target 4**

**School priority area** - Improve social and emotional wellbeing 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%).

**Our achievements 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.

- 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 2012 and should lead to a decrease in ’time out’ referrals and suspensions.

Many of our students who have been suspended from school have a specific diagnosis related to behaviour. You Can Do It program and development of the Anti-Bullying School Policy will help all students attain appropriate behaviour standards.

- There has been a small increase in school attendance rates in 2011 (87.8%) compared to 2010 (86.0%).
Attendance rates are below region (93.2%) and state (94.4%).

The school has in place a number of strategies to improve attendance across the school. Each child’s attendance is monitored. Students are identified by the classroom teacher if attendance has declined.

**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.

**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 - 70 parents attended
- Book Week Parade - 130 families were represented, 50% Aboriginal
- Fete with parents volunteering to organize and run stalls
- Regular assembly attendance
- Helpers in classrooms and garden
- Volunteers’ morning tea

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

Some examples of 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 Waste Into Art, NRMA bus safety 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 2011 our school carried out evaluations of Human Society and Its Environment (HSIE) and Learning Support.

**Educational and management practice**

~Learning Support (LST)~

**Background**

The Learning Support Team (LST) meets every fortnight and discusses all matters relating to the learning and welfare of students. It comprises of a coordinator (Assistant Principal), the Principal, School Counsellor, Aboriginal Education Officer (AEO), Support Teachers Learning (STL), School Learning Support Officer (SLSO) and referring class teachers.

Classroom teachers can refer any students with whom they have concern. Teachers then attend the LST meeting, discussing the student with the committee and helping to formulate a plan to assist them.

**Findings and conclusions**

In 2011, 83 students (representing 28% of our school population) were referred to the LST. Many had multiple referrals as we monitored and altered plans. Many avenues were investigated including: meetings with parents/carers, suggesting community health appointments to parents to assist with behaviour concerns, Itinerant Support Teacher Behaviour (ISTB) referrals, counsellor assessment which may lead to placement in
support unit or specialised programs such as Early School Support (ESS), referral to school speech program and assessment by speech therapist, access request for integration funding support, STL support both school and district, SLSO support both in class and playground, accessing Department of Education and Communities (DEC) for equipment, special considerations, transport and other support services.

Future directions
The LST will continue to be the ‘hub of the school’. All teachers will continue to refer students to the LST, to discuss the needs of individual students and to develop multidimensional support to achieve the best outcomes for all students.

Curriculum
~ Human Society and Its Environment (HSIE)

Background
HSIE is taught in all classes and is usually taught as part of a Connected Outcome Groups (COGS) unit. It is also supported in Library lessons, where Library skills are taught in context as part of the COGs unit. There has been a focus on the use of Interactive Computer Technology (ICT) to increase engagement of students and new HSIE resources have been purchased to support classroom teaching practice with an emphasis on reading and interactive resources. The Teacher Librarian has continued to add HSIE links to school website and provide Interactive Whiteboard resources for teachers. HSIE professional learning also takes place in staff meetings. Teachers use Quality Teaching strategies to encourage engagement of students in HSIE.

Findings and conclusions
Two classes used the Connected Classroom to take part in their first virtual excursion, to Hyde Park Barracks to experience life in convict times. Video conferences also took place between Kempsey West and Frederickton Schools. HSIE links were added regularly to the school website, teachers were regularly informed about these links in emails and at staff meetings and 87.5% of teachers used them. An increased percentage of teachers used ICT as part of their teaching in HSIE, with 81.2% of teachers attending some form of professional learning about interactive technologies. Year 5 and 6 students took part in the Postcard Project as part of the Global Connections unit and communicated with ten schools around the world using postcards and then blogs. Teachers were given a document about the inclusion of Aboriginal perspectives in their teaching and a DVD about local cultural knowledge was launched in term 4. 93.75% of teachers include an Aboriginal focus in HSIE teaching. There have been regular displays from the Australian Museum in the Library.

Future directions
The Teacher Librarian is to continue to add relevant links to the school website and create Interactive Whiteboard (IWB) resources for HSIE. Opportunities are to be provided for video conferencing and use of the Connected Classroom to achieve HSIE outcomes. Video conferences are planned with other schools, to collaborate and share knowledge about different cultures and also virtual excursions as part of HSIE. A Leader of Learning in Technology is to work with teachers to further develop their skills in the use of technology to increase student engagement and small groups of students are to use ICT as a way of presenting information in HSIE. All new staff are to be shown the DVD about our local
Aboriginal culture. New resources are to be purchased as needed to support the teaching of HSIE and there will be regular Australian Museum displays.

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 40% were returned. Parents feel their voices and opinions are heard.

This graph represents other questions that were asked of parents for the first time and the least well responded by parents.

Some of the comments included:
*I cannot express my thanks or appreciation for all the hard work that the teachers put into my children They have changed for the better, I tell everyone what a fantastic school West Kempsey is.

*It is wonderful to see the positive image projected in the community and through the newspaper. It is talked about often.

Although satisfaction of the school is high and parents feel that they are encouraged to participate in decision making, only a small group of parents are involved in decision making, canteen, P&C and classroom support.

Students in Years 3 to Year 6 were asked to respond to a survey on bullying and the following graph represents their responses.

Several workshop sessions were conducted for all students and parents. This included strategies for the victim as well as the bully and cyber bullying. A school plan was completed and distributed to all parents. We look forward to continued implementation of this plan.
Students were surveyed with results as follows:
- 96% of students believe that they do their best and take pride in learning during literacy.
- 95.6% of students believe that they do their best and take pride in learning during numeracy.
- 100% of students surveyed want to get good results at school.
- 88.8% of students surveyed like to learn new things in school.
- 80.5% of students feel that they really get involved in their school work.
- 61.1% of students surveyed feel a part of the school community.
- A high percentage of students don’t feel a part of the school community.

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 L3, 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 from Best Start data. Training in Best Start for Years 1 and 2 teachers commenced and they have continued to utilise the pedagogy and strategies to enhance literacy outcomes of students in Stage One.

Primary staff received training in Focus On Reading program 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.

Five teachers participated in the Quality Teaching conference in Coffs Harbour. 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. Professional learning included, Non Violent Crisis Intervention, Drumming to develop social skills with students, balanced literacy and numeracy lessons, and developing thinking skills for all students combining Multiple Intelligences and Blooms taxonomy.

Positive Behaviour for Learning (PBL) is a problem solving framework that addresses social behaviour and academic outcomes. A strong committee has continued to in-service 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 behaviour in non-classroom and classroom settings.

**School planning 2012—2014**

**Literacy**

Improved literacy outcomes for students through explicit, systematic, integrated and balanced programs using modelled, guided and independent practice.

**Numeracy**

Improved numeracy outcomes for students through explicit, systematic, integrated and balanced programs using modelled, guided and independent practice.

**Technology**

Expanded use by teachers of ICT learning tools, interactive technologies and ICT based curriculum resources.

**Leadership**

Enhanced professional learning for all staff in priority areas and strengthen leadership capacity.

**Student Engagement**

Increased levels of student engagement in school life.

**Parent Participation**

Increase parent/community participation and engagement in our school.

**School priority 1**

**Outcome for 2012–2014**

Improved literacy outcomes for students through explicit, systematic, integrated and balanced programs using modelled, guided and independent practice.

**Targets to achieve this outcome include:**

**Year 3:**

- Decrease the percentage of Year 3 students in reading performing at or below NMS from 59% in 2011 to 54% in 2012
- Decrease the percentage of Year 3 ATSI students in reading performing at or below NMS from 60% in 2011 to 55% in 2012

**Year 5:**

- Decrease the percentage of Year 5 students in reading in Bands 3 and 4 from 79% in 2011 to 74% in 2012
- Decrease the percentage of Year 5 ATSI students in reading in Band 4 and above from 80% in 2011 to 75% in 2012

**Strategies to achieve these targets include:**

- Train a staff member as a Focus on Reading 3-6 facilitator to support improvement in literacy. The staff member will have a reduced teaching load to provide ongoing school-based professional learning across sites and continue to train staff on the next phase of focus on Reading.

- Explicit training for all support staff including Aboriginal Workers in the teaching of reading. Work across a cluster of schools to embed Aboriginal content and viewpoints across all curriculum areas, support student engagement and work with Aboriginal
community and parents to improve student learning.

- Continuation of professional learning in L3 program for Early Stage 1 teachers and Best Start strategies for Stage 1 teachers. Continuation of professional learning in Focus on Reading.

- Establish timetabled site-based professional learning opportunities to build teacher knowledge and understanding of syllabus outcomes, encourage professional dialogue and sharing, and increase opportunities for collaborative planning, programming and consistency of teacher judgement.

- Individual instruction for targeted students in speech, ESI, SI. Speech program introduced for students K-2. Assessment and program planned by speech therapist and implemented by School Learning Support Officer (SLSO).

- Analyse the information that NAPLAN provides for school planning and class programming including strengths and weaknesses of Year 3, 5, 7 cohorts.

**School priority 2**

**Outcome for 2012-2014**

Improved numeracy outcomes for students through explicit, systematic, integrated and balanced programs using modelled, guided and independent practice.

**Targets to achieve this outcome include:**

- Decrease the percentage of Year 3 students in numeracy performing at or below NMS from 32% in 2011 to 27% in 2012
- Decrease the percentage of Year 3 ATSI students in numeracy performing at or below NMS from 40% in 2011 to 35% in 2012

**Year 5:**

- Decrease the percentage of Year 5 students in numeracy performing at or below NMS from 65% in 2011 to 60% in 2012

- Decrease the percentage of Year 5 ATSI students in numeracy performing at or below NMS from 72% in 2011 to 67% in 2012

**Strategies to achieve these targets include:**

- Regular specific focus professional learning meetings for each stage group. Reflective practice developed and professional dialogue reflection recorded.
- Provide professional development K-6 in Newman's Error Analysis for improved classroom instruction and assessment.
- Analysis of numeracy language used in NAPLAN for teaching and learning in the classroom.
- Tracking and monitoring of whole number across all stages on the Numeracy Continuum and assessment tasks assessed collaboratively against appropriate stage outcomes by using data collected from tracking students on numeracy continuum.
- Lesson coaching model implemented across class K-6 for the explicit teaching with a focus on a balanced numeracy session.

**School priority 3**

**Outcome for 2012-2014**

Expanded use by teachers of ICT learning tools, interactive technologies and ICT based curriculum resources.

**Targets to achieve this outcome include:**

- To increase teacher competency in ICT skills by one phase in each domain on CLAS matrix.

**Strategies to achieve these targets include:**

- Employ school ICT facilitator with specific technology skills to facilitate connected learning and improve
teaching and learning opportunities across school for staff and students.

- Provide professional learning in the integration of technology and interactive whiteboard strategies in all KLAs.
- Develop and implement scope and sequence of ICT skills K-6.

**School priority 4**
**Outcome for 2012-2014**

Enhanced professional learning for all staff in priority areas and strengthen leadership capacity.

**Targets to achieve this outcome include:**

- 100% of teachers participate in quality professional learning to enhance leadership capability
- To increase teacher competency in data analysis skills by one phase in each domain on DASA matrix.

**Strategies to achieve these targets include:**

- Provide professional learning for executive and teachers in the use of SMART data to disaggregate and analyse student learning outcomes.
- Provide professional development opportunities to support teachers in classrooms with student data analysis, DASA, NAPLAN, SMART, by mentoring teachers, team teaching in literacy/numeracy and leading the development and implementation of Professional Learning Plans. Continue to use online survey facility to survey teachers about their perceptions of school performance and progress in achieving their targets.
- Participation in Team Leadership for School Improvement program for all staff.
- Employ Leaders of Learning. Establish timetabled professional learning opportunities to build teacher knowledge and understanding of syllabus outcomes, encourage professional dialogue and sharing, and increase opportunities for collaborative planning, programming and consistency of teacher judgement processes.
- Staff reflection and collegial discussion regularly undertaken in stage and staff meetings leading to the development of a Professional Learning Plan for teachers and school executive based on key accountabilities linked to performance reviews (using the NSW Institute of Teachers’ Professional Teaching Standards and other leadership standards).
- An executive off class position established to ensure implementation and development of funded programs in the school and to provide leadership and mentoring in all classrooms.

**School priority 5**
**Outcome for 2012-2014**

Increased levels of student engagement in school life.

**Targets to achieve this outcome include:**

- Reduce the percentage of students who do not feel part of the school community from 40% in 2011 to 35% in 2012
- Increase the attendance of all students from 89% in 2011 to 90% in 2012
- Increase the attendance of all ATSI students from 87% in 2011 to 88% in 2012
- Increase the number of ATSI students with personalised learning plans from 90% in 2011 to 100% in 2012

**Strategies to achieve these targets include:**

- Establish transition plans for students such as primary to secondary that lead to successful movement into future learning.
Develop, implement and evaluate transition programs that are culturally inclusive and meet the needs of Aboriginal children and their families. Implement high quality transition programs to support students and their families P-K, 2-3, 6-7, 4-5 (Greenhill).

Progress the leadership of Aboriginal students both within school and the wider community through collaboration with the local AECG to promote and/or establish a Junior AECG and student leadership initiatives.

Continuation of implementation of Positive Behaviour for Learning (PBL) program in classroom and playground

Peer Support in the Playground implemented with targeted students and continuation of Student Leadership program through Student Forum and Peer Support.

Employ SLSO to develop and implement structured program and processes that develop positive playground strategies for K-6 including Indigenous games.

Develop an understanding by all staff of Aboriginal Action Plan 2010-2014

Refinement of school processes to monitor student attendance K-6 and target students with low attendance levels by using OASIS data. Continuations of OASIS roll marking and development of revised system of notification for student absences.

Continuation of Boys Business Program targeting boys for social skill development and cultural awareness. Emphasis on developing male orientated social events and community events and introduction of Girls' Group.

School priority 6

Outcome for 2012-2014

Increase parent/community participation and engagement in our school.

Targets to achieve this outcome include:

- Increase from 35% in 2011 to 40% in 2012 the number of parents participating in parent teacher interviews
- Increase the number of families responding to school life survey from 65% in 2011 to 70% in 2012

Strategies to achieve these targets include:

- Develop partnerships between school clusters and local community groups, Aboriginal community organisations, government bodies and non-government bodies involved in meeting the social well-being and learning needs of Aboriginal students and students with a disability.
- Employ Aboriginal School Learning and Support Officer to support families and students.
- Use the community engagement resources to gain insights into parent and community views on what is working well within the school community and ways that aspects of schooling can be strengthened.
- Provide ongoing professional learning in consultation with local AECGs to engage local Aboriginal community members to build whole school community competencies in Aboriginal cultures at a local level.
- Engage parents, community members and community organisations to fully participate in the development and implementation of a School Plan that would determine future directions and ensure every child moves forward and can achieve success from school, home and the community.
Offer ‘parent education’ classes on a range of issues to help parents and carers engage more fully with their child’s learning at school and at home. These classes would improve home-school communication and could include family reading and writing, family numeracy, and understanding reports and student data.

Employ and utilise CLO to inform and support community regarding school processes and wider community and redefine role.

---

**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.

**School Evaluation Team**

Lyn Dockrill Principal  
Kim Hodge Assistant Principal  
Cathy Korn Assistant Principal (Rel)  
Jenny Clark Assistant Principal  
Melissa Perrin Classroom Teacher  
Lori Jensen Classroom Teacher  
Trudy Roberts Aboriginal Education Officer  
Kellie Trees Community Representative

**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: