2009 Annual School Report
Kemblawarra Public School

NSW Public Schools – Leading the way
Messages

Principal's message

Kemblawarra Public School is a small P-6 school on the south coast of NSW situated near to Port Kembla. For many years the school has had a high proportion of students from Aboriginal and Multi-cultural backgrounds. The school has also gained a reputation in the district through it's commitment to Student Welfare (including a daily breakfast program), Aboriginal Studies, Environmental Education, cultural awareness, fitness training and the resources it has produced.

The school is well resourced, the quality of teaching is high and there are many exciting and rewarding activities for the students to enjoy including chess games, singing and song writing, gardening and movie making including animation. Academically students have continued to achieve good results.

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.

Eleanor Thompson

P&C message

The P&C worked hard this year and a number of parents became new members. The P&C continued to provide support to the school and participate in the decision making process on important matters of curriculum and school improvements including PSP initiatives, BER projects and the Schools In Partnership Program. We will continue to work hard in 2010 to encourage more parents to join the P&C.

Sarah Whelan
Parent Representative

Student representative's message

In 2009 students K to 6 were able to develop their leadership skills. Student leaders and the SRC organised and ran successful fund raising and social events. The SRC also trained every student to participate in leading the weekly assembly to give them opportunities to develop their public speaking skills and to enhance their self esteem and confidence. All students in Year 6 served as Ministers in the School Parliament.

Andrea Kolarovska and Michael Milosevski
2009 School Captains

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

<table>
<thead>
<tr>
<th>Year</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>56</td>
<td>54</td>
<td>55</td>
<td>46</td>
<td>39</td>
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<tr>
<td>Female</td>
<td>36</td>
<td>32</td>
<td>28</td>
<td>33</td>
<td>33</td>
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</table>

Student attendance profile

<table>
<thead>
<tr>
<th>Year</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
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<tbody>
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<td>92.4</td>
<td>84.2</td>
<td>90.3</td>
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<tr>
<td>3</td>
<td>81.9</td>
<td>90.7</td>
<td>89.0</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>90.7</td>
<td>89.4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>91.7</td>
<td>89.6</td>
<td>89.6</td>
<td>89.4</td>
</tr>
<tr>
<td>Region</td>
<td>94.3</td>
<td>93.4</td>
<td>93.9</td>
<td>93.9</td>
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<tr>
<td>6</td>
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<td>93.7</td>
<td>93.2</td>
<td></td>
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<tr>
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<td>93.7</td>
<td>93.5</td>
<td>93.7</td>
</tr>
<tr>
<td>State</td>
<td>94.3</td>
<td>93.7</td>
<td>94.0</td>
<td>94.1</td>
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<tr>
<td>6</td>
<td>93.6</td>
<td>94.0</td>
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<tr>
<td>Total</td>
<td>94.0</td>
<td>94.0</td>
<td>94.1</td>
<td>92.1</td>
</tr>
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</table>
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.

<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>2/3/4/5/6W</td>
<td>2</td>
<td>7</td>
<td>28</td>
</tr>
<tr>
<td>2/3/4/5/6W</td>
<td>3</td>
<td>9</td>
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<tr>
<td>2/3/4/5/6W</td>
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<td>4</td>
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<tr>
<td>2/3/4/5/6W</td>
<td>5</td>
<td>7</td>
<td>28</td>
</tr>
<tr>
<td>2/3/4/5/6W</td>
<td>6</td>
<td>1</td>
<td>28</td>
</tr>
<tr>
<td>4/5/6G</td>
<td>4</td>
<td>1</td>
<td>29</td>
</tr>
<tr>
<td>4/5/6G</td>
<td>5</td>
<td>11</td>
<td>29</td>
</tr>
<tr>
<td>4/5/6G</td>
<td>6</td>
<td>17</td>
<td>29</td>
</tr>
<tr>
<td>K/1/2K</td>
<td>1</td>
<td>11</td>
<td>22</td>
</tr>
<tr>
<td>K/1/2K</td>
<td>2</td>
<td>1</td>
<td>22</td>
</tr>
<tr>
<td>K/1/2K</td>
<td>K</td>
<td>10</td>
<td>22</td>
</tr>
</tbody>
</table>

Structure of classes

All classes as shown above were multi-aged, mixed ability. The two preschool classes, not shown in the table above, provided school readiness opportunities for children who had reached the age of four or who turned four by the end of July.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal</td>
<td>1</td>
</tr>
<tr>
<td>K-6 Teachers</td>
<td>1</td>
</tr>
<tr>
<td>Pre-school Teachers</td>
<td>2</td>
</tr>
<tr>
<td>Primary Release from Face-to-Face</td>
<td>0.168</td>
</tr>
<tr>
<td>Preschool Release from Face-to-Face</td>
<td>0.168</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
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<tr>
<td>Teacher Librarian</td>
<td>0.2</td>
</tr>
<tr>
<td>Reading Recovery Teacher</td>
<td>0.21</td>
</tr>
<tr>
<td>Primary Part-time Teacher</td>
<td>0.168</td>
</tr>
<tr>
<td>Priority Funding Scheme Teacher</td>
<td>0.1</td>
</tr>
<tr>
<td>School Learning Support Coordinator</td>
<td>0.2</td>
</tr>
<tr>
<td>Total Teacher Entitlement</td>
<td>6.414</td>
</tr>
</tbody>
</table>

Staff retention

Mr Jim Galvin was transferred in Term 2, 2009, due to a decrease in staffing allocation. Mrs Nicole Sheath remains on maternity leave.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools with 100% possessing degrees and/or diplomas.
Financial summary

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

<table>
<thead>
<tr>
<th>Financial summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
</tr>
<tr>
<td>Global funds</td>
</tr>
<tr>
<td>Tied funds</td>
</tr>
<tr>
<td>School &amp; community sources</td>
</tr>
<tr>
<td>Interest</td>
</tr>
<tr>
<td>Trust receipts</td>
</tr>
<tr>
<td>Canteen</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
</tr>
</tbody>
</table>

Expenditure

<table>
<thead>
<tr>
<th>Expenditure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
</tr>
<tr>
<td>Key learning areas</td>
</tr>
<tr>
<td>Excursions</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
</tr>
<tr>
<td>Library</td>
</tr>
<tr>
<td>Training &amp; development</td>
</tr>
<tr>
<td>Tied funds</td>
</tr>
<tr>
<td>Casual relief teachers</td>
</tr>
<tr>
<td>Administration &amp; office</td>
</tr>
<tr>
<td>School-operated canteen</td>
</tr>
<tr>
<td>Utilities</td>
</tr>
<tr>
<td>Maintenance</td>
</tr>
<tr>
<td>Trust accounts</td>
</tr>
<tr>
<td>Capital programs</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
</tr>
</tbody>
</table>

| Balance carried forward             | 217 324.91 |

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

Academic Achievements

In the National Assessment Program Literacy and Numeracy (NAPLAN), 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)

NAPLAN data provides information on the band distribution of students in reading, writing, spelling, punctuation and grammar and numeracy in Years 3 and 5. It also provides a summary of growth in reading, writing and numeracy between Year 3 and Year 5. This information can be provided in graphical, tabular or narrative form.

Literacy – NAPLAN Year 3

In Reading no Year 3 students scored in Band 1 28.6% scoring Band 2 and 42.9% scoring Band 3 and 28.6% scoring Band 4.

In Writing 14.3% scored Band 1, 28.6% scored Band 2, 14.3% scored Band 3, 28.6% scored Band 4 and 14.3% scored Band 5.

In Spelling 14.3% scored Band 1, 28.6% scored Band 2, 14.3% scored Band 3, 14.3% scored Band 4 and 28.6% scored Band 5.

In Grammar and Punctuation 28.6% scored Band 1, 14.3% scored Band 2 and 57.1% scored Band 4.

Numeracy – NAPLAN Year 3

In Numeracy 28.6% scored in Band 1, 14.3% scored Band 2, 42.9% scored Band 3 and 14.3% scored Band 5.

* Graphs are not available for less than 10 children.
Literacy – NAPLAN Year 5

In Reading 26.7% of students scored Band 8, 13.3% scored Band 7, 6.7% scored in Band 6, 33.3% scored in Band 5 and 20% scored in Band 4. No students scored in Band 3.

In Spelling 33.3% scored Band 8, 26.7% scored Band 7, 20% scored in Band 6, 6.7% scored Bands 5 and 13.3% scored Band 3.

In Writing 13.3% of students scored in Bands 8, 33.3% scored Band 7, 26.7% scored Band 6, 20% scored Band 5 and 6.7% scored Band 4. Again, no students scored in the lowest band of Band 3.

In Grammar and Punctuation 26.7% scored in Band 7 with the same number scoring Band 6, 13.3% scored Band 5, 20% scored Band 4 and 13.3% scored Band 3.
Progress in literacy – Yrs 3-5 for matched students

Reading
The average rate of progress in Writing between Year 3 and Year 5 for those students who could be matched was 118.7

<table>
<thead>
<tr>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
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<td>25.8</td>
<td>118.7</td>
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<tr>
<td>LSG</td>
<td>92.9</td>
<td>81.7</td>
<td>83.8</td>
</tr>
<tr>
<td>State</td>
<td>86.6</td>
<td>87.5</td>
<td>88.4</td>
</tr>
</tbody>
</table>

Writing
The average rate of progress in Writing between Year 3 and Year 5 for those students who could be matched was 55.5

<table>
<thead>
<tr>
<th></th>
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<tr>
<td>School</td>
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<td>7.1</td>
<td>55.5</td>
</tr>
<tr>
<td>LSG</td>
<td>80.3</td>
<td>73.7</td>
<td>67.2</td>
</tr>
<tr>
<td>State</td>
<td>76.1</td>
<td>69.3</td>
<td>57.7</td>
</tr>
</tbody>
</table>

Numeracy – NAPLAN Year 5
In Numeracy 6.7% of students scored in Band 8, 13.3% scored Band 7, 20% scored in Band 6, 33.3% scored Band 5, 20% scored Band 4 and 6.7% scored in Band 3.

Progress in numeracy – Yrs 3-5 for matched students
The average rate of progress in Numeracy between Year 3 and Year 5 for those students who could be matched was 32 points.

<table>
<thead>
<tr>
<th></th>
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<th></th>
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</thead>
<tbody>
<tr>
<td>School</td>
<td>127.6</td>
<td>64.5</td>
<td>32.0</td>
</tr>
<tr>
<td>LSG</td>
<td>85.6</td>
<td>87.1</td>
<td>91.7</td>
</tr>
<tr>
<td>State</td>
<td>80.4</td>
<td>77.3</td>
<td>93.4</td>
</tr>
</tbody>
</table>

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 in our school achieving at or above the minimum standard in 2009

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<thead>
<tr>
<th></th>
<th>Percentage of Year 3 students achieving at and above minimum standard</th>
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</thead>
<tbody>
<tr>
<td>Reading</td>
<td>100</td>
</tr>
<tr>
<td>Writing</td>
<td>86</td>
</tr>
<tr>
<td>Spelling</td>
<td>86</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>71</td>
</tr>
<tr>
<td>Numeracy</td>
<td>71</td>
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</tbody>
</table>

Percentage of Year 5 students in our school achieving at or above the minimum standard in 2008

<table>
<thead>
<tr>
<th></th>
<th>Percentage of Year 5 students achieving at and above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>100</td>
</tr>
<tr>
<td>Writing</td>
<td>100</td>
</tr>
<tr>
<td>Spelling</td>
<td>87</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>87</td>
</tr>
<tr>
<td>Numeracy</td>
<td>93</td>
</tr>
</tbody>
</table>
**Significant programs and initiatives**

**Aboriginal education**

All students are provided with opportunities to develop their understandings of Aboriginal culture. National Aboriginal Week, National Sorry Day, Reconciliation Week and NAIDOC Week were celebrated at the school with a variety of events.

The Aboriginal Supported Playgroup continued to provide an opportunity for children and parents to meet and to actively engage in educational activities designed to prepare them for school.

Ms Carol Speechley submitted a successful application for Schools In Partnership funding which the school will use over the next three years to improve the attendance, retention and academic outcomes of Aboriginal students.

**Respect and responsibility**

Following the development of the school’s core set of values in 2007 we have revised our Student Welfare Policy and Procedures to reflect these values. This year has also seen the creation of the student parliament in order to give all Year 6 students opportunities to serve their school community and to develop their leadership skills.

**Priority Schools Program (PSP)**

PSP funding has enabled the school to continue its successful Individualised Intervention initiative the focus of which is continuous improvement in literacy and numeracy through quality teaching, individualised attention and supplementation of resources. This initiative allows us to supplement the small amount of Support Teacher Learning Assistance time available to a small school.

As well as the pleasing results achieved in the NAPLAN students have also made progress as evidenced by school conducted standards based and standardized testing. Our data demonstrates that:-

- K-6 standardised testing in Progress in English: Second Edition saw an increase in Comprehension, Reading and Spelling from 55% to 63%
- K-6 students who are working at or beyond outcomes appropriate to syllabus expectations in literacy increased from 65% to 68%
- Kindergarten results in Reading, Writing have improved according to the Best Start Assessment data collected.
- Kindergarten results in Numeracy have improved according to the Best Start Assessment data collected.
- 70% of students K-6 are working at or beyond stage appropriate outcomes for Numeracy
- The number of students in Year 6 working at or beyond stage outcomes in the areas of space, geometry, data and measurement increased from 68% to 72%.

As well as funding PSP provides a staffing supplement of 0.1 used to employ a casual teacher for a whole day per week. This allowed for release of teachers to:

- support students who were not working at appropriate stage levels in literacy and numeracy in small, grade groups;
- collaboratively plan individual programs and whole class activities with class teachers and teacher’s aides to enhance literacy and numeracy outcomes of all students;
- periodically assess student’s literacy and numeracy progress through standardised testing and standards based assessment and the tracking of English and Maths outcomes.

**Progress on 2009 targets**

As part of our school plan each year we set improvement targets. In 2008 our targets covered improvements in Literacy and Numeracy.

**Target 1**

*Improve student achievement of outcomes in Literacy*

Through quality teaching utilizing highly effective strategies based on current research student achievements of outcomes have been enhanced.

Our achievements include:

- Year 3 NAPLAN results in spelling at or below minimum standards were not reduced. Further testing at school, since the NAPLAN, has shown an improvement in students spelling skills
- Year 3 NAPLAN results at proficient level in overall Literacy were not increased.
- Year 5 NAPLAN results at proficient level in overall Literacy increased from 13% last year to 43% this year.
- Year 5 NAPLAN results at or below minimum standards in overall Literacy reduced from 31% to 0%.
Target 2

**Improve student achievement of outcomes in Numeracy**

Through quality teaching utilizing highly effective strategies based on current research student achievements of outcomes have been enhanced.

Our achievements include:

- Year 3 NAPLAN results in space, geometry, data and measurement saw an achievement of 14% of students in the proficient level.
- Year 5 NAPLAN results in space, geometry, data and measurement increased from 13% in proficient level to 20%.
- Year 5 NAPLAN results in number, patterns and algebra increased from 0% in proficient level to 27%.

**Key evaluations**

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2008 our school carried out evaluations of the ICEM Maths text books provided by BlueScope Steel and the effectiveness of the way in which we identify and access support in order to meet the academic and behavioural needs of students.

**Educational and management practice**

**Assessment and Reporting to Parents**

**Background**

The current half yearly and yearly report format was developed three years ago to reflect the DET’s policy of reporting to parents using an A-E achievement scale. Comments from parents suggested that it was time to review both the format and the frequency of reporting on student achievement.

**Findings and conclusions**

Parents were generally positive about the report format and felt that the achievement scale provided them with valuable information regarding the achievements of their children. Teachers too were confident that the scale provided them with the scope needed to be able to give parents an accurate assessment of student achievements. Most children in Years 3, 4, 5 & 6 felt that the scale was easy to understand and that their teacher’s ratings adequately reflected their own views about their achievements.

However, some parents felt that the comments regarding achievements were somewhat difficult to understand, especially in the higher grades, and that there were sometimes too many specific comments at the expense of a general overview of achievement and a simple statement of areas to be improved in the immediate future. Parents also indicated that they would appreciate more regular communication from the teachers regarding their children’s achievements and areas for improvement. Teachers also felt that the comments needed to reflect areas for immediate improvement and skills and strategies needed to achieve improvement.

**Future directions**

The half yearly and yearly report will be reviewed and modified by a committee consisting of students, parents and teachers. Measures will be taken to develop a system of more regular reporting to parents of student achievement and areas for improvement.

**Curriculum**

**Literacy – Accelerated Literacy Program**

**Background**

For three years now teachers from Year 3 to Year 6 have been using the strategy of Accelerated Literacy to improve the literacy outcomes of their students. This strategy includes a focus on decoding skills, deconstruction of text types and guided reading and writing. Students are exposed to a cluster of literacy strategies every day for between sixty to ninety minutes.

**Findings and conclusions**

Year 5 student results in the 2009 NAPLAN were outstanding in Reading, Writing and Spelling with the average marks being considerably above the average for both the like schools group and the state. These were the students who were introduced to the strategy when they were in Year 3.

69% of students who had been part of the program for at least one year were working above their equivalent age group in the Burt Word Reading Test. 50% of students scored between 79% and 91% in the South Australian Spelling Test whilst 27% scored 67% to 73% and 23% scored 50% to 60%.

These results indicate that the Accelerated Literacy Program has enhanced student outcomes and needs to be continued.
Parent, student, and teacher satisfaction

Teachers, students and parents were overwhelmingly positive about this program. Teachers enjoyed their freedom of text selection and the fact that the strategies allowed them the opportunity to program for individual student’s needs. They also appreciated the connectedness that was developed through teacher and student sharing common knowledge, deconstructing texts and engaging in guided reading and joint construction of written texts.

Students expressed their enthusiasm and confidence with the program particularly the Spelling strategies of decoding and segmenting which they felt enabled them to successfully deal with difficult, unknown words. They also felt that joint construction of written texts and the later medium and low scaffolding by the teacher gave acted a s a model and gave them a better understanding of the specific expectations of various texts prior to gaining the confidence to engage in free composition without any support from the teacher.

Many parents expressed delight that their child seemed to be able to spell increasingly difficult words. Some indicated that their children engaged in independent writing at home and that they were able to read increasingly difficult texts without assistance.

Future directions

Due to the positive academic results and the enthusiasm of the school community teachers will again use the Accelerated Literacy Program in 2010. Teachers of Year 1 and Year 2 students have received professional development on the cluster of strategies and will also be able to incorporate many of them into their teaching programs.

Professional learning

In 2008 the Teacher Professional Learning funds were used to facilitate the professional development of staff. All staff benefited from these funds with $4695.89 being spent. The average expenditure of each staff member was $733.73. These funds were used for professional development in:
- Curriculum
- Student Welfare
- Technology
- Boys’ Education
- Accelerated Literacy
- Best Start

School development 2009 – 2011

Our school has established target areas for 2010 with the aim of improving student outcomes. These targets meet the Region’s 2010 targets and are reflected in the 2010 School Plan.

Targets for 2010

Target 1

Improve student achievement of outcomes in Literacy

Strategies to achieve this target include:

Employing the quality teaching framework along with the following best practices in Literacy:-
- Best Start – to enhance Kindergarten student outcomes in Literacy
- Accelerated Literacy – to enhance student outcomes Yrs1-6 in Literacy
- Reading Recovery – to support Yr 1 students in achieving stage appropriate outcomes
- Employ the Quality Teaching Framework as an instrument of change to incorporate quality literacy strategies in all KLA’s for greater student engagement

Our success will be measured by:

- Improvement in Term 4, 2010, Kindergarten results according to Best Start Assessment from data collected in Term 1, 2010
- An increase in the number of Year 3 students who achieve proficient levels in NAPLAN Spelling from 29% to 33%
- An increase in the number of students in K-6 standardised testing in Progress in English : Second Edition working at average or above average from 63% to 70%
- An increase of K-6 students who are working at or beyond outcomes appropriate to syllabus expectations from 68% to 70%
- An increase in the number of Year 3 students who achieve proficient levels in NAPLAN Reading and Grammar & Punctuation from 0% to 20%
• An increase in the number of Year 3 students who achieve proficient levels in NAPLAN Writing from 14% to 20%

• An increase in the number of Year 5 students who achieve proficient levels in NAPLAN Spelling from 60% to 63%

• An increase in the number of Year 5 students who achieve proficient levels in NAPLAN Grammar & Punctuation from 27% to 33%

• An increase in the number of Year 5 students who achieve proficient levels in NAPLAN Writing from 46% to 50%

• An increase in the number of Year 5 students who achieve proficient levels in NAPLAN Reading from 40% to 50%

Target 2
Improve student achievement of outcomes in Numeracy

Strategies to achieve this target include:

Employing the quality teaching framework along with the following best practices in Numeracy:-

• Best Start – to enhance Kindergarten student outcomes in Numeracy

• Utilizing a variety of text books, multimedia programs and on-line learning tools

• Strategies in line with the TOWN program with a focus on the use of Bloom’s Taxonomy, MI Index, TaLe, manipulatives and the construction of knowledge within a social environment

• Year 6 students will demonstrate enhanced performance in the areas of space, geometry, data and measurement that will prepare them for NAPLAN 2011

Our Success will be measured by

• Improvement in Term 4, 2010, Kindergarten results according to Best Start Assessment from data collected in Term 1, 2010

• An increase of K-6 students who are working at or beyond outcomes appropriate to syllabus expectations from 70% to 75%

• An increase in the number of Year 3 students in the NAPLAN at proficiency level for space, geometry, data and measurement from 14% to 20%

• An increase in the number of Year 3 students who achieve proficient levels in NAPLAN Numeracy from 13% to 20%

• An increase in the number of Year 5 students who achieve proficient levels in NAPLAN Numeracy from 20% to 30%

• Increase the number of Year 5 students in the NAPLAN at proficient level for space, geometry, data and measurement from 20% to 25%

• Increase the number of Year 5 students in the NAPLAN at proficient level for number, patterns and algebra from 27% to 30%

• Increase the number of students in Year 6 working at or beyond stage outcomes in the areas of space, geometry, data and measurement from 72% to 75%

Target 3
Teacher Quality : Strengthened teacher capacity to improve student learning outcomes

Strategies to achieve this target include:

Promote, support and recognise participation in innovative professional learning approaches that focus on the NSW Quality Teaching Model through:

• Teacher attendance at Regional conferences and training courses

• Use of Bloom’s Taxonomy & MI Index in programming

• The use of EMSAD data, surveys and resource materials

• Teacher use and incorporation of TALE and other DET websites to enhance their IT skills

• Use of the Professional Teaching Standards for teacher self evaluation

Our Success will be measured by

• Teachers able to code their own programs and lessons in line with the QT framework

• Workshops conducted by teachers back at school following their attendance at
Regional Conferences and training and development courses
- Increased use of ICT in teaching and learning evident in programs
- Evidence in programs and practices of EMSAD resources to inform and support classroom practices
- Increased teacher confidence in developing ILP’s and IBP’s for students with special learning and behaviour needs

Target 4

Student Engagement and Retention: Improved social and emotional wellbeing and skills for life for every student

Strategies to achieve this target include:
- Differentiated Curriculum for students with special needs including GAT
- Cross age social skills training
- Enhanced student leadership opportunities
- Use of HSLO School Plan to improve student attendance
- Increase in School Counsellor time

Our Success will be measured by

- Decrease in numbers of students on detention and suspension
- Decrease in numbers of students involved in bullying and aggressive behaviour in playground
- Use of ILP’s and Blooms and MI Index for learning activities
- Greater student engagement evidenced by increased student productivity within the class
- Functional Student Parliament making decisions and undertaking leadership roles
- Increase in student attendance
- Increased numbers of students assessed and counselled by School Counsellor

Target 5

Aboriginal Education
Improved attendance rates and literacy and numeracy outcomes for each Aboriginal student utilizing Schools in Partnership (SIP) funding

Strategies to achieve this target include:
- Individual Learning Plans, Personal Learning Plans and Attendance Plans
- Individual tutorial support by class teacher
- SLSO support within the classroom
- Weekly report to parents through annotated worksamples
- Community involvement through information sessions, class visits, meetings with teachers, formation of social support groups based on interests and needs and invited guest speakers
- Cultural Training and Excursions including the implementation of the Wadi Wadi Language Program P-6
- Development of an Advisory Committee to support the Schools in Partnership initiative

Our Success will be measured by

- Equal or better than value added literacy and numeracy outcomes for each Aboriginal student compared to other students
- An increase the number of Year 3 students who achieve above minimum standard in NAPLAN Spelling from 0% to 25%
- An increase in the number of Year 3 students who achieve above minimum standard in NAPLAN Reading from 0% to 25%
- An increase in the number of Year 3 students who achieve minimum standard in NAPLAN Grammar and Punctuation and Writing from 50% to 75%
- An increase in the number of Year 3 students who achieve minimum standard in NAPLAN Numeracy (all aspects) from 0% to 25%
- Improved attendance for each Aboriginal student
- Level of community attendance at meetings and gatherings
- Community satisfaction with partnership and cultural training and excursion opportunities
- The accomplishment of the SIP goals and requirements by the Advisory Committee

NB There were no Aboriginal students in Year 5 at the time these targets were developed.

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.

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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: