Kemblawarra Public School
Annual School Report

2012
Messages

Principal’s message

Kemblawarra Public School is a small school on the south coast of NSW situated near Port Kembla. The heart of the school is the children who enjoy well resourced, quality programs from Pre-school through to Year 6. On site there is a two unit, full day preschool, two fully equipped special education units and home bases to cater for Kindergarten through to Year 6. Teachers, School Learning Support Officers, the Aboriginal Education Officer, Administrators and parents work together to help children reach their full potential as learners.

Our active P&C is dedicated to providing positive contributions to benefit all students and continues to support all school initiatives.

Our pre-school delivers a successful prior to school program where students develop pre-reading skills through the use of computers and the internet. A Kindergarten orientation program is also available to ensure that students are ready, prepared and confident to start primary school. Kemblawarra Public School continues to have a high proportion of Aboriginal students.

The school has a systematic and adaptive approach in striving to continually improve the learning outcomes for all students. The systems in place recognize cultural aspects in learning and understanding. Individual learning styles are identified and differentiated lessons are provided. Programs are designed to enhance staff and students cultural awareness and form a respectful relationship.

A dedicated and continual commitment to NSW Public Schools values is a constant consideration in the design and implementation of our student programs and policies. The use of restorative practices has again proved successful in developing the student’s social awareness and discipline. The school has maintained a commitment to the social and emotional wellbeing of children through supportive restorative practices. We strive to create a thinking culture that empowers our students to be responsible for their own behavior. Together we make a difference for our children and 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.

Eleanor Thompson

P & C and/or School Council message

The P&C held meetings at the end of each month throughout the year. There was excellent attendance of parents from previous years in addition to new parents to the school. At our meetings we discussed events and fundraisers for the year and had success with each. The P&C has been involved with the interview process for the staffing of the new Special Education classes. We have purchased regional shirts for the school for all representatives and have supplied the cake for the Year 6 farewell. The P&C has also been involved with both the Woolworths ‘Earn and Learn’ and the Coles ‘Sports for schools programs’. We look forward to ongoing support from the parents and community members to assist with next year’s activities.

Mrs Cheryle Makin, President
Mrs Sarah Whelan, Chairperson
**Student representative’s message**

The Students Representative Council (SRC) worked together with teachers and seniors students to organize and run successful school celebrations and fund raising activities. These included events such as ‘Harmony Day’ and the ‘Mini- Olympics’. They have allowed us to raise money for a variety of charities and the purchase of school resources.


**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>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>55</td>
<td>46</td>
<td>39</td>
<td>41</td>
<td>27</td>
<td>45</td>
</tr>
<tr>
<td>Female</td>
<td>28</td>
<td>33</td>
<td>33</td>
<td>32</td>
<td>26</td>
<td>40</td>
</tr>
</tbody>
</table>

There has been a steady increase in student attendance since 2009. Student attendance increased from 90.7 in 2011 to 90.9 this year.

**Management of non-attendance**

The school’s attendance plan uses both formal and informal strategies to manage non-attendance. There is a focus on identifying and monitoring student absences, communicating with parents, strengthening student engagement with the school and with their own learning, referring students to the Home School Liaison Officer when necessary and rewarding students who attend regularly.

**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 2012 Class Size Audit conducted during Term 1, 2012.

<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>18</td>
<td>18</td>
</tr>
<tr>
<td>1/2/3W</td>
<td>1</td>
<td>11</td>
<td>24</td>
</tr>
<tr>
<td>1/2/3W</td>
<td>2</td>
<td>7</td>
<td>24</td>
</tr>
<tr>
<td>1/2/3W</td>
<td>3</td>
<td>6</td>
<td>24</td>
</tr>
<tr>
<td>4/5/6G</td>
<td>4</td>
<td>12</td>
<td>22</td>
</tr>
<tr>
<td>4/5/6G</td>
<td>5</td>
<td>5</td>
<td>22</td>
</tr>
<tr>
<td>4/5/6G</td>
<td>6</td>
<td>5</td>
<td>22</td>
</tr>
</tbody>
</table>
Structure of class

All classes as shown on the previous page 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. Since the 2012 Class Size Audit two new Special Education classes have been created each with up to seven students.

Staff information

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

The school had 8.48 teaching positions allocated in 2012. This includes 1 executive and 6 permanent, full-time teaching positions. The school also had 1 School Administrative Manager, 1 Aboriginal Education Officer and 4 permanent School Learning Support Officers.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Primary Teacher</td>
<td>2</td>
</tr>
<tr>
<td>Preschool Teacher</td>
<td>2</td>
</tr>
<tr>
<td>Teacher Autism</td>
<td>1</td>
</tr>
<tr>
<td>Teacher Multi-categorical</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.25</td>
</tr>
<tr>
<td>School Learning Support Coordinator</td>
<td>0.2</td>
</tr>
<tr>
<td>Primary Student Support RFF</td>
<td>0.168</td>
</tr>
<tr>
<td>Preschool Teacher RFF</td>
<td>0.168</td>
</tr>
<tr>
<td>Primary Teacher RFF</td>
<td>0.126</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.2</td>
</tr>
<tr>
<td>Primary Priority School Funding Scheme</td>
<td>0.1</td>
</tr>
<tr>
<td>Primary Part-Time Teacher</td>
<td>0.168</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>8.656</td>
</tr>
<tr>
<td>Total</td>
<td>17.136</td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce. In 2012 there were three Aboriginal members of staff.

Staff retention

Kemblawarra Public School has retained 100% of permanent teaching staff from 2011. Our full time teaching staff increased by two in 2012 with the creation of two special education classes. The teachers appointed to these roles are Mrs Elin White and Miss Rebeka Schroder. During the school year Mrs Dana Kokalevski retired as a permanent teacher and the position was filled by Mrs Julie Napoleoni. Ms Judy Markham, our LAST finished at the end of semester 2 and will be replaced by Mrs Nicola Jovevski in 2013. Mrs Diana Morgan retired at the end of 2011 and was replaced by Miss Amanda Gafa at the beginning of the year.

Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100%</td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce. In 2012 there were three Aboriginal members of staff.
Financial summary

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

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>194,123.21</td>
</tr>
<tr>
<td>Global funds</td>
<td>102,688.36</td>
</tr>
<tr>
<td>Tied funds</td>
<td>148,044.48</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>37,801.26</td>
</tr>
<tr>
<td>Interest</td>
<td>9,869.09</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>66,997.60</td>
</tr>
<tr>
<td>Canteen</td>
<td>13,847.45</td>
</tr>
<tr>
<td>Total income</td>
<td>573,371.45</td>
</tr>
</tbody>
</table>

Expenditure

<table>
<thead>
<tr>
<th>Teaching &amp; learning</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Key learning areas</td>
<td>33,719.16</td>
</tr>
<tr>
<td>Excursions</td>
<td>330.00</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>3,856.99</td>
</tr>
<tr>
<td>Library</td>
<td>312.55</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>10,462.26</td>
</tr>
<tr>
<td>Tied funds</td>
<td>120,578.59</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>16,479.29</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>16,533.19</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>14,175.93</td>
</tr>
<tr>
<td>Utilities</td>
<td>22,926.62</td>
</tr>
<tr>
<td>Maintenance</td>
<td>11,582.03</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>6,192.54</td>
</tr>
<tr>
<td>Capital programs</td>
<td>6,653.09</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>310,119.10</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>263,252.35</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2012 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 2012

Achievements

Academic

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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

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

Literacy – NAPLAN Year 3

Narrative summaries are used when there are less than 10 students in a year group as summary statistics or graphical representation of student performance cannot be used.

In Reading 86% of students were at or above national minimum standards of which included 100% of Year 3 girls.

In Writing no students were below national minimum standards. The average school score was 401.8 compared to 375.4 for the Statistically Similar Group.

In Spelling 86% of students achieved results at or above national minimum standards.

In Grammar & Punctuation all students gained results at or above the national minimum standard. The average school score was 397.1 compared to 368.1 for the Statistically Similar Group.
Numeracy – NAPLAN Year 3

Narrative summaries are used when there are less than 10 students in a year group as summary statistics or graphical representation of student performance cannot be used.

In Numeracy 71% of Year 3 students were above national minimum standards. 57% of these performed above the national minimum standard (bands 3-6).

Literacy – NAPLAN Year 5

Narrative summaries are used when there are less than 10 students in a year group as summary statistics or graphical representation of student performance cannot be used.

In Reading there were no students below the national minimum standard with 60% of students producing results above the national minimum standard.

In Writing 83% of Year 5 students were above national minimum standard including 17% producing proficient results (bands 7&8). The average school score was 463.5 compared to 435.3 for the Statistically Similar Group.

In Spelling 83% of Year 5 students were at or above national minimum standard including 34% producing proficient results (bands 7&8). The average school score was 468.6 compared to 459.5 for the Statistically Similar Group.

In Grammar & Punctuation all students gained results at or above the national minimum standard including 17% producing proficient results (bands 7&8). The average school score was 449.0 compared to 437.6 for the Statistically Similar Group.

Minimum standards

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

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

<table>
<thead>
<tr>
<th>Subject</th>
<th>Year 3 Percentage</th>
<th>Year 5 Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>85.7</td>
<td>80.0</td>
</tr>
<tr>
<td>Writing</td>
<td>100.0</td>
<td>83.3</td>
</tr>
<tr>
<td>Spelling</td>
<td>85.7</td>
<td>83.3</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>100.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Numeracy</td>
<td>71.4</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Percentage of Year 3 students achieving at or above minimum standard (exempt students included)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Year 5 Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>80.0</td>
</tr>
<tr>
<td>Writing</td>
<td>83.3</td>
</tr>
<tr>
<td>Spelling</td>
<td>83.3</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>100.0</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100.0</td>
</tr>
</tbody>
</table>
Significant programs and initiatives

Aboriginal education

One of the specific targets the school has focused on using Low SES School Communities National Partnerships funding continues to be to improve the educational outcomes for our Aboriginal students.

To achieve this target Personal Learning Plans (PLP’s) were created for all Aboriginal students in consultation with the Aboriginal Education Officer, teacher and student. The PLP’s strengthened the existing relationships between the parents and the school ensured learning was reinforced in the home environment and created a joint responsibility for the student’s learning.

As part of the Schools in Partnership program Aboriginal Students were provided with opportunities to work individually and in small groups with the School in Partnership Teacher or Aboriginal Education Officer. This valuable time was used to focus on the student’s literacy and numeracy skills.

The Wadi Wadi language program delivered by the Aboriginal Education Officer was a great success. It was used as a tool to motivate Aboriginal Students and as a cultural awareness activity for all students. The program linked with all current class themes and included the common interests of all students.

The attendance of each student has improved with a focus on creating effective attendance strategies. Some of these successful strategies include using the PLP’s as a joint contract between the students, family and school, continuous consultation with the student’s family and a termly Aboriginal Education newsletter for all of the Aboriginal students.

National observances were celebrated by all staff and students including NAIDOC week, Sorry Day, Reconciliation week and Harmony day.

Some of the achievements made by Aboriginal Students include;

All Year 3 Aboriginal students achieved NAPLAN results in Reading and Writing above national minimum standards (Bands 3 & 4).

In the NAPLAN Spelling the percentage of Year 3 Aboriginal students at or above national minimum standards has increased from 75% to 100% (50% Band 2 and 50% Band 4).

In the NAPLAN Grammar & Punctuation the percentage of Year 3 students at or above national minimum standards has increased from 75% to 100% (50% Band 2 and 50% Band 5).

In the NAPLAN Reading Year 5 Aboriginal Students achieved an average growth of 2.3 bands.

In the NAPLAN Numeracy Year 5 Aboriginal Students achieved an average growth of 2.01 bands.

Schools in Partnership Program 2010-2012

The focus of this program has been to improve the attendance rates and the literacy and numeracy outcomes of Aboriginal students. Each Aboriginal student has a Personal Learning Plan, and Individual Education Plan and an Attendance Plan that have been developed in consultation with the student parents, class teacher and the Aboriginal Education Officer.

This year the school used a number of strategies to improve the attendance rates of the Aboriginal students. Some of these attendance plan strategies include; more systematic follow up through communications with parents and an attendance sheet in the PLPs to ensure Aboriginal student attendance was closely monitored.

This Year the Schools in Partnership funding has allowed us to build on and enhance our existing practices. At the beginning of the year Aboriginal Students were able to benefit from small group or one-on-one attention from our Schools in Partnership teacher to enhance their individual literacy and numeracy skills. In addition to this a
School Learning Support Officer was assigned to provide daily support to Aboriginal students.

All staff completed the introductory modules of the Illawarra South East Region’s No Gap: No Excuse cultural training course. This ensured that there is an increased awareness and knowledge of Aboriginal culture which is evident in the teachers programming and Celebration of Aboriginal tradition.

The Schools in Partnership Advisory Committee includes the Principal, the Aboriginal Education Officer, two Aboriginal Education Consultative Group representatives, two representatives from the P&C and a NSW Teachers Federation representative. The committee worked hard to create new and maintain existing relationships with the local community. Key strategies used by Kemblawarra Public School to help facilitate community involvement include inviting community to join us in the celebration of national observances including NAIDOC Week, Reconciliation Week and National Sorry Day. Other strategies include joining in partnership with local Aboriginal corporations and groups to establish outdoor teaching resources e.g. Aboriginal teaching wall, all staff are active members of our local AECG and we work in collaboration with community based Aboriginal support groups to help support our students.

As a result of this program Aboriginal student attendance has improved, suspensions and detentions have decreased and each student has made improvements in Literacy and Numeracy.

**Multicultural education**

Kemblawarra Public School has a rich culturally diverse collection of students, staff and local community members. We maintain a strong focus on providing learning opportunities for all students, staff and community members to integrate their cultural background and knowledge with contemporary Australian culture. All cultures are formally acknowledged and celebrated at events including Harmony day and NAIDOC Week activities and during regular school assemblies. The school ensures that it is engaging, inclusive and sensitive and free of all forms of discrimination including racism in its learning and working environments, practices, communication and procedures. When required ESL teachers are employed and have provided expertise teaching students from non-English backgrounds in the areas of oral language acquisition and the building of English vocabulary.

**Respect and responsibility**

Developing an approach to care for the welfare and general well-being of the students is one of our highest priorities. Successful strategies are continually introduced as part of our Restorative approach enhancing students’ individual worth, respect and accountability. These include, but are not limited to Peer Mediation and mini-conferencing resulting in improved attendance and behavior. The Student Executive and Student Representative Council were democratically elected by all students and provide opportunities for service and leadership development.

**Equity funds**

Funding has enabled the school to continue its successful Individualized Intervention initiative the focus of which is continuous improvement in literacy and numeracy through quality teaching, individualized attention and supplementation of resources. This initiative allows us to supplement the small amount of School Learning Support Teacher 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:-
• 52% of Kindergarten working at or beyond grade outcomes in Reading, Spelling and Punctuation and Grammar.
• 61% of Kindergarten working at or beyond grade outcomes in Writing and Numeracy.
• 66% of Kindergarten working at or beyond grade outcomes in Number, Patterns and Algebra, Data, Measurement, Space and Geometry.
• 90% of Year 1 working at or beyond grade outcomes in Reading and Punctuation and Grammar.
• 80% of Year 1 working at or beyond grade outcomes in Writing and Spelling.
• 100% of Year 1 working at or beyond grade outcomes in Numeracy, Data, Measurement, Space and Geometry, Number, Patterns and Algebra.
• 28% of Year 2 working at or beyond grade outcomes in Reading, Writing, Spelling, Punctuation and Grammar, Data, Measurement, Space and Geometry.
• 43% of Year 2 working at or beyond grade outcomes in Numeracy, Number, Patterns and Algebra.
• 25% of Year 3 working at or beyond grade outcomes in Spelling.
• 38% of Year 3 working at or beyond grade outcomes in Writing and Punctuation & Grammar.
• 48% of Year 3 working at or beyond grade outcomes in Reading.
• 50% of Year 3 working at or beyond grade outcomes in Numeracy, Number, Patterns and Algebra.
• 63% of Year 3 working at or beyond grade outcomes in Data, Measurement, Space and Geometry.
• 54% of Year 4 working at or beyond grade outcomes in Reading, Writing, Spelling, Punctuation and Grammar and Data, Measurement, Space and Geometry.
• 61% of Year 4 working at or beyond grade outcomes in Numeracy.
• 69% of Year 4 working at or beyond grade outcomes in Number, Patterns and Algebra.
• 33% of Year 5 working at or beyond grade outcomes in Numeracy, Data, Measurement, Space and Geometry.
• 50% of Year 4 working at or beyond grade outcomes in Number, Patterns and Algebra, Writing, Spelling, Punctuation and Grammar.
• 66% of Year 5 working at or beyond grade outcomes in Reading.
• 66% of Year working at or beyond grade outcomes in Reading, Writing, Spelling, Punctuation and Grammar.
• 83% of Year 5 working at or beyond grade outcomes in Numeracy, Number, Patterns and Algebra, Data, Measurement, Space and Geometry.

Low SES School Communities National Partnership

National Partnership funding continued to provide significant time for teachers and staff to implement strategies to strengthen teacher capacity with Technology, improve student engagement and retention, create a Restorative culture in the school and improve the Literacy and Numeracy outcomes of all students K-6.

Teachers were provided with professional learning to enable them to develop their individual skills and engage in professional dialogue with their peers about the innovative ways in which Technology can be used in the classroom. As a result of the Technology practices teachers have introduced into their classrooms student engagement continues increased.

Restorative strategies were developed and implemented that would assist in the creation of a school culture and classroom environments that enhance cultural and social awareness, build
social capital and promote social discipline through participatory learning and decision making. Peer Mediation was introduced as part of our Restorative approach where senior students are trained to control and resolve any student conflicts in the playground. In addition to reducing playground conflicts this also created a sense of responsibility and self-worth.

Teacher capacity to improve student outcomes was strengthened. An overview and timetable of individual professional learning has been developed. Teachers are now using SMART data to inform their teaching and learning programs and to meet the particular needs of individual students. The release of the Teaching Principal has provided opportunities for staff to be supported in their classrooms and to receive in-school mentoring and coaching in the areas of student management, Restorative Practices, Technology and the use of school based assessment data and SMART data.

Progress on 2012 targets

As part of our school plan each year we set improvement targets. In 2012 our targets covered improvements in Literacy and Numeracy.

Target 1
Improve student achievement of outcomes in Literacy

Our 2012 NAPLAN achievements include:

• 71.4% of Year 3 students above National Minimum Standard for Reading.
• 100% of Year 3 girls above National Minimum Standard for Reading.
• 85.7% of Year 3 students above National Minimum Standard for Writing.
• 100% of Year 3 girls above National Minimum Standard for Writing.
• 40% of Year 3 girls achieved bands 5&6 for Spelling.
• 85.7% of Year 3 students at or above National Minimum Standard for Spelling.
• 100% of Year 3 students at or above National Minimum Standard for Grammar and Punctuation.
• 50% of Year 3 boys achieved band 6 for Punctuation and Grammar.
• 80% of Year 5 students at or above National Minimum Standard for Reading.
• 83.3% of Year 5 students at or above National Minimum Standard for Writing.
• 100% of Year 5 students above National Minimum Standard for Spelling.
• 25% of Year 5 boys achieved band 8 for Spelling.
• 100% of Year 5 students at or above National Minimum Standard for Grammar and Punctuation.
• 25% of Year 5 boys achieved band 8 for Grammar and Punctuation.
• Year 3 girls achieved above state average results for band 6 in Writing.
• Year 3 boys achieved above state average results for band 6 in Grammar and Punctuation.
• Year 5 students achieved above state average results for all bands at and above National Minimum standard for Reading.
• Year 5 girls achieved above state average results for bands 5-7 in Writing.
• Year 5 average growth was 1.5 skill bands in Spelling.

Target 2
Improve student achievement of outcomes in Numeracy

Our 2012 NAPLAN achievements include:
• 50% of Year 3 boys were above National Minimum Standard for Numeracy.

• 71.5% of Year 3 students above National Minimum Standard for Numeracy, Data, Measurement, Space and Geometry.

• 80% of Year 3 girls above National Minimum Standard for Data, Measurement, Space and Geometry.

• 100% of Year 3 boys at or above National Minimum Standard for Number, Patterns and Algebra.

• 100% of Year 3 students above National Minimum Standard for Numeracy.

• 100% of Year 3 boys at or above National Minimum Standard for Data, Measurement, Space and Geometry.

• 100% of Year 3 girls above National Minimum Standard for Data, Measurement, Space and Geometry.

• Year 3 boys achieved above state average results in Number, Patterns and Algebra.

• Year 5 boys achieved above state average results in Number, Patterns and Algebra.

• Year 5 average growth was 2.4 skill bands in Numeracy.

School evaluation

NSW public schools conduct evaluations to support the effective implementation of the school plan. In 2012 our school carried out evaluation of the teacher proficiency using ICT and parent expectations of their child using ICT. We also sought to evaluate aspects of the new Special Education classes.

Curriculum Evaluation - Use of Information and Communications Technologies

Background

Information and Communications Technologies (ICT) are integral to contemporary society and technologies are powerful tools for education and training. At Kemblawarra Public School we have access to an array of different forms of ICT for teachers to utilize including interactive whiteboards (IWBs) in classrooms and one with video conferencing capability in the staffroom, computers, internet, a camera, a video camera and interactive projectors in the special education unit. Our aim was to evaluate the teacher proficiency using the available ICT and evaluate the expectations of parents for their children using ICT. This was sought to find ways in which the use of this ICT can be enhanced and increased to better prepare the students for when they leave school within this digital era. The data was collected through teacher, student and parent surveys.

Findings and conclusions

Teacher surveys and interviews revealed that 100% of teachers and SLSOs considered the use and teaching of ICT to be very important. 100% of teachers use IWBs, computers, the internet and a camera to assist in their teaching across all KLAS and were enthusiastic to develop the capacity to use video conferencing, video cameras and iPads within their classrooms. The majority of teachers were happy with the ease of use of ICT available, although all agreed that access to an increased number of faster computers at one time would greatly assist their teaching in terms of time saving. 17% of teachers were very confident using an IWB, 100% were confident with using computers, the internet, cameras and video cameras and 57% were confident using iPads. Both preschool teachers agreed that access to computers and the internet within their classroom would benefit their students. None of
the teachers felt confident using video conferencing.

Parents’ were generally satisfied with the ICT available at the school. 71% of parents expected their child to be extremely proficient with computer skills by the time they reach Year 7, 66% expected their child to be extremely proficient at using the internet by the time they reach Year 7 and 62% expected their child to be extremely proficient at word processing by the time they reach Year 7.

Improvements suggested from both teachers and parents were upgrading of computers, more computers installed in the administration area, classrooms and preschool, installation of interactive whiteboards and internet in preschool and more comprehensive use of current software i.e. PowerPoint.

Data obtained from monitoring student use of the computers at recess and lunch indicated that approximately 40% of students have access to a computer at home but only some 30% have internet access. Approximately 50% indicated they use an iPod at home and also have access to an iPad or other type of tablet. All students wanted to have access to educational apps on the iPads in their classrooms.

Future directions

As a result of the findings all computers used by teachers and students were upgraded to use the Windows 7 platform, enabling a more efficient system to use for teaching. iPads were purchased and are currently being used within the special education units. Additional iPads are currently on order to be utilized within the preschool and all K-6 classes. Ongoing in-school training sessions will continue allowing teachers to share and develop their ICT skills and strategies to further engage and teach all students using a variety of different forms of technology.

Educational and management practice - Special Education Classes

Background

Term 2 saw the introduction of two Special Education Units at Kemblawarra Public School. The old hall was renovated to create two purpose built classrooms with a storeroom and private play area and both classes are currently at capacity. The aim of the evaluation was to determine opinions of the teachers, parents and students in the classes regarding communication, teaching and learning, environment and resources in order to make future improvements. The data was collected through surveys, discussions and observations.

Findings and conclusions

The teachers of the special education classes both agreed that there was an excellent system of teacher/parent communication and that this contributed to the developmental progress of the students. The teachers and parents agreed that the small school nature of Kemblawarra Public School ensures that each child is known by all staff and therefore included and involved in the school community culture.

The teachers were extremely satisfied with the renovated classrooms and found the secure outdoor environment to be an invaluable learning space. Both classes are utilizing the new iPads in their learning and stated that the majority of students learn best with hands-on tactile activities. However on occasion it was felt that there were not enough appropriate resources to use for a whole class curriculum activity.

The majority of the students agreed that they really enjoyed coming to school. The reasons for this included the opportunities to use the iPads, to learn whilst playing and because they enjoyed being with their teachers. 90% of students believed that they were learning a lot at school and enjoyed a variety of subjects. Most students
indicated that they enjoyed these subjects due to the hands-on activities in which they participated. All students agreed that they would like to have computers, internet and more iPads to use in their classroom.

All parents who participated in the survey were overwhelmingly positive about all aspects of the Special Education classes. Particular mention was made of the noticeable progress in their children’s social behavior and academic ability. They found the communication with the teachers and other staff members to be excellent and felt extremely included and involved in the school community and environment. Parents and teachers also believed that a student report format should be developed that more accurately reflects the unique learning and achievements of each special education child.

**Future directions**

All teachers and staff will continue to maintain and improve their teaching and communication strategies with both students and parents.

A new report format will be developed in Term 2 through consultation with parents to reflect the specific achievements of each student.

In 2013 a third Special Education Unit will be created. The current school multi-purpose room will be converted into a classroom for this class which will commence during Term 1.

**Parent, student, and teacher satisfaction**

In 2012 the school sought the opinions of parents, students and teachers about the school as a whole. This was done through a variety of surveys, discussions and reviewing of anecdotal records.

Their responses are presented below.

Parents of the students in the special education classes were extremely happy with their children’s progress. Many commented on Kemblawarra Public schools whole school approach and the positive involvement and inclusion of every child.

There has been an increase of parent attendance at whole school events, including National celebrations, sporting days and school assemblies. Parents generally agreed that these events are very worthwhile for students and parents and everyone enjoyed attending them.

Previous evaluations indicated that the majority of parents prefer to receive the school newsletter online. However further investigation revealed that many parents feel that they are missing out on this valuable form of communication and school/community news due to internet inaccessibility.

Both parents and students were overwhelmingly positive with many parents expressing gratitude towards Kemblawarra’s breakfast program where student are invited to the canteen to receive breakfast and a drink before school commences. Many parents made suggestions that the school canteen should review and revise its menu to include a greater variety of foods including fruits and vegetables.

**Future directions**

The school newsletter will now be available to all online via the school website at [http://www.kemblawarr-p.schools.nsw.edu.au/](http://www.kemblawarr-p.schools.nsw.edu.au/)

In addition to this a hard copy of the newsletter will be given to each family of the students attending the school. The canteen committee will research different options that are available under the Health Canteen strategy and will seek to encourage greater participation of parents as canteen and breakfast program volunteers.

**Professional learning**

All teachers participated in extensive professional learning throughout the year in line with the 2011 School Plan.

ES1 and S1 teachers and SLSOs were provided with follow up professional learning in Count Me
in Too regarding strategies, grouping of children within the Learning Framework In Number (LFIN) and the use of the Early Learning Continuum. They continue to build familiarity with the Mathematics Syllabus and how it links with CMIT; Analyzing the Schedule for Early Number Assessment SENA results in terms of the LFIN and identifying suitable teaching and learning activities.

Teachers Years 1-6 continued to develop and consolidate their knowledge of the Accelerated Literacy pedagogy through:
- Planned staff and stage meetings
- Lesson observations
- Team teaching
- AL trained teacher monitoring and supporting implementation.

Teachers of all stages attended training in:
- Using SMART data to diagnose students’ strengths and weaknesses as evidenced by NAPLAN results.
- The use of the Quality Teaching Framework and the NAPLAN 2012 Teaching Strategies to enhance programming and student learning.
- Professional development through the online Curriculum K-12 Literacy Unit Professional Learning Support.

All staff undertook training by the Maths coordinator using Counting On and Newman’s Error Analysis and Prompts using Curriculum Support website.

Teachers received training in the use of the Connected Learning Advisory Service (CLAS) evaluation and are continuing to utilize it to improve and update their ICT skills. They also received training in the use of Interactive White Boards and their application to class learning, through professional learning sessions at school.

In addition to whole school professional learning sessions the preschool teachers attended a number of seminars concerning the Early Years Learning Framework (EYLF).

On scheduled development days teachers received training in; Cyber bullying, the new National Curriculum and its links with various syllabuses, Restorative practices, Autism and meeting the needs of students with special needs. All staff completed further modules of the Illawarra South East Region’s No Gaps: No Excuses Aboriginal cultural training course.

During term two a joint Community of schools personal development day gave all staff the opportunity to attend various workshops relating to using ICT to enhance teaching and learning, literacy, mathematics and behaviour management.

All P-6 teachers benefited from Teacher Professional Learning funds of $5193 with the average expenditure for each teacher being approximately $815.

School planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School priority 1

Literacy

Outcome for 2012–2014

Improved Literacy outcomes for all students.

2013 Targets to achieve this outcome include:

Reading

- Increase % of Years 1-2, 4 and 6 students who are able to read texts and demonstrate efficiency as identified in grade appropriate clusters on the literacy continuum.
All Kindergarten students will achieve minimum Reading Recovery level 6 by Term 4, 2012

- Year 1 - Increase from 52% in K to 57%
- Year 2 - Increase from 90% in Year 1 to 100%
- Year 4 - Increase from 48% in Year 3 to 60%
- Year 6 - Increase from 66% in Year 5 to 83%

- 70% of Year 3 students to achieve at or above NMS in NAPLAN.
- Maintain 100% Year 5 students achieving at or above NMS in NAPLAN from previous Year 3 NAPLAN results.

Writing

- Increase % of Years 1-2, 4 and 6 students who are able to write texts and demonstrate efficiency with the aspects of writing as identified in grade appropriate clusters on the literacy continuum.
  - All Kindergarten students are able to write texts and demonstrate efficiency with the aspects of writing as identified in grade appropriate clusters on the Literacy Continuum.
- Year 1 - Increase from 61% in K to 66%
- Year 2 - Increase from 80% in Year 1 to 90%
- Year 4 - Increase from 38% in Year 3 to 50%
- Year 6 - Increase from 50% in Year 5 to 67%

- 56% of Year 3 students to achieve at or above NMS in NAPLAN.
- Maintain 100% Year 5 students achieving at or above NMS in NAPLAN from previous Year 3 NAPLAN results.

Strategies to achieve these targets include:

- Teachers K-3 and Special Education classes incorporate interactive PM Readers and activities into lessons to improve students’ abilities in all areas of literacy.
- All teachers, K-6, will take part in the classroom-based professional learning program, “Literacy On Track K-6”, to reduce the achievement gap for their students.
- All teachers in mainstream and special education classes will participate in school based professional learning opportunities focusing on Spelling.
- Quality professional learning that specifically addresses the issue of a lack of growth in writing in the middle years will be provided to Stage 2 and 3 teachers through participating in the Illawarra South East Region’s initiative “Writing in the Middle Years – Teaching Beyond the Standard”.
- Early Stage 1 teacher will participate in the professional learning and coaching program “Language, Learning and Literacy “ (L3) to enhance classroom practice within their classroom and throughout the school.
- Stage 3 teachers will participate in professional learning programs focusing on writing conducted by the Warrawong Community of Schools.

School priority 2

Numeracy

Outcome for 2012–2014

Improved Numeracy outcomes for all students.

2013 Targets to achieve this outcome include:

Numeracy

- 56% of Y3 students to achieve at or above NMS in NAPLAN.
- Maintain 100% Year 5 students achieving at or above NMS in NAPLAN from previous Year 3 NAPLAN results.
Data, Measurement, Space and Geometry

- Increase % of Y1-2, 4 and 6 students who are working within stage appropriate clusters of Aspect 7 (Measurement) on the Numeracy continuum.
  - All Kindergarten students are working within stage appropriate clusters of Aspect 7 (Measurement)
  - Y1 - Increase from 66% in K to 71%
  - Y2 – Maintain 100% from Y1
  - Y4 - Increase from 63% in Y3 to 75%
  - Y6 - Increase from 33% in Y5 to 50%
- 56% of Y3 students to achieve at or above NMS in NAPLAN.
- Maintain 100% Year 5 students achieving at or above NMS in NAPLAN from previous Year 3 NAPLAN results.

Number, Patterns and Algebra

- Increase % of Y1-2, 4 and 6 students who are working within stage appropriate clusters of Aspect 3 (Pattern & Number Structure) on the Numeracy continuum.
  - All Kindergarten students are working within stage appropriate clusters of Aspect 3 (Pattern & Number Structure)
  - Y1 - Increase from 66% in K to 71%
  - Y2 – Maintain 100% from Y1
  - Y4 - Increase from 50% in Y3 to 63%
  - Y6 - Increase from 50% in Y5 to 67%
  - 56% of Y3 students to achieve at or above NMS in NAPLAN.
  - Increase Year 5 students achieving at or above NMS in NAPLAN from 90.9% in previous Year 3 NAPLAN results to 92%

Strategies to achieve these targets include:

- NAPLAN data used to develop IEP’s for all students and enhance teaching programs in line with syllabus outcomes.
- Develop teacher competence with the use of the Quality Teaching framework and the NAPLAN 2012 Teaching Strategies to enhance programming and student learning.
- Maths coordinator provides training for staff with Counting On and Newman’s Error Analysis and Prompts using Curriculum Support website.
- Provide Count Me In Too (CMIT) follow up professional learning for ES1 and S1 teachers and SLSOs regarding strategies, grouping of children within the Learning Framework In Number (LFIN) and the use of the Early Learning continuum
- Continue to build familiarity with the Mathematics Syllabus and how it links with CMIT; Analyze the Schedule for Early Number Assessment SENA results in terms of the LFIN and identifications of suitable teaching and learning activities.
• Enhanced use of Mathletics P-6 in classrooms and at home;
  o All new teachers P-6 provided with training
  o Principal to monitor and support implementation and training P-6;
  o Parent training conducted
• Utilizing a variety of text books.
• Greater use of technology including Interactive Whiteboards

**School priority 3**

**Engagement and Attainment**

**Outcome for 2012–2014**

Improved student engagement and attainment from Preschool to Year 6 through differentiated teaching and learning practices.

Strengthened relationships between school and community that support all students.

**2013 Targets to achieve this outcome include:**

• Creation of a school culture and classroom environments that enhance cultural and social awareness, build social capital and promote social discipline through participatory learning and decision making.

**Strategies to achieve these targets include:**

• Use of school’s Attendance Plan strategies to improve whole school and individual attendance
• Continue to utilize the Restorative Approach incorporating Peer Mediation to build student capacity and promote social discipline.
• Principal organises two parent workshops each term designed to help parents engage more fully with their child’s learning at school and at home.

• Provide in-class support to individual students and small groups as they engage in activities related to;
  o Best Start
  o CMIT
  o AL
  o L3
  o Writing
  o Spelling
  o Reading Eggs
  o Rainforest Maths
  o Targeting Maths Lab Discs
  o Mathletics
  o Restorative Practices

**School priority 4 Aboriginal Education**

**Outcomes for 2012–2014**

Improved student outcomes by 2014 that match or better outcomes of the broader student population;

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

**2013 Targets to achieve this outcome include:**

• Improved attendance for each Aboriginal student.
• All Aboriginal students in Years K-6 will have individual and Personalized Learning Plans (ILP. PLP) which will be developed with and signed off on by the students’ parent/caregiver

**Reading**

• Increase % of Years 1-2, 4 and 6 students who are able to read texts and demonstrate efficiency as identified in grade appropriate clusters on the literacy continuum.
  o Year 1 - Increase from 33 in K to 50%
  o Year 2 - Increase from 66% in Year 1 to 100%
Year 4 - Increase from 0% in Year 3 to 33%
Year 6 - Increase from 33% in Year 5 to 66%

- 100% of Year 3 students to achieve at or above NMS in NAPLAN.
- Maintain 100% Year 5 students achieving at or above NMS in NAPLAN from previous Year 3 NAPLAN results.

**Writing**

- Increase % of Years 1-2, 4 and 6 students who are able to write texts and demonstrate efficiency with the aspects of writing as identified in grade appropriate clusters on the literacy continuum.
  - Year 1 - Increase from 50% in K % to 67%
  - Year 2 - Maintain 100% from Year 1
  - Year 4 - Increase from 0% in Year 3 to 33%
  - Year 6 - Increase from 33% in Year 5 to 66%
- 100% of Year 3 students to achieve at or above NMS in NAPLAN.
- Maintain 100% Year 5 students achieving at or above NMS in NAPLAN from previous Year 3 NAPLAN results.

**Numeracy**

- 100% of Year 3 students to achieve at or above NMS in NAPLAN.
- Maintain 100% Year 5 students achieving at or above NMS in NAPLAN from previous Year 3 NAPLAN results.

**Strategies to achieve these targets include:**

- Teacher review and develop Individual Learning Plans and Personalized Learning Plans in consultation with the Aboriginal Education Officer (AEO), parents/ carers and student.
- Teachers attend remaining modules to complete ‘No Gap: No Excuse’ training course.
- Information sessions, class visits, meetings with teachers, formation of social support groups based on interests and needs are organized for Aboriginal community members.
- In addition to whole school strategies for literacy and numeracy these strategies will be implemented;
- Aboriginal Education Officer in conjunction with the classroom teacher to deliver The Wadi Wadi language program to students P-6.
- NAPLAN data used to develop Individual Learning Plans for Aboriginal students and enhance teaching programs in line with syllabus outcomes.
- Utilize a variety of text books.
- Building teacher familiarity with the Mathematics syllabus and how it links with Count Me In Too and Count Me In Too Aboriginal.
- Greater use of technology including Interactive Whiteboards.

**School priority 5**

**Curriculum and Assessment**

**Outcome for 2012–2014**

Strengthened teacher capacity to improve student learning outcomes.

**2013 Targets to achieve this outcome include:**

- Strengthened teacher capacity to implement new K-10 syllabuses in 2014;
- Enhanced teacher capacity to utilize assessment data to identify and plan for aspects of student underperformance.
Strategies to achieve these targets include:

- Best Start data is analyzed and results inform planning for Kindergarten Literacy and Numeracy;
- Provide professional learning in the use of Connected Learning Advisory Service for Information and Communication Technologies evaluation;
- Staff continue to improve and update their Information and Communication Technology skills through professional learning sessions at school;
- Following professional learning sessions, teachers will effectively implement Information and Communication Technologies into teaching and learning programs;
- Provide staff and student access to digital educational resources to support learning across all curriculum areas;
- Collaborative development of a scope and sequence of in school, standards based and standardized assessment tasks and a centralized, digital storage system of the assessment data;
- Strategic implementation of a process that provides teachers with the opportunity to critically analyze and evaluate the changes and innovations associated with the introduction of a national curriculum.

Strategies to achieve this target include:

- In consultation with each teacher, develop an overview and timetable of individual professional learning plans;
- Employ relief staff to take the Principal’s teaching load so that the Principal takes on the role of National Partnerships program facilitator;
- Provision of opportunities for all staff to contribute, enhance their abilities and celebrate their achievements to the improvement of student outcomes;
- Maintain and enhance productive partnerships with local businesses, institutions and social agencies;
- Provide all staff with training in key changes to policy and practice contained in the Work, Health and Safety Act, 2011.
- Principal and School Administrative Manager will undertake professional development in the Learning Management and Business Reform (LMBR) program.
- Principal continues to ensure Preschool staff access training and are provided with time to enhance their knowledge of the Early Learning Framework

School priority 6

Leadership and Management

Outcome for 2012–2014

Increased leadership and management capacity of all staff.

2013 Targets to achieve this outcome include:

Improved teacher leadership capacity for school improvement
About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analyzed 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.

Eleanor Thompson, Principal
Debra Smith, School Administration Manager
Dana Kokalevski, Teacher
Mirjana Gjorseska, Teacher
Nikki Josevski, Teacher
Elin White, Teacher
Carol Speechley, Aboriginal Education Officer
Cheryle Makin, P&C President
Sarah Whelan, P&C Chairperson

School contact information

Kemblawarra Public School
Cnr Northcliffe Drive and Shellharbour Road
PORT KEMBLA. NSW. 2505
Ph: 4274 2024
Fax: 4276 2871
Email: kemblawarr-p.school@det.nsw.edu.au
Web: www.kemblawarr-p.nsw.edu.au
School Code: 4083

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: http://www.schools.nsw.edu.au/asr