2008 Annual School Report
Kempsey East Public School

NSW Public Schools – Leading the way
Messages

Principal's message

In 2008 we have continued to maintain our academic focus on literacy and numeracy resulting in the Year 3 and Year 5 students achieving very solid results in the National Assessment Program Literacy and Numeracy (NAPLAN).

Our student welfare programs remain a major feature of the school, with a strengthened focus on healthy lifestyles and student wellbeing. Our emphasis on excellent student behaviour, leadership and values continues.

Staff professional discussion and training has continued to be focussed on the provision of quality teaching in the planning and delivery of lessons and assessment procedures.

Kempsey East Public School is highly regarded by our parent and student body and in the local community.

The school has again maintained its fine tradition of academic, cultural and sporting achievement and demand for student places at the school has continued to be strong.

Jenni Griffiths

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.

P&C and/or School Council message

The highlight for the P&C this year was the recommencement of the Willow Fair. This had been a long standing traditional annual event until its demise some years ago. The fair was very successful and P&C hope to make this an annual event.

A strong ethos of co-operation between parents and staff at Kempsey East Public School ensures that the learning environment continues whether at school or at home.

Regular discussion between the P&C and staff assists in policy development, decision making and governance of our school to best meet the needs of our children and our community. A small but very committed team of parents and volunteers continue to raise funds to supplement the school budget to provide the additional resources to give our children the best possible learning experience.

Rhonda Parton  P&C Treasurer

Student representative's message

Kempsey East Public School Student Representative Council (SRC) has been very busy this year.

The SRC has organised events such as Loud Shirt Day, Crazy Hair Day, and Footy Colours Day.

These events raised money for worthy causes such as the Shepherd Centre, cystic fibrosis and the Cancer Council.

The SRC also purchased toys which were donated to the Salvation Army through a local toy drive.

The SRC also received a Grant Opportunity for School Health (GOSH), which enabled the purchase of new sports equipment for the school.

Alexarndrea Walder and Dre Barker

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

Student enrolment has slowly increased over the last five years from an enrolment of 272 students in 2005 to 294 students in 2008.
Student attendance in 2008 exceeded the rate for the region but was not as high as that of the state.

Class sizes

<table>
<thead>
<tr>
<th>Roll</th>
<th>Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 M</td>
<td>1</td>
<td>23</td>
<td>23</td>
<td></td>
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<tr>
<td>1-2B</td>
<td>2</td>
<td>11</td>
<td>25</td>
<td></td>
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<tr>
<td>1-2B</td>
<td>1</td>
<td>14</td>
<td>25</td>
<td></td>
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<tr>
<td>1-2L</td>
<td>1</td>
<td>8</td>
<td>18</td>
<td></td>
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<tr>
<td>1-2L</td>
<td>2</td>
<td>10</td>
<td>18</td>
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<td>24</td>
<td>24</td>
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<td>3-4G</td>
<td>3</td>
<td>27</td>
<td>28</td>
<td></td>
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<tr>
<td>3-4G</td>
<td>4</td>
<td>1</td>
<td>28</td>
<td></td>
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<tr>
<td>3-4W</td>
<td>3</td>
<td>14</td>
<td>26</td>
<td></td>
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<tr>
<td>3-4W</td>
<td>4</td>
<td>12</td>
<td>26</td>
<td></td>
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<tr>
<td>4 R</td>
<td>4</td>
<td>26</td>
<td>26</td>
<td></td>
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<tr>
<td>4-5C</td>
<td>5</td>
<td>17</td>
<td>27</td>
<td></td>
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<tr>
<td>4-5C</td>
<td>4</td>
<td>10</td>
<td>27</td>
<td></td>
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<tr>
<td>5-6P</td>
<td>5</td>
<td>10</td>
<td>29</td>
<td></td>
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<tr>
<td>5-6P</td>
<td>6</td>
<td>19</td>
<td>29</td>
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<td>19</td>
<td>28</td>
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<td>5-6T</td>
<td>5</td>
<td>9</td>
<td>28</td>
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<td>18</td>
<td>18</td>
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</table>

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 2008 class size audit conducted on Tuesday 26 March 2008.

Structure of classes

A twelfth class was formed in 2008. There were seven composite classes, with one Stage 1 class being an extension class.

Staff information

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

Staff establishment

The school has four executive positions, a non teaching principal and three assistant principals who are also class teachers. A Support Teacher Learning Assistance (STLA), a Reading Recovery teacher, a teacher librarian and a relief from face to face (RFF) teacher provide additional learning opportunities for students. The school has a highly experienced staff, with the average teaching experience of the staff being 24 years.

The total staffing establishment also includes teaching positions to cover additional entitlements such as a part-time teacher.

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>3</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>9</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>.5</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>.8</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>6</td>
</tr>
<tr>
<td>Total</td>
<td>14.9</td>
</tr>
</tbody>
</table>

Staff retention

The school continued to maintain its high level of retention of staff. During the year a new assistant principal was appointed through merit selection and a new permanent classroom teacher position was appointed. One staff member retired.

Staff attendance

Staff have access to leave entitlements such as sick leave. In 2008 the average daily attendance rate for staff, as determined by the Department, was 95.3%.

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>
<tr>
<td>Postgraduate</td>
<td>0</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.
Date of financial summary: 30/11/2008

**Income**

<table>
<thead>
<tr>
<th>Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>220,390.00</td>
</tr>
<tr>
<td>Global funds</td>
<td>122,613.53</td>
</tr>
<tr>
<td>Tied funds</td>
<td>146,968.00</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>48,152.95</td>
</tr>
<tr>
<td>Interest</td>
<td>15,848.20</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>27,082.95</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td><strong>581,055.63</strong></td>
</tr>
</tbody>
</table>

**Expenditure**

Teaching & learning

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key learning areas</td>
<td>16,968.61</td>
</tr>
<tr>
<td>Excursions</td>
<td>30,266.67</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>12,876.80</td>
</tr>
<tr>
<td>Library</td>
<td>7,233.89</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>493.65</td>
</tr>
<tr>
<td>Tied funds</td>
<td>178,388.51</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>37,212.88</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>26,802.46</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>19,027.74</td>
</tr>
<tr>
<td>Maintenance</td>
<td>8,781.44</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>24,789.22</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td><strong>362,841.87</strong></td>
</tr>
</tbody>
</table>

**Balance carried forward**

<table>
<thead>
<tr>
<th></th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total income</strong></td>
<td><strong>581,055.63</strong></td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td><strong>218,213.76</strong></td>
</tr>
</tbody>
</table>

The school spent an additional $11,632 on teacher professional learning in 2008. This figure is included in the tied funds figure.

A full copy of the school’s 2008 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 2008**

There are a variety of educational opportunities and experiences offered to the students each year at Kempsey East Public School.

**Achievements**

**Arts**

The 22 students in the school band performed at school and community functions. The band received an honourable mention in the school band section in the Kempsey Eisteddfod.

A carols night was held in December instead of the traditional school concert. All students were offered the opportunity to perform in front of the school community in an evening performance. Dance, song and drama items were included.

The Musica Viva performance entertained students and taught them about singing in harmony using different ranges and types of voices.

Students enjoyed dressing up and dancing at three frolics conducted by the SRC this year. Each frolic had a specific theme.

Our school choir of 30 students performed at various community functions including the Kempsey Carols Night and the Kookaburra Club.

**Sport**

Five students represented the school at north coast level this year earning Sporting Blues. Callan McKiernan (cricket), Bailey Parton (softball), Julee-Anne Gill (swimming), Annaliese Worthing (athletics), and Dre Barker (Rugby).

All sporting teams displayed good sportsmanship and enthusiasm with Rugby League, soccer, boys touch, under 10 Rugby Union and our cricket teams becoming the Macleay champions while the open Rugby Union team went on to become the Lower North Coast champions.

Twelve students in the school skipping team performed their skipping routine at twelve district schools to promote Jump Rope For Heart.

A successful Active After School sports program was conducted two afternoons a week throughout the year with an average attendance of 36 students each session.

For the second year in succession, our school earned second place in the Macleay swimming carnival.

All Year 2 students and forty primary students participated in a two week intensive swimming school.
Other

Most students participated in the Premiers Reading Challenge with 94 students being awarded completion certificates.

Twenty two students participated in the University of New South Wales Mathematics Competition obtaining six credit and sixteen participation certificates.

Three students participated in the University of New South Wales Writing Competition obtaining three credits.

Eighteen students participated in the University of New South Wales English Competition obtaining one distinction, five credits and twelve participation certificates.

One student participated in the University of New South Wales Computer Competition and was awarded a high distinction.

Most Aboriginal students participated in the Many Rivers Diabetes Prevention Project to provide information to assist development of a Type 2 Diabetes Prevention Program in the area.

Mrs Rhonda Parton’s work with the Kempsey East Public School’s P&C was acknowledged when she won the North Coast Parent of the Year Award.

Mrs Annette Beaumont’s excellent teaching skills were acknowledged when she was awarded a Macleay Educational Community Teaching Award.

Mr Robert Calvert’s exemplary teaching career was recognised with an Australian College of Educator’s Award.

Camps and excursions

Twenty one Year 6 students attended the Young Leaders Day in Sydney.

Fifty two Stage 3 students went on a five day visit Lake Ainsworth Sport and Recreation Centre and fifty-seven Stage 2 students went on a three day camp to the Great Aussie Bush Camp Outdoor Education Centre.

Day trips to the local community were also organised to support student learning.

School Initiatives

Over 170 fathers and grandfathers participated in a special Father’s Day breakfast and classroom activity morning.

Mother’s Day was celebrated by mothers and grandmothers joining us to watch the children on jump off day and then staying for morning tea.

One thousand and thirty dollars from the Grant Opportunity for School Health (GOSH) allowed the SRC to purchase new sporting equipment.

The school organised a special luncheon to thank the school volunteers for their contributions to the school. Thirty eight volunteers enjoyed the luncheon.

Academic

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

The achievement scale represents increasing levels of skills and understandings demonstrated in the assessments.
Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

**Literacy – NAPLAN Year 3**

In overall literacy in Year 3 the percentage of students in Band 6 was 2% higher than the regional percentage and 5% lower than the state percentage. While 2% of the state candidates were in Band one, the school had no-one in this band.
Numeracy – NAPLAN Year 3

Compared to the state in overall numeracy the school had 10% more students achieving in the two highest bands.

Literacy – NAPLAN Year 5

Twenty six percent of students achieved results in the top two bands in overall literacy which was three percent more than the region but nine percent less than the state.
Numeracy – NAPLAN Year 5

The percentage of students achieving results in the top two bands was the same as the region but 6% lower than the state.

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 2008.

<table>
<thead>
<tr>
<th></th>
<th>School</th>
<th>LSG</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>95</td>
<td>100</td>
<td>95</td>
</tr>
<tr>
<td>Writing</td>
<td>98</td>
<td>98</td>
<td>93</td>
</tr>
<tr>
<td>Spelling</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Numeracy</td>
<td></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>Percentage of Year 5 students achieving at or above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

Aboriginal education

All K-6 teaching programs include Aboriginal perspectives and content which teaches children about Aboriginal history, culture and current Aboriginal Australia.

Student involvement in the National Aboriginal and Islander Day Observance Committee (NAIDOC) celebrations provides opportunities for all students to increase their understanding of Aboriginal Australia.

An Aboriginal Education Officer was employed to provide support for Aboriginal students in an intensive maths transition program focusing on developing programs to support Aboriginal students in the transition years.

Year 6 and Year 7 mathematics teachers met to discuss teaching methodology and assessment processes in the transition years and observed lessons.

Aboriginal students performed very well in the NAPLAN with Year 3 and Year 5 Aboriginal and Torres Strait Islander (ATSI) mean results in all aspects of numeracy and literacy being above state ATSI mean results.

Multicultural education

The school’s curriculum scope and sequence has formalised our approach to multicultural perspectives across all key learning areas in 2008.

Students participate in a variety of activities to increase their understanding of different cultures and lifestyles. A mini Olympics provided classes with the opportunity to focus on the culture and lifestyle of a chosen country.

Respect and responsibility

Values education underpins the core values, policies and programs operating within the school. The Rock and Water program implemented across the whole school emphasises respect, responsibility, co-operation and integrity. The school has a strong anti-bullying program that teaches the right to be safe, respected and treated fairly.

Students participate in community service activities such as visiting local nursing homes and
participating in the Clean Up Australia Day and being involved in an Anzac service.

Progress on 2008 targets

**Target 1**
The school teacher professional learning plan and staff annual professional goals are focussed on the achievement of the annual targets.

With the change from BST to NAPLAN the data is not reliably comparable this year.

*To improve the numeracy BST growth rate between Year 3 and Year 5 from 6.79 to 8.45*

Our achievements include:

NAPLAN results indicate that the numeracy growth rate has improved but is still considerably below that of the state.

More than 80% of teachers use Newman’s error analysis techniques to inform their teaching.

Most classroom practice places a greater emphasis on higher order thinking skills.

All staff have increased the explicit teaching of problem solving skills.

86% staff rate themselves as being very familiar with the Mathematics syllabus.

Year 3 NAPLAN results indicate the school girls’ mean was higher than that of the state in measurement and space questions.

75% of teaching programs now reflect the explicit teaching of problem solving strategies for space and measurement and have an emphasis on higher order thinking skills.

In school developed assessments there has been 19% improvement in Year 3 space and geometry questions. Year 5 assessments indicate 38% improvement in these areas. More than 80% of students in Years 3 and 5 have improved in number questions.

**Target 2**

*To consolidate and further improve writing skills demonstrated by the mean for growth between Year 3 and Year 5 increasing from 6.6 to 7.2 and the percentage of year 5 students in Band 6 increasing from 10% to 25% in the 2008 BST.*

Our achievements include:

Average growth is 8.2 points below the state mean with 45% students growing more than 80 points.

Year 5 girls’ writing mean was .5 above the state mean.

School data indicates more than 75% of students are achieving stage appropriate outcomes in writing.

Student work samples indicate that 80% students have improved in the targeted writing areas.

All teaching programs reflect the explicit teaching of vocabulary, use of descriptive language and text structure.

Teacher self reflection tools indicate:

- 92% teachers have increased their teaching focus on these specific writing areas;
- all staff have increased the opportunities for promotion and sharing of quality pieces of student writing;
- all students are exposed to oral reading and discussion of text;
- 42% classrooms have developed and displayed clearly outlined assessment criteria for writing tasks.

**Target 3**

*To improve student inferential and critical comprehension evidenced by Year 3 students improving their growth from 60% to 75% and Year 5 students improving their growth from 76% to 85% by the end of 2008 using a school developed test.*

Our achievements include:

School data demonstrates that growth by Year 5 students has exceeded the target with growth now exceeding 93%, while Year 3 students increased their growth to over 90%.

Most teaching programs demonstrate explicit strategies for the teaching of comprehension through guided reading, and teacher self assessment indicates a greater focus in this area.

All teaching programs reflect a focus on the teaching of the elements of inferential and critical comprehension.

Collaboratively developed stage assessment tasks indicate 25% improvement in students achieving stage appropriate outcomes.

75% Early Stage 1 students reached a minimum reading level of level 10, 59% Year 1 students reached a minimum of level 16 and 70% Year 2 students reached a minimum of level 22 using PM Benchmarking.

**Target 4**

*Year 3-6 students’ confidence and skills in using technology to support their learning improves from a mean of 77% to 87% in 2008.*

Our achievements include:
More than 90% of students in Years 3-6:
- are confident logging onto the school network;
- can use the internet at school; and
- can use email at school;

A whole school Technology in Learning Policy has been developed.

A mean 22.5% increase in staff confidence in using Macintosh computers, Microsoft Word, SSBR reporting software, mathematics software, and the Department of Education and Training portal.

84% teachers indicate that they have substantially increased their usage of computers in the classroom for teaching and independent learning.

94% staff indicate that their usage of a variety of software programs has increased substantially.

96% students indicate that they are given time to use computers in the classroom.

75% of staff have increased their usage of computers in preparation time.

Most teaching programs indicate an increased incorporation of technology into teaching and learning.

Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations. One is related to educational and management practice and the other related to curriculum. In 2008 our school carried out evaluations of school culture and the learning environment and Science and Technology.

Educational and management practice

Background

All students across Year 3 to Year 6 completed a school-developed survey regarding aspects of school and their learning environment. The first twelve questions on the survey were about their school. Then followed 15 questions about their classrooms and particular features of Kempsey East Public School. Most questions allowed students to choose one of five responses from strong agreement to strong disagreement, with two qualitative responses.

This survey was also conducted in 2007.

Findings and conclusions

Responses continue to indicate the vast majority of students are happy at school with very minor change from 2007 results and again over 90% of students suggested that they felt safe at school.

Again more than 90% of girls, and 85% of boys, felt they were doing quite well at school and believed that their school work was relevant and interesting. Classrooms were again seen to be positive places for learning by over 90% of students and a similar response was gained when students were asked whether they try their best.

More than 90% of responses agreed that the school rules were known, agreeing that those in trouble are treated fairly and consistently and indicating the fairness of the award system.

The second part of the survey was appropriate to individual classrooms with students commenting on aspects of pedagogy, their learning, classroom management and support. While there were again significant differences in class responses as would be expected with different personnel and groups of students, the responses were outstandingly positive.

Future directions

The school will continue to monitor its programs and performance to ensure that it continues to provide an excellent learning environment for its students. Community input will be regularly obtained as part of the process.

The school will continue to seek pedagogical improvement for all staff and best practice teaching and learning programs to address the needs of all students within the community.

Curriculum

Science and technology

Background

Findings from the 2007 curriculum evaluation indicated that the teaching focus on science, particularly increasing student engagement and developing new teaching units needed to be maintained in 2008.

Findings and conclusions

A teacher survey conducted at the end of the year found:
- all teaching programs have maintained a focus on science this year, particularly in making science relevant and by including more hands on activities;
- three of four stages have developed new science units and teachers believe that their expertise and knowledge has increased while developing and teaching the new units and that the units are now more interesting for students;
all teachers believe that student outcomes and student engagement have improved in science;
most teachers indicated that there was more evidence of increased parent involvement with their children’s science tasks; and
many teachers indicated that they have increased their use of technology to teach science through the use of Webquests, new software and digital cameras. There was an increase in student use of the internet for research and the use of Powerpoint presentations to present assignments.

Future directions
The emphasis on student engagement and maintaining relevance in the teaching of science is to continue. Teachers are to be supported to continue to develop new science units and in the use of technology to support teaching in the Science and Technology KLA.

Parent, student, and teacher satisfaction
In 2008 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.
Forty two community members, one hundred and twenty eight students and staff were very positive about their school, with strong agreement that:

the educational experience enjoyed by the students was of a very high quality, and is preparing them for the future;
teachers are highly skilled and show respect and care for the students; and
students feel safe and enjoy attending the school.
Further responses indicated agreement or strong agreement that:
community members feel welcome and would recommend the school to others, as would the majority of the students; and
the school offers a wide range of extra curricular activities and effective programs.
The least positive responses gained were in the area of provisions for gifted and talented students and the promotion of the school in the local media.
Refer to Target 3 for 2009.

Professional learning
Literacy, numeracy, quality teaching and leadership were again the focus areas for teacher professional learning.

School development 2009 – 2011

Targets for 2009

Target 1
To decrease the difference between the Year 5 boys’ mean and the state mean in NAPLAN overall literacy from 5.5 % to 2%.

Strategies to achieve this target include:
Teaching staff participate in focussed professional learning in:

the North Coast Spelling Strategy
NAPLAN writing criteria
Accelerated Literacy
the integration of interactive whiteboards into teaching practice
Best Start
the engagement of boys
the teaching of comprehension skills.

A structured home reading and homework program is implemented and monitored.
Stage groups collaboratively develop quality teaching and assessment strategies for spelling and visual literacy.
Personal learning plans are developed for all Aboriginal students.
The In Class Tuition program continues to support targeted Aboriginal students.
The Jolly Phonics program is introduced in Early Stage one and Stage one.
Workshops are conducted for parents to assist them to understand best practice in teaching literacy.

Our success will be measured by:
Teacher self assessment and teaching programs indicate:

- the use of the North Coast Spelling Strategy with all spelling programs being developed from information gained from assessment;
- teacher skill development in using questioning techniques to support student improvement in evaluative and inferential comprehension; and
- a variety of software applications are used to support the teaching of literacy.

Teacher collected data indicates that more children complete homework and read more regularly at home in 2009.

2009 NAPLAN data demonstrates:

- a growth in the Year 5 boys’ mean in reading of 10 points;
- a growth in year 5 boys’ mean in grammar and punctuation of 15 points; and
- a growth in the Year 5 boys mean in spelling of 10 points.

Student work samples indicate 60% of K-6 students improve in the targeted writing criteria of text structure, character and setting, cohesion and vocabulary.

90% of all Kindergarten students know all of their letter sounds.

**Target 2**

*2009 NAPLAN results indicate student growth in numeracy between Year 3 and Year 5 improves from 45.7 to 57.6 points.*

Strategies to achieve this target include:

Teaching staff participate in focussed professional learning in space and geometry, teaching measurement and integrating technology into numeracy teaching.

All staff use Newman’s analysis to develop their teaching and learning programs.

Numeracy software is used to support the teaching of mathematics.

Parent workshops are conducted to support parent understanding of the teaching of numeracy and to assist parents helping their children at home.

Stage numeracy teams collaboratively plan the teaching and assessment program ensuring the incorporation of quality teaching strategies.

School structure is changed to increase the profile of mathematics and reduce class sizes in mathematics.

Our success will be measured by:

Teacher self assessment indicates:

- teachers have an increased understanding of the importance of sequencing measurement concepts;
- teachers use the scope and sequence for teaching mathematics;
- 80% teachers have used the interactive whiteboard to teach a unit in Space and Geometry and Measurement;
- all teachers continue to regularly use Newman’s analysis to inform their teaching and learning programs; and
- all teachers have increased their understanding of the strategies that students use in space and geometry.

NAPLAN Year 5 Measurement Space and Data results indicate a school mean that is less than 10 points different from the state mean.

Teaching programs indicate an increase in the number of practical measuring activities, the use of technology to teach Space Geometry and Measurement and that a range of DET resources are used to support numeracy teaching.

Teacher records indicate a 15% increase over the year of students who regularly complete their mathematics homework.

The Measurement framework indicates 80% K-6 students move at least one level over the year.

A parent survey indicates:

- an increased level of understanding of how Space Geometry and Measurement is taught;
- an increased understanding of how number is taught;
- an increased understanding of the terminology and language of maths;
- a greater understanding of how technology is used in the teaching of numeracy; and
- greater confidence in assisting their children with numeracy.

**Target 3**

*100% increase in the number Year 5 students represented in Band 8 in both overall NAPLAN literacy and numeracy.*

Strategies to achieve this target include:

An extension class operating in Stage two and Stage three in English, Mathematics, Science and Technology and Human Society and its Environment (HSIE).
Teacher professional learning opportunities are provided in:

- the identification of gifted and talented students;
- maintaining high expectations;
- student direction and Intellectual quality; and
- the use of interactive whiteboards in teaching.

A Clever Kids program is established providing extension activities and competition opportunities for gifted and talented students.

Teachers use the NAPLAN teaching strategies to inform their teaching to improve student performance in the more difficult questions.

Students are exposed to the marking criteria for assessment tasks and understand what constitutes quality work samples.

A Community Liaison Officer is appointed to contact parents to increase parent participation in all aspects of school and to organise parent workshops.

The newsletter is used to inform parents about interesting websites and learning opportunities for children.

Three interactive whiteboards are installed to support the integration of technology into all key learning areas, (KLAs).

Our success will be measured by:

- More than 50% students grow more than 80 points in all areas of the NAPLAN tests.

Teacher self-reflection data indicates:

- teachers have a greater understanding of the DET Gifted and Talented policy;
- teachers involve students in the development of assessment criteria, how they learn and what they learn;
- teachers are familiar with and using Webquests; and
- teachers understand the Intellectual Quality dimension and it is evident in all teaching programs.

More students complete homework and read at home more regularly.

A survey of Years 3-6 students:

- indicates an increase of 5% students who enjoy coming to school; and
- an increase of 5% of students who believe they do lots of interesting things at school.

A parent survey indicates an increase in positive parent responses to:

- “Brighter students are well catered for and the school provides extension activities for children who want to learn more”; and
- Parents follow up websites and resources suggested in the newsletter.

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:
