Kempsey East Public School
Annual School Report 2013
School context

The school is located in Kempsey, a town of approximately 10,000 people on the NSW Mid North Coast. It is in an area which has pockets of high socio economic disadvantage and higher than average unemployment rates. There is a large Aboriginal population in the area.

The school was established in 1881 and has a long and rich tradition of excellence in the sporting, academic and creative arts areas.

Principal’s message

During 2013 we continued to maintain our academic focus, providing opportunities to extend students and to cater for students who have specific learning needs.

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

The school maintains a strong focus on literacy acquisition in the early years. The Language Learning and Literacy (L3) in Kindergarten, the Best Start Lighthouse program in Stage 1 and our Early Explorers transition to school program provide students with an excellent start to their school years.

Our student welfare programs remain a major feature of the school, with a strengthened focus on student wellbeing. Our emphasis on excellent student behaviour has been reinforced through the Positive Behaviour for Learning program (PBL).

Staff professional discussion and training has continued to be focused on the provision of quality teaching in the planning and delivery of lessons and assessment procedures. There is a focus on providing educational programs to cater for the growth and education of the ‘whole child’.

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.

Jenni Griffiths

Student information

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

Student enrolment profile

![Student enrolment profile chart]

Student attendance profile

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>90.8</td>
<td>94.1</td>
<td>90.3</td>
<td>94.1</td>
<td>94.6</td>
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</tr>
<tr>
<td>1</td>
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<td>90.4</td>
<td>93.5</td>
<td>93.9</td>
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<tr>
<td>2</td>
<td>89.3</td>
<td>93.0</td>
<td>90.1</td>
<td>94.5</td>
<td>95.0</td>
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<td>4</td>
<td>89.3</td>
<td>95.2</td>
<td>89.8</td>
<td>92.6</td>
<td>94.0</td>
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<tr>
<td>5</td>
<td>90.3</td>
<td>92.5</td>
<td>90.6</td>
<td>93.6</td>
<td>93.3</td>
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<tr>
<td>6</td>
<td>90.5</td>
<td>92.1</td>
<td>89.8</td>
<td>94.3</td>
<td>94.0</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>92.9</td>
<td>90.3</td>
<td>93.1</td>
<td>90.3</td>
<td>93.8</td>
<td>94.3</td>
</tr>
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</table>

Improvement in the rate of attendance has been a school focus area. A number of initiatives to improve parent awareness of the requirements for regular school attendance continue to be implemented. Acknowledgement for satisfactory attendance has also been included in the school award system. The school attendance rate is now above the regional rate and is only .4 lower than the state average.

Management of non-attendance

Procedures to monitor attendance have been implemented. Notes are issued every week to students whose absence has not been explained, parents are also mailed reminder letters when attendance is of concern and phone calls are made by executive and teaching staff.

There are regular reminders about the importance of school attendance in the school newsletter. A magnetic notepad of tear off slips has been issued to all households and this has
improved the explanation rate for non-attendance.

**Structure of Classes**

There were 10 classes in 2013, seven of which were composite. There was one across stage class in 2013.

**Class Sizes**

<table>
<thead>
<tr>
<th>Roll class</th>
<th>Year</th>
<th>Total in class</th>
<th>Total per year</th>
</tr>
</thead>
<tbody>
<tr>
<td>K E</td>
<td>K</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>K H</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>1/N</td>
<td>1</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>1/2 S</td>
<td>1</td>
<td>12</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>13</td>
<td>25</td>
</tr>
<tr>
<td>2/3 R</td>
<td>2</td>
<td>12</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>9</td>
<td>21</td>
</tr>
<tr>
<td>3/4 B</td>
<td>3</td>
<td>9</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>16</td>
<td>25</td>
</tr>
<tr>
<td>3/4 M</td>
<td>3</td>
<td>11</td>
<td>27</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>16</td>
<td>27</td>
</tr>
<tr>
<td>5/6 K</td>
<td>5</td>
<td>12</td>
<td>26</td>
</tr>
<tr>
<td></td>
<td>6</td>
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<td>26</td>
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<td>5/6 W</td>
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<td>5/6 Y</td>
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<td>25</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>14</td>
<td>25</td>
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**Workforce information**

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

**Workforce composition**

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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<tbody>
<tr>
<td>Principal</td>
<td>1</td>
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<tr>
<td>Assistant Principals</td>
<td>3</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>7</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>.5</td>
</tr>
<tr>
<td>Learning and Support Teachers</td>
<td>1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>.6</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>.2</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>13.5</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce.

8% of the staff employed identify as Aboriginal. The school employs three additional School Learning Support Officers and 1.5 additional teaching positions to support student learning.

**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>
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<tbody>
<tr>
<td>Degree or Diploma</td>
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<tr>
<td>Postgraduate</td>
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<tr>
<td>NSW Institute of Teachers Accreditation</td>
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**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>
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<tr>
<td><strong>Income</strong></td>
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<tr>
<td>Balance brought forward</td>
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<tr>
<td>Global funds</td>
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<tr>
<td>Tied funds</td>
<td>188626.74</td>
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<tr>
<td>School &amp; community sources</td>
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<td>Interest</td>
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<td>Trust receipts</td>
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<tr>
<td>Canteen</td>
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<td>Total income</td>
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<table>
<thead>
<tr>
<th>Expenditure</th>
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<tbody>
<tr>
<td>Teaching &amp; learning</td>
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<tr>
<td>Key learning areas</td>
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<tr>
<td>Excursions</td>
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<td>Extracurricular dissections</td>
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<td>Library</td>
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<td>Training &amp; development</td>
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<td>Maintenance</td>
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<tr>
<td>Total expenditure</td>
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<tr>
<td>Balance carried forward</td>
<td>314459.37</td>
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A full copy of the school’s 2013 financial statement is tabled at the annual general meeting of the parent body. Further details
concerning the statement can be obtained by contacting the school.

**School performance 2013**

**The Arts, Sport and Other Programs**

**Arts**

Education Week was celebrated with a showcase of student performances at a special parent event.

The school won $500 as the winner in the Kempsey Shire Council Light The Way lantern making competition and lantern parade.

Two Stage 3 boys were selected to participate in the NSW Public School Aboriginal Dance Workshops learning from members of the Bangarra Dance Theatre.

Students exhibited art in the Macleay Educational Community (MECS), Spring Into Art and the Waste Into Art exhibitions.

Our school choir participated in the massed school choir that performed at the MECS Music Festival.

Aboriginal students participated in an Aboriginal dance workshop with a local Elder.

**Sport**

2013 was a year of unprecedented all round sporting success.

Eleven students were successful in Macleay swimming, progressing to Lower North Coast level, with two students making it through to the North Coast level.

Two boys and one girl were chosen to trial for the North Coast PSSA soccer teams, with both boys being selected to compete at state level.

Two students attended the selection trials for the North Coast Rugby League team.

Our boys’ and girls’ touch football teams both made it through to the third round in the PSSA tournament held in Port Macquarie.

For the first time, Kempsey East PS participated in the Paul Davis AFL cup. Even though our students were unfamiliar with the game they defeated four other teams on the day, only being defeated by last year’s state finalists.

Nine students competed in the North Coast Athletics Carnival with one student progressing to the state level, where he placed first in the 10yrs Boys 100m. He then participated in the NSW Athletics team at National level, where he placed third in his individual event and was a member of the first placed NSW junior relay team.

In Rugby League, we participated in the open PSSA knockouts and Schubert 7s Cup. Both our junior and senior teams placed second in the local 7 a-side tournament.

In Rugby Union, one student was selected in the North Coast under 12s team and competed at state level.

Six students reached the North Coast Cross Country Carnival, which was more than we have had participate in a carnival for many years. From here, two students made it through to State level, with one student successful and attending National Cross Country in Tasmania, where he placed third.

The senior Rugby Union team competed in PSSA as well as local Rugby Union gala days, where our teams won five out of their six games.
Four students attended the Macleay netball trials, with three students being selected for the Lower North Coast netball team.

Seven students were selected for the Lower North Coast touch football trials with one student progressing to the regional trials.

Two students competed in Lower North Coast tennis trials.

The School Swimming Scheme was conducted again this year with 68 students participating.

The Active After School program was conducted on two afternoons per week throughout the year with an average attendance of 33 students each session.

**Programs and Excursions**

Kempsey East Public School participated in the Heart Foundation Jump Rope for Heart raising $3345 for the Heart Foundation. The skipping team gave several demonstrations at schools over the year receiving very positive feedback.

Fifty three Stage 3 students travelled to Sydney for their four-day annual excursion where they experienced new challenges and developed personal skills.

The Early Explorers transition to school was successfully conducted one afternoon a week with an average of 15 students attending each week.

Twelve students, six boys and six girls, were involved in the bike program that was run one afternoon per week. Students learnt how to build and repair bikes.

Ten students attended the Young Leaders Conference in Sydney.

Stage 2 students had a three day excursion to the Cascade Environmental Camp where they were able to focus on learning more about taking risks while establishing team working skills.

Fun with Maths came to our school to deliver some hands-on problem solving workshops for children in Years K-6.

The Surfing Scientist visited the school to show all students some wonderful scientific experiments and hopefully instil a new curiosity about science in our students.

Eight students from K-6 attended Operation Art at the Glasshouse. They learnt about drawing, mixed media, printmaking and sculpture.

The school attended three performances at the Glasshouse in Port Macquarie this year. Students saw Emily Eyefinger, Muckheap and Room on the Broom.

Stage one students had a wonderful Dolphin Marine Magic excursion to Coffs Harbour.

**Special Events**

The annual Father’s Day Breakfast BBQ was conducted again with over 200 people attending on the day.

The 2013 Book Parade and Book Fair was an outstanding success with all students participating, parading their costumes in front of
over 300 parents and friends. The theme for the
Book Parade this year was Story Laboratory.

The school hosted an interschool chess day with
participants from six schools enjoying a day of
competitive chess.

A Stage 3 female student received a View Club
Award for citizenship and school application and
another female student received a Rotary Club
Citizenship Award.

The school captains and ministers led the school
Anzac Day ceremony with students, parents and
teachers also participating in the Kempsey Anzac
Day march and service.

The Taronga Zoomobile visited K-2 and showed
the students a number of wonderful animals.
Students delighted in handling many of the
animals.

Patricia Bernard visited the school and gave
students an insight into her new book and what
being an author means.

Parents and teachers attended the Maggie Dent
seminar at Brindabella. The topic was about
raising children.

Stage 2 students celebrated the completion of
their learning unit on Australia by having a display
evening in the hall. Students gave talks on what
they did and showed the work that they had
produced on posters, iPads and booklets. Over
150 family and friends attended.

Academic

Students from the school participated in the
following University of NSW Competitions:

- Five students entered the Computer
  Competition earning one distinction, two
  credits and two participation certificates.
- Four students entered the Science
  Competition earning four credits.
- Six students entered the Writing Competition
  earning one credit and five participation
  certificates.
- Nine students entered the Spelling
  Competition earning three credits and six
  participation certificates.
- Five students entered the English
  Competition earning one distinction, two
  credits and two participation certificates.

Seven students entered the Mathematics
Competition earning one distinction, three
credits, and three participation certificates.

Each week two students were awarded the
Mathletics Award, and a Mathlete of the Week
trophy.

Twenty six Stage 3 students attended the Science
and Engineering Challenge day. Our school was
placed third overall (after leading for most of the
day).

Twenty four students participated in the Holiday
Reading is Rad program.

All students were encouraged to participate in
the Premier’s Reading Challenge with 114
successfully completing the challenge.

Academic achievements

NAPLAN

In the National Assessment Program, the results
across the Years 3, 5, 7 and 9 literacy and
numeracy assessments are reported on a scale
from Band 1 to Band 10.
The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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

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

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link http://www.myschool.edu.au and enter the school name in the Find a school and select GO to access the school data.

NAPLAN Year 3 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)
**NAPLAN Year 3 - Numeracy**

- **Percentage in bands:**
  - Year 3 Numeracy

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

**NAPLAN Year 5 - Literacy** (including Reading, Writing, Spelling and Grammar and Punctuation)

**Percentage in bands:**
- Year 5 Grammar & Punctuation

**Percentage in bands:**
- Year 5 Reading

**Percentage in bands:**
- Year 5 Spelling

**Percentage in bands:**
- Year 5 Writing

- **Bands:**
  - Percentage in Bands
  - School Average 2009-2013
  - SSG % in Bands 2013
  - State DEC % in Bands 2013
**Aboriginal education**

A Dunghutti language program continued this year. Uncle Graeme, our Aboriginal Elder, was supported by Aunty Gloria to teach the language to both Indigenous and non-Indigenous students from Years K-6. There was also a cultural component to the program with Elders visiting to lead activities with stage groups.

All Year K-6 teaching programs include Aboriginal perspectives and content that teaches children about Aboriginal history, culture and Aboriginal Australia in the twentieth century.

**Multicultural education**

There were two English as a Second language, (ESL), families at KEPS in 2013, with a total of four ESL students. These students are 3rd phase ESL students. There were no new arrival students in 2013.

Throughout 2013 students at KEPS participated in a variety of activities to increase their understanding of different cultures and lifestyles.

This year Stage 3 students began to learn basic French and Indonesian in their cultural lessons on Fridays. They also studied French and Indonesian culture to learn more about the people. Students also tried some French and Indonesian food.

Stage 2 studied the cultures of Taiwan and Bali. They investigated the history and significant

during the activity rotations being presented to the audience.

Our Aboriginal Education staff continued to provide support for Aboriginal students in literacy and numeracy across all stages during 2013.

Three Kindergarten students were supported in the Wambinya Early Years program. An Aboriginal School Learning Support Officer (SLSO) worked with these students on literacy tasks with a focus on reading and writing.

Personal Learning Plans (PLPs) have been further improved with a greater input from family members of all Aboriginal students. All Aboriginal students have a PLP.

The Aboriginal Education Committee has met regularly to provide feedback on school programs.

NAPLAN results for Year 5 Aboriginal students (Year 3 unavailable) indicate that their mean in Reading, Spelling, Grammar and Punctuation and Numeracy is higher than the state means for Aboriginal students and also higher than the school mean for non-Aboriginal students in those areas.

The incidence of absenteeism, (greater than 10% of school days), was exactly the same for Aboriginal and non-Aboriginal students this year, (4.8%).

Ten Aboriginal students attended the Early Explorers transition to school program.
cultural celebrations. Students also learned some of the basic language of Bali and Taiwan.

Stage 1 students also participated in cultural groups on Fridays. During these sessions they read stories from many different countries and completed craft activities to complement them. Students enjoyed making Worry Dolls and learning about traditional Babushka Dolls.

National partnerships and significant Commonwealth initiatives.

Low SES School Communities National Partnership.

2013 was the final year of the four-year partnership. The Partnership has facilitated opportunities for all staff to improve their teaching skills through exposure to ‘best practice’ programs, collaborating with other staff and participating in a wide variety of teacher training opportunities. Leadership capacity has been improved through executive, teacher and principal participation in programs such as Stronger Smarter, Team Leadership for School Improvement, Covey, Focus on Reading (FOR) and Coaching. Newly acquired skills have been translated into practice across the school leading to a sustainable improvement in skill sets.

The introduction of focused professional conversations between mentor and teacher has commenced and this has resulted in a cultural shift in the school that will be further developed.

National Partnerships funding enabled the school to introduce an Early Explorers transition to school program. The program was developed after Australian Early Development Index results indicated that 25% children in Kindergarten were developmentally vulnerable in one or more domains. The program focused on developing language, cognitive, social and general knowledge skills to enable a more successful transition to school.

Students who attended the program had a very settled start to Kindergarten. It has been a very successful program and we intend to continue this program while there is sufficient additional Federal funding.

National Partnerships has enabled the school to increase its technology resources allowing students to develop 21st Century learning skills. Interactive whiteboards, digital projectors and computers are in every learning space. The school has a class set of iPads and Kindles.

The library’s digital collection has expanded. All students are familiar with using technology to support their learning.

The school has purchased five sound amplification systems, as many of our children have hearing and speech difficulties. This is supporting the teaching of literacy as the children now hear all of the sounds.

National Partnership funding has enabled the school to purchase many quality literacy resources that are used to support the teaching of literacy K-6. Resources to support the teaching of numeracy, particularly resources that children can manipulate, have also been purchased. The teaching resources have made a considerable difference to student learning and outcomes.

National Partnership Principal Professional Development.

Eight local schools formed an alliance to support principal development. Kempsey East PS has focused on the development of coaching conversations for executive staff, implementing Instructional Rounds to ensure best practice pedagogy and a focus on performance feedback and feed forward to further develop teaching skills.

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include: Parent, teacher and student surveys, analysis of external data eg NAPLAN, and use of student data collected from work samples, teacher observation and other class assessment methods.

School planning 2012—2014: progress in 2013

School priority 1
Literacy

Outcomes from 2012–2014

All students achieve literacy benchmarks.

Greater student representation in NAPLAN literacy proficiency bands.

Teachers use best practice, evidence based strategies to improve student literacy outcomes.

2013 Targets to achieve this outcome include:

An increase from 39% to 50% students who achieve the expected rate of growth between Year 3 and Year 5 in reading in 2013 NAPLAN.

To reduce the percentage of students in Bands 3 and 4 in Year 5 NAPLAN writing from 28.5% to 20% and to increase the number in the proficiency bands from 9.5% to 20%.

NAPLAN student growth data in spelling indicates an increase from 49% to 60% students who achieve equal to or greater than expected growth in 2013.

Evidence of progress towards outcomes in 2013:

NAPLAN results indicate 33% of students achieved the expected growth in reading.

The percentage of students in the proficiency bands in Year 5 NAPLAN reading was similar to similar school groups (SSG) results.

In Year 3 NAPLAN reading, there were 9.4% more students in the proficiency bands than SSG.

NAPLAN indicated there were 15.2% less students in the bottom 2 bands in Year 3 reading than SSG and 1.8% less than the state, in Year 5 there was a similar percentage to SSG.

37% of students were in Bands 3 & 4 in Year 3 NAPLAN writing and the number in the proficiency bands increased from 9.5% to 14.3%.

In Year 5 NAPLAN, 18.75% students who achieved Band 4 or above in Year 3 Grammar and Punctuation NAPLAN achieved expected growth or better.

NAPLAN student growth data in spelling indicates an increase from 49% to 60% students who achieve equal or greater than expected growth in 2013.

In Year 3 NAPLAN, 7.1 % students were below minimum standards in reading and 3.6% in writing.

In Year 5 NAPLAN, 2.9% students were below minimum standards in Reading, 17.1% in Writing, 25.7% in Spelling and 11.4% in Grammar and Punctuation.

Strategies to achieve these outcomes in 2014

School wide phonics awareness testing will be conducted again to determine the composition of intervention groups.

Focus on Reading, (FOR), reading comprehension strategies will continue to be implemented with Phase 1 FOR being completed by the end of the year.

A school wide dedicated literacy session of two hours is timetabled four days a week.

Stage leaders meet with each teacher twice a term to establish teaching goals, review practice and monitor student goals to ensure all students are being challenged and extended.

Comprehension strategies are explicitly taught K-6, through modelled, guided and independent teaching activities.

Teachers plot students against the literacy continuum throughout each term.

There is a school focus on student understanding of learning intentions and the strategies students need to use to move to a higher cluster.

There is a focus on the teaching of Grammar and Punctuation through modelled, guided and independent writing. Challenging student goals are established and monitored in the mentoring process.

Literacy sessions are conducted using individual, small group and whole class groupings to enable conferencing and needs driven instruction.

A continued focus on the teaching of spelling with all staff using the school developed scope and sequence to guide their teaching of spelling.

The literacy targets for 2014 have been adjusted. Refer to the Literacy Priority area of the School Plan.
School priority 2

Numeracy

Outcomes from 2012–2014

There is greater student representation in NAPLAN numeracy proficiency bands.

Teachers use best practice, evidence based strategies to improve numeracy outcomes.

All students achieve numeracy benchmarks.

2013 Targets to achieve this outcome include:

To increase the percentage of students achieving expected growth in NAPLAN numeracy between Year 3 and Year 5 from 39% to 48% in 2013.

Evidence of progress towards outcomes in 2013:

Department of Education and Communities (DEC) online testing for Stage 2 students in numeracy conducted in February and October indicated a growth in the mean from 409.6 to 456, and effect size of .52.

32.4% of students achieved expected growth or greater in NAPLAN numeracy.

In Year 3 there were no students in Band 1 or Band 6 numeracy.

The school NAPLAN numeracy mean was higher than the SSG in both Year 3 and Year 5.

Year 5 numeracy NAPLAN indicates that 17.7% of students achieved in the proficiency bands compared to 10.8% in similar schools (SSGs).

Strategies to achieve these outcomes in 2014:

School numeracy sessions will expand to 1.5 hours a day (Monday-Thursday) and 1 hour on Fridays.

Every classroom will implement a daily number facts program.

The scope and sequence is followed ensuring all numeracy strands are covered.

There will be a focus on the teaching of Number Patterns and Algebra with a particular focus on Number, and Data, Space and Measurement with a specific focus on Space.

The numeracy targets for 2014 have been adjusted. Refer to the Numeracy Priority area of the School Plan.

School priority 3

Aboriginal Education

Outcomes from 2012–2014

There is increased student engagement and attendance.

All staff and students increase their understanding of Aboriginal culture.

Literacy and numeracy outcomes improve.

Meaningful and trusting partnerships are developed between home and school.

There is a reduction in the incident rate of Aboriginal students on suspension or detention.

2013 Targets to achieve this outcome include:

A movement from 70 % to 100% teachers who indicate that the process used to develop student PLPs was inclusive, significant and meaningful.

Evidence of progress towards outcomes in 2013:

A staff survey indicated:

- 50% teachers felt that that the process used to develop student PLPs was inclusive, significant and meaningful; and
- 30% staff indicated that all of their students have a PLP that they monitor and upgrade.

A survey of Aboriginal parents found:
All parents liked their child having the opportunity to learn about the Dunghutti language and Aboriginal culture;

95% agreed that there were some extra opportunities given to Aboriginal students, e.g. Awards Night and dance; and

95% agreed (5% sometimes agreed) that their children are respected and treated equally by all members of the school community.

A survey of Years 3-6 Aboriginal students indicated:

- 94% students enjoy coming to school and that their teacher treats them with respect;
- 88% believe they do interesting things at school and that they feel their teachers make them welcome in class;
- 100% believe that they are taught in a way that they can understand their work;
- 55% read regularly at home and complete their English homework; and
- 50% regularly do their homework.

**Strategies to achieve these outcomes in 2014:**

PLPs include data from the literacy and numeracy continuum and reading levels.

PLPs include the next steps for student learning and are monitored at least once per term.

Work samples are to be included in each PLP.

There are more opportunities for parents to meet with teachers to discuss PLPs.

A BBQ evening is held early in Term 1 to enable conversations between parents and teachers.

Contact is made by the class teacher each term to discuss progress on student goals.

The format of the Dunghutti language and cultural program is reviewed.

There are opportunities provided for staff to extend their knowledge of Dunghutti culture.

*The Aboriginal Education targets for 2014 have been adjusted. Refer to the Aboriginal Education Priority area of the School Plan.*

**Professional learning**

Professional learning for staff continued to be a priority in 2013. Focus areas for teacher learning were literacy, numeracy and leadership.

Early Stage 1 teachers continued their training in Language Learning and Literacy (L3), Focus on Reading (FOR) and participating in the Best Start Lighthouse network. In numeracy all K-2 staff were trained in TEN (Targeted Early Numeracy) and nine teachers participated in the Count Me In To Numeracy program. The major initiatives in leadership skill development were The Art of Leadership program and participation in programs to support mentoring and coaching conversations.

Total school expenditure on professional development in 2013 was $16,952. With 17 teaching staff, (not all full time), this equates to $997 per capita.

Professional learning was conducted using Adobe Connect, stage learning days, collegial groups, visiting consultants and attendance at external courses.

There were two new scheme teachers working towards NSW accreditation at Professional Competence and three maintaining their accreditation at this level.

The areas covered in School Development Days in 2013 were: child protection, developing individual learning plans and risk assessments, Working with the NSW syllabus to implement the National Curriculum in English, developing teaching units and using the program builder and revisiting teaching practice by working with Glenn Capelli.

**Parent/caregiver, student, and teacher satisfaction**

In 2013, the school sought the opinions of parents, students and teachers about their satisfaction with the school. Parents (64 families), students (111 from Years 3-6), and school staff (14), were surveyed using a confidential Survey Monkey questionnaire.

Their responses are presented below:

Parent responses indicated that more than 85% respondents agreed with the following statements:
There is a positive and happy school atmosphere and student behaviour is managed well at the school;
The overall educational experience provided to students is of a high quality and that my child enjoys school;
I am made to feel welcome at school.
Teachers and executive staff listen to and act on my concerns and enquiries;
I would recommend this school to other parents;
Families are invited and encouraged to be involved in classroom and school activities;
Positive relationships exist between the school and its community; and
Kempsey East PS (KEPS) has a reputation of being a ‘good’ school.

More than 90% students agreed or strongly agreed with the following statements:
• I do lots of interesting things at school;
• My teachers know me and make me feel welcome in class;
• I enjoy learning at school;
• I enjoy coming to school; and
• I am glad my school is Kempsey East Public School.

More than 90% staff agreed or strongly agreed with these statements:
• KEPS is a good place to work; and
• I would recommend this school to members of the community.

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Program evaluations

The Learning Environment

Background
K-6 students, parents and staff completed a Survey Monkey questionnaire about the learning environment at school, and student participation in homework programs.

Findings and conclusions
The student response to all aspects of their learning environment was very positive, with more than 90% students agreeing with the following statements:
• I do lots of interesting things at school;
• My teachers know me and make me feel welcome in class;
• My teachers teach me in a way so that I can understand the work;
• My teacher treats me with respect;
• My teacher explains what I am learning and why;
• I know how well I am achieving and what things I need to learn to improve my results;
• My teacher has lessons that are organized and well prepared; and
• My teacher’s lessons are always interesting with lots of different ways to teach us.

Student agreement with the following statements about homework was not as positive:
• I regularly use my home reading diary (29%);
• I usually do my homework (48%);
• I regularly read at home (62%);
• I spend at least two hours at home on Mathletics (25%); and
• I complete all of my English homework (56%).

More than 85% parents agreed with the following statements:
• The overall educational experience provided to students is of a high quality;
• The school provides helpful information about my child’s progress;
• My child often talks about things that they have done at school;
• I feel I can talk to my child’s teacher about his/her progress; and
• The school is always looking for ways to improve what it does.

Parent responses to the questions about homework participation were not as positive:
• My child has read more at home this year (64%);
• I like the reading diary system to encourage home reading (73%); and
• My child has done more homework this year (63%).
100% staff agreed that:
- KEPS has valuable learning programs that support all students; and
- KEPS supports me to improve my teaching practice by providing me with opportunities to participate in relevant professional learning.

Future directions
The school will continue to maintain a quality learning environment where children enjoy learning and feel respected and valued. School community discussions will determine the expectations and type of homework that students are expected to complete.

Best Start Targeted Early Numeracy (TEN) Background
The Best Start initiative is a government commitment intended to ensure all students are on track in their literacy and numeracy learning by Year 3. Best Start Targeted Early Numeracy (TEN) intervention program is one component of this initiative. It fulfills a NSW Government commitment to provide support for students experiencing substantial difficulty in acquiring numeracy knowledge and skills in the early years of schooling.

TEN complements the regular numeracy program Count Me In Too (CMIT) and the Best Start Kindergarten Numeracy Assessment process. It recognises that a small percentage of students are at risk of numeracy failure, even with a high quality whole class early numeracy program.

In 2013 five K-2 teachers at KEPS trained in the TEN program and implemented it in their classrooms. Teachers attended 3 full day training sessions with the TEN facilitator and then had weekly in-class team teaching sessions with the facilitator to observe lessons in action.

During this training, teachers conducted assessments of all students to track their progress and check they were progressing at expected standards. Those at risk were placed in targeted groups for explicit individualized instruction.

Findings
Data was collected throughout the program for Years K-2. Students progress through the levels of Emergent, Perceptual, Figurative, Counting On and Back, to Facile.

Kindergarten:
At the beginning of the program 5% of Kindergarten students were at emergent level in Early Arithmetic Strategies (EAS). By the end of Term 4 there were no Kindergarten students at this level.

43% of Kindergarten students started the program at Perceptual level and by the end of Term 4 46% of Kindergarten students had progressed to Figurative level.

Year 1:
At the beginning of the program 24% of Year 1 students were at Perceptual level in EAS. By the end of Term 4, this had reduced to 12%.

33% of Year 1 students started the program at Counting On and Back and by the end of Term 4, 40% of Year 1 students had progressed to Facile.

Year 2:
At the beginning of the program 8% of Year 2 students were at Figurative level in EAS. By the end of Term 4 there was only one Year 2 student at this level.

68% of Year 2 students started the program at Counting-on-and-back and by the end of Term 4 40% of Year 2 students had progressed to Facile level.

Recommendations
Teachers will continue to implement the TEN program in 2014. Students at risk will be identified and given explicit instruction each day to provide them with the skills and strategies needed to succeed in the EAS strand of maths. Teachers will collect data at the end of each term and discuss resource requirements at regular stage meetings.
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 more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: