School context statement

The school is located in Kempsey, a town of approximately 10,000 people on the NSW Mid North Coast. The school was established in 1881 and has a long and rich tradition of excellence in the sporting, academic and creative arts areas. There is a strong commitment to improving literacy and numeracy for all students with programs such as Language, Learning and Literacy (L3), Focus on Reading (FOR), Quicksmart and Making Up For Lost Time In Literacy, (Multilit) driving higher student outcomes.

The school is a Positive Behaviour for Learning (PBL) school. Experienced staff provide a supportive learning environment that caters for the needs of every child, equips students as healthy, 21st Century learners and encourages parents as partners in learning.

The Family Occupation and Education Index (FOEI) for the school community in 2014 is 137. – The state FOEI average is 100 (the higher the FOEI, the more disadvantaged the school).

45% of the school’s families are from the lowest socio economic quartile, 33% from the next (78% families in the bottom 50%), 15% in quartile 3 and 7% in the top socio economic quartile.

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

The majority of families who have left the school have relocated to other towns.

Student attendance profile

The school has had a continuing focus on improving school attendance, and has recently introduced new digital processes, such as Skoolbag, to enable parents to more easily explain student absences.

Workforce information

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

In 2014, the school employed, above the staffing entitlement; 1.5 teachers, an additional School Administrative staff member and three School Learning Support Officers (SLSO).

Workforce composition

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

13% of the staff employed identify as Aboriginal.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.
Professional learning and teacher accreditation

It is a school priority to ensure all staff members participate in regular, relevant professional learning.

During School Development Days all staff participated in Child Protection, Anaphylaxis, CPR, Emergency Care and Work Health and Safety training. All teaching staff participated in professional learning in; Focus on Reading Phase 1 (FOR), The English and Mathematics curricula and continuums, using PLAN data, the Disability Standards, learning adjustments, and using iPads in the classroom. Other training opportunities provided this year included: Kindergarten staff in L3, four staff in ‘Choice Theory, Reality Therapy and Lead Management’, SLSOs, teachers and a community member in the ‘Australian Literacy and Numeracy Foundation’ (ALNF) training, two staff in ‘Crunch and Sip’, five staff in sport training, ten staff in Instructional Rounds, and five in ‘Providing Effective Feedback’. In addition to this, members of the leadership team participated in ‘The Art of Leadership, courses in financial management, mentoring and the ‘Principal Credential’.

Total school expenditure on professional development in 2014 was $40,748.16. With 17 teaching staff, (some part time), this equates to $2,396.95 per capita.

There were three teachers working towards Board of Studies Teaching and Education Standards (BOSTES) accreditation and three teachers maintaining their accreditation at the Proficient level.

Beginning Teachers

In 2014 there was one beginning teacher at the school. Funding provided under this scheme enabled mentoring time, classroom visits, collegial planning and developing evidence for accreditation.

Financial summary

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

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A full copy of the school’s 2014 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 2014

Academic achievements

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

- Five students entered the UNSW Computer Competition earning one distinction, two credits and two participation certificates.
- Three students entered the UNSW Spelling Competition earning two credits and one participation certificate.
- Five students entered the UNSW English Competition earning one distinction and four participation certificates.
- Seven students entered the UNSW Mathematics competition earning one credit, and six participation certificates.
Each week two students were awarded a Mathletics Award, and a Mathlete of the Week trophy.
Fourteen Stage 3 students entered the Write for Fun competition with two students having their work published.
Thirty-two Stage 3 students attended the Science and Engineering Challenge day. Our school won some sections of the competition and was placed third overall.
All students were encouraged to participate in the Premier’s Reading Challenge with 130 students successfully completing the challenge.
Six students from Stage 3 participated in the MECS Video Conference Spelling Bee. Our team placed 4th out of nine schools.

**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)
Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)
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](http://www.myschool.edu.au) and enter the school name in the *Find a school* and select *GO* to access the school data.

**Other achievements**

**The Arts, Sports and Other Programs**

**The Arts**

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

The school was again involved with the Kempsey Shire Council Light The Way lantern making competition and lantern parade winning an award for the best school participation.

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.

The Descendants of the Dragons visiting performance highlighted Asian culture and heritage.

The school attended two performances at the Glasshouse in Port Macquarie this year. Students viewed performances of Tashi and Pete the Sheep.

**Sport**

2014 was a year of unprecedented all round sporting success.

Seven students were successful in the Macleay Swimming Carnival, progressing to the Lower North Coast level, with one student advancing through to the North Coast level.

Three girls and three boys attended the Lower North Coast soccer trials with one boy and two girls being chosen to trial for the North Coast NSW Primary School Sports Association (NSWPSSA), soccer teams.

Nine students attended the Lower North Coast selections in Rugby league with one student progressing to selection in the North Coast Rugby League team.

The boys’ and girls’ touch football teams both progressed to the third round in the PSSA tournament held in Port Macquarie.

Five students attended the Lower North Coast trials for touch football. One student was selected, progressing to North Coast trials.

Kempsey East Public School participated in the Paul Kelly Australian Football League (AFL) Cup. Even though our students were unfamiliar with the game they defeated three other teams on the day. The team was defeated by a team who were 2013 state finalists.

Three students competed in the North Coast Athletics Carnival with two students progressing to the state level, where one placed 7th in the 11yrs Boys 100m and 6th in 11yrs High Jump. The other boy placed 13th in 11 years Long Jump.
In Rugby league, we participated in the open PSSA knockouts and Schubert 7s Cup. Both our junior and senior teams plus a girls Oztag team all placed second in the local seven-a-side tournament.

Fourteen boys participated in the all schools Rugby league championship that was held in Sydney.

Four students participated in the selection trials for the North Coast under 11s and under 12s Rugby Union team, with one student progressing to state level.

Three students were selected for the North Coast Cross Country Carnival.

Four students attended the Macleay netball trials, with two students being selected for the Lower North Coast netball team.

The School Swimming Scheme was conducted again this year with 92 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.

A soccer gala day was held at Eden Street with many local schools in attendance. Kempsey East entered two competitive teams and two social teams enabling all Stage 3 students to participate on the day.

Nine students were selected in the Lower North Coast softball trials with one student being selected to play in the North Coast softball team at state level.

Programs and Excursions

Kempsey East Public School participated in the Heart Foundation Jump Rope for Heart raising $1,477.35 for the Heart Foundation. The skipping team gave several demonstrations at schools over the year receiving very positive feedback. The team also toured Western Region schools.

Fifty-four Stage 3 students travelled to Point Wolstoncroft for their five-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 session.

Ten students attended the Young Leaders Conference in Sydney.

Twelve students from Stage 3 attended a writing workshop at Smithtown Hall. A renowned author showed the students how to plan and write a children’s picture book.

Stage 2 students had a three day excursion to the Aussie Bush Camp where they focused on learning more about taking risks and establishing team working skills.

A QUEST program was introduced this year to develop leadership skills for Year 6 students. Twenty-one Year 6 students were trained and were involved in running lunch-time programs for all students in the school.
The Manly Sea Eagles visited our school to talk to the students about bullying. The players’ message was that ‘bullying is not cool’.

Six Year 6 students were involved in a leadership day at Melville High School.

K-6 students this year participated in a Relay For Life Event at Kempsey East Public School.

Stage 1 students attended an excursion at the Observatory at Port Macquarie, providing the opportunity to learn more about the solar system.

**Special Events**

Father’s Day celebrations were conducted in the classrooms inviting dads to participate in mathematics games.

The 2014 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 ‘Catch the Reading Bug’.

The school hosted two interschool chess days with participants from eight schools enjoying a day of competitive chess.

A Stage 3 female student received a View Club Award for citizenship and a student received a Rotary Club Citizenship Award at a special community ceremony.

Three students received awards at the MECS Assembly of Excellence that was held in Education Week.

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.

School leaders and Stage 3 students conducted the School Remembrance Day service.
 Significant programs and initiatives – policy

Aboriginal education

The Dunghutti language program did not continue this year due to the school being unable to secure the services of an Elder to teach the program. It is hoped that the program will be able to resume in 2015.

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

National Aboriginal and Islander Day Observance Committee (NAIDOC) celebrations were an outstanding success with students participating in many interesting activities based on Aboriginal culture. The day culminated in a sharing assembly with singing and dancing performances learnt during the activity rotations being presented to the audience.

Participation in the Norta Norta program and school equity funding enabled Aboriginal staff to provide support for Aboriginal students in literacy and numeracy across all stages.

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. A family BBQ was held early in Term 1 to foster relationships between parents and teachers and to begin our PLP process with almost 100% of our Aboriginal families attending.

The Aboriginal Education Committee has met regularly to provide feedback on school programs and the school is represented by at least one staff member at local AECG meetings.

In August the Aboriginal Education Committee funded all Aboriginal students to attend a whole school performance by Adam Hill, a multi-talented Dhungatti Aboriginal artist and international performer. He presents an original, humorous, highly energetic program of song, puppetry, language, personal stories and Yidaki. All students thoroughly enjoyed the performance.

Three Aboriginal Stage 3 boys and an Aboriginal Staff member participated in a multi-school BroSpeak cultural initiative.

Multicultural education and anti-racism

There were four English as a Second Language, (ESL), families at KEPS in 2014, with a total of four ESL students. These students are 3rd phase ESL students. There were no new arrival students in 2014.

Throughout 2014 students at KEPS participated in a variety of activities to increase their understanding of different cultures and lifestyles.

All classroom programs incorporate multicultural education perspectives.

The school has a trained Anti Racism Contact Officer (ARCO).

Significant programs and initiatives – equity funding

In 2014 the school received additional equity funding for Aboriginal background, low socio-economic background and for students with low-level disability.

This funding provided the capacity to employ an Aboriginal SLSO (4 days per week), and three SLSO staff to support students in both the classroom and in whole school activities. The SLSO staff conducted social and learning groups, provided one-on-one learning support in classrooms, assisted with the Early Explorers initiative and conducted the QuickSmart, MULTILIT and ALNF programs.
An additional 1.5 teaching staff were employed using this funding. This enabled the conduct of the Early Explorers transition to school program, additional learning and support and the continuation of mathematics enrichment classes for students in Stage 2 and 3.

Three days of additional school administration staffing enabled a focused attendance program to be conducted, administration of welfare initiatives and generally released teaching staff from clerical tasks enabling them to focus greater attention on the learning and social needs of students.

All teachers worked with the Learning and Support teacher to develop Personal Learning Plans (PLPs) for all Aboriginal students and Individual Learning Plans (ILPs) and adjustments for all students with an identified disability. Equity funding provided additional time for these processes.

Equity funding allowed the school to fund additional teacher professional learning and leadership opportunities. The process of Instructional Rounds has allowed teachers to collaborate and share best practice across participating schools. Teachers have had many opportunities to learn more about best practice and evidence based literacy and numeracy teaching.

Outcomes from the additional equity funding include:

- A common language of learning intentions and success criteria being used school-wide. This enables the learning and assessment process to be more visible to students.

NAPLAN effect sizes from Year 3 to Year 5 were mostly well above the desired effect size of .4 (which indicates a year’s worth of learning); 5.39 for Spelling, 0.46 for Reading, 0.5 for Numeracy, 0.39 for Number Patterns and Algebra and 0.52 for Data Measurement Space and Geometry.

Attendance data indicates an improvement in attendance, particularly in the target areas of Years K-1. There has been a decrease in unexplained absences and the Aboriginal attendance rate is similar to that of the whole school attendance rate.

Student work sample data indicates a greater number of students are working beyond the expected outcomes. In literacy; Stage 3 – 27%, Stage 2- 29%, Stage 1- 21%, and Early Stage 1 – 15%. In numeracy; Stage 3 – 29%, Stage 2- 11%, Stage 1-24%, and Early Stage 1 – 24%.

QuickSmart data for the thirteen students who participated in the program indicates a substantial growth in outcomes that equates to between two to three years of learning over one year.

A Year 2-6 student survey indicates 82% students enjoy learning at school, coming to school and believe that they do lots of interesting things at school, 88% feel very welcome in class and believe that they are treated with respect, and 93% students indicated that teachers help them to understand how to improve their work.

The Focus on Learning Survey conducted in term three indicates that the school scored 8.3 out of 10 for being an inclusive school.

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 mean for Aboriginal students and also higher than the school mean for non-Aboriginal students in these areas.

The percentage of students who had absenteeism rates greater than 10% of school days, was similar for Aboriginal and non-Aboriginal students this year, (22% to 20%).

Ten Aboriginal students attended the Early Explorers transition to school program.

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**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:

- A school survey of parents, Year 2-6 students and teaching staff
- Analysis of NAPLAN and PLAN data and school based data including student work samples
- External data such as the Visible Learning and Focus on Learning survey.
School planning 2012-2014:

School priority 1

Literacy

Outcomes from 2012–2014

All students achieve literacy benchmarks.

There is greater student representation in NAPLAN literacy proficiency bands.

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

Evidence of achievement of outcomes in 2014:

NAPLAN reading results indicate an increase from 39% to 46.7% students who achieved the expected rate of growth between Year 3 and Year 5.

NAPLAN student growth data in spelling indicates 50% students achieved equal to or greater than expected growth between Year 3 and Year 5.

The percentage of students in the proficiency bands of Year 5 NAPLAN reading was greater than that of similar school groups (SSGs). (37.6 compared to 17.2%).

In Year 3 NAPLAN 4.2% students were below minimum standards in Reading, Writing and Spelling.

All teachers have been trained in Focus on Reading Phase one.

All teachers use the continuums to plot student progress each term.

All teachers meet with a stage supervisor every five weeks to assess student progress and establish student and teaching goals and develop strategies to achieve these goals.

Strategies to achieve these outcomes in 2014:

FOR reading comprehension strategies continued to be implemented with Phase 1 FOR training being completed by all staff.

School wide phonics awareness testing was conducted to determine the composition of the intervention groups and focus areas for learning.

A school wide dedicated literacy session of two hours is scheduled Monday to Thursday.

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 continuum every term and enter the data on PLAN.

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.

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.
Evidence of achievement of outcomes in 2014:
There was an increase from 32.4% to 53.3% students achieving the expected growth in NAPLAN numeracy between Year 3 and Year 5.
The school NAPLAN numeracy mean was higher than SSGs in both Year 3 and Year 5.
All students in Year 3 achieved above the minimum standard in NAPLAN numeracy.
Year 5 numeracy NAPLAN results indicate that 19.4% students achieved in the proficiency bands compared to 10.1 in similar schools (SSGs).

Strategies to achieve these outcomes in 2014:
School numeracy sessions expanded to 1.5 hours a day (Monday-Thursday) and 1 hour on Fridays.
Every classroom implemented a daily number facts program.
All teachers followed the Mathematics Scope and Sequence. This ensured all numeracy strands were covered.
There was a focus on the teaching of:
- Number Patterns and Algebra with a particular focus on Number; and
- Data, Space and Measurement with a focus on Space.

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.

Evidence of achievement of outcomes in 2014:
NAPLAN results indicate that the Year 3 Aboriginal student results in all areas are higher than SSGs and above the state average for all students in spelling.
An end of year school survey of Years 2-6 Aboriginal students indicated:
- 89% students agreed or strongly agreed with the statement ‘I enjoy learning at school’.
- 94% students agreed with the statement ‘My teacher treats me with respect’.
- 100% students agreed with ‘My teachers teach me in a way so that I can understand my work’ and ‘I enjoy using computers and iPads to help me learn’.
- 75% students indicated that they do not use their Home Reading Diary.
- 55% students indicated that they usually do their homework.

The end of year Aboriginal parent survey indicated:
- 96% like the PLP process acknowledging that it gives them an opportunity to speak with their child and their teacher about learning at school.
- 87% would like their children to have the opportunity to learn about the Dunghutti language.
- 92% believe that their children are treated with respect. 0% disagree.
- 96% parents believed that their were some additional learning and cultural opportunities provided for Aboriginal students at school.

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 ie ‘Can dos’ and are monitored at least once per term.
Work samples are included in each PLP.
A BBQ evening was held early in Term 1 to enable conversations between parents and teachers.
Contact was made by the class teacher to discuss progress on student goals with parents.
The format of the Dunghutti language and cultural program was reviewed.

Parent/caregiver, student, and teacher satisfaction
In 2014, the school sought the opinions of parents, students and teachers about the school.
Parents (44 families), students (112 from Years 3-6), and school staff (15), were surveyed using a confidential Survey Monkey questionnaire.
Their responses are presented below:
Parent responses indicated a high level of satisfaction with the school. Respondents agreed with the following statements:

- 93% agreed that there is a positive and happy school atmosphere, that they are made to feel welcome at school, their child enjoys school and that teachers provide interesting and challenging work for the students.
- 97% parents indicated that their children felt safe at school.
- 90% parents would recommend the school to other parents (6% no opinion).
- 88% parents believe that the overall educational experience is of a high quality, that families are encouraged to be involved in school and classroom activities, that Kempsey East Public School has a reputation of being a good school and positive relationships exist between the school and its community.

More than 80% students agreed or strongly agreed with the following statements:

- I enjoy learning at school;
- I enjoy coming to school; and
- I am glad my school is Kempsey East Public School.

100% staff agreed or strongly agreed with these statements:

- KEPS is a good place to work;
- The school supports me to improve my teaching practice by providing me with opportunities to participate in relevant professional learning; and
- I would recommend this school to members of the community

**Future Directions**

**2015-2017 School Plan**

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school's website from the beginning of Term 2 2015.

In 2014 the school undertook an extensive collaborative school visioning process to determine the future directions of the school.

There will be two school directions 2015-17, A Quality Learning Environment and Building Teacher and Student 21st Century Learning Capacity.

**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 directions for the school's future development.

Jenni Griffiths, Principal
Wendy Stanborough, Assistant Principal
Kym Wignall, Assistant Principal
Trish Pickett, Rel Assistant Principal
Lucas Kelly, Teacher
Lee Clark, P&C President
Michael Heuston, Aboriginal Education Committee

**School contact information**

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School Code: 2278

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: