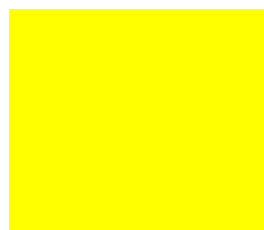
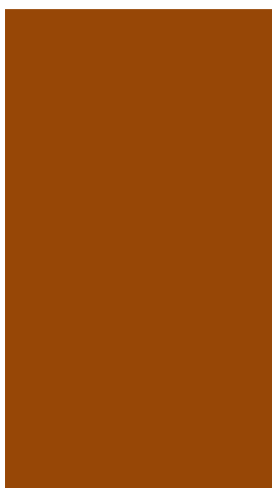


2010 Annual School Report Kirrawee Public School

NSW Public Schools – Leading the way



Our school at a glance

Students

Students at Kirrawee Public School are friendly, happy, supportive of each other and willing to learn to the best of their ability.

In 2010, 256 students were enrolled at Kirrawee Public School. 224 in the mainstream and 32 students in support classes. 8.5% of the students came from an indigenous background and 15.2% from language backgrounds other than English.

Staff

The staff at Kirrawee Public School continues to be enthusiastic and hard working. They are all dedicated, professional and highly committed to providing outstanding educational programs and opportunities for all students. The school has a total of 28 staff, consisting of 17 teachers, 3 administrative staff and 6 part-time, 2 temporary teachers and 3 permanent student learning support officers.

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

Significant programs and initiatives

Kirrawee Public School continued to program and plan targeted learning with a strong focus on welfare, performing arts and sport. They include: anti-bullying programs (Rock & Water, Peer Support), junior and senior dance (boys and girls), e-learning, public speaking, multicultural education, Aboriginal education, special education, band, roadsafety, values education, and literacy and numeracy support programs were significant.

Our school band gained silver in the Bandfest competition and the choir performed extremely well in the Sutherland Shire Music Festival. Thanks to the outstanding efforts of our teaching staff and CAPA committee.

Student achievement in NAPLAN

All students in Australian schools sit for the National Assessment Program in Literacy and Numeracy (NAPLAN) in Years 3 & Year 5. These tests assess skills in literacy and numeracy. Student results are reported in skill bands. There are 6 bands in Year 3 (band 6 being the highest) and 8 bands in Year 5 (band 8 being the highest)

Principal's message

Kirrawee Public School is situated in the beautiful residential semi-industrial suburb of Kirrawee and is a caring small community school which prides itself on its community atmosphere while providing outstanding personal development and self esteem programs, comprehensive student welfare policies and holding high expectations for all students. The school has large attractive grounds, well resourced inviting classrooms and a modern school library and hall allowing for outstanding learning opportunities for all students.

The core business of the school is to ensure that all students learn to maximum potential, achieved in a stimulating safe and happy environment.

Our whole school community has worked tirelessly during 2010 to provide educational opportunities for all students and we are very pleased to see the way in which our students accept new challenges and achieve to the best of their ability.

The dedication and professionalism of our staff has been outstanding and our students were provided with many varied academic, sporting, cultural and social experiences and opportunities to learn, communicate and grow. The wonderful support and excellent contributions made by parents and family members in the education of their children has built a strong foundation and very strong partnership. This has contributed greatly to the high reputation that is enjoyed by our school and students within the wider community. There have been many highlights throughout the year, especially the building of our new School Library and Homebase classroom for the support unit.

In 2010 Kirrawee Public School celebrated the 60th anniversary of the schools opening. All the students received a commemorative badge to celebrate this event. A cake was ceremoniously cut at the Education week open day. Several generations attended this ceremony together with the local federal member.

It is my pleasure to present the Annual School Report for 2010. This document recognises and celebrates the many and varied successes of the hard-working students, staff, parents and caregivers of Kirrawee Public School.

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.

Selwyn Williams
Principal

Parents' and Citizens' Report

As the 2010 school year draws to a close let's take a minute to pause and realise what we have achieved during this year.

We set out to "Promote the interests of the school by bringing parents, citizens, pupils and teaching staff into close co-operation;" which we have achieved with our regular meetings, our assistance with sport development; Futsal, softball & gymnastics and our social events for students and parents.

"Assist in providing equipment required by the school;" we contributed towards 6 data projectors, \$5000 of reading resources and the sensory playground.

"Assist the teaching staff in establishment of school policy and management in all facets of school activity."

The P&C successfully campaigned for the new library and rooms to be built in the best location for the school. We have simplified the school uniform list to enable the students to look and feel their best.

I would like to thank our committee for 2010, including Sarah Avis, Sharyn Field, Wayne Gilholme and Simone Milne. I would also like to thank the people who regularly volunteer their time and energy for the students, including the school staff, working committees and the principal Mr Williams.

Melissa Leitch (canteen manager) has done another fantastic job this year with the canteen. The prices have remained low and the menu is wide ranging and continues to be both popular and nutritious. The children have enjoyed the special days and we hope that we can have enough parent helpers next year to continue to run the canteen three days per week.

Thanks to the uniform committee for their time and support to service the families and students. Many thanks for keeping the shop running.

I'd like to pass my special thanks to Sean Haran, Julee Stephens and Wayne

Gilholme. They have been tirelessly involved with the P&C for the last seven years. It is due to the sheer hard work and energy they have invested over these years that our P&C is in such great shape in 2010. We wish you all the very best as you become more involved with your high school P&C's, they are lucky to have parents like you to step up and help the students and the schools.

Looking forward to 2011, we will hold our AGM on Tuesday 8th February 2011, 6.45pm. Nominations will open for; President, Vice President, Secretary, Treasurer and Committee Members. If you've ever wondered what it's like to become actively involved with your children's school, now is a great time to come and have a go.

Merry Christmas, enjoy the summer holidays, stay safe and I hope to see you in 2011.

Russell Roberts
P & C President



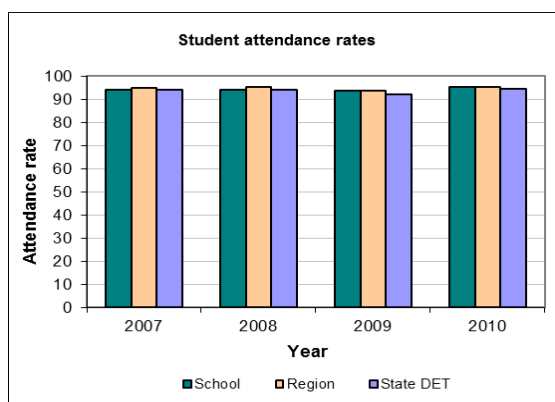
Student Information

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 enrolments were stable. As at November 2010 the total school enrolment was 256, consisting of 143 boys and 113 girls.

	2006	2007	2008	2009	2010
Male	162	155	145	152	143
Female	137	126	115	113	113



	Year	2007	2008	2009	2010
School	K			95.6	96.0
	1			93.1	95.4
	2			93.4	94.0
	3			90.9	94.2
	4			95.3	95.3
	5			96.0	96.5
	6			93.9	96.6
	Total	94.0	94.2	93.9	95.6
Region	K			95.4	95.8
	1			94.9	95.3
	2			95.1	95.5
	3			95.2	95.4
	4			95.1	95.6
	5			95.3	95.6
	6			94.5	94.8
	Total	95.0	95.2	93.7	95.4
State DET	K			94.3	94.7
	1			93.7	94.2
	2			94.0	94.4
	3			94.1	94.5
	4			94.0	94.5
	5			94.0	94.4
	6			93.6	94.0
	Total	94.0	94.1	92.1	94.4

Class sizes

In March 2003 the government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2010 class size audit on Wednesday 18 March 2010.

Roll Class	Year	Total per Year	Total in Class
KC	K	21	21
KG	K	20	20
5/6T	5	13	30
5/6T	6	17	30

1H	1	20	20
2/3B	2	12	26
2/3B	3	14	26
5/6O	5	12	30
5/6O	6	18	30
4/5K	4	18	28
4/5K	5	10	28
1/2M	1	9	25
1/2M	2	16	25
3/4MH	3	18	29
3/4MH	4	11	29

Structure of classes

Students were organised into a total of 9 mainstream classes and 3 support classes. The classes were age appropriate, mixed ability groups. As a result of student numbers, six composite classes formed part of the full compliment. Three support classes: 1 for mild intellectual disability and 2 with moderate intellectual disability.

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

Position	Number
Principal	1.0
Teaching Assistant Principal(s)	4.0
Classroom Teachers	6.0
Part-Time Teacher	0.4
Support Teacher Learning Assistance	0.4
Teacher Librarian	0.6
Teacher RFF	0.378
Teacher of ESL	0.4
Teacher of Mild intellectual Disability (Assistant Principal)	1.0
Teacher of Moderate Intellectual Disabilities	2.0
Counsellor	0.4
School Administrative Manager	1.0

School Administrative Officer	1.122
General Assistant (0.1 subsidised from school funds)	0.3
Teacher's Aide Special (Mild)	1.0
Teacher's Aide Special (Mod)	2.0

Teacher Qualifications

All teaching staff meet the professional requirements for teaching in New South Wales public schools.

Qualifications	% of Staff
Degree or Diploma	84%
Post Graduate	16%

Financial summary

<i>Date of financial summary</i>	30/11/2010
Income	
Balance brought forward	144,659.81
Global funds	160,013.87
Tied Funds	47,083.02
School & Community Sources	165,852.04
Interest	6,744.51
Trust Receipts	13,495.15
Canteen	0.00
Total Income	393,188.59
Expenditure	
<i>Teaching & learning</i>	
Key learning areas	42,718.37
Excursions	25,767.98
Extracurricular dissections	89,373.02
Library	5,142.58
Professional Learning	19,123.75
Tied Funds	34,979.34
Casual relief teachers	71,218.93
Administration & Office	57,877.10
School- Operated Canteen	0.00
Utilities	37,755.25
Maintenance	13,254.18
Trust accounts	14,565.66
Capital programs	14,850.00
Total Expenditure	426,626.16
Balance carried forward	111,222.24

A full copy of the school's 2010 financial statement is tabled at the annual general meeting of the Parents and Citizens Association. Further details concerning the statement can be obtained by contacting the school.

School performances 2010

Achievements

Creative and Performing Arts

Creative arts was implemented in classrooms through the Connected Outcomes Groups (COGS) units that were studied during 2010 and through individual teaching programs. The KPS Visual Arts program K-6, is integrated so that the breadth of learning covers all KLA's. Children were given regular opportunities to explore the use of various media to produce artworks.

The school continues to offer performing arts opportunities for those who wish to pursue their passion at a higher level through participation in choirs, dance troupes, band and public speaking.

Junior and Senior Choir

Both our junior and senior choirs presented a significant number of our Stage 1,2 and 3 students with the wonderful prospect for quality music making and for opportunities to perform before appreciative audiences at school functions-Education Week and Grand -parent's Day and to members of the public at the annual Sutherland Shire Schools Music Festival. The 40th celebration of this event in the life of the local schools is one that will provide a valuable memory for all participants.

The culture of our school recognises the indispensable lessons gained from belonging to a choir, teamwork, responsibility, cooperation, furthering musical knowledge and understanding and having fun. As a result these factors generate enthusiasm across the membership spectrum.



Band

This year has seen growth in numbers in our training band with stable numbers being maintained in our performing band. All children performed at our Education Week and Grandparent's Day concerts and their playing was very much appreciated by these audiences.

The band teacher, Mrs Joanne Holloway, continued to give expert tuition and encouragement to the students. She has shown commitment and dedication in both teaching the children a love of belonging to a band and in developing their musicianship.

The students attended a "Band camp" at Stanwell Tops during Term 3, which provided a wonderful opportunity for intensive music education for each child, along with the positive experience associated with being part of a "Big Band" with children from several schools.

Both bands also performed at the annual Bandfest organised by Engadine Music. Bandfest includes both primary and secondary bands and is an ideal forum for students to be challenged by the musicality demonstrated more experienced bands. The adjudication for both bands indicated how well they had both progressed during semester 1 and was a great encouragement for their semester 2 learning. Semester 2 culminated with the End-of-Year concert where all children are able to showcase their talent and love of music.

Dance

Junior Girls

KPS group consists of girls in Yr 1 and Yr2. They have maintained a high standard throughout 2010 requiring a high level of organisation and administration. Ms Wendy McMahon has continued to produce exceptional outcomes encompassing grace, in movement and appreciation of style.

The children performed at events during Education Week and at the Sutherland Shire Schools Music Festival.

The dance group continues to provide an opportunity for healthy lifestyles and dance skill development.

Senior Girls Dance

A wonderful tradition of dance at Kirrawee Public School began with the Senior dance group. Under the guidance of Ms Wendy McMahon (WAM DANCERS) this group from Yrs 4 to 6 meet each Tuesday morning to develop their dance skills. They engaged in contemporary, modern and jazz routines that

have featured in their compositions throughout the year.

They successfully performed at the Seymour Centre for the Sydney Region Dance Festival, at The Sutherland Shire entertainment centre for the Sutherland Shire School Music Festival, Miranda Fair during Education Week and many times at Kirrawee Public School for families, friends and grandparents. The group displayed not only high level skills in dancing, but their decorum was exemplary.

Boys Dance Group

The KPS boys dance group consisted of boys from Yrs 1 to 6, totalling 23 boys. Lessons were scheduled each Monday morning from 8.20-9.20am with Ms Wendy McMahon (WAMDANCERS) as instructor and choreographer.

Performances included Westfield Miranda during Education Week, Sutherland Shire Music Festival as well as various school performances.

The boys made significant improvements throughout the dance year and many are looking forward to 2011.

Public Speaking

Kirrawee Public School participated in the 2010 Southern Sydney Schools Public Speaking Competition. Two Kirrawee students, one Stage 2 and one from Stage 3 competed against students from other schools in the Northern Zone Finals.



Sport

IN SCHOOL COACHING CLINICS

In 2010 students at Kirrawee Public School were given the opportunity to participate in many specific sporting skills programs in an effort to increase the students' levels of expertise and physical activity.

In Term 1 students participated in a whole school gymnastics program run by “Flexi-kids”. This program concentrated on a specific skill set that was developed over a 10 week period. The lessons were tailored to suit class ability levels and were enjoyed by all participants.

In Term 2 students in years K-6 participated in a soccer & football program run by the “Futsal” organisation. Throughout Term 2 the students participated in weekly soccer lessons and developed their skills in ‘kick’ and ‘dodge’.

In Term 3 students across the school had the opportunity to participate in Softball lessons run by “Softball NSW”. Throughout the 8 week program the students deepened their skill levels in ‘strike’, ‘throw’ and ‘catch’.

The whole school sporting programs offer success, skill development and enjoyment for all students involved. The expert instruction offered by the clinic coaches has proved invaluable with an obvious improvement in the skill base of all regular participants.

PREMIER’S SPORTING CHALLENGE

In 2010 students across the school participated in the Premier’s Sporting Challenge. The challenge ran for 10 weeks and gave the students the responsibility of logging their minutes and hours of vigorous physical activity each day.

A marked increase in physical activity at recess and lunch breaks was observed with the Premier’s Sporting Challenge serving as motivation.

Connected to our participation in the challenge were funds allocated for purchasing school sporting equipment. Replacement PSSA equipment was purchased along with tubs and equipment for recess and lunch activities further boosting physical activity at the school.

PRIMARY SCHOOL SPORT ASSOCIATION (PSSA)

Student participation in PSSA is high. In Term 1 there were trial sports offered with Touch Football being offered to both Junior and Senior Girls, Kanga Cricket offered for Junior Boys and Softball offered for Senior Boys.

The competition at the start of the year was held as a ‘friendly’ competition and no semi-finals or finals were held.

In Term 2 and part of Term 3 the Winter PSSA competition is held. Junior and Senior Girls have the opportunity to play Soccer or Netball and Junior and Senior Boys can play Soccer. Semi-finals and Finals were held at the end of the competition however our teams did not qualify.

In the remainder of Term 3 and in Term 4 is the Summer PSSA competition. Junior Boys and Girls participate in Tee-ball and Senior Boys play Cricket, whilst the Senior Girls play Softball.

PSSA participation was high and students enjoy, being part of a sporting team.

CARNIVALS: SWIMMING, CROSS COUNTRY & ATHLETIC

The school Swimming Carnival was held in Term 1 at Caringbah Leisure Centre and the student participation was high. KPS had students qualify as both Sutherland Zone and Sydney-East Region representatives following a successful carnival.

The school Cross Country carnival was held in Term 2 at Gynea Technology High School and once again we had students qualify for both Sutherland Zone and Sydney-East Region representation.

The school Athletics Carnival was held at Sylvania Athletics Track in Term 3. Participation was outstanding and we had representation at both the Sutherland Zone and Sydney-East Region carnivals.

National Competitions

In 2010 Kirrawee Public School participated in the University of NSW Australia wide Assessments in English, Spelling, Science, Writing, Mathematics, English and Computer Skills. A pleasing number of students participated in these assessments.

Over 40% of students scored across the High Distinction and Distinction range, whilst 60% achieved between Credits and Participation.

Academic Results

In the National Assessment program (NAPLAN), the results across the years 3, 5, 7 and 9 are reported on a scale from Band 1 to Band 10.

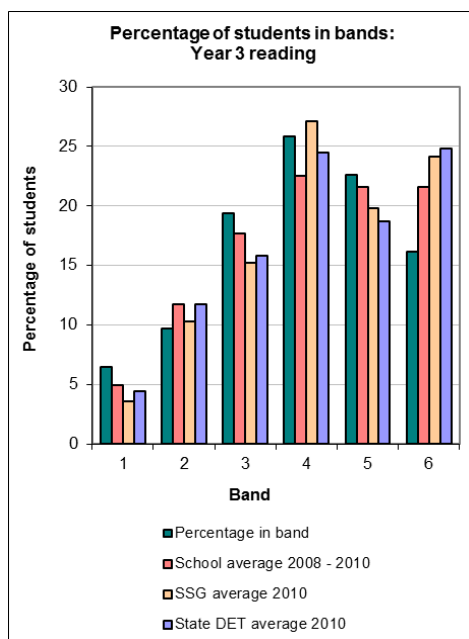
The achievement scale represents increasing level skills and understandings demonstrated in the assessments.

Year 3: Band 1 (lowest) to Band 6 (highest). Year 5: Band 3 (lowest) to Band 8 (highest)

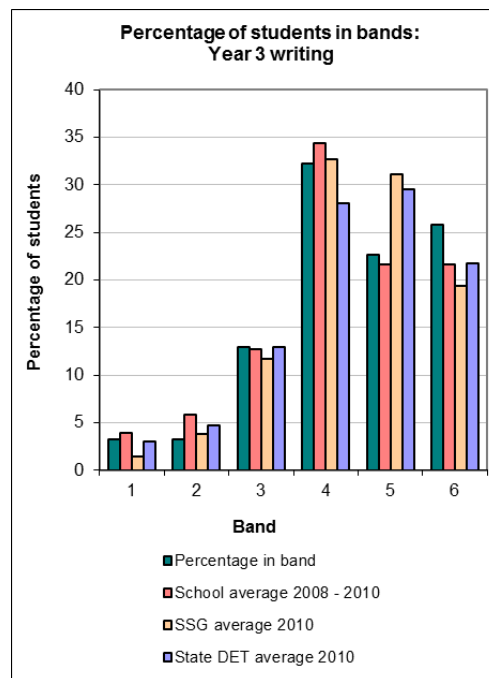
Literacy – NAPLAN Year 3

Year 3 students sat for the 2010 Naplan literacy.

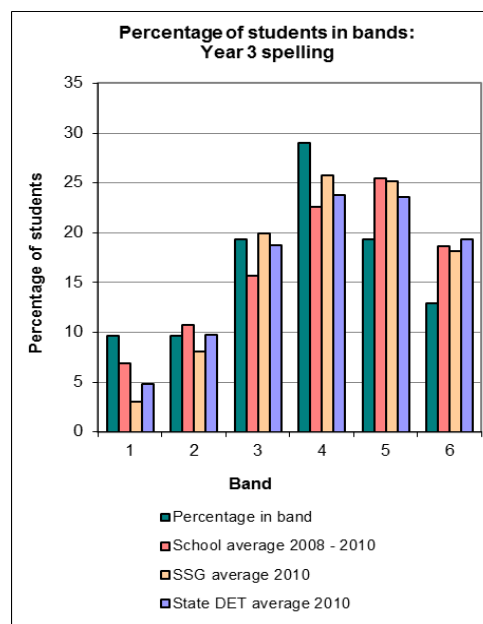
Our 2010 Literacy results indicated that our school achieved much higher results in bands 3, 4 and 5 when compared to state mean in Reading, however, performed above the mean for similar school. Overall the school will need to address performance on a K-6 basis.

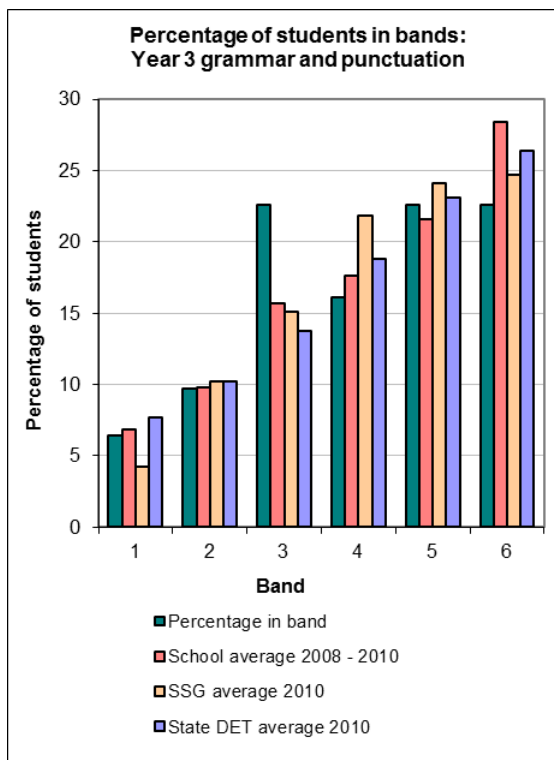


The school was above the state in Writing, with a focus on bands 4 and 6.



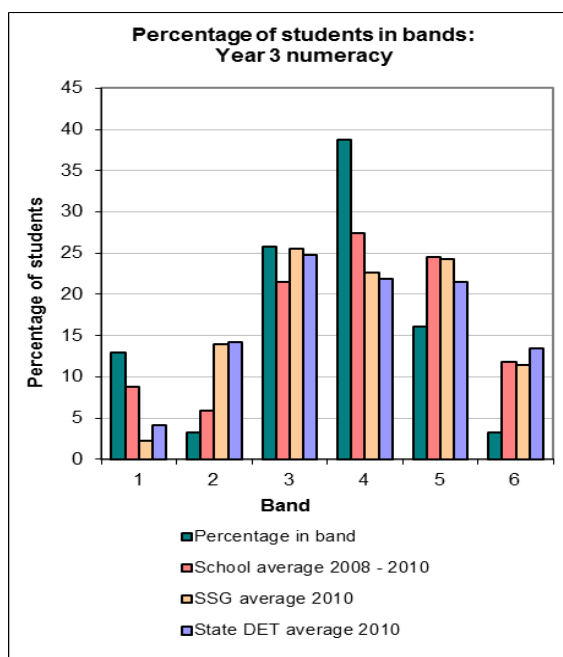
In Spelling the school performed above the state average in bands 3 and





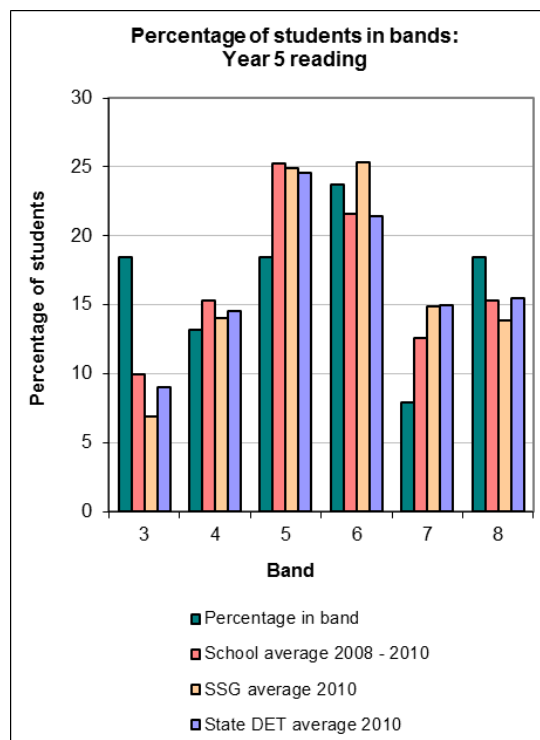
Numeracy –NAPLAN Year 3

Percentage of Year 3 students achieving at or above minimum standard	
Reading	85
Writing	88
Spelling	82
Punctuation and grammar	85
Numeracy	79



The school performed above the state in band 4 and across the top three bands also performed above the state average.

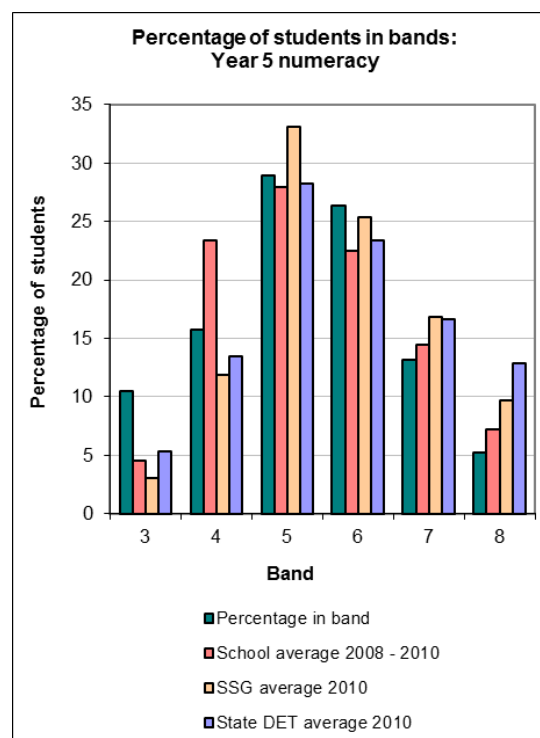
Literacy – NAPLAN Year 5



Progress average 2008-2010

The school performed exceptionally well across targetted development. The results indicate that Kirrawee Public School performed above the state average.

This reflects that resource management and professional learning has delivered positive outcomes.



Average progress in reading for matched students

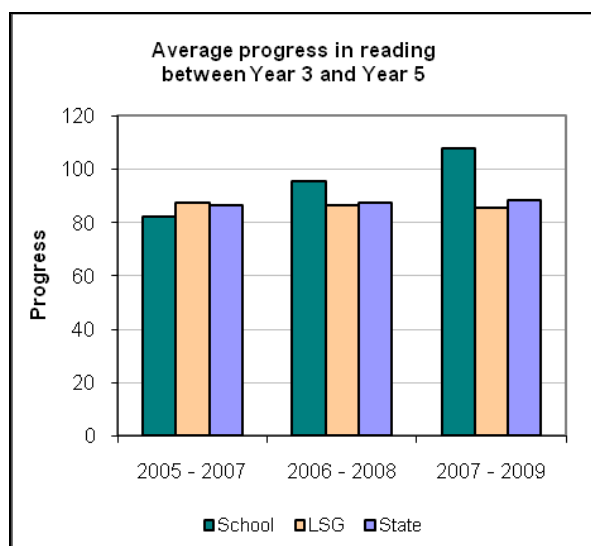
	2006 - 2008	2007 - 2009	2008 - 2010
School	95.5	107.6	89.8
SSG	N/A	N/A	82.2
State DET	87.5	88.4	83.4

Average progress in writing for matched students*

	2006 - 2008	2007 - 2009	2008 - 2010
School	73.1	66.9	72.8
SSG	N/A	N/A	63.8
State DET	69.3	57.7	66.8

Average progress in numeracy for matched students*

	2006 - 2008	2007 - 2009	2008 - 2010
School	86.4	105.6	91.2
SSG	N/A	N/A	84.4
State DET	77.3	93.4	89.3



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

The performance of the students in our school in NAPLAN is compared to these minimum standards. The percentage of our students achieving at or above these standards is reported as above.

Significant programs and initiatives

ICT – (Information, Communication, Technology)

Technology has an important role in assisting and strengthening learning at Kirrawee Public School. During 2009 all students K-6 engaged in regular opportunities to access technology from either the school's computer education centre or within the classroom. 2010 saw the introduction and completion of interactive learning systems across the school. This interactive technology enhanced student engagement, quality teaching and technology learning outcomes. Classroom teachers shared teaching strategies and resource information at teacher professional learning meetings to up skill all staff.

The *school network* enables staff and students to have ready access to current hardware and software. The department of Education and Training committed resources to see KPS cut-over onto broadband in 2010. KPS now have three interactive whiteboards and a conference e-learning system in the new library and the multi-purpose centre to enhance ongoing opportunities for technology learning and teaching.

Support for student learning

An extremely valuable and highly efficient team of teaching staff, support teacher learning assistants and parent volunteers provide intensive learning assistance to the children at Kirrawee Public School. Children are given extra tuition in either small groups or individually, by team teaching within the classroom or by withdrawal lessons.

An equivalent of 1.5 full-time school learning support officers were employed in both classrooms and the playground, to assist with learning and social skills programs. The school relies heavily upon its band of volunteers, which, in turn, stimulates a positive atmosphere within our supportive community. Our three support classes each have full-time school learning support officers to assist our students with special needs.

One **support teacher learning assistant** and one part-time-teacher each work two days per week across the school assisting students in small groups. These programs allow for targeted support and have included guided and reciprocal reading, spelling and numeracy groups. Aboriginal students

gained additional support in literacy and numeracy through the Recurrent Assistance program.

The **Learning Support Team** reviews individual student's learning needs, be they extension or remediation and discusses how these needs can be best met through available school programs.

English

A considerable proportion of the school and P&C budget was allocated for the purchase of new reading resources to extend the K-6 Guided Reading Program. The levelled readers are used extensively in the classrooms for teaching reading.

English was the focus of considerable Professional Learning throughout 2010. This included Best Start workshops for Early Stage 1 and Stage 1 teachers, investigating NAPLAN assessment results, Guided Reading and Comprehension.

Teachers commenced work on a revised Whole School Literacy Plan to further improve student performance in talking and listening, writing and reading.

Multimedia Software was installed on classroom computers throughout the school to support students on Individual Education Plans.

Environment

Our school has had a tremendously successful year of Environmental Education in 2010. Environmental/Garden group was created and students of all ages have been involved in planting and caring for the school gardens on a weekly basis. The tasks involve watering (using water from the school water tank), weeding and mulching. Composting is underway and worm farms are being established. This program continues next year with the addition of an Environmental Council helping to direct school and community programs. This year being the year of sustainability we have been successful in attaining a federal government grant (Minister Frank Sartor) awarded to our school to create a native garden in 2011.

Library

In terms of library management, it's been a busy year as we organise & prepare our resources in readiness for the big move to our new BER library. It's a big undertaking, but an exciting one for both students and staff alike.

The culling of out-dated and worn resources continued to ensure the books remain relevant and attractive to our students and appropriate for the shelves in our new library. As in previous years, the unwanted books are collected by *Hope Worldwide Australia* and are destined to help establish school libraries in Papua New Guinea.

Considerable time & effort has also been given to the re-covering of older, but valuable books. A simple face-lift now sees these books fit & ready for our new library. In terms of library programs, we again hosted a number of school-wide and special activities in 2010 including:

- participating in the **National Simultaneous**

- **Storytime** for our second year in May 2010.

- **Bookclub** supporting student recreational reading.

- **Bookweek celebrations**, involving visits to

Sutherland Library to share the 2010 Shortlisted books, Bookweek competitions and our book character dress up day.

- **Bookfairs**: Two Bookfairs were held this year.

A *Carnival* Bookfair was held during education week and proved very successful. This BookFair targeted book donations for our library and we gratefully accepted book donations totalling \$1060.00. The second *Scholastic* Bookfair was held during Bookweek and this event is held for our students and is aimed at encouraging recreational reading. Our library received over \$500.00 in book commissions.

Premier's Reading Challenge

Student participation in the Premier's Reading Challenge continues to improve each year. 86 students completed the challenge in 2010 which represents a 10% increase on the previous year. 15 students will also be awarded gold certificates in 2010.

Gold certificates are awarded when students participate and successfully complete four years of the Challenge.

Borrowing statistics show that student demand and use of library resources continues to grow and a total of 810 new

books have been added to our collection this year.



Aboriginal Education

In 2010, Aboriginal Education continued to have a strong focus at Kirrawee Public School.

As in previous years, the commitment from staff, students and community working collaboratively was evident in many projects that were carried out.

In 2010 all students learnt the local Aboriginal verse for the National Anthem. It is proposed that all students will also sing this verse at all school assemblies. Values education has been part of the school's culture covering Respect, Responsibility and Cooperation.

Multicultural Education

Multicultural education influences all areas of the curriculum, as it builds the knowledge, skills and attitudes required for our culturally diverse society. At Kirrawee Public School the diversity of cultural backgrounds is valued and respected. 15.2% of students at the school come from a language background other than English. Ten percent of these come from families who are second and third generation settlers. However, many retain the family's first language and use it at home. The English as a second language (ESL) teacher targets first phase learners of English and supports the teaching of explicit reading by working with small groups of students.

Tolerance and acceptance of diversity are actively encouraged and taught. Further knowledge and understanding was demonstrated as part of the Harmony Day program.

Students were also encouraged to wear orange as a form of support for harmony and respect.

Religious festivals and national days are acknowledged weekly at school assemblies.

Respect and Responsibility

These values underpin all aspects of the school's operation. The school values of "respect and responsibility" are continually reinforced by staff at every opportunity and signs are displayed in all classes and in the school hall.

The focus was maintained weekly throughout the year. These were reinforced at whole assemblies each Monday and Thursday, and at special events monitored by staff.

Collaboration with teachers, students, parents and the wider community to provide a safe, responsible, proud learning environment at Kirrawee Public School, successfully contributed to ongoing positive change and awareness throughout the school.

The school will engage in ongoing awareness of Responsibility and Respect learning in 2011.

Student Welfare

A revised Student Welfare policy was implemented in 2010. This followed an extensive consultation process with the school community.

The policy aims to provide a positive, happy and safe environment for all student and staff that is conducive to teaching and learning.

During the year proactive and strategic programs that deal with issues of student wellbeing formed a vital part of the teaching and learning of each class. These included Anti-Bullying lessons, Peer Support, Child Protection, Drug Education, Transition to School, Kindergarten Buddy System, Leadership programs, Active and Healthy Lifestyle programs.

The values of Excellence, Respect, Responsibility, Cooperation and Fair Go continued to inform the school community of the expected Positive Behaviour for Learning (PBL) and student wellbeing. Students were rewarded for actions that demonstrated the values in weekly assemblies.

The new School Award System was fully implemented from the start of the school years with all teachers rewarding students using the Award Charts that cumulate for the bronze, silver and gold awards.

Progress on 2010 targets

Progress has been made on all targets set for 2010. However, an analysis of NAPLAN data reveals that further improvements could be made in the areas of literacy and numeracy.

Target 1

To improve literacy and numeracy outcomes.

Our achievements include:

- growth in literacy and numeracy achievements from Years 3 to 5 above the state and like school averages
- consistent implementation of assessment protocols to identify achievements and specific requirements of students
- professional learning provided for all staff to effectively benchmark students' achievements in oral reading and comprehension
- Excellent monitoring of student's progress through ongoing assessment procedures.

Target 2

To improve technology-based teaching and learning

Our achievements include:

- whole school cabling program completed providing internet access for all students
- professional enrichment through exposure to TALE and available COGS units
- increase in technology integration across the school learning programs
- interactive data projector system installed across all classes
- More interactive whiteboards installed to increase accessibility for all students and staff.

Target 3

To improve the safety and well being of students and staff

Our achievements include:

- increased implementation of positive rewards, embraced by students and staff K-6
- a significant reduction of 80%-90% bullying across the school
- improved student attendance K-6

- increase of ownership from staff in managing challenging students
- classroom learning linked to Values Education.

Key Evaluations

It is a requirement for all NSW public schools to conduct two annual evaluations- one related to educational and management practice and the other curriculum. In 2010 our school carried out evaluations of school Learning Support Procedures and Structures and Information and Communication Technology Scope and Sequence.

Educational and Management practice

Learning Support Procedures and Structures

Background

In 2010, Kirrawee Public School had 0.4 Learning Assistant Teachers (STLA), 3 Support Unit teachers with aides, 3 supporting aides in classrooms. The School counsellor supported the Learning Support Team (LST) in managing the needs of learning disability students.

Of the 256 students enrolled at KPS, more than 25% students accessed programs and funding to support students with disabilities.

There are a number of structures, procedures and programs in place for supporting these students. These include the LST, Personalised Learning Plans (PLP) for learning and behaviour, LAP, Integration funding, Early School Support Program, Support Unit and modified programs.

Many of these are overseen by the LST which meets weekly. During 2010 an evaluation was undertaken to determine the effectiveness of the procedures in place in supporting teachers in meeting the needs of students with learning disabilities.

Information was collected by teacher interviews, staff meetings, analysing the school NAPLAN assessment data and reviewing school documentation and procedures.

Findings and conclusions

Responses indicated that teachers are aware of the procedures in place for accessing support. They are feeling more supported and confident in the classroom.

Flexible modes of support are used across the school to best assist and support students. These include team teaching, withdrawal from classroom, small group systems with support staff and consultancy with classroom teachers to plan the educational program for students with learning difficulties. A growing number of parents and external groups e.g. (HOPE) have become involved in the planning process. Student Learning Support Officers are integral to the successful implementation of these plans. Professional Learning is essential for student learning support officers.

Future directions

Meeting the needs of the students is the main focus; hence we will maintain the current procedures and structures as they are efficient.

Ensure new teachers receive relevant training in supporting students and are aware of LST procedures.

Develop processes to collect and collate data for overseeing the effectiveness of the support.

Develop a process for the collection of student's individual learning and behaviour plans for future reference and continuity.

Ensure ongoing professional learning for student learning support officers

Curriculum

Information and Communication Technology

We live in a technological society where information and communication Technology (ICT) skills are fundamental to many activities. Outcomes related to ICT are integrated into all curricula and there is a significant amount of hardware available in schools.

At KPS all classes are now fully equipped to support teachers in the delivery of quality educational outcomes through technology as another teaching tool.

Future directions

Develop a whole school scope and sequence for ICT which includes content from integrated units being taught in classrooms, activities from all Key Learning

Areas and provides a broad range of ICT learning experiences.

Provide professional development opportunities in ICT to expand teacher's knowledge and skills.

Install additional interactive whiteboards to allow the classroom teachers greater access to resources to implement the ICT curriculum.

Professional Learning

All staff participated in considerable professional learning throughout 2010. Teaching and administration staff set learning goals at the beginning of the year, often focussed on the priority areas identified in the school plan. Executive provided support and resource management strategies where required.

Several staff members took part in regular regional network meetings-library, ESL, computers, executive, learning assistance leadership. These meetings gave those involved a chance to hear the latest ideas and learning styles.

In addition to fortnightly targeted TPL sessions, Kirrawee staff joined 12 other schools across the shire and attended a full day conference entitled: "Accountability, Responsibility, and Legality" on SDD Term Three.

School Development 2009 – 2011

Kirrawee Public School has a well developed evaluation, planning and implementation cycle, this process involves all teaching staff and parent representatives actively evaluating and planning for future school development. The 2009-2011 School Plan was developed as a part of this process. The main priority areas for this plan are to enhance literacy achievements for all students, enhance numeracy achievements for all students and to increase students' engagement in learning.

School Targets 2011

The targets below give detail of the School Plan and will be subject to particular focus during 2011.

Target 1

To improve the safety and well-being of students and staff.

Strategies to achieve this goal include:

- participation of the whole school K-6 Peer Support and Anti-Bullying programs

- review and evaluation of the school's organisation and reward system
- restructuring of the Student Welfare, Reward and Discipline Policy
- increasing the awareness and total expansion of environmental programs and education.
- Our success will be measured by:
- a further 10% decrease in detention and suspension
- a school culture that is characterised by consistency in operations, mutual respect, acceptance of responsibility and positive cooperation.



Target 2

Improved technology-based teaching and learning within class programs

Strategies to achieve this goal include:

- providing professional learning opportunities for all teaching staff members
- purchasing and installing an interactive data projector system in each classroom
- plan for professional learning to increase confidence and skills of all teachers in the use of ICT as an interactive teaching tool

Our success will be measured by:

- a more streamline and efficient use of hardware
- the extent to which students can demonstrate the use of the electronic equipment
- the degree of satisfaction and lack of frustration shown by staff members
- systematic teaching and specific technology skills to students and collection of evidence that students' skills in ICT have increased.

Target 3

To improve student performance in literacy

Strategies to achieve this target include:

- enhance environmental education across the school
- targeting literacy through staff engaging COGS and team teaching
- providing professional learning opportunities for all staff members through TALE/consultancy support
- teachers using NAPLAN and school based analyses to make informed decisions about literacy. They confidently and competently incorporate and address strengths and weaknesses in their programming and teaching practice
- STLA integrated support across all stages

Our success will be measured by:

- student achievement in NAPLAN equal to or above the other like school average
- growth between Year 3 (2007 and Year 5 (2009) equal to or above the state and other like school groups average
- Best Start data that indicates progress in literacy skills development for kindergarten
- Maintenance or improvement in the number of kindergarten students who exit Kinder having exceeded achievement of regional targets

Target 4

To improve student performances in numeracy

Strategies to achieve this target include:

- close analysis of the 2010 NAPLAN results to identify specific areas of need to guide whole school planning
- the training of teachers in the use of technology, especially interactive units of work, as a teaching tool for numeracy
- continued review and evaluation of maths resources and programming teaching strategies
- engage in a Targeted Early Learning Numeracy program (TEN)

Our success will be measured by:

- students achievement in growth Year 3 (2008) to Year 5 (2010) being equal to or above like school groups
- student achievement in numeracy being equal to or greater than like school group average

- teacher confidence and competence enhanced
- improvement based on TEN assessments in Term One.

School Development 2009 – 2011

Kirrawee Public School's Management Plan describes the strategies the school will implement to achieve its short term goals and longer term directions to produce the best outcomes for all students. It is based on a framework of the school's priority areas of

Quality Teaching and Learning, Student and Staff Engagement, Literacy and Numeracy, and Connected Learning

The management plan was developed using internal assessment and data from the National Assessment Program and community feedback. It was devised by the School executive with staff consultation and parental advice. It is available from the school office.

Each year improvement targets based on the plan are agreed upon.

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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Tania Mar	Assistant Principal
Melissa Oostdam	Assistant Principal
Kerrian Cartledge	Assistant Principal
Robyn Stephens	Assistant Principal (Special Education)
Russell Roberts	P&C President
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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:
<http://www.schools.nsw.edu.au/asr>

