

Kirrawee Public School

Annual School Report

2021



Messages

Principal's message

2011 was a year of consolidation and elation. In 2010 our school experienced major building works. A Home Base classroom and a new library was built.

Our school has enjoyed very positive relationships between students, staff and parents throughout the year. The positive tone within our school has assisted our students achieve their potential. Many of our students have made significant achievements in academic, social and sporting activities. The report will provide a review of the school's achievements during the year.

The spirit of inclusivity and enthusiasm was evident in such projects as the Grand Parents' Day, environment program, fitness circuit, boys and girls dance groups, school band and student's leadership program.

In 2011, the school endeavoured to provide the students with opportunities to develop ongoing life skills within an engaged environment.

Opportunities to develop leadership and collaborative networking skills continued through leadership roles such as Student Representative, Yr 6 leadership program, Library Monitor, Prefect, School Captain and Peer Support.

We continue to benefit from the tireless efforts of our parent community, which resulted in the implementation of fitness programs (gymnastics, futsal, softball) for all students and the delivery of quality reading resources for all students. I look forward to working with them in 2012.

I would like to thank everyone who has contributed to a very successful year for Kirrawee Public School. Our school motto is "Our Best Always". Staff and parents have ensured that with a focus on

continuous improvement our students consistently do their best, they aim to reach their potential.

It is an honour and a privilege to lead such a vibrant and dynamic 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 achievement and areas for development.

Selwyn Williams - Principal

P & C message

As the 2011 school year comes to an end, let's pause and reflect on just how much we have all accomplished 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. The school fair and the fantastic bingo night allowed parents to get together and unwind while raising money to provide resources for the school. The movie nights and discos are still massively popular with the students as a great social gathering.

"Assist the teaching staff in establishment of school policy and management in all facets of school activity." The P & C has continued to provide a school canteen and also runs the uniform shop to supply the fantastic uniforms for the children.

I would like to thank our committee for 2011, including Sharyn Field, Tracey Westwood, Margo Richardson-Mann and Simone Milne. I would also like to thank the people who regularly volunteer their time and energy for the students, including Janine Nurthen, Jodie McKenzie, Corinne Krogh, Tania Mar and Mr Selwyn Williams.

Melissa Leitch has done another fantastic job this year with the canteen. She leaves us to pursue a different path next year and we wish Skye Keers every success as she takes over the professional supervision of our canteen. 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.

Simon Milne has done a fantastic job managing the uniform shop and I'm sure the shop will go from strength to strength with Tracey and Jodie taking over the ropes ready for 2012. With so many families buying uniforms and so many suppliers to chase, they are organised and efficient, thanks to all of you for keeping the shop running.

We look forward to working with Selwyn Williams in 2012 to continue to build on the extraordinary foundations that KPS enjoys.

Russell Roberts - President

Student representative's message

School context

In 2011 all school leaders have helped, played and performed many activities. All students have tried to achieve their best in all key Learning Areas by working within the framework of our school values and following teacher directions. As school captains we want to thank all the staff, for making our time at Kirrawee so much fun and making sure we learnt all we needed to each year. Our first step into Kirrawee PS was like starting a journey to the top of a mountain. Thanks to everyone who has helped us along the way in the last seven years.



Student Representative Council

The SRC is a democratically elected group made up of members from each class in our school from Year 1 to Year 6. The children voted for this year have been good representatives for their classes and our school. The leadership opportunities afforded participating children will stand them in good stead as they progress through their school careers and life.

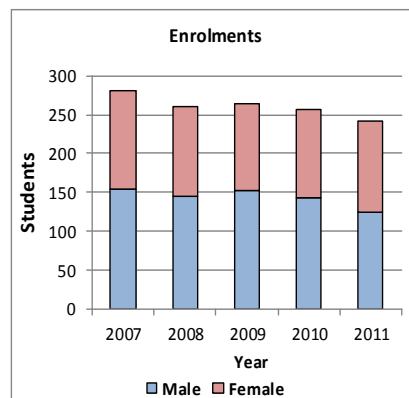
Student information

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

Student enrolment profile

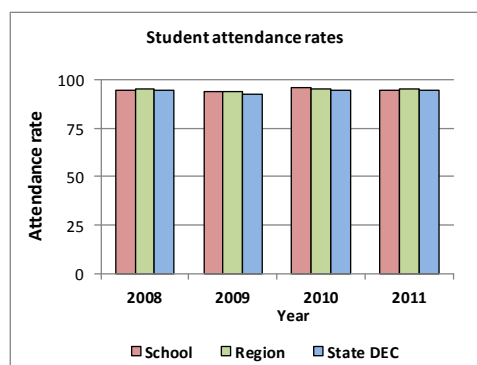
Student Enrolment

Gender	2007	2008	2009	2010	2011
Male	155	145	152	143	125
Female	126	115	113	113	117



Student attendance profile

	Year	2008	2009	2010	2011
School	K		95.6	96.0	96.4
	1		93.1	95.4	94.9
	2		93.4	94.0	95.5
	3		90.9	94.2	95.0
	4		95.3	95.3	94.8
	5		96.0	96.5	93.0
	6		93.9	96.6	93.1
	Total	94.2	93.9	95.6	94.6
Region	K		95.4	95.8	95.9
	1		94.9	95.3	95.2
	2		95.1	95.5	95.3
	3		95.2	95.4	95.6
	4		95.1	95.6	95.4
	5		95.3	95.6	95.5
	6		94.5	94.8	94.8
	Total	95.2	93.7	95.4	95.4
State DEC	K		94.3	94.7	94.7
	1		93.7	94.2	94.2
	2		94.0	94.4	94.2
	3		94.1	94.5	94.4
	4		94.0	94.5	94.3
	5		94.0	94.4	94.2
	6		93.6	94.0	93.8
	Total	94.1	92.1	94.4	94.3



Management of non-attendance

Student absence is monitored throughout the year. Any patterns of non-attendance are reviewed by the school in consultation with families and DEC support staff. Incidents that cause concern are reported to the Home School Liaison Officer for intervention.

Class sizes

Primary class sizes are included in the annual school report in order to provide parents with as much local information as possible. The following table shows our class sizes as reported at the 2011 Class Size Audit conducted on Monday 21 March 2011.

Classes

Roll class	Year	Total per year	Total In class
KG	K	20	20
1/2K	1	10	27
1/2M	1	11	28
1H	1	21	21
1/2K	2	17	27
1/2M	2	17	28
3C	3	26	26
4B	4	29	29
5/6 H	5	10	21
5/6O	5	11	20
5/6T	5	8	20
5/6 H	6	11	21
5/6O	6	9	20
5/6T	6	12	20

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
Assistant Principal(s)	3
Classroom Teachers	6
Teacher of Emotional Disabilities	2
Teacher of Mild Intellectual Disabilities	1 (AP)
Teacher of Reading Recovery	
Support Teacher Learning Assistance	0.4
Teacher Librarian	0.6
Teacher of ESL	0.4
Counsellor	0.4
School Administrative & Support Staff	2.072
Total	16.872

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

Our school does not have any indigenous staff members

Staff retention

One of our teachers retired mid Term four. One staff member has transferred. This represents a percentage of a retention rate of 87%.

Teacher qualifications

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

Qualifications	% of staff
Degree or Diploma	84%
Postgraduate	16%

Financial summary

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

Balance brought forward	111222.24
Global funds	191312.82
Tied funds	67891.81
School & community sources	160272.45
Interest	6407.56
Trust receipts	9630.20
Canteen	0.00
Total income	546737.08
Expenditure	
Teaching & learning	
Key learning areas	27147.67
Excursions	29313.98
Extracurricular dissections	73934.83
Library	5743.37
Training & development	17349.35
Tied funds	58006.48
Casual relief teachers	62509.86
Administration & office	57892.74
School-operated canteen	0.00
Utilities	39485.03
Maintenance	25474.29
Trust accounts	9035.71
Capital programs	10641.80
Total expenditure	416535.11
Balance carried forward	130201.97

Our canteen is operated by the school P & C. Financial records are maintained by the treasurer. Allocation of funds provided to the school is documented in the School Management Plan.

A full copy of the school's 2011 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 2011

Achievements

Dance

Kirrawee Public School's three dance groups – Junior Girls, Senior Girls and Boys – maintained their high standard throughout 2011. Weekly lessons with Ms Wendy McMahon, from WAM assisted each group as they progressed to performance standard. The organising teachers were Ruth Hewitt – Junior Girls, Jennifer Ginty – Senior Girls, Michelle Hearnden – Boys Group.



All groups were able to perform at our school assemblies, the KPS Education Week Concert, Miranda Fair, at Grandparents Day Concert, the Sutherland Shire Music Festival and for a Kindergarten Orientation Concert when the Regional Director, Dr Phil Lambert, was in attendance. The Senior Girls performed at the Sydney Region Dance Festival. The Dance groups continue to provide an avenue for healthy activity along with learning the necessary skills for belonging to a dance troupe.



BANDS-TRAINING AND PERFORMING

During 2011, both our Training Band and Performing Band had smaller numbers than previous years, due to the number of Year 6 students who left at the end of 2010 and the smaller intake of new members in 2011. Both bands were given opportunities to perform at a Principal's concert, school assemblies, Education Week Concert, a Grandparents Day Concert and at an evening End-of-Year Concert.

Our KPS bands have worked wonderfully well during 2011. All children have continued to regularly practise and attend a weekly tutorial as well as a whole band training session each week. Improvement over the year has been clearly observable, due to the children's enthusiasm and the professional approach of the band teacher. The band teacher, Mrs Joanne Holloway, continued to give expert tuition and encouragement to the students. Her dedication in teaching the children how to play their instrument and in developing their musicality bodes well for the KPS band program in 2012.

The overall administration of both bands was the responsibility of Ms Kerrian Cartledge. She took the Performing Band to the annual Band Camp at Stanwell Tops during Term 3. It provides a wonderful opportunity for intensive music education for each child, along with the positive experiences associated with being part of a 'Big Band' with children from several schools.



CHOIRS – JUNIOR AND SENIOR

Once again both our Junior and Senior Choirs gave a significant number of our Stage 1, 2 and 3 students the opportunity for music making and for occasions to perform before appreciative audiences at school functions – Education Week and Grandparents Day, at the annual Sutherland Shire Music Festival and for a Kindergarten Orientation Concert when the Regional Director, Mr Phil Lambert, was in attendance. The Senior Choir was trained by Mrs Karen Beckman and the Junior Choir was trained by Ms Maria Kirkis.

RECORDER ENSEMBLE

A new Creative and Practical Arts initiative was commenced during 2011. Year 3 students joined a Recorder Ensemble where they were taught basic musical notation, simple sight reading and beginning music theory. There were four main purposes for introducing the recorder into our school's program:

1. acquisition of new musical skills and knowledge
2. opportunities to perform before supportive audiences
3. experience the rewards of their own accomplishments
4. encourage greater participation in our band program which is for students in Years 4 to 6.

The children were able to develop a significant repertoire, play in parts, play in canon and play accompanied by the piano. They performed at the KPS Education Week Concert, the Grandparents Day Concert and for a Kindergarten Orientation Concert when the Regional Director, Dr Phil Lambert, was in attendance.

VISUAL ARTS

This was managed in classrooms through individual teacher programs and was integrated in units of work across the KLAs. Children were given regular opportunities to explore the use of various media to produce artworks. There were opportunities to display art works in our school hall for our Education Week Concert, our Grandparents Day Concert and for a Kindergarten Orientation Concert when the Regional Director, Mr Phil Lambert, was in attendance.

In 2012 we are looking at incorporating the educational resources available at the nearby Hazelhurst Gallery. We are planning Teacher Professional Learning sessions early in 2012 so that all staff will be fully cognisant of the varied education programs offered by the Gallery.

Sport

In 2011 the children at Kirrawee Public School were given the chance to take part in a variety of sporting programs. These were aimed at giving the children an increased awareness of the skills involved and the enjoyment that is associated with physical activity and team participation.

In 2011 the children continued with and built on the skills they had already been working towards in 2010 with a whole school program for gymnastics, futsal and softball. These were 8 week programs that extended the children even further with lessons organised to suit all ability levels. In Term 1 gymnastics organised by 'Flexi-

Kids' was presented, with the children increasing their flexibility and body awareness. The 'Futsal' program was offered in Term 2 with continuing skill development in goal defence, kicking and evasive moving while keeping ball control. Softball was presented in Term 3 by 'Softball NSW' with the children continuing to develop the skills necessary for this type of team sport. This included throwing, catching and the hand – eye coordination needed for hitting the ball.

The children took part in the Premier's Sporting Challenge for the third consecutive year with improvements found in all classes. This increased activity has been noted at recess and lunch when the children take great joy in taking part in vigorous physical activity. The grant received from this program together with a generous donation from Year 6 (Farewell Gift) and the P&C has allowed the school to have a wonderful fitness and exercise circuit that will be completed by the end of 2011. This will allow all children to take part in both core strength and flexibility activities.

PSSA Sport again was very popular with many children trying out for the available places in the variety of sports offered. This year for Summer Sport Touch Football was offered to Senior and Junior Girls, Softball to Senior Boys and Kanga Cricket to Junior Boys. Soccer and Netball were played for Winter Sport with the Netball Junior A's and Senior B's making it to the semi finals. In soccer the Seniors and Juniors both made the finals. The Juniors were outright premiers with the Seniors joint premiers. At the end of the year the Senior Boys play Cricket and the Senior Girls Softball while the Juniors play Tee-ball. On this occasion none of our teams qualified for the finals.

School sport was also a competitive event with teams vying for the trophies for both winter and summer sport. The children's activities align with the PSSA sports so that they may be ready and skilled for the following year's tryouts.



The school Carnivals, Swimming, Cross Country and Athletics, were all very successful with children qualifying for the Sutherland Zone and Sydney Region carnivals. The participation and behaviour at the carnivals was exemplary

MATHLETICS

Our school values the expertise and engagement of the interactive Mathletics website that so competently supports class teacher programs. Following an annual fundraiser, the school pays the yearly subscription so that each student from Kindergarten to Year 6 is able to work in the Mathematics KLA at their own level. Teachers have the facility to set each child's program to meet individual needs.

In early Term 1, one class benefited from the 'Challenger' link on the Mathletics website that has 55 NAPLAN style, interactive Literacy activities and 5 NAPLAN style, interactive Numeracy activities. Each 'challenge' gave the class teacher valuable information to inform areas with shortfalls that required explicit teaching and for planning relevant future learning.

2011 has been a successful year. This class regularly attained recognition in both Australia's and the World's top 50 classes. Many days throughout the year, the class achieved number one status in the world of international Mathletics users (3.5 million students from 10,000 schools). Individual students from this class have regularly been listed in Australia's and the World's top 100 students. The Mathletics reporting facility gave detailed, explicit information for this class teacher's assessment and reporting process in both Semester 1 and Semester 2. Parents and caregivers appreciated the valuable and measurable information given regarding their child's progress. A total of 1085 certificates were issued across the school, ranging from gold, silver and bronze.

TECHNOLOGY

Realising the importance of being a 21st century school, each class is actively timetabled to use computer technology via:

- a data projector installed in each classroom,
- the bank of computers in each classroom,
- 3 IWBs in our school
- the Computer Lab.

To support technology education, teachers collegially share resources and on occasions team-teach to explore the countless possibilities of these stimulating and motivating resources. Children across all stages have been engaged in productive learning activities leading to relevant assessment and reporting to parents and caregivers.

Academic

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are

reported on a scale from Band 1 to Band 10.

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

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

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

School = Kirrawee Public School

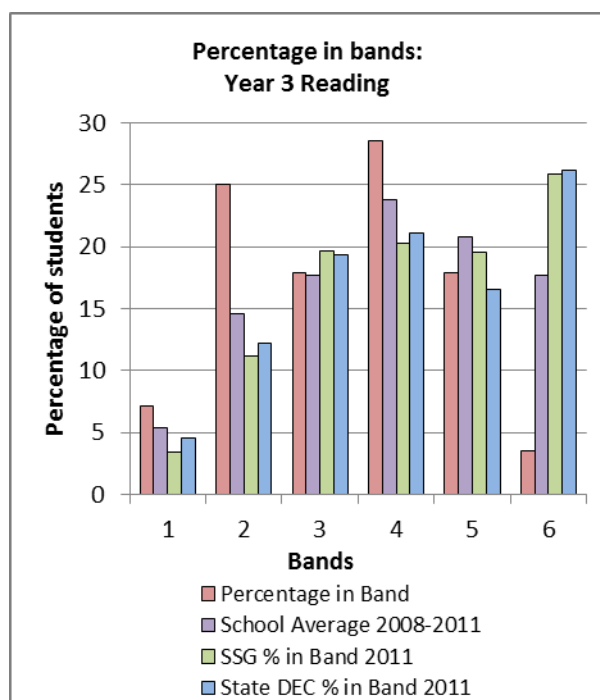
SSG = Similar School Group

State DEC = NSW Dept of Education & Community Schools.

Literacy- NAPLAN Yr 3

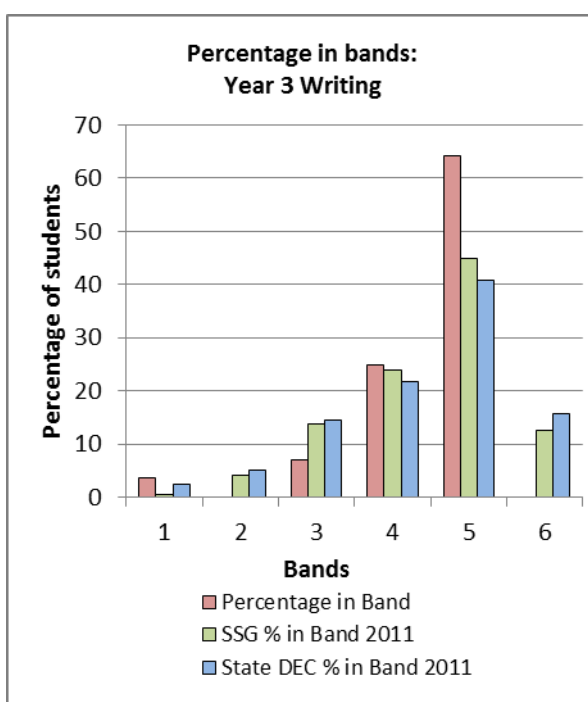
Year 3 NAPLAN Reading

Year 5 NAPLAN Reading						
Average score, 2011	School		SSG		State DEC	
	373.4		419.4		415.6	
Skill Band Distribution						
Band	1	2	3	4	5	6
Number in Band	2	7	5	8	5	1
Percentage in Band	7.1	25.0	17.9	28.6	17.9	3.6
School Average 2008-2011	5.4	14.6	17.7	23.8	20.8	17.7
SSG % in Band 2011	3.4	11.2	19.7	20.3	19.6	25.9
State DEC % in Band 2011	4.6	12.2	19.4	21.1	16.6	26.2



Year 3 NAPLAN Writing

Year 5 NAEP Writing						
Average score, 2011	School	SSG		State DEC		
	423.0	426.6		422.4		
Skill Band Distribution						
Band	1	2	3	4	5	6
Number in Band	1	0	2	7	18	0
Percentage in Band	3.6	0.0	7.1	25.0	64.3	0.0
SSG % in Band 2011	0.6	4.2	13.8	23.9	44.9	12.6
State DEC % in Band 2011	2.5	5.0	14.4	21.7	40.7	15.8



Year 3 NAPLAN Spelling

Real SNAEPAIN Spelling							
Average score, 2011	School		SSG		State DEC		
	383.5		418.6		415.5		
Skill Band Distribution							
Band	1	2	3	4	5	6	
Number in Band	1	2	9	10	4	2	
Percentage in Band	3.6	7.1	32.1	35.7	14.3	7.1	
School Average 2008-2011	6.2	6.2	10.0	19.2	25.4	23.1	
SSG % in Band 2011	2.4	8.5	17.6	22.6	26.0	22.9	
State DEC % in Band 2011	4.4	7.9	19.4	20.3	24.8	23.1	

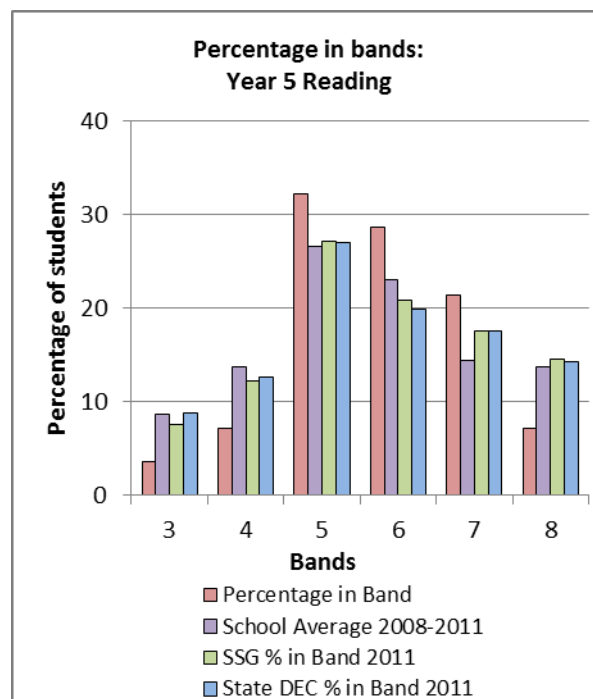
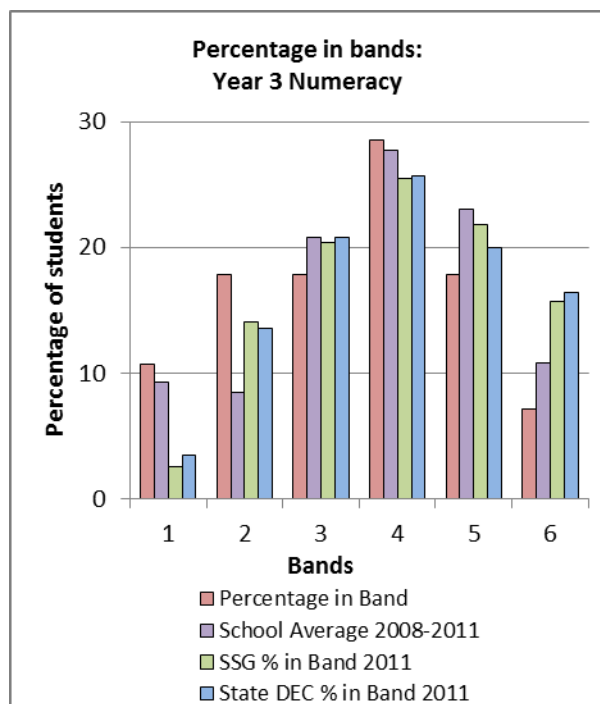
Year 3 NAPLAN Grammar and Punctuation

Year 5 NAPLAN Grammar and Punctuation						
Average score, 2011	School	SSG		State DEC		
	392.4		425.0		422.9	
Skill Band Distribution						
Band	1	2	3	4	5	6
Number in Band	2	2	7	6	7	4
Percentage in Band	7.1	7.1	25.0	21.4	25.0	14.3
School Average 2008-2011	6.9	9.2	17.7	18.5	25.4	23.1
SSG % in Band 2011	4.0	6.7	17.0	25.8	22.4	24.1
State DEC % in Band 2011	5.6	7.8	16.2	24.2	20.7	25.5

Numeracy – NAPLAN Year 3

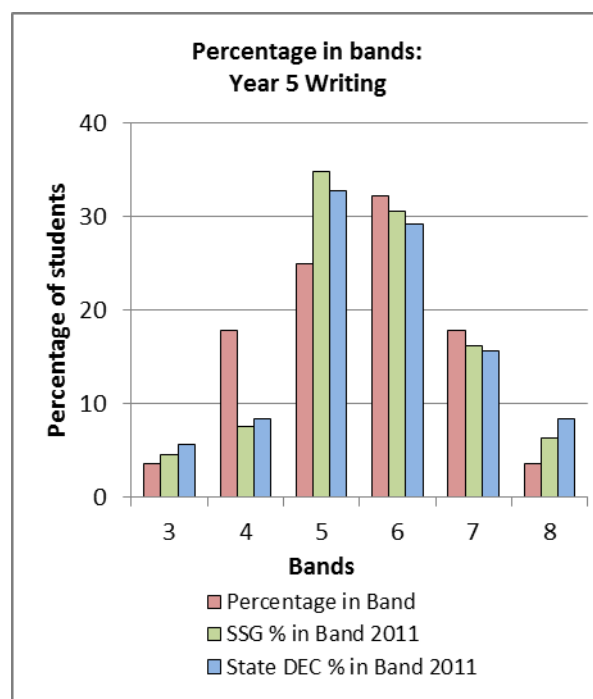
Year 3 NAPLAN Numeracy

Year 5 Math 2 in Numeracy						
Average score, 2011	School		SSG		State DEC	
	369.7		402.3		400.9	
Skill Band Distribution						
Band	1	2	3	4	5	6
Number in Band	3	5	5	8	5	2
Percentage in Band	10.7	17.9	17.9	28.6	17.9	7.1
School Average 2008-2011	9.2	8.5	20.8	27.7	23.1	10.8
SSG % in Band 2011	2.6	14.1	20.4	25.5	21.8	15.7
State DEC % in Band 2011	3.5	13.6	20.8	25.7	20.0	16.4



Year 5 NAPLAN Writing

Year 5 NAEP ELA Writing							
Average score, 2011	School		SSG		State DEC		
	486.0		486.3		486.6		
Skill Band Distribution							
Band	3	4	5	6	7	8	
Number in Band	1	5	7	9	5	1	
Percentage in Band	3.6	17.9	25.0	32.1	17.9	3.6	
SSG % in Band 2011	4.6	7.6	34.8	30.5	16.2	6.3	
State DEC % in Band 2011	5.6	8.4	32.7	29.2	15.7	8.4	



Literacy – NAPLAN Year 5

Year 5 NAPLAN Reading

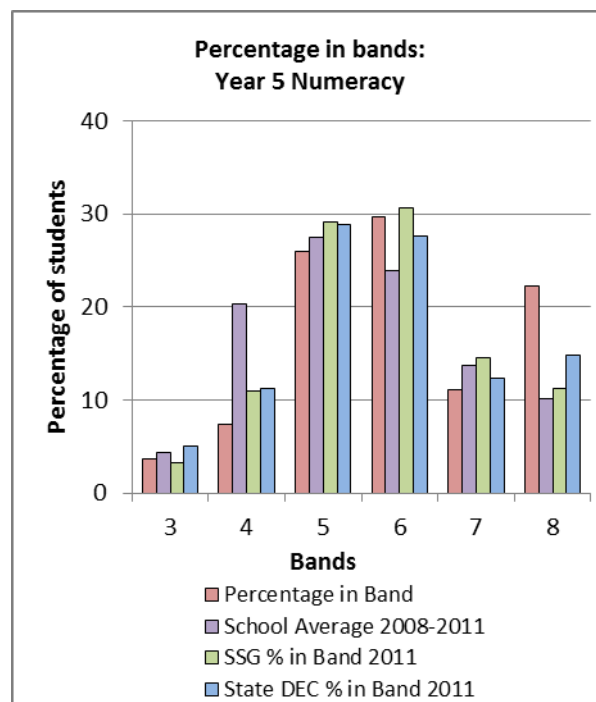
Year 5 NAEP Exit Reading						
Average score, 2011	School		SSG		State DEC	
	498.1		491.5		489.0	
Skill Band Distribution						
Band	3	4	5	6	7	8
Number in Band	1	2	9	8	6	2
Percentage in Band	3.6	7.1	32.1	28.6	21.4	7.1
School Average 2008-2011	8.6	13.7	26.6	23.0	14.4	13.7
SSG % in Band 2011	7.6	12.2	27.1	20.9	17.6	14.6
State DEC % in Band 2011	8.8	12.6	27.0	19.9	17.5	14.3

Year 5 NAPLAN Spelling

2008-2011 Score Opening						
	School		SSG		State DEC	
Average score, 2011	488.8		488.9		493.7	
Skill Band Distribution						
Band	3	4	5	6	7	8
Number in Band	3	4	2	11	5	3
Percentage in Band	10.7	14.3	7.1	39.3	17.9	10.7
School Average 2008-2011	8.6	11.5	18.7	30.2	20.9	10.1
SSG % in Band 2011	4.9	11.1	26.8	28.8	18.3	10.1
State DEC % in Band 2011	5.8	10.1	25.2	25.7	20.2	13.1

Year 5 NAPLAN Spelling

Year 2011 - 2012 Opening							
Average score, 2011	School		SSG		State DEC		
	488.8		488.9		493.7		
Skill Band Distribution							
Band	3	4	5	6	7	8	
Number in Band	3	4	2	11	5	3	
Percentage in Band	10.7	14.3	7.1	39.3	17.9	10.7	
School Average 2008-2011	8.6	11.5	18.7	30.2	20.9	10.1	
SSG % in Band 2011	4.9	11.1	26.8	28.8	18.3	10.1	
State DEC % in Band 2011	5.8	10.1	25.2	25.7	20.2	13.1	



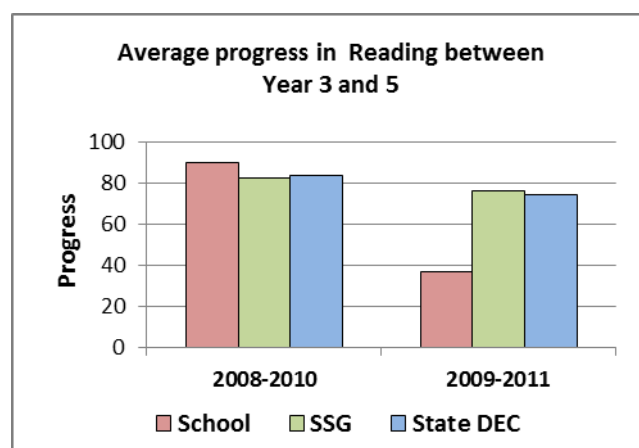
Progress in literacy

Numeracy – NAPLAN Year 5

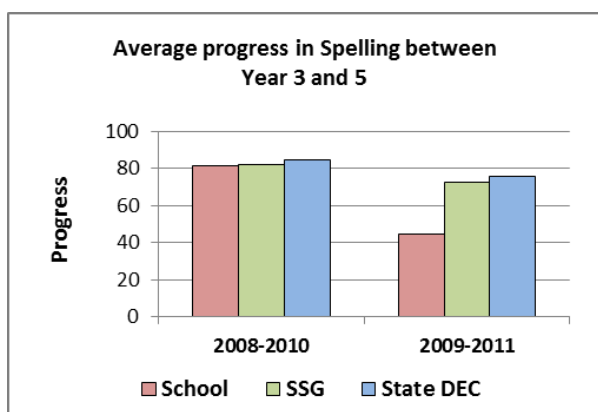
Year 5 NAPLAN Numeracy

Year 2011 - 2012 Numeracy						
	School		SSG		State DEC	
Average score, 2011	502.4		493.1		495.9	
Skill Band Distribution						
Band	3	4	5	6	7	8
Number in Band	1	2	7	8	3	6
Percentage in Band	3.7	7.4	25.9	29.6	11.1	22.2
School Average 2008-2011	4.3	20.3	27.5	23.9	13.8	10.1
SSG % in Band 2011	3.3	11.0	29.2	30.7	14.5	11.3
State DEC % in Band 2011	5.0	11.3	28.8	27.6	12.4	14.8

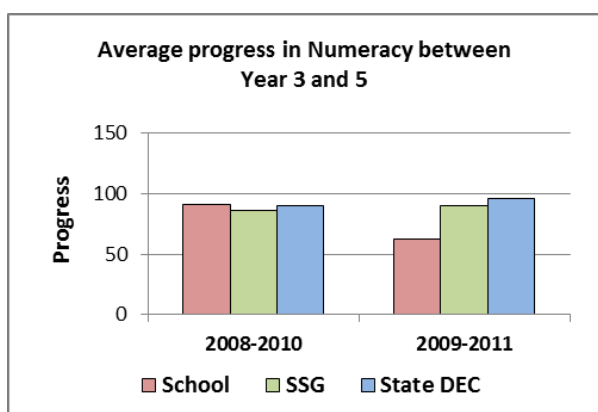
Average progress in Reading between Year 3 and 5*		
	2008-2010	2009-2011
School	89.8	36.8
SSG	82.7	76.1
State DEC	83.7	74.0



Average progress in Spelling between Year 3 and 5*		
	2008-2010	2009-2011
School	81.6	44.8
SSG	82.0	72.2
State DEC	84.5	75.4



Progress in numeracy



Minimum standards

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

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

Percentage of Year 3 students achieving at or above minimum standard (exempt students included)	
Reading	83.9
Writing	87.1
Spelling	87.1
Grammar & Punctuation	83.9
Numeracy	80.6

Percentage of Year 5 students achieving at or above minimum standard (exempt students included)	
Reading	79.4
Writing	79.4
Spelling	73.5
Grammar & Punctuation	76.5
Numeracy	78.8

Our school has a large Support Unit catering for students with learning difficulties. The graphs below show the school performance without the inclusion of Support Unit students exempted from NAPLAN assessment.

Percentage of Year 3 students achieving at or above minimum standard (exempt students excluded)	
Reading	92.9
Writing	96.4
Spelling	96.4
Grammar & Punctuation	92.9
Numeracy	89.3

Percentage of Year 5 students achieving at or above minimum standard (exempt students excluded)	
Reading	96.4
Writing	96.4
Spelling	89.3
Grammar & Punctuation	92.9
Numeracy	96.3

As an indication, the no. of students exempt for Year 3 Reading are:	3
As an indication, the no. of students exempt for Year 5 Reading are:	6

Significant programs and initiatives

Aboriginal Education

All classes include Aboriginal perspectives in units of work during the year.

Aboriginal elders are acknowledged at all formal school occasions with traditional greeting for indigenous culture.

All Aboriginal students within the OOHC program had individual learning plans. The OOHC coordinator was engaged to increase the awareness communication between agencies and aboriginal families.

The school has identified Aboriginal Education as one of its targets for 2012-2014.

Multicultural education

Our non-English speaking population remains at 16.2%.

The main cultural groups are: Arabic, Thai, Cantonese, Spanish, Russian, Croatia, Indian and Greek.

Tolerance and acceptance of diversity are actively encouraged and taught. Further knowledge and understanding was demonstrated consistently throughout the year.

Harmony Day remains a highlight of the school year to acknowledge the rich values and contributions of all cultures to our community.

Respect and Responsibility

Respect and Responsibility are values that underpin our student welfare policy and our school vision for a safe, harmonious, caring and happy environment for students to grow and learn.

In 2011 students leaders attended the opening of the Sydney Region school year as a part of leadership programs which

extended into two leadership days. This was organized by the Halogen Foundation and Impact Leadership group.

This initiative highlighted the values of belonging and inclusivity within a safe and caring school.

Other programs

Library

It was a busy and challenging start to the year with the move to our new library in Term 1.

It was a big undertaking, involving a lot of forward planning and organising but a very exciting and worthwhile move for students and staff alike.

In particular, the layout of the new library has proved to be a real success. The different sections of the library are clearly identifiable allowing students to easily find and access the books they need.

We now have a fantastic new facility that is being used extensively for a variety of purposes other than just library lessons. It has become the centrepiece of the school for meetings and after school activities such as movie nights. It has also proved to be a real drawcard at lunchtimes, attracting quite a crowd of students for recreational reading, computers & educational games. The culling of outdated & worn resources continued to ensure the books remain relevant and attractive to our students. As in previous years, these books were collected by "Hope Worldwide Australia" and are destined to help establish school libraries in Papua New Guinea.

In terms of library programs, we again hosted a number of school-wide and special activities in 2011 including:

- *participating in the National Simultaneous storytime for our third year in May 2011.

- *Bookclub supporting student recreational reading.

- *Bookweek celebrations, involving visits to Sutherland Library to share the 2011 Shortlisted books,

- *Bookweek competitions and our book character dress up day.

- *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 \$1461.00

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 \$385.00 in commissions.

Premier's Reading Challenge: Student participation in the Premier's Reading Challenge continues to improve each year. 90 students completed the challenge in 2011 which represents a 5% increase on the previous year. 8 students were awarded gold certificates in 2011.

Gold certificates are awarded when students participate & successfully complete 4 years of the Challenge. Borrowing statistics show that student demand & use of library resources eg. books have been added to our collection this year.

Support Unit

Support Unit consists of 3 classes, 1 for students with Mild Intellectual Delay, 2 for students with Moderate Intellectual Delay. These students are taught using an Individual Learning Plan. This allows staff to identify individual needs of students and plan a program which best suits the ability and the needs of each student. In 2011 there were 33 students enrolled in these classes.

The Learning Support Team reviews individual student's needs and collaborates with class teachers and other professionals to provide adequate support for students identified with learning difficulties and welfare issues.



Progress on 2011 targets

School targets state "mainstream students" to identify distinct expectations for students in our mainstream and support classes. My School and NAPLAN results included support unit students' performance with mainstream students.

Target 1

Safety and Well-being

Our achievements include:

- kindergarten to Year 6 participated in the whole school anti-bullying and Peer Support programs.
- significant increase in the awareness and total expansion of environmental education programs.
- 10% reduction in detention and suspension.
- the school culture that emerged with ongoing consistency in operations, mutual respect and positive cooperation.

Target 2

Technology

Our achievements include:

Our aim was to engage students in their learning through the effective use of the interactive whiteboard in lessons.

Our achievements include:

- Deeper learning experiences developed, by connections to learning tools and internet sites, through the interactive whiteboard. Student work reflected deep knowledge and understanding in Key Learning Areas.
- Motivated and enthusiastic teachers willing to share and weave best practice through the use of the interactive whiteboard as a valuable resource and teaching tool.



Target 3

Literacy Target

Our achievement include:

- 80% of students engaged in Best Start demonstrated a significant improvement at the end of kindergarten.

Year 3

- 50.1% scored in the top three bands for reading.
- 89% scored in the top three bands for writing in NAPLAN 2011.

- 60.7% scored in the top three bands in Grammar and Punctuation.

Year 5

- 57.1% of students scored in the top three bands compared to 50.7% of the state.
- 53.6% scored in the top three bands compared to 53.3% of the state average.
- The introduction of support programs in literacy for students identified as working below grade expectations.

Target 4

Numeracy

Our achievements include:

Yr 3

- 53.6% scored in the top three bands.
- 27.7% score reflects the school's average in band 3 compared to 25.7% on the state schools.

Year 5

- 62% scored in top three bands compared to 54% for the state schools.
- 10% of ES1 and Stage 1 engaged in the TEN program leading to a significant improvement at the end of each stage.
- Maths outcomes reviewed which will lead to the TOWN project for stages 2 and 3. TEN will be ongoing during 2012 for ES1 and Stage 1.

Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2011 our school carried out evaluations of parent satisfaction, teacher satisfaction, school planning and Best Start.

Background

Parent evaluations were done on: level of school engagement, the school's welfare support programs, teaching, planning and CAPA programs.

Staff surveys collected information on the school's teaching and planning programs.

Classroom observations are carried out regularly by stage supervisors. Observations focus on the implementation of school literacy and numeracy programs within the quality teaching framework.

A review of the 2011 School Management Plan and budget was conducted to audit the progress of implementation across the school. Reports on data and progress in the role statements and achievements were collected from literacy and numeracy support staff and teaching staff, Learning Support Officers and stage coordinators.

School assessment procedures and data for the first semester was completed. Semester 2 evaluations and reporting collected exit levels of student performances in literacy and numeracy in all grades. This forms a significant part of the end of year student reports.

School assessment procedures include Best Start assessments in Kindergarten, Yr1-6 reading benchmark, spelling assessment and writing assessment each semester.

A detailed analysis of the 2011 NAPLAN results for Year 3 and Year 5 was conducted. This is reported in the Literacy and Numeracy NAPLAN section of this report.

Findings and conclusions

Parent responses indicate support (81%) for the changes to the school welfare and learning programs including emphasis on literacy and numeracy.

There was a high level of engagement in the school observed by parents. The use of technology in classrooms is strongly supported by parents.

Staff are committed to the school Guided Reading Program and use a variety of strategies to engage students development. Best Start programming and monitoring is valued by Kindergarten, Year

1 and Year 2 teachers. The introduction of TEN maths program in these classes has assisted teachers to cater for individual learning.

Students have a high level of engagement in all aspects of the school academic, sporting and social programs. Survey results indicate that students enjoy using technology across Key Learning Areas. Students are aware of their reading level and know how they can work towards increasing their reading knowledge to move up a level.

Over 80% of surveyed parents agree that technology/computers have improved students learning at school.

Over 75% of computer lab time is utilized by students.

Future directions

School targets have been set following a review of programs and students achievements in 2011. This position will enhance the school program and services provided to students and families.



Parent, student, and teacher satisfaction

In 2011 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

Student responses indicated a positive attitude towards school and learning. Students enjoyed the range of activities and programs available in the school.

Teacher responses indicate a need to continue professional learning in the area of data analysis and technology resource access systems when planning class units of work.

Parents continue to support the school and are positive in their involvement during the year.

Parents would like more information from teachers when children are facing difficulties with academic work or behavior at school.

Professional learning

The school planned professional learning for staff to implement the school plan 2011. All staff participated in the School Development Days each term.

All staff documented a personal professional learning plan with their supervisors in Term1 and continued working towards personal goals during the year. These plans were aligned with the school plan and assisted in the school's working towards identified targets in literacy and numeracy.

To implement the professional learning strategy an average of \$715.00 per teacher was funded through Teacher Professional Learning funds.

School planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including

the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department's planning documents.

School priority 1

Outcome for 2012–2014

Increase levels of literacy achievement for every student consistent with national, state and regional directions.

2012 Targets to achieve this outcome include:

- Increase the percentage of Year 3 students in the top two bands on NAPLAN Reading from 21.5% in 2011 to at least 31.5% in 2012
- Increase the percentage of Year 5 students in top two bands of NAPLAN Reading from 28.5% in 2011 to at least 40% in 2012

Strategies to achieve these targets include:

- Stage Assessments each term
- Provide professional learning programs to build staff capacity to improve student talking and listening.
- Evidence of explicit quality teaching in classroom programs

School priority 2

Outcome for 2012–2014

Increase levels of numeracy achievement for every student consistent with national, state and regional directions.

2012 Targets to achieve this outcome include:

- Increase the percentage of Year 3 students in the top two bands of NAPLAN numeracy from 25% in 2011 to at least 30% in 2012.
- Increase the percentage of year 5 students in top two bands of NAPLAN

numeracy from 33.3% in 2011 to at least 40% in 2012.

Strategies to achieve these targets include:

- Provide professional learning to improve number and implement “Taking Off With Numbers” across stages 2 and 3.
- Continue to implement the TEN program to establish sound fundamentals for students who move into Year 3.

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.

Selwyn Williams	Principal
Tania Mar	Assistant Principal
Cheryl Taylor	Assistant Principal (R)
Kerrian Cartledge	Assistant Principal
Robyn Stephens	Assistant Principal (Sp.Ed)
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>



