



Education &
Communities

Public Schools NSW

4075

Kirrawee Public School Annual School Report



2012



Our school at a glance

Students

Our enrolment during 2012 reached 235 students.

In 2012 we operated with 8 mainstream and 3 support classes.

Staff

Kirrawee's staffing allocation as per the department's guidelines (based on school enrolments) had 15.63 teaching staff members in 2012. This included the principal and 3 teaching executive staff, 1 specialist executive, 4 classroom teachers and 2 special education teachers. In addition the school was serviced by an ESL teacher and a specialist learning support teacher.

Significant programs and initiatives

The school has continued to provide outstanding programs and initiatives to cater for student learning and educational needs.

Student achievement in 2012

In May 2012 Years 3 and 5 students sat for the NAPLAN tests in English and Mathematics. Details are outlined further in this report.

In summary:

51% of our students were placed in the in the three top bands (out of 6) in reading, 75.8% in writing, 51.1% in spelling, and 62% in grammar and punctuation. In mathematics 67.8% achieved in the three top bands; and

65.3% of our Year 5 students were placed in the top 3 bands (out of 8) in reading, 61.5% writing, 69.3% in spelling and 61.5% in grammar and punctuation. In mathematics 61.6% of students achieved in the top 3 bands.



Messages

Principal's message

Kirrawee Public School is committed to personal best. We promote the core values of responsibility, excellence, fairness, respect and responsibility to achieve our motto "Our Best Always" and our ultimate aim success.

Our school believes in Quality Teacher Practices and Quality Teacher Learning Practices. These beliefs underpin our school's policies, programs and practices.

Decisions about school organization are made with the primary consideration being welfare and academic needs of the whole student. We have high expectations. Our classroom programs focus on the continuous improvement of student learning outcomes.

We promote academic excellence in all key learning areas, with an emphasis on integrating technology into the learning process.

Staff learning is given a high priority each year. This commitment, is the grounding for the excellence achieved by our school.

Our school has strong parent support for academic excellence. We are committed to developing partnerships with our parent community and the wider Kirrawee community. The parent community support us in action, in word and in kind. They support us in the classrooms, support all our school policies, programs and decisions, and financially contribute, so we are able to offer first rate resources and facilities for our students.

I certify that information in this report is the result of rigorous school self-evaluation and is a genuine account of the school's achievements and areas for development

Mr. Selwyn Williams

P & C President's message

I would like to thank our committee for 2012, the fantastic efforts by the Vice President, Treasurer and Secretary have made this year run smoothly and this has proved to be a successful year both in terms of the donations we have been able to make to the school and the community involvement we have fostered.

This has been a marvellous year for the canteen, we've seen real changes and it's a much better service that we provide to our children. This is demonstrated by the upturn in demand that has necessitated opening for an extra day each week. The canteen Supervisor and her volunteers should be proud of their efforts.

I'd like to thank the amazing volunteers at the Uniform Shop for all the time and effort they have put into 2012, again some real changes have been made and this delivers a fantastic service to the school community.

I would also like to thank the other parents, carers, students and of course the teachers who have put so much effort into 2012.

The P&C's objectives are to:

- Promote the interests of the school by bringing parents, citizens, pupils and teaching staff into close co-operation
- Assist in providing equipment for the school
- Assist the teaching staff in establishment of school policy and management in all facets of school activity.

Thanks to the efforts of all the committee and volunteers last year we have achieved these aims. Our contributions to the school included

- All the sausages turned at the election, Bunning's and Gynea Fair BBQ's which turned directly into sport development; Futsal, softball & gymnastics
- Social events for students and parents including the movie nights, the discos and of course the bingo night.
- We have continued to provide a uniform shop to parents, allowing them the convenience to shop at school and receive a discount on the store price.
- We have once more provided a canteen service allowing the students to purchase delicious healthy food.
- Linking the parents and the school through email. I honestly believe the emailing of the newsletter link and the online canteen / uniform shop shows that Kirrawee PS has entered a new era that uses technology to benefit the whole school community.

I believe our efforts show our students that their parents are completely committed to helping them achieve their best learning outcomes and that we are all sharing their journey. I truly believe that the students are more engaged with their learning when they know that it was their community who helped to provide the Futsal and their parents who help to make school disco night so much fun.

Russell Roberts - P&C President 2012

Student representative's message

School leaders have been responsible for demonstrating the school values of Respect, Responsibility and Excellence through leading all school assemblies and on special days. These days included Easter Celebrations, ANZAC Day, Remembrance Day and Christmas.

This year as part of our leadership development we attended two conferences on impact leadership. This programs supported our understanding and development to display effective leadership qualities.

School Captains and Prefects play an important role developing students' social responsibility through fundraising activities and fun learning events during the year.

Lara Watchorn & Laurence Neuhaus

School context

Student information

Kirrawee Primary School fosters a strong learning environment that promotes and supports the learning of all student

Student enrolment profile

Gender	2007	2008	2009	2010	2011	2012
Male	155	145	152	143	125	128
Female	126	115	113	113	117	106

Student attendance profile

Year	2008	2009	2010	2011	2012
K		95.6	96.0	96.4	95.5
1		93.1	95.4	94.9	92.9
2		93.4	94.0	95.5	94.9
3		90.9	94.2	95.0	94.8
4		95.3	95.3	94.8	92.2
5		96.0	96.5	93.0	93.6
6		93.9	96.6	93.1	91.8
Total	94.2	93.9	95.6	94.6	93.7

Management of non-attendance

Parents are required to explain the absences from school of their children promptly. Intervention is implemented when a student's attention is of concern.. Intervention may include meeting with parents, establishing an attendance program and where necessary, referral to a DEC home school liaison officer. Exemptions and or/leave to return overseas for extended periods of time to attend religious festivals, marriage celebrations, holidays and visit family remain a continuous concern in maintaining a quality education program for these students.

Staff information

Staff establishment

Position	Number
Principal	1.0
Assistant Principal (Special Education)	1.0
Assistant Principal(s)	3.0
General Assistant	0.3
Primary P/T RFF	.3
Student Support RFF	.25
Classroom Teachers	5.0
Teacher of Moderate Disabilities	2.0
Teacher of Mild Intellectual Disabilities	1.0
Primary School Counsellor	0.4
Support Teacher Learning Assistance	0.8
Teacher Librarian	0.6
Teacher of ESL	0.2
Primary Part-Time Teacher	0.4
School Administrative & Support Staff	2.022
Total	17.192

Staff retention

Kirrawee Public School has an experienced staff of permanent teachers complemented by temporary staff filling long term positions for staff vacancies.

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.

Date of financial summary	30/11/2012
Income	\$
Balance brought forward	130201.97
Global funds	185222.57
Tied funds	55104.15
School & community sources	142343.09
Interest	5270.33
Trust receipts	9084.35
Canteen	0.00
Total income	527226.46
Expenditure	
Teaching & learning	
Key learning areas	24844.71
Excursions	24852.27
Extracurricular dissections	84427.01
Library	7470.18
Training & development	19215.22
Tied funds	53256.42
Casual relief teachers	85781.12
Administration & office	58107.78
School-operated canteen	0.00
Utilities	37984.51
Maintenance	19704.66
Trust accounts	10748.87
Capital programs	0.00
Total expenditure	426392.75
Balance carried forward	100833.71

A full copy of the school's 2012 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 2012

Achievements

Choir

JUNIOR CHOIR

Our school has had a very successful year of Junior Choir. Junior Choir has been very popular for our Year 2 students with 25 students singing at the Sutherland Zone Music Festival 2012, at a night performance in Term 3. All Year 2 students have been involved in weekly practises with the Junior Choir teacher, Miss Kirkis, and have performed other items at school throughout the year including being filmed for a promotional school DVD. Through popular demand this program continues next year.

SENIOR CHOIR

The 2012 Senior Choir comprised 15 students from Years 4 to 6 and rehearsed Monday lunchtimes for several events. These included Grandparents' Day, Education Day, and Kindergarten Orientation day. They also walked to the local "The Palms" Nursing Home at Easter where they performed a selection of their favourite pieces.

The choir's performance at Sutherland Entertainment Centre for the annual Sutherland Shire Schools Music Festival in August was the highlight of many months' practice.

Band

During 2012 we were able to sustain both a Training Band and a Performing Band. The Training Band performed at a Principal's Concert; the Performing Band performed at an Education Week Concert and at the annual Presentation Day Assembly. Both bands performed at BandFest and at an evening end-of-year concert. Semester 2 culminates with this end-of-year concert where all children are able to showcase their talent and love of music.

The annual Bandfest organised by Engadine Music was a significant event for both the Training and Performing Bands this year. Bandfest includes both Primary and Secondary school bands and is an ideal forum for students to be challenged by the musicality demonstrated by more experienced bands. We were very excited to earn our first Gold Award with the adjudication for both our bands indicating how well they had both progressed during Semester 1. This was a great encouragement for their Semester 2 learning.

The band teacher, Mrs Joanne Holloway, continued to give expert tuition and encouragement to the students as she provided weekly lessons for the students. She has shown commitment and dedication in both teaching the children a love of team work when belonging to a band and in developing their musicianship.

Dance

JUNIOR GIRLS DANCE

Kirrawee Junior Girls Dance Group consisted of children from Years 1-2. They trained every week for 1 hour under the tuition of Miss Wendy McMahon who runs her own dance studio called W.A.M. The girls have participated in various public performances throughout the year. They had the privilege of dancing at the Sutherland Entertainment Centre, during the Sutherland Shire Schools Music Festival. They also represented the school at Westfield for Education Week. The girls have performed at school assemblies and Kindergarten Orientation. The children have displayed an enthusiastic and hardworking ethic that has resulted in many fine performances.

SENIOR GIRLS DANCE

The Senior Girls Dance Group maintain a wonderful tradition of dance at Kirrawee School that started many years ago. Under the guidance of their teacher Miss Wendy McMahon this group of 26 girls from Years 3-6 meet every Tuesday morning to develop their dance skills. The girls have been taught contemporary, modern and jazz routines that have featured in their performances during the year. They have danced

at the Seymour Centre for the Sydney Region Dance festival, Miranda Fair during Education Week, the Sutherland Shire Entertainment Centre for the Sutherland Shire Schools Music Festival and many times at Kirrawee Public School for family, friends, grandparents and visitors. They are a dedicated group of girls who attend regularly, rehearse with enthusiasm and can be relied on to do their best at every performance. The dance program continues to provide an avenue for healthy activity along with learning how to dance and entertain others.

Achievement:

Jane Kooiman, selected to join the New South Wales 2012 schools' Dance Ensemble

BOYS DANCE

The Kirrawee Boys dance group is made up of students ranging from years 1 to years 6 who met every Monday morning. They have again maintained a very high standard with weekly lessons throughout the year taught by Miss Wendy McMahon. Due to the boys' enthusiasm and dedication during lessons they progressed to performance standard and were invited to dance at our school assemblies, Kirrawee Public School Education Week Concert, Miranda Fair and Kindergarten Orientation Days.

Achievement:

Jackson Palusi – Most promising artist (Urbanstar Program)

Public Speaking

Kirrawee Public School participated in the 2012 Zone Public Speaking Competition. Three students - Brooke Elliott from Stage 1, Celeste Walker from Stage 2 and Laurence Neuhaus from Stage 3 - represented Kirrawee against students from other schools in the Northern Zone competition.

Sport

IN SCHOOL COACHING CLINICS

In 2012 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 an 8 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 8 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 2012 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 was funds allocated for school sporting equipment. The school used the Premier's Sporting Challenge funds to purchase 2 netball rings and a basketball ring for use in the school.

PRIMARY SCHOOL SPORT ASSOCIATION (PSSA)

Student participation in PSSA is high. In Term 1 there were trial Summer 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 is held as a 'friendly' competition and no semi finals or finals are 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. There are Semi finals and Finals held at the end of the competition and our Senior Boys Soccer team were declared Joint Premiers! Our Senior A Girls Netball team were also declared Joint Premiers after winning their Semi-Final and unfortunately rain cancelling the Final match.

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

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

CARNIVALS: SWIMMING, CROSS COUNTRY & ATHLETICS CARNIVAL

The school Swimming Carnival was held in Term 1 at Caringbah Leisure Centre. 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 GyMEA 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.

Achievements Summary:

*Senior Boys, soccer finalists and joint premiers

*Senior Girls, netball finalists and runners-up

*Rorey Moylen, zone 11yrs girls finalist

*Jai Elliott and Noah Reece, selected into Cronulla/Sutherland Zone Rugby League team

*Nicola Johnson finished 13/80 in State Gymnastics competition-selected into 2013 State Squad

National Competitions

MATHLETICS

*Jodie Roberts made top 100 Australian student list in March 2012

*Kiera Dwyer made top 100 Australian student list in March 2012

*April Davey made top 100 Australian student list in March 2012

School Achievements:

*Bronze Awards – 1070

*Silver Awards -- 199

*Gold Awards -- 36

Total: 1305

Academic

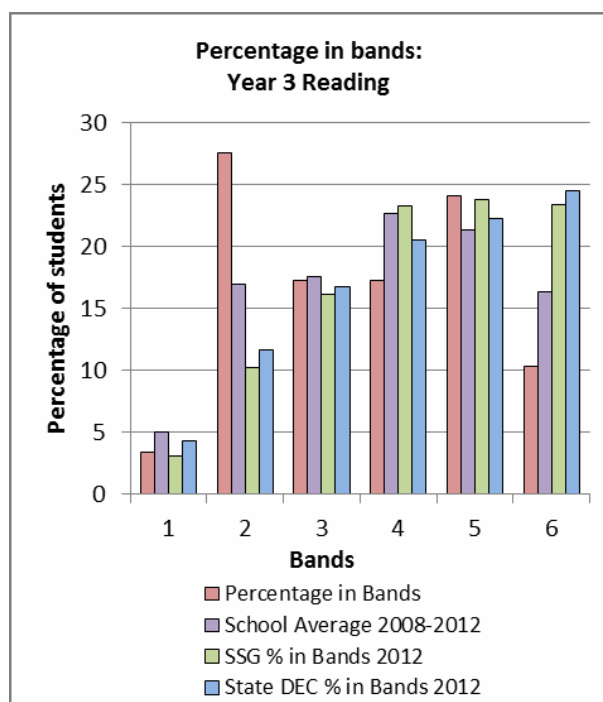
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

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

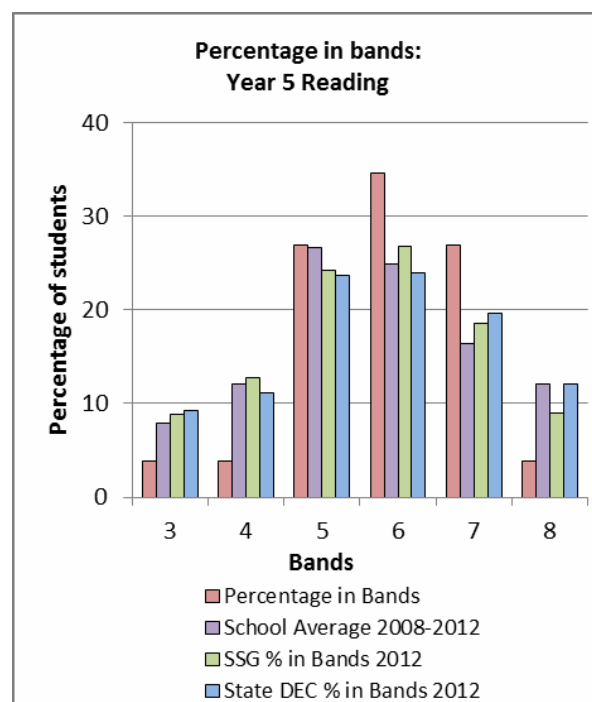
Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

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

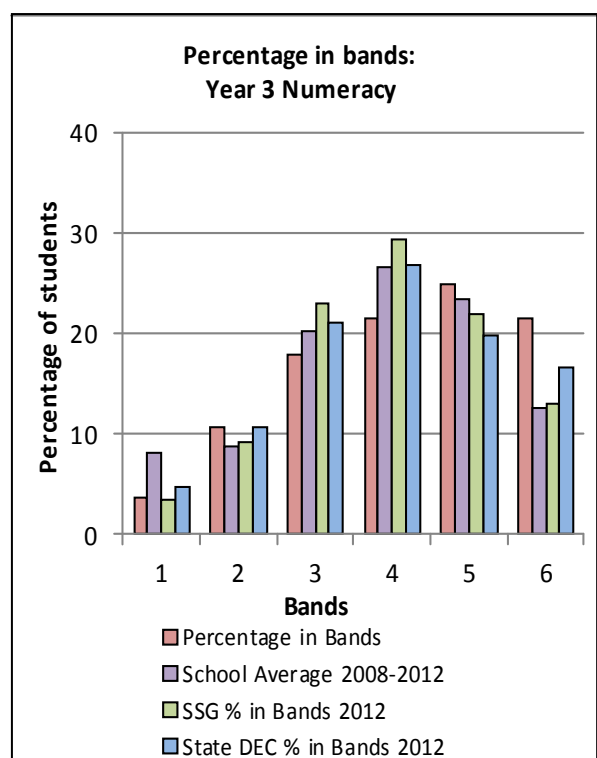
Reading – NAPLAN Year 3



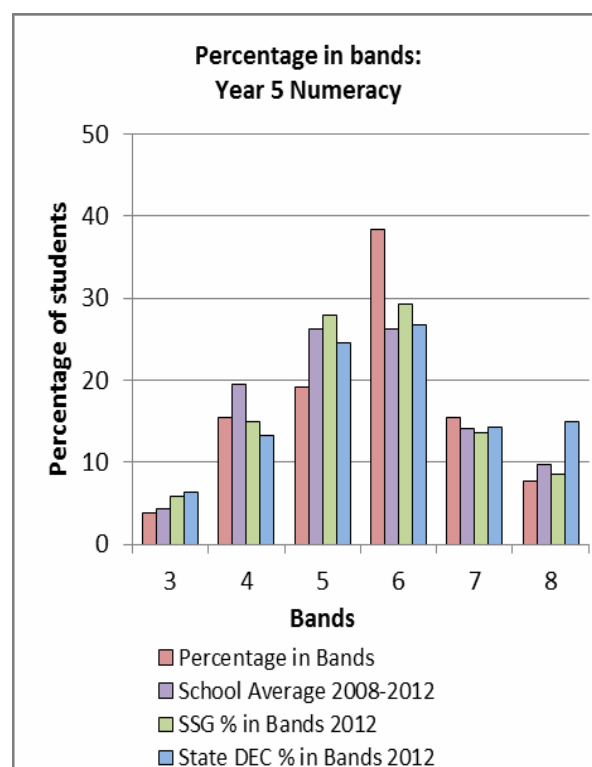
Reading – NAPLAN Year 5



Numeracy – NAPLAN Year 3

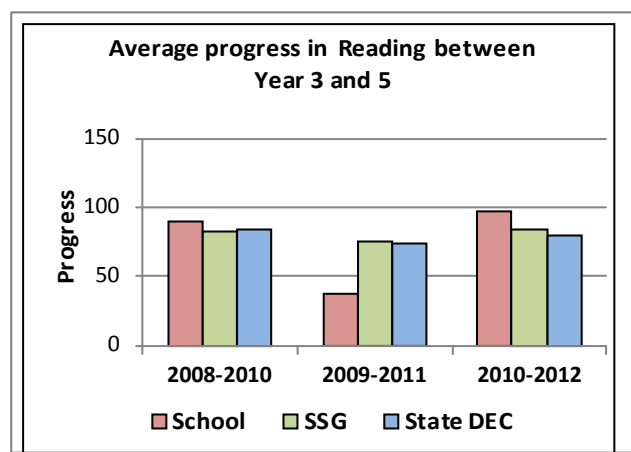


Numeracy – NAPLAN Year 5



**Average progress in Reading
between Year 3 and 5***

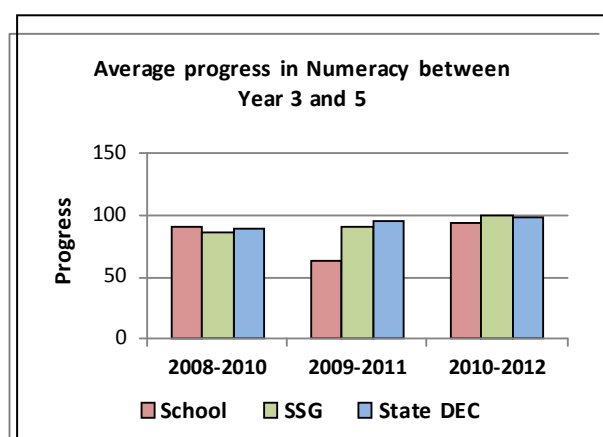
	2008-2010	2009-2011	2010-2012
School	89.8	36.8	97.3
SSG	82.7	76.1	83.7
State DEC	83.7	74.0	79.2



Progress in numeracy

**Average progress in Numeracy
between Year 3 and 5***

	2008-2010	2009-2011	2010-2012
School	91.2	62.8	94.3
SSG	85.6	90.3	100.4
State DEC	89.6	95.8	98.2



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

Click on the link <http://www.myschool.edu.au> and enter the school name in the *Find a school* and select *GO*.

Significant programs and initiatives

ICT – Information and Communication Technologies

Kirrawee Public School has continued to improve its ICT (Information and Communication Technologies) infrastructure throughout 2012. The school now boasts a data projector in every classroom, a bank of at least 3 computers and an up to date computer lab which houses 27 computers, allowing every opportunity for students to experience an integrated ICT curriculum. Training and development for the identified needs of the staff, including the use of new technologies and technology integration into all Key Learning Areas has continued to be a focus. The school has also begun to branch out into other technologies with the students in the Support Unit having access to iPads to assist them in reaching their educational goals. The school is continuing to prepare for the future with plans to install wireless network connections and the upgrade of the network to Windows 7. With the ever changing nature of technology and the role that it plays in society, we at Kirrawee Public School foresee that technology will continue to be a key feature in all areas of the school.

Support for Student Learning

In July 2012 a Learning and Support Teacher (L.A.S.T.) was appointed to Kirrawee P.S. Learning and Support teachers have a role within whole school initiatives to improve outcomes for students with additional learning and support needs. This includes support for students with significant learning difficulties, mild intellectual disabilities, language disorders and behaviour needs.

Aboriginal education

Throughout 2012 we aimed to implement high quality and culturally inclusive programs. As part of a study of local Aboriginal history and culture,

students in Stages 1 and 2 attended an in-school presentation by a Dharawal Elder. This culminated in a photographic and artistic display of Dharawal artefacts and totems in the school hall. A CD ROM, reference materials and a series of literary texts were purchased to increase our resources on traditional and contemporary Aboriginal experiences and culture.

An acknowledgement of the traditional custodians and singing a verse of the National Anthem in the Dharawal language remain important features of our weekly K-6 assemblies. Special school assemblies were held to celebrate National Reconciliation Week and NAIDOC Week. In keeping with the theme for National Reconciliation Week 2012 "Let's Talk Recognition", and as part of their study of the London Olympics, Year 2 students researched and presented information on Aboriginal sporting "firsts".

To encourage and promote Aboriginal student achievement, students from each stage were given the opportunity to participate in the following initiatives: (i) *Koori Art Expressions*; (ii) *Deadly Kids Doing Well Awards*; and (iii) *Patrick White Young Indigenous Writers Award*. Five students participated in the Koori Art Expressions workshops which were held during a series of lunchtimes in Term 3. Notably, one of these artworks was selected to be one of only eighty from around the state to be displayed at the Powerhouse Museum. In recognition of achievement and participation in school life, one of our Stage 3 students (Shawnae Macris) was the proud recipient of a "2012 Deadly Kids Doing Well Award", which was presented at a special function by the Regional Director.

English Committee

The English committee for 2012 comprised Karen Beckman, Maria Kirkis, Connie Mellios, Debbie Christie and Ruth Hewitt. The committee has worked hard this year towards moving the reading resources from its current storage area in the Stage 1 block to an area that is more accessible for all teachers, the interview room

next to the Staff Room. The move to this larger area will also allow teachers to more easily find the various books they require for their own stage.

The committee also purchased several books Guided Reading across the stages.

Environment

Library

Both students & staff alike continue to enjoy the space & ambience of our new library.

It is a wonderful facility and is a great asset to the school.

Term 3 saw the roll-out of new computers to support the Oasis Library operating system.

The new computers have been a welcome addition providing quicker, smoother and more efficient library circulation and enquiry functions.

Another improvement in 2012 was the relocation of all our Teacher Resources to the purpose designed room in the new library. Teacher resource books are now more orderly, accessible and trackable.

We added approximately 1700 new books to our collection this year. Our book buying focused largely on new titles appearing on the Premier's Reading Challenge (PRC) booklist. This has seen our PRC collection K-6 expand. This is a good outcome because statistics show that KPS students borrow most heavily from this section of our library.

In terms of library programs, we again hosted a number of school-wide and special activities in 2012 including:

- participating in the **National Simultaneous Storytime** for our fourth year in May 2012.
- **Bookclub** supporting student recreational reading.
- **"Look! The Art of Picture Books" Exhibition** at Hazelhurst Regional Art Gallery. Class visits

were arranged to view the original artworks of well-loved Australian illustrators.

- **Bookweek celebrations**, involving visits to Sutherland Library to share the 2012 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 totaling \$760.00

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 \$450.00 in commissions.

- **Premier's Reading Challenge:** Student participation in the Premier's Reading Challenge is encouraged across all grades. 89 students completed this year's challenge. Of that 89, 17 students were awarded gold certificates in 2012. Gold certificates are awarded when students participate & successfully complete 4 years of the challenge.

Next year, for the very first time, we can look forward to some of our students receiving the newly introduced platinum certificates for having completed the PRC for 7 years Kindergarten to-Year 6.

Multicultural education

Multicultural Education is an important facet of syllabus implementation at the school in building awareness of the diversity of Australian culture. Harmony Day was celebrated in March with a whole school event and an opportunity for students to express their understanding through a poster design program.

Other programs

Support Unit

Support Unit consist of 3 classes. 1 for student with Mild Intellectual Disabilities and , 2 for students with Moderate Intellectual Delay.

All students have an individual learning profile which is supported by an individual learning plan. This process allows staff to deliver effective educational programs based on specific needs, delivering individual outcomes.

In 2012 the support unit implemented Ipad loaded with targetted Apps to meet student needs. The result of this resource clearly demonstrated a significant range of engagement across all the classes.

Each semester the Learning Support Team reviews individual student needs and educational plans in consultation with parents.

This process has delivered a quality partnership between home and school.

Progress on 2012 targets

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

Target 1

Whole school approach to improve Aboriginal Education

Our achievements include:

- significant increase in the awareness and expansion of aboriginal education and staff professional learning
- significant engagement across the school through event participation to celebrate Naidoc Week
- all students participated in targeted programs to enhance their appreciation of aboriginal culture and art

Target 2

Improve technology based teaching and learning within class programs

Our achievements include:

- the continuation of highly successful and valued Information Skills Program for all students k-6
- the upgrading of the school's server to improve connection, efficiency and capability
- expansion of the Integrated Whiteboard education for staff and students
- The purchase of iPads for the support unit students

School evaluation

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation of the English curriculum and we also evaluated our leadership practices.

English

Background

One of the Literacy priority areas for 2012 for the 2012-2014 School Plan included talking and listening skills of students. To review our current practices and better inform future directions and best practice we conducted students, staff and parent surveys and analysed the data.

Findings and conclusions

Responses from student surveys indicated they were confident in talking and listening to others, in various situations but felt least confident talking in front of an audience. Most children felt they participated in planned and impromptu talking activities, however, debating rated the least amount of participation.

The results from parents were very positive. Majority indicated they understood how talking and listening was taught. 40% indicated their children were not confident in speaking in public or to adults. Parents indicated very positively that (91%) that they believed their children had developed new skills this year with regards to talking and listening.

The teacher's reflected that all teachers use the English syllabus to program teaching and learning activities and 90% track student results. Presentation talks / topics, class discussions, news talk, questioning techniques, drama, debating, instructional activities featured highly as strategies / activities that teachers used in class. The majority of teachers believe they give effective feedback to students based on how they might improve in the area of talking and listening.

Future directions

From the information gained, the following recommendations have been made to improve teaching and learning in the area of talking and listening.

Additional teaching and learning resources will be purchased to assist in teaching talking and listening more effectively. More opportunities for students to participate in public speaking in front of a variety of audiences as well as debating will be incorporated into our programs.

Educational and Management Practices

Staff responses

100% indicated almost always or usually that leaders improve the school through an understanding of the school's strengths and weaknesses and demonstrate accountability for student learning outcomes.

The vast majority (94%) almost always or usually that school leaders inspire and motivate learners, encourage teachers to reflect on their practices and encourage staff to constructively challenge educational practice while 90% staff, parents and students are encouraged to take on leadership roles at the school.

Parent responses

Parents very positively indicated that (96%) the school ensures everyone is treated fairly, the school is always looking for ways to improve what it does, introduces changes that are good for students and is open to new ideas.

The majority of parents indicated that staff, parents and students are encouraged to take leadership roles at the school but indicated they would like more information on how to improve their child's learning.

Student responses

Students indicated (88%) that almost always or usually school leaders ensure that everyone is treated fairly, school leaders introduce changes that are good for students, is always looking for ways to improve what it does, school leaders are open to new ideas and involves all groups within the school in deciding what it is aiming to achieve.

Future directions

The school will further encourage staff, parents and students to take leadership roles at the school. The school will encourage more parent information sessions and support more opportunities for parent teacher meetings so that parents have more skills and confidence in supporting student learning between home and school.

Professional learning

School based professional development sessions were held regularly during each term on targetted sessions aligned with the school's improvement plan and in accordance with DEC's compliance schedule.

These opportunities included:

- Teachers further developing their own ICT skills through peer mentoring, online research and sharing module knowledge with their colleagues
- Teachers in various stages investigating, devising and implementing quality mathematics programs (TOWN and TEN)
- Teachers had the opportunity to work in teams cooperatively planning and programming in these areas to enhance student learning outcomes.
- Attendance at executive and teacher professional conferences and seminars. *"Live Well. Learn Well"* Aspiring staff and existing executive were able to further develop their leadership skills as well as network with colleagues. All teachers participated in the school development days at the beginning of Terms 1,2,3 and the last two days of Term 4. \$19,215.22 was expended on professional learning programs.

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

Literacy and Numeracy

Outcome for 2012–2014

Quality teaching and learning programs in literacy and numeracy resulting in increased overall literacy and numeracy achievement in line with state and regional targets.

2013 Targets to achieve this outcome include:

- to increase the percentage of Year 3 students in the top three bands in reading and writing
- to increase the percentage of students who achieve stage outcomes by 10% each year
- to increase the percentage of K-6 students who achieve stage outcomes in talking and listening by 10% each year.

Strategies to achieve these targets include:

- teachers will track student achievement along the literacy continuum
- plan and prepare for the implementation of the new NSW English syllabus
- explicitly teach the skills required for all aspects of talking and listening with emphasis on public speaking

School priority 2

Outcome for 2012–2014

- Increase achievement levels in numeracy for all students.
- teachers are skilled in the teaching of numeracy

2013 Targets to achieve this outcome include:

- to increase the percentage of Year 3 students in the top three bands in numeracy (NAPLAN) from 76% in 2012 to 86% in 2014
- to increase the percentage of students of Year 5 in the top three bands in numeracy (NAPLAN) from 61% in 2012 to 80% in 2014
- to increase the percentage of students who achieve stage expected outcomes by 10% each year.

Strategies to achieve these targets include:

- teachers will track student achievement along the numeracy continuum
- continue implementation of TEN (K-2) and TOWN(3-6) strategies in teaching and learning programs
- involve students achieving above stage expected outcomes in enrichment and extension programs and
- plan and prepare in Semester 2 for the implementation of the new NSW mathematics syllabus.

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.

Mr Selwyn Williams Principal

Mrs Melissa Oostdam Assistant Principal

Mr Matthew Bursill Assistant Principal

Ms Kerrian Cartledge Assistant Principal

Mrs Robyn Stephens Assistant Principal (Spec)

Mr Russell Roberts P & C President

School contact information

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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>

