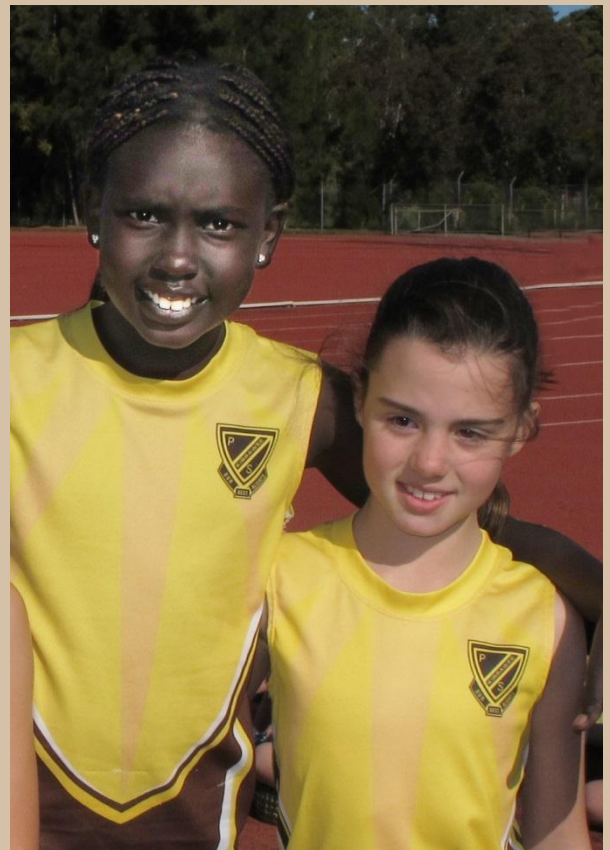


# Kirrawee Public School Annual School Report 2014



**Informed citizens building  
harmonious communities**



4075

## School context statement

Kirrawee Public School prides itself on its welcoming and friendly environment. We believe in providing an educational climate which nurtures the growth of self-esteem, respect for others and the desire for educational growth.

## Principal's Message

It is with great pride that I present this report on the outstanding achievements of the students, staff and parent community at Kirrawee Public School. 2014 has been another successful year with excellent growth across all areas. These are the result of the commitment, dedication and energy of staff, students and the local community working closely together to provide the highest quality learning opportunities for every child.

Our school enjoys a well-deserved profile for sporting, citizenship and welfare areas. Many of our children's accomplishments are highlighted in this report. I am proud of our students who are enthusiastic learners, always giving their best, and outstanding school citizens.

The teachers are to be congratulated for their professionalism, dedication to the students and the provision of excellent programs and opportunities for every child at Kirrawee Public School. They are supported by a wonderful team of administrative and support staff in our school. Our dedicated general assistant continues to ensure that our school buildings, grounds and gardens are maintained.

I look forward to 2015, to another year of providing rich, authentic, high quality learning opportunities for all of our students at 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

## P&C Report

In 2014 Kirrawee Public School P & C enjoyed a successful year.

We had many events to raise much needed funds for improvement of the school environment for our children. These included a Bunnings BBQ, Cadbury Chocolate Drive, Gymea Village Fair, a

Calendar, Mothers and Father's day stalls, disco and movie nights.

We also provided the school banking program in conjunction with the Commonwealth Bank which teaches our children to save and value money, also raising additional funds for the school.

The funds raised this year have enabled the P&C to provide new home readers for the school, install roof insulation in the year 3 - 6 classrooms (this work will be completed in the Christmas holidays) and provide new much needed sporting equipment for the school.

I would like to thank the members of the 2014 P&C for their continued support of Kirrawee Public School. The P&C would like to thank Mr Williams and the teachers/staff for support and continued communication with the P&C.

To my executive committee, Secretary Corrine Krogh and Treasurer Ksenya Rule, thank you for all of your support this year in keeping the P&C running smoothly.

In particular I would like to thank Megan Allsopp for the many hours each week that she has put in to coordinating the school banking program, Jodie Mackenzie for running the school uniform shop and volunteering at the school regularly, Amanda Maclean for organising the Mothers' and Fathers' Day stalls, Margo Mann for arranging and coordinating the school disco and movie nights and Lyn Lo Castro for her excellent baking skills and for helping the P&C coordinate the cake stall at Gymea Village Fair.

I would also like to thank Skye Keers for her excellent organisation and coordination of the school canteen. Skye constantly goes above and beyond to ensure the success of the canteen and provide healthy options for both the students and staff.

A big thank you to the school community for supporting the P&C. Without you it would not be possible.

I have enjoyed the year helping the school and working with all on the committee and the school volunteers. I look forward to doing it all again in 2015.

Stephen McAfee

## Student Leader's Message

This year is coming to an end and may we say our goodbyes. Our time here has gone so fast and we have enjoyed every moment of it. We will miss all of our teachers, principal and staff at our school. The years at Kirrawee Public School have been a wonderful journey through education and life experiences which has taught us to keep on achieving our goals. Our years here have been a time of many memories including camps, excursions and picnic days.

The opportunity to be a leader of this school has given us the privilege to go to leadership conferences and learn more. Developing our values through the school has helped us to become better people ourselves.

We have made friends with children all over the school through the peer support program from Kindergarten to Year 5 and we wish them all the best in their coming years. We would also like to say good luck to the 2014 Year 6 students for they have been here for us throughout these years and we hope they enjoy the years to come in high school.

We will most definitely miss Kirrawee PS and hope that the memories from our time here will remain with us throughout high school and beyond. Good bye and good luck from the 2014 school captains!

*Rachael Purchase and Oisin Keating*

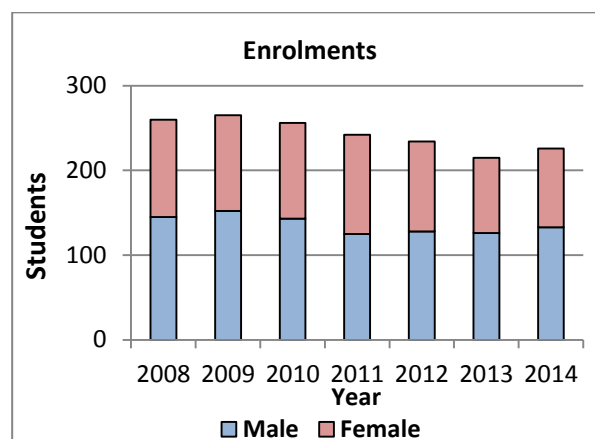
## Student information

This year, 226 students were enrolled at Kirrawee Public School. Approximately 19.6% of our children come from language backgrounds other than English.

### Student enrolment profile

Gender	2008	2009	2010	2011	2012	2013	2014
Male	145	152	143	125	128	126	133
Female	115	113	113	117	106	89	93

## Student enrolment profile



## Student attendance profile

	Year	2009	2010	2011	2012	2013	2014
School	K	95.6	96.0	96.4	95.5	90.3	93.9
	1	93.1	95.4	94.9	92.9	95.8	92.6
	2	93.4	94.0	95.5	94.9	93.8	97.8
	3	90.9	94.2	95.0	94.8	94.7	95.1
	4	95.3	95.3	94.8	92.2	95.2	95.0
	5	96.0	96.5	93.0	93.6	91.9	95.8
	6	93.9	96.6	93.1	91.8	92.7	93.0
	Total	93.9	95.6	94.6	93.7	93.5	94.7
State DEC	K	94.3	94.7	94.7	94.3	95.0	95.2
	1	93.7	94.2	94.2	93.9	94.5	94.7
	2	94	94.4	94.2	94.2	94.7	94.9
	3	94.1	94.5	94.4	94.4	94.8	95.0
	4	94	94.5	94.3	94.3	94.7	94.9
	5	94	94.4	94.2	94.2	94.5	94.8
	6	93.6	94.0	93.8	93.8	94.1	94.2
	Total	92.1	94.4	94.3	94.2	94.7	94.8

## Management of non-attendance

Attendance rates are high for each year level. Non-attendance is managed through monitoring and contact with parents by letter and phone. Unexplained absences are referred to the Home School Liaison Officer for appropriate action.

## Workforce composition

Position	Number
Principal	1
Assistant Principals	2.0
Part-Time Teacher	0.4
RFF Teacher	0.630
Classroom Teacher(s)	6.0
Primary Teacher ESL	0.2
Learning and Support Teacher(s)	0.8
Teacher Librarian	0.6
Teacher of	0.
School Counsellor	0.4
Teacher Mild Intellectual Disability(AP)	1.0
Teacher Moderate Intellectual Disability	2.0
School Administrative & Support Staff	2.022
Learning Support Officer Mild	1.0
Learning Support Officer Moderate	2.0
Total	20.052

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

On the information available at the time of writing this report Kirrawee Public School does not have currently have any member of staff who are identified as Aboriginal or Torres Strait Islander.

### Teacher qualifications

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

Qualifications	% of staff
Degree or Diploma	84
Postgraduate	16

### Professional learning and teacher accreditation

This year all staff had opportunities to attend a variety of professional learning courses. Total expenditure on teacher professional learning was \$42 645.25. The average expenditure per teacher on professional learning in 2014 was \$1530.

The major focus of professional learning in 2014 was building capacity to develop high quality teaching and learning programs to effectively implement the new English, mathematics and science and technology syllabus. Priorities included the collaborative planning of integrated inquiry based units based on concepts of “big picture programming”, as well as ICT, work health and safety, Best Start, K-6 English syllabus, assisting students with specific learning needs, quality resource allocation and managing future professional learning.

Whole staff development days were held to train staff in building resilience of students, communication utilising technology and planning and programming in mathematics and science and technology K-6 and CPR and emergency care.

In 2014 two new scheme temporary teachers started to increase their awareness of system requirements towards full accreditation.

### Teacher Accreditation

Two teachers attended informal training sessions on accreditation

### 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	30/11/2014
<b>Income</b>	\$
Balance brought forward	90005.88
Global funds	198058.60
Tied funds	86649.44
School & community sources	193506.44
Interest	3048.53
Trust receipts	11520.15
Canteen	0.00
Total income	582789.04
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	49994.38
Excursions	19848.65
Extracurricular dissections	71334.42
Library	7793.84
Training & development	42645.25
Tied funds	80904.73
Casual relief teachers	89816.81
Administration & office	62827.42
School-operated canteen	0.00
Utilities	35394.15
Maintenance	41446.35
Trust accounts	5514.68
Capital programs	0.00
Total expenditure	507520.68
<b>Balance carried forward</b>	75268.36

## School performance 2014

### Achievements

### ENGLISH

Throughout 2014 KPS staff have implemented the new English Syllabus for the Australian Curriculum across all grades and stages including integrated units written for the Support Unit. Staff utilised their Professional Learning in 2013 to prepare and write new units of learning incorporating the content from the new syllabus. We worked as a community of schools with 3 other local primary schools to prepare a wealth of resources accessible by all schools. This gave the school units of learning for each term for each Stage group.

Staff have also continued to utilise their Professional Learning throughout 2014 to



prepare additional units of learning for the 2015 school year ensuring that all content is taught over the 2 year stage cycle.

The new English syllabus has a strong focus on developing creative and critical thinking for students and in having students understand how they learn. The units of learning created by KPS staff have had a strong focus on developing the students' abilities to:

- think in ways that are imaginative, creative, interpretive and critical,
- express themselves and their relationships with others and their world
- learn and reflect on their learning through their study of English

In the next phase of development working with the community of schools, we will evaluate and refine the units of work ensuring their suitability for future years.

The English committee has also purchased several thousand dollars' worth of books for both home reading and guided reading. These have mainly been funded by the generous donations of the P & C. One Kindergarten parent was instrumental in assisting the school acquire many quality books from a distributor. We thank the P&C and Mrs Fuller for their generous support and assistance.

## **PUBLIC SPEAKING**

The 2014 Northern Zone Public Speaking finals were held at Kirrawee Public School on Thursday 4<sup>th</sup> September. All students were able to watch and support our school representatives.

Three students, one from each stage, represented Kirrawee Public School – Ethan Lisle from Stage 1, Luke Davey from Stage 2 and Aishlin Walker from Stage 3. These students did a fine job of representing Kirrawee against students from other schools in the Northern Zone competition.



## **MATHEMATICS**

The staff were introduced to the new Mathematics syllabus in 2014 with the implementation to take place in 2015. The Professional Learning sessions throughout 2014 were largely focused on similarities and differences between the current and the new syllabus documents.

All staff attended a combined schools conference at the beginning of Term 2 where Instructional Leaders presented workshops on a variety of subjects to assist teachers in gaining a better understanding of the new syllabus. This was followed by looking at a scope and sequence for KPS with teachers trialing, adjusting and refining the documents throughout the remainder of the year.

In 2015 teachers will fully implement the new syllabus including the refined scope and sequences that had been previously trialed.

## **MATHLETICS**

Mathletics is a paid online program that offers rigorous curriculum content, outcome reporting and a set of resources for students that can be individualised for each student by teachers. Students can access Mathletics at school and at home on either a computer or tablet device.

This year Kirrawee Public School students have earned over 300 awards, in bronze, silver and gold, for the tasks they have completed in Mathletics.

Due to these pleasing results Mathletics will continue to be implemented in 2015 as part of the schools Mathematics program.

## **SCIENCE AND TECHNOLOGY**

In 2014 KPS staff engaged in Professional Learning for the new Science and Technology NSW Syllabus for the Australian Curriculum. This led to all staff and students participating in a range of hands-on learning activities designed to engage students in actively learning about concepts involving problem solving in Science and Technology and preparing students for learning in the 21<sup>st</sup> Century.

## TECHNOLOGY

In 2014, Kirrawee has focused on the continued professional development of staff in the use of ICT (Information and Communication and Technologies). All staff and stages have been working with the support of Miss Lewandowski to implement technology centred programs and continue to learn how to utilise technology to its best advantage in the classroom.

Early Stage 1 have been developing their keyboard and mouse skills, using word processing applications to type up their work and utilising software such as Photo Story to create multimodal texts. Stage 1 have been exploring the Internet, and learning basic skills such as how to use a web browser and search for information. Stage 2 have been utilising class blogs to share the work they are doing in class, as well as utilising 3D design software Google SketchUp to design and create model bridges to support their Science & Technology unit of work. Stage 3 have also been contributing to a class blog, and using digital cameras to collect photos from around the school to create meaningful individual Photo Story projects.

All staff are learning new skills and increasing their confidence in using these technologies unsupported in the classroom. As a result, students have benefitted from being exposed to, and taught skills that are essential for success in the 21<sup>st</sup> century.



## CREATIVE & PERFORMING ARTS

### JUNIOR CHOIR

The 2014 Junior Choir comprised 25 students from Years 2 and 3 and rehearsed each week for several events. These included Grandparents' Day, Education Day, and Kindergarten Orientation Day.

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. They

performed with our school dance group. Their behaviour and attitude were of a very high standard.



### SENIOR CHOIR

KPS Senior Choir 2014 had 20 members from Years 4 – 6. They enjoyed participating in three combined schools' rehearsals preceding the performance at Sutherland Shire Music Festival Concert and were complimented by the organisers on their wonderful behaviour. Three other performance opportunities in 2014 were Visits to The Palms and Pacific Heights Nursing Homes for Easter performances, Education Week-Open Day and on the Grandparent's Day concert.

### DANCE

Kirrawee Public School has a wonderful tradition of dance and performance. This year there is a senior (Years 3-6) and a junior (Years 1-2) Dance group. The senior students successfully auditioned in the Sydney Region Dance Festival and performed at the Seymour Centre as part of the festival. Later in the year both the junior and the senior dancers performed at the Sutherland Shire Schools Music Festival. The dancers perform as often as possible at school functions such as Grandparent's Day, Kindergarten Orientation and other functions where possible. They are a credit to KPS, their families and their teachers. These dancers are a dedicated group of girls and boys who attend lessons regularly every Tuesday and Wednesday morning under the guidance of Miss Wendy McMahon.



## BAND

In 2014, there was a Junior Band and a Senior Band. Each Band catered for a different ability level. Opportunities throughout the year were provided that enabled the students to use their skills in live performances.

Each Band student attended a weekly tutorial and band practice. KPS Band won a Gold Medal at *Band Fest*. One member was successful in gaining a place in Band at Create South. The Band performed at Grandparent's Day, Band Showcase, Public Speaking and Presentation Day.

Students in the Junior Band attended the Junior *BandTime* workshop at GyMEA North Public School. This was a great opportunity for the students to develop their skills further and meet students from other schools. During the day students participated in instrument workshops with experienced tutors and performed in a large ensemble.

*Band Camp* for Band members in Years 5 and 6 was held for two days at Stanwell Tops Conference Centre with five local schools where members had an opportunity to perform in a large combined band. The Bands performed very well and the quality of songs was a credit to the effort the students had put in.

## CREATE SOUTH

Create South is a Gifted and Talented annual 3 day workshop and performance program for senior primary students. It is supported by *The Sydney Region Arts Unit* and in 2014 had representatives from 48 schools. KPS had one student participate in the area of Band (Percussion).

Participants are required to submit Curriculum Vitae and audition for a place in the team. A KPS teacher was the organiser for this project.

## NURSING HOME VISITS

As part of Kirrawee Public School's community service, Kindergarten, Year 1, Year 2 and the Senior Choir visited local nursing homes just prior to Easter. At these visits the children sang a repertoire of Easter songs to the elderly residents. They also gave Easter cards and Easter eggs to the residents. It was an extremely happy time for both students and patients.



## SPORT/ PHYSICAL EDUCATION

### PREMIER'S SPORTING CHALLENGE

In 2014 all students within the school were involved in the Premier's Sporting Challenge. The program aims to increase student's physical activity throughout the day. The students performed very well, with many students receiving a gold or platinum certificate for their effort. The school received a gold certificate overall for our performance in the challenge.

### GOT GAME PROGRAM

KPS engaged in the 'Got Game' program throughout 2014. In Term 1 we participated in a Gymnastics Program. In Term 2 we focused on a Soccer skills program, and in Term 3 we had Tee-ball/Softball clinics for the students. Term 4 focused on basketball skills and games. All students thoroughly enjoyed participating in the programs and a vast improvement in skills was noticed.





## PSSA

Students from KPS represented the school in a number of sports this year.

Oisin Keating gained placement in the Zone Softball team.

The PSSA year was enjoyed by all those who participated in 2014. We represented KPS in Senior and Junior Girls OzTag, Senior Boys Softball and Junior boys Kanga-cricket. This was a non-competitive season. Our Junior Boys Soccer Team were awarded 'Runners Up' in the Winter season. The Senior A and Junior A Netball teams both made the finals competition and after an unfortunate cancellation due to wet weather, the Juniors were awarded 2<sup>nd</sup> place and Seniors 4<sup>th</sup> place. Our Term 4 season included Senior Boys Cricket, Senior Girls Softball and Junior Boys and Girls Tee-ball. We would like to congratulate the children on their wonderful performance and sportsmanship throughout the year.

## SCHOOL SPORTING CARNIVALS

### SWIMMING CARNIVAL

The school Swimming Carnival was held at Caringbah Leisure Centre in Term 1 this year and was a great success with many students swimming their best and /or attempting to gain house points. We had a number of students who qualified for the Sutherland Zone Carnival where the students proudly represented the school. Ryan Dowling went on to swim at the National Championships in the AWD division.



### CROSS COUNTRY CARNIVAL

The School Cross Country carnival took place at GyMEA Technology High School in Term 2. We would like to officially thank GTHS for their partnership and assistance, including the complimentary sausage sizzle for all participants. We had 30 students qualify and represent KPS at the Zone Cross Country carnival which was held at Miranda Park.

### ATHLETICS CARNIVAL



The School Athletics carnival was this year held in Term 3 at Sylvania Waters Athletics Track.

Attendance and behaviour were outstanding under quite adverse windy conditions. Taj Hadenham broke the existing 10yrs 100m record from 1998.

Forty-one students represented the school at the Sutherland Zone carnival in September.

The following students represented Sutherland Zone at the Sydney East Athletics Carnival at Homebush in September:

- Aman Kuai, (Senior Girls High Jump)
- Claire Stegbauer – 9yrs 100 m.





## Academic achievements

### NAPLAN

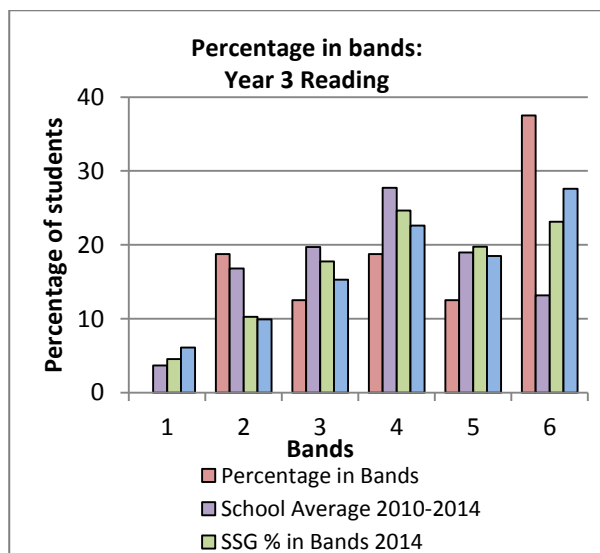
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

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

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

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

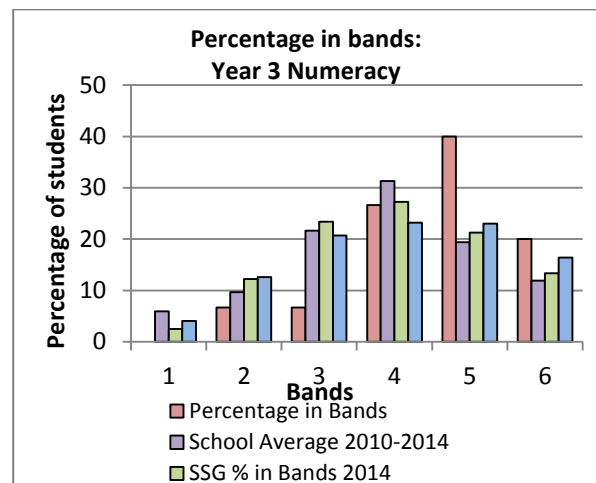
The *My School* website provides detailed information and data for national literacy and numeracy testing (NAPLAN).



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

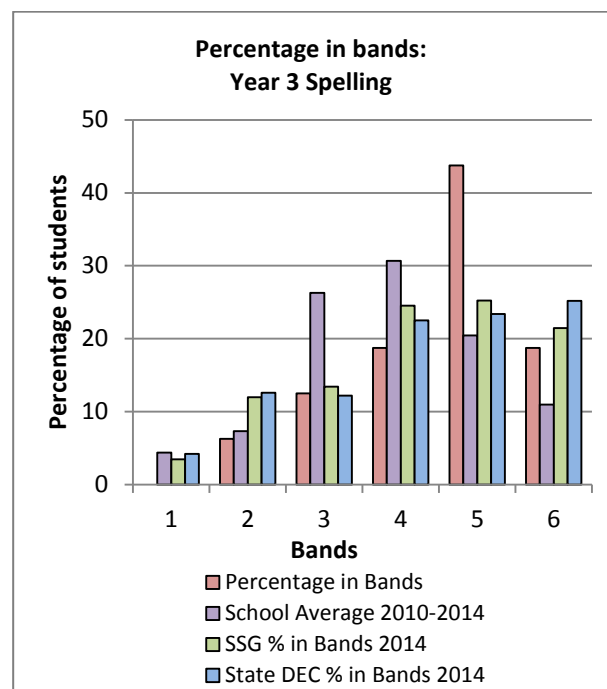
Year 3 Reading results indicate improvement in performance comparative to school average 2013. However, there has also been a rise of individual student's performance.

### NAPLAN Year 3 - Numeracy

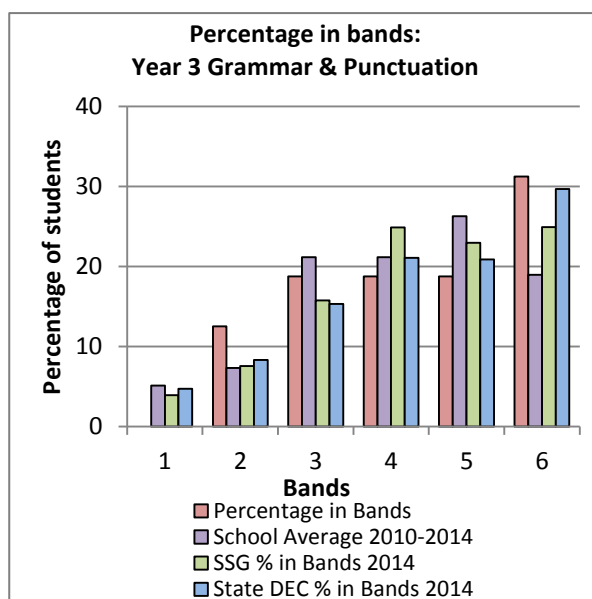


Year 3 results were exemplary with nearly 50% of students achieving in the top two bands.

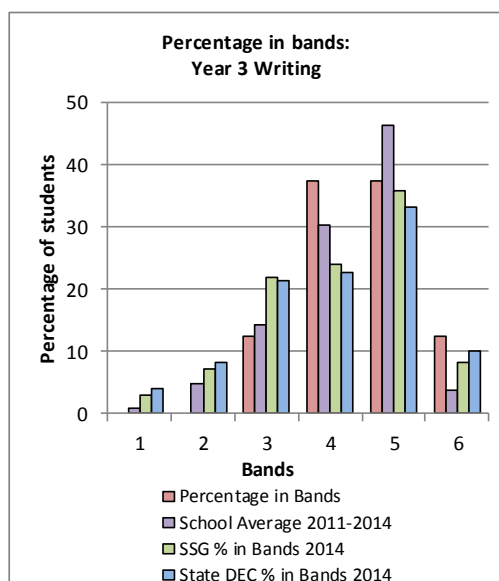
There was also a significant improvement in performance comparative to the school average from 2009-2013.



Year 3 Spelling results indicated an outstanding improvement with over 62% of students achieving in the top two bands. Results indicated improvement in performance comparative to the school average from 2009 -2013.

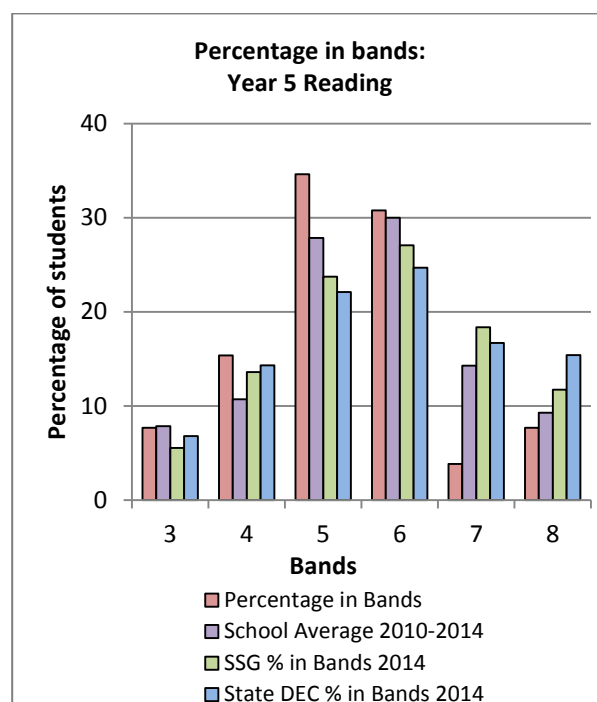


Year 3 Grammar and Punctuation results indicated a drop in overall performance, however, this was followed by an increase of students in the top two bands.



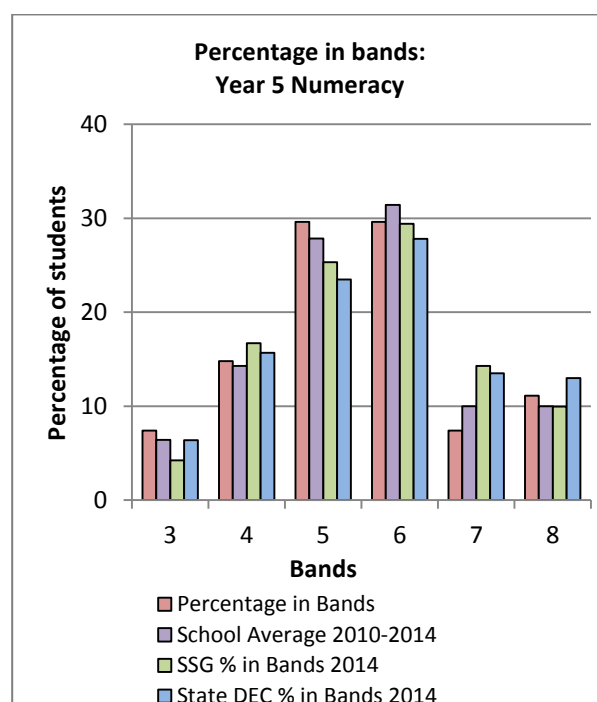
Year 3 Writing results indicated an outstanding rise with 50% of students achieving the top two bands. Results indicated a school performance above the state average and comparative to 2013.

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

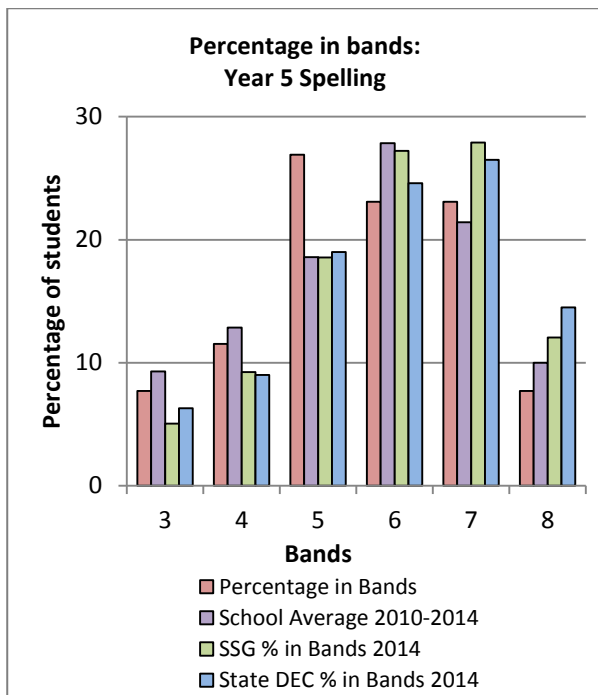


Year 5 Reading results indicate 44% of students are in the top three bands.

## NAPLAN Year 5 – Numeracy

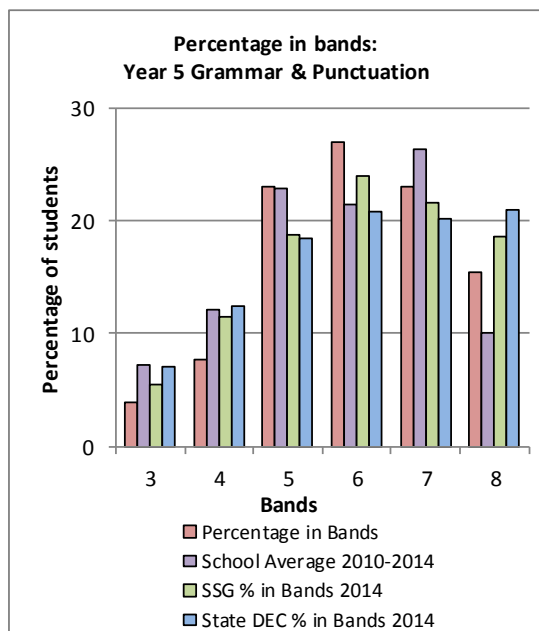


Year 5 Numeracy results indicate 50% of the students are in the top three bands. Whilst not above state average in 2014, results improved when compared to 2013.



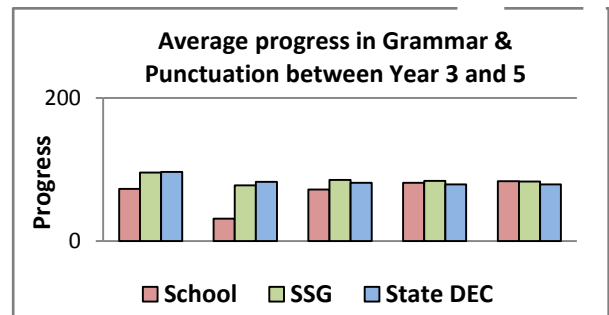
Year 5 Spelling results indicate that the school growth is above the state average for 2012-2014

Average progress in Spelling between Year 3 and 5*					
	2008-2010	2009-2011	2010-2012	2011-2013	2012-2014
School	81.6	44.8	119.9	89.8	85.2
SSG	82.0	72.2	99.8	87.7	85.5
State DEC	84.5	75.4	95.4	84.9	80.6

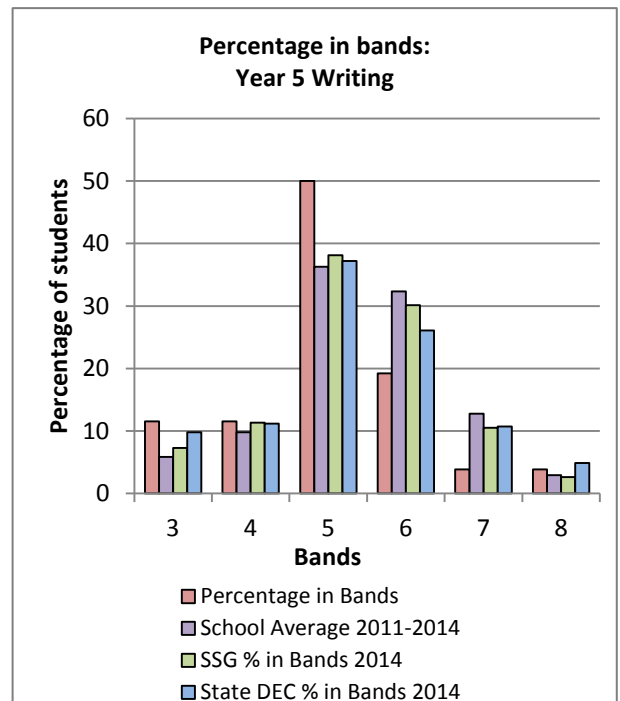


Year 5 Grammar and Punctuation results indicated that the students performed in line with the state outcomes and above other schools.

Average progress in Grammar & Punctuation between Year 3 and 5*					
	2008-2010	2009-2011	2010-2012	2011-2013	2012-2014
School	73.0	31.6	72.0	81.5	83.7
SSG	95.9	77.8	85.7	84.0	83.1
State DEC	96.6	82.7	81.3	79.4	79.5



Overall students' growth performance was also above the state benchmark.



Year 5 Writing results indicate nearly 40% of students performed in the top three bands.



## Other achievements

### Aboriginal education

Kirrawee Public has continued to value and appreciate Aboriginal culture and education, and promotes Aboriginal education throughout the school. Classes K-6, have explored Aboriginal perspectives throughout their studies, expanding students' knowledge and understanding of Indigenous Australians' contribution to heritage and identity.

Currently we have 13 Aboriginal students at KPS.

Our school continues to sing the National Anthem in Dharawal and have students say the Acknowledgement of Country at the beginning of each assembly.

### Multicultural education and anti-racism

At Kirrawee Public school the current LBOTE, (Language Background Other Than English) student population is 19.6%. Of the 21 language backgrounds most represented are Arabic, Cantonese, Russian, Polish, Chinese, Tagalog, Thai and Punjabi. The school strives to equip all students with the skills, knowledge, attitudes and intercultural literacy needed for active and multicultural citizenship.

2014 has been a transitional year for the introduction of new phases for identifying students who are learning English as an Additional Language/ Dialect (EAL/D) and their language needs. These phases are aligned with the new National Curriculum. Students' progress is assessed through levels of proficiency in listening and speaking, reading and viewing and writing.

Harmony Day, encouraging cross-cultural understanding, was acknowledged with the students wearing orange casual wear as a symbol of peace and harmony.

Cultural diversity was reflected in class programs through the study of life values as practised in the broader community eg respect, cooperation, appreciation, honesty, etc.

In the school context with support of school policies and program, multicultural education helped students develop:

- proficiency in English
- competency in language

- in depth knowledge and awareness of their own culture and others
- an appreciation to aim for global harmony through understanding and mutual respect and support at the local level.

### LEARNING AND SUPPORT TEACHER - LAST

In 2014 the Learning and Support Teacher (L.A.S.T.) continued at Kirrawee P.S. 4 days per week supporting both students and teachers. Students from Kindergarten to Year 6 who required support were targeted for literacy and numeracy and these programs were delivered as both in class and small group support.

These children have shown:

- An average increase of 4 levels in reading
- Sight word knowledge increased between 2% and 20% for some children.
- Increased sound knowledge and decoding skills is evident across all grades.

Five children in Kindergarten and Year 1 received Occupational Therapy support in Term 3 and 4.

Twenty four children from Kindergarten, Year 1, Year 2 and Year 4 received Speech Therapy support in Term 3 and 4.

### LEARNING AND SUPPORT TEAM

The Learning Support Team (LST) is a committee consisting of the LST coordinator, School Counsellor, Principal, the Learning and Support Teacher.

The committee meets weekly to review the learning and welfare needs of individual students. These students are identified by class teachers as requiring support in their learning or welfare issues.

The committee collaborates with class teachers and other professionals to provide adequate support for students identified with learning and welfare issues.

### EARLY STAGE ONE

Throughout 2014 the students in Early Stage One have been working hard. In Term 1 the students were focusing on learning school routines and rules and about themselves and their families. They participated in a video conference with the

Royal National Park about the Easter Bilby in term one. In Term 2 the students learnt about living and non-living things which culminated in an excursion to Symbio Wildlife Park. Term 3 saw the students studying the weather and how it affects their lives. To finish the year the students attended an excursion to the Royal National Park for a Teddy Bears' Picnic.



## STAGE ONE

Stage One students in Term 1 were focusing on looking at Asia and how it interacts with Australia. The students enjoyed texts with an Asian focus and looking at different cultural customs and comparing them to ours. In Term 2 many of the students in Stage One participated in the Sutherland Shire Music festival as part of the Junior Choir. The students enjoyed performing at the Entertainment Centre in a mass combined schools choir. Term 3 saw the students visiting Hazelhurst Art Gallery, where they toured the Gallery and enjoyed creating artworks in various media. The end of the year saw Stage One studying how families lived in the past, as a part of this study the students visited the Schoolhouse Historical Museum. They participated in lesson re-enactments from 1877 and 1910 and also typical games and chants from different eras.



## STAGE TWO

Stage 2 consisted of one Year 3/4 class and one Year 4 class in 2014. The Year 3 students sat the NAPLAN tests in May and were successful in attaining some great results.

Stage 2 attended the Royal National Park excursion and visited Audley to reinforce topics covered in class. They also attended Gympie Technology High School's production of Hating Alison Ashley. In both situations the students modelled exemplary behaviour. Another local excursion attended by Stage Two was a walking excursion to Hazelhurst Art Gallery where they participated in art based workshops for the day.

Other extra-curricular activities provided for Stage 2 throughout the year include the opportunity to participate in band, dance, choir, public speaking, PSSA etc.



## STAGE THREE

We had two Stage 3 classes in 2014, one Year 5 class and one Year 6 class. Stage 3 had many highlights throughout the year. The day trip to Bathurst was enjoyed by all students and culminated the work students had covered in the areas of HSIE and English.

As part of Science and Technology the students visited ANSTO and looked at energy sources which reinforced the learning that had taken place as part of the Physical Phenomena unit.

Another memorable event for Stage 3 was the opportunity to go to Gympie Technology High School to see their production of Hating Alison Ashley where the students had the opportunity to speak to the cast members which reinforced the drama work they had been doing at school. This also gave the students the opportunity to see past students from KPS performing and assisted in part of the high school transitioning process.

Perhaps the most enjoyable memory for the students was attending the Berry camp where students travelled down to Berry Sport and Recreation Centre to stay for 3 days. Activities participated in include ropes challenge, kayaking, archery, orienteering, flying fox etc.

We farewell 23 mainstream and 11 support unit Year 6 students to various high schools at the end of the year and wish them well in their future years.



## **SUPPORT UNIT**

The Support Unit consists of 37 students enrolled in 3 x classes. 1 class for students with Mild Intellectual Delay, 2 classes for students with Moderate Intellectual Delay.

The students are educated through Individual Learning Plans. These plans are prepared in collaboration with parents to identify the individual learning needs of each student.

Students are reviewed annually to determine continued suitability for their placement.

All students learn through teacher directed engagement of technology, computers and iPads.

Students in the Support Unit enjoy integration with mainstream students in many school activities.

The students have been actively involved in Peer Support, School Sport, Assemblies and Excursions with mainstream classes.

## **Other significant initiatives**

### **STUDENT REPRESENTATIVE COUNCIL**

All SRC students at Kirrawee P.S. are elected by their fellow students. SRC members represent all students in the school and organise ways for students to participate and contribute to their school community. This year, we have had a great year fundraising with fantastic support from all involved in our school community. Our term based fundraisers wouldn't be possible without the parents, carers and students who generously donated to our monthly events in support of our chosen charities.

In Term 1, a Pyjama and Bandaged Bear Day was held where \$250 was raised for the Children's Hospital at Westmead in order to help save and improve the lives of sick children. In Term 2, students got to wear their mufti clothes and joined in to donate \$230 to support the Starlight Children foundation, an Australian charity who aims to brighten the lives of seriously ill and hospitalised children. In Term 3, \$290 was raised by our school community to support the Children's Medical Research Institute and their yearly charity drive 'Jeans for Genes' day.

Of course, the SRC wouldn't have looked like this if it weren't for the elected students who represent their grade to organise the above fundraising days. These wonderful students have taken time from their recess to discuss and vote for charities on behalf of their peers.

So a very big thank you to all involved for our community is stronger with your involvement.





## STUDENT LEADERS

We would like to congratulate our Year 6 Prefects and Captains for their dedication to school service and for undertaking the many tasks they are called upon to do. They attended Leadership programs where they were encouraged by motivational speakers to always achieve their best. They regularly give up their own time and assist in many areas where they always excel and represent KPS with a confident, responsible and respectful manner.

We would like to thank the Prefects: Aishlin Walker, Celeste Walker, Adam Cooper and Jayden McAlister for their commitment and also the School Captains; Rachael Purchase and Oisín Keating for their enthusiasm and leadership with the KPS students.

We would like to take this opportunity to welcome the Prefects: April Davey, Kyueun Lee, Jade Stegbauer, Zac Field, Miller Keers and Jim Lamaro for 2015 who we know will do a fantastic job in their new leadership role.

## KINDERGARTEN TRANSITION

In 2014 Kirrawee Public School has offered a variety of opportunities for prospective parents and students to view our school and what it has to offer. We held an information night for parents at the beginning of Term 2 to give parents the opportunity to view our school and also discuss school readiness. We have also offered 3 parent sessions and student classroom sessions throughout the latter half of the year. During these sessions parents were able to get a better understanding of our school and its values and meet the staff. The students will also be attending a 'play date' independently where they will be able to experience school for a short period of the day.



## INTENSIVE SWIMMING PROGRAM

In Term 3 22 students from Year 2 to 5 participated in the special swimming program at Little Fins Swimming School, Kirrawee. This program is heavily subsidised by the DEC so that students receive intensive swimming instruction by qualified instructors for a greatly reduced price. All students made sound progress and enjoyed the program, which ran for eight days.

## SUPPORT UNIT SWIMMING SCHEME

The Support Unit swimming program continues to be a success each year. Our program consists of ten lessons. Students are assessed at the beginning of the program and grouped according to their ability level. The program caters for students beginning swimming, to correcting swimming strokes and breathing techniques of the more experienced swimmers.

Swimming is a very popular pastime for our students. They look forward to this very important and valued program every year. Learning the basic swimming skills may assist in the safety and well-being of our students long term. Our goal as educators is to provide the experience and practice so that all our students learn to swim. Each student that has participated in our program has improved their skill level

The program is subsidised by the DEC enabling it to be more cost effective for parents.

Thank you so very much to the teachers, support learning student officers, parents and our lovely volunteers for assisting our students in preparing themselves for their lessons.

## ENVIRONMENT/ GARDENING GROUP

Our school has had a tremendously successful year of Environmental Education in 2014. The Environmental/Garden group has grown to be quite popular with students from K-6 involved as well as involvement with the local community Pre School *Tree Tops*. Tree Tops have supported this program by attending regularly on a weekly basis planting, watering (using water from school water tank), and caring for the school gardens.

Another local Pre School *Angel Long Day Care* have also been approached to participate at KPS and have stated that they are keen to start next year when their renovations have been finalised.

This year we have been very successful in attaining a \$1000.00 grant from our local club *Gymea Tradies*. This lead to corporate involvement with Toyota Rockdale supporting KPS with a Planet Ark project on National School's Tree Planting Day. Almost one hundred native trees and plants were planted which involved students, teachers, staff, principal, parents, community and representatives from Toyota. Toyota assisted with providing a Hybrid car for all students to learn about sustainability. Toyota staff were involved in the planting and donated prizes for a colouring in competition and expressed that they are keen to keep this partnership with KPS in the future.



## PEER SUPPORT

Each year Kirrawee P.S. conducts a Peer Support program.

Year 5 and Year 6 are given a training day where they learn about the year's focus value and they are trained in how to conduct lessons and they are given strategies to help in the management of children in their group.

During Peer Support, all students in the school are allocated to a group where Year 5 and 6 leaders teach them about values and getting along with each other. The leaders are given a lesson each week where they are presented with the lesson they are going to teach to their group. Each Peer Support Group lesson is followed by a debriefing time for discussion.

## CREATIVE ARTS/ VISUAL ART PROGRAM

During 2014 a whole school visual arts program commenced on a Wednesday each class having an hour every second week. The outdoor learning area equipped with mobile work tables a kiln was used for our visual art classes. Students' enjoyed participating in lessons that focused on a range of mediums such as clay, collage, photography, drawing, paper mache, fibre and painting. Many of the creative artworks evolved and were inspired by studies of specific artists, science units and HSIE.

Early Stage One enjoyed creating artwork based on a weather theme using painting techniques, crepe paper and drawing.

Stage 1 were inspired by indigenous artist Bede Tungutalum creating their own interpretation of his work titled 'Owl Man' using chalk, crayon, pencil and feathers

During the year Stage 2 created unique clay artwork when given a challenging task to design and make a clay face which was inspired by the work of Pablo Picasso. Many students were required to rethink their designs and modify them so they could actually make their artwork. This was also a great opportunity for students to experiment with clay and learn about the process of glazing and firing. Stage 3 students also produced some beautiful pieces using clay which were based on a study of the plant and animal world.

Earlier in the year Stage 3 created paper mache masks inspired by an investigation of the celebrations and culture of Africa, Australia, and Papua New Guinea. Students' explored the different materials, colours, forms and decorative features. Students' also discussed the purpose of these masks in each of these cultures and how this has influenced the way the human face is represented.

Our Support Units had the opportunity to create and experiment with many different mediums and techniques during the year producing some inspirational art work based on various artists such as Henri Matisse and Jackson Pollock.

KPS staff were completely amazed and proud of all the work created by our students which was showcased at our Spring Art Exhibition held early in Term 4 which was open to our community for viewing. Childrens' art was also displayed at the Sutherland Shire Music Festival.



### **JUMP ROPE FOR HEART**

Students at Kirrawee P.S. are involved in a Skipping Activity each year when they get active and skip to support the research undertaken by the Heart Foundation. Students are asked to donate a gold coin to assist this cause.

The children are made aware of the importance of being healthy and active.

### **CRUNCH AND SIP**

K-6 students looked forward to the daily 'Crunch and Sip' program. The program integrated easily into morning routines with no interruption to learning. During Crunch and Sip time students were encouraged to bring fruits and vegetables as a mid- morning snack.

Two special Water Bottle filling taps were installed for students use. The opportunity to eat a healthy snack and drink water enabled high energy levels to be maintained throughout the morning learning session.

### **LIBRARY**

This year we have been busy in the library resourcing the new Science & Technology syllabus and the new Maths syllabus both of which are due to be implemented at the beginning of next year. We have taken stock of our existing resources for both these key learning areas and we have also acquired new resources to support this.

Other exciting library news is the announcement from the NSW Education department that a new operating system for all school libraries is to be rolled out. The 26 year old DOS-based "OASIS" system is to be replaced by a new browser-based system called "OLIVER". This will modernise and standardise our school libraries, providing simpler and more user-friendly functions for both students and teachers. The project has a 2 year timeframe for implementation. Once implemented, every student and teacher will have access to the new library system. We very much look forward to when Kirrawee Public School comes online.

Back in May, all students K-4 participated in National Simultaneous Storytime reading *"Too Many Elephants in this House"* by Ursula Dubosarsky. This proved to be a really popular choice with our students and they enjoyed the interactive activities that supported this story.

Our Book Week celebrations in August included dressing up as characters from a favourite book and hosting a Scholastic Book Fair. The theme for this year was *"Connect to Reading"*. The shortlisted books this year were outstanding and have since been borrowed, read and enjoyed by many students.

Student participation in the Premier's Reading Challenge is encouraged each year across all grades. The Premier's Reading Challenge is a literacy encouragement program that was introduced by the Premier of NSW in 2004 to encourage students to read more books. A total of 96 students completed the Premier's Reading Challenge this year which represents a 10% increase on last year's finishing results. Of that 96, 17 students were awarded Gold certificates. Gold certificates are awarded when students complete the Challenge for 4 years.

We continued to support Scholastic Book Club this year and as a result our library has continued to benefit from book rewards. We transitioned



to their new ordering system last term which has made the process easier, smoother and more manageable for our book club organisers.

At lunchtime each Monday, Tuesday and Wednesday the library opens for all students. Some days we have over 30 children enjoying books, drawing and craft activities, playing games or using the computers. Lunchtime activities make the library a fun, welcoming and inclusive environment and a place for children to have a break from the playground. If the library is a fun place, students will develop positive attitudes to books and reading which is exactly what we aim to promote.

### **ENGLISH AS AN ADDITIONAL LANGUAGE/ DIALECT**

The English Language Program provides additional support for students who are newly arrived to Australia (New Arrivals Program) and those who are from language backgrounds other than English. The program has been delivered by a specialist teacher trained in TESOL as well as a learning support teacher. The program supports students within the classroom through team teaching as well as individual and small group contexts for intensive literacy development. Students are involved in communicative activities to improve their speaking and listening skills as well as contextual and visual reading and writing activities to enhance meaning for these students.

### **POSITIVE WELLBEING**

This year we have partnered with a local non-profit organisation - BlueKite Positive Wellbeing Projects. This organisation has worked alongside existing student welfare and bully prevention programs in collaborating with teachers, students and parents to improve the wellbeing of our school community.

Throughout the year BlueKite has delivered a values program across the school that has been student-centred as well as involving teacher professional learning and parent education. Other projects have included Harmony Day - multicultural education and Playground Patrol – a playground support project involving trained student leaders to care for younger students during lunch times. Furthermore, the creative play project 'JustPlay' increases problem solving

skills and resilience whilst preventing issues during lunch times.

### **MULTICULTURAL EDUCATION**

Multicultural Education is an important facet of syllabus implementation at the school in building awareness and appreciation of the diversity of Australian culture. To enhance the school community's understanding of this, we partnered with a local non-profit organisation, BlueKite, who facilitated a whole school values program during Term 1, focusing on acceptance of difference and respect. Following this we celebrated Harmony Day in March with a whole school event, featuring a short film entitled, 'Everyone belongs at Kirrawee Public School'.

### **SCHOOL CHAPLAIN PROGRAM**

Throughout the year the school chaplain has worked through social and emotional crisis with children, parents, grandparents and relatives. Supporting families and individual children through difficult times is a continuing, important and necessary part of the chaplain's work at our school, as needs arise. Referrals to the appropriate outside agencies are made when necessary.

Each term an Interrelate Parent Seminar has been offered to the parents of Kirrawee P/S students held in the school library. Individual parent evaluations speak highly of the practical information received and understood. The subjects included – 'Helping Children become Resilient', 'Helping Children Manage their Emotions', 'The Challenge of Disciplining Children' and 'No Worries'.

This year the chaplain facilitated two 'Seasons for Growth' 10 week sessions for children who have experienced significant loss or change. The 1st session was for 6-8 year olds and 2nd session for 8-10 year olds. Both sessions were received well as children began to understand their loss and work through sadness and change. Of course this learning is ongoing.

The Friends for Life and the Fun Friends programs were both implemented this year. These are social skills sessions that continue for a 10 week period. Children learnt to deal with their emotions, anxiety, interpersonal relations and change. Resilience and trust developed as

children explored ways to handle everyday situations at school and in the family.

Through the year we worked on whole class involvement with friendship issues. This has been particularly positive in the three support unit classes and mainstream classes. It usually takes a term of lessons adapted to meet the needs of individual classes. Over the year six classes have enjoyed their special time in the Friendship Room learning to respect and value each friend in their class in a fun and positive way. They are challenged to see the needs and kindnesses of others, while appreciating their differences and strengths. The teachers value this support as the children are learning to appreciate and respect each other more.

Kindergarten and other classes enjoy crunch-n-sip time with the chaplain in the Friendship Room where they relax with a story or special playing time just enjoying being together and caring for one another.

## **School planning and evaluation 2012—2014**

### **School evaluation processes**

NSW public schools conduct evaluations to support the effective implementation of the school plan. In 2014 the following evaluations were undertaken:

#### **Parent, student and teacher satisfaction**

In 2013, the school sought the opinions of parents, students and teachers about the school. They were asked questions through a school satisfaction survey about improvements, policies and programs.

The major findings were:

- parents strongly believed that the school places a major emphasis on literacy and numeracy
- parents strongly believed that our teachers are competent and caring
- parents, students and teachers agree that our teachers set high standards and that students are expected to do their best
- parents and teachers agree that our school promotes healthy lifestyles

- parents, teachers and students agree that the school promotes a high standard and expectation on uniforms
- parents and teachers agree that the school encourages contact to discuss concerns relating to student issues
- parents, teachers and students agree that the school promotes core values
- parents and teachers agree that KPS offers a wide range of extracurricular programs
- parents and teachers agree that the school should tackle bullying issues early
- teacher and staff would like to see iPads introduced into learning programs
- teachers and staff agree significant class issues are to be communicated early.

### **Actions**

Student welfare and learning became a focus for 2014. The school initiated enrichment strategies through targeted planning by a designated staff member. Welfare and learning systems will be evaluated in 2015 to ensure we are meeting the needs of students with both learning and social development concerns.

### **Reading**

Explicit teaching practice in the area of reading was a significant area of focus for the school. Analysis of NAPLAN results, school based assessments, survey of students, and staff and parents supported a review of teaching programs supported the evaluation process.

### **Findings and Conclusions**

Support programs implemented by the Learning Assistant Support Teacher significantly increased effective learning and teaching.

Speech support programs by the University of Sydney and implementation team has led to reading improvements across the targeted group (33 students). Further development is required in the quality integration of reading support across all KLA's.

## Future Directions

The school identified the need to:

- sustain the implementation of Focus on Reading and whole school emphasis on developing effective reading strategies
- continue professional learning in all aspects of the new curriculum and syllabus document
- sustain parent involvement and engagement by offering workshop related parental interest and concerns

## School planning 2012-2014:

The school planning policy provides direction for the preparation and implementation of priority areas, intended outcomes and targets that are consistent with NSW State Plan and the Department's planning documents.

The key focus of the three year plan was to improve learning outcomes in literacy and numeracy and enhance connectedness and improve the use of technology across teaching and learning. The plan was connecting across all the KLA's across collaborative, construct, commit, communicate, critique, cement, create and contribute underpinned work. Teachers implemented quality teaching strategies to increase the level of student engagement in the learning process.

Student learning underpinned targeted professional learning and curriculum implementation linked to authentic assessment practices and clear reporting.

The three years 2012-2014 have seen a dramatic change in the understanding of teachers and students as to what is expected and how to determine progress. The spirit of the English syllabus and the theme connectedness has increased the integration of learning and strengthened the relationship of assessment and learning. Across the school there is now an increased air of excitement over what is possible and the relevance of school learning to real life.

Each year we evaluated progress in these areas, refine our school targets and develop school plans to achieve improved student learning outcomes.

## School Priority 1

Improve student achievement through quality teaching and learning

### Outcomes from 2012–2014

2014 targets to achieve this outcome include:

- K-6 teachers using the literacy assessment outcomes and programming for learning
- increase the number of Year 3 students at 'proficient' in reading
- increase the number of Year 5 students at 'proficient' in numeracy.

### Evidence of achievement of outcomes in 2014

- 100% of teachers are using the outcomes based learning assessment and teaching program system
- 76.2% of Year 3 students performed at the 'proficient' level in reading
- 68.6% of Year 5 students performed at the 'proficient' level in reading
- K-6 resources established in reading, sorted and collated for easy use.

### Strategies to achieve these outcomes in 2014

- Literacy outcomes used to inform planning and assessment
- additional Release from Face to Face (RFF) teaching used to increase dialogue between teachers to move students along quality learning and teaching
- staff participated in a combined schools conference on Staff Development Day Term 2 at Bankstown Sports Club as an introduction to the New Mathematics syllabus.

## School Priority 2

Improve the level of numeracy achievement of all students:

2014 targets to achieve this outcome included:

- K-6 teachers using the numeracy outcomes to assess and program for learning.



- increase the number of Year 3 students performing at 'proficient' in numeracy.
- increase the number of Year 5 students performing at 'proficient' in numeracy.
- increase the number of students at or above the minimum standard in mathematics scales.

### **Evidence of achievement of outcomes in 2014**

- 100% of teachers use the numeracy outcomes to assess and program for learning
- 75% of Year 3 students achieved proficiency in numeracy
- 71.4% of Year 5 students achieved proficiency in numeracy
- 100% of staff trained by State Office personnel and share knowledge with teaching staff during professional learning sessions. Teachers became familiar with the new mathematics document and feel confident to program and deliver lessons

### **Future Directions**

#### **2015-2017 School Plan**

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school's website from the beginning of Term 2 2015. Parents and friends were consulted through a variety of sources including surveys, phone calls, P & C meetings and activities. All staff had opportunities to contribute ideas and input in the school vision, purpose and strategic directions.

Internal and external data analysis informed directions for building capacities and capability of people as well as identifying products and practice. Student voice was captured through SRC meetings, focus groups and surveys.

The Director of Public Schools, Principal School Leadership Officer and consultative groups provided support and guidance with the school plan.

### **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.

The 2015-2017 strategic directions are:

1. Student Learning
2. Quality Teaching
3. Positive Partnerships

Mr Selwyn Williams	Principal
Mrs Melissa Oostdam	Assistant Principal
Mrs Sarah Parker	Rel. Assistant Principal
Ms Cheryl Taylor	Rel. Assistant Principal
Ms Robyn Stephens	Assistant Principal (SU)
Mr Stephen McAfee	P&C Representative
Mrs Colleen Chiswick	School Admin Manager

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School Code: 4075

Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at:

<http://www.schools.nsw.edu.au/learning/emsad/asr/index.php>