2010 Annual School Report
Mount Kanwary Public School

NSW Public Schools – Leading the way
Our school at a glance

Students
Mount Kanwary Public School maintained an enrolment of 25 at the close of 2010. The student body consisted of 13 girls and 12 boys from 18 families. Our students were organized into two classes; Banksias and Wattles. Banksias was a Stage 2 and Stage 3 class and Wattles was a Stage 1 and Early Stage 1 class. Our students are very supportive of each other and are themselves supported in their learning by staff members who are committed to providing quality teaching programs based on our students' individual needs.

Staff
Mount Kanwary P.S., this year had five teaching members of staff. The school had 2 fulltime teaching positions including a teaching principal. A full-time temporary teacher job-shared with the full-time teacher on class. A fourth teacher worked at the school on a temporary basis one day per week. A relieving principal replaced the retired principal for Terms three and four of 2010.
Non-teaching staff included one part-time School Administrative Manager, one part-time School Learning Support Officer and one part-time General Assistant.
All teaching staff meet the professional requirements for teaching in NSW public schools. There were no indigenous members of staff.

Significant programs and initiatives
- Programs are inclusive of Aboriginal and Multicultural perspectives.
- Personal Development program, “You Can Do It”.
- Mathletics access to all students K - 6.
- Life Education Program
- Common Kindergarten to Year 6 teaching and learning focus each term.
- Combining with other district small schools for the Small Schools’ Swimming Carnival and cultural performances and experiences.
- Pre-school to Kindergarten orientation program.
- Best Start Assessments and Learning Plans to drive teaching.

Student achievement in 2010
The following tables indicate the percentage of students achieving At or Above Minimum Standard in the 2010 NAPLAN tests.

| Percentage of Year 3 students achieving at or above minimum standard |
|--------------------|-----|
| Reading            | 100 |
| Writing            | 100 |
| Spelling           | 100 |
| Punctuation and grammar | 100 |
| Numeracy           | 100 |

| Percentage of Year 5 students achieving at or above minimum standard |
|--------------------|-----|
| Reading            | 100 |
| Writing            | 100 |
| Spelling           | 100 |
| Punctuation and grammar | 100 |
| Numeracy           | 100 |

Messages

Principal's message
2010 has been a very rewarding and satisfying year for the whole school community. There were some changes in the school with the BER building of the new classroom and the retirement of Mrs Stephenson. The warm, positive and supportive school culture enhances student engagement with students taking responsibility for their learning and the choices that they make. Student achievement in learning continues to meet state and regional averages.
Professional learning activities have provided a strong focus to support and enhance student achievement of outcomes. The use of Interactive Whiteboards and online learning have provided the children with highly engaging lessons that are relevant, and programs which support students with their individual learning needs have had a strong impact on results.

Our school continues to provide a wide range of educational, sporting and creative activities which will meet the needs of all students. The partnership between home and school continues to be significant in fostering and promoting the value of learning.

I would like to acknowledge and thank parents and community members for their support throughout the year and give much appreciation to the staff for their professionalism, expertise and care when teaching our students.

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.

Karen Johanson

P&C message

2010 has been a very successful year. Throughout this year we held our 19th Annual Cracker Night. This night came together with the help of our fantastic parent body. We cleared approx $10 000 from the evening. We have also run all our traditional fundraising, Mothers and fathers day stalls, Easter and Christmas raffles.

The proceeds of all this fundraising has assisted in the purchase of air conditioning the new Banksias’ classroom, refurbishing Wattles’ home corner, building an enclosed sandpit, the Reading Eggs and Mathletics online computer program and the most recent, the leveling and fencing the car park. We also provided an end-of-year gift to all students and gifts to our state representatives.

We provided canteen on Mondays and Wednesdays, with a special thanks to Nola Adams for her ongoing support of Wednesday canteen.

Thanks to all our parents and grandparents who have assisted in reading, transport, and canteen. It’s everyone who makes the P&C the success it continues to be.

This year we said farewell to our principal Rosemary Stephenson and welcomed the relieving principal Karen Johanson. I would like to thank both these principals for their commitment to our children. We look forward to the appointment of our new Principal for 2011.

The P&C Executive for 2010
President: Janine Thomson / Shelley Pillidge
Vice President: Shelley Pillidge / Anne Manuel
Julie Armstrong
Secretary: Lesa Tewkesbury
Treasurer: Caroline Martin
Canteen Supervisor: Sandy Hancock

School Council message

The Mt Kanwary School Council for 2010 consisted of: President: Ray Burg Secretary and community representative: Eileen Findley P&C President: Shelley Pillidge (Janine Thompson Term 1) School Principal: Karen Johanson (Rosemary Stephenson Terms 1 and 2)

The purpose of the School Council is to help improve student achievements and to enhance the accountability of the education system to parents.
School Councils are advisory in nature and their main purpose is to make recommendations to the principal of the school. The school council meets during week 3 and 8 each term.

The school council thanked Rosemary for her guidance and contributions to the School. One of our final tasks with Rosemary was to complete a review of the student welfare policy, which achieved and presented to the P&C. Rosemary’s retirement, at the end of term 2, provided an opportunity to welcome Karen and to discuss the role of the school council.

The council created and collated school and parent surveys on school culture, parent/student satisfaction and Mathematics. Using the results from the surveys discussions occurred on school targets for Literacy and Mathematics. Other issues examined where NAPLAN results, BER, progress on the appointment of a new principal and school leader selections policy.

President: Ray Burg
Secretary: Eileen Findley

Student representative’s message
In 2010 Mount Kanwary Public School students have had amazing experiences ranging from going to the Botanical Gardens, to representing our school at State in Athletics.

For us, as school leaders, we have had to represent the school in many things, the ANZAC and Remembrance Day services at Maitland Park, just to name two.

We raised money, with the help of Year 5, with events such as a Mini Fete, out of uniform days and selling ice blocks. We also helped the P and C with Cracker Night.

We raised money for Andro, a World Vision sponsored child and to buy a gift from Year six for the school. This year we decided to present Mount Kanwary with brand new playground markings on the asphalt. This gift should last years. Students from all ages and their younger siblings are able to use this gift.

We have had a wonderful time at Mount Kanwary Public School. One day, I am sure, we’ll come and visit.

Abby Thomson and Logan Tewkesbury

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

Student enrolment profile

<table>
<thead>
<tr>
<th>Year</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>22</td>
<td>29</td>
</tr>
<tr>
<td>2007</td>
<td>22</td>
<td>29</td>
</tr>
<tr>
<td>2008</td>
<td>24</td>
<td>24</td>
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<td>2009</td>
<td>15</td>
<td>16</td>
</tr>
<tr>
<td>2010</td>
<td>12</td>
<td>13</td>
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</table>

Student Enrolments

<table>
<thead>
<tr>
<th>Year</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>22</td>
<td>22</td>
<td>24</td>
<td>15</td>
<td>12</td>
</tr>
<tr>
<td>Female</td>
<td>29</td>
<td>29</td>
<td>24</td>
<td>16</td>
<td>13</td>
</tr>
</tbody>
</table>
Class sizes

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

The following table shows our class sizes as reported at the 2010 class size audit conducted on Wednesday 17 March 2010.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
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<tbody>
<tr>
<td>BANKSIAS</td>
<td>3</td>
<td>4</td>
<td>14</td>
</tr>
<tr>
<td>BANKSIAS</td>
<td>4</td>
<td>2</td>
<td>14</td>
</tr>
<tr>
<td>BANKSIAS</td>
<td>5</td>
<td>5</td>
<td>14</td>
</tr>
<tr>
<td>BANKSIAS</td>
<td>6</td>
<td>3</td>
<td>14</td>
</tr>
<tr>
<td>WATTLES</td>
<td>K</td>
<td>5</td>
<td>14</td>
</tr>
<tr>
<td>WATTLES</td>
<td>1</td>
<td>3</td>
<td>14</td>
</tr>
<tr>
<td>WATTLES</td>
<td>2</td>
<td>6</td>
<td>14</td>
</tr>
</tbody>
</table>

Structure of classes

In 2010, Mount Kanwary Public school consisted of 2 classes, K-2 Wattles and 3-6 Banksias. The classes were formed to meet the individual educational needs of our students. These were catered for through student-centred learning approaches and the Connected Outcomes Groups units of work.

Our students learn at individual rates and are offered a variety of ways to learn and practice skills and knowledge. These include individual and group work, learning centres, computer activities, co-operative learning activities and individual programs. The whole school combines for sport, assemblies, excursions, unit celebrations and performances.

Staff information

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

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>4</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>9</td>
</tr>
</tbody>
</table>

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools. Teachers continue to build on their professional learning through attendance at courses conducted within the school and region.

No staff have an Indigenous background.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
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<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100%</td>
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<tr>
<td>Postgraduate</td>
<td>0</td>
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Financial summary

<table>
<thead>
<tr>
<th>Income</th>
<th>$</th>
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</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>62,996.58</td>
</tr>
<tr>
<td>Global funds</td>
<td>48,730.29</td>
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<tr>
<td>Tied funds</td>
<td>16,714.50</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>25,910.06</td>
</tr>
<tr>
<td>Interest</td>
<td>2,998.05</td>
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<tr>
<td>Trust receipts</td>
<td>6,229.35</td>
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<tr>
<td>Canteen</td>
<td>0.00</td>
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<tr>
<td>Total income</td>
<td>163,578.83</td>
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</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>11,792.48</td>
</tr>
<tr>
<td>Excursions</td>
<td>3,059.42</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>9,805.19</td>
</tr>
<tr>
<td>Library</td>
<td>469.56</td>
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<tr>
<td>Training &amp; development</td>
<td>4,193.43</td>
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<tr>
<td>Tied funds</td>
<td>19,511.46</td>
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<tr>
<td>Casual relief teachers</td>
<td>5,837.75</td>
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<tr>
<td>Administration &amp; office</td>
<td>20,181.35</td>
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<tr>
<td>School-operated canteen</td>
<td>0.00</td>
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<tr>
<td>Utilities</td>
<td>10,661.88</td>
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<td>Maintenance</td>
<td>6,545.32</td>
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<td>Trust accounts</td>
<td>7,930.64</td>
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<tr>
<td>Capital programs</td>
<td>0.00</td>
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<tr>
<td>Total expenditure</td>
<td>99,988.48</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>63,590.35</td>
</tr>
</tbody>
</table>

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

A full copy of the school's 2010 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 2010

Although small, Mount Kanwary Public School ensures its students have the opportunity to experience and participate in a variety of activities within the school and the wider community.

Achievements

Arts

Public Speaking

At the beginning of 2009 our year 5 and 6 students participated in a development workshop for debating at New Lambton Public School. We then went on to participate in the Small Schools Debating Competition against other small schools in our local area. 2010 saw us host the first of what we hope will become an event, the Small Schools Public Speaking Competition. Small schools in the area were invited to select a representative for each stage to prepare and present a speech at the competition which was judged by a local toastmaster's representative. We selected our representatives through a whole school public speaking day. Shivohn Carroll represented Early Stage 1, Haley Martin Stage 1, Sophie Pillidge Stage 2 and Abby Thomson represented Stage 3. The competition was a success and we anticipate all schools participating again in 2011.

Visual Arts

Our students were again very successful in their creative endeavours in 2010. Mrs Oldfield taught art to both the Wattles and Banksias. We focused this year on painting skills and techniques with brushes, creating some beautiful artworks. We also studied the work of several famous artists and artworks to increase our understanding and appreciation of different styles of art. Abby Thomson was awarded the art prize for her excellent oil pastel artwork based on peace and human compassion.

We participated in an excursion to the Hunter Region Botanic Gardens to photograph the natural features of the gardens. Several photographs were then chosen to be framed.
and entered in the Botanic Gardens photography competition. Jessica Speechly, Logan Tewkesbury, Olivia Burg, Abby Thomson, Brooke Armstrong, Jake Armstrong and Lauren Hunter all had photographs submitted. Abby Thomson’s photograph was awarded a highly commended. The garden’s staff were enthusiastic about our visit and thrilled with the standard of our entries and are looking forward to our contribution this year.

**Sport**

**Fitness**
Whole school morning fitness was continued in 2010 and students enjoyed a variety of activities in 20 minute sessions, three mornings a week. Activities included aerobics, skipping skills, circuit training, Year 6 directed gross motor skill groups and dance. Morning fitness continued to be popular and beneficial for ensuring student engagement levels were high at the commencement of academic work.

Mount Kanwary Public School was recognised at the Education Week Award Ceremony held at Maitland High School and received an award for Excellence for the continued commitment to improving student’s physical activity and academic levels through morning fitness.

In addition to morning fitness the whole school participated in sport lessons every Friday.

Students participated in a range of experiences that focused on non-locomotor, locomotor and manipulative skills to prepare them for team sports (Year 3-6) and modified games (Kindergarten to Year 2).

**Weekly Sport**

Students travelled to Vi Barnett Field to participate in track and field activities in Term 1. This was in preparation for our involvement in the Small Schools Athletics Carnival.

In Term 2 our weekly sport sessions were held at Lakeside Oval. Our focus was on refining skills including striking, throwing and catching for all students K-6, in preparation for our softball game against Millers Forest Public School. Mount Kanwary students were very enthused to convincingly beat Millers Forest students on the day.

Term 3 sport was held at school. A professional dance instructor attended each week teaching the students valuable skills in dance. Our students learnt two dances throughout the term and proudly performed at Cracker Night for our parents and community.

In Term 4, students travelled to Lakeside Leisure Centre for intensive swimming lessons by professional coaches. All students participated well and enjoyed a “fun session” on their final visit. Banksias class 3-6 also participated once again in the Surf, Safe, Fun Day held at Nobby’s Beach.

**Carnivals**

Students in all years attended both the Small Schools Swimming Carnival, held at Beresfield Pool in Term 1 and the Small Schools Athletics Carnival held at Woodberry Oval in Term 2. Our swimming relay team went on to compete in the Zone Carnival along with our students who qualified for individual events.

We also had many students qualify for both track and field events at Zone level from our impressive results at the Small Schools Athletics Carnival. Mount Kanwary Public School was the handicap winner for the day and Jake Armstrong took home the medal for Junior Boy Champion and Brooke Armstrong took home the medal for 11years Girls Champion. Our athletics relay team (Brooke Armstrong, Jake Armstrong, Logan Tewkesbury and Ryan Grosser, progressed to State finals and competed in Homebush, Sydney.
Numerous students also attended the Zone Cross Country Carnival at Tocal which was held in May.

Our school is traditionally successful in raising money for the Heart Foundation Jump Rope for Heart program. This year was no different as our students raised a total of $982.50. Students can be proud of their dedication to fundraising, their participation in daily skipping during morning fitness (Term 2) and their enthusiasm on Jump-Off Day in July, Term 2.

As a part of the NSW Premier’s Sporting Challenge our school received a Government grant. The money was spent on sporting equipment to cater for the differing needs of our students. All students completed the 10 week Premier’s Sporting Challenge and our school received a Gold Award for a combined average of 60 minutes of physical activity per day.

Our students have opportunities to participate in, benefit from and enjoy a wide range of in-school, representative and extracurricular activities due to the endless and unconditional support that is given by our dedicated parents. We thank them for their support of their children and of our Physical Education programs.

Community Involvement
Mount Kanwary Public School enjoys a close and positive relationship with the parents, grandparents and siblings of its students.

- Parents and grandparents assisted in our classrooms by taking small groups in maths, and listening to children read. They also provided support with Friday sport lessons.
- Parents and grandparents provided hot, healthy lunches each Monday and also manned the canteen at recess each Wednesday, offering our students healthy snacks.

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)

Literacy – NAPLAN Year 3
Four Year 3 students participated in the 2010 NAPLAN tests in literacy. With a small cohort results will vary greatly from year to year. One hundred per cent of students were in band 3 or higher. No students were placed in Band 1 or 2.

- In Writing, all students were in Bands 4 and 5 and none were in the top band. In Spelling, seventy-five percent were placed in Bands 3 and 4.
- In Grammar and Punctuation, all students were placed in Bands 3 and 4. The results indicated that no students were in the bottom two bands and none were in the top band.

This indicates a need to work with our Year 3 students to move them into the top bands in all of these areas.

Numeracy – NAPLAN Year 3
Four Year 3 students participated in the NAPLAN Numeracy tests. All were placed in Bands 3 and 4, with none in the top bands.

Literacy – NAPLAN Year 5
Five Year 5 students participated in the NAPLAN Literacy tests. In Reading 60% were in Bands 6 and 7 with none in Band 8.
In Writing all of the Year 5 students were in Band 4, 5 and 6, indicating a need to continue to have Writing as a focus for school improvement in 2011.

In Spelling there were no students in either the highest or the lowest bands, while in Grammar and Punctuation the results were similar.

**Numeracy – NAPLAN Year 5**

Five Year 5 students participated in the NAPLAN Numeracy test. The results indicated that there were no students in the bottom band and none were in the top band.

### Progress in literacy

#### Reading

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>83.3</td>
<td>79.8</td>
<td>97.1</td>
</tr>
<tr>
<td>SSG</td>
<td>N/A</td>
<td>N/A</td>
<td>84.6</td>
</tr>
<tr>
<td>State DET</td>
<td>87.5</td>
<td>88.4</td>
<td>83.4</td>
</tr>
</tbody>
</table>

#### Writing

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>67.1</td>
<td>59.8</td>
<td>30.7</td>
</tr>
<tr>
<td>SSG</td>
<td>N/A</td>
<td>N/A</td>
<td>64.9</td>
</tr>
<tr>
<td>State DET</td>
<td>69.3</td>
<td>57.7</td>
<td>66.8</td>
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</table>

### Progress in numeracy

<table>
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<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>58.3</td>
<td>131.2</td>
<td>72.6</td>
</tr>
<tr>
<td>SSG</td>
<td>N/A</td>
<td>N/A</td>
<td>93.9</td>
</tr>
<tr>
<td>State DET</td>
<td>77.3</td>
<td>93.4</td>
<td>89.3</td>
</tr>
</tbody>
</table>

### Minimum standards

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

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

#### Percentage of Year 3 students in our school achieving at or above the minimum standard in 2010

<table>
<thead>
<tr>
<th></th>
<th>Percentage of Year 3 students achieving at or above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>100</td>
</tr>
<tr>
<td>Writing</td>
<td>100</td>
</tr>
<tr>
<td>Spelling</td>
<td>100</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>100</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100</td>
</tr>
</tbody>
</table>

#### Percentage of Year 5 students in our school achieving at or above the minimum standard in 2010

<table>
<thead>
<tr>
<th></th>
<th>Percentage of Year 5 students achieving at or above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>100</td>
</tr>
<tr>
<td>Writing</td>
<td>100</td>
</tr>
<tr>
<td>Spelling</td>
<td>100</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>100</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100</td>
</tr>
</tbody>
</table>

### Significant programs and initiatives

#### Aboriginal education

Aboriginal Education is taught through classroom teaching and learning programs. Aboriginal Education is present in the Human Society and Its Environment, Science and Technology, English and Creative Arts activities.

Acknowledgements of Country are paid before each official school function and students are educated about the Aboriginal history of our local area through classroom teaching programs.

#### Multicultural education

Multicultural Education is addressed across the Key Learning Areas in teaching and learning activities.

This year we celebrated Harmony Day with a combined multicultural lunch at school.
Each term our unit of work has a multicultural component and students have been involved in teaching and learning activities which focus on Australian society and respecting the rights of others to practise their beliefs.

The school purchased many library books and resources to support the multicultural perspective across the curriculum.

**Respect and responsibility**

Respect and responsibility underpin all teaching and learning practices at our school. The School Discipline Plan is based on Choice Theory and teaches students to accept responsibility for the behaviours that they choose and to also accept the consequences of their choices.

The values of respect and responsibility are explicitly taught through the Personal Development Program, “You Can Do It”. The program teaches the five foundations of success; Confidence, Persistence, Getting Along, Organisation and Resilience. Merit certificates and classroom based awards are handed out for students displaying positive values.

**Technology**

Technology is the teaching tool of the 21st century and as such impacts on many facets of teaching and learning across all Key Learning Areas.

Our P&C purchased a license for Kindergarten to 6 to access “Mathletics” at school and at home.

**Progress on 2010 targets**

**Target 1**

*To improve writing outcomes for all students.*

Our achievements include:

- Teachers engaged in professional learning in Accelerated Literacy Strategies and Focus in Reading that resulted in changes to classroom practices.
- Best Start Early Learning continuum was used to target the individual learning needs of students.
- NAPLAN data indicated growth in Writing for all Year 5 students with 100% at or above state average.
- NAPLAN data indicated all Year 3 students at or above state average in Writing.

**Target 2**

*To improve outcomes in Mathematics for all students.*

Our achievements include:

- Teachers engaged in professional learning in the use of open ended questioning that resulted in changes to classroom practices.
- Best Start Early Learning continuum was used to target the individual learning needs of students.
- The use of the Mathletics in the K-2 increased the school’s overall achievements in the Mathletics Program.
- NAPLAN data indicated growth in Numeracy for all Year 5 students with 100% at or above state average.
- NAPLAN data indicated all Year 3 students at or above state average in Numeracy.

**Target 3**

*To improve student engagement across all Key Learning Areas.*

Our achievements include:

- Teachers engaged in professional learning in the use of video conferencing equipment that has motivated learning in many Key Learning Areas.
- Students participated in the “You Can Do It” program, with most students achieving keys for Persistence, Confidence and Resilience.
- Eighty percent of the school participated in the Small Schools’ Public Speaking Competition.
Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2010 our school carried out evaluations of School Culture and Mathematics.

Educational and management practice

School Culture

Background

Year 5-6 students, parents and teachers were surveyed using questionnaires that were developed by teachers and the School Council and based on those provided by the Department of Education.

Findings and conclusions

- Students, parents and teachers agreed that the school encourages everyone to learn.
- 100% of parents and teachers who were surveyed said they were proud of the school.
- All students and parents who were surveyed believe that new students are made welcome and encouraged to be involved in school activities.
- All students, parents and teachers agreed that staff understand and respond to the context of the community in which they work.

Future directions

- Continue to encourage pride in the school and welcome new students and their families.
- Recognise and celebrate achievement more publicly with students and parents.
- Provide clear and current information on ways the school is continually making important changes to improve what it does.

Curriculum

Mathematics

Background

Each year one area from the curriculum is selected for evaluation. In 2010 Mathematics was chosen as it was the focus of one of the School’s Targets. Kindergarten to Year 6 students, parents and teachers were surveyed using questionnaires developed by the school.

Findings and conclusions

- 100% of parents agreed that their child has developed new skills this year.
- 88% of students and parents who were surveyed agreed that Mathematics lessons were enjoyable.
- 80% of students like to work with other students in Mathematics.

Future directions

* Continue to utilise the Mathletics programs for all students from Kindergarten to Year 6.
* Provide opportunities for parents to learn more about how Mathematics is taught at school, giving them more confidence in being able to help them at home.

Parent, student, and teacher satisfaction

In 2010 the school sought the opinions of parents, students and teachers about the school. Their responses were mostly positive, with praise for the school in matters such as teaching and learning, communication, participation and opportunities in external events and the caring, supportive nature of the staff, students and parents. Some suggested improvements included increasing the school population slightly and a higher student to computer ratio.

Professional learning

The school’s main emphasis for professional learning in 2010 focused on supporting the annual school targets and Department of Education and Training priorities. Staff participated in a variety of professional learning activities including Connected Classrooms and Accelerated Literacy training and network meetings to support career development. School Development Days were used for whole school planning, policy review and updating CPR and Emergency care skills.
School development 2009 – 2011
The school plan 2009 – 2011 was developed by staff in conjunction with feedback and discussion from the community. It was based on the recognised needs of the school, testing data and the NSW Department of Education and Training priorities.

Targets for 2011

Target 1
90% of students K-6 will have achieved identified benchmarks in Reading and Writing.

Strategies to achieve this target include:
- Continuation of professional learning of the “Focus on Reading 3-6” Program, Accelerated Literacy and the Quality Teaching Framework.
- Develop a K-6 rubric for writing that student work can be moderated against.
- Develop a K-6 scope and sequence for the explicit teaching of spelling.
- Evaluate and update existing Literacy resources.

Our success will be measured by:
90% of students achieving at or beyond the following benchmarks:
- Kindergarten RR6+
- Year 1 RR16+
- Year 2 RR26+
- Year 3 RR30+
- Majority of students achieve expected growth between Years 3 and 5 and Years 5 and 7 in Reading.
- The school’s average growth matches or exceeds state average growth in Reading.

Target 2
90% of students K-6 will have achieved identified benchmarks in Numeracy.

Strategies to achieve this target include:
- Use of Best Start, Count Me In Too and Counting On assessment and resources.
- Evaluate and update existing Numeracy resources.
- Increase the use of Mathletics K-6 with a weekly reward system.
- Review professional learning in Count Me In Too, Counting On and the Quality Teaching Framework.

Our success will be measured by:
90% of students achieving at or beyond the following benchmarks:
- Kindergarten - students will have attained CMIT perceptual level.
- Year 1 - students will have attained CMIT figurative level.
- Year 2 - students will have attained facile level.
- Majority of students achieve expected growth between Years 3 and 5 and Years 5 and 7 in Numeracy.
- The school’s average growth matches or exceeds state average growth in Numeracy.

Target 3
To improve student engagement across all Key Learning Areas.

Strategies to achieve this target include:
- Professional learning with the use of the Interactive Whiteboards and Connected Classroom equipment to enhance learning in all Key Learning Areas.
- Broaden the opportunities for students to participate in Debating, Public Speaking and Musical Performances.
- Introduce the ‘Better Buddies Program’ to complement the ‘You Can Do It’ program.

Our success will be measured by:
- Increase in student proficiency with the use of computers as evidenced by student achievement in the school scope and sequence.
- Increase in the participation in debating, public speaking and musical performances.
- Reduction in the use of classroom and playground behaviour book entries.
About this report
I would like to thank the members of the school self-evaluation committee for assisting in the preparation of this report.

Karen Oldfield - Teacher
Kylie Smith - Teacher
Shelley Pillidge - P & C President
Ray Burg - School Council
Eileen Findley - School Council

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.

Karen Johanson
Relieving Principal

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