2009 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 31 at the close of 2009. The student body consisted of 16 girls and 16 boys from 20 families. Our students were organised into two classes; Banksias and Wattles. Banksias was a Stage 2 and Stage 3 class and Wattles was Stage 1 and Early Stage 1. 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 PS, this year, had five regular teaching members of staff. The school had 2 full-time 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 principal on leave for Term Four of 2009.

Non-teaching staff included one full-time School Administrative Manager during Term 1 and 2 and then, in Term 3, due to decreased enrolments the position became part time. A School Learning Support Officer and a part-time General Assistant are also members of the school staff.

All members of the 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”.
- Internet access available in all classrooms.
- Three day excursion for Stage 3 to Canberra.
- 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.

Student achievement in 2009

The following tables indicate the percentage of students achieving At and Above Minimum Standard in the 2009 NAPLAN tests.

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

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

Messages

Principal’s message

2009 has been a very rewarding and satisfying year for the whole school community. The continued building of our warm, positive and supportive school culture is commented on by many visitors to our school. This culture enhances student engagement with students taking responsibility for their learning and the choices that they make.

Student gains in learning continue to meet state and regional averages, especially in the areas of writing and number, which were targets in our school management plan.

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.

Rosemary Stephenson

P&C message

2009 has been a successful year for the P&C. Throughout the year we held our traditional fundraisers such as the Easter raffle, Mothers' and Fathers' Day stalls and Christmas raffle, along with two fundraisers with the emphasis on fun. In Term 1 the children enjoyed making picture plates and in Term 3 they made their own personalized calendars. Our major fundraiser, Cracker Night proved to be a huge success once again and despite a few hicups, the night was well attended by over 1000 people and raised $12,000.

The proceeds from our fundraisers enabled the P&C to provide over $15,000 to the school. This funded the Banksias’ interactive whiteboard, online Mathletics programme, a laminator for the office, the replacement of several classroom resources, a subsidy for Sport in Terms 1 and 4, and funding for two parents and a casual teacher to attend the Stage 3 Canberra excursion. It provided an end of year gift (book) for each child, gifts for each child who represented the choir at the Sydney Opera House and the children who represented the school at the State Athletics carnival.

The P&C approached our State Member of Parliament, Mr. Frank Terenzini to request assistance with funding for sport transport costs and we were fortunate to receive a grant of $2,750 for the school and a subsequent $700 each year thereafter. We also approached Port Stephens Council for financial assistance to transport the choir to the Opera House and received a cheque for $1400.

This year saw the P&C very busy with lunch orders, working bees and fundraisers. I am very honoured to be the president of such a wonderful P&C and would like to take this opportunity to thank all the parents and grandparents who have helped throughout the year.

School enrolments were only 31 in 2009 but our P&C membership remained high. We had 22 financial members including parents and grandparents. We provided child-minding, allowing parents to attend meetings knowing their children were cared for, entertained and safe.

The P&C executive for 2009 was:

President: Janine Thomson
Vice Presidents: Frank Pillidge, Lesa Tewkesbury
Secretary: Caroline Martin
Treasurer: Juliet Thomas

Student representative's message

During 2009, at Mount Kanwary, we were presented with many great opportunities and experiences as school leaders. As Year 6 students, over this year, we have represented the school on many occasions including: the ANZAC Day Service in Raymond Terrace, Christ Church Cathedral in Education Week and the Young Leaders’ Day at the Panthers Club in Newcastle.

We also ran some fundraising events at school. We organised the Year 6 white elephant stall at Cracker Night, the Year 6 Disco, the Mini Fete and we sold ice- blocks at recess. Every fortnight we ran the school assembly in the library.

The Year 6 students have decided to present the school with a new school flag, a shade cover for sports carnivals and a digital photo frame to remember us by. We hope the school will use these and enjoy them for years to come.

We’ve enjoyed our time here for 7 years as students and leaders of Mount Kanwary Public School and hope we can come back and visit in the future.

Ben Muddle and Jessica Grosser
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></th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
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<tr>
<td>Male</td>
<td>29</td>
<td>22</td>
<td>22</td>
<td>24</td>
<td>16</td>
</tr>
<tr>
<td>Female</td>
<td>35</td>
<td>29</td>
<td>29</td>
<td>24</td>
<td>16</td>
</tr>
</tbody>
</table>

Student attendance profile

![Enrolments graph]

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 2009 class size audit conducted on Wednesday 18 March 2009.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>BANKSIAS</td>
<td>3</td>
<td>3</td>
<td>19</td>
</tr>
<tr>
<td>BANKSIAS</td>
<td>4</td>
<td>7</td>
<td>19</td>
</tr>
<tr>
<td>BANKSIAS</td>
<td>5</td>
<td>3</td>
<td>19</td>
</tr>
<tr>
<td>BANKSIAS</td>
<td>6</td>
<td>6</td>
<td>19</td>
</tr>
<tr>
<td>WATTLES</td>
<td>K</td>
<td>2</td>
<td>13</td>
</tr>
<tr>
<td>WATTLES</td>
<td>1</td>
<td>7</td>
<td>13</td>
</tr>
<tr>
<td>WATTLES</td>
<td>2</td>
<td>4</td>
<td>13</td>
</tr>
</tbody>
</table>

Structure of classes
In 2009, Mount Kanwary Public School consisted of 2 classes, K-2 Wattles, 3-6 Banksias.

The classes were formed to meet the individual educational needs of our students and 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 practise 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, school parliament, 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>Support Teacher Learning Assistance</td>
<td>0</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff (SASS)</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.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<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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</table>
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: 30/11/2009

<table>
<thead>
<tr>
<th>Income</th>
<th>$</th>
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</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>62 374.41</td>
</tr>
<tr>
<td>Global funds</td>
<td>53 666.77</td>
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<tr>
<td>Tied funds</td>
<td>19 764.52</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>24 597.81</td>
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<tr>
<td>Interest</td>
<td>2 415.00</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>6 181.80</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td><strong>169 000.31</strong></td>
</tr>
</tbody>
</table>

Expenditure

Teaching & learning
- Key learning areas: 6 640.69
- Excursions: 3 398.89
- Extracurricular dissections: 9 934.22

Library: 433.20

Training & development: 3 090.12

Tied funds: 28 918.88

Casual relief teachers: 2 372.94

Administration & office: 22 525.36

School-operated canteen: 0.00

Utilities: 9 927.33

Maintenance: 5 068.55

Trust accounts: 6 470.55

Capital programs: 7 223.00

**Total expenditure**: 106 003.73

Balance carried forward: 62 996.58

A full copy of the school's 2009 financial statement is tabled at the annual general meeting of the School Council. Further details concerning the statement can be obtained by contacting the school.

School performance 2009

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
- A school debating team was established and the team took part in a Small Schools’ learning workshop at Hinton PS before participating in a debate in which our team was successful.
- Ten Year 4-6 students performed as part of a combined student choir in ABBA MANIA at the Civic Theatre.
- In Term 4 the choir performed as part of a combined Primary Schools Choir at the Sydney Opera House.
- The choir and recorder groups performed and student art work was displayed at the Stockland Greenhills Shopping Centre during Education Week.
- The choir entertained students and parents at the annual ANZAC service and at Presentation Night.
- Elli and Mollie Pillidge, Abby Thomson and Brooke Armstrong choreographed and performed their own dance at Cracker Night and at Presentation Night.

Sport

Whole school morning fitness was introduced at the beginning of the year. Students participated in 20 minutes of fitness three mornings a week, including aerobics, relays, circuits, dance, endurance, skipping and Year 6 directed fitness stations. Morning fitness proved to be popular and beneficial for ensuring student engagement levels were high at the commencement of academic work.
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). Students travelled to Vi Barnett Field to participate in track and field activities in Term 1. 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’ in Week 8.

In addition to in-school sport, many students in primary grades had the opportunity to represent the school in PSSA sport. The highlight for most students in Year 3 – 6 was participating in the PSSA Gala Day in the Small Schools’ Soccer Knockout. Our team played two games against Iona Public School and Kirkton Public School and although they did not progress to the next round, they displayed high levels of enthusiasm and sportsmanship.

Students in all years went to the Small Schools’ Swimming Carnival, held at Beresfield Pool in Term 1. Our relay team went on to compete in the Zone Carnival and then progressed to the Regional Carnival.

Our school Athletics Carnival was held on Thursday 19th March at Vi Barnett Field. The day was made a success by the dedication of families, who not only came to support their children but also helped in the general running of events. A special mention must be made to Lisa and Ray Burg for their hard work in organising the carnival and ensuring everything ran smoothly on the day. Our traditional Captain Ball competition between parents proved to be one of the highlights for families and staff.

Congratulations to our students who attended the Zone Athletics Carnival and in particular to seven students who made it to the finals day. Brooke Armstrong qualified for the Regional Carnival in the 100m sprint and the junior girls’ discuss. Our School relay team qualified for the NSW PSSA Athletics Championships held at Homebush in October.

Students competed in the Zone Cross Country Carnival, with their commitment to consistent effort in morning fitness endurance runs, paying dividends.

Our school is traditionally successful in raising money for the Heart Foundation’s Jump Rope for Heart program. This year was no different as 32 students raised a total of $957.60. 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 two Government grants. 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.

Excursions

- Stage 3 travelled to Canberra for a 3 day excursion as part of their class unit, “Who’s the Boss?”

- The whole school visited the Newcastle Regional Markets and McDonalds to connect student learning to the unit, “Needs or Wants?”

- Two Small Schools’ Interaction Days were held at Iona PS involving a theatrical performance during Book Week and a Science based activity day during Science Week.

- Wattles visited the Raymond Terrace Library during Book Week.

- Banksias travelled to Nobby’s Beach for Surf Safe Fun Day.
Community Involvement

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

- Parents attended 3-way conferences to discuss student achievement and progress.
- Parents accompanied and transported students on excursions, to choir rehearsals and sporting events.
- Parents and grandparents assisted in our classrooms by taking small groups in maths, 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.
- Parents and grandparents supported working bees, covered books, maintained sporting equipment and assisted with individual learning programs.

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 the 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 2009 NAPLAN tests in literacy.

With a small cohort results will vary greatly from year to year. Reading results indicate a need to focus on helping students to achieve in the higher bands. Seventy-five per cent of students were in bands 4 and 5. No students were placed in Band 1 or 2.

In Writing, Spelling and Grammar and Punctuation, 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. 50% were placed in Band 4 and none in Band 1. However, the average mark was below that of the State.

Literacy – NAPLAN Year 5

Three Year 5 students participated in the NAPLAN Literacy tests. The school results indicated that the school average in reading was higher than our like school group but none of our students were in Band 8.

In Writing all of the Year 5 students were in Band 5, indicating a need to continue to have Writing as a focus for school improvement in 2010. In Spelling there were no students in either the highest or the lowest bands, while in Grammar and Punctuation the school average mark was higher than both the like schools and the state.

Numeracy – NAPLAN Year 5

Three Year 5 students participated in the NAPLAN Numeracy test. The school’s results indicated that all students were placed in the top three bands and the school average was 51.5 marks above the state average.

Progress in literacy

Reading

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<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>School</td>
<td>101.2</td>
<td>83.3</td>
<td>79.8</td>
</tr>
<tr>
<td>LSG</td>
<td>83.5</td>
<td>88.3</td>
<td>84.7</td>
</tr>
<tr>
<td>State</td>
<td>86.6</td>
<td>87.5</td>
<td>88.4</td>
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Writing

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<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>School</td>
<td>109.8</td>
<td>67.1</td>
<td>59.8</td>
</tr>
<tr>
<td>LSG</td>
<td>71.3</td>
<td>68.4</td>
<td>58.0</td>
</tr>
<tr>
<td>State</td>
<td>76.1</td>
<td>69.3</td>
<td>57.7</td>
</tr>
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Progress in numeracy

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<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>School</td>
<td>124.6</td>
<td>58.3</td>
<td>131.2</td>
</tr>
<tr>
<td>LSG</td>
<td>77.7</td>
<td>73.3</td>
<td>90.8</td>
</tr>
<tr>
<td>State</td>
<td>80.4</td>
<td>77.3</td>
<td>93.4</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.

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at and above minimum standard</th>
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</thead>
<tbody>
<tr>
<td>Reading</td>
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</tbody>
</table>

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

Other Academic Assessments

- 69% of K-2 students are reading at or above the required grade level as determined by the Hunter/Central Coast region.
- End of year reading fluency testing indicated that 100% of Year 5 and 6 students scored above 96% accuracy.
- All Year 5 and 6 students participated in the Newcastle Permanent Hunter Region Primary Mathematics Competition. Ben Muddle was awarded a distinction and Jessica Grosser, Olivia Burg and Abby Thomson, merits.
- Olivia Burg was awarded a Credit in the University of NSW Computer Skills Test.

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. Our Term 3 unit was based on Earth and Its Surroundings and included in depth studies of Aboriginal cosmology. Students were also involved in reading Aboriginal dreamtime stories. 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. This year’s Technology for Learning program provided the school with eight new computers and three laptops. The school also purchased two laptops to increase computer access to the 3-6 class. Our student to computer ratio is now two to one.

Our P&C purchased a licence for Years 3 to 6 to access “Mathletics” at school and at home.

This year, thanks to the generosity of the P&C, an interactive whiteboard was purchased and installed into our Banksias’ classroom in Term 2. With the expert guidance of teacher, Miss Churches, the teaching and learning program was dramatically enhanced and students became noticeably engaged in their learning.

Mrs Oldfield and Mrs Smith were both trained in the use of interactive whiteboard software and all staff received training in the use of the video conferencing equipment. In Term 4 Mrs Smith was invited to participate in the Connected Learning in My School Classroom Project.

Mrs Smith produced models of teaching, using digital resources to promote the use of interactive digital technologies by creating high quality teacher resources. With Banksias as her class, she used the connected classroom equipment in Wattles room to hold video conferences with other local schools.

Local Management Group

LMG 6M is comprised of Maitland High School (MHS) and its eight partner primary schools; Bolwarra Public School, Hinton Public School, Iona Public School, Largs Public School, Metford Public School, Morpeth Public School, Mount Kanwary Public School and Tenambit Public School. This group meets after school hours at least once a term with representation by the respective principals, the School Education Director (SED), District Student Welfare Officer, District Guidance Officer, executive member of the Support Teacher Behaviour Team and any other relevant personnel pertinent to the agenda.

One of the major responsibilities of the LMG is decision making in the equitable distribution of LMG funds and personnel to support various curriculum, cultural, welfare and transition programs to all of its schools.

Some of the successful group programs that have occurred in 2009 are:

Term 1 - School based information sessions, run by high school leaders, to inform Stage 3 students and their parents about Maitland High School and its transition program.

- Year 6 Gymnastic sessions at MHS.
Term 2 - Year 5 Science workshops.
Term 3 - Year 5 Art/ Music/ Drama sessions.
Term 4 - Year 6 orientation visits to MHS. Mount Kanwary did not participate as no Year 6 students enrolled in Year 7 at MHS for 2010.

In Term 3, a joint Drug Education Forum involving a variety of workshops at MHS was conducted. Year 6 students from all schools participated alongside a selection of Year 11 students who were trained as group facilitators, under the guidance of Mr Peter Henson, PD/H/PE Faculty MHS.

Progress on 2009 targets

Target 1

To improve literacy outcomes for all students, focusing on grammatical features and writing conventions

Our achievements include

- Two staff members trained in Accelerated Literacy.
- All Year 5 students showed growth in NAPLAN writing tests by at least one skill band.
- School based data showed that 85% of the Year 3-6 students achieved stage outcomes.
- NAPLAN data indicates that all Year 3 students achieved above Band 2.

Target 2

To improve Working outcomes in the space and geometry strands for all students.

Our achievements include:
Teachers participated in Professional Learning and had in class support.

No students placed in Band 1 for Year 3 NAPLAN.

All Year 5 students improved by at least two skill bands and all were above state average.

**Target 3**

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

Our achievements include:

- Student, teacher and parent surveys indicate that school culture and management practices cater for the needs and interests of all students.
- Student Welfare data indicates that 50% less students have entries into class behaviour books.

**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 2009 our school carried out evaluations of Learning and Writing.

**Educational and management practice**

**Learning**

*Background*

Year 3-6 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 has clear expectations that its students will achieve to the best of their ability.
- 100% of students and parents who were surveyed believe that our classrooms are interesting places to learn.
- All students and parents surveyed agreed that students take pride in their learning almost always or usually.
- All students and parents agreed that the school has a wide range of appropriate resources to assist student learning.

**Future directions**

- Continue to utilise a variety of resources including those available for the interactive whiteboard.
- Keep parents informed about Teacher Professional Learning.
- Provide clear and current information to parents regarding student progress.

**Writing**

*Background*

Each year one area from the curriculum is selected for evaluation. In 2009 Writing was chosen as it was the focus of one of the School’s Targets. Year 3-6 students, parents and teachers were surveyed using questionnaires developed by the school.

*Findings and conclusions*

- 100% of parents agreed that the school keeps them informed about the teaching of writing and spelling and that useful reports about student progress are provided.
- All students agreed or strongly agreed that they enjoy writing activities and they think that learning to write is important.
- 94% of students felt that their writing had improved during the year with some citing the texts that they studied, as their inspiration.

**Future directions**

- Provide opportunities for all teachers to participate in Accelerated Literacy training.
- Continue to utilise the interactive whiteboard and available programs to enhance student learning in writing.

**Parent, student, and teacher satisfaction**

In 2009 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

- 100% of responses indicated satisfaction with most aspects of the school.
- Parents commented on the strong student focus of the school and indicated that their children were very happy.
- Many students commented on their satisfaction with newly acquired resources for sport along with their Smartboard and they also indicated that they felt safe and cared for at school.
• Improvements mentioned by the students included the need for higher fences and more parent helpers.

• Parents suggested that the school provide more opportunities for students who are gifted and talented and indicated that they would like more notice of upcoming excursions.

**Professional learning**

The school’s main emphasis for professional learning in 2009 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, Good For Kids, Good For Life workshops and network meetings to support career development.

School Development Days were used for whole school planning, policy review and updating CPR 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 2010**

**Target 1**

*To improve writing outcomes for all students.*

Strategies to achieve this target include:

- Teachers participate in Accelerated Literacy professional learning.
- Trial AL strategies in the Year 3-6 class and implement strategies in the K-2 class.
- Explicit use of the modelled, guided and independent model for the teaching of writing.
- Utilise Best Start support and resources in K-2.
- Working with Maitland High School to strengthen the area of Writing in the middle years of schooling.

Our success will be measured by:

- NAPLAN data indicates growth in writing for all Year 5 students is at or above state average.
- NAPLAN data indicates that all Year 3 students are at or above state average.

**Target 2**

*To improve outcomes in Mathematics for all students.*

Strategies to achieve this target include:

- Expand the use of Mathletics into K-2
- Source, prepare and utilise open-ended tasks to support all strands in all stages.
- Utilise Best Start support and resources in K-2.
- Teachers participate in appropriate professional learning.

Our success will be measured by:

- NAPLAN data indicates growth in Year 5 by at least two skill bands.
- NAPLAN data indicates that all Year 3 students achieve above Band 2.
- School based assessment indicates 82% of all students achieving stage appropriate outcomes.

**Target 3**

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

Strategies to achieve this target include:

- Teacher professional learning to support the use of video conferencing equipment to enhance learning in all Key Learning Areas.
- Implementation of the Getting Along and Organisation foundations of the “You Can Do It” program.
- Student participation in Gifted and Talented workshop activities for Art and Drama with partner small schools.
- Formation of a school choral group.
- Build on 2009 successes in debating and public speaking.

Our success will be measured by:

- Results of student, teacher and parent surveys indicate that the school successfully caters for the needs and interests of all students.
- Student behaviour records indicate that 50% less students have entries into class Behaviour Books.
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.

Rosemary Stephenson - Principal
Karen Oldfield - Teacher
Kylie Smith – Teacher
Emily Churches - Teacher
Janine Thomson – P&C President
Ray Burg – School Council
Bob Findley – School Council
Max Labecki - Relieving Principal

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

Wattles 2009

Banksias 2009