Our school at a glance

Students

Mount Kanwary began the school year with an enrolment of 31 students and had 35 at the close of 2011. The student body consisted of 18 girls and 17 boys from 25 families. Our students were organised into two classes: Banksias and Wattles. Banksias was a Stage 2 and Stage 3 class and Wattles was an Early Stage 1 and 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

The school had two full-time teaching positions including a teaching principal.

In term 1 a temporary part-time teacher job was shared with the permanent teacher until she had her maternity leave. Then in term 2 the permanent teacher taught full time. In term 3 the permanent teacher job shared again with a different temporary part-time teacher until she had her maternity leave. In term 4, the two temporary part-time teachers, job shared until the end of the year.

A fifth teacher worked at the school on a temporary basis one day per week.

Non-teaching staff included one part-time School Administrative Manager, one part-time School Learning Support Officer and one part-time General Assistant.

Significant programs and initiatives

- Programs are inclusive of Aboriginal and Multicultural perspectives.
- Personal Development programs, “You Can Do It” and “Better Buddies”.
- Mathletics and Intrepica access to all students K-6.
- Combining with local small schools for the Small Schools’ Swimming and Athletic Carnivals.
- Kindergarten Orientation and Parent Information program.
- Best Start Assessment and Learning Plans to drive teaching.

Student achievement in 2011

The following tables indicate the percentage of students achieving At or Above Minimum standard in the 2011 NAPLAN tests.

### Minimum Standards data

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>
Messages

Principal’s message
It’s been a busy year, and a very memorable one. There were many highlights, some of which include the whole school visit to Maitland Show, the Banksias performing recorders at the Sydney Opera House, the regional Library visit, Forrest, (our Cattle Judging prize) and our Final Fun Day with Year 6.

This year, we got our new shed (The MAN SHED) and completed the barrier between the car park and playground

We’ve had two staff babies, and welcomed Mrs Andrea Osborn in to our Mount Kanwary family.

Our school has continued to provide a wide range of educational, sporting and creative activities which is aimed at meeting the individual needs of our 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 students, staff, parents, grandparents and friends of our school. By our commitment to working together, we are successfully creating an environment of friendship, care, challenge and support, which encourages our children to work towards achieving their potential as self-directed, independent learners in the 21st century.

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
In 2011 we had the appointment of our new principal Karen Johanson. We have all worked together to make the transition very smooth, so thanks to all.

We kicked the year off with winning the Port Stephens “Community Event of the Year” at the Australia Day Awards, which I was honored to accept on behalf of the parents who have worked so hard to make the Cracker Night a success for the school.

2011 marked our 20th Cracker Night and again it was a very successful evening. The funds from this event have helped in the purchase of some digital cameras, a video camera, TV for the office foyer area and some educational resources. We have had the car park fenced off, garden beds made and new front gates fitted. Thank you to all the mums who spent the afternoon planting out the gardens.

We have funded Term 4 sport and paid transport buses to the Opera House and the Educare Christmas Party. We have supported our State Athletes with gifts, and gave each student a gift at presentation night.

We have organised Christmas and Easter raffles, Mothers and Fathers day stalls.

Our canteen has run on Monday lunch and Wednesday recess.

We received a Volunteers Grant which assisted in the purchase of a new fridge, BBQ and equipment, garden equipment and some kitchen utensils, as well as a new reading corner chair.

At Mount Kanwary we have always been fortunate with the help we get from you our parents, so thank you for all your support. We all know a small school doesn’t run well without the support of a lot of committed parents and we have that here at Mount Kanwary.

The P&C Executive for 2011

President: Shelley Pillidge
Secretary: Donna Lawrence
Treasurer: Caroline Martin
Vice Presidents: Julie Armstrong and Juliet Thomas
Canteen: Sandy Hancock
School Council message

The Mount Kanwary Public School Council for 2011 consisted of Eileen Findley (Community Representative), Noel Martin (Parent Representative), Shelley Pillidge (P&C Representative) and Karen Johanson (Principal).

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 of each term.

The council created and collated school and parent surveys on School Planning, parent/student satisfaction and PD/Health/PE. Using the results from the surveys, discussions occurred on strengths and areas to develop as well as the school targets for Literacy and Mathematics.

Other issues examined were NAPLAN results, revising the School Excursions Policy and the process and criteria for replacing our current Learning Support Officer.

President: Noel Martin
Secretary: Eileen Findley

Student representative’s message

In 2011 the students at Mount Kanwary Public School attended outstanding excursions such as The Newcastle Regional Library, The Great Aussie Bush Camp, Surf Safe Day at the beach as well as visiting other small schools.

The students at Mount Kanwary Public School have represented us at State level for Athletics and Regional level for Swimming. We have had great success at Cattle Parading and Judging Competitions as well as successful participation in Horse Events.

Year 6 have raised over $800 through selling ice blocks, holding a Mini Fete and Crazy Day. The money has bought the school an iPod touch and an updated CD player that has an iPod dock.

Being at Mount Kanwary Public School has been the best experience and it is sad that the time has come to leave.

Brooke Armstrong, Ryan Grosser and Mollie Pillidge

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

Student Enrolment

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>22</td>
<td>24</td>
<td>15</td>
<td>12</td>
<td>17</td>
</tr>
<tr>
<td>Female</td>
<td>29</td>
<td>24</td>
<td>16</td>
<td>13</td>
<td>17</td>
</tr>
</tbody>
</table>

![Graph of student enrolments]
Student attendance profile

Management of non-attendance
Regular attendance is encouraged so that students can reach their academic potential. It is also important to maintain continuity for learning and positive social interaction.

Families are reminded regularly for notes to be written when students are absent, both verbally and as a general reminder in weekly newsletters.

Class sizes
The following table shows our class sizes as reported at the 2011 Class Size Audit conducted on Monday 21 March 2011.

Class Sizes

<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>WATTLES</td>
<td>K</td>
<td>9</td>
<td>16</td>
</tr>
<tr>
<td>WATTLES</td>
<td>1</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>WATTLES</td>
<td>2</td>
<td>3</td>
<td>16</td>
</tr>
<tr>
<td>BANKSIAS</td>
<td>3</td>
<td>7</td>
<td>15</td>
</tr>
<tr>
<td>BANKSIAS</td>
<td>4</td>
<td>3</td>
<td>15</td>
</tr>
<tr>
<td>BANKSIAS</td>
<td>5</td>
<td>2</td>
<td>15</td>
</tr>
<tr>
<td>BANKSIAS</td>
<td>6</td>
<td>3</td>
<td>15</td>
</tr>
</tbody>
</table>

These classes were formed to meet the educational needs of our students. These were catered for through student-centred learning approaches and the Connected Outcome Groups units of works.

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>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>5</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
</tr>
</tbody>
</table>

Staff retention
All permanent staff members remain the same as 2010.

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.

Structure of classes
In 2011, Mount Kanwary Public School consisted of 2 classes, K-2 Wattles and 3-6 Banksias.
Financial summary
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 2011 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

### Income

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>$63,590.35</td>
</tr>
<tr>
<td>Global funds</td>
<td>$51,186.05</td>
</tr>
<tr>
<td>Tied funds</td>
<td>$24,480.20</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>$24,245.07</td>
</tr>
<tr>
<td>Interest</td>
<td>$3,441.39</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>$7,253.00</td>
</tr>
<tr>
<td>Canteen</td>
<td>$0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td><strong>$174,196.06</strong></td>
</tr>
</tbody>
</table>

### Expenditure

**Teaching & learning**
- Key learning areas: $15,348.34
- Excursions: $3,845.09
- Extracurricular dissections: $6,332.88

**Library**
- $2,582.82

**Training & development**
- $6,255.36

**Casual relief teachers**
- $5,404.69

**Administration & office**
- $15,885.44

**School-operated canteen**
- $0.00

**Utilities**
- $11,787.12

**Maintenance**
- $10,803.56

**Trust accounts**
- $7,433.50

**Capital programs**
- $7,854.54

**Total expenditure**
- $118,308.81

**Balance carried forward**
- $55,887.25

---

School performance 2011
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

With the expertise of a talented Music teacher, the Recorder group performed at the Sydney Opera House at the Festival of Instrumental Music 2011 in the Combined Recorder Ensemble.

The students performed weekly at school assemblies as a choir, percussion and recorder bands.

They performed at the school’s Annual Cracker Night, The Educare Christmas Concert at Newcastle Jockey Club, and for Saint Josephs Nursing Home residents. They also performed for a packed audience at the Annual Presentation Evening.

The students experienced Musica Viva performances by Mara and Jacana at Woodville Hall with Iona Public School as a culmination of learning activities about music and cultures in the classroom.

### Sport

**Fitness**

Whole school morning fitness was continued in 2011 and students enjoyed a variety of activities during a 20 minute session, three mornings a week. Activities included aerobics, skipping skills, circuit training and Stage 3 directed gross motor skill groups.

Morning fitness continued to be popular and beneficial for ensuring student engagement levels were high at the commencement of academic work.
Weekly Sport

In addition to morning fitness the whole school participated in sport lessons every Friday. During Term 1 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). For the last 4 weeks of Term 1 athletic skills were begun in preparation for our attendance at the Small Schools Athletics Carnival in Term 2. These sessions were held at Vi-Barnett Field at Raymond Terrace and were continued in Term 2. Term 3 sport was whole school dance and sessions were taught at school by staff members. Students participated in social dancing, line dancing and bush dancing. Students performed their social dance at Mount Kanwary’s annual Cracker Night fundraiser. 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 Maitland Pool in Term 1 and the Small Schools Athletics Carnival held at Woodberry Oval in Term 2. Our swimming relay team (Brooke Armstrong, Jake Armstrong, Mollie Pillidge and Ryan Grosser) went on to compete in both the Zone and Regional Carnivals, coming in at 4th place at the Regional Carnival. Brooke Armstrong, Jayden Hancock, Mollie Pillidge and Sophie Pillidge also qualified for individual events at the Zone Swimming carnival. We also had numerous 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 along with being the overall winning school, an enormous achievement. Jake Armstrong took home the medal for Junior Boy Champion and Brooke Armstrong took home the medal for Senior Girl Champion and Age Champion at Zone and Regional levels. Our athletics relay team (Brooke Armstrong, Jake Armstrong, Mollie Pillidge and Ryan Grosser, progressed to State finals and competed in Homebush, Sydney.

During Term 2 Ryan Grosser and Jake Armstrong were selected to participate in a combined small schools soccer team.

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 $1419. 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 June, Term 2.
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.

Kylie Smith (Classroom Teacher/Sport Co-ordinator)

Debating

The Mount Kanwary Debating team for 2011 consisted of Ryan Grosser, Mollie Pillidge, Brooke Armstrong, Michael Banister and Sophie Pillidge. These students participated in four debates in the Small Schools Debating Competition against other small schools in our local area. The students showed impressive results and we look forward to having more students participate next year.

Public Speaking

Mount Kanwary once again hosted 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 Mr Henry Williams. We selected our representatives through a whole school public speaking day.

Jake Porter represented Early Stage 1 with his topic on Tennis player Roger Federer, Shivohn Carroll represented Stage 1 with her speech on how much she loves the circus. Eden Williams won the Stage 2 competition however with her trip to Europe coinciding with the final, Haley Martin stepped in and represented Mount Kanwary with her topic on One Mile Beach. Finally, her speech on her dog Bindi saw Brooke Armstrong represent Stage 3. The competition was a success and we anticipate all schools participating again in 2012.

Karen Oldfield (Classroom Teacher/ Public Speaking Co-ordinator)

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

Seven Year 3 students participated in the 2011 NAPLAN tests in Literacy.

With a small cohort results will vary greatly from year to year.

One hundred percent of students were in Band 3 or higher. No students were placed in Bands 1 or 2

In Reading, 29% of students were in Band 6. In Writing, 57% of students were in Bands 5 and 6. In Spelling, Grammar and Punctuation, 42% of students were in Bands 5 and 6.

This indicates a need to work with this cohort of Year 3 students to move more students into the top bands in these areas.

Numeracy – NAPLAN Year 3

Seven Year 3 students participated in the NAPLAN Numeracy tests. With 71% of students in Bands 4, 5 and 6, it indicates a need to move the 21% into higher bands.
Literacy – NAPLAN Year 5
Two Year 5 students participated in the Year 5 NAPLAN Literacy tests. A demonstrated area of strength in Year 5 Literacy was Reading. An area for improvement in literacy includes Writing.

Numeracy – NAPLAN Year 5
Two Year 5 students participated in the Year 5 NAPLAN Numeracy tests. A demonstrated area of strength in Numeracy was Data, Measurement and Space and Geometry. An area for improvement in Numeracy includes Numbers, Patterns and Algebra.

Progress in literacy

| Average progress in Reading between Year 3 and 5* |
|-----------------|-----------------|
|                 | 2008-2010       | 2009-2011       |
| School          | 97.1            | 110.8           |
| SSG             | 84.5            | 72.7            |
| State DEC       | 83.7            | 74.0            |

Progress in numeracy

| Average progress in Numeracy between Year 3 and 5* |
|-----------------|-----------------|
|                 | 2008-2010       | 2009-2011       |
| School          | 72.6            | 79.5            |
| SSG             | 92.4            | 97.4            |
| State DEC       | 89.6            | 95.8            |

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

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

| Percentage of Year 3 students achieving at or above minimum standard (exempt students included) |
|-----------------|-----------------|
| Reading         | 100.0           |
| Writing         | 100.0           |
| Spelling        | 100.0           |
| Grammar & Punctuation | 100.0       |
| Numeracy        | 100.0           |

| Percentage of Year 5 students achieving at or above minimum standard (exempt students included) |
|-----------------|-----------------|
| Reading         | 66.7            |
| Writing         | 33.3            |
| Spelling        | 66.7            |
| Grammar & Punctuation | 66.7       |
| Numeracy        | 66.7            |
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 practice their beliefs.

This year our school participated in the Sister Cities Program. The students collected stationary items to send to disadvantaged schools overseas.

Students also raise money for a World Vision sponsored child called Andro.

Respect and Responsibility

Respect and responsibility underpin all teaching and learning practices at our school.

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.

The Better Buddies Program was introduced this year. It complemented the “You Can Do It” and provided opportunities for leadership as well as peer support to all students.

Progress on 2011 targets

Target 1

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

Our achievements in Reading include:

- 80% of Kinder students achieved Reading Recovery 6 or higher with an average growth of 6 levels.
- 75% of Year 1 students achieved Reading Recovery 16 or higher with an average growth of 9 levels.
- 33% of Year 2 students achieved Reading Recovery 26 or higher with an average growth of 7 levels.

Our achievements in Writing include:

- Teachers engaged in professional learning about rubrics for writing and the teaching of spelling strategies consistent with the NSW English Syllabus.
- 44% of students in Year 2 to 6 showed growth of more than a year in the South Australian Spelling Tests.
- 63% of K – 2 students achieved at or beyond school writing benchmarks.
Target 2

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

Our achievements in Numeracy include:

- Teachers engaged in professional learning about the Count Me in Too Framework.
- 70% increase since 2010 in the use of the online Mathematics program Mathletics.
- Parent involvement in two Information Sessions about helping children at home in Maths, including all Parents Count Too flyers being provided weekly in Newsletters.
- 86% of Kinder and Year 1 students achieving grade benchmarks in Early Arithmetic Strategies.

Target 3

To improve student engagement across all Key learning Areas.

Our achievements include:

- Increase in student proficiency with the use of computers as evidenced by student achievement in the school scope and sequence.
- 100% participation in Mount Kanwary students at Local Small Schools Public Speaking Competition.
- Reduction in the use of classroom and playground behaviour book entries.

Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2011 our school carried out evaluations of School Planning and PD/H/PE.

Educational and management practice

School Planning

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 and Communities.

Findings and conclusions

- 100% of staff, parents and students agreed that the school has involved staff, students and parents in decisions about the school purpose.
- 100% of staff and parents agreed that school planning documents are almost always or usually developed with the support of staff, students and parents.
- 50% of students and 83% of parents agreed that they are told what the school is buying and why.
- 100% of staff and parents agreed that the Annual School Report identifies the reasons for the school targets.

Future directions

- Continue to involve staff, students and parents in decisions about the school purpose.
- Continue to develop school planning documents with the support of staff, students and parents.
- Improve awareness of what the school is buying and why with students and parents.
- Continue to identify reasons for the school targets in the Annual School Report.
Curriculum
Personal Development/Health/Physical Education

Background
Each year one area from the curriculum is selected for evaluation. In 2011, PD/H/PE was chosen as it has not been evaluated for many years. Questionnaires were developed from discussions with staff and the School Council.

Findings and conclusions
- 54% of parents agreed that they are provided with useful reports about their child’s progress in PD/H/PE.
- 92% of parents surveyed agreed that they would be interested in attending evening information sessions on any of the PD/H/PE programs.
- 100% of parents surveyed were satisfied with the Better Buddies, You Can Do It and Life Education Programs.

Future directions
- Provide clearer and more useful information in reports about student progress in PD/H/PE.
- Provide opportunities for parents to learn more about PD/H/PE programs at Information Evenings.
- Continue the successes of the Better Buddies, You Can Do It and Life Education Programs.

Parent, student, and teacher satisfaction
In 2011 the school sought the opinions of parents, students and teachers about the school.

Their responses were extremely positive with praise for the school in such matters as the catering to the individual needs of students, the high level of commitment by parents and staff, the caring shown by students for other students and the Music, Scripture and welfare programs. Parents were very grateful for the Maths Information Evenings.

Some suggested improvements were that students could be more involved in the decisions about which equipment could be used at play times.

Professional learning
The school’s main emphasis for professional learning in 2011 focused on supporting the annual school targets and Department of Education and Communities priorities.

Staff participated in a variety of professional learning activities including Focus on Reading 3 to 6, BlogEd, A to E Reporting and the Early Childhood Conference.

School Development Days were used for whole school planning, policy reviews such as the annual mandatory updates.
School planning 2012—2014

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

School priority 1
Outcome for 2012–2014

Increased level of student achievement in Literacy and Numeracy in line with or better than state average.

2012 Targets to achieve this outcome include:

- 75% of K-2 students reach age appropriate Reading Recovery levels (K-Reading Recovery 6, Yr1-Reading Recovery 16, Yr2-Reading Recovery 26), Early Arithmetic Strategy levels (K -Perceptual, Yr1- Figurative, Yr2- Counting On).
- Teaching and Learning programs will reflect positive changes measured by the Quality Teaching Framework matrix.
- Three year data shows at least 60% of students achieving expected growth in NAPLAN.

Strategies to achieve these targets include:

- Early identification of and programming for, low language achievers in K/1/2 with the employment of a Speech Pathologist and the use of District STLA.
- Professional learning with the Count Me In Too Online to enhance the knowledge and skills of staff in the Framework for Number.
- Professional learning and implementation of Focus Reading 3 to 6.

School priority 2
Outcome for 2012–2014

Students to have access to an inclusive, relevant, engaging and challenging curriculum.

2012 Targets to achieve this outcome include:

- Student assessment data and feedback inform planning.
- Technology is integrated across all Key Learning Areas.
- Quality Teaching Framework elements are embedded into programs.

Strategies to achieve these targets include:

- Use of consultants and expertise within neighbouring schools.
- Budget allocations to support purchasing of resources to support learning.
- Staff Meeting time allocations to support the sharing of information and skills.
About this report

I would like to thank the members of the school evaluation committee for assisting in the preparation of this report.

Karen Oldfield – Teacher
Andrea Osborn - Teacher
Kylie Smith - Teacher
Shelley Pillidge – P & C President
Eileen Findley – School Council
Noel Martin – 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
Principal

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Osterley NSW 2324
Ph: 02 49 872596
Fax: 02 49 873281
Email: mtkanwary-p.school@det.nsw.edu.au
Web: www.mtkanwary-p.schools.nsw.edu.au
School Code: 2641

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: