Mount Kanwary Public School

Annual School Report
Our school at a glance

**Students**
Mount Kanwary has maintained an enrolment of 36 students throughout the 2012 year. The student body consisted of 18 girls and 18 boys from 27 families. Our students were organised into two classes: Banksias and Wattles. Banksias were 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 terms 1 and 2 a temporary part-time teacher job was shared with the other permanent part-time teacher until the permanent teacher returned from full time maternity leave. Then in terms 3 and 4 the permanent teacher job shared with temporary part-time teacher.
In semester 2 the Every Student Every School initiative provided us with 1 day per fortnight Learning and Support teacher allocation, which became 1 day per week with school funding.
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**
- Focus on Reading Program for the students in Banksias
- Count Me In Too for numeracy assessing and planning for all students
- Transition Programs for Kinder and Year 7 involving information sessions for all parents K to 6
- Speech pathology screenings with specialist programs for students with learning needs.
Principle's message
It's been a very memorable year with lots of fabulous moments and the unfortunate loss of a caring and committed parent.
Our students have made great achievements through their involvement in a wide variety of academic, sporting and extra-curricular activities led by a staff that are committed to excellence in student learning.
Our new classroom was officially opened by Mrs Rosemary Stephenson with special guests and friends of our school.
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.
It is with some sadness that I finalise my last Annual School Report as principal of this great school. I have had the privilege of being the principal of Mount Kanwary for only a couple of years, yet I have seen many positive changes and growth due to the great team effort and strong learning partnership demonstrated by all members of the Mount Kanwary school.
I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.
Karen Johanson

P & C message
2012 has been a year filled with much emotion. In May we lost not only a loyal and much valued member of our school community but we lost our mate, Caroline Martin. It was through this great loss that the true Mount Kanwary spirit arose and through many tears we had the great honour of catering at Caroline's funeral. Each family was represented and contributed. I will never be able to thank everyone for their support that was given at that difficult time. I was extremely honoured to be President of such an amazing school community. With Caroline’s passing our annual “sleepover” began this event will be held on the first weekend of May each year to bring together old and new member of our school community and celebrate friendship.
After a long and tiring battle we had to let go of our fireworks this year while this was hard to swallow, we had to make the best of a bad situation Crackin’ night began we had a successful evening and look forward to new ideas for 2013. A special thanks to Julie Armstrong, Alina McDonald and Lisa Gregory for the many hours behind the scenes that is put in each year. Your work doesn't go unseen.
We also saw the introduction of the uniform shop which has been looked after by Lisa Gregory. It is our focus to have all our children look the best with low cost to families. We thank all parents for their support.
We ran our Mother's & Father’s Day stall successfully Thank you to Vanessa Blanch.
We have been able to fund transport, Opera House, term 4 sport and gifts for student for presentation night and any requests that have come along.
Thank you to Tamara Stewart for taking care of the canteen so well.
Finally we say goodbye to our principal Karen Johanson it is with great sadness but we wish you well in your new position. We thank you for the work you have put into the development of our children and the Leadership that was shown through some difficult times as amazing. So thank you for helping make our school the best it can be.
Mount Kanwary is unique. Thank you to every family for being a part of it.
Shelley Pillidge- President
Donna Lawrence- Secretary
Caroline Martin / Juliet Thomas- Treasurer
School Council message

The Mount Kanwary Public School Council for 2012 consisted of Ken Jordan (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 Teaching, parent/student satisfaction and Science. 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 and revising the school Curriculum Planning and Programming, Assessing and Reporting Policy.

President: Noel Martin
Secretary: Ken Jordan

Student representative’s message

2012 has been a great year for the teachers and students at Mount Kanwary Public School. We have gone on many excursions such as The Opera House, Wet Lands, Music-Viva, Tocal Home Stead and for the first time Steamfest Schoolies Day.

The students at Mount Kanwary have also represented the school in Athletics, Swimming, Cattle Judging and Horse Events. They have been very successful.

Year 6 have raised over $900 through selling ice blocks, soup day, movie night and mini fete. The money has been spent on an outdoor clock and other necessities needed for the school.

Alannah Lawrence and Brendan Little
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 Profile

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>22</td>
<td>24</td>
<td>15</td>
<td>12</td>
<td>17</td>
<td>18</td>
</tr>
<tr>
<td>Female</td>
<td>29</td>
<td>24</td>
<td>16</td>
<td>13</td>
<td>17</td>
<td>18</td>
</tr>
</tbody>
</table>

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.

<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>5</td>
<td>19</td>
</tr>
<tr>
<td>WATTLES</td>
<td>1</td>
<td>9</td>
<td>19</td>
</tr>
<tr>
<td>WATTLES</td>
<td>2</td>
<td>5</td>
<td>19</td>
</tr>
<tr>
<td>BANKSIAS</td>
<td>3</td>
<td>3</td>
<td>17</td>
</tr>
<tr>
<td>BANKSIAS</td>
<td>4</td>
<td>7</td>
<td>17</td>
</tr>
<tr>
<td>BANKSIAS</td>
<td>5</td>
<td>4</td>
<td>17</td>
</tr>
<tr>
<td>BANKSIAS</td>
<td>6</td>
<td>3</td>
<td>17</td>
</tr>
</tbody>
</table>

**Structure of classes**
In 2012, Mount Kanwary Public School consisted of 2 classes, K-2 Wattles and 3-6 Banksias. 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 Staff</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>10</strong></td>
</tr>
</tbody>
</table>

**Staff retention**
All permanent staff members remain the same as 2011.

**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>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>0</td>
</tr>
</tbody>
</table>
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 2012 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

<table>
<thead>
<tr>
<th>Date of Financial Summary</th>
<th>30/11/12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>55,887.25</td>
</tr>
<tr>
<td>Global Funds</td>
<td>58,375.36</td>
</tr>
<tr>
<td>Tied Funds</td>
<td>19,109.65</td>
</tr>
<tr>
<td>School and Community Sources</td>
<td>17,389.09</td>
</tr>
<tr>
<td>Interest</td>
<td>2,667.95</td>
</tr>
<tr>
<td>Trust Receipts</td>
<td>2,587.86</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total Income</td>
<td>156,017.16</td>
</tr>
</tbody>
</table>

| Expenditure                |         |
| Teaching and learning      |         |
| Key Learning Areas         | 18,976.90 |
| Excursions                 | 4,304.55 |
| Extracurricular dissections | 9,479.18 |
| Library                    | 475.19  |
| Training and development   | 2,446.51 |
| Tied Funds                 | 14,549.81 |
| Casual relief teachers     | 4,350.39 |
| Administration and Office  | 19,358.08 |
| School-operated Canteen    | 0.00    |
| Utilities                  | 11,701.85 |
| Maintenance                | 4,138.45 |
| Trust accounts             | 2,632.05 |
| Capital programs           | 0.00    |
| Total Expenditure          | 92,412.96 |

Balance carried Forward 63,604.20
School performance 2012
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 2012 in the Combined Recorder Ensemble and the Bi-Annual Maitland Performing Arts Festival.

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 Club Macquarie, Argenton and Mount Carmel Nursing Home. They also performed for a packed audience at Stockland Greenhills and at the Annual Presentation Evening.

The students experienced Musica Viva performances by B'tutta and Tigramuna 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 2012 and students enjoyed a variety of activities during a 20 minute session, four mornings a week. Activities included the explicit teaching of the Fundamental Movement Skills, aerobics, skipping skills and circuit training. 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-
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 Crackin Night fundraiser. We also participated in a two-day Sports Gala Day at Dungog High School.

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.

During Term 2 Nathan Grosser, Michael Banister, Jayden Hancock 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.

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 (Jake Armstrong, Sophie Pillidge, Tim Blanch and Brendan Little) went on to compete in both the Zone and Regional Carnivals, coming in at 5th place at the Regional Carnival. Tim Blanch and Alannah Lawrence 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. Our athletics relay team (Jake Armstrong, Michael Banister, Jayden Hancock and Alannah Lawrence), progressed to the Regional Carnival.
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)

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.

Makayla Nadfalusi-Pasenow represented Early Stage 1, Shivohn Carroll represented Stage 1, Lauren Hunter won the Stage 2 competition and Brendan Little represented Stage 3. Shivohn was successful in winning the Stage 1 competition against the other small schools. The competition was a success and we anticipate all schools participating again in 2013.

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)

NAPLAN Year 3

One Year 3 student participated in the 2011 NAPLAN tests.

The reporting information must be consistent with privacy and personal information policies. Ten or more students must complete the Naplan testing for individual school percentage in band, three-year school average, and average growth information to be published.

NAPLAN Year 5

Seven Year 5 students participated in the Year 5 NAPLAN tests.

The reporting information must be consistent with privacy and personal information policies. Ten or more students must complete the Naplan testing for individual school percentage in band, three-year school average, and average growth information to be published.
Progress in Literacy

Progress in literacy refers to the level of improvement in results for student from Year 3 to Year 5. Overall growth in reading from 2010-2012 was 103.5% for our school, compared to the state average of 79.2%.

Overall growth in spelling from 2010-2012 was 128.9% for our school, compared to the state average of 95.4%.

Overall growth in grammar and punctuation from 2010-1012 was 91.1% for our school, compared to the state average of 81.3%.
Progress in Numeracy

Overall growth in numeracy from 2010-2012 was 136.4% for our school, compared to the state average of 96.6%.

| Average progress in Numeracy between Year 3 and 5* |
|-----------------|-----------------|-----------------|
| School          | 72.6            | 79.5            | 136.4           |
| SSG             | 92.4            | 97.4            | 99.6            |
| State DEC       | 89.6            | 95.8            | 98.2            |

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.

This year we organised an Aboriginal Cultural Day that included Aboriginal dancers from High School, Aboriginal art activities and Aboriginal games.

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.

Students also raised 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 2012 targets
Priority 1 – Literacy and Numeracy

- 75% of K-2 students reach age appropriate Reading Recovery levels in Reading and Early Arithmetic Strategy levels in Numeracy.

Only 33% of Kinder students reached age appropriate levels in Reading, 78% of Year 1 and 60% of Year 2 reached age appropriate Reading levels. However, the average expected growth for each grade was achieved (i.e. 6 levels for Kinder, 10 levels for years 1 and 2)

100% of Kinder students reached Perceptual, 66% of Year 1 students reached Figurative and 60% of Year 2 students reached Facile in Early Arithmetic Strategies.

Early identification assessment s identified 37% of K-2 students needing assistance with speech therapy.

- Three year data shows at least 60% of students achieving expected growth in NAPLAN

Priority 2 – Curriculum and Assessment

- Student assessment data and feedback inform planning.

Professional learning in Focus on Reading 3-6 and Count Me In Too Online assisted teachers in assessing students more accurately and placing each student on the Literacy and Numeracy continuum. This information was then able to be used to inform planning.

- Technology is integrated across all Key Learning Areas.

Professional learning through DEC courses and the sharing among staff has increased the integration of technology across all Key learning Areas. Students are more engaged in Project based learning, requiring them to create and share their projects with parents, community members and each other. Class Blogs have been established and are being used to reflect and share the student learning.
Priority 3 – Organisational Effectiveness

- LMBR matrix shows improvement by at least 1 level in quality systems for student administration and learning management.

Professional learning with the use of Sentral has allowed staff to write reports to parents using Sentral Reporting and mark the class rolls daily on the Interactive Whiteboards. All staff are able to use the computer system for student borrowing in the Library and check their emails regularly for the staff meeting minutes. New and Casual teacher inductions have ensured the sustainability of this system.

Key evaluations

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation of Literacy and Numeracy.

Background

Most of the Professional Development for teachers involved Focus on Reading 3 to 6 and Count Me In Too Online. An early intervention strategy to enhance the Best Start data was to engage a Speech Pathologist to identify students in Kinder and those at risk.

Findings and Conclusions

The Literacy and Numeracy continuums were a crucial element of the professional learning. They were referred to continually by staff and moderation of work samples (observations) were enhanced by regular meetings of Small School teachers at Focus on Reading sessions, and Edmodo conversations online. The early identification of language issues allowed students’ needs to be addressed more accurately and with the use of Specialist.

Future Directions

Continue to use and experiment with the pedagogy from Focus on Reading and Count Me In Too. Then, develop a system for recording student achievements along the continuums that can then be used for reporting and further teaching. Continue and develop existing relationships professional learning groups to share and develop pedagogy and knowledge. Continue to use a Speech Pathologist to identify language needs in new Kindergarten students and the monitoring of progress of existing students with needs.

Our school also conducted two evaluations – one related to educational and management practice (Teaching) and the other related to curriculum (Science).
Educational and management practice
School Teaching

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
The overwhelming majority of parents believe that the teaching is almost always of a high standard. Less than a handful of parents believed some statements were sometimes or rarely true. The students agreed that the teaching is almost always of a high standard. Although, there were 67% of students that believe their teacher rarely tells them what they are learning and why.

One or two parents, students and teachers believe that there is an uncertainty of information around the understanding of how students will be assessed.

Future directions
Continue to involve students and parents in what students are learning. In particular, teachers may need to be more explicit with how students are assessed and the changes involved with the new Australian Curriculum.

Curriculum
Science

Background
Each year one area from the curriculum is selected for evaluation. In 2012, Science was chosen as it has a new BOS syllabus released this year, to be implemented optionally in 2014 and mandatory by 2015. Questionnaires were developed from discussions with staff and the School Council.

Findings and conclusions
78% of parents’ comments were limited as they were “not sure- my child doesn't discuss science” or “no indication or idea” or “I didn’t realise it was a subject of its own at school” Some parental concerns were about our students having a limited knowledge of science at high school and about what science equipment we had. Some parent recommendations were to communicate more with parents about science at school, to involve the children with more hands on activities and to have more or weekly science lessons. The students would like to “do science more often” and to “update the equipment”. The teachers comments were “doing our best to meet the science outcomes in an already crowded curriculum” and “we will need more resources and professional development to implement the new science syllabus.”

Future directions
Promote Science as a Key Learning Area in its own right through photos and student learning reflections in Class Blogs, Newsletter and Website. Provide opportunities for parents to learn more about the new Science Syllabus. Professional Learning to be provided to teachers on the new syllabus document, assessing and evaluating current school practices, reviewing and updating school scope and sequences and equipment.
Parent, student, and teacher satisfaction
In 2012 the school sought the opinions of parents, students and teachers about the school.

All parents and teachers agreed that “the school is a friendly school that is tolerant and accepting of all students”. All parents and teachers agreed that “there is good student access to computers and strong technology programs and resources.”

Future plans include the continuing of programs such as Better Buddies, You Can Do It, to ensure the friendly, accepting culture within the school. Technology access and professional learning programs and plans also need to be maintained.

Professional learning
The school’s main emphasis for professional learning in 2012 focused on supporting the annual school targets and Department of Education and Communities priorities.

Staff have spent much of their professional learning time completing Phase 1 of the Focus on Reading 3 to 6 (Modules 1, 2, 3 and 4) both after school and during Staff Development days. Between session implementation tasks and discussions were an integral part of this program.

The Count Me In Too Online course also involved an after school commitment, where teachers actively participated in professional learning sessions using Adobe Connect, professional discussions on Edmodo, worked through the tools and resources provided, completing ten tasks in total.

Other professional learning included BlogEd, Kindergarten Gifted and Talented Program, Ipad and Microsoft conferences, Principal Conferences and Live Life Well course.
**School Planning 2013**

**Priority 1 – Literacy and Numeracy**

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

2013 Targets to achieve this outcome include:

- 80% of students K-2 show expected growth in Reading (Kinder, 6 RR levels, Years 1 and 2 10 RR levels)
- 80% of students K-2 achieve age appropriate levels in Early Arithmetic Strategies. Kinder - Perceptual, Year 1 – Figurative and Year 2 – Facile)
- 80% of students 3 to 6 achieve age appropriate outcomes in Place Value using the Numeracy Continuum.
- Three year data shows at least 70% of students achieving expected growth in NAPLAN.

Strategies to achieve these targets include:

- Continued early identification and intervention of students at risk of not achieving age appropriate levels.
- Continued collection of assessment data used to recognise achievement and guide teaching and learning programs.
- Professional learning time allocated to teachers to moderate student work samples, engage in online professional learning communities.
- Continued use of Best Start and Focus on Reading teaching pedagogy.

**Priority 2 – Curriculum and Assessment**

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

2013 Targets to achieve this outcome include:

- A school scope and sequence established for New English syllabus able to be implemented in 2014.
- Staff and students are regularly participating and sharing in reflective learning practices.
- Fundamental movement skills are assessed and used to plan further teaching.

Strategies to achieve these targets include:

- Professional learning time allocated to develop an understanding of 21st century learning and DEC online courses for the New English Syllabus Implementation.
- Continued use of BlogEd for students and Edmodo for teachers as online reflective learning discussion and sharing communities.
- Extend the existing fitness program to ensure Fundamental movement skills are being explicitly taught to all students.
Priority 3 – Organisational Effectiveness
Outcome: Implementation of quality systems to enhance communication and effectiveness.
2013 Targets to achieve this outcome include:

- Literacy and Numeracy continuum on Sentral Program are used to record and share information about student achievements.
- Budget is aligned to school plan and monitored regularly.

Strategies to achieve these targets include:

- Professional learning time allocated to develop skill in using the literacy and Numeracy continuums on the Sentral Computer Program.
- Time allocated and documented to remind SAM and Principal to regularly monitor budget.
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
Ken Jordan – 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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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: