2008 Annual School Report

KEIRAVILLE PUBLIC SCHOOL

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

Students

Keiraville Public School is located near the foot hills of Mt Keira. The suburb of Keiraville is approximately three kilometres north-west of the Wollongong central business district. The school area is bordered by many educational learning centres including North Wollongong TAFE, Wollongong Conservatorium of Music and Wollongong University.

Our student population during 2008 remained constant at 224 enthusiastic learners. School uniform was worn every day by all pupils. Sport held a high profile with students representing at district, regional and state levels. Dancers, singers and musicians performed at both external and school venues. The exceptional high attendance rate shows that our students love coming to school and make the most of all opportunities offered to them.

Staff

Keiraville Public School had 18 members of staff during 2008. This included a non teaching principal, two teaching assistant principals, 7 classroom teachers, one Relief from Face to Face teacher (RFF), one part time Librarian and one part time English as a Second Language teacher (ESL). The teaching staff are strongly supported by the School’s Administrative Support Staff which includes one Administration Manager, one Administration Officer, two general Assistants and one Student Support Learning Officer.

The staff of Keiraville Public School is highly qualified and committed to providing quality education for all students. Staff attended training and development courses throughout the year to ensure familiarity with the latest techniques focussing on Quality Teaching.

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

Significant programs and initiatives

A number of outstanding programs focusing on student learning and welfare were provided during 2008. These programs include:

- Literacy programs with a focus on writing
- Values education linked to school rules
- Band lessons
- Implementation of the Count Me In Too Program in teaching mathematics
- Environmental and school beautification
- Active After School Communities.

Messages

Principal's message

Values of equity, safety, responsibility, respect, tolerance, fairness and pride are the foundation stones of all we do at Keiraville Public School.

We strive to work as a ‘team’ endeavouring to do our best in creating a learning environment that provides quality education for all students.

2008 has been a very successful year for students, staff and families at Keiraville. The school maintains a positive culture based on mutual respect for all. High expectations for learning and behaviour provide a challenging and safe environment for all students. Our families and community members, including the P&C, enable us to regularly celebrate success and promote a sense of community.

Our school maintains strong traditions of academic success. Our K-6 philosophy and our experienced, caring staff focus on developing quality programs across all Key Learning Areas to maximise learning outcomes for all students.

At Keiraville we are very proud of the achievements of all our students in a variety of fields. Students are constantly encouraged to explore, extend, be challenged and ‘do their best.’

With our dedicated staff and highly supportive community, our school will remain a place where excellence is nurtured, achievement is recognised and encouraged in all its forms and where students enthusiastically embrace learning.

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.

Sherylee Carroll
Principal

P&C and/or School Council message

From my perspective 2008 has been a very different year to the previous two years I was involved in, a year of taking stock and coping with changes. We welcomed our new Principal, Sherylee Carroll. We are pleased to report that Sherylee has been actively involved in the P&C process, as have a great many of the staff, and we look forward to working together to keep improving Keiraville Public School.

As I’ve taken over the presidency half way through the year, and was not able to be present much before then, my knowledge of all the great contributions of the P&C is imperfect. Thanks to
Dene Macdonald who bravely held the fort as president for the first half of the year.

The last few years have seen a significant reorganisation of the school grounds, with a top car park and the COLA, transforming the school into a much safer and more pleasant all weather environment for our ultimate masters, our children. A potential significant grant application for a new multi purpose room has been pending during 2008. Funds have been committed to matching 50/50 with the government on this proposal. The P&C has provided $4000 for book resources and provided some funding to assist children representing our school at State events.

Other services have been provided, including the canteen and the uniform shop. The canteen requires a great deal of ongoing support from the P&C. It raises money as well as providing a wonderful service to the students in the school. Thanks to Kim Canavan for all her hard work this year.

A range of successful fundraisers have been run including a chocolate drive, Bunnings barbecues, and a very successful “Kids Market.” Thanks to all the people who have organised and run these fundraisers.

The P&C is about people. We have seen lots of change in the P&C office bearers this year with the Treasurer being changed on three separate occasions.

Our goal for next year is to make sure we remain a vibrant, effective P&C by supporting each other and spreading the load providing more opportunities for active involvement by the broader school parents groups.

Thanks to all those who have contributed this year.

Mr Rob Atkinson
P&C President

Student representative’s message

This year has been great and we’ve been able to be involved in many areas of school responsibility. It has been a very busy year, commencing with our training at a Young Leaders Day where we learnt lots of leadership skills that we have practised throughout 2008.

The Student Representative Council consists of two class representatives, nominated and voted on by their peers. Their responsibility continues for one semester and these class representatives are involved in organising and running school fundraising, hosting assemblies and special events such as ANZAC Day and Remembrance Day. We also assisted in leading groups for Doing Things Together Day, as well as running a K-6 Talent Quest and various other assemblies. We were able to purchase new school resources and raise money for our gift to the school.

The Olympathon was our biggest fundraiser for 2008. We all participated in lots of exciting sporting activities, raised a lot of money and had a great day.

This year we introduced a new program called Playground Pals which helps teachers and students to prevent bullying, violence and accidents in the playground. Students learn to resolve minor disputes and Year 6 helped children solve small problems.

Year 6 have had a very exciting year with excursions to Minnamurra Rainforest, Science Centre, Camp at Wedderburn Christian Centre and a number of transition days to Wollongong High School.

2008 has been a wonderful year for Keiraville Public School leaders and we are excited and ready to go to our respective high schools.

We have enjoyed working with Mrs Edmonds and our new principal, Mrs Carroll.

Campbell Rutty, Jennae Elrington,
Conor Hegyi, Tomas Maravic

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 patterns have remained relatively stable over the past few years fluctuating between 212-225 eager students.
Student attendance profile

Average daily attendance for 2008 continues to be above state and region level.

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 2008 class size audit conducted on Tuesday 25 March 2008.

Structure of classes

<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>1-2M</td>
<td>2</td>
<td>12</td>
<td>22</td>
</tr>
<tr>
<td>1-2M</td>
<td>1</td>
<td>10</td>
<td>22</td>
</tr>
<tr>
<td>1A</td>
<td>1</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>2L</td>
<td>2</td>
<td>26</td>
<td>26</td>
</tr>
<tr>
<td>3W</td>
<td>3</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>4-5D</td>
<td>4</td>
<td>10</td>
<td>29</td>
</tr>
<tr>
<td>4-5D</td>
<td>5</td>
<td>19</td>
<td>29</td>
</tr>
<tr>
<td>4M</td>
<td>4</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>6E</td>
<td>6</td>
<td>27</td>
<td>27</td>
</tr>
<tr>
<td>K-1H</td>
<td>1</td>
<td>6</td>
<td>20</td>
</tr>
<tr>
<td>K-1H</td>
<td>K</td>
<td>14</td>
<td>20</td>
</tr>
<tr>
<td>KP</td>
<td>K</td>
<td>21</td>
<td>21</td>
</tr>
</tbody>
</table>

In 2008, enrolment numbers necessitated the formation of six straight classes and three multi-aged classes.

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

Keiraville Public School has a very experienced and committed staff. This year we welcomed Mr Ricki Metcalfe as a New Scheme Teacher. Our English as a Second Language teacher operates 2 days per week. Our school counsellor operates one day per week.

The teaching staff are supported by two administration staff and two general assistants who work one day per week.

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>7</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.6</td>
</tr>
<tr>
<td>Relief from Face to Face</td>
<td>0.378</td>
</tr>
<tr>
<td>Primary Part time Teacher</td>
<td>0.4</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0.2</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.2</td>
</tr>
<tr>
<td>School Administration Manager</td>
<td>1.022</td>
</tr>
<tr>
<td>School Administration Officer</td>
<td>1</td>
</tr>
<tr>
<td>General Assistant</td>
<td>0.4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>14.20</td>
</tr>
</tbody>
</table>

Staff retention

As there was little fluctuation in student numbers, most staff were retained for 2008. Mrs Beth Field has taken Long Service leave until July 2009 when she will officially retire.

Staff attendance

Staff have access to leave entitlements such as sick leave. In 2008 the average daily attendance rate for staff, as determined by the Department, was 95.2%.

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>95%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>5%</td>
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</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.

Date of financial summary: 30/11/2008

<table>
<thead>
<tr>
<th>Income</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>131 484.35</td>
</tr>
<tr>
<td>Global funds</td>
<td>113 691.69</td>
</tr>
<tr>
<td>Tied funds</td>
<td>88 864.48</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>93 691.55</td>
</tr>
<tr>
<td>Interest</td>
<td>7 096.61</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>13 016.55</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>447 545.23</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>24 009.52</td>
</tr>
<tr>
<td>Excursions</td>
<td>19 038.99</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>57 957.09</td>
</tr>
<tr>
<td>Library</td>
<td>4 308.39</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>4 605.17</td>
</tr>
<tr>
<td>Tied funds</td>
<td>114 827.28</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>24 940.58</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>43 325.17</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>16 828.36</td>
</tr>
<tr>
<td>Maintenance</td>
<td>17 047.94</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>13 818.00</td>
</tr>
<tr>
<td>Capital programs</td>
<td>2 390.00</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>343 096.49</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>104 448.74</td>
</tr>
</tbody>
</table>

A significant amount of the balance brought forward is already committed to existing school programs and budgets for 2009.

A full copy of the school’s 2008 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2008

Keiraville Public School offers a diverse range of programs and activities to optimise the total development of our students. As well as educational programs, linked to and directed by our prescribed Key Learning Area syllabuses, we involve our students in a wide range of cultural and sporting programs. We offer these opportunities utilising the skills and expertise of the staff and the support of the parent body.

Achievements

Arts

As part of a balanced, well rounded curriculum, the school demonstrates a strong commitment to the creative arts. All classes present an assembly item to parents and peers throughout the year.

School Band

The school’s band was initiated in the latter part of 2007 and has become a key feature of the school’s music program. The band provides an opportunity for students to learn music and play a musical instrument. During the initial phase of this program, the band members walked to the Conservatorium of Music for their weekly lessons.

In Term 3, 2008 it was decided to hold the music lessons at the school. Mr David Rooney has been instrumental in the organisation and tuition of the band and its members. Band teachers come to Keiraville Public School on a weekly basis to provide small group instruction. During 2008, thirty eight students took the opportunity to participate in the band program. All children have gained confidence through their participation in a variety of memorable performances. These included performing at our annual Presentation Assembly, Christmas performances in the Wollongong Mall and an extremely well attended band concert that entertained many parents, students and members of the wider community.

We all celebrate the accomplishments of our students and look forward to continuing and extending this vital program in 2009.

Southern Stars

Our students played their part in this exceptional event with our senior choir and a dance troupe performing. Over the three days and six performances the students sang strongly and danced rhythmically and their outstanding behaviour at all times was a credit to themselves and our school. We were also represented by Claudia Staraj who was a member of the Junior Performing Ensemble. Without the dedication and hard work of Mrs Low, Miss Hall, Miss Pigram and Mr Lazar the dancers and singers would not have been able to experience this very special and professional event. These teachers coordinated, spent many hours practising, sewing and making props, organising transport and costumes as well as giving freely of their own time during the performance week. We are certainly lucky to have teachers such as this at Keiraville.
Many thanks also to the wonderful team of parents who juggled other commitments to provide transport, make and mend props and costumes and give hearty support to our band of eager young performers. Congratulations and thanks to you all.

Sport

Our school, once again, continued its proud tradition of sporting excellence. We acknowledge, emphasise and encourage participation and sportsmanship along with the pursuit of excellence.

During 2008 a Fundamental Movement Skills program was introduced to the students from Kindergarten to Year 2.

Many students in Years 3-6 were selected in a range of PSSA sports, including Touch, Netball, Tennis, Cricket, Rugby League, Soccer, Auskick and Oz Tag.

The school entered a team in both the boys and girls section of the PSSA basketball knockout competition with great success. The boys and girls teams were South Coast champions and the boys team came 4th in the state.

This year the students have been engaged in fitness skills, sporting activities (both competitive and local) as well as dance and gymnastics. The school held its swimming carnival at the Wollongong University pool in February. Representatives attended the District and Regional carnivals. One student competed at state level. Cross Country and Athletics carnivals were also held during the year. The school won both the Cross Country and Athletics championships in the Central Wollongong District.

Environment

Keiraville continues to promote the importance of looking after the environment and introducing environmentally friendly and sustainable processes into our school routines. A “Green Gang” works around the school on Thursdays during lunch under the guidance of Elena Martinez. Elena discusses all aspects of the environment with the children in the green gang and educates them in planting and looking after our school grounds. There has been much school beautification taking place this year. Many gardens have been replanted, mulched, weeded and watered. We were involved in ‘Clean up Australia’ school campaign and National Tree Planting Day.

Classes were allocated a specific area of the playground as their ‘environmental’ responsibility and this area had to be maintained throughout the year.

Applications were submitted for the Commonwealth funded Green Voucher Scheme and we were very successful in gaining funding from these grants. Grant money was used to install water tanks so that rain water could be used to flush toilets and irrigate garden and playground grass areas.

Thank you to all the parents, students and staff who have provided their services and expertise to ensure that we contribute to a sustainable environmentally friendly community.

International Competitions and Assessments for Schools

In 2008, fifty one students from Years 3-6 participated in the International Competitions and Assessments for Schools. All of these students were keen to participate in the external measure of their achievement in maths, science, spelling, writing, english and/or computer skills. In total the students gained a total of five High Distinction certificates, ten Distinction certificates, sixty four certificates of Credit and ninety six Participation certificates.

These results are excellent and reflect a high level of academic attainment.

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)
Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
Yr 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

Literacy – NAPLAN Year 3

- Twenty nine Year 3 students sat for the initial year of NAPLAN testing in 2008.
- 100% of students performed in the top three bands with 73.8% of students achieving in the proficiency band.
- No students achieved below minimum standard in any areas of literacy.
Numeracy – NAPLAN Year 3
- Year 3 students performed well with 41.4% of students achieving in the top band compared to 18.1% of the state.
- No students achieved in Bands 1 or 2.

Literacy – NAPLAN Year 5
- Twenty one Year 5 students sat the initial year of NAPLAN testing.
- Year 5 students scored 30 points higher than the state mean in reading and 48 points higher than the state mean in writing.
- 75 per cent of students achieved in the top three bands in all areas of literacy.
Numeracy – NAPLAN Year 5
- In Year 5, 100 per cent of students performed above minimum standard with 50% of students in the proficient band. This is significantly higher than the state average of 26.9%.

Progress in literacy
The progress of Year 5 students from Year 3 to Year 5 was 18.5 points above state average.

Progress in numeracy
The progress of Year 5 students from Year 3 to Year 5 was 12.8 points above the state average.

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

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

Percentage of Year 3 students in our school achieving at or above the minimum standard in 2008

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>100</td>
</tr>
<tr>
<td>Writing</td>
<td>100</td>
</tr>
<tr>
<td>Spelling</td>
<td>100</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>100</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100</td>
</tr>
</tbody>
</table>

Percentage of Year 5 students in our school achieving at or above the minimum standard in 2008

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>95</td>
</tr>
<tr>
<td>Writing</td>
<td>95</td>
</tr>
<tr>
<td>Spelling</td>
<td>95</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>95</td>
</tr>
<tr>
<td>Numeracy</td>
<td>95</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

Aboriginal education
During 2008 Keiraville Public School continued to provide both staff and students with an increased knowledge and understanding of Aboriginal Australia. Staff ensured that Aboriginal perspectives were taught as an integral part of our school curriculum. Resources continue to be purchased to support Aboriginal Education. Students celebrated NAIDOC Week by participating in specific aboriginal activities that were culturally appropriate.
Multicultural education

Our school encourages a culturally inclusive environment. Keiraville Public School has children from twenty seven different cultural backgrounds. Our multicultural focus was celebrated in a highly successful multicultural day and food fair where parents of students prepared and served traditional foods. The students participated in activities that highlighted the various cultures present within our school. Harmony Day activities highlighted the importance of valuing and respecting each other and cultural diversity that makes Keiraville such a special place to be.

Respect and responsibility

Keiraville Public School embeds the values of Public Education into all that we do. Students are taught Respect and Responsibility through targeted learning (student welfare and leadership programs) and through the care, dedication, respect and behaviour of staff and community members. We all ‘walk the walk and talk the talk.’

We commence each year with a values based unit linked to our school rules. Some ongoing activities include: Child Protection, Anti-Bullying lessons, Life Education, Buddy class program, PALS program, personal development activities, student led assemblies, Student Representative Council and playground pals initiative.

Other programs

Healthy Lifestyle Program

This school priority program incorporates healthy eating and lifestyle to address the ongoing problem of child obesity. Throughout the year a team of staff members and parents have met regularly to discuss ways in which we can improve our perception of a healthy diet and regular exercise. Canteen menus have been researched and modified so that we only provide healthy alternatives for lunch and recess snacks. Regular articles have been placed in the newsletter to educate the wider school community. The ‘Sip and Crunch’ program was introduced to all classrooms and has been received positively by students, parents and teachers.

The schools scope and sequence for development of skills was reviewed and a fundamental movement skills program was designed and implemented in K-2.

Active After School Communities Program

This year we have introduced this program which promotes a healthy and active lifestyle. The program takes place every Monday and Tuesday afternoon after school. Involvement in this program is optional and students must have parental permission. The students attending receive a healthy fruit afternoon tea, which is followed by skill development. Skills are identified at the time of grant submission, and a deliverer is appointed to the school for a period of seven weeks to provide activities to develop the identified skill and /or need. The age of students participating determines the type of activity and the degree to which it is learnt and practised. Involvement in the program has provided the school with much needed sporting equipment. The students thoroughly enjoy this extra curricular activity. Approximately 60 students participate in activities each week. The program endeavours to provide regular physical activity to improve students learning, build understanding of teamwork and improve general physical activity and fitness levels.

Values Education and Student Welfare

This year we reviewed and updated our Student Wellbeing policy. A values program was implemented based on input from parents, students, teachers and the wider school community. This information was gathered at a Values Forum in late 2007 and supported by information gathered from a bullying survey. Core values were identified and aligned with school rules. Social skills are explicitly taught and resources have been purchased to support values education in the school.

Progress on 2008 targets

Target 1

_Improve overall performance and outcomes in writing, proofreading and editing._

Our achievements include:

- Provision of professional learning activities for teachers focusing on purpose and structure of narrative text types.
- Increased time allocated for collaborative programming on a stage basis.
- Focus on explicit teaching of complex and descriptive sentences.
- Introduction of the Key into Comprehension program during Term 4 with a targeted class.

Target 2

_Improve overall performance and outcomes in numeracy._

Our achievements include:

- Implementation of Count Me in Too strategies in all classrooms.
- Focused professional learning on the Mathematics syllabus and hands on teaching/learning activities.
• Consistent and accurate assessment of students.
• Increased emphasis on problem solving and working mathematically.

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 2008 our school carried out the following evaluations.

Educational and management practice

Background
The Student Welfare and Care and Supervision of Student’s policies have been in place for many years at Keiraville Public School. With the introduction of generic school rules and nine core values of Public Education, the staff identified a need to update and review current practice and align with values education. Whole staff, the Learning Support Team and the Student Representative Council met regularly to discuss ideas and strategies. Parents were given an opportunity to be involved in the decision making process through surveys and forums.

Findings and conclusions
Parents identified a lack of information about student welfare issues. This had resulted in a lack of understanding of some of the processes involved the playground and classroom discipline routines. Parents felt that communication needed to be more regular and transparent.

Staff and students identified behaviours that were consistent and reflected our values and how we can ensure they are upheld.

Staff, parents and students were confused as to the large number of rules and what they actually meant. They could not be clearly articulated and were inconsistently applied.

Parents were confident that issues were quickly addressed and that strategies were in place to address bullying.

Future directions
School rules were reviewed and the values of Public Education have been used as a basis for our new school rules. The school community was involved in deciding and naming a school mascot. Processes have now been streamlined, tightened applied consistently and communicated to all school community members in a positive, supportive manner.

Programs have been implemented in classrooms to explicitly teach values education. Values and expected behaviours are used to promote our positive reward system.

A new peer support program for Stage 3 students was trialled with some success. The Playground Pals program was designed to encourage senior students to take responsibility for their own and others playground behaviours. The students were trained in mediation and conflict resolution techniques and were active in the playground applying these skills to minor disputes among students. This program will be implemented and extended upon during 2009.

Continued emphasis will be on values education, high expectations of behaviour and quality work.

Curriculum - Mathematics

Background
The teaching of mathematics has changed during recent years with the introduction of a new mathematics syllabus and greater emphasis on ‘hands on’ learning as opposed to textbook learning.

Findings and conclusions
Parents identified the importance of mathematics in the school curriculum and their desire to be informed of current teaching methods particularly in the number strand. An identified area of improvement is communication and reporting of student progress and the need for parent workshops where information and strategies can be discussed and questions answered.

Staff were pleased with the support from the region by the Count Me In Too facilitator and decided to continue the focus school project. A need for more resourcing and teacher education in teaching maths without textbooks was a concern.

Ninety-five percent of students surveyed, expressed their love of mathematics. They felt that they learnt more when activities were ‘hands on’ and they were actively involved in their learning. However, most students did not enjoy making mistakes or problem solving activities.

Future directions
We will continue our commitment to the Count Me In Too project with a focus on teacher professional learning and the purchase of resources to supplement activity based learning in the classroom.

Parent workshops and information sessions will be held throughout 2009 to ensure the parent body is kept informed on how mathematics is being taught at school.
Parent, student, and teacher satisfaction

In 2008 the school sought the opinions of parents, students and teachers about the school.

The outcomes of parent and teacher surveys indicated that satisfaction levels were very positive and there was a constructive partnership between the school and the community with parents expressing confidence in their child’s teacher and the programs in the school.

Ninety-one per cent of parents surveyed felt the school had strong community partnerships. Eighty-nine per cent of parents surveyed thought the school offered a wide range of programs, catered to the needs of students and has competent teachers.

Eighty-seven per cent of staff agreed the school had strong community partnerships. Staff felt that the new student welfare initiatives were having an impact however needed further implementation to maximise effectiveness.

Students were very positive and constructive in their feedback. Ninety-two per cent of students said they liked coming to school. Eight per cent of students felt they were bullied at school, however bullying was addressed when staff were aware of it.

Professional learning

Targets for 2008 included improved strategies for literacy, numeracy, health, wellbeing and technology.

All staff attended professional learning throughout the year, including regular weekly stage, staff and priority team meetings. All professional learning was aligned to regional and school plans and needs.

Administrative and support staff were also involved in professional learning through school based, district and regional activities.

The quality of staff learning has a direct impact on the quality of teaching in the classrooms and the programs within the school. A total of $15,142 was budgeted for professional learning during 2008 as we believe it is crucial to students achieving improved learning outcomes.

School development 2009 – 2011

Target 1- Literacy

School based data will show each student achieving individual learning goals in relation to Stage outcomes in writing- focusing on Narrative.

Strategies to achieve this target include:

- Whole school analysis of NAPLAN Smart Data to determine areas of strength and weakness in literacy and its impact on writing.
- Explicit teaching of text types using NAPLAN rubrics to provide direction for teaching and assessment.
- Teacher professional learning in Consistent Teacher Judgement and the planning and designing of stage based assessment tasks and their marking.
- Raising the profile of successful writers by displaying and recognising quality work.

Our success will be measured by:

- Increased student engagement and enjoyment of writing tasks.
- Consistency of teacher judgement and stage collaboration in assessment tasks.
- Maintain the percentage of Year 3 students achieving in Band 5 and 6 in writing at 86% or above.
- Increase the percentage of Year 5 students achieving in Bands 6, 7 & 8 by 10% (+1)

Target 2- Literacy

To increase student skills in applying graphological and phonological knowledge to spelling and the consistent application of the rules of grammar.

Strategies to achieve this target include:

- Teacher professional learning and sharing of spelling strategies to improve writing.
- Investigate Ants in the Apple spelling, writing and grammar program for future implementation.
- Development of a spelling and grammar scope and sequence K-6.
- Analysis of NAPLAN data by all staff to determine areas of weakness, developing a shared understanding that all skills and knowledge taught is a shared responsibility.

Our success will be measured by:

- Development of explicit teaching strategies to improve spelling and grammar resulting in improved NAPLAN results in Spelling, Grammar and Writing.
- Stage planning and assessment tasks to promote consistency of teacher judgement and accurate feedback to parents and students.
- Year 3 - Students performing in Bands 5&6 in Grammar and Punctuation - increasing from 79.3% to 85% (+1)
- Year 3 - Students performing in Bands 5 & 6 in Spelling - increasing from 59% to 65% (+1)
- Movement of two Year 5 students from each band 4-8 in Spelling, Grammar and Punctuation to increase of 10% in all areas.
Target 3- Numeracy

To improve the level of numeracy achievement of all students in line with State plans and syllabus requirements.

Strategies to achieve this target include:
- Whole school analysis of school (SENA and Best Start) and Naplan data to identify aspects of numeracy where students are under performing.
- Continue the commitment to Count Me In Too as a school focus, implementing the framework, and teaching strategies by using the syllabus and Foundation statements.
- Collaborative planning and programming where all teachers use the learning framework and develop explicit quality criteria for assessment and teaching learning activities.
- Development of a school based scope and sequence of concept acquisition.
- Purchase of appropriate and necessary resources to support the learning framework and its implementation in all classrooms K-6.

Our success will be measured by:
- Increased staff competence in identifying and catering for the diverse range of students needs and capabilities.
- Development of stage appropriate assessment tasks focusing on higher order thinking skills and working mathematically.
- Improved levels of mastery exhibited by students within school based assessments, NAPLAN and external testing procedures.
- Increase the number of Year 3 students growing 80 points or more by at least 5% (+1) moving into bands 4, 5, 6.
- Increase the number of Year 5 students growing 80 points or more by 8%(+1) moving into Bands 5, 6, 7, 8.

Target 4- Quality Teaching

Teachers to utilise the Quality Teaching Framework to improve achievement of student learning outcomes in Literacy and Mathematics.

Strategies to achieve this target will include:
- Implementation of Best Start, SENA and Key into Comprehension programs to identify directions for explicit teaching.
- Ongoing professional learning for all staff in the above programs. This will require attendance at regional meetings and accessing regional support.
- Whole school professional learning focus on pedagogy and the use of the Quality Teaching Framework as a reflection tool. Identification of eight key elements which will be used to drive teaching programs.
- School community workshops for parents that focus on understanding the teaching of reading, writing, numeracy and ways in which they can support these programs and their children at home.

Our success will be measured by:
- Deep understanding by teachers of what student achievement ‘looks like’ in relation to syllabus, student documents, student engagement and completion of tasks.
- Deeper understanding by parents of strategies used at school to promote student engagement and achieving excellence.
- Development of a more productive partnership between parents, teachers and students in quality education and high achievement of learning outcomes for all students.

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.

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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: