Keiraville Public School
Annual School Report
Messages

Principal’s message

In 2011, Keiraville Public School became a designated Centre for Excellence focusing on the National Partnership initiative of Teacher Quality. This is wonderful recognition of the work of teachers, support staff, students and their families. The school received $50000 in funding and attracted additional staffing in the form of a Highly Accomplished Teacher and an Educational Paraprofessional to assist with the facilitation of our Centre for Excellence school plan. The Centre for Excellence initiative will continue throughout 2012.

Our school is a warm and dynamic learning environment. Staff have participated in extensive professional learning throughout the year. We continue to support the needs of all students by providing quality teaching and learning programs. Access to an extensive range of special learning opportunities allows students to develop, discover, explore and extend their talents and skills. At Keiraville, we are very proud of the achievements of our students in a variety of fields.

High expectations for learning and behaviour provide a challenging and safe environment for all students. The values of respect, responsibility, excellence, integrity and care are an important part of our school life.

Our families and community members, including the P&C, enable us to regularly celebrate success and promote a sense of community. Throughout the year there have been many opportunities for the community to work together. Our very successful 120th birthday fair is a prime example of our learning community working together. Our tennis court was resurfaced due to commitment and funding by the school, the P&C and a Department of Education and Communities grant.

With our dedicated staff and highly supportive community, our school is a place where excellence is nurtured, achievement is recognised and encouraged and students enthusiastically embrace learning. It was a great honour to be chosen as the school in our local area to officially open Education Week in 2011.

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

P & C and/or School Council message

This year the main focus of the P&C was the 120 year school fair on Sunday, October 16.

A huge amount of preparation was needed for the fair and many parents volunteered to make the day a huge success. Preparation meetings started last year and continued right up until the event. It was the first time in over 14 years that there had been a fete at the school and as the event had to be planned from scratch it was a lesson for all involved.

There were rides, sausage sizzle, face painting, cake stalls, chocolate wheel, sand art, Matilda's farmyard, ice cream stall, lolly stall, trash and treasure, sideshow alley, food stalls (sushi, popcorn, devonshire teas and pasta), art gallery (with art created by the students), funny photos, origami stall, tutus and dresses, baby photo competition, plus performances by the KPS band and dance schools. There were some hiccups in the fair organisation but everyone came together on the day to prove what a fantastic school community Keiraville has. The fair raised over $10,000 which the P&C decided to use for air conditioning the two kindergarten classrooms.

The canteen was refurbished earlier this year by the DEC ensuring that it was meeting OHS criteria and Food and Safety guidelines required by Wollongong City Council.

Over the past 2 years the canteen has been transformed into a healthy canteen. It is still run by volunteers and has been a huge success.

There have been smoothie days, ‘meal deals’ and we even have sushi by order once a week. The canteen also offers seasonal meals such as soup and pasta in winter.

Next year the canteen committee are looking at further ways they can improve and offer more services to the school community. The canteen provides a great service for KPS and also makes money for the P&C each year.
The tennis court surface was refurbished in late November this year. After 20 years the surface had worn down and had been repeatedly repaired. In 2009 the P&C identified that the surface needed updating and set about raising funds. The school received a sports grant and this was also used to subsidise the resurfacing cost.

After 3 quotes all around the $25,000 mark it was decided to use a local firm from Albion Park.

Tennis coach, Ian Goodyear pulled up the old surface saving the P&C around $4000. Due to rain delay, the court was finally started in late November and was finished in early December.

The uniform shop was run with the help of volunteers and has been doing a great job of keeping the school stocked with affordable clothing and uniforms that meet all school guidelines. In 2012 Ruth will be taking over the running of the uniform shop, again helped by volunteers. The uniform shop provides a great service for KPS and also raises additional funds for the P&C.

Parents, grandparents and members of the Keiraville community this year have worked hard for the school in a volunteer capacity in the following areas; the school canteen, the school uniform shop, class reading groups, school band, helping out at alternative sport, working bees for the school gardens, Book Club, Silver Morning Tea, kindergarten transition to school, Mother’s Day and Father’s Day stalls, helping out children chosen for representative sport and of course many people volunteered for the school’s 120 year fair.

It took a community of volunteers to achieve what we have this year. At Keiraville Public School we have an amazing school community.

Ms Gaye Burrows P&C President

Student representative’s message

2011 has been a fantastic year for the Student Representative Council (SRC). The SRC has been actively involved in many aspects of school life including leadership training and fundraising initiatives.

Throughout the year the SRC have held meetings and made decisions about what they wish to happen at Keiraville Public School. We voted on which charities to support and held three successful fundraising events, Make A Wish Day, Daffodil Day and National Boardies Day, which were all raising money for cancer research and Surf Lifesaving. SRC class representatives speak to their class about issues that have been raised and discussed at SRC meetings. These class representatives are the voice for the school student body. Members of the SRC also visit classrooms each week and through careful observation they choose the most “environmental” class for that week, which includes tidy classrooms and saving energy by turning lights, air conditioners and fans off. As leaders of the SRC we have been very busy this year and have been involved in many areas of school responsibility, from raising and lowering the flags, running the SRC meetings and attending and representing our school at the ANZAC service. Every day has some level of responsibility. To help us learn more about our roles we attended a Young Leaders Conference at the University of Wollongong in May and learnt leadership skills that we have definitely put into practice. We have hosted special assemblies including ANZAC Day, Remembrance Day and our school’s annual recognition of student effort assembly.

We have also assisted in many informal ways around the school. 2011 has been a wonderful year for Keiraville Public School leaders and we are proud to have been able to fulfill this role. We have all thoroughly enjoyed being in our positions and learnt a great deal about leadership. Thank you to Stage 3 teachers who have guided and helped us along the way. We wish our successors good luck and hope they enjoy the position.

Lydia, Joshua, Sophie and Mark.
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

The number of student enrolments remained stable throughout 2011.

<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>125</td>
<td>133</td>
<td>137</td>
<td>137</td>
<td>137</td>
</tr>
<tr>
<td>Female</td>
<td>107</td>
<td>98</td>
<td>105</td>
<td>111</td>
<td>110</td>
</tr>
</tbody>
</table>

Student attendance profile

Average daily attendance for 2011 continues to be equivalent to state and region level. It is imperative that students arrive on time and attend school every day. Regular attendance and prompt arrival at school is vital for success.

<table>
<thead>
<tr>
<th></th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Roll</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>class</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>KL</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>KM</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1M</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1P</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2-3H</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2H</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3-4M</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4C</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>S3D</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>S3P</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Class sizes

Primary class sizes are included in the annual school report in order to provide parents with as much local information as possible. 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>KL</td>
<td>K</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>KM</td>
<td>K</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>1M</td>
<td></td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>1P</td>
<td></td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>2-3H</td>
<td></td>
<td>13</td>
<td>25</td>
</tr>
<tr>
<td>2H</td>
<td></td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>3-4M</td>
<td></td>
<td>22</td>
<td>29</td>
</tr>
<tr>
<td>3-4M</td>
<td></td>
<td>7</td>
<td>29</td>
</tr>
<tr>
<td>4C</td>
<td></td>
<td>27</td>
<td>27</td>
</tr>
<tr>
<td>S3D</td>
<td></td>
<td>16</td>
<td>30</td>
</tr>
<tr>
<td>S3P</td>
<td></td>
<td>19</td>
<td>29</td>
</tr>
<tr>
<td>S3D</td>
<td></td>
<td>14</td>
<td>30</td>
</tr>
<tr>
<td>S3P</td>
<td></td>
<td>10</td>
<td>29</td>
</tr>
</tbody>
</table>

Management of non-attendance

Student attendance is closely monitored through adherence to the Department of Education and Communities Attendance Policy. Reminders for parents to explain absences are regularly placed in newsletters and individual notes are sent home to families where absences are unexplained. Children arriving late should be accompanied by an adult and obtain a late note from the school office. Children leaving the school grounds early can only do so with a written note from parents.

Staff information

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

<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>3</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>7</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.315</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.0</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.6</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 Administrative &amp; Support Staff</td>
<td>2.422</td>
</tr>
<tr>
<td>Total</td>
<td>14.73</td>
</tr>
</tbody>
</table>
The National Education Agreement requires schools to report on Indigenous composition of their workforce.

Keiraville Public School has one staff member from an Indigenous background. This staff member is very proud to be a Jerrinja woman from the NSW South Coast. Her grandmother was born on the mission at Roseby Park, Orient Point.

Staff retention

During 2011 the school has retained the staffing allocation as in previous years forming 10 classes. A new Assistant Principal was appointed. As a Centre for Excellence in 2011 we also had a Highly Accomplished Teacher (HAT) and a paraprofessional appointed to the staff to assist in the implementation of the Centre for Excellence school plan.

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>
</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.

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>107314.43</td>
</tr>
<tr>
<td>Global funds</td>
<td>128342.30</td>
</tr>
<tr>
<td>Tied funds</td>
<td>124597.60</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>116845.58</td>
</tr>
<tr>
<td>Interest</td>
<td>7112.77</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>11095.65</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>495308.33</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>31967.12</td>
</tr>
<tr>
<td>Excursions</td>
<td>14404.93</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>62272.34</td>
</tr>
<tr>
<td>Library</td>
<td>4674.78</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>2484.14</td>
</tr>
<tr>
<td>Tied funds</td>
<td>104139.64</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>30364.65</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>40113.79</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>29315.44</td>
</tr>
<tr>
<td>Maintenance</td>
<td>26143.99</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>10827.65</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>356708.47</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>138599.86</td>
</tr>
</tbody>
</table>

A significant amount of the balance brought forward is already committed to existing school programs for 2012 and outstanding payments from the 2011 school year.

A full copy of the school’s 2011 financial statement is tabled at the annual general meetings of the parent body. Further details concerning the statement can be obtained by contacting the school.
School performance 2011
As part of a balanced, well rounded curriculum, Keiraville Public School demonstrates a strong commitment to the creative arts. All classes present assembly items to parents, visitors and peers throughout the year.

Achievements
Arts
Keiraville has for many years had an innovative creative arts program. Once a week the students are involved in a series of creative arts workshops which incorporates our band program, violins, guitars, singing lessons, visual arts and performing arts. Stage 3 students were involved in an innovative initiative involving the University of Wollongong and a respected Australian music composer. This culminated in a performance ‘A Night at the Opera.’ Throughout term three and term four, Bachelor of Primary Education students and Creative Arts students worked alongside freelance composer and educator Dr Damian Barbeler. They helped guide the Year 5 and Year 6 students to create four ‘child friendly’ operas. More than 200 people attended the event. The performances were superb. “The whole night was a brilliant celebration of what public schools can achieve and how we can never underestimate what children are capable of.” (Keiraville parent)

Sport
Sport is full of life lessons. It can teach you about failure, joy, disappointment, excitement, winning and losing. Personal achievement is doing the best you can, setting up goals and fulfilling them. Students at Keiraville thoroughly enjoy their sport. The skill, determination, sportsmanship and teamwork from all students at school events and Primary Schools Sporting Association competitions (PSSA), epitomises the values and strong sense of excellence expected at Keiraville. This year we have had state representatives for cross country and athletics. We also had a south coast representative in basketball play at Broken Hill in the NSW State Championship. In swimming, this year we have had many champions. We had Year 2 students who swam their very first lap at a swimming carnival. We had records broken and thirty two students represented Keiraville at the district carnival. Keiraville came sixth overall out of eleven schools. In cross country, we had all of kindergarten race their very first running race at a cross-country carnival. Forty eight students competed at district level. In athletics, records were broken in a number of events. Students went on to the district, regional and state competitions.

KPS encourages a healthy lifestyle with our sport, fitness and PDHPE program. We have enjoyed Dance2B Fit, Sport-It – gymnastics program, the Life Education Van, Surf Life Saving visits for Years 2, 4 & 6, a swimming scheme and a bike safety day for Stage 2. The sport program incorporates fundamental movement skills across K-6, PSSA participation in terms 2 & 3 and an alternative sport program. In fitness, we continue an active lifestyle approach continuing a “zumba” initiative that all students and teachers have embraced with enthusiasm. Other fitness activities have included circuits, aerobics, endurance, relays & skipping. The Crunch and Sip Program continues on a daily basis in the classrooms and the canteen has embraced a healthy food menu to promote healthy living. We appreciate the hard work the parents have put into our healthy canteen. We have also been fortunate enough to continue the purchase of thousands of dollars of new sporting equipment that the students use in the playground and during their sport/fitness programs.
Public Speaking

In order to be a contributing and successful member of society, students must develop the skills they need to be effective communicators. At Keiraville Public School we provide all students with the skills they need to communicate in both formal and informal situations. In 2011 students had the opportunity to compete in the Multicultural Perspectives Public Speaking Competition. The students auditioned for an opportunity to participate in the competition. The school nominated two Stage 2 students and two Stage 3 students. A year six student was the winner of the Stage 3 division and was chosen to compete at regional level. Another student was successful in gaining the Highly Commended certificate in the Stage 2 division. All participants represented our school and performed impeccably.

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)
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

Thirty-three, Year 3 students sat for the reading, writing, spelling, grammar and punctuation NAPLAN testing in 2011.

- The school average score in reading was 466.5 compared to 415.0 in the state with 66.7% of students performing in the proficiency bands (Bands 5 & 6)
- The school average score in writing was 446.1 compared to 422.4 in the state. 65.1% of students performed in the proficient bands.
- The school average score in spelling was 450.3 compared to 415.5 in the state. 68.7% of students performed in the proficient bands.
- The school average score in Grammar and Punctuation 478.2 compared with 422.9 in the state. 65.7% of students performed in the proficient bands.

![Graph showing percentage distribution for Year 3 Reading](image)
Thirty-three, Year 3 students sat for the numeracy NAPLAN testing in 2011.

- The school average score in numeracy was 437.1 compared to 400.7 in the state with 46.9% of students performing in the proficiency bands.(Bands 5 & 6)
**Literacy – NAPLAN Year 5**

Thirty-four, Year 5 students sat for the reading, writing, spelling, grammar and punctuation NAPLAN testing in 2011.

- The school average score in reading was 532.6 compared to 489.0 in the state with 50% of students performing in the proficiency bands. (Bands 7 & 8)
- The school average score in writing was 513.1 compared to 486.6 in the state. 29.4% of students performed in the proficient bands.
- The school average score in spelling was 508.7 compared with 493.7 in the state. 41.2% of students performed in the proficient bands.
- The school average score in Grammar and Punctuation was 521.5 compared with 500.7 in the state. 44.1% of students performed in the proficient bands.
Numeracy – NAPLAN Year 5

Thirty-four, Year 5 students sat for the numeracy NAPLAN testing in 2011.

- The school average score in numeracy was 525.2 compared to 495.9 in the state with 41.2% of students performing in the proficiency bands. (Bands 7 & 8)

Progress in literacy

The average progress of Year 5 students from Year 3 to Year 5 for:

- reading was 59.1 points
- spelling was 63.6 points
- grammar and punctuation was 58.8 points.

Average progress for Writing 2009-2011 is not displayed due to the change in the Writing scale from Narrative to Persuasive.
The average progress of Year 5 students from Year 3 to Year 5 for numeracy was 81.3 points.

Minimum standards

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

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

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at 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>

Significant programs and initiatives

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 to students utilising the skills and expertise of the staff and the support of the parent body.

Aboriginal education

During 2011 Keiraville Public School has demonstrated its commitment to the Department of Education and Communities’ focus on Aboriginal Education through the signing of a Partnership Agreement with the NSW Aboriginal Education Consultative Group (NSW AECG). This Partnership Agreement recognises the critical need to work together to achieve the aspirations and potential of Aboriginal learners. The Partnership Agreement is also critically important in fostering collaboration between Aboriginal and non-Aboriginal people in promoting a better understanding of our shared history, respect and acceptance of both cultures and recognition of the unique place Aboriginal people have in this country. We have continued to address the needs of our Aboriginal children through the ongoing development of Personalised Learning Plans that are aimed at the achievement of appropriate positive outcomes on an individual level. All students at Keiraville Public School have had the opportunity to engage in learning about Aboriginal culture through our KEALA garden. This area is specifically designed to display the natural flora that the local Indigenous people would have traditionally used for food and medicine. We continue to acknowledge the traditional owners of this land at each assembly and celebrate significant events that are important to Aboriginal people and their culture.

Multicultural education

The students of Keiraville Public School celebrate our very diverse multi-cultural community by participating in a variety of teaching and learning activities encompassing many different cultures. This develops knowledge, tolerance and understanding of our unique school community and the importance of individuality and
acceptance to well being. Harmony Day is always a celebration of how many cultures come together to make the world as we know it. Teachers planned and taught a variety of activities from around the world. The students thoroughly enjoyed the day even though it was hampered by rain.

We currently have two trained Anti-Racism Officers (ARCO) who respond to incidences of racism and share strategies and teaching activities with staff. Each incidence is dealt with in an individual manner according to the severity of the incident. However, there is zero tolerance for racism.

Multi-cultural perspectives are embedded into the schools’ scope and sequence of integrated units.

**National partnership programs**

In September 2010, Keiraville Public School was designated a Centre for Excellence (C4E) for 2011 and 2012. This accolade was recognition of the efforts of teachers and students to achieve and maintain outstanding academic results. As a result the school received extra funding, a Highly Accomplished Teacher (HAT) and an Educational Paraprofessional.

Under the Centre for Excellence National Partnership- Teacher Quality, Keiraville Public School is the “hub” school and supports other local schools, known as “spoke” schools. Another component of this initiative is to establish an external partnership with the University of Wollongong. This resulted in a large number of interns and practicum students completing their practical experience at Keiraville. The school received outstanding accolades from the students and the University in our quest to ensure beginning teachers had developed quality skills and strategies.

During 2011, the Highly Accomplished Teacher provided demonstration lesson modeling quality teaching in Literacy (Literacy on Track) and Numeracy (Taking off with Numeracy) initiatives. All staff from the hub and spoke schools participated in a series of professional learning days encompassing these programs. The Highly Accomplished Teacher plans and teaches closely with staff and assists and supports new scheme teachers to achieve accreditation through the NSW Institute of Teachers. Assistance is also provided to staff who are maintaining their accreditation.

Our major focus in 2011 was to model high quality teaching to colleagues across the hub and spoke schools and to lead other teachers in the development of leadership skills and quality programs with a clear focus on explicit teaching using the Quality Teaching Framework.

Another important focus was the use of technology to enrich teaching and learning. This has enabled our students and teachers to explore curriculum in an engaging and interactive way. Purchase of laptops will enable individual computer use in all classrooms and integrate with the use of interactive whiteboards and connected classrooms.

Development of appropriate resources, increased teacher confidence and quality of teaching will ensure that ‘quality teaching’ and ‘teacher quality’ is sustainable.

**Other programs**

**Language, Learning and Literacy**

During 2011, Kindergarten implemented the Language, Learning and Literacy (L3) program. This is a research-based, kindergarten program that targets reading and writing. Kindergarten teachers participated in professional learning activities every fortnight. Through the L3 program students receive explicit instruction in small groups for reading and writing strategies. Students then rotate to independent, individual or group tasks to consolidate their literacy learning. L3 sessions occur on a daily basis and allow teachers to clearly track student progress and identify learning needs and extend their learning in reading and writing. This innovative program allows students the freedom to explore literacy learning in a number of practical ways and succeed in reading and writing through clear and supportive teaching strategies.

**Sci-time**

The Sci-time project was implemented in all classes K-6 as staff identified the need for students to be exposed to a variety of scientific activities and investigations. This project
complemented the science learning already being implemented through Connected Outcomes Groupings Units. The Sci-time project delivered engaging learning to students through science experiments. These science experiments challenged students to think critically by investigating, predicting and questioning. The majority of the science experiments used everyday items to engage students in positive science learning. Furthermore, the project encouraged the students’ sense of wonder and curiosity about the natural and made world and fostered active engagement in the processes of working scientifically. Stage 3 students entered their projects in the annual Science Fair at the University of Wollongong. Countless hours of work spent in researching and presentation of these projects was exceptional. Six students from Keiraville were awarded Highly Commended medallions.

Environmental Education

Gaining an understanding of the environment is essential if students are to develop a positive and balanced attitude towards it. At Keiraville Public School we engage students in many successful environmental programs. This year, all classes enjoyed contributing to our paper recycling program and compost bin system. A worm farm has been purchased to provide fertilizer for our vegetable garden which in time will provide salad items for our healthy canteen. A community member dedicated her time each week to helping class groups maintain our KEALA and vegetable gardens. A Green Gang also spent time at lunch and recess caring for areas of our school by helping to water, weed, mulch and maintain our gardens. Our Stage 3 students attended the 2011 World Environment Day. Students were involved in a range of workshops that provided them with knowledge of environmental concepts such as renewable and non-renewable energy. Such knowledge has allowed for active and informed participation in helping to effectively manage the environment.

Climate Energy Savers Project

In 2011, Stage 3 students received a ‘Climate Clever Energy Savers’ (CCES) grant. The purpose of CCES is to support professional learning and promote student-directed energy saving and greenhouse gas reduction projects. The Stage 3 students investigated concepts about energy (electricity) and greenhouse gas emissions through the Sustainability Action Process. The group of students, known as, “Power Patrol” started by investigating the use of energy in the school, through audits and graphing of energy bills. They decided to make a case for change to reduce the school’s energy bill by 30%. Students began to explore a range of options for change including: a policy for the use of heating and cooling systems around the school, posters promoting energy saving tips, thermometers placed in each classroom for temperature control and a multi-media project outlining their campaign. The project has been very successful and has aimed to change the attitudes and behaviours of students and teachers at our school.

Progress on 2011 targets

Target 1

School and NAPLAN based data will show each student achieving individual learning goals in relation to Stage outcomes, addressing:

Comprehension and critical literacy skills through focus on 3L’s in K-2, Key Into Comprehension in Yrs 3-4 and Accelerated Literacy in Yrs 5-6.
Year 3 - 63% of students achieving reading in the proficient band, 59% of girls will achieve in proficient bands.

Year 5 - 60% of students achieving at proficient level in writing.

Our achievements include:

- Differentiated curriculum used to meet the needs of ‘learning adjusted’ and ‘talented’ students.
- Classroom practices demonstrate engaged students and enhanced student learning outcomes.
- Smart data analysis and Newman’s Error analysis information is incorporated into teacher programming to facilitate student growth.
- Teaching and learning programs developed cooperatively and informed by valid and reliable data K-6.
- Staff accessing and using DET online support material and lesson strategies, specifically linked to SMART data analysis.
- Development of rich, stage based assessment tasks in persuasive writing, including the use of rubrics, leading to consistent teacher judgement.
- Classroom practices demonstrate engaged students and enhanced student learning outcomes.
- Teachers professionally developed in a range of ‘Thinking Tools’ to enhance the quality learning environment. Staff training in Thinking Skills using Ralph Pirozzo Capacity Matrices.
- Student assessment is easily traceable – use of Data Wall to track the students’ learning. Student assessment is used to group students into targeted learning groups.

Target 2

To improve the level of numeracy achievement of all students in line with State plans and syllabus requirements measurable through school based and state wide assessments.

Year 3 - 54% of students achieving in the proficient band. Increase the number of girls in Band 6 to 20% and the proficient bands to 47%.

Year 5 - increase the number of students achieving at proficient level to 64%.

Our achievements include:

- Increased staff knowledge of student needs through SMART DATA analysis. Strategies to address learning needs are evident in teaching and learning plans.
- Teachers cooperatively plan class programs in terms of North Coast Scope and Sequence and Quality Teaching model.
- Thorough knowledge of Newman’s Error Analysis and implementation through a range of assessments. Tangible proof through programming and assessment cycle.
- Student assessment samples reflect explicit teaching strategies in Number and Space and Geometry.
- School based assessment data shows improvement in students’ problem solving skills.
- Student assessment easily traceable - use of Data Wall to track the students’ learning. Student assessment is used to group students into targeted learning groups.
- Evidence of differentiated curriculum catering for all student needs.
- Students engaged in quality learning experiences designed to maximise learning.

Target 3

To embed the goals/aims of the National Partnership - Teacher Quality as a designated Centre for Excellence.

Our achievements include:

- Centre for Excellence Network is established. Hub and spoke schools committed to their involvement in the C4E plan.
- TPL undertaken and completed with Highly Accomplished Teacher (HAT) and school staff in hub and spoke schools.
- Professional learning aligned to standards allowing teachers to gain recognition and accreditation from NSW Institute of Teachers.
- Teaching and learning programs demonstrate Quality Teaching framework across hub and spoke schools.
- Teacher surveys indicate increased use and understanding of effective quality teaching skills (pre and post surveys).
• Strong links established with the University of Wollongong, demonstrated by shared responsibility for support of practicum and intern students.
• Evidence of teacher/executive development in the Quality Teaching Framework and Consistent Teacher Judgement through TARS processes in all schools.
• School teams including HAT have analysed data in all schools to provide achievable and measurable revised targets.
• Personalised Learning Plans for all Aboriginal students are developed, implemented and monitored in hub and spoke schools and monitored on a regular basis, in hub and spoke schools, leading to achievement of specific goals and learning outcomes.

Findings and conclusions
The employment of the Highly Accomplished Teacher has been instrumental in the success of the school plan. While having a number of roles, a large focus has been on professional learning including boys education, differentiated curriculum, Literacy on Track, Taking Off with Numeracy, assessment and tracking of student performance. All of these areas are school targets identified in the school plan. Delivery of professional learning using an in-school model was established and this enabled classroom teachers to participate in full day and half day training sessions and to observe demonstration lessons in their own classrooms. Teacher surveys have indicated high support for the role of the HAT to support curriculum change and lesson differentiation in the classroom through the development of lesson plans and team teaching. Teachers found the establishment of stage based assessment tasks and the plotting of students on the learning continuums beneficial to consistent teacher judgement. All teachers devised an individual professional learning plan which was regularly monitored. Development of ICT skills for classroom application was a high priority.

Positive and strong partnerships have been forged with the University of Wollongong to enhance teacher quality in pre-service teacher training. This resulted in Keiraville Public School being recognized as a focal point for quality teacher training. Workshops provided by staff in hub and spoke schools provided invaluable information for all pre-service teachers.

New Scheme teachers in all schools were provided with assistance to attain and maintain their accreditation through the Institute of Teachers. All New Scheme teachers indicated that this support was highly valued.

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 the success of the Centre for Excellence initiative and Literacy/Numeracy as it related to our Centre for Excellence school plan.

Educational and management practice

Background
In 2010 we conducted a situational analysis in preparation for our Centre for Excellence journey in 2011-2012. This highlighted the common areas of need in both hub and spoke schools. This became the focus for our Centre for Excellence school plan. We needed to evaluate the success of our plan to identify the direction for the 2012 school plan.
within each school. This will be dependent upon each school’s identified needs.

Participation in the ISER reviewing Spelling K-6 school based project in 2012 will address issues identified in NAPLAN data in all schools.

We have been approached by researchers at the University of Wollongong to participate in a study about the effectiveness of teacher dialogue in raising awareness of quality teaching.

Parents felt that they were well informed about their child’s progress in literacy and mathematics.

Communication of progress takes place in many forms including discussion with teachers, discussion with the students, helping in the classroom, listening to home reading, playing mathematics and word games at home and homework.

Parents would like more information sessions regarding class organization, routines, ways to assist at home and methods of teaching reading and mathematics. The ‘maths bulletins’ were very well received and parents would like to see this initiative continue.

Future directions

Many parents are frustrated because they can’t help their child at home. There is a very strong identified need for parent information sessions where parents learn how to do mathematics and learn to read and write in a similar way to their children.

Parent, student, and teacher satisfaction

In 2011 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

Parents were asked to complete an on-line survey regarding their satisfaction with Keiraville Public School.

93% of parents agreed that the partnership between the school and community was very strong. They appreciated that the school and some teachers communicated via email.

The school newsletter and website were informative. However, only 25% of parents had accessed the website.

98% of parents were happy with the revised reporting schedule which included mid-year interviews. This had previously been of concern.

94% of parents agreed that the ‘healthy canteen’ was a great improvement. A small percentage still proposed the regular selling of more ‘red’ foods.

79% of parents felt that they were well informed about their child’s academic and social progress.

90% of parents believe there is a wide range of extra curricula activities and students are

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Curriculum

Background

Literacy and numeracy were addressed in detail throughout our Centre for Excellence plan. The thoughts and opinions of parents and students as to how these subjects are taught and how information is then communicated and reported upon was used to drive our future directions.

Findings and conclusions

Twenty nine parents responded to the on line survey. The results are as follows:

60% of students discussed their learning with their parents.

Parents appreciated the high standards set and the school’s expectation that students will always do their best.
encouraged to participate in a range of sporting and cultural activities. A small percentage feels that too much emphasis is placed on sport and that there should be more recognition for students in the performing arts.

There was strong support for the hard work and dedication provided by teachers at Keiraville.

It was agreed by all, that the Centre for Excellence initiative has been beneficial to our school. These positive comments are agreed upon by all members of our learning community.

Areas identified for improvement were:

- Homework. Concerns were expressed about the type, amount and purpose of homework given. Should homework involve use of the computer? eg. blogs. There was mixed support for this type of homework. This will be addressed in 2012.
- The revised system for achieving silver and gold awards. Is it fair? Some teachers are not giving ‘Kirri’ awards and therefore students are disadvantaged.
- Parents requested more information sessions about literacy and numeracy.
- The website needs to be revamped and information regularly updated.
- Students should not ‘miss out’ on participation in a curriculum area if they choose to participate in the band program.
- More access to computers and interactive technologies for students and training for parents in understanding the use of technology in teaching and learning.
- Information to be provided re: How to access the school website, download notes etc.
- Extension classes should be provided for students who are ‘excelling.’
- Introduction of an end of year award for consistent application to the Key Learning Area: Performing Arts.

**Professional learning**

Ongoing professional learning is a significant and important part of planning for teaching and learning. At Keiraville, all teachers and administrative staff participate in regular professional learning, including weekly stage, staff and priority team meetings. The Centre for Excellence initiative has provided extensive funding for the updating of curriculum knowledge, skills and strategies and also the development of innovative pedagogy and classroom practice. All professional learning is aligned to regional, state and school plans.

Areas for professional learning in 2011 were: Literacy on Track, Taking off with Numeracy, Interactive whiteboard training, Boy’s Education, Differentiated curriculum with Ralph Pirozzo, Brekkie with a Techie, early learning continuums, assessment and tracking of student progress, persuasive texts, Australian Curriculum, Newman’s Analysis, strategies for behavior modification, and students with special needs. Staff also participated in mandatory professional learning, such as Child Protection- Keep them Safe, Code of Conduct, anaphylaxis, CPR and emergency care training, etc.

Teacher quality has a profound impact on the quality of teaching occurring within classrooms. Meaningful professional learning focused on school, staff and student needs is crucial to students achieving improved learning outcomes.

**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**

*Increase levels of literacy achievement for all students by providing evidenced based professional learning, programs and practices linked to measurable and achievable targets.*

2012 Targets to achieve this outcome include:

*Increase the percentage of students achieving in the proficiency bands using the +1 principle for:
• Writing: Year 3 from 70% in 2011 to 73% in 2012 and Year 5 from 29% in 2011 to 32% in 2012
• Reading: Year 3 from 67% in 2011 to 70% in 2012 and Year 5 from 50% in 2011 to 53% in 2012
• Spelling: Year 3 from 69% in 2011 to 72% in 2012 and Year 5 from 41% in 2011 to 44% in 2012

Strategies to achieve these targets include:
• Quality Teaching Model used as a reflection tool for analysis of best practice.
• Whole school analysis of NAPLAN data to determine strengths and weaknesses in writing, spelling, grammar and punctuation.
• All staff using the K-6 literacy continuum for writing and extending to reading.
• Identification of students’ learning needs and flexible grouping.
• Development and implementation of a workable assessment timeline. Common assessment tasks devised and administered across stages.
• Accessing and using DEC online support material and lesson strategies, specifically linked to SMART/school data analysis.
• Rich tasks catering for all students’ needs and interests.
• Teacher professional learning focusing on the explicit and systemic teaching of literacy.
• Introduction of a student tracking sheet to monitor progress of students as they move along the literacy continuum.
• Purchase resources to supplement home reading and guided reading materials.
• Innovative use of technology for teaching, learning and professional learning.
• Parent information sessions.

2012 Targets to achieve this outcome include:
Increase the percentage of students achieving in the proficiency bands using the + 1 principle for:
• Year 3 from 44% in 2011 to 47% in 2012
• Year 5 from 41% in 2011 to 44% in 2012

Strategies to achieve these targets include:
• Ongoing implementation of Taking Off with Numeracy (TOWN) strategies in stages two and three and Count Me In Too (CMIT) early stage one and stage one.
• Develop numeracy expertise of current staff where the syllabus informs the planning, programming and teaching and learning.
• Analysis of data (NAPLAN, Best Start, SENA, TOWN) to identify and plan teaching to address school and student needs.
• Authentic school-based assessments of all aspects of numeracy to ensure consistency of teacher judgement and inform teaching and learning.
• Use of the learning framework in number K-6 to inform teaching and learning programs and enhance student feedback.
• Targeted professional learning to support the continuous use of the mathematics syllabus and support documents through planning time, staff meetings and stage meetings.
• Revise and refine scope and sequence.
• Ongoing teacher professional learning on Newman’s Error Analysis.
• Examine quality practices of teaching and learning mathematics through lesson study.
• Purchasing mathematics equipment in targeted areas and re-organising current resources.
• Technology integrated as a tool for engagement and explicit teaching to enhance teaching and learning.
• Provide parent information sessions.

School priority 2
Outcome for 2012–2014
Increase levels of numeracy achievement for all students by providing evidenced based professional learning, programs and practices linked to measurable and achievable targets.
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: