

Kempsey West Public School

Annual Report



2016



2279

Introduction

The Annual Report for 2016 is provided to the community of Kempsey West Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

The Annual Report also describes the school's high quality practices across the three domains of the School Excellence Framework of learning, teaching and leading. For more information about the School Excellence Framework please visit: <http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Lyn Dockrill

Principal

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Message from the Principal

This is my last Annual School Report for Kempsey West as I am retiring at the end of the year.

I am proud of the achievements of our students and the ongoing success of the strategies implemented by the school to create high quality learning experiences for all students. We provide a welcoming environment where students, staff and parents work together to achieve the shared goals of Kempsey West Public School community.

Strong staff commitment and enthusiasm enable the school to offer stimulating, individualised programs for the interests and abilities of students. Kempsey West is a centre for innovation. The school focuses strongly on supporting the literacy needs of all students and offers a wide range of innovative academic, cultural and sporting programs.

The experienced and dedicated staff at Kempsey West is committed to providing a safe, supportive and caring environment. Through the *Positive Behaviour for Learning* (PBL) program we create a respectful, inclusive and positive culture where students are nurtured and supported to achieve their personal best.

I wish all staff, students, parents and community great success into the future.

School background

School vision statement

Kempsey West Public School endeavours to provide every child with the opportunity to become productive citizens in a supportive, challenging and stimulating learning environment. It provides programs that are differentiated and personalised to develop students' capacity to learn and give students the essential skills in literacy and numeracy. The school is committed to promoting future-focused learning so that students become productive and innovative users of technology. Kempsey West values the emotional, mental and physical well-being of all students.

School context

Kempsey West Public School is the largest and oldest state primary school in Kempsey, recently celebrating its Sesquicentenary. Our school population is 380 students. It consists of 14 mainstream classes and 5 Support Unit classes. The Support Unit caters for students with a range of physical, emotional and intellectual needs. These students are classified as IM, IO, IS and two Multi Categorical classes have been established.

Kempsey West is faced with an increasing proportion of students coming from lower socio-economic backgrounds. Kempsey West has a Family Occupation and Education Index (FOEI) of 187 which places the school amongst the highest 5 per cent of FOEI values (most disadvantaged) across NSW Government schools. The school receives Low SES Equity Funding.

The school has historically had a high mobility rate of 41%.

Kempsey has a high level of government support agencies that serve the corresponding high level of social and emotional needs present in the community. The proportion of Aboriginal students at the school has been steadily increasing. This year 50% of the school's population identify as Aboriginal.

Kempsey West has an experienced and very stable staff with over 70% of all staff having been at the school for over 10 years. The school is supported by two Aboriginal Education Officers and all classrooms are supported by experienced School Learning Support Officers.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

For all schools (except those participating in external validation processes):

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

This year, our school undertook self-assessment using the School Excellence Framework. The executive and specifically the *Leaders of Learning* at Kempsey West Public School have discussed the School Excellence Framework and its implications for informing, monitoring and validating our journey of excellence. Executive reflected on the progress being made across the school as a whole based on the expectations identified in the Framework. This provides an important overview to ensure our improvement efforts align with these high level expectations. A self-assessment survey of the School Excellence Framework was completed to capture *the point in time* judgement that has been informed by the ongoing self-assessment processes. The statements of excellence are central to guiding reflection on each element.

In the domain of **Learning** we have focused on Wellbeing, Curriculum and Learning, and Learning Culture. Our focus on student wellbeing, in particular the emotional wellbeing of each student, has been a focus for our school and its culture. Our Learning Support Team meets regularly and programs are devised to best support the needs of all students in the

school. All staff has been involved in understanding the complexities of trauma and the effects of trauma on learning and best practice for designing and implementing teaching strategies. A School Chaplain was employed to assist students and staff in recognising how students might behave after experiencing trauma and strategies were given to students to assist in the classroom and the playground. The results have been evident in the way that students are relating to each other and, importantly, in the increased engagement of students in learning. Attention to individual learning needs has been another component of our progress throughout the year. Students with high learning needs are being identified early and their parents are increasingly involved in planning and supporting the learning directions for them. We have also successfully provided for the strong participation and contribution of our Aboriginal community in learning at the school. School wide, clearly defined behavioural expectations are evident with our PBL team meeting fortnightly. Students are able to contribute to the wellbeing of others and the school community. Curriculum programs and teaching practices effectively develop the knowledge, understanding and skills of all students, using evidence based teaching practices. Curriculum planning is responsive to student needs.

In the **Teaching** domain we have been working in all areas. As part of literacy and numeracy initiatives teachers regularly use and analyse student performance data to reflect on their own teaching practices and to monitor student progress against continuums and syllabus outcomes. An important opportunity has been provided to staff members in relation to planning, teaching and growing as a team in each of our stages. *Collaborative Practice* processes are in place to provide mentoring and coaching with the continued employment of Leaders of Learning to ensure the ongoing development of teachers. Teachers actively share learning from targeted professional learning in Language, Learning and Literacy (L3) and Focus On Reading (FoR) with colleagues in both the school and the local community of schools.

The consolidation of knowledge gained as part of the TEN and/or TOWN program is progressing in all mainstream classrooms. Teachers have planned, implemented and reviewed their PDPs with support from mentors and colleagues and are committed to their ongoing professional development.

This year in the domain of **Leading** we have focused on growing our leaders in 'Leadership' with all executive having specific roles in their area of professional expertise. There has been continued support of leaders as Lead Trainers with an ongoing commitment to fostering and strengthening their leadership capacity to support and sustain school improvement. The leadership team monitors school resources and targets areas for improvement as part of the School Plan and directs school activities towards the effective implementation of milestones in the area of 'School Planning, Implementation and Reporting'.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

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Strategic Direction 1

Personalised Learning

Purpose

To support students in becoming literate, numerate, creative and innovative users of technology through the production of personalised and individualised programs that promote effective teaching and learning of future skills.

Overall summary of progress

The systems and practices of the Learning and Support Team, including the School Chaplain have enabled the early identification and intervention for students with academic and or social needs. All students are monitored and tracked so that a consistency of support is in place each year. The employment of School Learning Support Officers (SLSOs) to support students has enabled the success of individualised programs across the school. All teachers have participated in professional learning on *Differentiation* and now have a better understanding of the adjustments made in programming and delivery of lessons for students. All permanent Kindergarten teachers are now trained as Reading Recovery teachers and L3 facilitators. The school is 'Delivering' (SEF) in the value-added (growth) of students in NAPLAN from Years Three to Five and 'Sustaining and Growing' from Years Five to Seven as evidenced in the School Excellence Framework.

The development of deeper understandings and valuing of Aboriginal culture has been achieved through a range of cultural activities and an active Aboriginal Management Team. This is having a positive impact on the culture of the school, as well contributing to stronger involvement of Aboriginal Elders, community and the AECG.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">• 100% of all students regularly reflect and make changes to their PLPs.	All students have a PLP but not all students reflect regularly and make changes.	SLSOs \$276 000 2 x AEOs \$128 776
<ul style="list-style-type: none">• Increase the percentage of Kindergarten students achieving Cluster 4 and above in Reading Texts on the Literacy Continuum from 34% at the end of Kindergarten 2014 to 50% in 2017.	50% of all Kindergarten students achieved Cluster 4 and above in Reading Texts on the Literacy Continuum.	PL 6 days \$2700
<ul style="list-style-type: none">• Increase the percentage of Aboriginal Kindergarten students achieving Cluster 4 and above in Reading Texts on the Literacy Continuum from 36 % at the end of Kindergarten 2014 to 50% in 2017.	30.7% of Aboriginal students achieved Cluster 4 and above in Reading Texts on the Literacy Continuums.	PL– 6 days \$2700 SLSO \$17 263
<ul style="list-style-type: none">• Increase the percentage of teachers in Phase 3 or above in Skills and Integrating ICT on the CLAS (Connected Learning and Advisory Service) matrix from 50% in 2014 to 80% in 2017.	79% of teachers have achieved Phase 3 or above on the CLAS survey in the area of Skills and 53% of staff have achieved Phase 3 or above in Integrating ICT.	ICT teacher– 1 day week \$20 000 0.1 computer coordinator– \$10 000 Technology and flexible learning spaces \$30 000

Next Steps

Through the Aboriginal Management Team, embed high quality practices for Aboriginal students and extend the links with the Aboriginal Education Consultative Group (AECG), incorporating *8 ways pedagogy*, *Brospeak*, *Clontarf Connection* and *Connecting to Country* into class practice.

'Learning Maps' (Infinity Maps) professional learning for staff and executive.

Student self- reflection embedded in daily practice linked to achievable goals and students' PLPs-

'What do I want to achieve?'

'What do I need to do to get there?'

'Who/what can help me?'

'How will I know when I get there? '(evidence)

- Consistency of Teacher Judgement and the moderation of work samples to be conducted regularly for Early Stage One – Stage Three

Survey staff about their individual needs with ICT and implement ongoing professional learning on the use of ICT in classrooms – Google apps for education, coding/ 'Minecraft' and film making.

Continue to establish flexible learning spaces.

Strategic Direction 2

Dynamic Educational Team

Purpose

To develop a dynamic educational team to lead and inspire staff to engage in regular professional development, feedback, reflection and to further develop knowledge, understanding and skills in teaching, learning and leadership.

Overall summary of progress

Teachers were involved in timetabled professional learning alongside a mentor with a focus on syllabus documents with an emphasis on the integration of ICT skills in programs and daily teaching practices. The introduction of Performance Development Plans was instrumental in teachers being actively engaged in planning their own professional development to improve their performance. Most teachers were involved in at least one of the following programs; Language, Learning, Literacy (L3), New Focus on Reading 3–6 and/or Targeting Early Numeracy (TEN). The impact on student learning due to these initiatives is only just becoming evident as teachers consolidate their knowledge in these areas. The importance of having Lead Trainers in New Focus on Reading 3–6, L3 and TEN as part of our staff has enabled the continuation and sustainability of these programs. The lead trainers were able to build on their leadership capabilities by delivering these programs to teachers and principals in the wider network of schools.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
The attainment of professional goals to be achieved by 80% of teachers.	90% of teachers achieved their professional learning goals.	PL–12 days @\$450= \$5400 Leaders of Learning– \$95 000
25% of teaching staff are working towards higher levels of accreditation in accordance with the BOSTES Australian Professional Standards for Teachers.	24% of teaching staff are working towards higher levels of accreditation in accordance with the BOSTES Australian professional Standards for Teachers.	Teacher employed 0.2 \$20 000 for Professional Learning. Additional teacher employed 0.4 Professional Learning \$40 000

Next Steps

Formalise and embed a Performance Development Plan Process in school culture.

Continue to support teachers in the attainment of goals with mentor/ supervisor by *Leaders of Learning/ Instructional Leaders*.

Continue to implement a lesson study model for teachers to reflect on their professional goals and classroom practice and to foster continued collaborative practices.

L3 training to begin for some Stage One teachers and the continuation of the L3 program for Early Stage One and Stage One teachers.

Continue regular collegial meetings to discuss accreditation processes.

Continuation of TEN program and support to classroom teachers by the TEN lead trainer.

Executive involved in ongoing training to build their leadership capacity through a capability matrix of *Leading and Managing the School*, the *'Art of Leadership'* and *Instructional Leadership*.

Involve staff in the familiarisation of the School Excellence Framework and the process of evaluating the School Plan against the Framework.

1.4 Instructional Leaders to work with teachers K–3 to target areas for improvement in literacy and numeracy.

Stage Three teachers involved in New Focus on Reading 3–6 Phase 2 training on Vocabulary and Reading Texts.

Strategic Direction 3

School Values and Culture

Purpose

To build a school community who value the wellbeing and resilience of students and staff to ensure that schooling contributes to a socially cohesive society.

Overall summary of progress

The school has made a commitment to the ongoing success of PBL systems, policies and programs. Positive, respectful relationships are evident amongst our student population, promoting student wellbeing, with a high percentage of students feeling accepted by their peers. The majority of our students display positive behaviour across all school settings and use the skills, language and strategies of PBL in both the school and the wider school community. Our PBL team meets fortnightly and 50% of our teaching staff attends regularly. Two members of staff have been trained as in-school PBL coaches to maintain the integrity and sustainability of the systems currently in place. All staff has an understanding of the 'Wellbeing Framework'.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">• Increase the % of students with positive behaviour from 81% in 2015 to 95% in 2017. (Tell Them From Me Survey)	65% students in Years 4–6 have positive behaviour.	CLO – 2 days \$35000
<ul style="list-style-type: none">• Increase the % of Year 6 students with positive behaviour from 89% (Year 5 TTFM 2015 data to 92% in 2017.)	59% of Year 6 students have positive behaviour.	School Chaplain (funded through School Chaplaincy program) 2 days/ week.
<ul style="list-style-type: none">• Increase the percentage of students who feel accepted and valued by their peers from 82% in 2015 to 90% in 2017. (Tell Them From Me Survey.)	76% of students have a high sense of belonging.	SLSOs \$25 000 8 casual days @ \$450 = \$3600

Next Steps

Increase percentage of Year 6 students with positive behaviour from 89% (Year 5 2015 data).

Continue to employ a chaplain to support the wellbeing of students.

Continue to participate in the 'Tell Them From Me' surveys for students, teachers and parents.

Continued professional learning for all staff on the Wellbeing Framework and the School Excellence Framework and the links to the School Plan.

Continue to implement PBL within the whole school and inform parents through the school newsletter about PBL priorities and the 'Weekly Focus' and build on the 'You Can Do It' approach in classrooms with displays in all classrooms.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	All students have a PLP and participate in the process and are making progress across the literacy and numeracy continuums. Aboriginal students are demonstrating similar levels of progress to non-Aboriginal students in some areas. Cultural significance is included in consultation with Aboriginal Elders.	\$313 785 AEOs –\$128 776 SLSOs– \$135 263
Low level adjustment for disability	Class programs and strategies show evidence of accommodations and adjustments with appropriate differentiation for all students. SLSOs and LaST are distributed across the school to cater for the academic and social needs of individual students. Last provide professional learning to all teachers and resources across the school. 33% of students were referred to the Learning and Support Team.	\$277 417 LaST– \$204 042 SLSOs \$62 440
Socio-economic background	Leaders of Learning provide professional learning across the whole school and mentor teachers through the PDP process. Lead Trainers train staff in TEN and L3 programs and support FoR in classrooms. Personalised programs– individual support for students using Reading Recovery strategies. All teachers K–4 trained in either L3 or TEN.	\$739 058 –Leaders of Learning –\$150 000 SLSOs \$259 000 CLO– \$35 000 AP– \$95 000 Teacher 0.6 \$45 000 Professional Learning casuals \$60 000 Technology \$8 000 Resources \$9080
Support for beginning teachers	Casual employed 1 day fortnight for beginning teachers to access support from mentor/leader of learning. Beginning teacher in 2nd year was trained in L3 and TEN program.	\$13 127– 1st Year \$4020– 2nd Year

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	188	197	184	203
Girls	167	181	188	173

Student attendance profile

School				
Year	2013	2014	2015	2016
K	89.4	90.8	91.2	91.2
1	85.6	92.7	91.1	90.4
2	88.2	88.3	92.7	91.3
3	89.8	91.9	89.2	89.9
4	88.6	92.4	90	90.8
5	86.6	90.6	90.4	91
6	87.4	89.2	91.1	89.7
All Years	88.1	90.8	90.9	90.7
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	4
Classroom Teacher(s)	16.65
Teacher of Reading Recovery	0.63
Learning and Support Teacher(s)	2.1
Teacher Librarian	0.8
School Counsellor	1
School Administration & Support Staff	10.9
Other Positions	0.45

*Full Time Equivalent

At Kempsey West we actively encourage the employment of Aboriginal and Torres Strait Island community members. In 2016 we employed one permanent School Learning Support Officer (SLSO), two permanent Aboriginal Education Officers, one North North tutor, two temporary School Learning Support Officers (SLSOs) and three temporary Aboriginal School Learning Support Officers (SLSOs). At Kempsey West PS we enjoy a close relationship with our local Aboriginal Educational Consultative Group.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	90
Postgraduate degree	10

Professional learning and teacher accreditation

Teachers participated in a variety of regular timetabled professional learning opportunities during 2016. Lesson Studies were conducted in both Semester One and Semester Two. These lesson studies involved teachers from K–6. Both literacy and numeracy were a focus in Semester One and writing and Consistent Teacher Judgement (CTJ) was a focus in Semester Two.

Our school is committed to improving student outcomes through quality teaching. New Scheme teachers were supported to achieve accreditation at Proficient level.

One permanent first year teacher was appointed to our school staff and one teacher was in their second year

of support as a beginning teacher but was on maternity leave for the majority of the year. Their mentors were Assistant Principals (Leaders of Learning). Our beginning teachers have reduced responsibilities and teaching loads sufficient to support the development of their skills in their first and second year. The first year teacher was provided with timetabled professional learning and classroom support was also provided by district personnel. Time was given to establish professional learning goals and to work with their mentor during first and second semester. During the year the first year teacher reflected on their goals and revisited professional learning needs, plotting their continued development on their Professional Learning Plan.

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to 30/11/2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	824 820.21
Global funds	317 257.81
Tied funds	1 185 503.10
School & community sources	52 633.69
Interest	18 216.16
Trust receipts	9 624.95
Canteen	0.00
Total income	2 408 055.92
Expenditure	
Teaching & learning	
Key learning areas	35 546.70
Excursions	25 530.46
Extracurricular dissections	21 089.83
Library	11 661.72
Training & development	620.00
Tied funds	1 073 627.03
Short term relief	115 398.26
Administration & office	68 451.23
School-operated canteen	0.00
Utilities	55 401.73
Maintenance	29 254.36
Trust accounts	13 320.34
Capital programs	15 247.10
Total expenditure	1 465 148.76
Balance carried forward	942 907.16

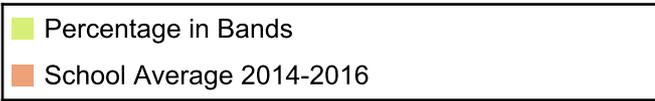
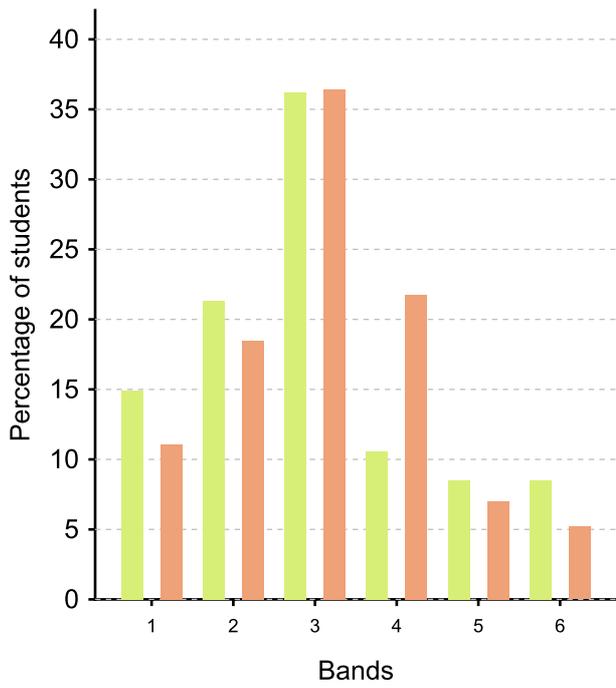
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

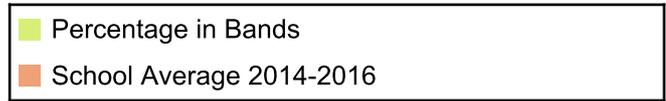
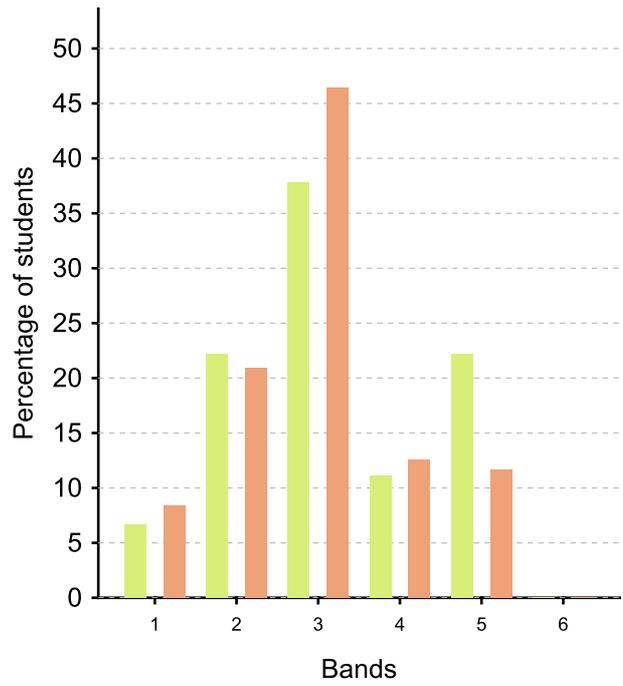
NAPLAN

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.

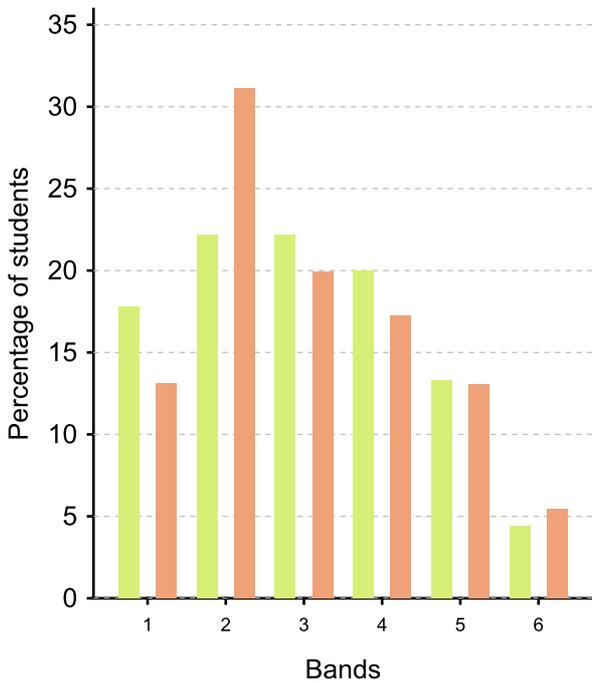
Percentage in bands:
Year 3 Reading



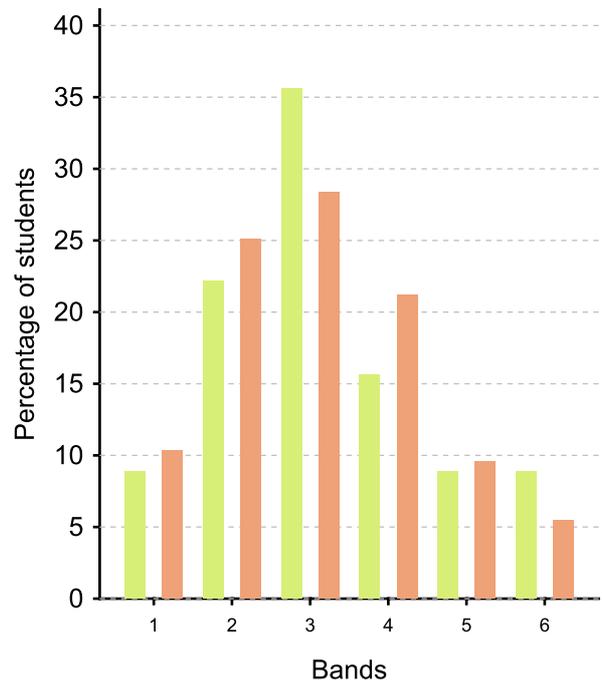
Percentage in bands:
Year 3 Writing



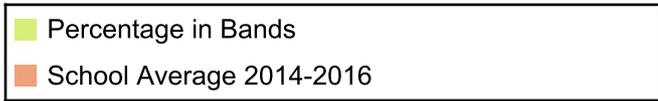
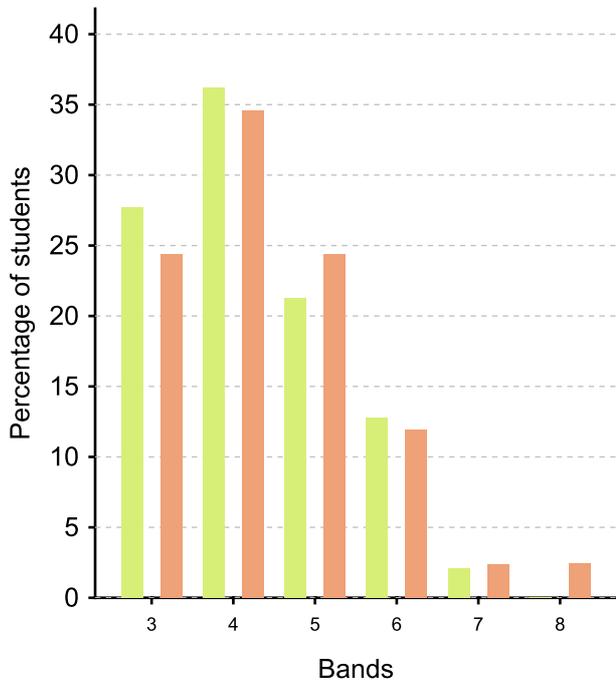
Percentage in bands:
Year 3 Spelling



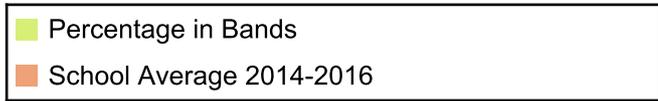
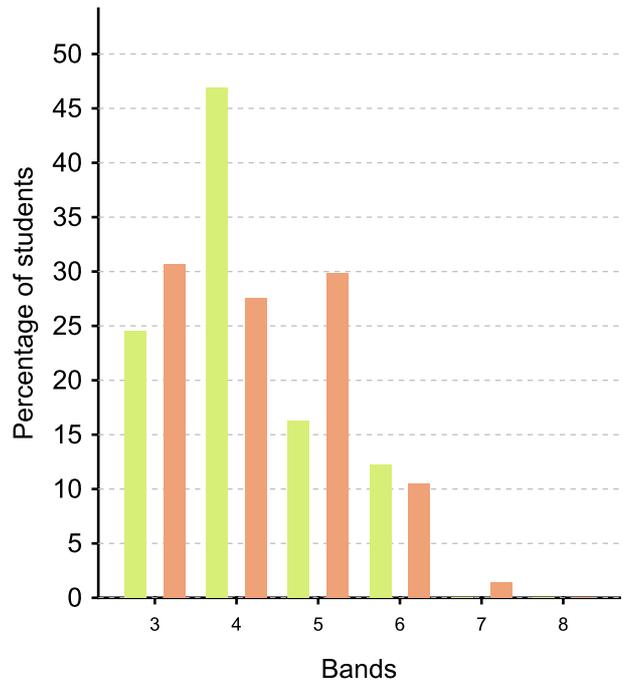
Percentage in bands:
Year 3 Grammar & Punctuation



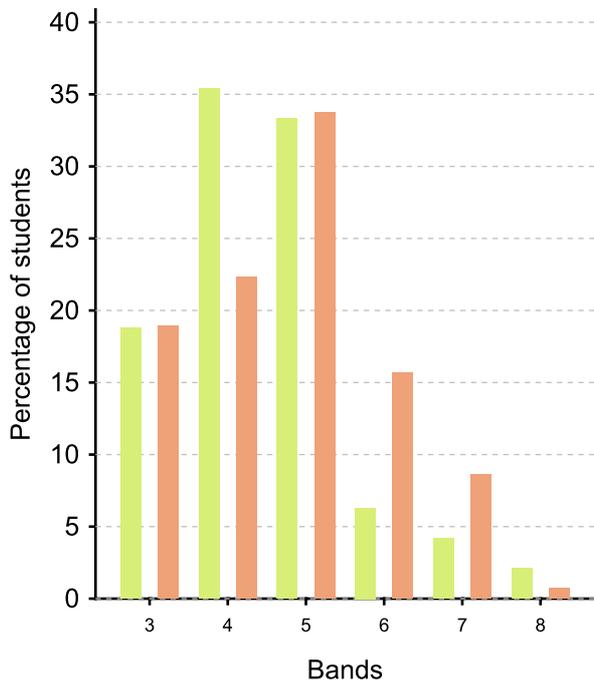
Percentage in bands:
Year 5 Reading



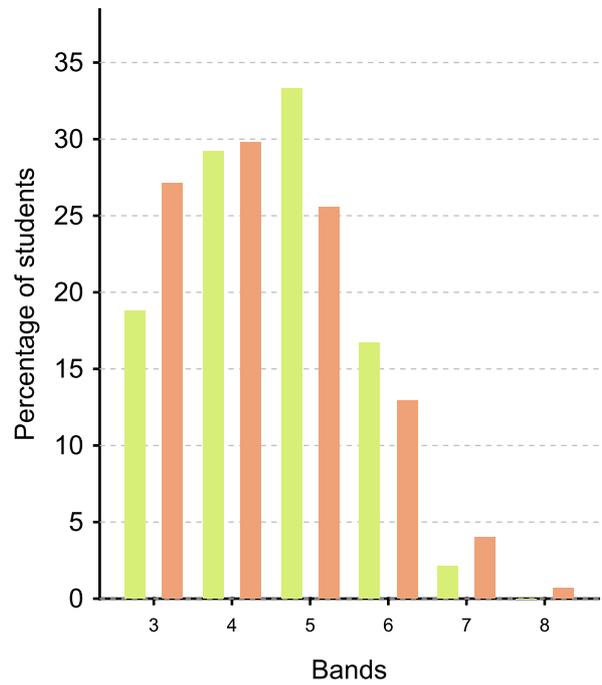
Percentage in bands:
Year 5 Writing



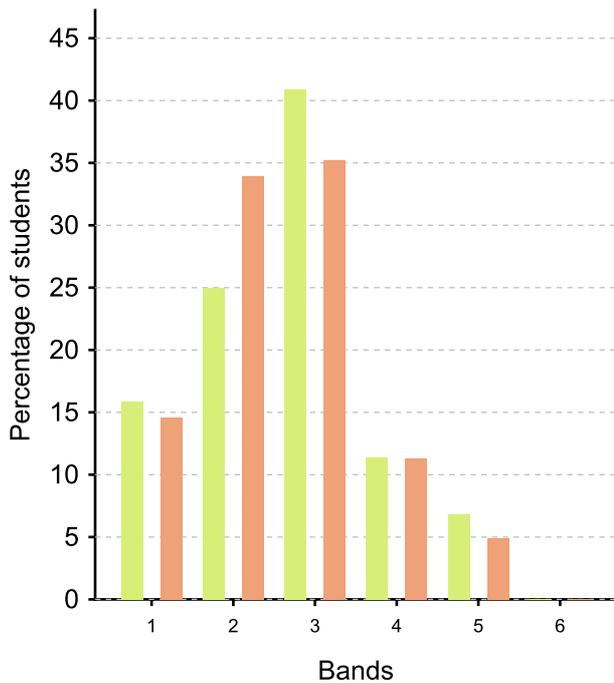
Percentage in bands:
Year 5 Spelling



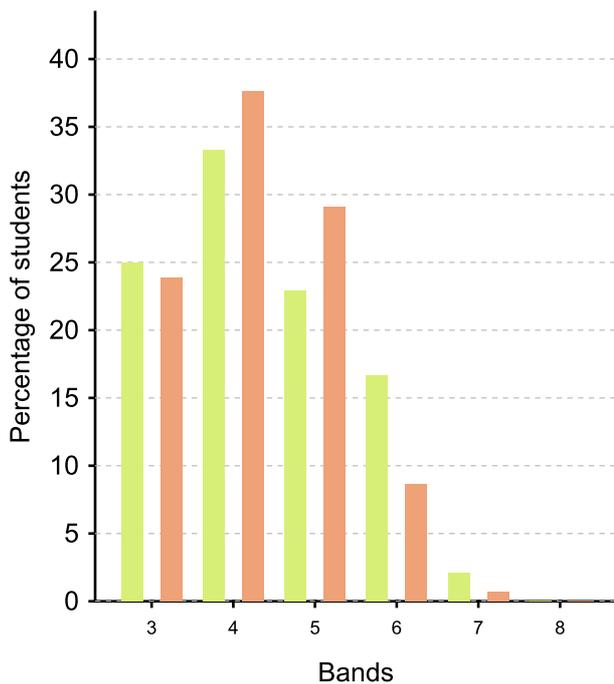
Percentage in bands:
Year 5 Grammar & Punctuation



Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Numeracy



The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.>

Percentage of students who were in the top two bands in NAPLAN (at proficient)

Year 3 Reading– 17%

Year 3 Numeracy–7%

Year 5 Reading– 2%

Year 5 Numeracy– 2%

Percentage of ATSI students who were in the top two bands in NAPLAN (at proficient)

Year 3 Reading– 4.2%

Year 3 Numeracy– 0%

There were no Year 5 ATSI students who achieved in the top two bands of NAPLAN in Reading or Numeracy.

Parent/caregiver, student, teacher satisfaction

Parent/caregiver satisfaction

The Partners in Learning Parent Survey is based on a comprehensive questionnaire covering several aspects of parents' perceptions of their children's experiences at home and school. Successful schools foster greater communication with parents, encourage parental involvement in their child's schoolwork and enlist parents to volunteer at the school and participate in school governance. The survey also provides feedback to schools about the extent to which parents feel the school supports learning and positive behaviour and promotes a safe and inclusive environment. **The results have been converted to a 10–point scale, where 10 indicates strong agreement and 5 is a neutral position.**

8.3 – Parents feel welcome at school.

7.8 – Parents are informed about their child's behaviour.

7.9– Believe teachers have high expectations for my child to succeed.

9.3– My child is clear about the rules for school behaviour.

Teacher satisfaction

The Focus on Learning Survey is a self–evaluation tool for teachers and schools.

8.8– I set high expectations for student learning.

8.8– My assessments help me understand where students are having difficulty.

6.9– I help students set challenging goals.

10– I establish clear expectations for classroom

behaviour.

8.8– I work with parents to help solve problems interfering with their child's progress.

'Effective schools' research has identified the most important correlates of student outcomes. The questions in the survey are grouped to assess eight of the most important *Drivers of Student Learning*. The research on classroom and school effectiveness has consistently shown these factors to be strong correlates of student achievement. The results are shown below.

Student satisfaction

Tell Them From Me student survey measures 20 indicators based on the most recent research on school and classroom effectiveness. This report provides highlights based on data from 109 students in this school that participated in the survey between 12th September 2016 and 18th September 2016. The number of students by year level is: Year 4, 33 students; Year 5, 44 students and Year 6, 32 students.

The information is presented below. These are compared with NSW norms, which are based on the results for all students who participated in the TTFM DoE survey in 2016 at the year levels found in this school.

1. Students feel accepted and valued by their peers and by others at their school.

76% of students in this school had a high sense of belonging. The NSW Govt norm for these years is 81%. 79% of the girls and 73% of the boys in this school had a high sense of belonging. The NSW Govt norm for girls is 81% and for boys is 81%.

2. Students have friends at school they can trust and who encourage them to make positive choices.

In this school, 72% of students had positive relationships. The NSW Govt norm for these years is 85%. 79% of the girls and 66% of the boys in this school had positive relationships. The NSW Govt norm for girls is 88% and for boys is 83%.

3. Students believe that education will benefit them personally and economically, and will have a strong bearing on their future.

96% of students in this school valued School Outcomes. The NSW Govt norm for these years is 96%. 100% of the girls and 93% of the boys in this school valued School Outcomes. The NSW Govt norm for girls is 97% and for boys is 94%.

4. Students feel challenged in their English and Maths classes and feel confident of their skills in these subjects.

36% of students in the school had scores that placed them in the desirable quadrant with high skills and high challenge. The NSW Govt norm for these years is 53%. 29% of students were confident of their skills but did not find classes challenging. The NSW Govt norm for these years is 26%. 29% of students were not confident of their skills and found English or Maths challenging. The NSW Govt norm for this category is 14%. 6% of students lacked confidence in their skills and did not feel they were challenged. The NSW Govt norm for this category is 7%.

The school staff emphasises academic skills and hold high expectations for all students to succeed.

In this school, students rated Teachers' Expectations for Academic Success 8.4 out of 10. The NSW Govt norm for these years is 8.7. In this school, Teachers' Expectations for Academic Success were rated 8.8 out of 10 by girls and 8.1 out of 10 by boys. The NSW Govt norm for girls is 8.8 and for boys is 8.6.

Policy requirements

Aboriginal education

Kempsey West Public School's Aboriginal and Torres Strait Islander (ATSI) population is 51%. All students are encouraged through formal and informal activities, including special celebrations, to take pride in and share the rich heritage and cultural background they experience. The parent and community body positively supports the students in the learning process through many initiatives. The school continues to build on strengths and concerns as highlighted in the Dare To Lead Snapshot.

Our successes for 2016 include the following:

- Classroom strategies have been adopted from the Stronger and Smarter philosophy and the school has embraced this philosophy in our value statements.
- Outcomes of programs designed to ensure Aboriginal students achieve educational outcomes that are comparable to their cohort in New South Wales.
- Four classroom teachers have been trained in 8 Ways of Learning pedagogies. This is a framework that allows teachers to include Aboriginal perspectives by using Aboriginal learning techniques.

- A Memorandum of Understanding was established between the school and DURRI Aboriginal Corporation Medical Service for the purpose of identifying, referring and supporting at risk Aboriginal youth in the school community for Primary Health screening and care. Hearing and dental care was the primary focus for targeted students K–2 this year.
- DURRI speech pathologist has made visits to the school to assess targeted students from Kinder to year 2 for speech and language assessment.
- A breakfast and lunch program was continued for students. This program was supported by Red Cross and local bakeries. The program was run by committed staff including our AEO, CLO and SLSO.
- Personal Learning Plans (PLPs) have been developed for students in Years K to 6 and placed on the school server to allow for staff and students to regularly update and access.
- The Norta Norta In-class tutoring continued this year for students in Years 4 and 6. This program has had a positive effect on both students and community members. All students made progress and significantly improved their reading levels on average by three levels. Substantial gains were made in fluency of reading and in comprehension skills.
- Continuation of the Boys' Program was extended to focus on boys in Years 5 and 6. Cultural awareness and positive role models through community participation support a positive social skills program.
- The s.h.e@kempsey girls program continued this year with many life skills taught by teachers and mentors to year six girls which culminated in a successful cam at Yarrahappinni.
- NAPLAN data indicated 95.7% of Year 3 ATSI students are at or above NMS in writing and 77% of Year 5 ATSI students are at or above NMS in spelling.
- Kempsey West Public School has worked collaboratively with Mission Australia to support the transition of Aboriginal students to high school.
- ATSI students from our local high schools' program *Brospeak* visited our senior students as a part of a mentor and transition to high school program. Brospeak aims to address retention rates, by providing a stronger sense of identity and greater cultural understanding for students.
- A number of staff trained in the Children's early Language and Literacy Certificate IV, delivered by The Australian Literacy and Numeracy Foundation. The program is based on best practice in Speech and Pathology and Education. It provides a multisensory approach, through specially designed resources that support the learning of all children.
- Last year our students were involved in the *Painting Country* project. Stories from local community members have been recorded and then our students worked with local artists to paint individual representations of these stories. A

documentary of this project was released this year.

Principal Lyn Dockrill and AEO Malcolm Webster received a regional award for their long time commitment to Aboriginal Education. The two recipients were selected by a panel from many nominations.

Multicultural and anti-racism education

All classroom teachers ensure that multiculturalism is a fundamental value and culturally inclusive teaching practice.

Teaching and learning programs promote an understanding and appreciation that Australia has been multicultural in nature since European settlement and that people of many different cultural backgrounds have contributed to contemporary Australian society.

The school also encourages participation by students in special cultural days when the opportunity arises to highlight cultural diversity and understanding.

Achievements in this area include:

Whole school participation in NAIDOC and ANZAC day activities.

Participation in Harmony Day which is an international day celebrating cultural diversity.

An Anti-Racism Contact Officer is nominated by staff every year and meets NSW DoE requirements having undertaken the formal training for this position.