

Mount Kembla Public School Annual Report



2016



2643

Introduction

The Annual Report for **2016** is provided to the community of Mount Kembla 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.

Lesley Matthews

Relieving Principal

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School background

School vision statement

At Mount Kembla Public School we believe all young Australians become successful learners, confident and creative individuals, and active and informed citizens' (*Melbourne Declaration*, 2008) when immersed in quality education delivered by dedicated and skilled staff. Through the combined efforts of all educational stakeholders we endeavour to prepare students to become active and informed citizens of the world.

Mount Kembla Public School is dedicated to providing a nurturing and safe school community where students are able to achieve their full potential through independent and creative learning opportunities.

'Making the learning visible'

'When teachers see learning through the eyes of the students and students see themselves as their own teachers'.

Professor John Hattie

School context

Our parents are active participants in the school community through their dedication to classroom help, volunteering in the canteen and uniform shop as well as supporting the school and their children through attending many school events.

Mount Kembla Public School has students who use their initiative, demonstrate common sense and interact honestly and with integrity in an environment which values multi-age groupings.

Our school is committed to providing high quality learning experiences achieved through implementing a balanced curriculum that aims to prepare students for the 21st Century; increasing the use of technology; recognising roles and responsibilities and contributions of all school community members in setting appropriate educational goals and maintaining a strong focus on literacy and numeracy.

The staff of Mount Kembla Public School demonstrate a high level of professionalism and commitment to improve student outcomes.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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.

This year, our school undertook self-assessment using the School Excellence Framework. 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.

In the domain of Learning, our efforts have primarily focused on curriculum and learning and assessment and reporting. This year we began a pedagogical journey, implementing evidence based practice, based on the work of Professor John Hattie that continues across grades K–6. As such the school implements Visible Learning strategies across all stages and all areas of the curriculum. Our school has developed a positive and productive learning culture. Teachers are making their teaching more explicit through creating explicit learning intentions and demonstrating the success criteria. Students have a better understanding of what it is they are learning and can judge for themselves if they have been successful against a set of criteria. Explicit and timely feedback has been the key to improved student learning. Attention to individual learning needs has added to our progress throughout the year. Students with high learning support needs are being identified early and with their parents increasingly involved in the planning and supporting of the learning directions for them. Opportunities such as participation in Premier's Debating, Public Speaking and Spelling Bee cater for the diversity in our student abilities.

Our focus in the domain of Teaching has been on collaborative practice for staff members. Our staff were supported through the implementation of peer coaching and feedback from observations for improved student learning. A mentor was employed to work one on one with early career teachers to specifically target areas of teaching and learning that they identified as an area of need. Changes in teacher practice, including the use of technology, data analysis, classroom observations, feedback and syllabus knowledge, has resulted in increased levels of student learning and

engagement.

In the domain of Leading, our priorities have been to provide opportunities for leadership at all levels and have management practices and processes more explicitly documented and communicated. The consistency and effectiveness of implementation of our key strategic directions has been due to all staff being involved in revisiting the school plan at strategic points throughout the year.

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>

Strategic Direction 1

Staff—Creating a High Performing Learning Culture

Purpose

Teachers have the capacity to provide curriculum that is differentiated to meet students' strengths and needs. All staff are provided with ongoing quality professional learning to meet the challenges of future pedagogy and practice.

Teachers network and collaborate with the broader community to provide quality programs and resources to achieve quality student outcomes and academic growth for every student.

Overall summary of progress

A collaborative and inclusive learning culture exists across our professional teaching community. It is founded on the development of deep pedagogical knowledge and enhanced by contemporary research (Hattie/Wiliam) to maximise student achievement, particularly in literacy and numeracy. Units of work are designed and refined to reflect new knowledge and skills required in addressing new syllabi incorporating the Australian Curriculum. Extensive use of data from a range of sources ensures that all teachers have extensive knowledge of each student and are able to personalise instruction to move learning forward. Systems have been devised to more consistently track and monitor student progress and ensure learning is visible, feedback is timely and students reflect on their learning. All staff set and review goals aligned to our school's strategic directions and are supported through peer coaching and mentoring. The implementation of the Performance and Development Framework has been pivotal in personalising professional support for all staff. Professional tools, which include the Australian Professional Standards for Teachers and Classroom Practice Continuum, are key reflective tools in goal-setting and reflective practice.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Progress achieved this year | Funds Expended (Resources) |
|--|---|---|
| Teaching programs reflect a developing understanding of learning intentions using success criteria and effective feedback for improved student outcomes. | All staff were supported throughout the year with ongoing professional development around learning intentions, success criteria and effective feedback to students. | 1/2 day PD \$250 x 40 = \$10,000 Curriculum planning days: Term 1 – 7 x \$450 Term 2 – 8 x \$450 Term 3– 8 x \$450 Total 23 days x \$450 = \$10,350 Overall \$20,350 • Professional Learning (\$8,948) • per Capita Funding (\$8,377) • School Budget (\$3,025) |
| Classroom use of both summative and formative assessment to inform teaching and learning programs and assessment. | Whole school data in spelling was collected and analysed with significant improvements in student outcomes. Reading continues to improve through professional development in Focus on Reading strategies. Staff understanding of what a quality maths program looks like was supported through the delivery of Mathematics Building Blocks for Numeracy online modules. | In school delivery of Focus on Reading and L3. Staff and student survey about the impact of implementing learning intentions and success criteria across the school. • Socio-economic Funding (\$2,500) |
| All teaching programs reflect implementation of BOSTES syllabus documents in line with | Collection of teacher programs with clear evidence of explicit teaching and learning strategies incorporating learning intentions and success | Teachers' PDPs; Formalised classroom |

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Progress achieved this year | Funds Expended (Resources) |
|--|---|--|
| the Australian Curriculum. | criteria; Meeting minutes reflect feedback on student learning. All programs reflect implementation of BOSTES syllabus documents in line with the Australian Curriculum. | observation feedback sheets; Peer Coaching notes; |
| All teaching staff utilising literacy, numeracy continuums and PLAN software to track student progress and monitor individual student needs. | All staff involved in the analysis of student data across spelling, reading and maths. Analysis of the data indicated that there was still work to be done in spelling; improvement in reading evident through the implementation of Focus on Reading strategies and maths through delivering Mathematics Building Blocks for Numeracy initiative has teachers and students more focused on the appropriate implementation of strategies. | Analysis of data and evidence collected; School Development Day used to analyse PLAN, NAPLAN and school data to plot final results for students on literacy and numeracy continuums in readiness for 2017. Staff hand over of student results to ensure continuity of learning as staff turnover expected in 2017. |

Next Steps

Staff will identify learning and development needs linked to the school's strategic directions and the Australian Professional Standards for Teachers through the development and refining of their Performance and Development Plans. Revised data collection protocols will be implemented and monitored via electronic tracking. Data centralisation will ensure that all teachers have greater access and transfer of information. Continue to use reflective professional tools to set, monitor and reflect on aspirational goals.

Strategic Direction 2

Students – Creating Contributing Global Citizens

Purpose

Today's classrooms are filled with diverse learners who differ not only culturally and linguistically but also in their cognitive abilities, background knowledge, and learning preferences. Based on this knowledge a differentiated instruction approach to teaching and learning gives students multiple options for taking in information and making sense of ideas. Teachers provide explicit, specific and timely formative feedback to students on how to improve.

Overall summary of progress

Our school-wide approach to implementing a quality evidence-based curriculum has enabled our teachers to design differentiated instructional strategies to support the diverse learning needs of all students in an engaging, positive, flexible and respectful learning environment. This student-centred approach to learning has ensured increased visibility and consistent use of learning goals in literacy and numeracy programs. Learning intentions, success criteria and assessment practices are becoming visible in learning activities. Students are given the opportunity and are beginning to develop the skills to analyse their progress, make informed judgments about their successes and future learning directions through feedback in assessment for learning practices. Student engagement across all areas of learning has improved. The design and implementation of a whole school systematic approach to collect, analyse, interpret, track, evaluate and report on school based and external data across the curriculum has ensured that students receive timely feedback, using a variety of visible learning strategies.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Progress achieved this year | Funds Expended (Resources) |
|---|---|---|
| An increased proportion of students achieving through the school's teaching and learning programs as measured by external performance data, school based performance data and community survey results. | L3 results indicate that the majority of students in Kindergarten reached the exit level expected for reading at the end of 2016. Ongoing Focus on Reading strategies being implemented throughout the school has made a significant shift in reading levels across the school. Mathematics Building Blocks has made a difference to on call strategies that students use to problem solve. | Focus on Reading modules; L3 training; Online Mathematics Building Blocks for Numeracy modules 3 casual days x \$450 • Literacy and Numeracy Funding (\$1,350) |
| This may be measured by : <ul style="list-style-type: none">• an increase in students attaining a higher than expected growth in external data.• movement of students along the literacy and numeracy continuum.• individual student reports include descriptions of the student's strengths and areas of growth. | School analysis of student progress along the numeracy continuum indicated that all students had made progress. Teacher understanding of the basic strategies students need to have under control in place value to be successful mathematicians has improved. | SLSO support in classrooms:RAM Socioeconomic Funding (\$2,922)Integration Support Funding (\$16,560)RAM Aboriginal Funding (\$2,510)RAM English Language Proficiency Funding (\$627)Learning Support– Flexible Funding (\$10,084) |

Next Steps

Continue to collect baseline data which will be used to inform teaching practice and programs allowing students to clearly articulate their learning goals. Feedback (teacher to student, student to student) and student reflection will promote student achievement. Develop a deeper pedagogical understanding of the strategies that make an impact on student learning and continue to implement them in classrooms across the school.

Strategic Direction 3

Community – Creating Community Partnerships

Purpose

Strong community partnerships are encompassed through a shared vision, where the school and community work in collaboration to provide students with quality educational experiences. Effective communication and processes will underpin our school's directions as we work in partnership to achieve our goals and challenge our students to be successful 21st Century learners. Delivering quality educational and leadership programs through sustained and meaningful engagement with our Community of Schools.

Overall summary of progress

Our commitment to establishing and creating community partnerships was by implementing a variety of strategies to engage with our community. We instigated events such as a 'Welcome BBQ' and formed a Consultative Engagement Committee which met each term to discuss progress on our strategic targets and future focused directions. We surveyed our community using the 'Strengthening Family and Community Engagement in Student Learning' school assessment tool – reflection matrix. The results were overwhelmingly positive with the majority of responses indicating that we were building a positive culture within the school. We had parents complete the Tell Them From me survey which also reinforced the building of a positive culture within the school. Regular meetings with parents whose children required additional support through the implementation of Individual Education Programs and Personalised Learning Pathways developed a close partnership which lead to better understanding, monitoring and support to uphold school expectations and aspirations for improving student achievement and engagement. All stakeholders are informed and there are clear processes to actively engage the school community in the decision making process.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Progress achieved this year | Funds Expended (Resources) |
|---|--|--|
| A higher incidence of community members responding to parent forums and online surveys about the school's direction and future focus. | School self-evaluation surveys indicated that the school community was very satisfied with the opportunities to engage in a wide range of school-related activities. | |
| Collaborative planning a regular occurrence throughout the year with high levels of student, staff and community engagement. | Collaborative planning takes place regularly at class, school and community level. A Collaborative Community Engagement Committee was formed to facilitate school and community planning for future directions and to keep up to date with current progress of strategic directions. | |
| Community involved in school activities such as swimming, cross country and athletics carnivals, parades, BBQ's etc. | A strong community commitment to attend events planned by the school with many community members taking a lead role in coordinating the events. | Community Engagement Funding (\$2,500) |

Next Steps

Continue to engage with the community on school and community initiatives such as the hugely successful– A Day on the Lawn. Whole school approach to improved communication and the sharing of school success. Engage with the school community to establish a shared vision and the aspirations for the future with the collaborative development of a new three year plan for 2018–2020.

| Key Initiatives | Impact achieved this year | Resources (annual) |
|---|--|--|
| Aboriginal background loading | A School Learning Support Officer (SLSO) is employed to support classroom programs, for all 5 Aboriginal students and class teachers along with parents develop a Personal Learning Plan (PLP) for each student. All students are making progress across the literacy and numeracy continuums. | <p>RAM Funding used to employ SLSO \$2,510</p> <p>To plan and write PLP's one casual day x \$450 School Budget</p> <ul style="list-style-type: none"> Aboriginal background Funding (\$2 150.00) |
| English language proficiency | A School Learning Support Officer (SLSO) is employed to support classroom programs, EAL/D programs and students with learning needs. They also provide in class and mentor support for classroom teachers. | <p>RAM funding used to employ SLSO to support student learning.</p> <p>\$627</p> <ul style="list-style-type: none"> English Language Proficiency (\$627.00) |
| Low level adjustment for disability | All students requiring adjustments and accommodations are catered for within class programs and other whole school strategies. School Learning and Support Officer (SLSO) supports students and classroom programs for students who are identified and assessed for immediate support. Students were identified by the Learning and Support Team for additional support in 2016 (including students on recurring monitoring and newly identified students). Students requiring differentiated practices within the classroom are supported by a School Learning and Support Officer to support learning needs. | <p>RAM funding used to employ SLSO to support student learning.</p> <p>Flexible Funding \$10,084</p> <ul style="list-style-type: none"> Low Level Adjustment for Disability (\$10 084.00) Integrated Support Funding (\$16 560.00) |
| Quality Teaching, Successful Students (QTSS) | <p>Provide Peer Coaching time for a school executive member to support teachers to implement a whole school systematic approach to collect, analyse, interpret, track, evaluate and report on student learning and growth across DoE Literacy continuums in aspects of spelling and reading relevant to expected timeframes. Support teachers to develop processes for students to give and gain feedback and reflect on assessment processes to plan their current and future learning.</p> <p>Provide mentoring to early career teachers to improve both teacher quality and practice.</p> | <p>QTSS funding 0.107</p> <p>\$10,915</p> <p>School Budget 0.1</p> <p>\$10,200</p> <ul style="list-style-type: none"> QTSS Funding 0.107 (\$10 915.00) |
| Socio-economic background | A School Learning Support Officer (SLSO) is employed to support classroom programs and students with learning needs. They also provide in class and mentor support for classroom teachers. | <p>RAM funding used to employ SLSO to support student learning.</p> <p>\$5,422</p> <ul style="list-style-type: none"> Socio-economic funding (\$5 422.00) |
| Support for beginning teachers | To be carried over for implementation in 2017 due to the beginning teacher being on maternity leave for most of 2016. | <p>Beginning teacher funds unused in 2015.</p> <p>\$11,210</p> <ul style="list-style-type: none"> Beginning Teacher Funding (\$14 888.00) |

Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2013 | 2014 | 2015 | 2016 |
| Boys | 86 | 92 | 84 | 77 |
| Girls | 64 | 70 | 73 | 64 |

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2013 | 2014 | 2015 | 2016 |
| K | 96.7 | 94.3 | 95.4 | 97.4 |
| 1 | 94.4 | 93.5 | 94.4 | 94 |
| 2 | 93.9 | 94.3 | 93.3 | 96 |
| 3 | 96.8 | 94.3 | 94.9 | 95.2 |
| 4 | 92.9 | 92.2 | 93.7 | 93.8 |
| 5 | 94.4 | 95.9 | 92.8 | 94.5 |
| 6 | 88.5 | 90.6 | 93 | 95.1 |
| All Years | 94.5 | 93.7 | 94 | 95 |
| 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 |

Management of non-attendance

Regular attendance at school is essential to assist students to maximise their potential. Schools, in partnership with parents, are responsible for promoting the regular attendance of students. Encouraging regular attendance is a core school responsibility. Class rolls are marked daily and monitored regularly by the class teachers for patterns of students' partial or non-attendance. The Learning Support Team monitors the attendance of students. If a concern is identified, the team works with the student, parent and class teacher to improve attendance. Parents are contacted by the school and informed of their responsibility to ensure children attend school regularly. The support of the Home School Liaison Office is sought

if required. School staff: provide a caring teaching and learning environment which fosters students' sense of belonging to the school community; recognise and reward excellent and improved student attendance; maintain accurate records of student attendance; implement programs and practices to address attendance issues when they arise; provide clear information to students and parents regarding attendance requirements and the consequences of unsatisfactory attendance; and keep notes and records of verbal explanations for absences and retain these for two years from the date of receipt.

Workforce information

Workforce composition

| Position | FTE* |
|---------------------------------------|------|
| Principal | 1 |
| Assistant Principal(s) | 2 |
| Classroom Teacher(s) | 4.55 |
| Learning and Support Teacher(s) | 0.5 |
| Teacher Librarian | 0.4 |
| School Administration & Support Staff | 1.71 |
| Other Positions | 0.06 |

*Full Time Equivalent

Mount Kembla Public School has 0% of the workforce identifying as Aboriginal.

Teacher qualifications

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

Teacher qualifications

| Qualifications | % of staff |
|---------------------------------|------------|
| Undergraduate degree or diploma | 100 |
| Postgraduate degree | 0 |

Professional learning and teacher accreditation

Significant amounts of professional learning were undertaken by all Mount Kembla Public School staff in 2016. Professional development is strategically planned to meet the needs of all staff and is in line with whole school planning and departmental priorities. The main areas of focus in 2016 centred on: The accreditation and support of beginning teachers with the NSW Institute of Teachers; Whole

school analysis of NAPLAN, PLAN and school based data to identify areas of need in all aspects of literacy and numeracy with alignment to the new NSW English and Mathematics syllabus outcomes; Using PLAN data to identify and track all students' individual learning needs on the learning continuums to inform teaching practices and the design of teaching programs and individual learning plans; Implementation of the new NSW History Syllabus, and the design of scopes and sequences and stage based units of work, for implementation; Cyclic assessment for learning strategy, to collaboratively plan literacy and numeracy assessment tasks, rubrics, and teaching programs, collect, analyse and consistently judge student achievement data aligned to NSW syllabus outcomes; Focus on Reading Program embedding the Super Six Comprehension Strategies and pedagogies into a consistent, system wide guided reading framework. Emergency Care Update; Asthma Awareness Update; ASCIA – Anaphylaxis training; Disability Standards Framework; Code of Conduct and Child Protection Update. Mount Kembla Public School had four new scheme teachers working towards Board of Studies Teaching and Education Standards (BoSTES) accreditation.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

| Income | \$ |
|--------------------------------|-------------------|
| Balance brought forward | 182 012.00 |
| Global funds | 133 980.00 |
| Tied funds | 61 213.00 |
| School & community sources | 48 874.00 |
| Interest | 3 320.00 |
| Trust receipts | 4 903.00 |
| Canteen | 0.00 |
| Total income | 434 302.00 |
| Expenditure | |
| Teaching & learning | |
| Key learning areas | 12 286.00 |
| Excursions | 10 121.00 |
| Extracurricular dissections | 14 306.00 |
| Library | 2 588.00 |
| Training & development | 7 538.00 |
| Tied funds | 66 661.00 |
| Short term relief | 18 293.00 |
| Administration & office | 26 948.00 |
| School-operated canteen | 0.00 |
| Utilities | 16 487.00 |
| Maintenance | 11 168.00 |
| Trust accounts | 4 674.00 |
| Capital programs | 7 212.00 |
| Total expenditure | 198 282.00 |
| Balance carried forward | 236 020.00 |

The information provided in the financial summary includes reporting from 1 December 2015 to 31 December 2016.

| | 2016 Actual (\$) |
|---------------------------------------|------------------|
| Opening Balance | 0.00 |
| Revenue | 243 480.53 |
| (2a) Appropriation | 236 020.64 |
| (2b) Sale of Goods and Services | 0.00 |
| (2c) Grants and Contributions | 7 224.08 |
| (2e) Gain and Loss | 0.00 |
| (2f) Other Revenue | 0.00 |
| (2d) Investment Income | 235.81 |
| Expenses | -55 288.63 |
| Recurrent Expenses | -55 288.63 |
| (3a) Employee Related | -28 162.90 |
| (3b) Operating Expenses | -27 125.73 |
| Capital Expenses | 0.00 |
| (3c) Employee Related | 0.00 |
| (3d) Operating Expenses | 0.00 |
| SURPLUS / DEFICIT FOR THE YEAR | 188 191.90 |
| Balance Carried Forward | 188 191.90 |

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance. The school has been allocating funds to facilitate the replacement of aging playground equipment. Replacement costs range from between \$60,000 and \$90,000 with a further cost of approximately \$30,000 to rebuild a retaining wall to support the new structure. In 2017 the school will need to replace an aging photocopier with an additional cost of between \$10,00–\$15,000 as well as replacing aging interactive whiteboards and air-conditioning units.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

| | 2016 Actual (\$) |
|-----------------------|------------------|
| Base Total | 1 136 436.89 |
| Base Per Capita | 8 376.79 |
| Base Location | 0.00 |
| Other Base | 1 128 060.10 |
| Equity Total | 69 654.22 |
| Equity Aboriginal | 2 510.29 |
| Equity Socio economic | 5 422.19 |
| Equity Language | 627.30 |
| Equity Disability | 61 094.44 |
| Targeted Total | 16 560.00 |
| Other Total | 7 544.25 |
| Grand Total | 1 230 195.36 |

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.

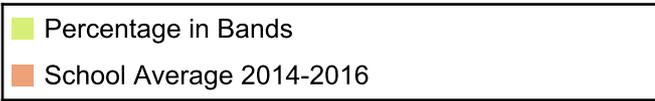
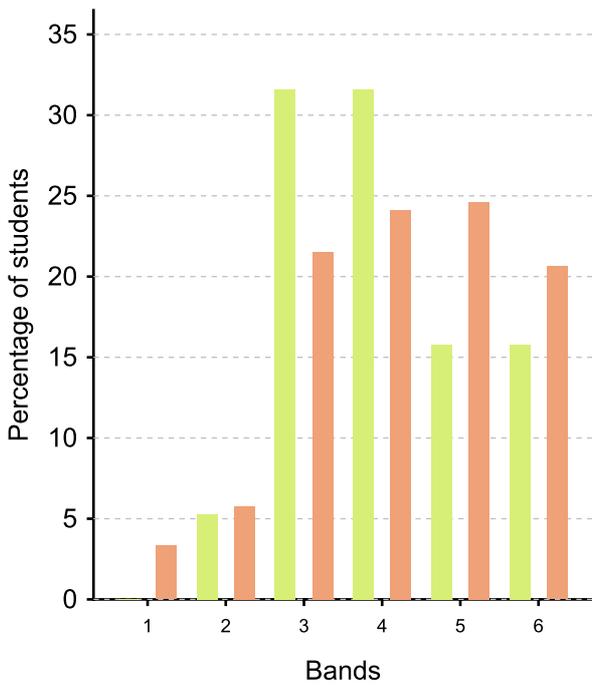
School performance

NAPLAN

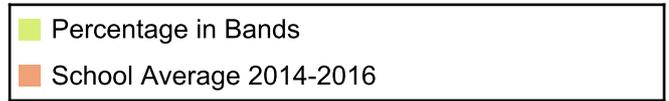
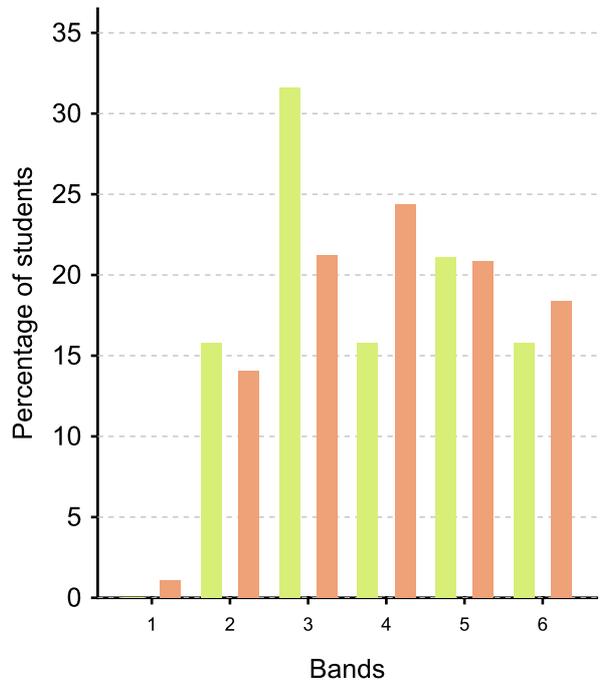
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

In 2016 the percentage of students in the top two bands for literacy was as follows: Year 3 Reading 47%; Writing 37%; Spelling 37%; Grammar and Punctuation 37%. Year 5 Reading 40%; Writing 15%; Spelling 35%; Grammar and Punctuation 60%. Year 7 Reading 40%; Writing 25%; Spelling 35%; Grammar and Punctuation 30%. NAPLAN results for Year 3 demonstrate an improvement in reading 33% in 2015 to 47% in 2016 and spelling 20% in 2015 to 37% in 2016. NAPLAN results in Year 5 indicate that 60% of students demonstrate greater than expected growth in reading and spelling; 80% in grammar and punctuation. No growth data was available for writing as a new text type was introduced in 2016.

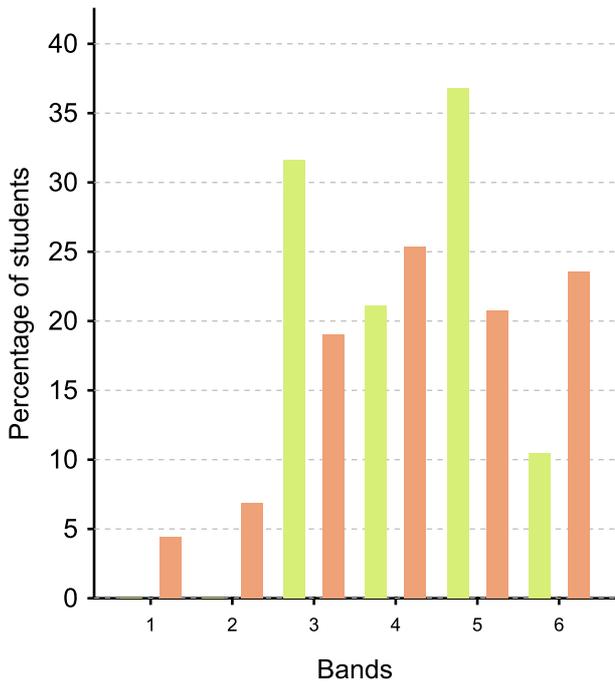
Percentage in bands:
Year 3 Grammar & Punctuation



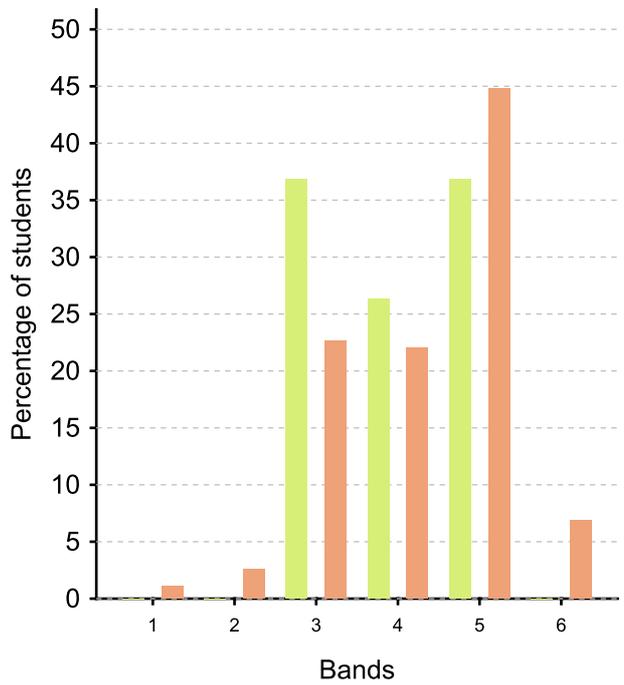
Percentage in bands:
Year 3 Spelling



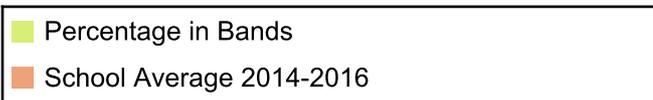
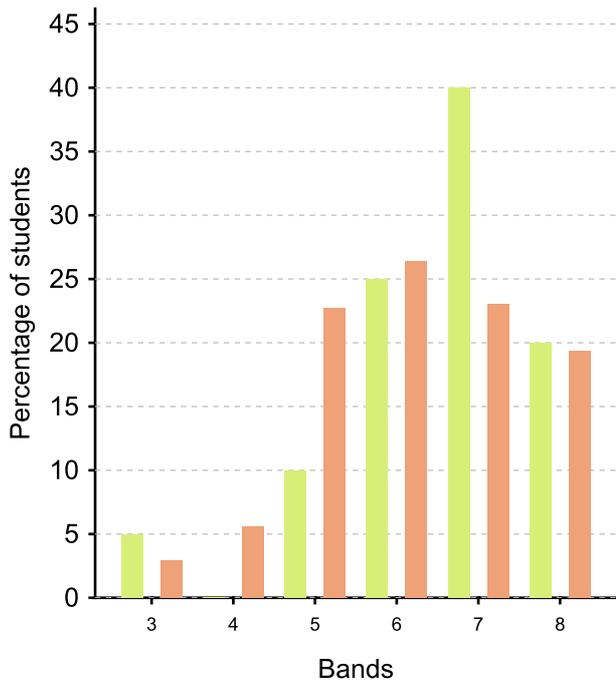
Percentage in bands:
Year 3 Reading



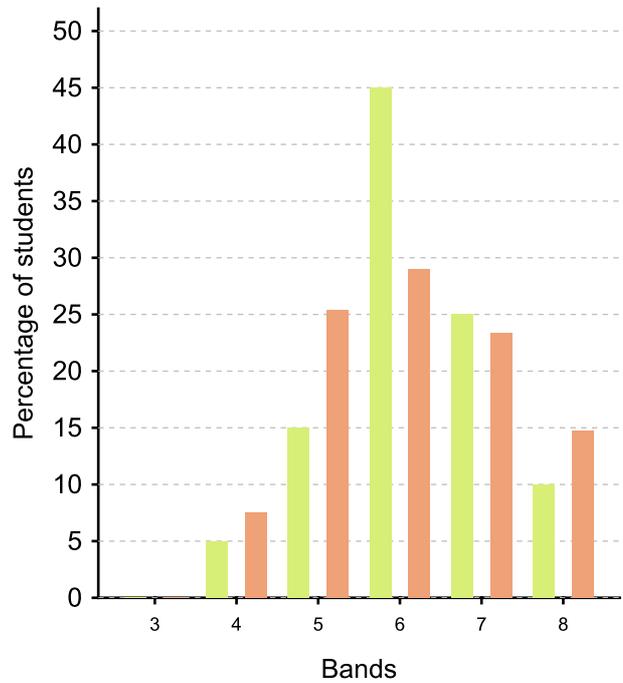
Percentage in bands:
Year 3 Writing



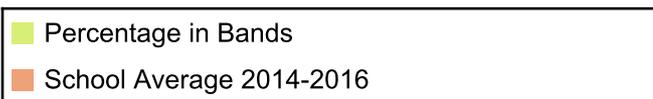
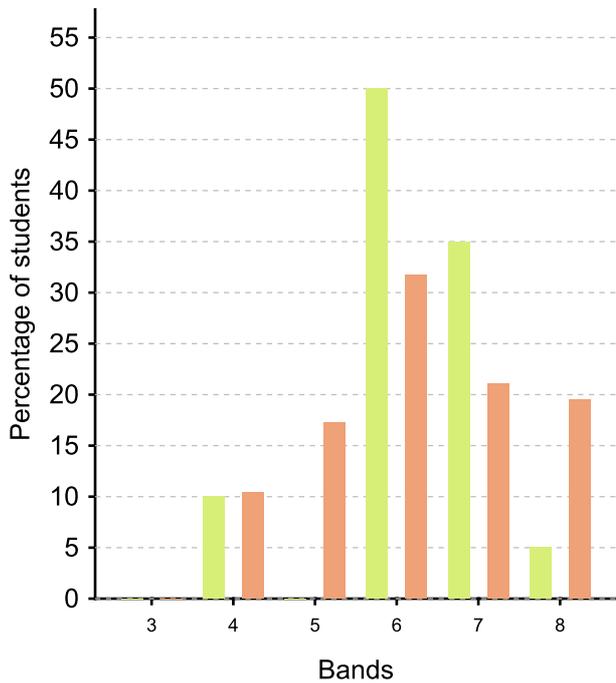
Percentage in bands:
Year 5 Grammar & Punctuation



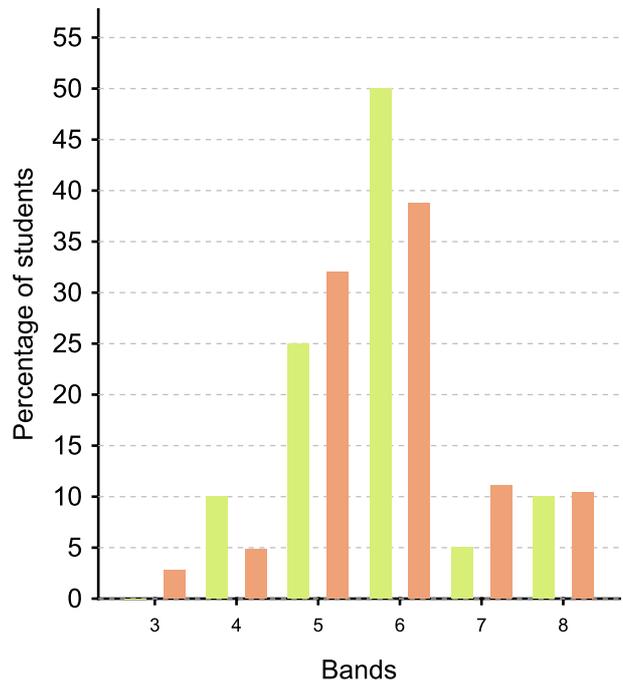
Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 5 Writing



In 2016 the percentage of students in the top two bands for numeracy was as follows: Year 3 was 26%; Year 5 was 30% and Year 7 was 35%. NAPLAN results in Year 5 indicate that 50% of students achieved greater than expected growth in numeracy.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below. During 2016 we participated in the tell Tell From Me surveys as a way to collect data on a number of areas including satisfaction ratings.

Most students indicated that they had a sense of belonging and had positive relationships at school. They valued school outcomes and the positive culture at the school particularly around the modelling of positive behaviours by the school leaders.

Policy requirements

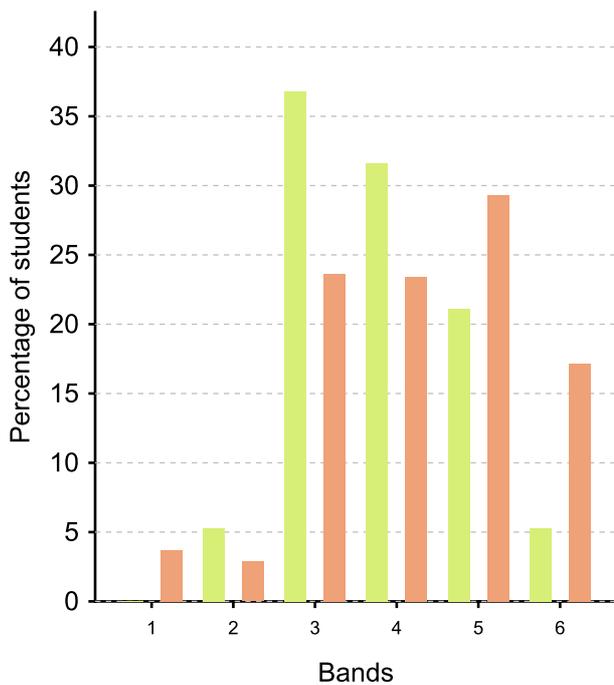
Aboriginal education

Our school is committed to improving the educational outcomes and wellbeing of Aboriginal and Torres Strait Islander students so that they excel and achieve in every aspect of their education and training. We are committed to increasing knowledge and understanding of the histories, cultures and experiences of Aboriginal and Torres Strait Islander people as the First Peoples of Australia. Aboriginal content and perspectives are embedded in the school curriculum. Personalised Learning Pathways are developed in genuine partnership with Aboriginal students, their parents/carers and teachers to support improved learning outcomes and educational aspirations. We work collaboratively to identify, organise and apply personal approaches to learning and engagement. 'Acknowledgement of Country' is delivered by an Aboriginal student at assemblies and special events. An Aboriginal artist was employed to share stories and design a number of murals to reflect local knowledge of Aboriginal history of the area. As part of NAIDOC week celebrations the murals were officially unveiled by a local Aboriginal elder well respected by both Aboriginal and non- Aboriginal communities. One of our Aboriginal students was a successful candidate in the 2016 Inspire, Succeed, Excel Aboriginal Education Excellence Awards for both literacy and numeracy.

Multicultural and anti-racism education

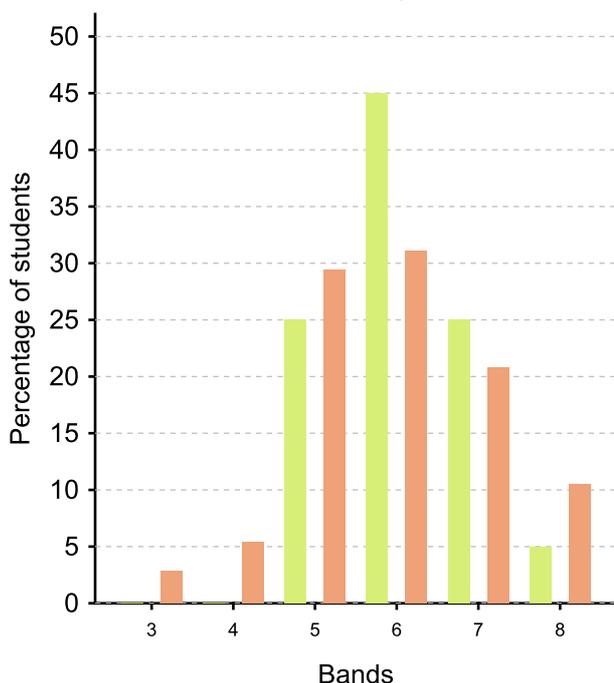
Mount Kembla Public School continues to promote multicultural education through a range of initiatives. Multicultural education is provided for all students and promotes a shared vision of Australia based on cultural understanding and community harmony. It aims to equip all students with the knowledge, skills and values needed to participate successfully in Australia's culturally diverse society. Teachers recognise and respond to the cultural needs of the school community. Tolerant attitudes towards different cultures, religions and world views are promoted through the curriculum. One staff member is trained as an Anti-Racist Contact Officer. The school is committed to the elimination

Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2014-2016

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.

of racial discrimination through our school's curriculum, policies and working environment and staff increased students' understanding of racism and discrimination and its impact through activity based teaching and learning programs.