

Kemblawarra Public School

Annual Report



2016



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Introduction

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

2016 was another very dynamic and rewarding year for the students, the community and the staff. The school was reclassified this year from a P5 school up to a P1 school due to the complexity and diversity of the educational opportunities we offer which, in addition to mainstream K–6 classes, includes two preschool classes and five support classes two of which are a district resource.

Our students continued their learning journey with great enthusiasm and developed their academic knowledge and skills as well as their understandings of their community and how they can make their own positive contributions to that community. I acknowledge the hard work of all the students throughout the year as they strove to achieve their personal learning goals. I also wish to thank their families who supported them so very much in all their efforts and endeavors.

The partnerships between parents and staff grew richer and stronger as we worked together to create a caring and engaging learning environment. Our efforts to deliver educational programs that meet the individual academic, social and emotional needs of our students have been supported by the Early Action for Success Literacy and Numeracy Strategy and the Reading Recovery Program, as well as Norta Norta, English Language Proficiency, Disability and Equity funding.

It is my pleasure to present this report in celebration of all that has been achieved this year.

Eleanor Thompson

Principal

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School background

School vision statement

The vision of the Kemblawarra Public School learning community is to enable all students to achieve their personal goals and to develop their talents and capacities –socially, emotionally, physically, spiritually and academically.

We envision that all students will develop a sense of self-worth, achieve social discipline and gain joy and satisfaction from belonging to and being an accountable member of the school and wider community so that they can make their best contribution to the community in which they live.

School context

Kemblawarra Public School is a Restorative school. It is a dynamic primary school that provides a quality education for mainstream and support primary students as well as preschool students.

We ensure equity, provide access to the best quality teaching practices and create a safe learning environment for all our students. We implement a well-rounded curriculum to support the development of the whole child.

Kemblawarra Public School offers every student a place to learn, lead and achieve his or her personal best.

Staff, parents and students work together so that all students are provided with opportunities to achieve their full potential in learning and to develop their sense of self-worth, individual accountability, self-confidence, optimism, respect for others, and the achievement of personal excellence.

The School has been part of the Early Action for Success (EAfS) initiative to improve students' performance in Literacy and Numeracy since 2014. The school's involvement in this initiative will continue over the next four years.

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.

LEARNING – Staff members continue to deepen their understanding of the literacy and numeracy continuums and incorporate the data to plan and program for teaching at the point of need for each child in their classroom. The Early Action for Success (EAfS) program has provided professional development and support for the K–2 teachers, including an interventionist teacher. The Instructional Leader worked closely with the K–2 teachers to enhance teaching practice, ensure differentiated teaching and learning programs and encourage the use of data to drive teaching decisions. NAPLAN data continues to provide evidence about the effectiveness of teaching programs and teachers are becoming more able to analyse and read the data in order to make teaching decisions.

The preschool staff participated in the Language and Literacy, Preschool Pilot program and undertook training with the EAfS Instructional Leader to increase awareness of the importance of providing enriching literacy and numeracy based activities to students throughout the day.

Teachers of Years 3 to 6 participated in Super 6 training and a refresher course for Accelerated Literacy which enabled them to plan for explicit instruction based on students' needs, support and scaffold students through modelled, guided and independent teaching and provide clear and purposeful feedback and constant opportunities for student reflection. Teachers in the support classes used the Get Reading Right program to enhance their explicit and systematic teaching of Reading, Writing and Spelling. The associated resources were also utilised by all classes K–6. 3–6 teachers also began training in Focus On Reading this year, as two staff members began their accreditation as trainers to share with other staff. As a result of these programs, resources and strategies a whole school focus on quality, evidence based learning and the delivery of an integrated, personalised learning approach K–6 was introduced into the school. The Growth Coaching model was used to support teachers to set professional goals in line with the Professional Development Framework. Teachers felt that this process supported their efforts to evaluate and improve their teaching

and adjust programs and strategies to better meet student needs.

LEADING – The school has made significant strides towards an improved relationship with the school community and streamlined systems to enable the school to assist families who most need assistance. In 2016 our school attendance rate was 85.7%, whilst not meeting the goal set of 90% we have made pleasing progress working with families through our Community Liaison Officer (CLO) and Smith Family partnership. Our CLO worked closely throughout the year with the Home School Liaison Officer and Learning and Support Team in evaluating attendance records, developing plans of action and engaging parents whose children have problematic attendance. Staff found this to be a very beneficial process and noticed improved attendance and arrival times from students who were being monitored by the school CLO. This year our parents were invited to participate in literacy and numeracy based program (PaTCH) involving a trainer provided by the Department of Education and Communities. The course was a training program to accredit volunteers supporting children learning to read, write and use counting in the early years of schooling. Of the parents involved 100% graduated from the program and are using the skills they have learnt at home. Our Aboriginal Education Officer worked closely with students throughout Term 1 in the writing of the individual programs. During our NAIDOC week celebrations we successfully engaged members of the Aboriginal community with them coming and leading sessions with our students. Students and staff commented on the positive impact and enjoyment they received from learning about Aboriginal culture, artworks and history. Engaging and encouraging community involvement will also continue to be a focus for 2017 to ensure the learning needs for ATSI and all students are being met.

TEACHING – The staff continue to build on their knowledge and understanding of effective assessment and evaluation processes and the new History and Geography syllabus. All staff members are collaboratively building on a systematic whole school approach to assessing and evaluating student outcomes consistently from preschool to year 6. Staff have committed to improving their skills in the area of data by engaging in NAPLAN and PLAN professional development. Areas of development included formative and summative assessment, data collection and data evaluation for future planning. This has assisted in a deeper understanding of evidence based teaching strategies to improve student outcomes. Staff have adopted new strategic direction planning processes and are systematically monitoring, evaluating and reviewing milestone implementation and results. The opportunity for community engagement has allowed for a whole school approach and continues to build on positive strong relationships with the wider school community.

In 2016, the school sought the opinions of parents, students and teachers about the school as a whole. The information was collected through:–

Reviewing anecdotal records;

Teacher, student, parent and staff surveys;

Analysis of school assessment data;

Interviewing members of the school community, including members of staff, students, parents and family members and focus groups;

Analysis of current policies, programs, assessment information, plans and budgets;

Classroom observations conducted by Principals, Executives and peers.

Discussion and input through staff and stage meetings.

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

LEARNING – Promote and support learning excellence and responsiveness in meeting the learning needs of all students

Purpose

To nurture an integrated approach to quality teaching, curriculum planning and delivery, and assessment that promotes learning excellence and responsiveness in meeting the learning needs of all students.

To cultivate consistent, school-wide practices for assessment and reporting in order to monitor, plan and report on student learning across the curriculum.

Overall summary of progress

Staff members continue to deepen their understanding of the literacy and numeracy continuums and incorporate the data to plan and program for teaching at the point of need for each child in their classrooms. It is expected that students will make constant progress and that data for on-track students will increase over the next year as the gains made in 2015 are consolidated.

The Early Action for Success (EAfS) program has provided professional development and support for the K–2 teachers, including an interventionist teacher. The Instructional Leader works closely with the K–2 teachers to enhance teaching practice, ensure differentiated teaching and learning programs and encourage the use of data to drive teaching decisions. Plans are well underway to ensure the integrity and vibrancy of this program continues to target student learning in 2017.

NAPLAN data continues to provide evidence about the effectiveness of teaching programs and teachers are becoming more able to analyse and read the data in order to make teaching decisions.

The preschool staff participated in the Language and Literacy, Preschool Pilot program and undertook training with the EAfS Instructional Leader to increase the awareness of the importance of providing enriching literacy and numeracy based activities to students throughout the day. Training was completed and resources purchased.

Teachers of Years 3 to 6 participated in Super 6 training and a refresher course for Accelerated Literacy which enabled them to plan for explicit instruction based on students' needs, support and scaffold students through modelled, guided and independent teaching and provide clear and purposeful feedback and constant opportunities for student reflection.

Teachers in the support classes used the Get Reading Right program to enhance their explicit and systematic teaching of Reading, Writing and Spelling. The associated resources were also utilised by all classes K–6. 3–6 also began training in Focus On Reading this year, as two staff members began their accreditation as trainers to share with other staff. As a result of these programs, resources and strategies, a whole school focus on quality, evidence based learning and the delivery of an integrated, personalised learning approach K–6 was introduced into the school.

The Growth Coaching model was used to support teachers to set professional goals in line with the Professional Development Framework. Teachers felt that this process supported their efforts to evaluate and improve their teaching and adjust programs and strategies to better meet student needs.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
PLAN data will show that students are moving along the Literacy Continuum at an optimal rate.	K–2 teachers enter student PLAN data every 5 weeks. 3–6 teachers enter student PLAN data each term. Professional development has enhanced understanding of the continuum and the data entered is increasingly accurate. K–2 teachers are using the data to plan for personalised teaching. EAFS PLAN reading data shows that 54% of year 2 students are on track, 63% of year 1 students are on track and 63% of kindergarten students are on track. The majority of students have made 12 months progress along the continuum.	\$8280 L3 training
NAPLAN data will show an increased percentage of students in the proficient bands for reading, comprehension, spelling and writing	NAPLAN data shows an increase in the number of students in the proficient band for Year 5 reading, writing and spelling. There is also an increase in the number of students in Year 3 in the proficient band for writing and grammar/punctuation. The number of students in proficiency for Year 5 grammar/punctuation and Year 3 reading and spelling has decreased.	
ATSI students will be equally represented in the NAPLAN proficient bands and along the continuum.	<p>NAPLAN data shows that ATSI Students were equally represented and results showed that they are equal to or higher in the proficient bands in both Year 3 & 5 writing, numeracy, data, measurement, space & geometry. As well as in Year 5 Spelling, grammar & punctuation, and number, patterns & algebra.</p> <p>Continuum data indicates that there are no significant differences between the achievements of ATSI students and non-ATSI students in Literacy. The data did identify Aspects of Writing as an area where Aboriginal and non-Aboriginal students needed greater support in order for them to achieve the appropriate stage cluster.</p>	
ATSI Year 4 and Year 6 students on the Norta Norta program will make gains equal to or greater than the gains made by other students in Years 4 and 6.	<p>Norta Norta program was implemented and 4 students in years 4–6 were involved in individual instruction in Literacy and numeracy for 2 hours per week. The intervention consisted of in-class support and some withdrawal and spanned 8 weeks of teaching.</p> <p>The year 4 students made academic gains during the implementation and the year 6 students gained confidence in maths and English. Two students were in Year 6 in 2015 and sat for NAPLAN in 2016 at high school. One student was in Year 6 in 2016. Funding for this program was unfortunately cutshort so it was not run in 2016.</p>	\$3748.95 For a Teacher to work with Aboriginal Students.
Results of the Early Action for Success Preschool Pilot Program will be monitored and evaluated.	The preschool teachers and Instructional Leader participated in six full day training sessions to complete the <i>“Language, Literacy and Numeracy Professional Learning course for</i>	\$400 – rich, quality texts \$5751.00 K–2 Casual Teacher replacement

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Results of the Early Action for Success Preschool Pilot Program will be monitored and evaluated.	<i>Preschool Teachers.</i> ” The training involved the completion of between-session-tasks and professional readings. Both the preschool teachers and kindergarten teacher have reported increased awareness of Literacy in the preschool rooms. Preschool teachers are actively incorporating Literacy and numeracy based activities into their daily interactions with students. The skills learned and theory acquired will continue to inform the teaching of pre-schoolers into 2016 and beyond.	\$2074.00 Pre School Casual Replacement 6 days

Next Steps

- Tracking student progress throughout the year. K-6 teachers to enter PLAN data and monitor progress as well as achievement of benchmarks.
- Ensure that students are placed correctly on the continuum – professional development around the continuums.
- Continue to track Aboriginal students.
- Continue to monitor the impact of EAfS with a focus next year on numeracy.
- Preschool teachers will continue to implement the literacy and numeracy learning from their previous training.
- Ongoing L3 training and four terms of TEN training for K-2 teachers in 2016 and implementation of both programs within the K-2 classes in 2017.
- Focus on Reading training for teachers 3-6 throughout the year and implementation of the approach within all 3-6 classrooms.
- Growth Coaching model expanded to support teachers developing their Professional Learning Plans with a focus on coaching the Australian Professional Standards for Teachers.
- Introduce and implement the new Departmental Performance and Development Process (PDP) for non teaching staff in the school to support their career aspirations and their efforts to increase their skills and enhance their effectiveness in the workplace to ensure better outcomes for our students.

Strategic Direction 2

LEADING – Provide and foster whole school practices to achieve a self-sustaining and self-improving community.

Purpose

To foster a culture of high expectations and community engagement that achieves sustained and measurable whole-school improvement.

To deliver management systems, structures and processes that facilitate ongoing school improvement and the professional effectiveness of all school members.

Overall summary of progress

The school has made significant strides towards an improved relationship with the school community and streamlined systems to enable the school to assist families who most need assistance.

In 2016 our school attendance rate was 85.7%, whilst not meeting the goal set of 90% we have made pleasing progress working with families through our Community Liaison Officer (CLO) and Smith Family Partnership. Our CLO worked closely throughout the year with the Home School Liaison Officer and Learning and Support Team in evaluating attendance records, developing plans of action and engaging parents whose children have problematic attendance. Staff found this to be a very beneficial process and noticed improved attendance and arrival times from students who were being monitored by the school CLO.

This year our parents were invited to participate in a literacy and numeracy based program (PaTCH) involving a trainer provided by the Department of Education and Communities. The course was a training program to accredit volunteers supporting children learning to read, write and use counting in the early years of schooling. Of the parents involved 100% graduated from the program and are using the skills they have learnt at home. In our evaluation of the program, each parent has stated they would like to continue volunteering and using their skills in classrooms throughout 2017.

One of the major areas to look towards improving in 2017 is the design and revising of student PLPs. Our Aboriginal Education Officer worked closely with students throughout Term 1 in the writing of the individual programs. One area of improvement in the developing of PLPs is parent engagement and involvement in the process. In a staff evaluation, teachers would like to see a review and restructure of the schools current PLP and have time off class to encourage parents to attend meetings or have a community afternoon where the learning plans can be openly discussed. Improving PLP writing and engaging parents in the process will remain a focus for 2017.

During our NAIDOC week celebrations we successfully engaged members of the Aboriginal community with them coming and leading sessions with our students. Students and staff commented on the positive impact and enjoyment they received from learning about Aboriginal culture, artworks and history. Engaging and encouraging community involvement will also continue to be a focus for 2017 to ensure the learning needs for ATSI and all students are being met.

Another focus for 2017 will be the forming of a school P&C. Unfortunately in 2016, due to lack of parent participation, the P&C disbanded and fundraising for school resources ceased at the end of Semester 1.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>90% or greater attendance will be achieved each week.</p>	<p>Home School Liaison Officer working closely with the Community Engagement Coordinator to address specific and systemic issues regarding attendance.</p> <p>The Community Engagement Coordinator tracks and reports on weekly attendance to each class and in the school newsletter. Students are rewarded for reaching their weekly attendance target at assembly with an award presented by Community Engagement Coordinator or Principal.</p>	<p>\$8933.08</p>
<p>Survey data will indicate that parents have engaged their children in the process of academic socialisation.</p>	<p>Surveys via face to face interview with parents and students were conducted by our LaST at the end of Term 4 2016.</p> <p>The results from this survey will be used in our Annual School Report and will drive focus areas for 2017.</p>	
<p>Teachers' programs and practices reflect the value and importance they place on engaging parents in the education of their children.</p>	<p>Teachers ensure all parents/caregivers are welcomed into the learning environment. Individual teachers and whole school strategies have invited parents/caregivers to come into classrooms as volunteers.</p> <p>Initial attempts have had poor response from parents/caregivers.</p> <p>However, a parent survey given to 2017 Kindergarten parents showed an interest in volunteering in the classroom throughout 2017.</p> <p>Future strategies will need to take this into account.</p>	
<p>Structures have been developed by teachers to support parents in creating and maintaining a quality home learning environment.</p>	<p>Meet the teacher and parent teacher interview sessions were held throughout 2016. Parent attendance to these was low and engagement needs to be addressed in 2017.</p> <p>PaTCH program was run on Literacy and mathematics skills within the home and classroom. Parent turnout was extremely low. Due to it being a DEC run program parents needed a WWCC to complete the program. This turned a few parents away. New strategies are being developed to improve parent engagement through school based run programs.</p>	<p>DEC run program – EAfs funds covered resources needed</p>
<p>All ATSI students will have personalized learning plans that have been developed in consultation with their parents.</p>	<p>The Aboriginal Education Officer worked with students and staff in Term 1 to develop PLPs for 2016. Parents were invited to the school to meet and discuss plans but attendance to this was low. Needs to be a focus for 2017.</p> <p>Students enjoyed meeting with AEO to discuss plans but they needed to be reviewed and evaluated each term.</p>	

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All educators will demonstrate a greater awareness of appropriate strategies to deal with the individual emotional, academic and social needs of our ATSI students.	<p>AEO consulted in all major decisions regarding the school, particularly where Aboriginal students are involved, to provide input from the Aboriginal community.</p> <p>AEO represented on all school placement panels to ensure new staff have an awareness of the educational needs of ATSI students.</p> <p>This will need to remain a focus for 2017.</p>	

Next Steps

- Formation of a school P&C and Family and Engagement Committee with outside agencies.
- Improved attendance of parents within the classroom during class time with the implementation of school based training programs such as PaTCH.
- Analysis of survey data and application of data to improve practice.
- Ensure quality development and revision of PLPs through the revision and restructure of PLP format and involvement of parents in PLP process.
- Focus on Aboriginal education built into staff professional development and evident within teaching programs.
- Regular open classrooms organised to allow parents/caregivers/carers to feel comfortable in classrooms e.g. Education Week, Grandparents days.
- Parents personally surveyed to ascertain what courses they would be interested in attending.
- Time off class for teachers to create and review PLPs each term to include meeting with parents/caregivers and AEO.
- Ensure all staff members have completed the 'No Gaps, No Excuses' training in Aboriginal Education.
- Engage with groups within the local Aboriginal Community, such as the Coomaditchie Artists Co-Op and invite a dancing troupe to perform for the school.
- At least 2 staff professional development sessions dedicated to Aboriginal education.
- Introduce and implement the Department's *Tunin' In* initiative in order to develop the capacities of the Preschool Teachers and Educators to enable Aboriginal parents/carers and families to connect with each other and tune in to everyday experiences that develop early literacy and numeracy concepts to support their child's learning.

Strategic Direction 3

TEACHING – Sophisticated use of data and evidence based teaching strategies in order to facilitate a transparent learning culture.

Purpose

To provide an engaging learning environment that allows for learning opportunities to promote student growth within their academic and social capabilities.

To build teacher capacity in the analysis, interpretation and use of student performance data to drive their planning for the ongoing learning of each student.

Overall summary of progress

The staff continues to build on their knowledge and understanding of effective assessment and evaluation processes and the new History and Geography syllabus. All staff members are collaboratively building on a systematic whole school approach to assessing and evaluating student outcomes consistently from preschool to year 6.

Staff have committed to improving their skills in the area of data by engaging in NAPLAN and PLAN professional development. Areas of development include formative and summative assessment, data collection and data evaluation for future planning. This has assisted in a deeper understanding of evidence based teaching strategies to improve student outcomes.

Staff have adopted new strategic direction planning processes and are systematically monitoring, evaluating and reviewing milestone implementation and results. The opportunity for community engagement has allowed for a whole school approach and continues to build on positive strong relationships with the wider school community.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Number of parents attending school based information sessions.	<p>During the year there have been a number of programs initiated by the school to assist a transparent value on education and learning between home and school. Parents have attended training sessions and experienced practical experiences in the classroom either through one of the programs or as a classroom volunteer.</p> <p>Homework is being supplied through the Kemblawarra Public School website for parents and caregivers to access using a matrix.</p>	
Teachers utilise NAPLAN data to track, program for and assess the progress of all students.	<p>Professional development was provided for all staff through stage meetings and staff meetings to navigate and manipulate the SMART site and NAPLAN data.</p> <p>Stage 2 and 3 Teachers used given strategies to assist and improve student outcomes in their programming.</p> <p>All staff identified a number of whole school weaknesses to discuss and plan for 2017. This</p>	Staff Development days used

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Teachers utilise NAPLAN data to track, program for and assess the progress of all students.	included data and measurement strands in numeracy and writing.	
Teachers design classroom assessments that are frequent, high-quality and have clear, consistent scoring criteria.	Staff collaboratively worked towards creating a number of rubrics for their stages to support explicit teaching and clear expectations for students. The rubrics were used for planning, assessment and reporting to support a consistent scoring criteria.	\$1150.20 3 Casuals
Triangulated school and national data using formative and summative measures indicate improvement in focus areas for all students.	<p>Professional development was available for all teachers to assist with understanding, interpreting, plotting and collating data processes using the literacy and numeracy continuums throughout the year.</p> <p>The assessment and reporting committee is reviewing the current summative assessment guide for all years.</p> <p>Staff in years K–2 undertook L3 Training to support the improvement of student outcomes.</p> <p>PLAN data was entered every term for EAFS and years 3–6</p> <p>Staff have been trained as trainers in the Focus on Reading Program and delivered training to 3–6 teachers.</p>	\$8280.00 L3 Training Casual replacements
Students start developing learner agency and begin to identify and address issues in their learning environments.	<p>Students had access to the rubrics created to support their self-regulated learning ambitions.</p> <p>Learning journals were used for all years supplying parents/caregivers some sample work and accomplishments their child had made each term.</p> <p>Feedback forms from PLAN data were sent home for years K–2</p>	\$118.00 Cost of Learning journals

Next Steps

- Continue with parent workshops being offered and volunteer programs in classrooms.
- Survey and feedback sheets for parents/caregivers on needs and wants.
- Providing resource packs to purchase to assist with information/activities being provided through workshops.
- K–6 PLAN Data feedback forms to be sent home.
- Continue to create rubrics across all KLAs with guidance and support from experienced executive.
- Provide rubrics on the website termly.
- Provide Rubrics to families.
- Release AP to support 3–6 teachers in classrooms to build on quality teaching and learning strategies and outcomes.
- Continue with Professional Development with the Literacy and numeracy continuum.
- Track all students across all aspects visually on the wall in AP office.

- Clear, consistent and quality formative and summative assessment requirements for years 3–6 produced in booklet/soft form.
- Prepare and distribute a programming toolkit across the school to assist teacher consistency in lesson preparation and direction.
- Release time for the Focus on Reading group to prepare resources to support the program.
- Continue with learning journals each term.
- Each student develops their own student learning plan.
- Student checklists are created to support work readiness across different areas of learning.
- Use teacher intentions weekly across K–6.
- NAPLAN results are used for year 4 and 6 students as part of their individual planning.
- NAPLAN strategies and activities are investigated to support the implementation of teacher programs.
- Introduce a tracking record of student goals.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	Same students targeted from Term 1. 1:1 student withdrawal for intensive support. Ability tracked during this period and Targeted students to sit NAPLAN Year 5 and analyse / evaluate progress. Teacher created individualised phonics program to close the gap between Aboriginal and non Aboriginal students for Aboriginal students. SLSO delivered program to targeted students in morning Literacy groups. Students will sit NAPLAN in 2017 and results analysed to monitor progress.	SLSO \$950
English language proficiency	Targeted students selected from school standardised testing. Students with lowest achievements selected. ESL focus on Literacy aspects. Pre assessment completed. Individual programs created from results. Students assessed and progress marked against Literacy continuum.	
Low level adjustment for disability	SLSO used in K–6 classrooms to support small groups or individual students to increase outcomes in Literacy and numeracy. All teachers and SLSOs had timetabled Professional Development Plan discussions with supervisors. Mentoring was provided and teachers implemented actions based on individual goals. Updated Individual PDPs provided to supervisors.	Teacher \$2947.75
Socio–economic background	0.9 Teacher for additional class to reduce class sizes over the year to allow for maximised individual student attention. CLO sends regular letters home regarding absent days to limit unexplained absences. Liase with Smith Family to support families and provide assistance when needed.	
Quality Teaching – Professional Learning and Resources	1 day provided for a teacher to create shared rubrics for History and Geography K–6. Rubrics shared and used throughout year in all classrooms for assessment. Executive support teachers to allow for PLP creation with AEO, all Aboriginal students have up to date PLPs.	

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	46	45	46	59
Girls	37	46	49	42

Student attendance profile

School				
Year	2013	2014	2015	2016
K	94.5	90.9	79.7	89
1	89.1	88.3	90.9	82.4
2	91.9	91.2	84.7	92.6
3	92.8	90	87.4	89.3
4	92.9	91.6	79.1	91
5	88.8	88.2	85.6	90.8
6	87.8	87.7	88.1	93.3
All Years	90.9	89.9	86.1	90
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

In 2016 the school attendance goal was 90%. Kemplawarra Public School achieved 85.7%. The school attendance committee worked diligently throughout the year calling absent parents and sending absent letters home on each occasion. The attendance committee reviewed each students attendance each week and invited parents of students who had an attendance which was decreasing to a Learning Support Meeting to discuss strategies to support them in increasing their child's attendance. The attendance committee together with the Learning Support Team also worked closely with the Home School Liaison Officer to ensure that families with undesirable attendance needs were being supported.

Class sizes

Class	Total
HB4	12
HB3	16
HB2	26
HB9	18

Structure of classes

All classes as shown previously were multi-aged, mixed ability. The two preschool classes, not shown in the table above, provided learning through play opportunities in line with the Early Years Learning Framework (EYLF) for children who had reached the age of four, or who turned four by the end of July. There are five special education support classes including one autism class, two multi-categorical classes and two emotional disturbance classes not shown in the table above, each supporting multi-aged, mixed ability students. Both mainstream and support class students are provided with opportunities to integrate and combine to allow for ability leveled groups for numeracy and Literacy, Sport and some CAPA subjects where appropriate.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	2
Classroom Teacher(s)	8.92
Teacher of Reading Recovery	0.21
Learning and Support Teacher(s)	0.3
Teacher Librarian	0.2
School Administration & Support Staff	9.66
Other Positions	0.16

*Full Time Equivalent

The school had 12.3 teaching positions allocated in 2016. This includes 3 teaching executives and an additional 9 permanent, full-time teaching positions. The school also had 1 School Administrative Manager, 1 Aboriginal Education Officer and 7 permanent School Learning Support Officers.

The Australian Education Regulation 2014 requires schools to report on Aboriginal composition of their workforce. In 2016 there were five permanent

Aboriginal members of staff, including three full time teaching positions, one administration position and an Aboriginal Educational Officer. 22% of the school workforce is Aboriginal.

Workforce retention

Kemblawarra Public School has retained 100% of permanent teaching staff from 2015.

Classroom teacher Julie Napoleoni retired leading to the permanent appointment of Stephen Brown through merit selection in Term 4.

The school continues to have a part time Deputy Principal which was appointed to Kylie Pratt and a part time Intervention teacher filled by Stephen Brown.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	57.1
Postgraduate degree	42.9

Professional learning and teacher accreditation

During 2016 Kemblawarra Public School had 3 new scheme teachers working towards their NSW Institute of Teachers accreditation. There were an additional 12 permanent and temporary new scheme teachers maintaining their NSW Institute of Teachers accreditation at Professional competence level. All new scheme teachers span across preschool – Year 6 and include all support classes.

The average expenditure per teacher on professional learning at the school level was \$1875.24 with the total school expenditure on teacher professional learning being \$23871.86 in 2016.

100% of teaching staff and SLSOs attended the school professional development days where the following content was presented:

QIP – Preschool

Strategic Direction Groups – School Planning

Professional Development Plans using the growth coaching model

School Roles and Responsibility groups

Strategic Direction planning and evaluations

LST procedures

Rubric development

Focus on Reading 3–6

School Communities working together Online Course

In addition to this all temporary and permanent P–6 teachers, the school Aboriginal Education Officer, all School Learning Support Officers and School Administration Officer participated in professional learning activities throughout the year to advance their ability in their varying roles within the school which included training in;

Child Protection training/update

Recognition and management of Anaphylaxis training/Update

CPR and Resuscitation

e–Emergency Care (APTSs)

Reading Recovery Teacher Training

Principals Network meetings

Primary Assistant Principal and Deputy Principals network

Language, Learning and Literacy (L3)

Language and Literacy professional Learning for Preschool teachers

Literacy and numeracy tracking

Performance and Development Framework

Early Years Learning Framework training

Aboriginal Education 101

Mentoring for effective Teaching (MET) Early Childhood

Early Action for Success Professional Learning

Directors Presentation – Performance and Development Framework – Joint training presentation

Leader as Host – A taster

Principals familiarisation with LMBR

Early Childhood Australia – Respectful relationships for life

SMART online Training

Focussed Psychological Strategies and Mental health Continuing professional development

Children of parents with a mental illness national initiative training

Focus on Reading

Report writing at school

MyPL basic user training

TEN Teacher Best Start intervention program

Mathematics building blocks for numeracy

Injury management and return to work module

Peer coaching in the classroom – Growth coaching international

Numeracy and mathematics K–12 conference

BBLC Numeracy Continuum in practice

Bush Play: Aboriginal transition to school settings

Nonviolent crisis intervention training

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

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.

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.

The information provided in the financial summary includes reporting from 01 December 2015 to 31 December 2016.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	300 675.54
(2a) Appropriation	282 242.08
(2b) Sale of Goods and Services	12 607.60
(2c) Grants and Contributions	5 776.05
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	49.81
Expenses	-138 609.95
Recurrent Expenses	-138 609.95
(3a) Employee Related	-121 416.20
(3b) Operating Expenses	-17 193.75
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	162 065.59
Balance Carried Forward	162 065.59

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.

School expenditure is matched to the School Plan, targeted funding areas, management of the school's major assets and the needs of students. The Budget Committee, comprised of staff, parents and community members, builds and manages a school budget that is linked to student learning outcomes.

This year substantial overspending was due to an increase in staff leave associated with illness.

Minimal funds remaining are allocated for resources for the classrooms.

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	763 838.96
Base Per Capita	7 005.82
Base Location	0.00
Other Base	756 833.14
Equity Total	253 310.54
Equity Aboriginal	74 378.33
Equity Socio economic	130 154.80
Equity Language	4 448.14
Equity Disability	44 329.26
Targeted Total	870 776.82
Other Total	375 713.20
Grand Total	2 263 639.52

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.

Financial information (for schools fully deployed to SAP/SALM)

	2016 Actual (\$)
Opening Balance	0.00
Revenue	300 675.54
(2a) Appropriation	282 242.08
(2b) Sale of Goods and Services	12 607.60
(2c) Grants and Contributions	5 776.05
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	49.81
Expenses	-138 609.95
Recurrent Expenses	-138 609.95
(3a) Employee Related	-121 416.20
(3b) Operating Expenses	-17 193.75
Capital Expenses	0.00
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Grand Total	2 263 639.52

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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.

Narrative summaries are used when there are less than 10 students in a group as summary statistics or graphical representation of student performance cannot be used.

In 2016 Kemblawarra Public School had 25 students from Year 3 and Year 5 sit the NAPLAN assessments. These students included a mix of boys and girls across both year groups from mainstream and special education support classes.

YEAR 3

Literacy

80% of Year 3 students achieved above national minimum standard in reading.

85.7% of Year 3 girls achieved above national minimum standard in reading.

20% of Year 3 students achieved the top 2 bands in reading.

100% of Year 3 students achieved at or above national minimum standard in writing.

100% of Year 3 girls achieved above national minimum standard in writing including 28.6% achieving the top 2 bands.

100% of Year 3 students achieved at or above national minimum standard in spelling.

30% of Year 3 boys achieved the top band 8 in spelling compared to 6.7% in 2015.

80% of Year 3 students achieved at or above national minimum standard in grammar and punctuation.

100% of Year 3 girls achieved above national minimum standard in grammar and punctuation including 28.6% achieving the top 2 bands.

YEAR 5

Literacy

88.9% of Year 5 students achieved above national minimum standard in reading.

100% of Year 5 girls achieved at or above national minimum standard in reading.

Year 5 students had an average growth of at least 1 band from year 3 to Year 5 in reading.

0% of Year 5 students achieved the top 2 bands in reading.

100% of Year 5 students achieved at or above national minimum standard in writing.

On average Year 5 students gained at least one band in student growth since year 3 in writing.

78% of Year 5 students achieved at or above national minimum standard in spelling.

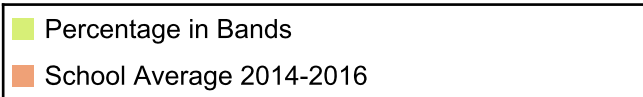
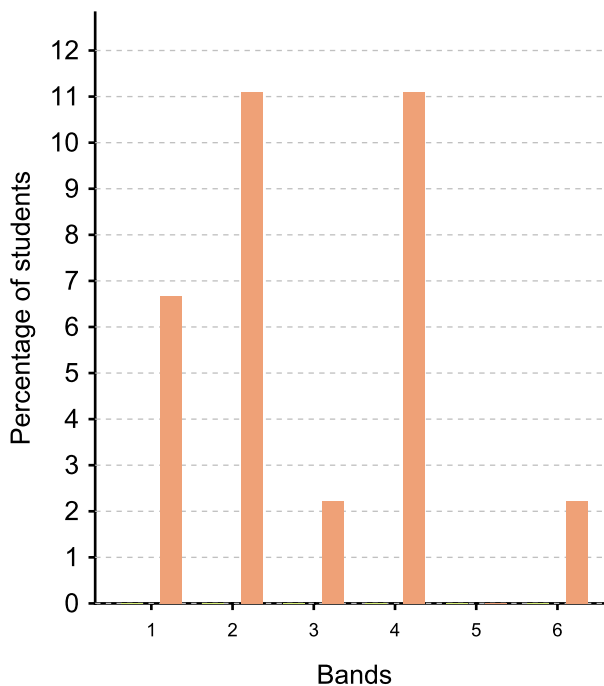
On average Year 5 students gained at least one band in student growth since year 3 in spelling.

78% of Year 5 students achieved at or above national minimum standard in grammar and punctuation.

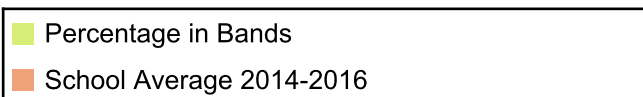
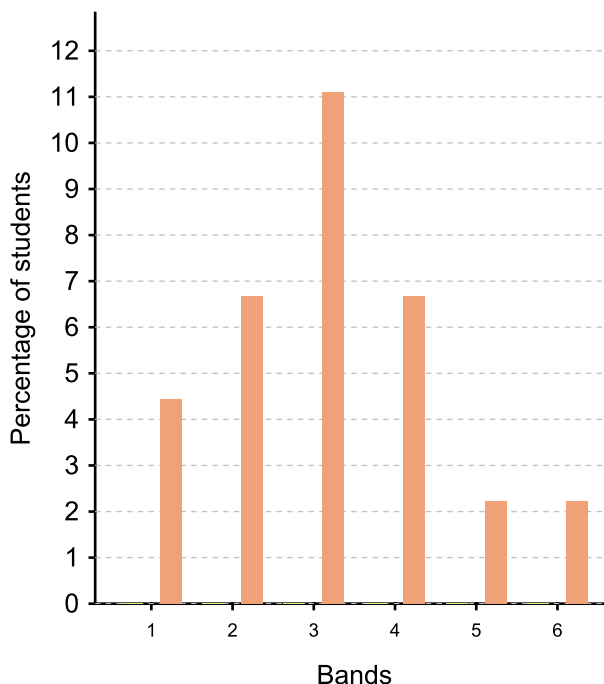
100% of Year 5 boys achieved above national minimum standard in grammar and punctuation.

On average Year 5 students gained at least 1.5 bands in student growth since year 3 in grammar and punctuation.

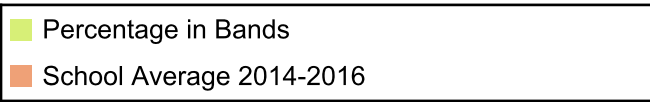
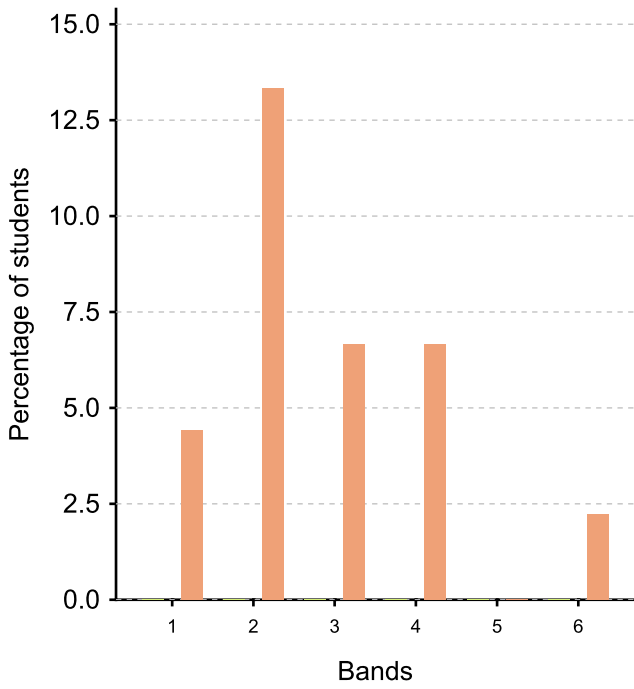
Percentage in bands:
Year 3 Grammar & Punctuation



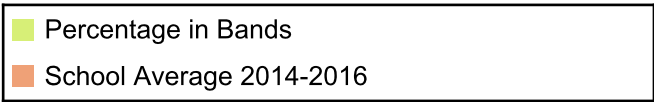
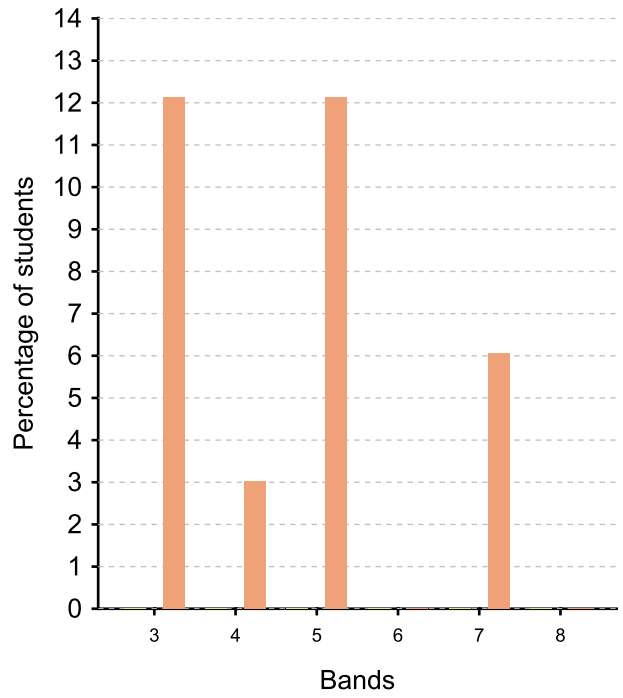
Percentage in bands:
Year 3 Reading



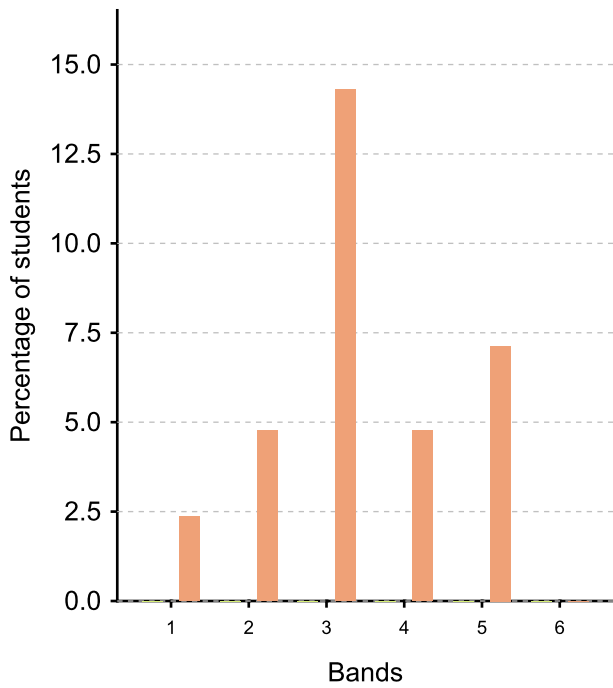
Percentage in bands:
Year 3 Spelling



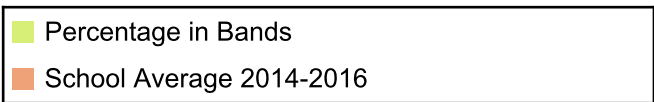
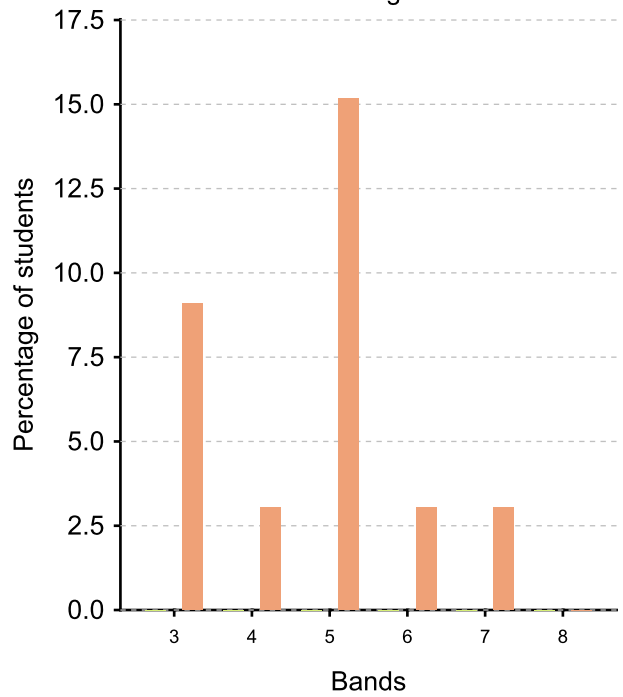
Percentage in bands:
Year 5 Grammar & Punctuation



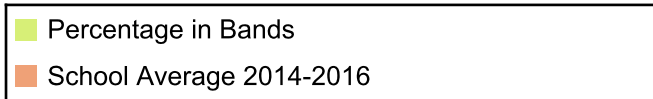
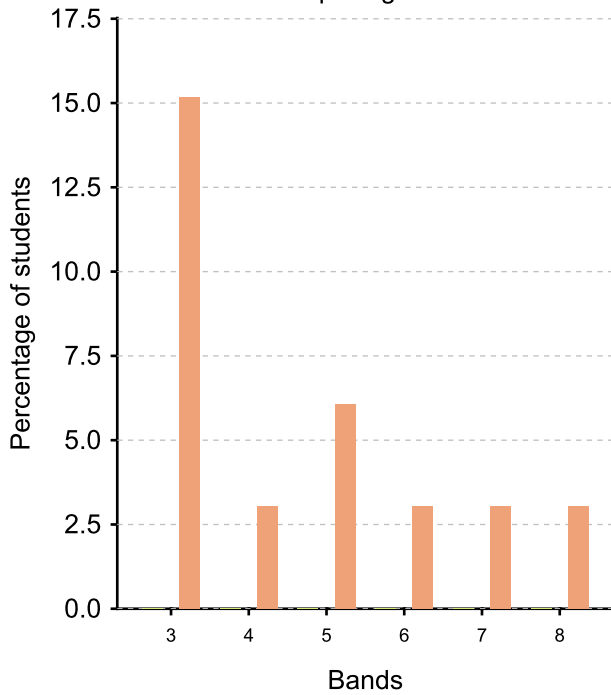
Percentage in bands:
Year 3 Writing



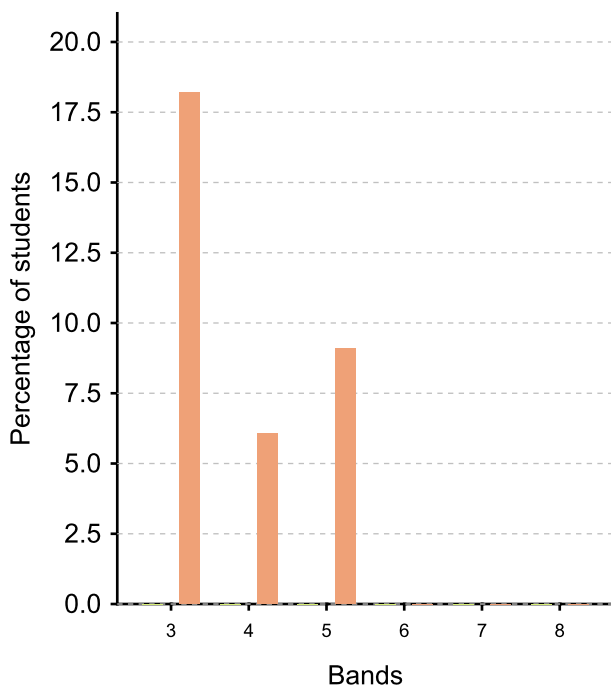
Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Writing



minimum standard in numeracy.

10% of Year 3 students achieved the top 2 bands in numeracy.

90% of Year 3 students achieved at or above national minimum standard in data, measurement, space and geometry.

100% of Year 3 boys achieved at or above national minimum standard in data, measurement, space and geometry.

100% of Year 3 students achieved at or above national minimum standard in number, patterns and algebra.

YEAR 5

Numeracy

89% of Year 5 students achieved above national minimum standard in numeracy.

100% of Year 5 boys achieved at or above national minimum standard in numeracy.

On average Year 5 students gained at least one band in student growth since year 3 in numeracy.

0% of Year 5 students achieved the top 2 bands in numeracy.

89% of Year 5 students achieved at or above national minimum standard in data, measurement, space and geometry.

100% of Year 5 boys achieved at or above national minimum standard in data, measurement, space and geometry.

75% of Year 5 students achieved at or above national minimum standard in number, patterns and algebra.

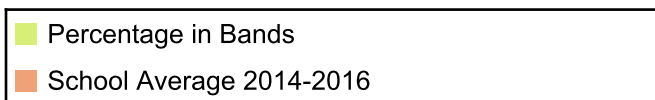
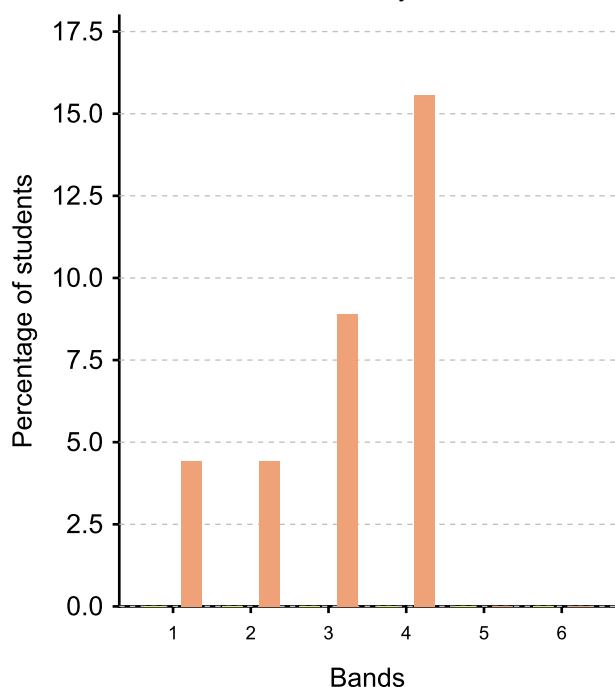
YEAR 3

Numeracy

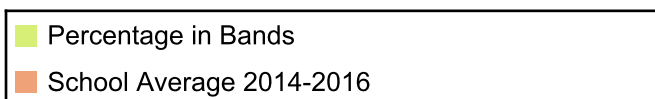
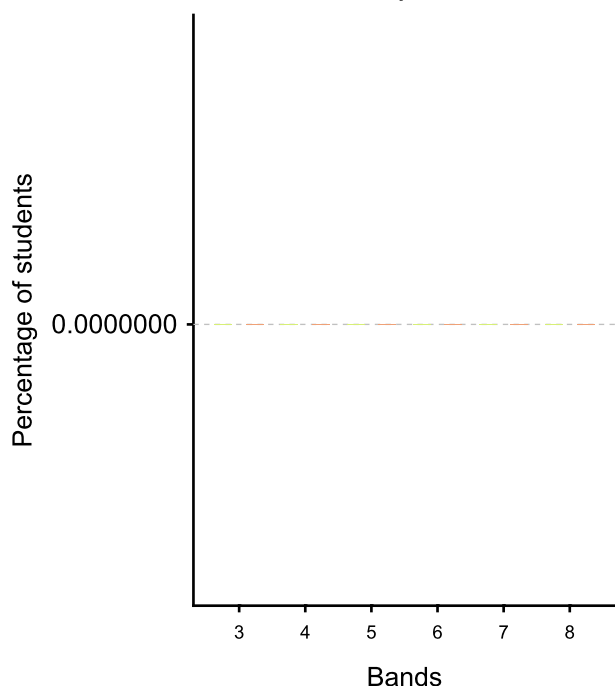
90% of Year 3 students achieved above national minimum standard in numeracy.

100% of Year 3 boys achieved at or above national

Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Numeracy



In 2016, in accordance with the *Premier's Priorities: Improving education results* and *State Priorities: Better services – Improving Aboriginal education outcomes* schools are required to report on their students performance for students in the top two NAPLAN bands in reading and numeracy.

Kemblawarra Public Schools actions towards achieving these priorities are as follows–

*Increase the proportion of students in the top two NAPLAN bands for **Reading and Numeracy** by eight per cent by 2019. (30% increase for Aboriginal students as an inclusive part of the 8% increase for general population)*

ABORIGINAL STUDENTS

YEAR 3

50% of Aboriginal students in Year 3 achieved above national minimum standard in **Reading**.

0% of Aboriginal students in Year 3 achieved the top 2 bands in **Reading**. (2 in B1, 1 in B2, 1 in B3)

100% of Aboriginal students in Year 3 achieved at or above minimum standard in **Numeracy** compared to all Aboriginal students state wide in Year 3 achieving 60.4% in the same bands.

100% of Aboriginal students in Year 3 achieved at or above national minimum standard in **Numeracy** compared to 0% in 2014.

0% of Aboriginal students in Year 3 achieved the top 2 bands in **Numeracy**. (2 in B2, 2 in B3)

YEAR 5

100% of Aboriginal students in Year 5 achieved at national minimum standard in **Reading**.

0% of Aboriginal students in Year 5 achieved the top 2 bands in **Reading**. (1 in B4)

0% of Aboriginal students in Year 5 achieved the top 2 bands in **Numeracy**. (1 in B3)

All results were 100% below national minimum standard across all aspects of **Numeracy**.

ALL STUDENTS

YEAR 3

Reading

80% of Year 3 students achieved at or above national minimum standard in **Reading**.

85.7% of Year 3 girls achieved above national minimum standard in **Reading**.

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.>

20% of Year 3 students achieved the top 2 bands in **Reading**. (2 in B1, 1 in B2, 3 in B3, 2 in B4, 1 in B5, 1 in B6)

YEAR 3

Numeracy

90% of Year 3 students achieved at or above national minimum standard in **Numeracy**.

100% of Year 3 boys achieved at or above national minimum standard in **Numeracy**.

10% of Year 3 students achieved the top 2 bands in **Numeracy**. (1 in B1, 3 in B2, 4 in B3, 1 in B4, 1 in B5, 0 in B6)

YEAR 5

Literacy

88.9% of Year 5 students achieved at or above national minimum standard in **Reading**.

100% of Year 5 girls achieved at or above national minimum standard in **Reading**.

Year 5 students had an average growth of at least 1 band from year 3 to Year 5 in **Reading**.

0% of Year 5 students achieved the top 2 bands in **Reading**. (1 in B3, 5 in B4, 1 in B5, 2 in B6, 0 in B7, 0 in B8)

YEAR 5

Numeracy

89% of Year 5 students achieved at or above national minimum standard in **Numeracy**.

100% of Year 5 boys achieved at or above national minimum standard in **Numeracy**.

On average Year 5 students gained at least one band in student growth since year 3 in **Numeracy**.

0% of Year 5 students achieved the top 2 bands in **Numeracy**. (1 in B3, 3 in B4, 5 in B5, 0 in B6, 0 in B7, 0 in B8)

The Instructional Leader Literacy and numeracy K–2 continued to build, expand and enhance the focus on diagnostic assessment and collection of data and differentiated learning and tiered interventions. The Instructional Leader also supported teachers to further develop their teaching expertise.

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.

Parents were surveyed and interviewed to reveal their opinions on the schools communication and reporting systems. They were asked how these systems can be improved by analysing the bi-yearly academic reporting system and communication as a whole school. They also commented on their thoughts about their child's/student satisfaction. Their opinions are as follows;

100% of parents surveyed have a minimum of once a month communication with the school or their child's classroom teacher either face to face or through text message. 40% of parents stated that communication should remain the same in 2017 and 60% suggested that an area of improvement could be to state the reason for a child attending social skills when sending the social skills notification home.

100% of parents stated that the bi-annual school reports were not easy to understand and therefore they were not effective in communicating their child's achievements at school. 70% of parents understand the A–E grading but found it difficult to understand all of the information contained within the teacher comment description.

When asked about their child's / student satisfaction 100% of parents agreed that their child enjoyed the social aspect of school the most. Other responses were the parent interaction opportunities, swimming and the gratification gained from academic achievements. Sport and homework were listed as the aspects of school which students disliked the most.

Teachers were surveyed and interviewed to reveal their opinions on elements of the schools strategic directions. Their opinions were sought and are as follows:

83% of teaching staff found the weekly stage meetings valuable to their role stating that on average they actively contribute to the meeting. 75% said that the meeting contributes to the broadening of their knowledge of effective classroom practices. It was stated that having the experience of the executive staff and instructional leader in the stage meetings made them a great means for professional development and that these discussions are integral to run a classroom efficiently. It was also stated that not all teaching staff work on the days that the meeting are held and feel that they miss out on vital communication.

100% of K–2 teachers are confident to assess and observe their students for data collection and to implement L3 in their classroom where appropriate. 100% also agreed that time with the school instructional leader is invaluable in increasing the educational outcomes for students in Literacy and numeracy.

50% of 3–6 teachers are currently confident to implement Focus on Reading in their classroom. 50% feel that additional guidance or mentoring is required to

time has been scheduled for 2017 already. 75% of 3–6 teachers agree that the ability based maths groups are effective and valuable. It was suggested that the allocation of SLSOs during math groups be reviewed in 2017 to ensure that additional support is provided where required. 100% of 3–6 teachers agree that the CAPA groups are effective and valuable.

100% of preschool teachers agreed that their observations to other preschools for professional development were incredibly valuable and that they are extremely confident creating and providing their students with transition to school statements.

82% of K–6 teachers are very confident inputting data into PLAN with 100% stating that they have a sound knowledge or greater of the Literacy and numeracy continuums. 82% agreed that PLAN data strongly informs their planning and teaching.

82% of teaching staff felt confident when organising and ordering resources through the school. 64% stated that they found it difficult or did not know how to access current school resources. It was stated that ordering resources has changed with the implementation of LMBR and that a number of teachers did not have key access to various stores such as the craft cupboard and sports shed. A key fob in the office was suggested as a solution.

100% of classroom teachers who had a helper from the PaTCH program assist in their class stated that it was extremely valuable to have the additional assistance and would like to see the program strengthened in 2017.

72% of K–6 teachers agreed that having pre-made rubrics to use when planning was very valuable with 82% stating that they have a sound knowledge of how to create a rubric to share. 82% also stated that extra time should be allocated to become familiar with the existing rubrics and create additional ones for sharing. It was suggested that time be given to collegially plan rubrics in stage groups. 73% of teachers agreed that they had an average understanding of the new history, geography and science documents with an average ability to deliver these KLAs in their classrooms. It was stated that more time to create unit of works to share amongst the staff in stage groups would be valuable.

Policy requirements

Aboriginal education

Kemblawarra Public School is proud of our indigenous heritage and continually seeks opportunities to embrace, promote and celebrate our cultural identity. We are committed to ensuring that teaching practices and opportunities are provided to allow Aboriginal and Torres Strait Islander students to achieve and excel in every aspect of their education and wellbeing.

Kemblawarra Public School promotes respect for all Aboriginal people. Actions were implemented as part of the schools Aboriginal Education program and comply with the Aboriginal Education and Training policy.

These were presented in the following ways:

Acknowledging the traditional custodians of the land at all assemblies and the flying of the Aboriginal and Torres Strait flag both on the school grounds.

Integration of Aboriginal perspectives across key learning areas so students can develop deep knowledge and understanding about Australia's first people. This included the introduction of units within the new history and geography key learning areas incorporating the first fleets and Australia's Indigenous history.

A number of our staff represented our school commitment to the local indigenous community at the Wollongong Aboriginal Education Consultative Group (AECG) meetings.

Professional learning including training using the new history and geography syllabus documents where teachers were provided with information to program inclusive lessons including using Aboriginal perspectives.

Every student within the school participates in the Wadi Wadi Language program presented by Carol Speechley (AEO) to increase knowledge and understanding of the Aboriginal culture.

During Term 4 a mural was jointly created within the school by the AEO and students to build connections and relationships between students, staff and the local community.

NAIDOC Week activities immersed all students and staff in the Aboriginal culture and continues to be a successful annual event. Parents are invited to participate in specific activities during the week to enhance parent and community engagement.

The AEO was utilised during Semester 1 to support Literacy development five mornings per week to a number of Aboriginal students. An individualised phonics program was created and implemented to close gaps and improve reading and fluency skills.

All Aboriginal students continue to have Personalised Learning Plans (PLPs), which are developed in consultation with the student, parents/caregivers and the classroom teacher. There is a strong emphasis on the creation and monitoring of academic goals and creating a joint ownership and responsibility for the students learning.

Listed below are some of the achievements of Aboriginal students through NAPLAN.

50% of Aboriginal students in Year 3 achieved above national minimum standard in reading.

100% of Aboriginal students in Year 3 achieved at or above national minimum standard in Writing.

75% of Aboriginal students in Year 3 achieved above minimum standard in Writing compared to all Aboriginal

students state wide in Year 3 achieving 55.2% in the same bands.

100% of Aboriginal students in Year 3 achieved at or above national minimum standard in spelling including 50% of these students in the top Band 6.

50% of Aboriginal students in Year 3 achieved above national minimum standard in grammar and punctuation.

100% of Aboriginal students in Year 3 achieved at or above minimum standard in Numeracy compared to all Aboriginal students state wide in Year 3 achieving 60.4% in the same bands.

100% of Aboriginal students in Year 3 achieved at or above national minimum standard in Numeracy compared to 0% in 2014.

100% of Aboriginal students in Year 3 achieved at or above minimum standard in data, measurement, space and geometry compared to all Aboriginal students state wide in Year 3 achieving 44.9% in the same bands.

100% of Aboriginal students in Year 3 achieved at or above national minimum standard in data, measurement, space and geometry compared to 0% in 2014.

100% of Aboriginal students in Year 3 achieved at or above national minimum standard in numbers, patterns and algebra compared to 71.4% in 2015.

100% of Aboriginal students in Year 3 achieved at or above minimum standard in numbers, patterns and algebra compared to all Aboriginal students state wide in Year 3 achieving 47.7% in the same bands.

100% of Aboriginal students in Year 5 achieved at national minimum standard in reading.

100% of Aboriginal students in Year 5 achieved above national minimum standard in writing compared to all Aboriginal students state wide in Year 5 achieving 36.8% in the same bands.

100% of Aboriginal students in Year 5 achieved at or above national minimum standard in spelling.

Multicultural and anti-racism education

All staff actively promote respect and accept all cultural backgrounds. Multicultural perspectives are considered and presented throughout class teaching and learning programs. The role of the Anti-Racism Contact Officer (ARCO) in schools is to be the contact between staff, students, family and community members who wish to make a complaint regarding racism. Time is made available when required to appropriately resolve any issues or concerns that staff, students and their families may have in a prompt and efficient fashion. Kemblawarra ARCO was Rebeka Schroder in 2016 who received 0 complaints regarding racism.

The following actions were implemented as part of the schools Multicultural Education program and the Anti-racism policy.

Harmony Day and NAIDOC week activities promoted the diverse cultures throughout the school and local community.

Every class is exposed to anti-racism awareness during compulsory programming included within the personal development, health and physical education Key Learning Area.

Kemblawarra Public School continues to be a successful restorative school adopting a number of restorative approaches promoting a growth in social capital. It is a whole school approach providing each student with ownership of their actions.

The school did not have any allocated school days to support the specific needs of students learning English as an additional language or dialect (EAL/D). However the learning support teacher supported a number of students during semester 1 with English as a second language through withdrawal from class for intensive individual learning designed specifically for their individual learning needs.

Other school programs

The school continued to implement a number of highly successful programs to provide students with extra educational opportunities. Some of these included:

Kemblawarra reading challenge

Learning and support program

Premier sporting challenge

Social skills and buddy program

Choral programs

Student Representative Council

Education week and book week

Public speaking and debating

Student Representative Council

Kemblawarra Public School school leaders have again been very active throughout the year, participating in, as well as organising many events. These include fund-raisers, social events and ceremonies and celebrations across the whole school.

Learning and Support

The school has an effective Learning Support Team (LST) to assist students with high needs in learning, behaviour, attendance and students with disabilities. The LST meet weekly and are responsible for developing strategies to meet the needs of students

with disabilities or learning difficulties and those at significant risk of harm. The LST assist staff training, submit an array of individual and whole school funding/placement applications and the collection and submission of the National Consistent Collection of Disability Data. In 2016 Kemblawarra Public School was allocated 0.3 LST days.