Our school at a glance

Students
Kurrajong East is a small school with a student population of 128 and a teaching Principal. In 2010 Kurrajong east lost a staff member due to a drop in student numbers.

Kurrajong East has less than 1% of the student population that identify themselves as either English as a Second Language (ESL) or Aboriginal.

The school is a consistent performer in national testing data and has strong programs and initiatives in literacy and numeracy that enable this continued success. Our students as a group generally perform at or above the state and national average.

Kurrajong East continues to support the development of many students in a variety of sports and regularly has students represent at district, state and regional level in swimming, cross country and athletics. Being a small school, Kurrajong East supports and acknowledges the sporting achievements of students in many sports undertaken out of school such as tennis, swimming, gymkhanas and athletics.

Staff
Kurrajong East has a very experienced staff who have been at the school for many years. Half of the staff have post graduate qualifications. This year full time teaching staff went from 6 staff to 5, due to the school’s drop in enrolments.

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

Significant programs and initiatives
Best Start Literacy K – 2
Kurrajong East expanded its involvement in the Best Start Literacy project, utilizing the support of Best Start Consultancy to introduce programs and practices centred on improving reading and writing.

Our involvement in this program has improved the performance of students reflected in the data for literacy and numeracy. This program will continue in 2011 with an emphasis on comprehension skills and strategies.

Gifted and Talented
Kurrajong East’s Gifted and Talented (GAT) program was implemented in semester 1, based on individual learning plans. Initial assessments were done by staff to determine GAT students.

GAT was run for students from stage 2 and stage 3 on alternate weeks after school. The program was based on self directed tasks from students, resources and policy from DET from This program has proven very successful and will continue in 2011.

Student achievement in 2010

Literacy – NAPLAN – Year 3
Year 3 girls achieved excellent results with 25% of overall students achieving band 6 results. Boys overall performance was not as good as expected, though no student was below band 2. Overall the literacy performance for KEPS students was below state in reading and spelling and above for writing.

Numeracy – NAPLAN – Year 3
Again for numeracy, girls performed better than boys. On average girls were between 10 and 30 points higher in overall numeracy, whilst boys were between 40 and 50 points below state average in overall numeracy.

Literacy – NAPLAN – Year 5
Year 5 students generally performed below expectation in all aspects of literacy, particularly boys and whilst all students showed growth, 75% of student’s growth was below the rate achieved by the region and state. Grammar was the area in which the school performed best whilst reading and spelling showed a significantly lower average.

Numeracy – NAPLAN – Year 5
Year 5 performance in numeracy was less than previous years, growth rates were below those of region and state in all strands. The area of
numeral is an area to be targeted as 70% of students achieved in either band 2 or 3.
100% of Year 3 students and 95% of Year 5 students achieved the minimum standard for literacy and numeracy.

Messages

Principal’s message
Kurrajong East has a strong welfare system that aims to support and nurture all students. The school performs very well in academic, artistic and sporting endeavors. The school has inclusive curriculum practices and endeavors to provide the means for students to be extended and challenged.

The school provides opportunity for growth in academic programs, sporting events within the school and access to extra curricular activities. Individualised programs are offered where appropriate and specific activities when they arise are offered to those students who would benefit from them the most, such as enrichment days, District Gifted and talented days, public speaking, debating and sporting representation in a variety of sports.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Brendhan Haynes
Principal

Kurrajong East

P & C and/or School Council message
A team approach and strong partnership continues to exist between staff, parents and the school community at Kurrajong East Public School. There was a regular flow of information to students and parents via the newsletter and the community notice board.

Monthly P & C meetings provided a forum for the communication and discussion of ideas and to plan successful fundraising activities.

Our Fundraising events during 2010 included a very successful ‘Market Day Plus’ in addition to the regular P&C Mothers’ Day, Fathers’ Day and Christmas Stalls which contributed greatly to the school life. Our year commenced with running for Kindergarten parents a “tears, tea and tissues” morning tea. Our BER classrooms were completed in the second half of the year and classes moved into them out of the old demountable classrooms. This was very good to see. Many parents and community members joined together to highlight the concerning situation of tree removal and we were pleased to see a moderate approach to the tree removal that was eventually taken.

Parents and caregivers assisted at school carnivals, special events and in class reading programs. They were parent volunteers on excursions and parents transported students to many events such as dance festivals, choir performances and sporting events. The school canteen and uniform orders continued to provide an invaluable service to all children’s families, and both combined to raise further funds to support the education of the students at the school. The canteen volunteers ran various theme days which were well received by the students and staff and worked together to provide a varied menu of healthy food options. The OOSH service continued to provide a valuable service to parents with many using the service at various times during the year on either a permanent or casual basis. The service, due to low usage on certain days, had to not operate on some afternoons.

Thank you to the committed members of the P&C for 2010 and to all parents, friends and the wider community who helped to support the school in many ways. Meetings are held on the 2nd Monday of the month at 7.30pm in the teachers’ staffroom and all are welcome to attend. Mr Haynes and his staff are extremely hard working and dedicated to our children’s school. We are fortunate to belong to such a wonderful community.

Mrs. Lynda Biggs
President

Kurrajong East Public school P & C
Student representative’s message
Since my family first became a part of K.E.P.S 13 years ago there have been significant changes at our school. These include 3 smartboards, an outdoor education area and the C.O.L.A being built, as well as this year, the replacement of another demountable building with a permanent double class room.

If it wasn’t for the opportunities this school has given us in sports, arts, academics and various activities as well as the dedication of our teachers, we would have not developed into enthusiastic, mature, knowledgeable young students we are now

Brooke Ferguson
School Captain 2011

School context

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

Student enrolment profile

<table>
<thead>
<tr>
<th></th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>66</td>
<td>65</td>
<td>63</td>
<td>68</td>
<td>70</td>
</tr>
<tr>
<td>Female</td>
<td>76</td>
<td>72</td>
<td>68</td>
<td>61</td>
<td>52</td>
</tr>
</tbody>
</table>

Management of non-attendance
Students who are of concern in terms of attendance are managed according to school and DET policy. Students who are identified are referred to the Home School Liaison Officer (HSLO) for further investigation and for appropriate processes to be put in place to meet the needs of identified students.

Class sizes
In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2010 class size audit conducted on Wednesday 17 March 2010.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>KINDERGARTEN/YEAR 1</td>
<td>K</td>
<td>11</td>
<td>18</td>
</tr>
<tr>
<td>KINDERGARTEN/YEAR 1</td>
<td>1</td>
<td>7</td>
<td>18</td>
</tr>
<tr>
<td>YEAR 4/YEAR 5</td>
<td>4</td>
<td>21</td>
<td>28</td>
</tr>
<tr>
<td>YEAR 4/YEAR 5</td>
<td>5</td>
<td>7</td>
<td>28</td>
</tr>
<tr>
<td>YEAR 1/YEAR 2</td>
<td>1</td>
<td>13</td>
<td>20</td>
</tr>
<tr>
<td>YEAR 1/YEAR 2</td>
<td>2</td>
<td>7</td>
<td>20</td>
</tr>
<tr>
<td>YEAR2/YEAR 3</td>
<td>2</td>
<td>10</td>
<td>25</td>
</tr>
<tr>
<td>YEAR2/YEAR 3</td>
<td>3</td>
<td>15</td>
<td>25</td>
</tr>
<tr>
<td>YEAR 5/YEAR 6</td>
<td>5</td>
<td>13</td>
<td>29</td>
</tr>
<tr>
<td>YEAR 5/YEAR 6</td>
<td>6</td>
<td>16</td>
<td>29</td>
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</tbody>
</table>
Structure of classes

Where possible classes are formed within stages, classes from K-2 are created according to DET staffing formula.

Student Attendance profile

Student attendance

<table>
<thead>
<tr>
<th>Year</th>
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<th>2009</th>
<th>2010</th>
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</thead>
<tbody>
<tr>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>K</td>
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<td>96.3</td>
<td>96.5</td>
<td>96.0</td>
</tr>
<tr>
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<td>94.4</td>
</tr>
<tr>
<td>2</td>
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<td>94.4</td>
</tr>
<tr>
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Region

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<th>2009</th>
<th>2010</th>
</tr>
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<td>2</td>
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<td>5</td>
<td>94.0</td>
<td>94.3</td>
<td>94.3</td>
<td>94.4</td>
</tr>
<tr>
<td>6</td>
<td>93.4</td>
<td>94.2</td>
<td>94.2</td>
<td>94.2</td>
</tr>
<tr>
<td>Total</td>
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<td>92.1</td>
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</table>

State

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<thead>
<tr>
<th>DET</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
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<tbody>
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<td>94.7</td>
<td>94.7</td>
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</tr>
<tr>
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<td>94.1</td>
<td>92.1</td>
<td>94.4</td>
</tr>
</tbody>
</table>

Staff information

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

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>1</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>0</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>5</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td>0</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>0</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.2</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.6</td>
</tr>
</tbody>
</table>

Teacher of ESL                               | 0      |
Counsellor                                    | 0.1    |
School Administrative & Support Staff          | 1.2    |
Total                                         | 7.1    |

Allocation of staff is as follows:

- The Principal position is a teaching position
- The Teacher Librarian is for 3 days / week
- Counsellor allocation is 0.1 as is the STLA position. This translates to 1 day per fortnight.

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

Staff retention

Due to a drop in student enrolments, KEPS has lost 1 staff member. All other school staff have remained the same.

There are currently no staff working at the school who identify as Indigenous.

Teacher qualifications

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

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.
Date of financial summary: 30/11/2010

Income
Balance brought forward 61,076.32
Global funds 71,083.90
Tied funds 21,311.92
School & community sources 33,888.55
Interest 0.00
Trust receipts 3,099.17
Canteen 0.00
Total income 193,760.45

Expenditure
Teaching & learning
   Key learning areas 9,229.15
   Excursions 22,899.00
   Extra curricular dissections 10,444.42
Library 810.28
Training & development 2,342.22
Tied funds 26,467.72
Casual relief teacher 19,775.87
Administration & office 22,572.81
School-operated canteen 0.00
Utilities 10,972.97
Maintenance 3,458.66
Trust accounts 3,286.77
Capital programs 0.00
Total expenditure 132,259.87
Balance carried forward 61,500.58

A full copy of the school’s 2010 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2010

Achievements

Arts
Kurrajong East provides a wide variety of opportunities in the arts. Achievements have included:

- Students Kyle Henson, Olivia Colagiuri, Alyssa Plucke and Ashlee Stewart being chosen to have their writing presented at the Hawkesbury Young Writers competition
- Four students; Angus Hamilton, Ava Wynn, Brooke Ferguson and Brooke Ingram having their work submitted to operation art.
- The school choir came second in the small schools category of the Hawkesbury music festival.
- The school dance group represented KEPS at the Joan Sutherland performing arts centre the Hawkesbury / Nepean dance festival.
- Ellen Jones, Chloé Linder, Taylor La Rosa and Olivia Colagiuri represented KEPS at Multicultural Perspectives speaking day.
- Jack Stokes receiving a first prize at the Hawkesbury show for his ‘Under the Sea’ picture.

Sport

Once again, KEPS has excelled as a school and through individual performance of a number of our students. Some of these performances included:

- Students Jesse Males, Harry Burk, Brooke Ferguson and Caitlyn Ferrier representing at Sydney West in athletics
- Kurrajong East winning the Small Schools Athletics carnival, with Jesse Males being named the Senior Boys champion and Brooke Ferguson named the 11 Years girl champion.
- Caitlyn Ferrier achieving state level in Cross Country.
- Kurrajong East was the champion school at Small Schools Cross Country.
- Ben McCarthy, Samantha Alvarez and Grace Jones and the senior girls relay team who made Sydney West Athletics.

Other

- Kurrajong East received a 3rd place in the Educational Institution category of the Hawkesbury City Council 2010 garden competition.
• Kurrajong East hosted the 2010 Small Schools Public Speaking / Debating competition.
• KEPS hosted session for Hawkesbury GAT as well as establishing a school based GAT program for targeted students
• The school was again involved in the Premiers reading and sporting challenges
• KEPS ran successful clubs in the categories of board games, gardening, skipping, typing and art.

Academic

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

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

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

Literacy – NAPLAN Year 3
Progress in literacy

Reading

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>205.7</td>
<td>132.4</td>
<td>67.0</td>
</tr>
<tr>
<td>SSG</td>
<td>N/A</td>
<td>N/A</td>
<td>84.2</td>
</tr>
<tr>
<td>State DET</td>
<td>87.5</td>
<td>88.4</td>
<td>83.4</td>
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</tbody>
</table>

Writing

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>108.8</td>
<td>40.3</td>
<td>43.9</td>
</tr>
<tr>
<td>SSG</td>
<td>N/A</td>
<td>N/A</td>
<td>58.9</td>
</tr>
<tr>
<td>State DET</td>
<td>69.3</td>
<td>57.7</td>
<td>66.8</td>
</tr>
</tbody>
</table>

Progress in Numeracy

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>74.6</td>
<td>94.9</td>
<td>90.7</td>
</tr>
<tr>
<td>SSG</td>
<td>N/A</td>
<td>N/A</td>
<td>86.9</td>
</tr>
<tr>
<td>State DET</td>
<td>77.3</td>
<td>93.4</td>
<td>89.3</td>
</tr>
</tbody>
</table>

Minimum standards

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

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

**Percentage of Year 3 students in our school achieving at or above the minimum standard in 2010**

<table>
<thead>
<tr>
<th></th>
<th>Percentage of Year 3 students achieving at or above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>100</td>
</tr>
<tr>
<td>Writing</td>
<td>100</td>
</tr>
<tr>
<td>Spelling</td>
<td>100</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>100</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100</td>
</tr>
</tbody>
</table>

**Percentage of Year 5 students in our school achieving at or above the minimum standard in 2010**

<table>
<thead>
<tr>
<th></th>
<th>Percentage of Year 5 students achieving at or above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>95</td>
</tr>
<tr>
<td>Writing</td>
<td>95</td>
</tr>
<tr>
<td>Spelling</td>
<td>95</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>100</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

Aboriginal education

Kurrajong East is committed to implementing DET policy on Aboriginal Education through programs and initiatives that reflect its core values. The school aboriginal population is less than 1%. Programs have included:

- Units of work in HSIE, English and other KLA’s promoting an understanding and knowledge of Aboriginal Australia.
- Training and development for all staff on DET Aboriginal policy.

Multicultural education

KEPS is committed to the principles of Multicultural Education through

- Welfare policies that consider and respect all cultures.
- Providing multicultural perspectives in relevant subject areas.
- Targeted students receiving assistance from the school learning Support team.

Respect and responsibility

KEPS welfare and discipline reflects the core values of the Department and is exemplified through programs and initiatives such as

- Peer support programs run by year 6 students.
- Anti bullying programs being run for years 4 and 5.
- A kindergarten ‘buddy’ program.
- SRC with representation from years 2 to 6.
• Merit awards and ‘Heads and Shoulders’ awards for positive reinforcement
• Principal’s morning tea for the top 2 students within each class as based on the number of merit express awards they receive.
• Presentation day

Other programs
KEPS provides opportunities for students to take part in student leadership initiatives and encourages participation and provides support for opportunities presented by outside agencies.
Initiatives and programs included:
• SRC representation for years 2 to 6 to organise and run lunch activities.
• Welfare programs such as Peer support and extra curricular as available.
• Increased SRC (Student Representative Council) representation within the school community.
• Buddy programs between Kindergarten and Year 6.
• Hawkesbury Leadership camp for captains and prefects.
• Establishment of clubs to meet individual interests and run from K – 6.

Progress on 2010 targets
Target 1
Reading: To improve text comprehension through mixed media
Our achievements include:
• 57% of year 3 girls being in Band 6. Girls performed significantly better than boys.
• 55% of girls in year 5 were in bands 6 and 7.
• All students in year 5 have shown growth from year 3

Target 2
Numeracy: To improve student performance in number operations, specifically division and multiplication
Our achievements include:
• 53% of year 3 students were in bands 4 to 6
• 47% of year 3 girls were in the top 2 bands
• 70% of year 5 students were in bands 5 and 6.
• Year 5 students are 3 scale scores above the state average growth in the test aspect of numeracy

Target 3
To improve student outcomes in Science
Our achievements include:
• The implementation of a new scope and sequence based on Science in a box resource packages and teacher kits.
• The use of ‘science in a box’ kits from early stage 1 to stage 3 students.
• An increase in the amount of science focused teaching across K-6, with more practical components drawn from the box and greater engagement with science from students as evidenced by improved grades across K -6

Key evaluations
It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2010 our school carried out the following surveys

Educational and management practice
Kurrajong East sent home surveys with students to ascertain the community view on School Culture. Students also completed surveys based on their perception of issues concerning School Culture. These surveys are Department of Education developed surveys known as Schoolmap

Background
The school was interested in gauging community views and satisfaction levels with the different areas of school life at Kurrajong East.
**Findings and conclusions**

In relation to the Parents:

92% of parents said that almost always or usually the students were the school’s main concern and that the school knew about the families and the community in which it serves.

89% of parents thought that the school encouraged everyone to learn and praised and rewarded individuals who were successful.

- 82% of parents were proud of our school, supported our programs and believed that the school encouraged students to achieve their best

In relation to the Students:

- 99% of the students believed that the school almost always or usually praised and rewarded student achievement and that it made new students feel welcome.

- 95% of the students thought that their school encouraged students to learn and achieve their best.

- More than 90% of students considered that they were the school’s main concern and that the school knew about their parents and the local community.

- Overall, 89% of students felt that the school appreciated them as a student, with 100% of girls stating that they felt appreciated.

- More boys than girls thought that the school encouraged them to learn and catered for the learning needs of all students.

In relation to the Teachers:

- All staff members responded in a positive manner to the school culture at Kurrajong East Public School. They believe that they understand the school community, that the school’s main priority is to meet the needs of all students and they endeavour to encourage all students to be continuing learners, recognising and celebrating their individual strengths and achievements.

**Future directions**

- Although the staff, parents and students responded favourably to our school culture, the school will continue to find ways to improve what it does. When required, it will make changes to policies and pedagogical practice to improve the tone of the school and to better cater for the learning needs of all students.

**Curriculum**

The Parents were given a survey to investigate their views on how Science and Technology is implemented at Kurrajong East and how the teaching of this Key Learning Area could be improved.

**Background**

During 2010, one of the school targets was to improve student outcomes in Science and Technology. The school purchased more boxes from the ‘Science in a Box’ science program and expanded its use so that all students from Early Stage 1 through to Stage 3 could be taught science using a more ‘hands on’ approach and following a whole school scope and sequence. Computer skills are also a valued component of Science and Technology, so these were also surveyed.

**Findings and conclusions**

- 96% of parents believed that Science and Technology is an important Key Learning Area.

- 93% of parents held the view that their child enjoyed learning about scientific issues.

- However, only 67% of parents thought that their children had developed new scientific skills.

- Regarding Technology, 100% of parents believe that computers are essential in the school setting as they help students learn. They think that the school needs to teach computer skills in an organised and sequential way from Kindergarten to Year 6 and they believe that access to the internet is a valuable resource for learners.
Only 78% of parents consider that the school has plenty of equipment and computers to teach this Key Learning Area.

**Future directions**

The ‘Science in a Box’ kits will continue to be used in each of the K-6 classrooms as they are developing the students’ scientific skills and increasing their enjoyment of science. These kits will also be re-shown to parents so that they are more aware of how Science is taught at KEPS and what topics are taught. In Technology, the students will continue to follow the K-6 scope and sequence of computer skills and the teachers will encourage the students to incorporate the use of computers in their learning.

**Other evaluations**

**Parent satisfaction**

In 2010 the school sought the opinions of parents about the school’s environment, teachers, programs, policies, extra curricula activities and parent and community involvement at KEPS.

Their responses are presented below.

- Over 85% of responses considered KEPS to be a friendly, attractive and well-resourced school which is tolerant and accepting of all students. They thought the teachers were competent, set high standards, focusing on Literacy and Numeracy, and promoted core values

- However, only 67% of parents were of the view that the school offered challenging programs to students and a wide range of extra curricula programs.

- 100% of parents believed that the school is connected to its community and welcomes parent involvement.

- 96% of parents have the view that the students are the schools’ main concern and that they are encouraged to contact the school to discuss concerns relating to their child.

- 63% of parents consider that KEPS has supportive welfare programs and 74% think that fair discipline exists within the school.

Overall, the parents were very happy with the school environment, teaching and learning. A minority were not happy with the welfare and discipline policies so these will be reviewed in 2011.

**Professional learning**

Kurrajong East has a commitment to providing Teacher Professional Learning (TPL) to support strategic initiatives, school management targets and the ongoing development of staff. 2010 funds were used to:

- Support targets as listed in the school management plan.

- Support identified staff need as per the TARS (Teacher Assessment and Review Schedule) process.

- Part of the professional learning needs of staff was covered in staff development days.

- Release staff to participate in training and development sessions directly linked to the school management plan.

**School development 2009 – 2011**

**Targets for 2011**

**Target 1**

To improve student performance in the area of reading specifically comprehension

Strategies to achieve this target include:

- Increasing the number of resources that specifically address the needs of students in relation to comprehension texts

- Creating a structured school wide buddy / peer reading program to be incorporated into the schools literacy sessions

- Introducing specific, targeted comprehension sessions from years 3 – 6 that are ability based.

Our success will be measured by:
• Improving reading performance so that all students move at least 1 band and that bands 5 and 6 have 50% of students, currently 27%
• An increase in student engagement with reading from K-6 and improved assessment performance related to comprehension / reading tasks
• 95% proficiently rates are maintained by year 2 students.

**Target 2**

**To improve student performance in the area of number with specific focus on working mathematically.**

Strategies to achieve this target include:
• Incorporating problem solving games and challenges in to all 3 – 6 classes to encourage and develop mathematical thinking and strategies
• Increasing professional learning opportunities for staff to meet numeracy targets as outlined in the schools management plan.
• Introducing a structured approach to the teaching of number facts and tables

Our success will be measured by:
• Improved grades for students across the school especially in relation to the number strand and working mathematically
• Improved performance in the numeracy aspects of NAPLAN for both years 3 and 5.
• Increased participation in UNSW competitions for math.
• All students showing growth of at least 1 band for numeracy
• An increase in students in bands 6 to 8, currently 27% of students in year 5 are in band 6 only.
• To move 20% of year 3 students into band 6 as currently 25% sit in band 5.

**About this report**

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school’s practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school’s future development.

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Lynda Biggs – P & C President / Parent Representative

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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: