Our school at a glance

Students
In 2010 we had an enrolment of 175 students. This changed constantly as students arrived or left throughout the year. We have a 54% NESB enrolment.

Staff
Our school’s teachers are experienced, professional and committed. All teaching staff met the professional requirements for teaching in NSW public schools.

Significant programs and initiatives
We have a strong Learning Support Team operating in our school. The ESL program, STL program, PALS programs and Reading Recovery support the Learning Support Team in implementing its individual learning programs.

Student achievement in 2009
Teaching and learning programs at Kemps Creek Public School are developed to specifically meet student needs. Information is gathered from a variety of sources and means to determine needs of the students.

28 students in Year Three and 23 students in Year Five sat for the NAPLAN Test in 2009.

Messages
Principal’s message
This report is written for the Kemps Creek Public School community and is a record of our school’s achievements in the wider community. It presents information about the efforts and achievements made by students, teachers and parents during 2009. It also outlines the plans we have for improvement in 2010. Kemps Creek Public School has very experienced, professional staff dedicated to helping all our students learn and parents who actively support us in achieving quality learning. I am proud that Kemps Creek Public School is a place where we emphasise: respect, caring, responsibility, opportunities and the development towards improvement.

This year has been another year of success for students, teachers and parents. I congratulate everyone for the achievements made together throughout 2009 and anticipate many further successes in 2010.

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.

Mr Zacharias Psilos - Principal

P&C and/or School Council message

2009 has been a big year for the P&C Association. We haven’t held as many fundraisers as previous years, but the ones we did organise went well and raised funds to spend back in the school and for the students.

Fundraising is always a big job and it was great to see so many families donating their time for worthwhile events.

Fundraisers this year included:
Big Breakfast – Winter Wonderland theme. It was cold but everyone joined in for a hot breakfast;
Mothers Day Stall – children enjoyed buying gifts for their mums. We also had the lovely Mothers Day flowers donated to us by a local grower Walls Nursery;
Fathers Day Stall – thanks again to those mums who helped purchase, wrap and give their time at the stall;
Easter egg fundraiser. For the Easter raffle we had lots of donations and it was great to see families buying lots of Easter raffle tickets;
Entertainment books were ordered again;
P&C Christmas Function – the P&C provided a BBQ for dinner and the kids had fun with the Disco and Santa. It was really good to see so many families able to come and join in. Thank you for all the donations for the raffle; and
For the first time for a long time we organised a Pie Drive. We had quite a few orders and buyers were happy with the quality of the pies and cakes.

With our funds we were able to pay for the hire of buses for the whole school excursion to the Circus in May. We have also been able to provide funds to the school to purchase learning equipment and supplies.

The canteen volunteers have been wonderful again this year to give their time to provide a great service to our children and teachers. I would like to thank the canteen supervisors for organising and keeping the canteen running all year. The canteen is our biggest fund-raiser and the effort of the volunteers is valued and appreciated by all.

A thank you luncheon was organised for the teachers. Many mums prepared a beautiful variety of foods and the teachers enjoyed being spoiled.

I would like to thank all the parents who have given their time throughout 2009 - your efforts are really appreciated.

Mrs Maria Granic – P&C President
Student representative's message
This year we were privileged by being elected by the staff and students of Kemps Creek Public School to take on the role of School Captains. We enjoyed every moment while being school captain and participated in many events.
Our duties involved helping parents who volunteered their time in the canteen, setting up and running assemblies, organising the notice board and greeting important visitors to our school.
We have been involved in a number of activities this year that included:
Swimming, Athletics, and Cross Country carnivals;
School Concert;
Excursion to Bathurst Goldfields;
Leadership Forum Day with our Cowpasture Community of Schools group;
Cecil Hills Orientation Day and Transition Program;
Big Breakfast and Crazy Hair Day;
Book Week Performance for Book Safari;
Year 5 and Year 6 Games afternoon;
Kindergarten Orientation Day;
Parent helper thank you luncheon;
Year Six Farewell; and
Stage Three Sport and Recreation camp to Milson Island.
Thank you to the parents, P and C and community who have supported the school and have helped run all our school events successfully this year.
Thank you to our teachers who have worked very hard this year to provide us with so many different opportunities to learn. We also thank them for taking the time to organise school excursions and camps. We had a great time and appreciate the effort to make them memorable learning experiences.
We would like to thank everyone at Kemps Creek for helping us through our primary school career. We wish the new Captains and Prefects for 2010 the best of luck in all their future endeavours.
Celestyna Saggiomo and Jesse Bonanno - 2009 School Captains

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

Student enrolment profile
At the end of 2009 the student enrolment was 175 students. This continues to change constantly as students arrive or leave throughout the year. Students regularly are enrolled into the grades that already have the largest class sizes. This causes class sizes to vary. Exact enrolments at the beginning of the year are impossible to accurately predict, especially in Kindergarten. It is anticipated that the school will begin 2010 with seven classes.

<table>
<thead>
<tr>
<th></th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>111</td>
<td>97</td>
<td>92</td>
<td>91</td>
<td>87</td>
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<tr>
<td>Female</td>
<td>90</td>
<td>91</td>
<td>80</td>
<td>81</td>
<td>88</td>
</tr>
</tbody>
</table>

Student attendance profile
Daily attendance is the expected norm by our school community. The Home School Liaison Officer assists our school to support families when non-attendance is a concern. When compared to recent years with the District/Region/State rates, our schools comparative attendance is above average. All student absences, justified or not, are included in the graph.

Management of non-attendance
Late arrivals and early departures are required to report to office. Absence notes are required within a week. Children with unexplained absences are sent letters home to explain absences. The Home School Liaison Officer conducts audits of class rolls each term. 100% Attendance Awards are handed out each term to encourage attendance.

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 2009 class size audit conducted on Wednesday 18 March 2009.

<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>1H</td>
<td>1</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>2H</td>
<td>2</td>
<td>26</td>
<td>26</td>
</tr>
<tr>
<td>3C</td>
<td>3</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>4B</td>
<td>4</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>5C</td>
<td>5</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>6W</td>
<td>6</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>KINDER</td>
<td>K</td>
<td>15</td>
<td>15</td>
</tr>
</tbody>
</table>

We expect to retain similar class groupings in 2010.

Structure of classes
No multi-age groupings were required this year. We have seven straight grade classes.

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

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>91.6%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>8.33%</td>
</tr>
</tbody>
</table>

Staff establishment
The school had seven teaching positions allocated in 2009. This included a Principal, two Assistant Principals, a Librarian, an ESL teacher and one Support Teacher. We also gained a Reading Recovery teaching position.

We are supported by a Senior Administrative Manager, two School Administrative Officers, two part time Teacher’s Aides and a General Assistant. The staff has a multicultural mix with no Indigenous staff.

Administrative Officers, two part time Teacher’s Aides and a General Assistant. The staff has a multicultural mix with no Indigenous staff.

Financial summary
This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2009</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>0.00</td>
</tr>
<tr>
<td>Global funds</td>
<td>0.00</td>
</tr>
<tr>
<td>Tied funds</td>
<td>0.00</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>0.00</td>
</tr>
<tr>
<td>Interest</td>
<td>0.00</td>
</tr>
<tr>
<td>Trust receipts</td>
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</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>0.00</td>
</tr>
</tbody>
</table>

| **Expenditure**            |           |
| Teaching & learning        |           |
| Key learning areas         | 0.00      |
| Excursions                 | 0.00      |
| Extracurricular dissections| 0.00      |
| Library                    | 0.00      |
| Training & development     | 0.00      |
| Tied funds                 | 0.00      |
| Casual relief teachers     | 0.00      |
| Administration & office    | 0.00      |
| School-operated canteen    | 0.00      |
| Utilities                  | 0.00      |
| Maintenance                | 0.00      |
| Trust accounts             | 0.00      |
| Capital programs           | 0.00      |
| **Total expenditure**      | 0.00      |
| **Balance carried forward**| 0.00      |

Voluntary School Contribution is $25 first child, $15 second child and $50 maximum. A full copy of the school's 2009 financial statement is tabled at the annual general meeting of the P&C Association. Further details concerning the statement can be obtained by contacting the school.
School performance 2009
Kemps Creek Public School continues to provide varied and stimulating programs to enable students to develop skills and competencies for both present and future. Our school is affiliated with the Cowpasture Group of Schools to provide enriched activities for our students and common goals for our area schools.

Achievements
Arts
Well-known author and illustrator, Roslyn Motter visited our school;
A culmination of Book Week was the performance Jungle Bungle’;
The school choir performed at assemblies and special days throughout the year;
A school concert was held with each class presenting a musical or dramatic item.

Sport
Four of our students represented Horsley Zone PSSA in the Sydney South West Swimming Carnival;
One student selected in the regional swimming team to compete in the state carnival;
One student earned selection in the regional cross country team to compete in the state carnival;
One Year Five boy was selected in the Horsley Zone Softball team;
One Year Five student selected in the regional athletics team to compete in state athletics carnival;
One Year Five girl represented Zone 1 at the NSW State Show Riding Championships;
Three of our students competed in the World Martial Arts Games;
Two students competed in the Australian MMA Pankration Tournament for Martial Arts;
Our PSSA Kanga Cricket team competed in the PSSA semi finals;
One Year Five student was selected in the NSW Ice Hockey McCrae-Williamson Under 11 team;
Our PSSA Junior Soccer team competed in the PSSA grand final; and
Non PSSA children participated in the Cowpasture Group of Schools Gala Days.

Other
Students earned one Distinction and six Credits in the International English Competition.
Students earned three Distinction and thirteen Credits in the International Maths Competition;

National Schools Pride - a funding program from the Federal Government, was used to resurface the asphalt, replace the administration block carpets, externally paint the school, fix the infants bubblers, replace external weathered fascia boards and install aluminium sliding doors to all classrooms;
World’s Biggest Afternoon Tea held to raise money for the Cancer Council;
Our prefect body participated in a Cowpasture Group of Schools leadership forum.

Academic
In the National Assessment Program, the results across the Years 3 and 5 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 the 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)
Teaching and learning programs at Kemps Creek Public School are developed to specifically meet student needs. Information gathered in the classroom, through Learning Support Team, annual standardised testing and in external tests such as the NAPLAN Test helps determine needs of the students.
28 students in Year Three and 23 students in Year Five sat for the NAPLAN Test in 2009.

Literacy – NAPLAN Year 3
100% of students achieved at or above the minimum standard for the national benchmark in reading, writing and spelling, and 91% in grammar and punctuation.
Overall literacy results were about the state average, with writing above state average and reading, spelling, grammar and punctuation slightly below state average. In overall literacy, 46% of students at the school were in the top 2 bands compared with 51% across the state. There were no children who scored in the lowest band for overall literacy achievement compared with 2% across the state.
Overall, girls performed significantly better than boys and above the state average. Results indicated a school result somewhat lower than the state in the areas of recognising the relationship between text and illustration and interpreting character’s motivation in reading, and punctuation in writing.
Trend data shows overall literacy levels were very similar to last year with results about the state average and above regional average.

Numeracy – NAPLAN Year 3
94% of students achieved at or above the minimum national benchmark standard. 14.3% of Year 3 students scored in the top 2 bands (proficiency level), compared with 33.1% across our local school group and 40.2% across the state.

Year 3 students demonstrated knowledge above state level in three-dimensional space when dealing with the faces a 3D shape has.

There was some improvement in student ability to use visual stimulus within a question.

A continued focus needs to be placed on the language and comprehension skills associated with mathematical problems.

There also needs to be a focus on multiplication and division strategies to solve a variety of different word and number problems.

Literacy – NAPLAN Year 5
86 - 95% of students achieved at or above the minimum standard for the national benchmark. Overall literacy results were below state average with reading at regional average but writing significantly below state average. In overall literacy, 19% of students at the school were in the top 2 bands compared with 34% across the state. Overall girls performed significantly better than boys. Results indicated a school result somewhat lower than the state in the areas of persuasive texts, punctuation and some areas of grammar.

Trend data shows a decrease in overall literacy levels since last year especially in writing.
Numeracy – NAPLAN Year 5
100% of students in Year 5 achieved at or above the minimum standard for the national benchmark in overall Numeracy scores. 13.9% of students achieved in the top 2 bands (proficiency level) for Numeracy compared with 34.5% of students across the state and 26.9% across our local schools group. There were no children who scored in the lowest band for overall numeracy achievement compared with 3.4% across our local school groups and 2.9% across the state.

Year 5 students demonstrated knowledge above state level in Patterns and Algebra, 2D shapes and problem solving involving addition and subtraction. A continued focus needs to be placed Multiplication and Division word problems, visual number patterns and reading more complex timetables. Analysis of questions demonstrated students are continuing to develop their problem solving skills and need to further develop their understanding of mathematical language.

Progress in literacy 2009 was the second year of NAPLAN and growth figures are compared with previous Basic Skills results. Comparable Growth figures will be available with 2010 results. In overall literacy, the average growth rate for the school was below the state average. Average progress in reading was similar to the state but progress was significantly lower in writing.

Growth rate for boys in reading was slightly above the state average and the growth rate for girls in writing was significantly below state average.

The growth rate for students from non English Speaking backgrounds was at state average.

Progress in numeracy 2009 was the second year of NAPLAN and growth figures are compared with previous Basic skills results. Comparable Growth figures will be available with 2010 results. The overall growth rate in Numeracy for 2009 was 109 points. This is in comparison to 99 points for our local area and 93.4 points for the state.
Numeracy across K–6:
The Maths Syllabus has been used as the basis for all planning providing a systematic teaching program;
An updated K-6 tracking system was implemented to monitor student progress in terms of outcomes. An evaluation of this new format will take place in 2010;
Students were assessed in line with the Departments 5 point assessment scale. Parents were informed of their child’s progress in numeracy with comments reflective of their progress;
Staff were introduced to rich open-ended assessment tasks using a 5-point marking rubric;
Staff were introduced to the use of mathematical websites for the integration of technology into their lessons;
Staff participated in professional learning regarding Working Mathematically outcomes and using Question Stems; and
Early Stage One Classroom Teacher implemented Best Start Program to be continued into Stage One in 2010.

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 achieving at and above minimum standard

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</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>93</td>
</tr>
<tr>
<td>Numeracy</td>
<td>93</td>
</tr>
</tbody>
</table>

### Percentage of Year 5 students in our school achieving at or above the minimum standard in 2009

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>95</td>
</tr>
<tr>
<td>Writing</td>
<td>86</td>
</tr>
<tr>
<td>Spelling</td>
<td>95</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>91</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100</td>
</tr>
</tbody>
</table>

Significant programs and initiatives
Aboriginal education
The school provides programs designed to educate all students about Aboriginal history, culture and contemporary Aboriginal Australia. We provide Aboriginal education perspectives to our learning programs. An Aboriginal Activities Week is held for classes to celebrate NAIDOC week.
Individual Learning Programs designed for all Indigenous children.
Multicultural education
Background
Our school consists of 16 different cultural groups. We aim to acknowledge and celebrate our school’s cultural diversity and to ensure recognition and inclusivity of all groups through curricula, extra curricula and community activities. To support our LBOTE parents we provided the use of interpreters and translations when necessary including
weekly Bulletins, notes, and reports. We provided interpreters at interview sessions throughout the year and had excellent attendance from the LBOTE community. We have encouraged the inclusion of LBOTE parents on school P&C and other school organisational groups. We have extended our scripture groups to include Islam that is being taught by one of our parents. We held planning days each term where the mainstream teachers planned with the ESL teacher to ensure a multicultural perspective in all units of work being planned across all KLAs.

Finding and conclusions

Our students have displayed acceptance and tolerance of our different cultural groups and students mix socially across cultural groups in school and outside of school. School camps and excursions have been well attended by LBOTE students this year. There has been an increase in the number of LBOTE parents visiting the school for interviews, school functions such as concerts and open days, presentation evening and Kindergarten Orientation Day. Parental involvement in parents groups supporting the school has also increased this year.

Respect and responsibility

Our emphasis was on Anti-Bullying and Resilience in 2009. Our school’s Anti-Bullying Program was revised in Term 1 to ensure students were familiar with appropriate strategies. Specific anti-bullying strategies such as restorative practices, individual anti-bullying and social skills groups were put into place, which helped resolve bullying situations. The theme of Peer Support lessons was “Being Positive” which focused on developing resilience.

Other programs – Student Welfare

Background

Students are supported K-6 with ongoing welfare programs, both inside and outside the classroom. The school has a structured levels system with positive and negative consequences.

Finding and conclusions

Continuation of the levels system. 74% of students have achieved promotion in levels while 2% have been on negative levels; A Peer Support Program was implemented to develop resilience, being positive and leadership skills; A sun safety policy including mandatory wearing of broad brimmed or legionnaire hats implemented; An early lunch and late recess to ensure maximum sun protection; “Fruito” 5 minutes before recess; Leadership skills developed through assemblies, sport, peer support, peer tutoring, education week, fundraising events; and Support for charities through fundraising for Stewart House and Mwadi School in Kenya.

Progress on 2009 targets

Target 1 - Literacy
To have 60% of students achieving stage outcomes in writing.
To have 45% of students achieving in highest 2 bands in NAPLAN for writing.
Our achievements include:
64% of students achieved stage outcomes in writing; and
Students in the top 2 bands in Year 3 (50%) and Year 5 (14%).
Target 2 - Literacy
To have 80% of students achieving minimum school recommended benchmark range for reading.
To have 45% of students achieving in highest 2 bands in NAPLAN in reading.
Our achievements include:
84% of students achieved minimum school recommended benchmark range for reading.
Students in the top 2 bands in Year 3 (40%) and Year 5 (20%).
Target 3 - Numeracy
60% of students achieving stage outcomes in Mathematics.
45% of students achieving in highest 2 bands in NAPLAN for overall Numeracy.
Our achievements include:
63% of students achieved minimum school recommended benchmark range for Mathematics; and
Students in the top 2 bands in Year 3 (14.3%) and Year 5 (13.9%).

The surveys highlighted a need for staff to engage students more in their learning, providing clear expectations, priorities and outcomes.

Curriculum - MUSIC
Background
In 2009 staff students and parents were surveyed to gather data about the teaching of Music as part of the Creative and Practical Arts Program at Kemps Creek Public School. Data was collected on teaching and learning attitudes and practices, assessment procedures and areas of interest and expertise within Music.

Findings and conclusions
The school provides a variety of opportunities for students in Music Education including knowledge and skill development and performance opportunities;
Staff have expressed an interest in and a value for Music Education;
Staff have indicated the need for further professional development in order to provide a wider scope of musical activities and to better access the curriculum and support materials;
Staff have expressed the need to improve assessment practice;
Staff have expressed the need for resources which were accessible and easy to use;
Parents are supportive of the way music is taught and most believed programs met students’ needs;
Parents value Music education in our school and expressed an interest in further developing aspects of Music such as instrument playing;
Many parents are involved in furthering Music education outside of school;
35% of our students are involved in extra curricula Music activities including playing instruments and singing;
Students believe they are good at music and they enjoy the activities that the school provides particularly in the areas of performance;
Students believe their needs and interests are being catered for and have expressed a keen interest in the activities provided for them particularly singing and percussion; and

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 2009 our school carried out evaluations of Teaching and Music.

Educational and management practice - TEACHING
Background
Teaching in the school is provided within a stimulating and secure environment. Parent partnerships are actively supported and developed by school support structures.
School stakeholders including staff, parents and students, were surveyed using the SchoolMap materials.

Findings and conclusions
While a majority of parents indicated that the curriculum taught to their students is important some parents and students believe that the interests and needs of individual students could be better addressed.
Parents believe that students need to take more responsibility for their own learning and engage in conversation when in doubt.
Teachers also need to assist students in clarifying intended outcomes and purposes for learning.
A majority of parents and staff feel that class programs and management allows students to reflect and engage in their learning although some students believe teachers could better manage and engage them.
Most parents believe that teachers effectively assess and record their students’ progress although teachers and students indicated a need to more clearly communicate strategies used, and to use assessment to guide future planning.
A majority of parents, staff and students believe the school provided clear information about achievement through the reporting process.

Future directions
Students expressed a very keen interest in being involved in the whole school musical productions.

Future directions
Staff continue to provide a variety of activities that support all areas of Music education and that children enjoy and value;
Provide professional development for staff to enhance skills and knowledge of curriculum, including technology to teach music;
Review and document assessment strategies to be used in Music Education;
Update resources and provide staff inservice on their use; and
Keep parents informed of music education within our school.

Parent, student and teacher satisfaction
In 2009 the school sought the opinions of parents, students and teachers about the school.
Their responses are presented below.
All parents feel welcome in the school;
The school places an emphasis on promoting student achievement;
Parents are kept informed of what is happening through Bulletin etc;
Facilities and surroundings are continuously improved;
Effective approach to discipline and student welfare;
Student achievement is emphasised;
Students consider the school having a positive culture;
Students enjoy coming to school, feel proud to be a student at Kemps Creek Public School;
Students believe what they learn will be useful to them when they leave school; and
Teachers this year evaluated the school’s teaching processes. These findings are located in the Key Evaluations section of this report.

Professional learning
Staff professional learning is linked directly to the school’s three-year plan. All staff participated in professional learning activities during 2009. A strong commitment by all staff ensures the knowledge of recent trends.
Activities undertaken included:
Participation in school based School Development Days in Terms 1 and 2;
Participation in a combined local school group School Development Day in Term 3;
Participation in local school groups “Share the Skills” afternoons;
Updating Child Protection training for all staff;
Professional learning focused on Numeracy (Problem Solving) and Literacy (Writing);
SAM Conference; and
Principal conferences, including South Western Sydney Regional Conferences.
The total allocated school budget of $6736 for Professional Learning was fully expended.

School development 2009 – 2011
Our school has a three-year school plan for school development (2009 - 2011) with established target areas for each year with the aim being to achieve excellent educational target areas for each year with the aim being to achieve excellent educational outcomes for our students. We review this plan yearly.

Targets for 2010

Target 1 - Literacy
To have 65% of students achieving stage outcomes in writing
To have 48% of students achieving in highest 2 bands in NAPLAN for writing
To have 65% of students achieving stage outcomes in writing
To have 53.6% (Year 3), 43.5% (Year 5) students achieving in highest 2 bands in NAPLAN in reading.

Strategies to achieve this target include:
Implementation of Accelerated Literacy K-6 including teacher professional learning and in-school support;
Accessing and using NAPLAN Smart data and teaching strategies; and
Implementation of Literacy Continuum and Literacy teaching Guides K-2.
Our success will be measured by:
Improved results in writing and reading in NAPLAN and school based assessment.

Target 2 - Numeracy
65 % of students achieving stage outcomes in Mathematics.
35.7% (Year 3), 26.3% (Year 5) students achieving in highest 2 bands in NAPLAN for overall Numeracy

Strategies to achieve this target include:
Continuation of Working Mathematically teaching strategies.
Develop a consistent approach to Mathematics lesson timing;
Develop a mathematics proforma to be used K-6 to support school targets
Utilise Newman’s Error Analysis for school wide data collection;
Our success will be measured by:
Improved results in mathematics in NAPLAN
and school based assessment.
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.
Mr Zacharias Psilos - Principal
Miss Susan Bush - Assistant Principal
Miss Carly Fawcett - Assistant Principal
Mrs Ann Palin - ESL Teacher
Mrs Maria Granic - P&C President
School contact information

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Fax: (02) 9826 1202
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p.school@det.nsw.edu.au
Web: www.kemps creek-
p.schools.nsw.edu.au
School Code: 3615
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