Our school at a glance

**Students**
Kurri Kurri Public School has an enrolment of 610 students from Kindergarten to Year 6. This includes 2 classes for children with intellectual disabilities. 10% of the student population are Aboriginal.

**Staff**
The school has 27 classroom teachers and a number of support teachers including a teacher librarian, RFF teacher, support teacher learning assistance and school counsellor. Additional staff (1 Deputy Principal and 2 Assistant Principals) were employed this year to implement National Partnership program initiatives.

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

**Significant programs and initiatives**
Kurri Kurri Public School commenced its first year of National Partnerships funding. Innovative programs in technology, early years transition, gifted and talented, literacy and numeracy were introduced.

Career education, environmental education and student wellbeing programs continue to expand and operate successfully throughout the school to support the needs and interests of our diverse range of learners.

**Student achievement in 2011**
Year 3 NAPLAN results were pleasing particularly in writing and spelling. Results in reading and number were slightly below the previous year. There was an increase in the number of students in the top two bands for data, measurement space and geometry.

Year 5 NAPLAN results were also pleasing and consistent with 2010's results. There was also an increase in the number of students in the top two bands for data, measurement space and geometry.

The growth of students from Year 3 to Year 5 was impressive in spelling and numeracy with growth being at a greater level than State.

Messages

**Principal’s message**
The Building an Economic Revolution (BER) has provided the school with a functional hall that was officially opened this year. The hall is utilised daily for a variety of activities, including sports, assemblies, performances and meetings.

Kurri Kurri Public School commenced the first of four years of additional funding through the National Partnerships Program. Innovative programs have been developed in the areas of Literacy, Numeracy, Teacher Quality and Student Engagement and Retention.

Technology continues to be a strong focus with all staff confidently teaching lessons using Smartboard technology. Multimedia programs have been further extended to include senior students producing weekly vodcasts of the school newsletter and producing their own scripted and edited short films. These can be viewed through the schools website.

The introduction of an enrichment class in Stage 3 has proved to be very successful with an increase in the number of students receiving distinction and high distinctions in the Hunter Mathematics Competition. The class has also participated in Murder under the Microscope and multi-media competitions.

Lesley Doran, Relieving Principal

**P & C message**
2011 has been another very busy year for the P&C. Air conditioning was installed in the new Special Education classrooms and the last of the smartboards were purchased, so that every classroom now has a smartboard.

This year the P&C has supported the school as well as the local community. We have been involved with Rotary, the Nostalgia Festival and the Kurri Festival. The fete was a major success and one of our largest fundraisers. I would like to thank everyone for their help and support with all our events and for assisting us to maintain a 5 day per week canteen.

I look forward to returning in 2012 for another productive and fulfilling year.

Lisa Purkiss, P&C President
**Student representative’s message**

The 2011 leadership team has been involved in a number of school community events. This year the leadership team held a bandana day for Canteen and pyjama day for Stewart House, raising in excess of $1500.00 for the charities. We participated in the opening of the Kurri Kurri Coles Supermarket, with the school captains cutting the ribbon. Other community events included the local ANZAC Day march, Cessnock Leaders Breakfast and the opening of the school hall. It has been a great honour to represent the school and we have enjoyed the experience. We would like to thank the students and the staff for giving us the opportunity to represent our school and supporting us in our roles.

We hope the leadership team for 2012 enjoys the experience as much as we have. Thank you for a great and exciting year.

**Brittany Porter and Will Tranter**

**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**

Enrolments have steadily reduced as more students leave from Year 6 and fewer students enroll in Kindergarten.

<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>K/1</td>
<td>K</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>K/11</td>
<td>K</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>K/12</td>
<td>K</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>K-1/3</td>
<td>K</td>
<td>8</td>
<td>18</td>
</tr>
<tr>
<td>1/4</td>
<td>1</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>1/5</td>
<td>1</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>1/6</td>
<td>1</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>K-1/3</td>
<td>1</td>
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<td>18</td>
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<td>2/10</td>
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<td>2/7</td>
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<td>22</td>
</tr>
<tr>
<td>2/8</td>
<td>2</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>2/9</td>
<td>2</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>3/14</td>
<td>3</td>
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<td>30</td>
</tr>
<tr>
<td>3/15</td>
<td>3</td>
<td>29</td>
<td>29</td>
</tr>
</tbody>
</table>

**Student attendance profile**

Attendance rates continue to improve and are very close to regional and state average rates.

**Management of non-attendance**

Classroom teachers and office staff make initial contact with families to follow up on absences. Parents are requested to send in a note or phone the school about absences. Follow up letters are generated through the office and mailed to parents regarding absences. Attendance rolls are monitored by the Deputy Principal and the Home School Liaison Officer. Students with high absence rates are case managed.

**Class sizes**

Primary class sizes are included in the annual school report in order to provide parents with as much local information as possible. The following table shows our class sizes as reported at the 2011 Class Size Audit conducted on Monday 21 March 2011.
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>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal National Partnerships</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principals</td>
<td>4</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>20</td>
</tr>
<tr>
<td>Assistant Principal (Support)</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>2</td>
</tr>
<tr>
<td>Teacher of Severe Intellectual</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>2</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of Intensive Reading</td>
<td>1</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>41</strong></td>
</tr>
</tbody>
</table>

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

There are 3 Indigenous teachers, one Indigenous School Learning Support Officer and one Community Liaison Officer employed at Kurri Kurri Public School.

Staff retention

One staff member has accepted a promotion to another school and one staff member has accepted a teacher swap to a school closer to her home.

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>100</td>
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<tr>
<td>Postgraduate</td>
<td>20</td>
</tr>
</tbody>
</table>

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>11/30/2011</th>
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</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>265537.96</td>
</tr>
<tr>
<td>Global funds</td>
<td>337053.69</td>
</tr>
<tr>
<td>Tied funds</td>
<td>382896.26</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>164219.19</td>
</tr>
<tr>
<td>Interest</td>
<td>14167.60</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>18097.99</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td><strong>1181972.69</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>51568.20</td>
</tr>
<tr>
<td>Excursions</td>
<td>65315.34</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
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</tr>
<tr>
<td>Library</td>
<td>7202.33</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>17634.67</td>
</tr>
<tr>
<td>Tied funds</td>
<td>351653.25</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>118229.67</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>91588.35</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>84209.21</td>
</tr>
<tr>
<td>Maintenance</td>
<td>38960.57</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>17165.38</td>
</tr>
<tr>
<td>Capital programs</td>
<td>66976.17</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td><strong>942277.90</strong></td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td><strong>239694.79</strong></td>
</tr>
</tbody>
</table>

Kurri Kurri Public School continues to be in a sound financial position with a carry over balance that includes committed salary payments, tied and trust funds and provision for assets replacement.

A full copy of the school’s 2011 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 2011**

**Achievements**

**Arts**

K-6 students participated for the second year in the Raw Art program during terms 3 and 4. The hands-on practical sessions were met with a very positive response. The students participated in a variety of art projects ranging from clay work, landscape water colour painting, making mad monsters and many more wonderful art projects. Students learnt about and how to use the varying forms of art and have experienced the different genres of art available through these lessons.

The dance group has had a rewarding year, which was filled with many entertaining performances. They were a part of the grand opening of Coles, and performed in the Kurri Kurri Local Management Group EdFest (a celebration of creative and performing arts). The students were also able to showcase their talents at whole school assemblies.

2011 saw students K-6 audition for places in our annual talent quest, which took place in late term three. We have many special talents in our school and celebrate them with a night of entertainment and fun.

This was the second year the Kurri Kurri Learning Community celebrated Education Week with EdFest. The local high school and primary schools joined together for a festival of creative and performing arts. The event opened with our school choir. Over 1000 local community members viewed students’ art works and watched each of the schools perform over two evenings.

**Sport**

Kurri Kurri Public School believes in developing and encouraging sport and fitness. Physical education, fitness, fruit breaks and sporting activities are key elements in achieving our goals. We encourage all students to be active and promote the fun side of physical activities. The Coles sporting promotion enabled the school to purchase a range of new and exciting sporting equipment for 2012.

We have participated in a wide range of sporting events this year, including Years 3-6 athletics/swimming carnivals, K-2 athletics carnival, Reg Kelly cricket, boys and girls PSSA soccer, touch football, netball, swim school,
cricket clinics, cross country and K-6 school sports tabloid day. The Active After School Sport program introduced interesting sports this year including Zumba and Cycling.

Congratulations to Year 6 student, Hannah Bourke, who progressed through the zone and regional soccer trials, gaining a position in the NSW Regional team. She competed in Sydney and finished equal third.

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)

Literacy – NAPLAN Year 3

In Year 3 Reading 19.3% of students were placed in the top two bands.

In Year 3 Writing 44.5% of students were placed in the top two bands.

In Literacy, girls were placed in higher skills bands than boys.

Comprehension, punctuation and grammar within texts have been identified as areas for further development.

Numeracy

NAPLAN Year 3

In Year 3 Numeracy 15.7% of students were placed in the top two bands. There was an increase in the number of students in the top two bands for data, measurement space and geometry.
Literacy – NAPLAN Year 5
In Year 5 Reading 19.3% of students were placed in the top two bands. Girls were placed in higher skills bands than boys in most areas of literacy.

Numeracy – NAPLAN Year 5
There was also an increase in the number of students in the top two bands for data, measurement space and geometry.

Progress in literacy

Average progress in Reading between Year 3 and 5

Average progress in Spelling between Year 3 and 5
Progress in numeracy

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.

Minimum Standards data

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

Environmental Education

This year the Environmental Education Committee enhanced many of the initiatives begun in 2010 including:

- the use of paper recycling bins around the school;
- participation in Mobile Muster which involves the collection of mobile phones for recycling;
- participation in National Tree Day by having representatives from across the school plant native tube stock;
- reconstruction of the two worm farms by Kindergarten who have also continued to look after them; and
- whole school participation in our annual Green Day to raise the level of environmental awareness across the school community and promote recognition of the importance of protecting our environment.

In addition, the gardening groups have been involved in a school beautification project. This has involved replanting or tidying up existing garden beds and creating some new gardens. Children have learned to prune trees, roses and hedges using new gardening equipment. They have also helped to weed, fertilise and mulch the garden beds and take turns in keeping the gardens watered.
Aboriginal education

In 2011 we have continued refining our PLPs (Personalised Learning Plans) for Aboriginal students, with staff discussion on effectively implementing these within the classroom.

An Aboriginal Student Liaison Officer was employed through National Partnerships funding to monitor Aboriginal students’ attendance at the school. Her role was to support the school and families to address the needs of Aboriginal students’ school attendance.

Norta Norta funding enabled the employment of an Aboriginal Education Worker to assist Aboriginal students in the class, supporting their learning needs in literacy and numeracy. She has also been working within our school and community, assisting with playgroup and Indigenous excursions. This role will continue in 2012.

All K-2 and Year 6 Aboriginal students were offered the opportunity for health checks through Hunter New England Health. Students hearing, eye sight and general health were checked. These health checks will now become an annual opportunity.

NAIDOC activities were organised across the LMG with Kurri Kurri High School students and year 6 leaders teaching Indigenous games across the school. A local artist showed the students symbols used in local art and the students completed their own Aboriginal art using these symbols in their classroom.

Multicultural Education

At Kurri Kurri Public School, Multicultural Education has been addressed in several ways this year.
Teaching of the Connected Outcomes Groups has introduced Stage 1 students to different languages spoken by families and different family celebrations in their own and other cultures. Stage 2 students have examined how the sense of being Australian has changed over time by investigating diverse groups within and between communities. In Stage 3, students have examined the role of culture in developing a positive self-image.

National Partnership Programs

Kurri Kurri Public School commenced the National Partnership Program this year. Funding has enabled the school to employ additional staff to implement innovative classroom programs in numeracy, technology, speech and intensive reading.

Our Kindergarten transition program has been enriched through the funding of a playgroup for preschool children commencing school the following year. Twelve pre-school children and their parents attended our playgroup one afternoon each week for singing, dancing, painting, play, fruit break and story time to become familiar with the school setting. Other new initiatives this year included preschool computer and library mornings and a school expo where preschool parents could view a variety of programs offered at the school. Our Kindergarten Assistant Principal and Community Liaison Officer also visited local pre-schools to read to pupils and build relationships within the community. These initiatives have resulted in increased Kindergarten enrolments for 2012.

Technology programs were extended this year with the employment of a technology paraprofessional for computer maintenance which enabled our technology teacher time to mentor staff and implement multimedia programs. Students now produce a weekly vodcast of the newsletter and have also produced their own short films.

An intensive reading program was introduced to for students not achieving regional reading benchmark levels in Kindergarten to Year 3. A teacher taught groups of two students daily focus lessons concentrating on sounds and reading. Results were very positive with students progressing up to 8 reading levels within a ten week period.
Other Programs
Kurri Kurri Public School continues to implement a very successful careers education program with staff embedding a careers focus into their daily teaching programs. An increased number of community workers and parents participated in our annual careers fun day where students dressed up and listened to presentations explaining working in variety of careers.

Progress on 2011 targets

Target 1

*Improve student performance in Literacy (through Talking and Listening focus)*

Explicit teaching of talking and listening through the First Steps Program was introduced. This was supplemented with the employment of a speech therapist for speech screening, and training of SLSO staff to implement speech programs to targeted students. Thinking skills were embedded in reading, with a focus on inferential and literal comprehension. Guided reading group activities were differentiated and a K-6 spelling scope and sequence was introduced to ensure a consistent whole school approach.

Our achievements include:

- all permanent and temporary staff were trained in the First Steps talking and listening program;
- all class teachers are providing a variety of reading group activities meeting the diverse range of abilities in their classrooms;
- the number of students in the proficiency bands in Year 3 for writing has increased by 19% and Year 5 has increased by 3%; and
- 100% of staff programmed talking and listening (an increase of 90% from 2010).

Target 2

*Increase levels of numeracy achievement for all students*

Thinking skills continued to be developed with the introduction of a K-6 scope and sequence of Newman’s Analysis (problem solving). National Partnerships funding enabled the Quicksmart intensive numeracy program to be implemented across Stage 3.

Our achievements include:

- 5% increase (from 20% to 25%) of students in Year 3 achieving proficiency bands in numeracy;
- 3% increase (from 13% to 16%) of students in Year 5 achieving proficiency bands in numeracy;
- an increase in the number of students, who reach High and Outstanding achievement levels for grade/stage outcomes in numeracy; and
- an increase in the number of students correctly answering problem solving questions involving all 4 operations. Year 3 from 46% to 53% and Year 5 from 78% to 85%.

Target 3

*Increase all students’ engagement in learning through personalised learning programs for targeted groups of students.*

In 2011, a variety of personalised learning programs were developed to increase student engagement. These included the establishment of an enrichment class, the implementation of differentiated lessons to engage all students and an increased use of ICT for teaching, learning and assessing.

Our Achievements include:

- 4% increase of students with positive behaviour records.
• 5% increase in the number of students achieving 90% and above attendance.
• All permanent and temporary staff have completed a technology competencies audit through CLAS Schools.
• An increase number of staff were supported by the ICT facilitator through team teaching (an increase of 50% from 2010)

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 2011 our school carried out evaluations of Reading and Professional Learning.

Curriculum - Reading
This year all staff, students from Years 3 to 6 and parents had the opportunity to complete the reading survey electronically through Survey Monkey. Fifty-three parents responded.

Background
As part of the 2010 Situational Analysis, end of year class evaluations and focus groups, staff highlighted, that most classrooms K-6, had identified issues relating to reading. These included:
• type of group activities;
• student engagement;
• lack of appropriately levelled reading materials; and
• 2010 running record benchmark results showed that 25% or more of students in each grade were not meeting benchmark levels.

As a result, a focus on reading was initiated to increase student learning outcomes

Findings and conclusions
While teachers are generally providing a well-resourced and differentiated reading program, 40% of students are identifying low engagement levels.

• teaching staff are confident they have well-resourced, appropriate reading materials in their classrooms;

Future directions
In 2012 we will continue with our existing strategies and introduce the following:
• create a love of reading through supplementation of reading materials and 21st century technology in classrooms and the library;
• extend current reading assessment strategies. e.g. tests on line, Best Start Continuum; and
• structured program to develop the implementation of DEAR across all stages within the school.

Educational and management practice
Linking Professional Learning to Learning
This year all students from Years 3 to 6, staff and parents had the opportunity to complete the professional learning survey electronically through Survey Monkey. Fifty-three parents responded to our electronic survey.

Background:
The 2010 the National Partnerships Situational Analysis highlighted the need to incorporate additional professional development, catering to our large teaching staff to ensure all staff are proficient in teaching the DET curriculum, with consistency of lesson delivery, that is based on teaching meaningful lessons that engage students.
Findings and conclusions
The findings indicated that participation in targeted professional learning has had a positive impact on student learning outcomes and increased teacher knowledge.

- 61% of staff agreed that areas of strength and areas for improvement were clearly identified;
- 18% of staff did not teach all areas of the curriculum each week;
- 19% of students could not identify the importance or relevance of their learning tasks;
- 21% of students did not receive adequate feedback on their learning;
- 34% of parents believed that learning expectations were clear only sometimes or rarely; and
- 18% of parents did not understand assessment strategies.

Future Directions
In 2012 continued professional learning to address and support staff to consolidate and extend teaching practice in literacy, numeracy, Aboriginal education, maximising student engagement and strengthening student behaviour management will be implemented.

Professional learning
During 2011 there was a strong emphasis placed on preparing teachers to develop their expertise in supporting students to engage in the learning process at all levels.

Staff Development Days focused on developing talking and listening skills, developing strategies for community engagement, Quality Teaching and numeracy.

All tied funds were expended to ensure the maximum number of staff were able to participate.

Parent, student and teacher satisfaction
In 2011 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below:
- 81% of students really like to go to school each day;
- 96% of students felt their teacher is fair to them;
- 96% of students felt their school work is a good preparation for the future;
- a vast majority of the staff felt the school was organised in an efficient manner;
- 80% of parents were pleased with their children’s reading progress; and
- Staff and parents agree that positive relationships exist between the school and its community.

School planning 2012—2014
The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.
School priority 1

Literacy

Outcome for 2012–2014
Improved reading and writing across the school

2012 Targets to achieve this outcome include:

- increase the number of students achieving results in the proficiency bands in NAPLAN Reading for Year 3 (from 19% to 25%), for Year 5 (from 17% to 20%) and for Year 7 (from 13% to 15%);
- increase the number of students achieving results in the proficiency bands in NAPLAN Writing for Year 3 (from 45% to 47%), for Year 5 (from 8% to 20%) and for Year 7 (7% to 8%); and
- increase the number of Kindergarten, Year 1 and Year 2 students achieving regional reading benchmarks from 66% to 70%.

Strategies to achieve these targets include:

- implement Early Years literacy programs, including L3 pilot program for Year 1;
- implement literacy programs from analysis of NAPLAN & school assessments with activities that provide opportunities for students to achieve high or outstanding reporting levels; and
- identify a variety of technologies, resources and technology focused programs, which will support our diverse learners.

School priority 2

Numeracy

Outcome for 2012–2014
Increase the number of students achieving results in the proficiency bands in NAPLAN Numeracy for Year 3, 5 and 7.

2012 Targets to achieve this outcome include:

- increase the number of students achieving results in the proficiency bands in NAPLAN Numeracy for Year 3 from 16% to 20%;
- increase the number of students achieving results in the proficiency bands in NAPLAN Numeracy for Year 5 from 13% to 16%;
- increase the number of students achieving results in the proficiency bands in NAPLAN Numeracy for Year 7 from 10% to 12%; and
- increase the number of Year 7 students achieving results above the National Benchmark for numeracy from 65% to 75%.

Strategies to achieve these targets include:

- implement programs and purchase resources that focus on the mathematical strands, including Newman’s Analysis, enabling students to achieve high or outstanding reporting levels;
- implement mathematics programs and explore different groupings and organisation including GATs; and
- develop consistent teacher judgment, using work samples and syllabus outcomes.

School priority 3

Student Engagement

Outcome for 2012–2014
Improved social / emotional wellbeing and develop successful life skills for all students.

2012 Targets to achieve this outcome include:

- increase the number of students with positive behaviour records from 88.3% to 90%;
- increase the number of students achieving 90% attendance level from 79% to 81%;
- the school progresses on the Aboriginal education planning matrix from level 3 - 4 (2011) to level 4 by the end of 2012.

Strategies to achieve these targets include:

- implement, monitor and review behaviour programs, behaviour learning plans for targeted students;
- professional learning in GATs education, that will provide opportunities for GATs students to excel across all KLAs;
- analysis of data to implement programs to increase attendance for Aboriginal and non-Aboriginal students; and
- increase parent involvement and learning within the school, including the role of the Aboriginal Education Worker.
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.

Lesley Doran, Principal (Relieving)
Steve Wooster Deputy Principal (relieving)
Louise Wrightson Deputy Principal (National Partnerships)
Kim McIntyre, Assistant Principal
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