



Education &
Communities

Kariong Public School Annual School Report 2014



KARIONG PUBLIC SCHOOL



View to the Future

4580

School context statement

Kariong Public School (approximately 640 students, 4% Aboriginal, 11% EALD) was established in 1988. It serves a relatively self-contained Central Coast community situated at the entrance to the F3 / M1, with a high proportion of parents commuting to Sydney for work. School numbers are expected to remain around 600 for the next year. In 2014, the school formed 25 classes.

The Executive Team comprises Principal, non-teaching Deputy Principal and four Assistant Principals.

The school is an active member of the Kariong Mountains Learning Community, working in partnership with Kariong Mountains High School and the smaller schools between Somersby and Spencer in achieving excellent educational outcomes for our students, and in promoting public education within our local area.

The school has identified the following four priority areas in the 2012-2014 School Management Plan:

1. Literacy
2. Numeracy
3. Student Support
4. Effective Learning

Principal's Message

At Kariong we strive to create a positive, engaging and supportive environment where your child is valued and is motivated to learn. 2014 has been a year of outstanding success for Kariong Public School.

Kariong teachers have delivered rich and diverse learning experiences for children that have engaged them in their learning and provided them with the skills needed for future years to come. They have provided many opportunities for children to be involved in extra curricula activities, some of which include: Chess Club,

games activities, choir, debating, Drama Group, Drawing Club, Dyga Dancing, junior and senior dance group, Environment Club, Handball Club, futsal, netball, rugby league, cricket, touch football, soccer, and special programs which focused on developing social skills.

This year we introduced Positive Behaviour for Learning (PBL) which was launched in Term 4. This has made a very positive impact on our school. Our three values of Respect, Responsibility and Personal Best are displayed by most students on a regular basis.

We also introduced a number of new programs into our school. These include, the iWrite program for our talented writers, a Lego Robotics program, the Footsteps Dance program, Lights, Camera, Education digital movie making program and the Peer Support program. In addition, we worked with the Sydney Theatre Company and introduced a drama program into a number of classrooms. We provided OT and Speech therapy for Kindergarten students and participated in the Reconciliation Art Project at Gosford Regional Art Gallery. We now have our own Primary Parent Planner App that parents can use to be updated on school events on a regular basis.

We coached children in a variety of sports, participated in the Premiers Reading Challenge, Spelling Bee and Sporting challenge. Our students participated in Multicultural Public Speaking and Debating Competitions and our Seasons for Growth program was made available to children throughout the year. Our Early Bird transition and buddy programs were highly successful and we have continued to develop strong links with our local high school for our Year 5 and 6 students with effective transition programs including science and sport days and half day 'lesson tasters'.

Our ten Year 6 leaders went to the Young Leaders Day and to an environmental Leadership day, the senior dance ensemble participated in the Central Coast Dance festival and our sporting endeavours have been notable in many areas. Our Fitness-a-

thon was also a huge success with many students and teachers getting into the spirit on the day.

The SRC organised a 'Crazy Hair Day', for the Cancer Council and 'Pyjama Day' for the Leukaemia Foundation. They sold bouncy balls for Stewart House and organised an 'Aussie Day' for 'Step up Inle'. The SRC raised over \$2000 for these charities which is a marvellous effort.

Our ongoing 'Citizen of the month' is a highly valued program that enables children to be recognize for being great citizens based on the Value of the Month. This program has now been linked to reflect our three core PBL values of Respect, Responsibility and Personal Best. Congratulations to all students who were nominated.

Our P&C has continued to show fantastic support to our school throughout the year. They organised a number of successful events for our school including a Bingo evening and Trivia night and with their assistance we were able to purchase a number of resources for our school including blazers for our student leaders, more laptops and tablets for our students, our PBL pencils located at the front and back entrances of the school and new sporting house flags.

Throughout the year parents have also played a vital role in supporting classroom and extra curricula activities across the school which would not be possible without this willing band of volunteers. Kariong Public School continues to encourage active parent and community involvement in the quality education of our students.

There are many changes continuing to take place in education over the next few years and I look forward to leading Kariong Public School as we embrace these changes to enhance our existing teaching and learning programs.

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.

Vicki Redrup



2014 School Leaders (Sarah B. absent)

P&C Message

The volunteer members of the Kariong PS Parents and Citizens (P&C) Association had a busy and productive year in 2014. The P&C continued to promote the interests of the school by bringing parents, citizens, students and staff into close co-operation and assisted in providing facilities and equipment for the school while promoting the recreation and welfare of the students.

The P&C members prepare for and attend meetings, propose, consider and endorse important decisions, organise and help at special events, participate in school committees, manage our funds and organise and ensure our meetings run smoothly. They also organise other volunteers, participate in P & C events beyond the school and advocate for the best student outcomes. Without these volunteers our students, our school would not benefit as it currently does. I want to sincerely thank all those who have been involved in the P&C this year.



P&C working collaboratively on the School Mission Statement

Our collaboration with the school provided valuable input into the 'Positive Behaviour for Learning' (PBL) program and School Mission Statement. We also continued to run the school banking and Nitbusters programs.

The P&C organised and ran many successful fundraisers including:

- Easter raffle
- Mothers' and Fathers' Day stalls
- Athletics carnival canteen
- BBQs (Masters, Bunnings and the StarFM visit)

As well as these old favourites, we also branched out with new ideas such as: selling cookie dough, Family Bingo and Trivia nights. These funds enabled us to provide financial assistance to the School to purchase resources for classrooms and the Library, the L3 Literacy and PBL programs as well as laptops and student blazers. 2015 will see many more events to raise money that will eventually assist your child's education and welfare.



Year 6 students using the new school laptops in class

We welcomed many new families through the 'Tea and Tissues' morning tea and Kinder Welcome BBQ as well as assisting at the orientation morning and school tour.

Membership is open to all parents of students attending the School and all citizens within the school community including teachers. With many more events planned for next year I look forward to your support in 2015. Please continue this

journey with us to ensure that KPS remains one of the best schools on the Central Coast.

Brett See

P&C President



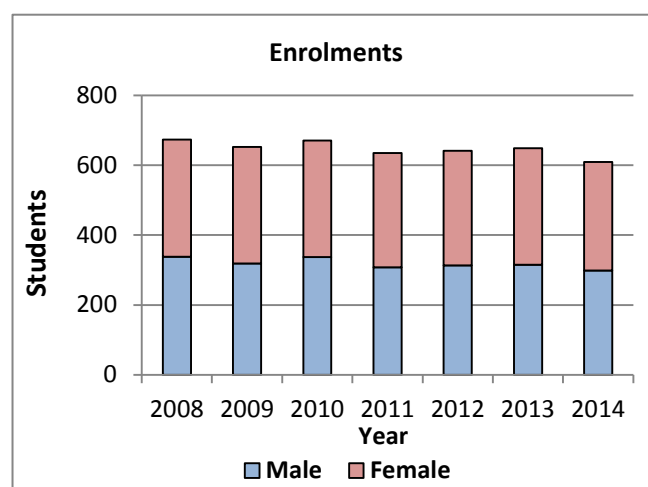
School Leaders collaboratively designing their website

Student information

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

Student enrolment profile

Gender	2008	2009	2010	2011	2012	2013	2014
Male	338	319	337	308	313	315	299
Female	335	333	334	327	328	334	310



Student attendance profile

	Year	2009	2010	2011	2012	2013	2014
School	K	95.1	96.4	95.3	93.5	95.9	96.9
	1	95.9	94.8	95.2	92.7	95.4	94.9
	2	95.3	96.2	94.6	93.7	94.5	94.9
	3	95.8	95.2	94.8	93.1	94.5	94.4
	4	95.0	95.1	94.5	94.0	94.8	94.8
	5	94.8	94.9	94.3	93.3	95.5	94.3
	6	93.5	94.4	93.0	92.7	93.5	95.0
	Total	95.0	95.3	94.5	93.3	94.9	95.1
State DEC	K	94.3	94.7	94.7	94.3	95.0	95.2
	1	93.7	94.2	94.2	93.9	94.5	94.7
	2	94	94.4	94.2	94.2	94.7	94.9
	3	94.1	94.5	94.4	94.4	94.8	95.0
	4	94	94.5	94.3	94.3	94.7	94.9
	5	94	94.4	94.2	94.2	94.5	94.8
	6	93.6	94.0	93.8	93.8	94.1	94.2
	Total	92.1	94.4	94.3	94.2	94.7	94.8

Management of non-attendance

Non-attendance by students is managed in the first instance by communication and negotiation with parents. If concerns remain, a referral is made to the Home School Liaison Officer. As attendance at school is a legal requirement, in extreme cases legal action may be pursued.



Workforce information

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

Workforce composition

Position	Number
Principal	1.0
Deputy Principal(s)	1.0
Assistant Principal(s)	4.0
Teacher Executive Release	1.0
Classroom Teacher(s)	20.0
Part-Time Teacher	1.1
Teacher RFF	1.134
Teacher of Reading Recovery	0.92
Learning and Support Teacher(s)	1.4
Teacher Librarian	1.2
Teacher of ESL	0.2
School Counsellor	1.0
School Administrative & Support Staff	4.062
Total	38.016

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. Kariong PS has one teaching staff member who is of Aboriginal descent. Mrs Linda Heffer, Mrs Wendy Thomas and Mrs June Mallarky retired. Mrs Sandra Clement was appointed as a permanent teacher.

Teacher qualifications

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

Qualifications	% of staff
Degree or Diploma	100
Postgraduate	13
NSW Institute of Teachers	35

Professional learning and teacher accreditation

Kariong Public School has expended just under \$36150 on staff professional learning during 2014. All staff professional learning was strategically planned and linked directly to the school plan and identified priority areas, with a particular focus on the new curriculum.

All staff members were linked to one of four committees which aligned with the four school

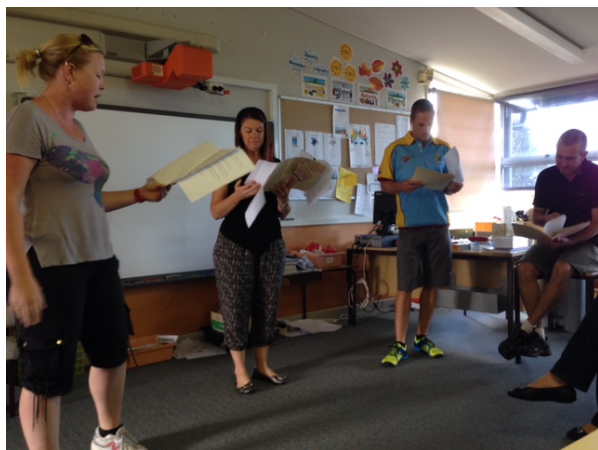
identified priority areas of Literacy, Numeracy, Student Support and Effective Learning. These committees met regularly to review and update the achievements and progress made within their priority area. School Plan updates were then reported back to the executive team, staff and the P&C.

Weekly staff professional learning meetings were held for one hour each Wednesday afternoon with the expectation of mandatory attendance of all staff. Focus areas for these meetings included compliance training (Code of Conduct, Manual Handling, etc.) the new K-6 English and Mathematics syllabus documents, PBL, Assessment, Teacher Accreditation, NAPLAN and the new School Plan.

Five separate Staff Development Days were held during 2014: one SDD was held at the beginning of each of Terms 1-3 and two additional SDDs were held on Saturdays within Terms 1 and 3 in lieu of the final two days of the school year. Attendance at the SDDs was mandatory for all permanent and temporary staff who were rostered to work on the day the SDD fell on or was in lieu of. The focus on each of these SDDs was:

TERM 1 – Professional Learning to support the new English syllabus: Creativity and Imagination, presented by Robyn Ewing.

Saturday 8 March – Readers' Theatre and Enhancing children's creativity, critical thinking and writing through drama using quality literature, presented by Robyn Ewing.



Staff presenting Readers' Theatre to colleagues

TERM 2 – Conceptual programming from the new K-6 English Syllabus, presented by Michael Murray. Combined LMG session held at Peats Ridge PS.

TERM 3 – Non-violent Crisis Intervention (NCI) refresher training, presented by Gail Laczkowski and stage planning focusing on consistent teacher judgement (CTJ), English units and quality assessment tasks.

Saturday 23 August – Assessment and the new K-6 Mathematics syllabus - combined LMG session held at Kariong PS with numerous presenters including Ian West (BOSTES), Julie Dupuche (SEO1) and various staff members from LMG schools.

Kariong Public School has 7 teachers working towards Board of Studies Teaching and Educational Standards (BOSTES) accreditation, 7 teachers maintaining accreditation at Proficient and no teachers seeking voluntary accreditation at Highly Accomplished.

Beginning Teachers

Kariong Public School had one permanent beginning teacher in 2014. Funding under the Great Teaching, Inspired Learning initiative was utilised to support our beginning teacher through provision of additional release from face to face teaching, establishing a mentorship to directly support this teacher and facilitating the teacher's access to relevant, supportive professional learning opportunities.



Year 6 presenting Readers' Theatre to their peers

Financial Information

Financial summary

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

The information provided in the Financial Summary is current at the date shown. This summary includes reporting from 1 December 2013 to 30 November 2014 since the change-over in financial systems for our school.

Date of financial summary	30/11/2014
Income	\$
Balance brought forward	271817.76
Global funds	348669.17
Tied funds	281622.12
School & community sources	199599.60
Interest	10039.88
Trust receipts	11871.63
Canteen	0.00
Total income	1123620.16
Expenditure	
Teaching & learning	
Key learning areas	51732.69
Excursions	90247.05
Extracurricular dissections	74464.92
Library	8823.19
Training & development	3483.76
Tied funds	273009.00
Casual relief teachers	93784.62
Administration & office	73428.17
School-operated canteen	0.00
Utilities	67999.44
Maintenance	27542.83
Trust accounts	12459.87
Capital programs	5702.83
Total expenditure	782678.37
Balance carried forward	340941.79

A full copy of the school's 2014 financial statement is tabled at the annual general meetings of the P&C. Further details concerning the statement can be obtained by contacting the school.

School performance 2014

Academic achievements

NAPLAN

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

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

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

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

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

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

The *My School* website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link <http://www.myschool.edu.au>

and enter the school name in the *Find a school* and select *GO* to access the school data.

Achievements in the Arts, Sport and other school Programs

Arts

Choir

The Kariong Public School Choir had a fruitful year in 2014. It began in March where we sang at the Kariong Public Library to an appreciative audience for Senior Citizens Week. Other performance opportunities included Education Week at Kariong Mountains High School, The

Footprint Festival and the local neighbourhood annual Christmas morning tea celebration. Performances at school included our ANZAC Day ceremony and Presentation Day Assembly for Stages 2 and 3.

Kariong Public School Choir is an inclusive group where all who wish to join are accepted. There is support for those who need it and opportunity for extension for those who are gifted in singing. The Choir met weekly after school on Monday and during recess on Thursdays. A long time choir teacher of Kariong Public School, Linda Heffer, retired this year. Her passion, expertise and years of service are appreciated.



Dance

In 2014 Kariong Public School had a Senior and a Junior Dance Group. The School Senior Dance Group consisted of 22 students. They learnt and performed two different dance items, a contemporary routine and a lyrical jazz routine, both routines showcasing the versatility of our senior dancers.

The Junior Dance Group performed a dance routine to the song "Shake your Tail Feather" from the Blues Brothers movie.



Jnr Dance Group performing at the KMHS Showcase

The Junior and Senior Dance Groups were invited to perform at the following local community and school events: Kariong Public School Open Day, Local Mountains Learning Community Showcase and Kariong PS fundraiser - 'Fluoro-Fitness-a-thon'. In addition the Junior Dance Group performed at the Stage 2 assembly and the Senior Dance Group performed at the Central Coast Dance Festival (where they were selected to open the show), the Central Coast Schools Showcase and the Kindergarten Orientation Day.

Sport

Once again, 2014 has been an excellent year for sport at Kariong Public School.



Swimming - 18 students represented our school at the Brisbane Water Zone swimming carnival and two of these students progressed through to the Sydney North Carnival.

Cross Country - 48 students represented our school at the Brisbane Water District Carnival and seven of these students progressed to the Sydney North Carnival.



Athletics - 36 students represented our school at the district carnival and thirteen of these students progressed to the Sydney North carnival. Two of these students represented our school at the State carnival.

We also had many students who were successful in gaining selection to district sporting teams.

U/10s Rugby League - the boys made the Semi-Finals which was a great effort, particularly considering they are not regular players.

Opens Girls Touch - the girls made it to the 4th round of the state knockout which was a fantastic effort.

Senior Girls Soccer - the senior girls made it to the 4th round of the NSW PSSA Football Knockout competition.

Cricket - the boys made it through to round two of the Central Coast knockout competition

Futsal - Our under 10s team and our 12B team both made it through to the second round in Newcastle. Our under 10 side progressed to the final where they were runners up.

Netball - our netball girls made it through to the 3rd round of the PSSA state knockout. One student was chosen from the Central Coast to try out for the North Sydney netball team.

Premier's Sporting Challenge

The aim of the Premier's Sporting Challenge is to engage young people in sport and physical activity and encourage them to lead healthy active lifestyles. All students from K-6 were encouraged to participate in regular physical activity through the school's involvement in the Premier's Sporting Challenge. The Challenge involved classes participating in a 10 week sport and physical activity program. Each student and class kept a record of their daily physical activity. All participants received an award recognising their achievement in physical activity. Kariong PS received a 'Diamond' level award for our overall participation in sport.

Chess

Our Chess club experienced its biggest year to date, with over 35 students coming along each week to sharpen their skills in a relaxed and informal setting.

Students were also given the opportunity to travel to other schools to compete in the NSW

primary school chess competition. Students were selected to either travel to another school to compete or compete against another school at Kariong. Our students played with great spirit and managed a few wins throughout the competition.

Debating

Our Year six team commenced the year in style with a great win over Peats Ridge PS. Unfortunately we were beaten by Gosford PS and Somersby PS in the following two rounds.



Kariong PS Year 6 Debating team

Our Year 5 team had its first attempt at debating this year. The team learnt a lot about public speaking and debating, improving dramatically over the course of the competition. All students were very enthusiastic and really enjoyed competing against the other schools.

Public Speaking

The Kariong PS Public Speaking Competition was held in Semester 2. All students K-6 prepared speeches on a variety of topics and competed at class level. Two representatives from each class were selected to compete against students from their grade. A finalist from each grade was selected to compete at the Central Coast Public Speaking Regional Finals.

Library Services

The Lindsay Stibbard Library serves as the school's focal point for information services. Every class has a forty minute lesson in the Library each week, conducted by a teacher-librarian. The operation of the Library is evaluated each year.

- Library resources are effectively managed and accounted for.
- Approximately 2150 new resources were processed, while approximately 900 resources were culled.
- Fiction and Non Fiction resources were added to the General Collection to encourage a love of reading.
- New resources were purchased to support the implementation of the English NSW Syllabus for the Australian curriculum.
- Approximately 1200 reading resources were decommissioned and rehoused to support the introduction of the L3 reading initiative. More will be processed throughout 2014 and 2015.
- Approximately 800 new resources were also purchased for L3 and these will be processed throughout 2014 and 2015.
- New resources were purchased to support all KLAs.
- An effective Library skills program was implemented for all students focusing on Visual Literacy and incorporating the use of technology to support the English NSW Syllabus for the Australian curriculum.
- During the Book Week 2014 celebration, children learnt to use critical judgement to decide why these books were chosen for the awards.
- Subscriptions to Children's Book Council, SCAN , PETAA, ALEA, ALIA and Australian Standing Orders were maintained.
- Premiers Reading Challenge Resources were added to and promoted. A total of 28 students participated with one achieving Platinum status and one achieving Gold.

- The Book Fair raised approximately \$1257 worth of books.
- Both teacher-librarians underwent professional development activities.

The introduction of a new Library Operating System (OLIVER) will commence in 2015-2016 and will involve a complete updating of Library processes, data and administration. As OLIVER is implemented it will provide a 21st Century learning management tool that offers an interactive experience for all users.

Other achievements

Significant programs and initiatives – Policy and equity funding

Environmental Initiatives

Environment Club

Environment Club is a group of volunteer students facilitating organic, permaculture systems in our gardens. It operates during most lunch times. Some of the tasks undertaken include:

- managing food growing areas with organic techniques
- creating weed tea & seaweed tea i.e. nitrogen rich fertilisers for the vegetables
- the science of composting i.e. nitrogen & carbon sandwiches
- disposing of fruit scraps from classrooms and shredded paper from offices into worm farms, composting bins and composting bays
- washing fruit scrap bins
- utilising compost and vermicast in the vege beds and gardens in general
- the science of creating different soils for different purposes ie seed raising, vegetable growing, garden plantings
- sprouting seedlings
- planting food plants & fruit trees
- growing food in vegetable beds

- harvesting food plants
- saving seeds
- weeding all areas
- maintaining garden beds with mulch
- watering all plants, worm farms and composting areas
- propagating and grafting native plants, ornamental plants and trees to for the school gardens
- planting these plants and trees
- picking up rubbish from garden areas
- delivering and collecting equipment from classrooms for students to use



Whole School Recycling

This year KPS received \$150 from Gosford Council for actively taking part in the 'Wise about Waste' Environmental Education program. As a result of this, the school purchased cardboard boxes for all rooms to recycle paper products. Furthermore, a company was sourced to collect coloured paper and cardboard on a weekly basis. This resulted in a significant reduction of general waste across the school and has had a positive effect on the environment. The recycling bin was full most weeks. The support from teachers and students was fabulous.

Climate Clever Energy Savers Program

The Climate Clever Energy Savers Program is a K-12 program where students investigate energy use in their school. Ms Glare attended a one day workshop at Rumbalara Environmental Education Centre. From there 5G assessed the school's energy consumption to then develop energy saving and efficiency strategies. As a result of this program, posters were created and placed near every light switch to remind users to turn off

lights and air conditioners when rooms are not occupied. Other awareness raising tools were distributed throughout the school. A proposal was put forward to Rumbalara and Kariong PS received a grant of \$1500. The school purchased three energy saving hot water devices.

Low Waste Day

Kariong PS held a 'Low Waste Day' each term. The aim of this program is to encourage students to bring food with little or no packaging and develop greater awareness of how we can, as a community, minimise waste through reducing and reusing. The winning class was awarded the 'Oscar' trophy for the term and presented with a special certificate to keep in their classroom.

Other achievements

Significant programs and initiatives – Policy and equity funding

Aboriginal education

Kariong PS has been involved in programs that meet the targets set by the NSW Department of Education and Communities. Every Aboriginal child is working towards meeting their personal targets by having a Personalised Learning Plan that has been developed in conjunction with the child, their family and the child's teacher. These plans are monitored throughout the year to ensure Aboriginal students are meeting their own personal goals as well as the goals set by the classroom teacher.

This year we had two Aboriginal students in Year 5 who sat the NAPLAN assessments. Both students have demonstrated growth in Literacy and Numeracy from Years 3 to 5. We also had two Aboriginal students in Year 3 sit the NAPLAN assessment this year. Both students are meeting targets above the rest of the state for Literacy and Numeracy. Kariong PS has also been involved with Aboriginal Cultural performances and NAIDOC week celebrations.

Multicultural education and anti-racism

Harmony Day

Harmony Day is celebrated around Australia on 21st March each year. It's a day when all Australians celebrate our cultural diversity through the promotion of inclusiveness, respect and a sense of belonging for everyone. The theme for 2014 was 'Everyone Belongs'. Australians identify with approximately 300 different ancestries and speak more than 300 different languages at home. Students entered a Harmony Day Poster Competition in which they received many highly commended certificates for their efforts. All posters were displayed around the school and children wore orange (the symbolic colour for Harmony Day celebrations) and participated in various activities during the day such as creating orange bracelets.



Multicultural Perspectives Public Speaking Competition

This competition gave students from 3-6 the opportunity to heighten their awareness of multicultural issues globally. It also developed students' interest in public speaking and improved their confidence and speech-writing skills. The quality of speeches presented was of a very high standard.

Anti-Racism Contact Officers (ARCOs)

Kariong Public school has two dedicated Anti-Racism Contact Officers. The number of racism concerns this year is lower than compared to 2013 and continues to decline. ARCOs

continuously promoted anti-racism education at Kariong PS. Information was regularly sent to staff to aid them in creating teaching units and lessons focused on anti-racism. All complaints were resolved in a sensitive and timely manner and no further action was required.

Aboriginal background

Reconciliation 2014 Art Competition

This year our school entered an artwork into the Gosford Regional Gallery's Reconciliation 2014 Art Competition.

All Year 6 students and all of the Aboriginal students in Years 3, 4 and 5 created one very big fabric and paper artwork called '*It doesn't matter what colour you are*'. Each student created a portrait out of paper and fabric.

On 25 May our School Principal and four students attended the Reconciliation 2014 Art Competition Award Ceremony where our school was presented with an Achievement Award. Our artwork was on display at the Gosford Regional Gallery from May until July.

The artwork is currently installed in our school hall on the stage.



iWrite Program

Aboriginal and Torres Strait Islander students and identified students in Years 1 -6 participated in a weekly extension writing program called the 'iWrite' program. The iWrite program utilised

digital and multi-modal texts as source stimulus material for writing and was aligned with the writing outcomes of the new English K-6 syllabus.

The program aimed to increase student achievement in writing, increase ICT capability and to increase personal enrichment gained from a love of English, literature and learning.

Sixty-two students attended the program throughout 2014 with Stage 3 students publishing their writing on their own blog as part of an international weekly creative writing challenge.

Socio-economic background

Kariong PS students have benefitted from the school's investment in wireless access points (WAPs) to ensure wireless access to the Internet in all classrooms K-6. The school also purchased additional class sets of laptops and 15 touch tablets to facilitate greater integration of technology into teaching and learning programs.

All students K-6 were supported to attend a number of activities and events throughout the year including the Footsteps Dance program and a variety of excursions and incursions.

The Startime Studios 'Lights, Camera, Education' program was trialled this year and a group of Year 4 students were subsidized by the school to participate in this highly engaging program.

As a result of the success of this program, the school is investigating the possibility of purchasing the necessary equipment to continue providing digital movie making in 2015, enabling all of our students to benefit from the many creative and collaborative skills this program provides.

English language proficiency

English as an Additional Language or Dialect (EAL/D)

The EAL/D program at Kariong Public School provides specialist language teaching support to

students K-6 from linguistically diverse backgrounds, enabling them to develop their standard Australian English language competence to ensure equitable access to all areas of the curriculum.

The total number of students from language backgrounds other than English (LBOTE) enrolled at Kariong Public School in October 2014 was 49 (11% of the total school enrolment). Support was provided by the EAL/D teacher working with students in their classroom focusing on reading and writing skills.

The EAL/D teacher also offered support by suggesting, developing and sharing useful resources with class teachers and assisting them to program and implement lessons for students in their class who are EAL/D learners.

The EAL/D teacher attended various professional development courses which included an introduction to the EAL/D phases and assessing EAL/D students.

Learning and Support

The Learning and Support Teachers (LASTs) provided support for students in Year 1 to Year 6 through the following programs:

- home programs
- reading programs
- Peer Tutor programs
- Transition programs

The LAST role also provided in-class behavior support for students.

School Learning Support Officers (SLSO) were employed to provide support across all school settings for students with a diagnosed disability. SLSOs were also utilized to support students through the Reading Activation Program (RAP), playground social skills programs, NAPLAN, the 'Seasons for Growth' program and provide other intervention support as required.

Reading Recovery

The Reading Recovery program offers specialised support to year 1 students to help them improve in their Literacy skills.

In 2014 the program was very successful. There was one trained teacher and a first year training teacher. During the year over 30 children were assessed for placement in the program and 18 students were successfully tutored.

At the beginning of the year, students on level 1 entered the program. All students who entered onto the program moved up by at least 8 levels with some students moving up by 17 levels.

By the end of the year the students were entering the program on level 14 which meant only a few weeks of tutoring was required.

From monitoring the 19 children who participated in the program in 2013 it is evident that their reading skills are sustained in the classroom.

The Reading Recovery program is a valuable resource that gives children the literacy skills to gain access to knowledge in all areas of the curriculum with greater confidence and self-esteem.

Peer Support

This year we ran a very successful Peer Support Program during Term 3. The whole school participated in a 30 minute session each week. Two peer Support Leaders from Year 6 facilitated a small group of 10 younger students, who worked together through a number of structured activities. The module that we worked through this year was called 'Keeping Friends'. This module helped the students explore the concept of friendship, build relationships and develop skills in empathy and critical thinking. The module ran for 8 sessions.

All students were very engaged and loved participating in Peer Support each week. The Year

6 leaders gained many new leadership skills and thoroughly enjoyed the program.

Buddies Program

2014 once again saw the very popular Buddy Program run in our school. Buddy Programs refer to programs which involve older children being paired with younger children, between our Kindergarten and the students in Year 5. Year 6 students continued to share their positive experiences with 2013 Kindergarten children, who are now in Year 1.

The goal of this program is to develop relationships between the younger and older children, enhancing the sense of a friendly and supportive school community. A variety of activities were undertaken, including, playground games, computer support, art and craft, to name a few. Some great friendships developed. The program promoted a sense of community and belonging in the school. Social networks were developed and this program fostered a sense of fun and enjoyment in learning.

Other significant initiatives

Student Representative Council (SRC)

2014 has been a very successful and productive year for the Student Representative Council (SRC).

In collaboration with staff, P&C and students the SRC developed two policies. One policy established guidelines for selecting SRC members. It also acknowledged the expectations and roles of SRC members and the leading teacher. The second policy that was developed was a fundraising policy. The purpose of this policy was to establish a framework to enhance co-ordination and management of fundraising activities across the school.

The SRC contributed towards many important school based decisions. They completed surveys and questionnaires about the implementation of PBL. The SRC were involved in the process of developing the school's new mission statement and they helped identify the school's three core

values and associated expectations. They also provided ideas on how this information could be showcased around our school. The SRC were an integral part of developing a new school wide behaviour management system for 2015. It was crucial we had student input in regards to the future direction and changes at Kariong Public School.

The 2014 SRC fundraising efforts were excellent. In Term 1 the SRC organised a 'Crazy Hair Day,' raising \$516 for the Cancer Council. In Term 2 'Pyjama Day' was held where \$658 was raised for the Leukaemia Foundation. In Term 3 the SRC sold bouncy balls and raised \$568 for Stewart House. In Term 4 the SRC held an 'Aussie Day' and \$577 was raised for 'Step up Inle'. The SRC did a fantastic job at organising these events.

It has been wonderful watching SRC students embrace their leadership role within the school by wearing their perpetual SRC badge with pride and enthusiasm. This badge was introduced at the beginning of the year to acknowledge the work the SRC does for the school and to identify our school leaders.

Positive Behaviour for Learning (PBL)

This year Kariong Public School commenced implementation of the Positive Behaviour for Learning (PBL) framework, which is a school-wide behavior initiative that encourages positive behavior from students and improves their self-concept and motivation to learn. A PBL committee was formed and consisted of 8 staff members with representation from executive and each learning stage across the school. PBL is highly collaborative and input was sourced regularly from staff, parents and students at each stage of the implementation process.



During Terms 1 through 3 the school community worked together to form our school's Mission Statement:

'Kariong Public School is a positive, engaging and supportive environment where all students are valued and motivated to learn.'



We then established our three core values of **RESPECT**, **RESPONSIBILITY** and **PERSONAL BEST** and developed clear expectations for each of these values. These expectations were further expanded to ensure all staff, parents and students had a common understanding of expected behaviours.

The school purchased two beautiful sets of large pencils displaying our three core values and these were installed at the Langford Drive and Truscott Avenue entrances during the Term 3 school vacation break in readiness for our Term 4 PBL launch.



The PBL committee developed a catchy launch video accompanied by a series of class lessons which explicitly taught our students about our

three core values and what the expectations for each of these values looked like. The committee also redesigned the school's 'Cool Choice' cards to align them with the PBL framework.

PBL was launched at the beginning of Term 4 at each stage assembly where students viewed the launch video and were informed about PBL in our school. PBL lessons commenced across the school from week 2 of Term 4 and culminated in a poster competition where students created posters which depicted our three core values and highlighted what PBL meant to them.



The PBL committee attended a PBL expo in Newcastle during Term 4 where we manned a stall displaying the many PBL templates and resources we had developed. We also delivered a presentation to a large number of schools, sharing an overview of our PBL journey (including details of our collaborative implementation process) and playing our launch video.



PBL will continue in 2015 with the introduction of a school-wide reward system, a PBL mascot and the development of ongoing PBL lessons to support all students K-6 to understand and

exhibit the expected behaviours across all areas of our school.

Drama Program

Our school was given the opportunity to participate in the School Drama Program run by the Sydney Theatre Company. Classes 5G, 4PB and 2P took part in the seven week program with teaching artist Jena Prince. The professional learning program combines Arts as a teaching tool with quality literature following the English syllabus requirements. Each week students explored, through drama, the concepts and structures of their chosen book of study. It was a fun and engaging learning experience for both students and teachers.

Lights, Camera, Education (LCE)

During Term 4, 32 year 4 students participated in a program called 'Lights, Camera, Education' (LCE) which was delivered at our school by Lindsay Moss from Startime Studios. LCE is an innovative program that teaches students how to work collaboratively in teams to plan, create, direct and produce digital video using iPads and a green screen.



The program was extremely popular and those students who participated found it highly engaging. Students learnt about a wide variety of aspects of filming including the roles of studio crew, the language of film production, the use of green screen technology, reasons for utilizing various camera angles and shots, the importance of correct sound recording and how to use a

variety of iPad apps to record, edit and produce a quality digital video clip.



As a direct result of the success of this program, Kariong Public School has invested in the equipment required to create our own green screen room, which will be installed in 2015. Startime Studios will provide training for staff next year in the use of this equipment to enable all teachers to access and utilize this new, innovative resource with their class. It is anticipated that the LCE program will be run again in 2015 with a group of Year 5 students.

Kindergarten Transition

Many changes have been made to the Kindergarten Transition to School program in 2014. Our first experience for new students and their families was a school tour and 'meet the Principal' morning tea. The Year 6 student leaders led new families on a tour of our school explaining to them about the many buildings and facilities. This was followed by an informal morning tea provided by the P&C which gave new families the opportunity to get to know each other and meet some of the staff members.

An orientation information morning was held in the school Hall giving parents the opportunity to come along and find out information about the variety of programs we offer at the school including the L3 program in Kindergarten. We also had a representative from the P&C, Before and After School Care (BASC) and Special Religious Education (SRE) provide information about their programs. During this time the new

kindergarten students spent time in a kindergarten classroom participating in a variety of fun activities and getting to know other children in their grade as well as their Year 4 buddy.

The 'Early Birds' transition to school program was run over a 3 week period with three different groups of pre-school students attending Kariong PS once a week. During this time the students were able to experience some school routines such as going to the canteen, playing in the playground and lining up and walking around the school. Students participated in literacy activities, craft, music and fine or gross motor activities. They also spent some time getting to know their year 4 buddy a little better. Children became more confident each week and really enjoyed the experience of coming to 'big school'.

These programs have given our new families and students an opportunity to be prepared and ready to attend school in 2015.

Athon

The theme of this year's 'Athon' was Fitness. Students collected sponsorship and participated in rotating fitness activities. Many families braved the heat to join us for an afternoon of fun and fitness. The Choir and dance groups performed and over \$7500 was successfully raised for the purchase of resources for the school.



School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Formation of school-based committees, with 100% involvement of all staff, for each of the four priority areas as outlined in the school plan;
- Regular committee meetings held to discuss, collate, analyse and document evidence of progress towards each of the school's priority areas;
- Regular feedback from committee meetings to Executive team to monitor and appraise the effectiveness of the school plan;
- Feedback to P&C Association to keep parents informed of progress with school planning and development;
- Ongoing collection of data from staff, students and parents/community members through surveys and forums to gather rich feedback on school programs and initiatives;

School planning 2012-2014:

School priority 1

Literacy

Outcomes from 2012–2014

Continual improvement in Literacy outcomes as measured by external and internal assessment.

Evidence of achievement of outcomes in 2014:

- **OUTCOME 1:** Timetabling and organization supports the delivery of Literacy.

In 2014 Kariong Public School complemented the introduction of the new English syllabus K – 10 with the inclusion of many programs and

practices. Kindergarten classes became L3 classrooms where students received systematic, explicit and flexible instruction in reading and writing within small groups of three. Students participated in carefully selected independent, individual or group literacy learning tasks that supported this explicit teaching.

Once again we entered the Spelling Bee competition for students in Years 3- 6. Every student participated in a class elimination event and eventually twenty four students had us waiting to see who would win to represent our school at regional finals. KPS continued the Premiers Reading challenge with many students earning awards for ongoing participation.

Students enjoyed the units of work studied and learning the concepts related to English themes. The librarians and class teachers worked together to integrated the visual literacy concepts into the weekly library lessons.

- **OUTCOME 2:** Writing outcomes are enhanced.

The implementation of the new English syllabus has allowed teachers the freedom to incorporate a broad range of quality texts into their classroom programs with a focus on enhancing creativity and imagination in writing. This focus was investigated in depth by all staff at our first SDD where Robyn Ewing presented a wide variety of children's picture books and supported staff as they developed teaching activities in line with the new English syllabus, based on quality literature. The introduction of the iWrite program has also enabled some of our talented writers to extend their skills and utilize technology to enhance their final products.

- **OUTCOME 3:** Oral language needs K-2 are met.

Public Speaking continued to be a significant part of our Speaking and Listening program. Students from K- 6 were given the opportunity to participate in our highly recognised Public Speaking competition, resulting in two students from each class representing their grade for the finals. A range of diverse topics and presentations

kept the audience truly engaged throughout the day.

Kariong Public School entered many of the Premiers Challenges throughout the year. Students from 3-6 actively engaged in the Multicultural Public Speaking, resulting in four of our students representing the school at the Central Coast finals.

- **OUTCOME 4:** Comprehension skills are developed.

Three classes participated in the Sydney Theatre School drama Program where a teacher in residence visited the class for a term and developed a drama program to correspond with the particular book being studied in that class. This was a well received and highly valued program which will continue again in 2015.

Selected students from Year 4 were invited to participate in the 'Lights, Camera, Education' (LCE) program where students were taught about multimedia and green screen techniques to demonstrate their understanding of technology and the diverse role it can play in the presentation of English units.

- **OUTCOME 5:** Teacher professional learning supports the new syllabus implementation.

Staff members have continued to receive ongoing professional development and have been incorporating many strategies to differentiate the English syllabus to cater for all students and learning styles. We have used SMART teaching strategies to address our targeted areas of need and matching this to where children plot on the continuum. We have allocated and utilised appropriate resources to support students in targeted areas and continued to differentiate the curriculum to meet the needs of our students. Each of our Kindergarten teachers was supported through professional learning to implement specific guided, modelled and independent teaching strategies. In 2015 all staff will attend a professional learning day to learn how to implement this resource into their classroom and a Green screen room will be set up in the school.

Strategies to achieve these outcomes in 2014:

- Introduction and implementation of the L3 program in all Kindergarten classes;
- Staff professional learning focusing on specific elements of the English syllabus incorporating quality children's literature;
- Continued incorporation of Public Speaking across K-6;
- Continued involvement in the Premier's Reading Challenge and Spelling Bee;
- Regular liaison between the Librarians and classroom teachers to ensure students access quality resources and build visual literacy skills;
- Incorporation of the LCE program to build students' multimodal presentation skills;

School priority 2

Numeracy

Outcomes from 2012–2014

Continual improvement in Numeracy outcomes as measured by external and internal assessment.

Evidence of achievement of outcomes in 2014:

- **OUTCOME 1:** Consistent programming of numeracy is evident across the school.

Staff members are all using a consistent Maths program across grades K- 6. All staff members have been introduced to the new Mathematics syllabus and a consistent program has been devised for all K-6 classes to implement as a trial in 2015. A K-6 Scope & Sequence has been designed to supplement the program and ensure consistency across K-6 and that our programming is catering for the needs of all students.

Maths groups have continued in Stage 3 and the Mathematics Committee will closely review student results when considering the continuation of Stage 3 Maths groups in 2015. Other grades will continue to group their students for Mathematics within their classes.

The TEN program has continued to operate in K-2 classrooms. We now have a TEN facilitator at our school to train teachers in this program.

We are considering using Mathletics in classes in 2015.

- **OUTCOME 2:** Staff training in numeracy is responsive to emerging need.

Intensive staff training in the TEN program has continued and new teachers have received training in the program. There is an improvement in the results for Number and Early Arithmetic Strategies are being taught well in classrooms.

Staff members continue to utilise technology to teach Mathematics and have access to lessons on the common directory.

Staff members have participated in a lot of quality professional learning on the new Mathematics syllabus which will be implemented in all classes in 2015. In Term 3 we hosted a very successful staff development day focusing on aspects and features of the new Mathematics syllabus. We combined with the smaller schools from our Local Management Group. All staff indicated that they had a better knowledge and understanding of the new syllabus from this day.

- **OUTCOME 3:** Numeracy is adequately resourced.

Many resources have been purchased for Numeracy. All classes 3-6 now have an essential resource kit containing resources needed to teach whole number every day. This kit includes resources such as counters, dice, dominoes, playing cards, multilink blocks and number lines.

We are currently stocktaking resources from the 'Count Me In Too' program, sorting them out into class allocation and repairing and replacing items where needed.

The K-2 teachers continue to utilise the TEN resource kits and these are updated as required.

Continual monitoring of resources will be ongoing.

Strategies to achieve these outcomes in 2014:

- Ongoing professional learning opportunities for staff to implement the new Mathematics syllabus;
- Successful implementation of the new NSW Mathematics Syllabus with all staff utilising consistent programming across K-6. The program will be reviewed and evaluated based on student needs and results;
- The TEN program will continue to be implemented in K-2 classes with new teachers receiving training to ensure successful implementation;
- 'Count Me In Too' resources will be accessible for all classes to use as a quality resource to teach numeracy;
- The introduction of new technologies to facilitate the teaching of Mathematics, including consideration of Mathletics and using Maths Apps on tablets to facilitate teaching and learning.

School priority 3

Student Support

Outcomes from 2012–2014

High quality support for all students, especially those dealing with academic, social or personal difficulties.

Evidence of achievement of outcomes in 2014:

- **OUTCOME 1:** The Student Welfare Policy and procedures works effectively to support students.

This year, Kariong Public School formed a Positive Behaviour for Learning Committee and:

- Consulted, surveyed and collated data from staff, students and community members;
- Formed a whole school mission statement;
- Established three core values: Respect, Responsibility and Personal Best;

- Developed and implemented lessons based on our three core values.

All students, staff and community members were consulted in the process of developing our mission statement and these core values. A common language is used by students, staff and parents to describe target behaviours. An induction package containing the welfare expectations for casual teachers is located at the entry point of each classroom.

The review of the Student Welfare Policy was not fully successful due to the implementation of the PBL Program. The PBL Program will assist in introducing a new welfare system to encourage positive behaviour from students, which has been shown to improve their self-concept and motivation to learn.

Our current policy will be updated in 2015 to the Student Wellbeing Policy to incorporate all PBL concepts and our new Behaviour system. Kariong Public School will implement a new behaviour system aligned with the PBL framework. Students will accrue points towards achievement levels (Bronze, Silver, Gold, Diamond) in conjunction with the PBL structure and our core values. All staff were consulted and helped to develop the new system with the PBL team presenting it at a staff meeting.

Bullying incidents have been reduced due to the introduction of a variety of social skills program across the school targeting behaviours and students at risk. The success of Mr. Brady's 'Golden Ticket', Mrs. Pugh's 'Lunch Club' and the Environment Club has reduced the risk and incidence of bullying.

- **OUTCOME 2:** The Learning Support Team works effectively.

The executive staff now forms part of the Learning Support Team which meets regularly to support students with learning needs, behaviour issues and disability. The referral procedure was updated with all staff receiving a new flowchart which guided them through the referral process.

An electronic submission form was also developed which has helped to improve the quality, collation and tracking of these referrals. Staff members have been trained in how to complete the form and they know what documentation needs to be attached. Effective communication continues between teachers, students and parents, culminating in yearly review meetings.

- **Outcome 3:** Welfare records are managed effectively and are available to all relevant staff.

Sentral was used by all teaching staff to increase effective tracking of welfare issues and facilitate communication amongst staff about managing student programs more effectively. All staff were trained in accessing Sentral where they could monitor their students' welfare records.

Professional learning 'refreshers' were organised through our weekly 'Brekkie with a Techie' program where needed. Records are monitored closely by the School Learning Support Team and the executive staff.

Strategies to achieve these outcomes in 2014:

- Reviewing and updating of the Student Welfare Policy to Student Wellbeing Policy will be a continued school target in 2015 under the PBL structure;
- 2nd year implementation of PBL to target behaviours;
- Behaviour System to acknowledge students and to raise expectations of behaviour through the PBL structure;
- Continued training of new staff.

School priority 4

Effective Learning

Outcomes from 2012–2014

Improved staff capacity in advanced pedagogy, technology and catering for gifted students.

Evidence of achievement of outcomes in 2014:

OUTCOME 1: Assessment and Reporting protocols and procedures are effective and consistent K-6

A) Assessment:

The assessment committee formed in 2012 was deemed unnecessary so no longer exists. The central area established on the common drive to store assessments is not being utilised. This indicates that teachers are looking for more effective ways to develop consistency of assessment across K-6 and more efficient ways to track student progress.

During 2014 the School Learning Support Team has commenced profiling some students and is investigating the use of the Student Profiles module within Sentral to generate rich student profiles that clearly track student progress. K-2 teachers are using the PLAN software to plot the progress of their students along a continuum and it is envisaged that this will progress into Stage 2 during 2015.

Staff participated in a joint LMG staff development day where Ian West from the Board of Studies presented a key note and repeating workshop on what constitutes a quality assessment task.

A Staff Professional Learning Meeting was dedicated to a session on developing quality marking rubrics using online web tools. The development of high quality assessment tasks and associated marking rubrics across K-6 remain priorities for 2015.

B) Reporting:

Online reports have been restructured through Sentral to align with the new English and Mathematics syllabus documents. Throughout the year all staff worked collaboratively to generate quality, levelled report comments that clearly reflect student achievement consistent with the A-E grading system. Staff members were involved in a scheduled report reading process where they paired up with a cross-stage colleague and took on the role of a critical friend

when reviewing report comments. There was a notable improvement in the quality of report comments by the year's end.

- **OUTCOME 2:** Better targeted Teacher Professional Learning

Teacher Professional Learning:

During 2014 teachers have commenced developing their own Professional Learning Plan (PLP) which clearly outlines their professional learning goals and links these to the school priority areas as detailed in the School Plan. All professional learning opportunities are linked back to the school plan and the teacher's PLP.

Staff Meetings are now referred to as Staff Professional Learning Meetings and these are carefully planned to ensure delivery of meaningful, relevant, high quality professional learning.

Staff Professional Learning Meetings, Staff Development Days, Stage Meetings and Stage Planning Days are all scheduled through My PL@Edu to ensure staff have an ongoing record of the hours of professional learning they undertake.

- **OUTCOME 3:** Improved delivery of GAT education

Gifted and Talented Education:

The iWrite program was introduced in 2014 to support GAT students and Aboriginal students. This highly engaging program runs every Friday in the computer lab and has extended student writing skills using a variety of digital media and web tools.

The school also purchased 4 Lego Robotics kits and trialled a regular Robotics workshop with 16 Year 4 students who were selected from a rigorous 'Expression of Interest' process. The Robotics program will continue into 2015, targeting Year 6 students who will enter a Robotics competition and compete at national level.

A group of Year 4 students trialled the 'Lights, Camera, Education' program which focused on

the skills required to design, script, film and produce a digital movie using green screen and iPad technology. This program was highly successful and the facilities to continue developing these skills will be made available to all staff and students in 2015.

Stage supervisors have worked with their teams to ensure differentiation of the curriculum is evident in every class teaching program to support the extension and enrichment of our GAT students. The School Learning Support Team will take part in the ongoing review of the school's Gifted and Talented Policy and continue to refine processes for the early identification and subsequent tracking of GAT students in 2015.

- **OUTCOME 4:** Better use of technology for learning

Technology:

Wireless Internet access is now available in every classroom across the school. Additional hardware has been purchased in the form of a set of 32 Notebooks for use in Stage 2 classrooms and a set of 15 tablets for use across K-6. The school's computer lab is utilized regularly throughout the week by any classes who do not have ready access to a set of notebooks. Support in the form of team teaching is also available in the computer lab for teachers who request assistance with particular software or web tools.

The school purchased 25 Reflector licences, enabling teachers to 'reflect' the screen of an iPad or iPhone through the network and onto the classroom IWB for classroom use of apps.

A school Google account has been set up and all booking sheets and meeting agendas are now online for ease of access.

From late Term 2 Staff have had the option to attend 'Brekkie with a Techie' which is a regular weekly professional learning session held on a Friday morning from 8am in the Tiered Learning Area (TLA). These sessions are presented by a variety of staff members and focus on specific skills, applications and tools that address identified staff needs.

A number of staff are now using Google documents and Google forms for a variety of administrative purposes, learning to write their class teaching program using Microsoft OneNote and incorporating a wider variety of applications and tools in their class teaching programs to enhance student learning. The relevant integration of technology in teaching and learning across K-6 will continue to be a focus in 2015.

Strategies to achieve these outcomes in 2014:

- Stage meetings focusing on the use of PLAN software to plot and track student progress;
- Combined LMG Staff Development Day focusing on high quality assessment tasks and programming from the new Mathematics syllabus ;
- Staff Professional Learning Meeting focusing on the use of iRubric and Rubistar web tools to design and develop quality assessment rubrics;
- Restructuring of online reports and stage meetings focusing on the development of quality, levelled report comments;
- Introduction of staff 'critical friend' process for reading and editing mid-year reports;
- All staff developing their own PLP in line with the school plan;
- Strategically planning the content of all stage meetings, Staff Professional Learning Meetings and staff development days to address staff needs;
- Scheduling all staff professional learning through My PL@Edu;
- Introduction of the iWrite program and trialing of the Lego Robotics and 'Lights, Camera, Education' programs;
- Extension of the wireless Internet infrastructure to enable Internet access from all classrooms;
- Purchase of additional hardware for classroom use;

- Introduction of 'Brekkie with a Techie' - an 'opt in' professional learning opportunity focusing on technology;
- Purchase of 'Reflector' licences for every classroom;
- Opening of a school Google account and placing all school booking sheets and agendas online;
- Strategic planning for 2015 and beyond to ensure momentum of ICT integration across K-6 is maintained.

Parent/caregiver, student, and teacher satisfaction

In 2014, the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

In 2014 Kariong Public School sought the views of parents, students and teachers about the school's learning culture.

In Term 3, parents and community members contributed to an online survey to provide feedback about current programs and to suggest modifications and improvements for the future. Additionally, parents provided feedback at forums held at the Orientation Day, K-2 Athletics Day and at P&C meetings. Student NAPLAN results were also discussed at a P & C meeting held on 20 October 2014.

Parents acknowledged a variety of things that they liked at the school and there was an overwhelming feeling that there were a lot of positive things currently happening in the school. This included morning assembly, school mission statement, supportive teachers, current leadership, school leadership program, peer support, buddies, citizen of the month, the uniform, keeping the gates closed during school hours, dance program, annual 'Athon', public speaking competition, Grandparents' Day, GAT work in Year 6, Chess Club and the L3 program. Parents also commented on the school

environment including the gardens and classrooms being well maintained.

Parents expressed a need for greater parent involvement and participation within and outside the classroom. They also mentioned that they would like more information sessions about their child's learning, more participation in creative projects such as school murals and that stronger communication could be achieved through the school website, social media and utilising the local Kariong Connection magazine.

On 29 August, 2014 senior students in Years 5 and 6, as well as Student Representative Council (SRC) members, completed a survey on their thoughts and opinions about the school.

A high proportion of students suggested installing bubblers on the oval and ensuring that they had access to iPads or laptops in their classrooms. The activities students enjoyed the most were art, sport and computer time. The iWrite program was also mentioned positively across grades. Students commonly mentioned that they liked the amount of space they had to play at school, specifically the oval. Students commented that the toilet facilities could be improved by the addition of soap and more mirrors.

The most commonly used words to describe a really great learning activity were "hands-on," "interactive" and "engaging." Students frequently mentioned that "a great lesson was when it was a fun learning experience and all students were quiet and focused."

Teachers completed an online survey which facilitated critical reflection on current school programs, systems, practices and community connections.

Teachers were overwhelmingly supportive of the L3 program, TENS program, Peer Support, PBL implementation and provision of quality professional learning to support introduction of the new syllabus documents. They also appreciated the morning assemblies, especially

Citizen of the Month, and the cohesive school leadership approach.

Teachers indicated changes needed to be made to the current student behavior card and merit award system. They also felt the need for a more cohesive approach to class programming and greater consistency across K-6 with KLA scope and sequences, as well as a review of the Focus on Reading program. The need for greater focus on the Creative Arts KLA, especially Drama, was also a feature of the survey results.

Analysis of the teacher survey results fell into three main areas:

- Quality Teaching
- Systems and Practices
- Partnerships and Connections

These areas were instrumental in determining our strategic directions for the 2015 School Plan.

Future Directions

2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. Kariong Public School has commenced consultation with staff and parents around the three strategic directions the school will focus on over the next 3 years. Our three strategic directions for the 2015-2017 School Plan and the purposes of each strategic direction are:

1) Successful and creative learners

* Personalised, creative approaches to learning to be in place to ensure that every student develops a core of academic knowledge and a love of learning.

* Our teachers to demonstrate a passion for and deep understanding of their teaching content and to have high expectations for every student to facilitate excellence and equity for every learner.

* Our students and staff to be confident and highly skilled in the use of ICT to enhance all areas of teaching and learning.

2) Effective whole school systems and practices

* The management of a systematic student well-being framework to ensure coherent, consistent and fair practices to support teaching. Respect, Responsibility and Personal Best are the foundations of our learning community.

* Our students to be supported in their learning through comprehensive K-6 assessment and feedback practices to ensure high quality, evidence based teaching.

* Our teachers to value and model opportunities to improve their teaching practice and learn from others to make a difference and add value to student learning.

3) Strong partnerships and connections

* Our staff to make cultural connections with families and engage with the local and broader community to maximise student engagement and achievement.

* Joint initiatives between the school and the local/global community to bring mutual benefits and develop a sense of responsible citizenship.

* Communication between home and school to be multifaceted and timely to ensure parents can positively engage with their child's education.

The new school plan will be published on the school's website from the beginning of Term 2 2015.

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

<http://www.schools.nsw.edu.au/learning/emsad/asr/index.php>