Kentlyn Public School
Annual School Report

2011
Messages

Principal’s message

Kentlyn Public School is located in the Campbelltown area of South Western Sydney. The purpose of Kentlyn Public School is to:

- recognise and value individual needs, interests and potential;
- have high expectations for students;
- encourage students to assume personal responsibility for their learning;
- build on and utilise the resources of the whole school community; and
- encourage staff to be highly skilled, focused and motivated.

At Kentlyn Public School we are committed to:

- developing skills, attitudes and values which will lay the foundation for future learning for all students;
- improving student learning outcomes in literacy and numeracy;
- improving outcomes for students through the use of Information Communication Technologies (ICT);
- developing a productive professional partnership among teachers, parents, carers and the community; and
- staff who are committed and continually refine their professional knowledge and practice.

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.

Gray Ryan
Relieving Principal

2011 P&C and/or School Council message

Kentlyn Public School has very strong parent, school staff & community support. The 2011 Parents & Citizens Association found this support to be its greatest asset. The average number of P&C members per scheduled meeting in 2011 was approximately six and through this support, traditional fund raising events continued;

- Working Bee
- Day School Disco’s
- Movie Night
- Easter & Presentation Raffles
- Cross Country run
- Christmas in July
- Sausage Sizzles
- Mother’s day, Father’s day and Christmas Stalls

The funds raised by P&C have been used to;

- Renew Student Insurance
- Purchase New Reading Box – Yellow
- Help fund travel to year 5/6 Camp
- Help with Year 6 Farewell by paying for the DJ and cake
- Pay fees for the Mind Marathon Competition
- Pay one third cost of the Life Education program ‘Healthy Harold’
- Demolish old un-safe play equipment, replace with asphalt & marked for Handball courts & Hop-scotch
- Replace air-conditioner to the oldest permanent class room
- Support Hat Draws by purchasing prizes.
P&C also supported;

- The Cancer Council with a Big Cuppa
- Bandanna Day
- A fundraiser for one of our students with leukemia – “Tip in for Trav” fundraiser

Volunteer Mrs Sandra Abdulwahab efficiently manages the school uniform shop.

Mrs Melissa Milkins continued to run the school canteen, with the support of volunteers, with the aim of providing healthy choices at an affordable price. Canteen profits also go towards providing the school with accessible funds for educational programs.

P&C completes 2011 with the knowledge that we are able to continue to support the school with student welfare, educational items and programmes in 2011. Thank you to students, parents and school staff for supporting the P&C in 2011 and a special thanks to all that volunteered their time.

Catherine Cooke – P&C President

Student representative’s message

2011 has been an enjoyable and busy year at Kentlyn Public School. Our school again participated in PSSA Sport. We played netball, cricket, touch football, soccer, tee-ball and AFL. Unfortunately three of the four winter gala days were washed out. When we did play all teams behaved well and were good sports. Thank you to all the parents and teachers who helped support these activities.

Years five and six went on two fun excursions. In term three we went to the Powerhouse Museum at Castle Hill and saw heaps of interesting things. In term four we had our camp at Teen Ranch. We did things like canoeing, horse riding and got to ride on the giant swing. It was lots of fun! We would like to thank Mrs Fetterplace, Mr Ryan, Mrs Muller and Mrs Cook for organising and supervising us!

Year six held a number of fundraisers to raise money to help pay for our farewell and for our gift to the school. These included mufti days, colouring competitions, cake stalls, guessing competitions and the Year Six Fun-Fair which was very successful. All of year six worked very hard to organise these events.

We would like to thank all the staff, parents and students of Kentlyn for making our last year fantastic and for supporting and helping us and the other members of the leadership team throughout the year.

Aimee Walker & Dominic Robinson

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

![Student Enrolment Chart]

<table>
<thead>
<tr>
<th>Year</th>
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<th>Female</th>
</tr>
</thead>
<tbody>
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</tr>
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<tr>
<td>2011</td>
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Student attendance profile

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<td>94.1</td>
<td>92.1</td>
<td>94.4</td>
<td>94.3</td>
</tr>
</tbody>
</table>

Management of non-attendance

The Principal and Assistant Principal monitor all attendance with the assistance of the Home School Liaison Officer.

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.

<table>
<thead>
<tr>
<th>Roll class</th>
<th>Year</th>
<th>Total per year</th>
<th>Total In class</th>
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</thead>
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<tr>
<td>K/1M</td>
<td>K</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td>1/2G</td>
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<td>12</td>
</tr>
<tr>
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<td>24</td>
</tr>
<tr>
<td>3/4H</td>
<td>3</td>
<td>18</td>
<td>24</td>
</tr>
<tr>
<td>3/4H</td>
<td>4</td>
<td>6</td>
<td>14</td>
</tr>
<tr>
<td>4/5FM</td>
<td>4</td>
<td>19</td>
<td>26</td>
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<tr>
<td>4/5FM</td>
<td>5</td>
<td>7</td>
<td>16</td>
</tr>
<tr>
<td>5/6R</td>
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<td>16</td>
</tr>
<tr>
<td>5/6R</td>
<td>6</td>
<td>17</td>
<td>24</td>
</tr>
</tbody>
</table>

Staff information

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

Staff establishment

Kentlyn Public School has one teaching Principal, one Assistant Principal and three mainstream classroom teachers.

The staff and students are also supported by a part time librarian, support teacher learning, reading recovery teacher and a release from face to face teacher.

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Assistant Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>3.0</td>
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<tr>
<td>Teacher of Reading Recovery</td>
<td>0.21</td>
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<tr>
<td>Support Teacher Learning Assistance</td>
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</tr>
<tr>
<td>Teacher Librarian</td>
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<tr>
<td>Counsellor</td>
<td>0.75</td>
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<tr>
<td>School Administrative Manager</td>
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<td>School Administrative Officer</td>
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<tr>
<td>Learning Support Officer</td>
<td>2 P-Time</td>
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</table>

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

Kentlyn Public School currently has no staff who identify as being indigenous.

Staff retention

The school’s retention rate from 2010 to 2011 was 83%. During 2011 one temporary teacher gained a permanent teaching position elsewhere and the Principal relieved at another school before gaining the position permanently.

Teacher qualifications

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

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

Financial summary

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

**Date of financial Summary: 30/11/12**

<table>
<thead>
<tr>
<th>Income:</th>
<th>Amount</th>
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</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
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<tr>
<td>Global funds</td>
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<tr>
<td>Tied funds</td>
<td>52206.05</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>30241.87</td>
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<tr>
<td>Interest</td>
<td>10780.94</td>
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<tr>
<td>Trust receipts</td>
<td>4247.25</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
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<tr>
<td><strong>Total income</strong></td>
<td><strong>420563.97</strong></td>
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</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th>Amount</th>
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</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>34935.41</td>
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<tr>
<td>Excursions</td>
<td>14583.96</td>
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<tr>
<td>Extracurricular dissections</td>
<td>12938.05</td>
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<tr>
<td>Library</td>
<td>2268.35</td>
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<tr>
<td>Training &amp; development</td>
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<tr>
<td>Tied funds</td>
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<tr>
<td>Casual relief teachers</td>
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<tr>
<td>Administration &amp; office</td>
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<tr>
<td>School-operated canteen</td>
<td>0.00</td>
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<tr>
<td>Utilities</td>
<td>26245.23</td>
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<tr>
<td>Maintenance</td>
<td>19274.67</td>
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<tr>
<td>Trust accounts</td>
<td>7843.52</td>
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<tr>
<td>Capital programs</td>
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<tr>
<td><strong>Total expenditure</strong></td>
<td><strong>247864.63</strong></td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td><strong>172699.34</strong></td>
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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**

In 2011 the arts program has included a variety of activities. These have included:

- The annual Easter Hat Parade. Classes paraded a variety of individually designed hats to a selection of music. Students were judged in the categories of best hat, most creative, most environmentally friendly and most original hat.

- Fortnightly school assemblies which are held throughout the year on a rotational basis. Assemblies provided opportunities for classes to showcase their recent work.

- The End of Year Talent quest was held in term 4. Students auditioned for inclusion and contributed a wide range of acts including singing, dance, instrumental and drama.

- Interest Groups were held in term 4 where students were given the opportunity to participate in a Creative and Practical Arts activity of their choosing. Options included singing, dancing, papier mache and playing musical instruments.

- Students from K-2 visited the local Russian Village to perform a Christmas Concert. Primary students from 4/5 entertained
residents at a nearby retirement village by presenting a short musical concert.

The arts program at Kentlyn Public School is driven by the talents and expertise of staff and the involvement and dedication of parents and community members.

**Sport**

The aim of sport at Kentlyn Public School is to emphasise fitness, participation, a healthy lifestyle and sportsmanship. During 2011 students participated in a range of activities including school sport, PSSA Sport including gala days, sporting carnivals and special in-school programs.

Our three carnivals; Swimming, Athletics and Cross-Country were all a success with a number of students qualifying to represent the school at zone level and regional level.

In swimming standout performers included the Kentlyn relay team comprising Garry and Janya Koshnitsky, Michael Martin and Hayley Hutchinson who won the Small School Relay final becoming Regional Champions for 2011. On an individual level Garry Koshnitsky achieved outstanding results qualifying for the State Swimming Carnival in four events, qualifying for the 9 years freestyle final. Garry was also Campbelltown PSSA Junior Boys champion for 2011.

In Cross-Country over ten students represented at zone level with Ashley Redzic, Sam Maxwell and Michael Martin qualifying for the Regional Championships.

After a successful Athletics Carnival almost 30 students made it to zone level in either track or field events. Two students, Ashley Redzic and Santo Wittingslow qualified for the Regional Championships, Ashley for Shot Put and Santo for Discus.

Throughout the year there were a number of students who were selected for Campbelltown PSSA Zone teams across a range of sports. Isobel Friel won selection for Girls Soccer while Mohammad Alalwan represented in Boys Soccer. Bobby Seery, Michael Martin, Sam Pollock and Dominic Robinson were all selected in both the Boys Soccer and AFL teams.

Kentlyn participated in both Summer and Winter PSSA Gala Days where students were given the opportunity to play Cricket, Touch Football or T-Ball in the Summer Competition and Netball, Soccer or AFL in Winter. Unfortunately heavy rain resulted in only one out of the four possible
Winter Gala Days being played. We hope to have better luck next year.

The school community played an active role in supporting these teams by providing transport and meeting the costs associated with PSSA Sport. All teams displayed a high level of sportsmanship whilst representing their school.

Students also received the opportunity to participate in a number of additional sporting programs throughout the year. Programs included:

- Paul Kelly Cup AFL
- Milo Cup Cricket
- School Swimming Scheme
- “Gym-Man Gymnastics Program
- Tiger Shield Soccer Tournament

Kentlyn also participated in the Premiers Sporting Challenge receiving a Gold Certificate for recognition of participation in physical activity over a 10 week period.

Student achievement and participation in sport is recognised through;

- Sportsperson of the Year Award
- Encouragement merits and mini-awards for PSSA awarded at assemblies
- Carnival awards including ribbons and stickers for participation and performance at the swimming, cross country and athletics carnivals.

The 2011 Junior Sportsperson Award was awarded to Ashley Redzic with Michael Martin receiving the Senior Sportsperson Award.

**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**

<table>
<thead>
<tr>
<th>Year 3 Reading</th>
<th>Percentage in bands: Year 3 Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bands</td>
<td>Percentage of students</td>
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<tr>
<td>1</td>
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<td>6</td>
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</tbody>
</table>

- Percentage in Band
- School Average 2008-2011
- SSG % in Band 2011
- State DEC % in Band 2011
The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for Years 3, 5, 7 and 9.
The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

**Percentage of Year 3 students in our school achieving at or above the minimum standard in 2011**

<p>| | |</p>
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<tr>
<th></th>
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<tbody>
<tr>
<td><strong>Reading</strong></td>
<td>88.9</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
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<tr>
<td><strong>Spelling</strong></td>
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<tr>
<td><strong>Grammar &amp; Punctuation</strong></td>
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<tr>
<td><strong>Numeracy</strong></td>
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**Percentage of Year 5 students in our school achieving at or above the minimum standard in 2011**

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</thead>
<tbody>
<tr>
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<tr>
<td><strong>Writing</strong></td>
<td>100.0</td>
</tr>
<tr>
<td><strong>Spelling</strong></td>
<td>92.9</td>
</tr>
<tr>
<td><strong>Grammar &amp; Punctuation</strong></td>
<td>92.9</td>
</tr>
<tr>
<td><strong>Numeracy</strong></td>
<td>92.9</td>
</tr>
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</table>

**Significant programs and initiatives**

**Aboriginal Education**

At Kentlyn Public School we continue to promote the importance and support an understanding of Aboriginal culture, education and contemporary issues.

Aboriginal perspectives are included in learning programs for all students. A Personalised Learning Plan has been written and implemented for each Aboriginal student, working towards the achievement of academic, social and cultural goals.

Kentlyn as part of the Leumeah Community of Schools was involved in establishing an Aboriginal Education team to promote strategies to improve the self-esteem, attendance and learning outcomes of Aboriginal students and to enhance the knowledge and respect of Aboriginal culture of all students. Initiatives have included:

- Scheduling of Indigenous Games Day for all students Year 3 to 6 across the Community of Schools
- Development of uniform Personalised Learning Plans to promote consistency
- Celebration of cultural events including NAIDOC Week
- Planned community BBQ for parents of Aboriginal students
- Planned implementation of “8 Ways of Aboriginal Learning”

**Multicultural education**

Kentlyn Public School recognises its responsibility to help prepare students for a multicultural Australia. We foster a sense of tolerance, respect, cooperation and understanding of all cultures and promote the sharing of cultural values.

Multicultural perspectives are included in classroom teaching programs. The school actively promotes cultural awareness by exposing students to a variety of cultural experiences through: cultural shows, welcoming visitors from a range of cultural backgrounds, dance and music.

**Achievements:**

- Implementing units of work that highlight cultural, linguistic and religious diversity
- Celebrating cultural diversity through Harmony Day;
- Working towards providing a racism-free learning and working environment, including referring any racism issues to The Anti Racism Contact Officer (ARCO) position which is filled by a trained member of staff.

**Other programs**

**Respect and responsibility**

Students at Kentlyn Public School are actively encouraged to undertake community service activities on a voluntary basis as part of the
school culture. Year 5 and 6 student leaders are expected to undertake a range of responsibilities which add to the smooth running of our school.

The successful K-6 Peer Support program was run in Term 2 where students in Year 5 and 6 took on the role of leaders. The program focused on developing resilience in the K-4 participants while developing the leadership capabilities of the leaders. Peer leaders throughout the program developed organisational, communication, time management and problem solving skills.

A continuing task at Kentlyn Public School is to develop a spirit of community service and provide a variety of opportunities where students K-4 can also demonstrate respect and responsibility.

Achievements

- Supporting Australian children in need, through fundraising events to support charities including the Smith Family and Stewart House and the Queensland Premier’s Flood Relief Fund;
- Raising money for the NSW Cancer Council through our participation in ‘Footy Colours Day’;
- Participating in “Crazy Hair Day” to raise money for the Leukaemia Foundation;
- A number of children giving up their own time to attend the P&C Working Bee, held on a Saturday in March.

Public Speaking

Students from years 3-6 participated in a school-based public speaking competition. Two students from stage 2 and two students from stage 3 were selected to represent our school in the Zone Finals of the Multicultural Perspectives Public Speaking Competition. Our students performed well with one student, Leah Senkowski, coming second and consequently qualifying for the Regional Finals.

Kentlyn entered one team in the Premier’s Debating Competition. The team improved after each round of the competition and managed to win their final debate, receiving positive feedback from adjudicators.

National and Local Competitions

In 2011 students completed or participated in the Premier’s Debating, Public Speaking, Reading, Spelling and Sporting Challenges. All students were encouraged to participate in the Premiers Reading Challenge with all K-2 students completing the challenge.

A number of students also entered the University of NSW English, Spelling, Writing, Computer and Mathematics Competitions. In English two students received credits. In Writing, one student was awarded a distinction and one a credit. In Computers one credit was achieved. In Mathematics one student achieved a credit.

Progress on 2011 targets

Target 1
To improve the outcomes for students enrolled in Kentlyn Public School in reading with a focus on increasing the minimum standard and proficiency standard in the 2011 National Testing Program (NAPLAN)

Our achievements include:

- Involvement in the curriculum project ‘Accelerated Literacy’, where a focus on classroom literacy pedagogy aims to support all students, and removes the educational divide. All staff members have undergone training in the program, which looked at the Accelerated Literacy Pedagogy and Assessment. The school has trialled the pedagogy, ready for implementation in 2012;
- Analysis by all staff of literacy data from NAPLAN tests to indicate weaknesses and strengths. It was used as a tool to explore the
future direction of literacy education at Kentlyn;

- Developing consistent school wide classroom strategies for the teaching of literacy including reading, writing including spelling and Grammar through Accelerated Literacy;

- Ongoing review and purchase of resources for the successful teaching of reading. Ensuring that student texts are current, relevant and engaging;

- Participation in a community of schools project focusing on effective programming and the consistent teacher judgment in assessment of writing;

- Implementation, trial and staff development on consistent teaching and assessment of writing, with the development of a Whole School Writing Scope and Sequence.

**Target 2**

To improve the outcomes for students enrolled in Kentlyn Public School in number with a focus on increasing the minimum standard and proficiency standard in the 2011 National Testing Program (NAPLAN)

Our achievements include:

- Analysis by all staff of Mathematics data from NAPLAN tests to identify weaknesses and strengths. Data was utilised to assist in setting number targets to promote further improvement in Mathematics (Kentlyn PS Management Plan 2012-2014) and to determine future focus areas;

- Participation in “Newman’s Error Analysis” project initiated by our Community of Schools to improve the teaching of mathematical problem solving skills to students;

- Ongoing commitment to professionally develop staff to enable effective use of a range of ICT resources including computers and interactive whiteboards to engage students in Number.

- Continued implementation of “Go Maths” program including use of assessment tools and student tracking to monitor progress and determine future directions.

**Target 3**

To increase the student population and improve the engagement of students enrolled in Kentlyn Public with a focus on increasing the minimum standard and proficiency standard in literacy and numeracy in the 2010 National Testing Program (NAPLAN)

Our achievements include:

- Continued participation in the Community of Schools (in conjunction with RPS, LPS and LHS) NSW Sustainable Schools project;

- Implementation of a school based Peer Support program to improve the confidence and resilience of K-4 students while presenting an opportunity for every year 5-6 student to develop leadership skills;

- Effectively integrating the use of ICT across all subjects to promote the teaching of lessons that are relevant to students and engaging;

- Active promotion of the school throughout the local community by: ensuring many school activities are whole community events, distributing pamphlets about Kentlyn PS to local households and businesses and developing a new school website to allow all community members access to information about the school.

**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 School Management and the curriculum area of Numeracy.

**Educational and management practice**

Each year we evaluate an aspect of our educational and management practice. This year we analysed staff, student and parent perceptions and attitudes of school management. Surveys were used to evaluate strengths and weaknesses in School Management and to
determine future directions to support continual school improvement: The survey was completed by:

- 13 parents
- 28 students
- 7 teachers

Findings and conclusions

Parent Responses

- The majority of parents (92%) stated that they are satisfied with the management of Kentlyn Public School.
- Identified strengths of the school include the organisation of the school and communication with students and parents.
- Other strengths include regular evaluation of and attempts to improve school performance, willingness of the school to make changes to foster improvement and the staff who are willing to engage in training to improve their teaching.
- In general, parents are happy with the management of the school. However, some areas identified as needing improvement include ensuring that the needs of all students are met by the school and managing the allocation of money and other resources effectively.
- Parents believe that care is shown for students through its management practices.

Student Responses

From the survey conducted students responses indicated:

- The majority of students (97%) believe Kentlyn Public School is well managed and organised.
- Students believe the discipline system is fair.
- Students agree that teachers regularly undertake training to improve their teaching.

Teacher Responses

- Teachers identified the practice of continually investigating ways to improve performance, provision of professional development and feeling valued as strengths of school management practice.
- The majority of teachers (86%) are satisfied with school management.
- Most teachers believe that the school regularly measures the success of its programs.

Future directions

Some parents and students do not agree that the educational needs of all students are met by the school all the time. The school needs to improve in the area of curriculum differentiation to ensure that teachers are able to deliver lessons that cater for a variety of learning needs.

Curriculum

Background

As part of the school self-evaluation process Numeracy was the educational practice that was selected and analysed. Data was collected from sources including current NAPLAN results for years 3 and 5, student reports and parent, student and staff surveys.

Findings and conclusions

- Feedback from all stakeholders revealed that technology was being regularly utilised in Numeracy lessons.
- Some staff indicated that not all areas of Numeracy are taught well.
- Parent feedback indicated that communication to parents when students are experience difficulties in Numeracy could improve.

Future directions

Parents need to be provided with ongoing reports regarding student progress in Mathematics, particularly students experiencing difficulty. Professional development is required for teachers who require additional skills to effectively teach all areas of Numeracy.

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.

The majority of staff indicated that they agree or strongly agree that Kentlyn Public School:
• values and supports its teachers;
• regularly evaluates performance and instigates change to foster improvement;
• communicates well with the community.

The majority of parents indicated that they agree or strongly agree that Kentlyn Public School:
• cares about its students;
• communicates effectively with students and parents;
• effectively utilises technology to increase student engagement.

Students who were surveyed on the majority indicated that;
• the school cares about its students;
• teachers undertake training to improve their teaching;
• the school communicates well with students.

Professional learning
All staff at Kentlyn Public School were involved in a wide variety of professional learning opportunities throughout 2011.

• All staff trained in CPR and Emergency Care;
• All teachers were trained in ‘Accelerated Literacy’ - an intensive literacy based program designed to improve student reading and writing outcomes. Staff attended six workshops throughout the year;
• One staff member was trained in ‘Newman’s Error Analysis’ – a Community of Schools Numeracy project;
• All teachers participated in Leadership Learning for School Improvement program;
• School Administrative Manager attended SASS staff development days;
• All teaching staff attended five Staff Development days;
• Principal’s conferences were attended throughout the year.

An average of $750 was spent on each staff member for professional development. The total spent on professional development in 2011 was $4401.00

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
Outcomes for 2012–2014

To improve the literacy skills of all students with a focus on writing in Years K-6

2012 Targets to achieve this outcome include:

Target 1:

To improve the student's’ writing skills with a focus on spelling.

Strategies to achieve this target include:

• Include a spelling rule each week related to weekly spelling list
• Continue to demonstrate and model good practice through the use of ICT resources
• Provide professional learning opportunities for staff.
• Provide all staff with opportunities to cooperatively plan quality teaching and learning activities in spelling.
• Purchasing resources to support teaching of spelling.
• Implement “A Sentence a Day Program”
• Spelling assessment through writing tasks
• Professionally develop staff on explicit and systematic ways of teaching spelling
• Analysis of SMART data to locate spelling errors to inform programming
• Explicit Teaching of Text Types, grammar, punctuation and formation of more complex sentencing.
Our success will be measured by:

- 80% of Year 3 students to achieve Band 4 or higher in NAPLAN.
- 55% of Year 5 students to achieve Band 6 or higher in NAPLAN.
- Increase the number of students in proficient bands (top 2 bands) in Year 3 spelling from 50% to 55%.
- Increase the number of students in proficient bands (top 2 bands) in Year 5 from 14% to 20%.
- Analysis of all assessment tasks and their results.

**Target 2:**

**To improve student’s reading comprehension levels.**

**Strategies to achieve this target include:**

- Increased implementation of activities in Reading that focus on inference and Comprehension.
- Demonstrated increased levels of student understanding of inference and comprehension in Reading and Writing.
- In-servicing staff in the teaching of reading comprehension within the context of a balanced literacy session.
- Increased identification of student needs (starting points) through assessment for learning rich tasks developed from foundation statements.
- Continuing to use valid assessment to inform teaching and learning;
- Investigating and researching aspects of inferential reading;
- Providing training for parents to help their children with home reading and writing.

**Our success will be measured by:**

- Increase the number of students in proficient bands (top 2 bands) in Year 3 Reading from 50% to 58%.
- Increase the number of students in proficient bands (top 2 bands) in Year 5 from 36% to 45%.
- Improvement in National Testing results in questions dealing specifically with comprehension.
- Decrease in the number of students in Bands 1 and 2 in the NAPLAN Reading test.
- Staff gaining greater confidence in their teaching of reading comprehension.
- Constant teacher reflection and dialogue using the dimensions and elements of the Quality Teaching pedagogy.
- Meeting Regional targets for reading including 34% of Year 3 students and 23.3% of Year 5 students reaching proficiency standard in NAPLAN reading test.

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**School priority 2 - Numeracy**

**Outcome for 2012–2014**

**To increase the levels of numeracy performance for all students**

**2012 Targets to achieve this outcome include:**

- Improved student outcomes in the recall of number facts and tables.
- Improved student outcomes in the area of problem solving and understanding of mathematical language.
- Improved student outcomes in two and three dimensional space concepts.
Strategies to achieve these targets include:

- Increase the number of students in proficient bands (top 2 bands) in Year 3 from 50% to 58%.
- Increase the number of students in proficient bands (top 2 bands) in Year 5 from 14% to 20%.
- Establish pre and post test assessment in number recall and problem solving to focus teaching on student needs.
- All classes K-6 to implement Minute Maths.
- Special Maths Day K-6 for priority area of problem solving.
- Targeted professional learning with the view to improve students understanding of mathematical problems.
- Co-operative programming and ongoing professional development to further refine our maths programs.
- Maths demonstration lessons. Teaching quality maths lessons using questioning to develop deep understanding and mathematical meta-language.
- New Curriculum Corporation resources have been purchased.
- Re-organise and restock class sets of concrete materials for daily use.

Our success will be measured by:

- Analysis of Pre- and Post-assessment data – bottom, middle and top sample from each class.
- Analysis of all in-house numeracy assessment tasks and their results.
- Improved scores in numeracy for school based and NAPLAN testing – moving students out of bands 2 & 3 in year 3 and having 70% of students in bands 4, 5 & 6. In year 5, moving students out of band 3, and having 50% of students in bands 6, 7 & 8.
- 70% of Year 3 students achieving Band 4 or higher in NAPLAN Numeracy.
- Improved numeracy levels according to regional aspirational targets.

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.

Grayson Ryan    Rel. Principal
Candice Gilyatt  Rel. Assistant Principal
Patrice Fetterplace  Class Teacher
Catherine Cooke  P & C President
Aimee Walker  Student Leader
Dominic Robinson  Student Leader

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