School context statement

Kogarah Public School is situated in the south eastern suburbs of Sydney and serves a diverse multicultural community with 89% of the student enrolment from non-English speaking backgrounds. The main language groups within the school are Chinese (Mandarin and Cantonese), Bengali, Nepali, Hindi and Tagalog.

Effective literacy and numeracy programs provide opportunities and support for all students. Strong academic results reflect the school’s banner statement of Excellence, Opportunity and Success.

Students experience a safe, secure and disciplined learning environment. Student learning is supported through programs including English as an Additional Language/Dialect, Reading Recovery and Learning and Support Program. Extra-curricular programs include choir, dance, public speaking and representative sport (PSSA).

Kogarah Public School recognises positive attitude, behaviour and good work through a strong Student Award system based on restorative practices and our school’s core values. The core values of the school, developed with the school community, are reflected in the practices and policies of the school.

Student leadership is developed and encouraged through an effective Student Representative Council. The school values the quality partnerships developed with our parents through the school’s Parents and Citizens Association and the wider school community.

Principal’s Report

The school continued delivering quality educational programs where students successfully achieved their learning outcomes across the whole curriculum.

The school prides itself on catering for the varied learning needs of all its students and providing a culturally inclusive learning environment where students can achieve to their potential.

The bi-annual performing arts Showcase was a highlight for both students and their families. Every student participated in the Showcase held at Kogarah High School hall in September.

Students, with the support of their teachers, practised their items throughout Terms 2 and 3 to produce a varied and enjoyable concert for the school community.

Another highlight of the year was the success of the school’s sustainability program, in particular the vegetable gardening program.

A gardening club was established and students nominated themselves from all classes to participate. During lunchtime on Wednesdays and Fridays students worked in the gardens to plant, water, weed and harvest edible crops. They were assisted by a teacher and a support learning officer.

Everyone admired the huge pumpkin, kale and lettuce crops and enjoyed eating them once harvested. The garden was also used by specific grades as part of their Science units of work.

This year saw the implementation of the first NSW syllabus for the new Australian Curriculum. The K-10 English syllabus was implemented after extensive teacher professional learning. Over the next two years, Mathematics, Science and Technology and History syllabuses will be implemented. The school is well placed for their successful implementation.

There are a number of significant educational reforms currently being implemented in our schools. Over the next few years increased funding to schools from Federal and State governments based on student need, will see changes in how schools provide programs to cater for their students.

This is an exciting time in education and I look forward to continuing to work with the school community to ensure that the students at Kogarah Public School receive the very best educational programs for their success.

Lea Kitchener
Principal

P&C President’s Report

In 2014 the Kogarah Public school P&C continued pursuing its two broad aims:
• To foster and build a community that promotes the interests of the school by bringing parents, citizens, students and teaching staff into close co-operation; and
• To assist in providing facilities and equipment for the school and in promoting the
recreation and welfare of the students at the school.
It is has been a pleasure and honour to serve with the dedicated parents of the P&C in meeting these aims in 2014.

Our regular meetings have seen open robust discussion and dialogue between parents and staff about our school. Mrs Kitchener presented reports keeping us up to date about events at the school. Parents raised questions and issues for discussion with the principal. I must thank both the staff and the other parents for their contribution in this area since it fosters the close co-operation that is one of our aims. In particular, we spent time considering the advantages of learning a second language and the ways to implement these advantages. By the end of the year, Mrs Kitchener had organised an option to trial teaching all children in one the stages Mandarin for 1 hour a week.

We also continued to run fundraising events with a focus on community and educational outcomes. In first term, we ran an outdoor cinema that was well attended by the school community to celebrate the end of the term. This event allowed us to make about $400 for our facilities but its main aim of fostering a school community was clearly achieved. In second term, we organised a spell-a-thon where students were asked to learn spelling words and find sponsors. This educational fund raiser was supported very well by family and friends and we raised about $1950. Our Education Week multicultural food festival was wonderfully supported and attended with the school community celebrating their cultural differences and enjoying the education provided at our school. The event raised about $1200 for the school. This year, we also added to our fundraising with a barbecue at Bunnings on a Sunday in September at which we raised roughly $1400. Finally, we again sold glow sticks at the school disco in fourth term raising $275.

In addition to these events, the P&C also ran a second-hand clothing shop throughout the year and sold some books donated by a book retailer netting about $170. As a result the P&C raised in excess of $5000 for the school. These funds were put towards Prizes at Presentation Day ($1,000), playground artwork for the children to play on ($2450), and a TV and security case to further enhance communication within the school community (about $4000).

On a personal note, I would like to thank Mrs Kitchener and the office staff for all their help in supporting the P&C and staff in working together. I would also like to thank the other members of the executive for their continued service to the school community. It has been a pleasure to head up the team. The P&C is only as good as the people involved, and I think that for a small school we are meeting our aims wonderfully. I look forward to serving again with the parents and staff in 2015.

Matthew Jensen
P&C President

Education Week Open Day

Student Representative Council (SRC)

In 2014 the SRC had many opportunities to encourage our leadership skills as well as our organisational skills. With the guidance of Ms Fookes and Mrs Di Terlizzi, we continued with our environmental sustainability plan in our school.

At lunchtime, the SRC would be in charge of supervising the co-mingling of waste. “Check and choose” is a school awareness program encouraging the students to put their rubbish in the correct bin.

The SRC also continued with ways to cut down on our energy usage. We continued to put up signs around classrooms to cut down on energy, as well as turning off all lights and IWBs during lunch and recess or while the classroom wasn’t in use. This has helped us to change our habits and has also allowed us to create a more sustainable school environment.
Our new school garden is running well. We surveyed each class to give us ideas on which vegetables that we could plant in our school garden. After they gave us the vegetable ideas, we researched the best vegetables to grow each season. Various students are in charge under the watchful eyes of Mrs Vandermaal and Mrs Hand.

Overall, we had a great year with the SRC members for both semesters learning how to help the environment and our school community.

Evelyn and Keithan

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

Student mobility is quite high at 30%. Many students enrol after arriving in Australia with their families and then move on once parents have secured work and affordable accommodation.

Student attendance profile

Student attendance rates continue to be very good with many students earning an attendance award each term.

Management of non-attendance

Daily attendance is closely monitored and parents are contacted in a timely manner if a student’s attendance or punctuality begins to cause concern. When students are absent, sending home follow up notes ensures that any patterns of non-attendance are addressed. Any further action for poor attendance is referred on to the Home School Liaison Officer. Awards are presented to acknowledge students whose attendance is at 96-100% per Term.
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

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>3</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>11</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.42</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>0.7</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.8</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>2</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>0.2</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>2.822</td>
</tr>
<tr>
<td>Total</td>
<td>21.942</td>
</tr>
</tbody>
</table>

N.B. 0.2 is equivalent to 1 day per week.

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

The school has one indigenous support staff member.

Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>70%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>30%</td>
</tr>
</tbody>
</table>

Professional learning and teacher accreditation

Professional learning is linked to the school’s targets of literacy, numeracy and technology. The average expenditure for professional learning from the Department’s Teacher Professional Learning funds combined with school global funds was $965 per teacher.

Five Staff Development Days provided time to work on school plan targets and compliance training.

In Term 1, staff participated in compliance training and programming English units of work for the new K-10 English syllabus.

In Term 2, teachers had training on Mathematics aspects relevant to the stage they are teaching. All teachers worked on further developing the English scope and sequence.

In Term 3, the day focussed on learning about the new strands and content of the K-10 Mathematics syllabus. Also on this day teachers attended a session on the Australian Teaching Standards with six other schools providing valuable learning about the teaching standards that will be implemented in 2015.

The two days at the end of the year were devoted to compliance training and completion of the Scope and Sequence for Science and Technology, participation in learning modules for Live Life Well@School that will be implemented in 2015 and training on using Mathletics, a web based program that students and teachers will use in 2015.

Compliance training included:

- Annual Child Protection Update training
- Anaphylaxis training
- Emergency Care online training
- Cardio Pulmonary Resuscitation (CPR)

An executive teacher trained to implement the Literacy and Language Learning program (L3) for Kindergarten. This was an extensive course that ran throughout the year. The program will be implemented throughout Kindergarten 2015.

An executive teacher trained to implement the Taking off With Numeracy (TOWN) program. The course aims to provide Stage 2 and 3 teachers with an assessment tool to target students whose numeracy skills are below expected levels and strategies to use to improve those levels. This year, Stage 2 teachers implemented the program across the course of the year after training.

Three teachers participated in a course on Quality Formative Assessment and Feedback. This was an action learning project and the three teachers will be implementing their learning in 2015 and providing professional learning from the course to the whole staff.

Two teachers participated in an action learning project on Lesson Observations.

Two temporary teachers sought accreditation at Professional Competence level during the year. They attended a number of beginning teacher professional learning workshops; joined and attended a Beginning Teacher’s Network. They participated in lesson observations as part of their professional learning where they observed experienced teachers teaching lessons and were
observed teaching as part of their accreditation process.

Weekly professional learning sessions and Stage meetings provided professional learning on a range of school plan targets. The study of the new K-10 English syllabus and preparation for the introduction of K-10 Mathematics syllabus and K-10 Science and Technology syllabus provided the core of professional learning sessions throughout the year. Many Adobe Connect online sessions provided valuable learning about the new syllabus documents.

Lesson observations were undertaken by most teachers. Feedback from these observations provided professional learning for the teachers involved.

The school executive team, including the principal, participated in a number of leadership professional learning courses to prepare them for the introduction of the new school planning process being implemented in 2015.

**Beginning Teachers**

One permanent beginning teacher was appointed in Term 1 2014. Funding from *Great Teachers, Inspired Learning* will be used to support the teacher in 2015 when she returns from leave.

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**Financial summary**

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

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2014</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>182507.03</td>
</tr>
<tr>
<td>Global funds</td>
<td>204745.42</td>
</tr>
<tr>
<td>Tied funds</td>
<td>92907.21</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>105329.19</td>
</tr>
<tr>
<td>Interest</td>
<td>5907.19</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>2245.45</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>593641.49</td>
</tr>
</tbody>
</table>

| **Expenditure**           |            |
| Teaching & learning       |            |
| Key learning areas        | 38957.46   |
| Excursions                | 11953.13   |
| Extracurricular dissections| 37815.69   |
| Library                   | 6937.52    |
| Training & development    | 4864.61    |
| Tied funds                | 56308.45   |
| Casual relief teachers    | 73997.41   |
| Administration & office   | 68682.38   |
| School-operated canteen   | 0.00       |
| Utilities                 | 31887.63   |
| Maintenance               | 18144.19   |
| Trust accounts            | 2245.45    |
| Capital programs          | 42610.48   |
| **Total expenditure**     | 394404.40  |
| **Balance carried forward**| 199237.09  |

Total funds for Training and Development was made up of $4,864.61 from school funds and $14,437.01 from Teacher Professional learning in Tied funds.

Funds earned from the lease of the canteen are contained within School and Community Sources.
A full copy of the school’s 2014 financial statement is tabled at the annual general meetings of the Parents and Citizen’s Association. 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)

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.

Student growth from Year 3 to Year 5 was very pleasing as the following table shows.

<table>
<thead>
<tr>
<th>Area</th>
<th>% of students achieved greater than or equal to expected growth</th>
<th>The average scaled score for students in relation to the state.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>63</td>
<td>85.2 (78.4)</td>
</tr>
<tr>
<td>Writing</td>
<td>77.8</td>
<td>61.6 (49.8)</td>
</tr>
<tr>
<td>Numeracy</td>
<td>80.8</td>
<td>111.7 (88.8)</td>
</tr>
</tbody>
</table>

In literacy, Year 3 students showed strengths in sequencing events in a simple narrative, connecting words and information in a poster; following pronoun references; spelling and identifying action verbs.

In numeracy they showed strength in identifying a solution to a + ? = b.

Areas for improvement include identifying the shortest route on a map and identifying change in width and height of a shape.

In literacy, Year 5 students showed strengths in structuring texts to engage and convince the reader; summarising information and spelling.

Areas for improvement included subject-verb agreement, linking information across sentences, interpreting imagery in a poem and punctuating complex sentences.

In numeracy, Year 5 showed strengths in finding the difference between 2 values to 2 decimal places and solving a number sentence, e.g. a/? = b.

An area for development included completing chance activities.

Other achievements

Sport

This year a variety of sporting programs were offered to students to cater for a range of abilities and interests. Programs were aimed at developing sports skills, teamwork, sportsmanship and general fitness levels.

An AFL clinic was provided to students in Stage 3. This was a follow up to the longer program offered in Term 4 2013. The students were keen to show off their developing skills to the AFL players tutoring them.

Students from years 3 – 6 participated in a water sports day. This encouraged newly formed classes to work together in teams, as well as individually, to compete in water challenges. A fun day was had by all.

Several students tried out for the Sydney East PSSA rugby league and rugby union teams. These trials are very competitive and whilst unsuccessful, the boys tried hard.
All students were offered the Dance Fever program in Term 2. This 9 week program was supplied by an outside provider with expertise in this area of physical education. While dancing can be creative, Dance Fever provided a very physical workout for those students who participated. In the final week, the program culminated in a show for parents, showcasing the dances learned.

The school continued to participate in the Primary Schools Sport Association (PSSA) representative competitions between the local primary schools of our area. For the winter season, we entered teams in netball for the girls and soccer for the boys. Both soccer teams enjoyed the season and played in the spirit of the game. Unfortunately, neither team made it to the finals. The girls’ netball teams played well and improved their skills. The senior team made it through to the grand final of B division, but lost in a very well-played game.

Teams were entered into swimming, cross country and athletics zones carnivals. One student progressed to regional level after finishing second at the zone cross country.

School sport and fitness was provided for all K-6 students. Kindergarten students continued to work on their Fundamental Movement Skills program, and by the end of the year had progressed to modified games, utilising learned skills. Stage 1 to Stage 3 students further developed Fundamental Movement Skills during fitness sessions and focused on games that promoted skills learned, teamwork and sportsmanship, during house sport.

The 10 day intensive swimming program in Term 4, was very successful. One hundred students from years 2 – 6 participated in graded lessons. All levels were catered for, from non-swimmers to those students needing stroke correction. All students improved and this program is always an important forerunner to our summer break where swimming may be involved.
Showcase 2014 occurred in August this year. The quality of performances, participation by all students and financial outcome ensured another successful performing arts concert. Students performed with their classes in many aspects of the arts, including drama, dance, singing and playing the recorder. It was also successful from a community point of view, as many positive comments were received from parents. The change of venue this year had several advantages and disadvantages that will be considered for Showcase 2016.

The whole school from Kindergarten to year 6 took part in a dance program run by ‘Dance Fever’. The program was part of the Physical Education syllabus across the school. This group mainly focused on the dances of Cha Cha, Tango, Jive and Hip Hop and concluded with a performance for parents. Many positive comments were received from the students, community and staff. Plans are in progress to continue the program in 2016.

Public Speaking

Public Speaking is a core component of the speaking and listening mode of the English syllabus. All students participated in the school based public speaking competition in Term 3 where each student presented a speech on a topic of their own choice to their classmates. The speeches were judged by their class teachers and the winners from each class presented their speeches at a Stage final presentation. The winner from each Stage final then represented the school at the Zone final.

Public Speaking Stage Finalists

Life Education

As part of the Personal Development program across the school, students participated in a comprehensive, age-appropriate safe lifestyle and health education program delivered by Life Education NSW. Skilled educators visited the school in the Healthy Harold van and assisted students to acquire knowledge to support informed health choices.

Significant programs and initiatives – policy

Aboriginal education

The Aboriginal Education and Training Policy has been implemented and the new Australian Curriculum has an emphasis on the teaching of Aboriginal and Torres Strait Islander culture across all KLAs. Teachers include Aboriginal perspectives and content in units of work across Key Learning areas as appropriate.
Personalised Learning Plans (PLP) have been developed in consultation with the Aboriginal student, their parents and the class teacher to support the learning needs of the students. These plans are reviewed and adjusted as necessary.

During Term 3, as part of NAIDOC Week celebrations, all students enjoyed an Aboriginal and Torres Strait Islander cultural performance by Ryka Ali, whose heritage is from the Wuthathi tribe of Shellburne Bay, Cape York and from the Torres Strait Islands. His performance was a presentation in two parts, which reflected both sides of his heritage and allowed participation by students and teachers which was enjoyed by all.

**Aboriginal Cultural Performance**

**Multicultural education and anti-racism**

The school is very fortunate to have a cohesive community who value the other cultures within the school. There are 42 language groups within the school and each is valued by the school. Interpreters are used where necessary to ensure that parents have an informed voice in discussions about their child’s learning.

The school began a parent volunteer program this year to engage more parents and community members from culturally and linguistically diverse backgrounds. Parents were provided with training to assist teachers with hearing students read, assisting with number groups and changing readers. The program was very successful and parents found that they are a valuable part of supporting their children’s learning.

The school has an Anti-Racism Contact Officer who is trained to deal with reports of racism.

There have been very few reports of racism in the school and these minor incidents were dealt with in a timely and appropriate manner.

Harmony Day, with the theme of ‘Everyone Belongs’ was celebrated on March 21 and at Kogarah Public School we celebrated with students dressing in national costume or orange, being the colour of Harmony Day. The students participated in various organised activities and both they and their parents enjoyed locating the national flag from their country of origin, which were on display.

**Harmony Day**

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

The English as an Additional Language / Dialect (EAL/D) program provides support for a range of English learners. Students learning English are described through a progression of stages:

Beginning English, Emerging English, Developing English and Consolidating English

The program is delivered in various ways according to the specific needs of the learner. This could be with EAL/D teachers working in the classrooms as well as withdrawing small groups where appropriate.

The school has 1.8 teachers to provide support for EAL/D students. These two teachers work with the class teachers to target support in literacy and numeracy across the school. The programs for the school’s EAL/D students are developed collaboratively so that the students are provided with the English vocabulary necessary to access the whole curriculum. Teachers work in classrooms with the class
teacher and provide small group support as appropriate.

Due to the large number of newly arrived students from EAL/D backgrounds, the school was successful in receiving an extra day per week to support these students in addition to our 1.8 staffing allocation.

**Significant programs and initiatives – equity funding**

The school received additional funding in the form of equity loadings to assist the school to deliver quality programs to Aboriginal students, students from low socio-economic background and Learning and Support. This funding is called Resource Allocation Model (RAM) Equity Loading. The school combined these funds to deliver targeted programs for all students in these groups.

**Aboriginal background**

This funding was used to support our small number of Aboriginal students by combining it with the RAM for Learning and Support and the RAM for Socio-economic background funding to provide additional weekly literacy and numeracy support in small groups.

**Socio-economic background**

This funding was combined with the RAM for Learning and Support to provide additional small group and individual support for students in literacy and numeracy.

**Learning and Support**

In 2014, the Learning and Support Program at the school targeted year 3 and 5 students, who were achieving at below grade level in Literacy and Numeracy.

Funding provided from the RAM for Learning and Support, allowed the school to provide additional support to lower achieving students across the school. An extra half day of Learning and Support Teacher (LaST) and employment of a School Learning Support Officer (SLSO) across the week meant that students had increased small group support in both literacy and numeracy.

Students from years 2-6 were also screened for a position on the MULTILIT reading program if they were achieving at below grade level. Approximately 15 students a year benefit from this one to one tuition.

The Learning Support Team worked with teachers to develop Individual Education Plans for students who required adjustments to be made for improvement in their literacy and numeracy learning. Parents were consulted about the plans and in August the school participated in the Nationally Consistent Collection of Data on students with disability in (NCCD). This information will be used in future to determine Federal funding for schools based on need.

**Other significant programs and initiatives**

**Education for Sustainability**

This year a Sustainability committee was established and was led by Ms Fookes who also attended regional environmental meetings. The focus areas for the school were on waste and establishing the vegetable garden. Initiatives were student based and involved the SRC as well as class representatives.

The waste program focussed on ‘Check and Choose’ which was aimed at encouraging students to recycle appropriate waste from their lunchboxes. This message was reinforced during combined assemblies and through posters being put on the yellow bins. To support this, an incursion was organised for 3 classes through EnviroMentors. Kogarah Council kindly funded this excursion.

A garden club was established and a class representative from Kindergarten to Year 6 was selected each term. K-2 and 3-6 groups attended on two different days and the club worked towards planting and growing a variety of fruits and vegetables such as tomatoes, carrots, peas, kale, pumpkin and beetroot. Students involved in garden club were encouraged to taste some of the fresh produce.
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:

- Analysis of school and external assessment data
- Discussions with staff and students and parents
- Surveys of students and staff

School planning 2012-2014:

School priority 1

Literacy

Outcome for 2012–2014

Improved reading and writing skills in Years K-6 through explicit, systematic, integrated and balanced programs using modelled, guided and independent practice.

Evidence of achievement of outcomes in 2014:

- Kindergarten data from PLAN indicated that 69% of students achieved at least cluster 4 in aspects of reading texts, concepts about print, phonics, phonemic awareness and vocabulary. This is 11% lower than expected. The same students struggled to achieve at least cluster 3 in aspects of comprehension. Many Kindergarten students are still in the early stages of English language development.
- In NAPLAN writing, year 5 expected growth increased from 70% in 2013 to 78% this year.
- In NAPLAN reading, year 5 expected growth decreased from 70% in 2013 to 63% this year. There are a significant number of students in this cohort receiving learning support for literacy. These students are demonstrating improvement over time.
- In school based assessments of Reading and Viewing, years 2, 3 and 6 increased the percentage of students achieving sound or above by more than the target of 2%.
- In school based assessments of Writing and Representing, Years 2, 3, 4 and 6 increased the percentage of students achieving sound or above by more than the target of 2%.

- Student average growth in Year 5 NAPLAN writing was greater than state and statistically similar schools(SSG) (school: 498.4, state: 474.1, SSG: 483.5)
- Progress in Writing and Grammar and Punctuation in NAPLAN tests in both year 3 and year 5 was very good as a result of the explicit teaching of grammar and sentence construction through the introduction of the Sentence a Day Program across the school.
- One teacher participated in the Language, Learning and Literacy (L3). At the end of the year, the students in that class had demonstrated a higher level of achievement in their reading and writing skills than those taught using the current approach. All Kindergarten classes will be introduced to this program in 2015.

Strategies to achieve these outcomes in 2014:

- All students from K-6 will be assessed against the Literacy Continuum using the DEC PLAN software. Teachers will then be able to better differentiate their teaching programs to cater for the learning needs of all students.
- Early Stage 1 teachers will begin a professional learning program Language, Learning and Literacy (L3). The program focuses on best practice in the teaching of reading and writing. One teacher will undertake the training in 2014.
- The Sentence a Day program and the explicit teaching of the Super 6 Comprehension skills will continue across the whole school.

School priority 2

Numeracy

Outcome for 2012–2014

Improved numeracy skills in years K-6 through explicit, systematic, integrated and balanced programs using modelled, guided and independent practice.
Evidence of achievement of outcomes in 2014:

- Kindergarten data from PLAN indicated that 98% of students achieved at least Perceptual Counting level in Early Arithmetic Strategies.
- In school based assessments of Numeracy, year 4 increased the percentage of students achieving sound or above by more than the target of 2%. This was not achieved by year 2, 3, 5 and 6 students.
- The percentage of students meeting the expected growth in year 5 NAPLAN numeracy increased from 74% to 81%.
- Stage 2 teachers implemented the TOWN program and provided students with more targeted programs to cater for individual learning needs. They introduced Short Sharp Focused (SSF) daily lessons to reinforce and build quick recall of number facts.

Strategies to achieve these outcomes in 2014:

- Teachers of years 3 and 4 (Stage 2) participating in a professional learning program Taking off with Numeracy (TOWN). The program allowed teachers to better cater for students who require additional numeracy skill development.
- All students from K-6 were assessed and their teachers placed them on the numeracy continuum using the PLAN software. This will provide a more accurate tracking tool of student achievement over time and teachers will be better able to cater for the learning needs of all students through a differentiated teaching approach.
- Explicit teaching of mathematical vocabulary to assist students to better understand concepts and apply their learning.

School priority 3

Technology

Outcome for 2012–2014

Improve student outcomes in ICT Years K-6.

Evidence of achievement of outcomes in 2014:

- Teachers increased their use of digital texts in the teaching of English as required in the new K-10 English syllabus. A focus on multimodal texts provided a broader range of texts for students to improve their reading and comprehension skills.
- Stage 3 students participated in a middle years project with Kogarah High School where they were introduced to a variety of presentation and animation technologies. They presented their work to parents and their peers demonstrating their understanding and increased skills in using technology.
- One class of Stage 2 & 3 students learned how to produce stop motion videos following the creation of a storyboard. They worked in groups and collaboratively developed the props and sequences of video. The final videos were presented to their peers for feedback.

Strategies to achieve these outcomes in 2014:

- Class programs to include a range of digital technology as appropriate. In English this would include multimodal texts.
- Teachers learning a range of technologies to facilitate a broader range of presentation tools by students.
- Revise the school technology scope and sequence to include the wider range of applications available.

School priority 4

Implementation of the Australian Curriculum

Outcomes from 2012–2014

All class teachers competently and confidently implementing the new Australian Curriculum using the NSW syllabus documents per agreed timeline.

Evidence of progress towards outcomes in 2014:

- All teachers implemented the new English syllabus following extensive professional learning throughout the year.
- Assessment of English was inclusive of the additional objectives contained in the new syllabus.
- Teachers participated in ongoing and targeted professional learning to prepare them for the introduction of the new Mathematics and Science and Technology syllabus documents in 2015.
• A school Scope and Sequence for the new English syllabus has been collaboratively developed and will continue to be refined throughout 2015.

• Resources to support the implementation of the new syllabuses have been purchased for English and will continue to be resourced as new units of work are developed in 2015.

Strategies to achieve these outcomes in 2014:
• The development of a scope and sequence and collaborative planning of units of work in English.
• Implement changes to assessment and reporting practices to align with the new DEC Assessment and Reporting Policy to be released in 2014. (NB. This policy is still being developed)
• Ongoing professional learning focusing on the new Mathematics and Science and Technology syllabus.
• Develop new Scope and Sequences and units of work for Mathematics and Science and Technology in readiness for the implementation of the two syllabuses in 2015.
• Purchasing resources to support the implementation of the new English, Mathematics and Science and Technology syllabuses.

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.

Students
Students in years 3 – 6 (152 students) were surveyed about their learning environment using the DEC Quality Learning Environment Survey.
• They enjoy the work they do and find learning is a lot of fun.
• They believe that their teachers know that they can do well and encourage them to improve their standard of work.
• Their teachers tell them what they need to do to achieve good results and give them extra help when they need it.
• Their teachers take a personal interest in each student and praise them when they do well.

Parents
All parents were surveyed and two focus groups were conducted as part of the school planning process.
• Their children are happy and safe at Kogarah Public School.
• The school is a friendly school that is tolerant and accepting of all students.
• The school deals with parent concerns in a timely and appropriate way.
• The school provides their children with work that is challenging and suited to their children’s ability.
• The school keeps them regularly informed about what is happening at the school.
• Kogarah Public School is a good school for their children.

Staff
Staff discussions around what makes a good school revealed that staff believe:
• They support each other and their students.
• There is a collaborative culture within the school where teachers work together for the best outcomes of their students.
• Teachers work with parents to help students with special learning needs. This makes the climate within the school inclusive.
• Staff enjoy working at the school and are dedicated and caring towards the students and their parents.

Future Directions
2015-2017 School Plan
NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from 1 May, 2015.
• The school consulted with parents, staff and students to develop the new School Plan.
• Surveys, focus groups and discussions were carried out to gain as broad a perspective as possible.
The new planning process requires the development of a Vision Statement, three Strategic Directions and an implementation plan for three years.

The schools’ Strategic Directions will focus on Student Learning, Teacher Learning and Community Learning.

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: