Our school at a glance

Kahibah Public School, nestled in a tree-studded playground, is a place of joy. The rural nature of our surrounds is supported by beautiful, landscaped gardens, a vegetable garden and silky chickens, all of which operate in balance to create a peaceful village atmosphere.

Student learning is of paramount importance in every aspect of school life.

To facilitate this, we have a culture within our school which is based on strong, meaningful relationships and visitors to our school frequently comment on the warm and friendly atmosphere they can sense and feel the moment they enter our grounds.

We have won a National Quality School Award for being a safe and caring school. Our anti-bullying procedures, our student well-being approaches, the way we have taught and practised values for years, our restorative practices and special anger management programs and the way we teach strategies for social skilling are widely recognised.

People have come from public and private schools around the state to observe how we operate to see for themselves how we create a sense of real harmony.

Our children do feel safe and they love to learn. Almost all of them report that they really enjoy coming to school every day.

In a school built on trust, our students are educated so that they may make responsible decisions as they contribute positively to society.

Students

Our enrolment at the completion of 2012 was 290 students, comprising 155 boys and 135 girls.

Demand for placement at our school is high and we anticipate 292 students to commence school next year.

We usually enrol approximately 40 kindergarten students each year and for 2013 we anticipate an enrolment of 44 Kindergarten students.

Staff

All teaching staff meets the professional requirements for teaching in NSW public schools. We have dedicated and committed teachers, all of whom continue to search for opportunities to keep students engaged and involved in their learning. They are a team of lifelong learners keen to stay abreast of current educational thought and practice.

There were 23 members of staff in 2012. Two classes team taught.

We had a reading recovery teacher, a librarian, special art and computer teachers, and a school chaplain. The area teacher for visually impaired is stationed at our school.

Mrs Heather Wand, our School Administration Manager and Mrs Loretta Boyle, our School Administration Officer, are very effective, efficient, welcoming and friendly managers of our office. They also have a great capacity for fun.

Mr Ray Hogan is our highly competent General Assistant.

Mrs Sue Tripet worked fastidiously as a School Learning Support Officer, helping children with special needs. Mr Wells helped special needs students on the computer.

Significant programs and initiatives

Programs offered at Kahibah are diverse and include:

- special stage 2 and Stage 3 classes for both independent workers and those who learn quickly;
- reading recovery for students in Year 1 who find learning to read difficult;
- special art and computer classes;
- a comprehensive student wellbeing program;
- Restorative practices;
- specific values education;
- an environmental club;
- a boys’ gardening group;
- a cluster leadership program for all students in year 6;
- diverse sporting and fitness programs;
- Essential Moves;
- a school band and private music tuition;
- senior and infants choirs:
• a “signing” choir;
• debating and public speaking;
• a whole school musical, involving every child in the school;
• individual parent reading for children in need;
• community mentors, offering the HOPE Program to 15 students at our school;
• Year 4 sleepover;
• Year 5 camping to the Aussie Bush Camp;
• Year 6 excursion to Canberra;
• a variety of school excursions; and
• a School Chaplaincy Program.

We also operated a Peaceful Parenting course for parents throughout the Whitebridge Community of schools and our local pre-schools in our school library.

![Peaceful Parenting - Learning the Needs](image)

**Student achievement in 2012**

Significantly we gained a number of high distinctions, distinctions and merits in the University of New South Wales English, Mathematics, Science, Writing and Computer competitions.

Two of our senior students, came in the top 100 places out of over 17,500 students who sat for the Hunter Region Mathematics competition.

This year many of our outstanding students chose to go to local comprehensive high schools and did not sit for the selective high school test. One student was successful in gaining entry to Merewether High School, which is academically selective, two were accepted into the Hunter School of Performing Arts and four students were accepted into Hunter Sports High School.

NAPLAN results for our school were very pleasing and we were above the State and regional averages in our performance in every element of the national tests except in reading in year three where our performance lay between All students in the state and all public school students in the state.

**Messages**

**Principal’s message**

The purpose of this report is to provide the community and our parents with factual information regarding how our school operates, its philosophy, its beliefs and values, its programs and its management as we strive to provide the best quality learning environment available.

Teachers at Kahibah Public school are committed to adding value to every child’s learning experience, working in harmony and partnership with parents and the wider school community.

Richly embedded into the culture of our school is our philosophy. We believe that it’s the quality of meaningful relationships that are at the heart of how we operate and that open and honest dialogue helps us connect to each other. In an atmosphere of warmth and genuine care, real learning can take place. These beliefs underpin our actions and set the tone for how our school operates as a team.

![Recognising teachers at our school](image)

Our teachers strive to create a sense of community in every classroom, where students feel safe to express themselves, where they feel
confident and free to explore their learning, where they are happy to take on new challenges and where they have fun.

Our students are our pride and joy. They are involved in classroom and whole school decisions, they make suggestions for school improvement, they care for each other and they strive to succeed. They almost all demonstrate the values that make them worthy citizens in our society.

This report will outline the many varied programs we offer students as we seek to uncover their many varied talents.

Our professional goals are based on high expectations and the belief that everyone can learn as we all strive to be the best we can be. Over $8,800 was spent this year alone on teacher training and development over and above the $10,282 supplied by the Department. Literacy (especially writing) and numeracy were targeted.

The numeracy program was a cluster initiative and Stage 3 and 4 teams across each of our schools networked together in search of strategies for best practice in the middle school years.

A highly skilled trainer presented workshops to parents, students and staff regarding the teaching of virtues, closely aligned to our school philosophy.

Our teachers provide quality service and quality teaching, and this is validated by our results in the National Testing Program, abbreviated to NAPLAN.

We also analyse the individual results of the Best Start tests in kindergarten to inform our teaching.

Through analysing results from many sources, we have been able to identify our general strengths and areas for development in both our teaching and in student learning as we constantly strive to raise the bar in everything we do.

It’s how we do this that is important. Standardised test scores are not necessarily valid indicators of the quality of the education. They don’t necessarily indicate a deep understanding of ideas and of thinking how to solve problems in novel ways. We try to have learning centred classrooms where the education is meaningful and where students are actually connected to their learning. It’s vital that the content and teaching methods make sense to children so that their learning becomes more effective.

We use the results of standardised tests to find out where there are gaps in learning, or misunderstandings in learning, and then set about devising a curriculum which is relevant to needs. When real learning takes place, we can celebrate the quality of student accomplishments no matter how great or how small.

Our community shares the same values as our staff, and data collected from surveys indicates that teachers, parents and students understand and support the values espoused by our school. These are clearly reflected in the way the school is organised and administered.

All teachers at our school are operating with interactive whiteboards which have transformed both teaching and learning. Our teachers are at the cutting edge with technology and they share expertise and resources with a wide network of schools.

The National School Chaplaincy program administered by the Department of Education, Employment and Workplace Relations on behalf of the Commonwealth Government, has complemented our student welfare program throughout the year and has been extended until 2014. It has been very effective in helping people generally in need.

The Kid’s Hope Mentoring Program has boosted the confidence and self esteem of students in need and for this service we are very grateful to the trained volunteers from the Hunter Christian Church.

Happy kids helping kids
I trust that this report will give all of our readers a real perspective of Kahibah Public School, a great place to work, a great place for students to learn, and a place of peace and joy for all.

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.

Pam Richardson

P & C and/or School Council message

The Kahibah school community works together to ensure students have the greatest opportunities to improve outcomes in all areas.

There are very strong partnerships between the school and its community and parents are actively encouraged to be part of the decision making process in all activities of the school.

At a special community meeting at the beginning of the year, parents, children and staff worked together to re-evaluate and update the beliefs and values of the school. Interestingly, it was a student who came up with the chosen vision of “Positive relationships for positive learning”. Our 3 main values, known to all, are respect, responsibility and excellence.

Our canteen is staffed by dedicated volunteers who work in conditions that are not necessarily favourable, as the antiquated canteen definitely is in need of refurbishing and has been identified by both the Principal and the School P & C as being inadequate.

Thousands of dollars have been raised from the canteen to supplement school funds.

We do recognise that our toilets also need refurbishment. We have been on the “the list” prior to 1997 and this year, the Principal was successful in gaining a grant to change the entry positions. Grateful thanks go to our local member, Mr Andrew Cornwell for his support for this project. To save money, the Principal and I will be self-managing the project.

Volunteers also run our uniform shop.

The P & C and the School Council support wholeheartedly the school’s initiative of ensuring that children wear school uniform every day and our uniform is very impressive.

The P & C managed the School Chaplaincy Program operated as a result of a grant from the National Government.

During the past 12 months we have donated $5000 towards more library books and provided sundry needs for the school. We also provided funds for updating the sport and playing equipment in our school hall.

Working “Bs” have been most successful and again 30 members from our local Hunter Christian Church enthusiastically helped out. They are very supportive of our school activities and they also provided 10 hampers at Christmas for the school to distribute to needy families.

We are all very appreciative of the relationships they have developed with the school under the guidance of Pastor Greg Campion.

I would like to thank all members of our school community who offer their services in many different ways.

Mr Colin Curry

President Kahibah Public School P & C

Student representative’s message

The Student Council includes the school leaders: Matt Crane, Jasmine Atchison, Isobell Carr, Layne Carter, Bree McLeod, Renee Poutney, Isaac Powell, Amelia Rarity, Michael Richardson, Brodi Robertson and Jasymn Tessier. It also includes two Student Council representatives from each class.
Each school leader has an assigned class and every month they hold a class meeting to discuss how to make our school better. Student Council meetings are then held monthly to discuss the issues raised.

Some of the issues we discussed this year include: helping more charities, fixing fences, repainting the school bell, stopping “ball free Friday”, repainting the handball courts and Year 6 handprints to be painted and presented to the school. We decided not to paint the bell because a majority of students prefer the aged look.

Our student enrolment has been increasing steadily over the past few years. To start 2012 our enrolment was 290 students and we are now the largest school in our cluster.

People are moving into the area so students can come to our school and that is a huge accolade for our fabulous teachers.

**Student enrolment profile**

We have a fairly even ratio of girls and boys with the girls slightly ahead. There were 11 Aboriginal and Torres Strait Islander students and 19 students from multicultural backgrounds, including Greek, Macedonian, Dutch, Spanish, German, Khmer, Swedish, Tagalog, Indonesian, Mandarin and Tongan enrolled in 2012.

**Student attendance profile**

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>96.0</td>
<td>95.9</td>
<td>94.7</td>
<td>94.8</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>94.4</td>
<td>96.1</td>
<td>95.3</td>
<td>94.7</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>93.2</td>
<td>95.0</td>
<td>96.6</td>
<td>96.4</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>94.1</td>
<td>95.0</td>
<td>94.1</td>
<td>97.0</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>92.8</td>
<td>93.3</td>
<td>93.9</td>
<td>96.1</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>95.5</td>
<td>94.1</td>
<td>94.9</td>
<td>93.1</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>93.5</td>
<td>93.7</td>
<td>93.7</td>
<td>93.8</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>94.7</td>
<td>94.2</td>
<td>94.7</td>
<td>94.8</td>
<td>95.1</td>
</tr>
</tbody>
</table>

Attendance was over 95% throughout the year.

**Management of non-attendance**

Punctuality and regular school attendance helps to establish patterns of responsibility which last throughout our lives.

Classroom teachers closely monitor student attendance at our school. Each absence is supported by a written or verbal notification.

Where a student is absent for two days or more (without explanation), parents are contacted as a courtesy check. This is also a safety measure.

Where absenteeism is causing concern, the issue is discussed with parents. Where necessary, the Home School Liaison Officer may be requested to lend support to a family.

Each term, one of the Assistant Principals provides each staff member with an updated spreadsheet on attendance figures. This makes it easier for teachers to address attendance issues as quickly as possible.
We ask parents to ensure that students arrive at school on time, attend school every day and, where possible, arrange appointments and holidays outside of school time.

Structure of classes
In 2012 we had 2 straight Kindergarten classes, 2 straight Year 1 classes and 2 straight Year 2 classes.

We had a composite Year 3/4 class, straight Year 3, Year 4, Year 5 and Year 6 and a composite Year 5/6 class. The 2 composite classes were for our students who operated in the upper levels of performance.

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
We are very fortunate to have a committed staff working at our school. Only 13 of these positions are full time. These positions are the 9 classroom teachers, the 3 Assistant Principals and the Principal. The remaining positions vary between 1 day per week and 3 days per week. One of our teachers, who is employed for 3 days per week, is our special programs coordinator.

In semester 2, because of Departmental initiatives, our school had an additional .6 (3 days per week) of specialist teaching to cover students with learning difficulties and students needing help socially with their behaviour. The external support staff for behaviour were no longer available because of the extra help we received with the new Learning Assistance Support Teachers.

We employ 1 School Administration Manager and 1 School Administration Officer to operate our office.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>0</td>
</tr>
</tbody>
</table>

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

One of our teachers has a multicultural background, one is an Aboriginal / Torres Strait Islander and the remaining staff are Caucasian Australians.

Staff retention
Staffing personnel remained relatively constant in 2012 and in 2013 we expect that the number of staff will remain unchanged.

Mrs Nicole Brady was appointed as a permanent teacher through transfer, and we welcome her to our staff in place of Mr Dennis Velich who retired.

Mr David Lyddiard returned to our school after a year acting as an Assistant Principal at another location. We were delighted that he made this choice. At the end of 2012, Mr Lyddiard was invited back to his previous school to act as an Assistant Principal for another 12 months.

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>78%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>22%</td>
</tr>
</tbody>
</table>
Financial summary

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

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2012</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>143,205.69</td>
</tr>
<tr>
<td>Global funds</td>
<td>158,121.90</td>
</tr>
<tr>
<td>Tied funds</td>
<td>234,147.12</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>118,654.65</td>
</tr>
<tr>
<td>Interest</td>
<td>8,903.53</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>16,022.65</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>679,055.54</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>18,494.06</td>
</tr>
<tr>
<td>Excursions</td>
<td>35,502.13</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>42,135.70</td>
</tr>
<tr>
<td>Library</td>
<td>3,501.56</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>8,882.94</td>
</tr>
<tr>
<td>Tied funds</td>
<td>115,515.95</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>39,025.60</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>58,830.94</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>34,098.51</td>
</tr>
<tr>
<td>Maintenance</td>
<td>25,238.57</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>13,929.23</td>
</tr>
<tr>
<td>Capital programs</td>
<td>35,003.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>430,658.19</td>
</tr>
</tbody>
</table>

**Balance carried forward**  248,397.35

Tied funding was used to employ a School Learning Support Officer (formerly known as a Teachers’ Aide Special), whose job it is to support classroom teachers with students with special needs. Our support officers received training in restorative practices, along with the rest of the staff, to help them revise and really understand the processes which elicit better student outcomes.

In our trust account we hold $36,444.70 of funds for Regional initiatives and the year 6 fund raising will be used to purchase multiple choir risers for the hall.

During the year, $19,165.34 was spent on teacher training. Though the table of fund distribution records $10,282.40 for professional learning, we actually spent an additional $8,882.94 from our own global funding to ensure our teachers remain very well informed.

The report indicates nil funding or expenditure for the school canteen. Our canteen is a sub-committee of the P & C, run totally by volunteers. Its balance sheets are included in the P & C financial statements, both monthly and annually, and therefore do not appear on our school’s financial statements.

The school, as part of its educational management plan, is saving to acquire resources which cannot be funded within a financial year. This year we purchased stage lights, stage curtains and updated the sound system in the school hall. We also had a cement path built at the rear of the hall and installed 2 spot lights there too. This cost a total of $35,503.00.

We also had a large wages account for teacher relief and for the payment to our School Learning Support Officer for the 2nd half of November and for December.

We also received $95,000 to update our toilets and $8000 for other minor school building improvements. These funds are tied and will be spent early in 2013.

Therefore the balance of our account looks inflated but every penny is accounted for in our planning so we can provide much needed resources and refurbishments for our school and its students.

A full copy of the school’s 2012 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 2012

Visual Arts

Mrs Janelle Fidler

We are fortunate to still have the expertise of a Specialist Art Teacher who works with all students using a variety of media.

Weekly art interest lessons are very popular with expert tuition given to small groups. These budding artists produce a folio of quality artwork, working with new materials and showcasing their
creative talent. Selective artworks are displayed in and around the school. Many visitors comment on the variety and quality of the work as well as the scale and intrinsic talents of our industrious and creative artists.

![An extremely talented year 4 student has a big future ahead of her.](image)

High levels of participation were maintained in our major sporting events that included the Swimming Carnival, Cross Country and the Athletics Carnival.

- Our school was well represented in P.S.S.A. sport at a zone, regional and state level.
- 1 student represented Kahibah Public School and the Hunter Region in Athletics
- 1 student represented NSW in Girls’ Soccer in an invitational team which went on to win the National Championships.
- 1 student represented the Hunter Region in Boys’ Softball.

Kahibah Public School was represented through P.S.S.A. teams that included Girls’ Hockey, Girls’ Basketball, Girls’ Netball, Boys’ Soccer, Cricket, and Boys’ Hockey. Our Stage 2 students participated in the 2012 Charlestown Cup.

![Girls enjoying a game of netball](image)

Sport

Our Sporting Programs have been maintained during 2012 to ensure that all students participated in relevant activities to satisfy student needs and interest.

- Competing in a variety of PSSA Knockout teams;
- Competing in gala sporting days;
- Involvement in the learn-to-swim campaign;
- Kahibah Public School enhanced its proud sporting tradition with increasing participation in sporting activities and a number of excellent individual and team performances;
- Students at our school who are keen to try and participate in an range of physical
activities, with fitness and sportsmanship remaining our key objectives;
- Gymnastic K-4;
- Sports in Schools program;
- Dance to be Fit;
- Physical education lessons; and
- School sport and special coaching days.

The Boys’ Cricket team were runners up in the Hunter Region PSSA.

Our program is very comprehensive to give every student as much opportunity to succeed as possible.

School Musical Production 2012

Kahibah Public School held our whole school musical in Term Three, 2012. The K-2 musical, ‘Circus, Circus!’ was a huge hit with parents and it involved every student in this part of the school in a class dance item, with a number of students also in the acting cast.

The Primary musical was a medieval themed humorous version of the King Arthur and the Knights of the Round Table story called ‘Joust – A Medieval Musical’. ‘Joust’ had a cast of 26 actors and stage crew, with all of these students involved in numerous rehearsals. Every class across the school participated in a dance item. ‘Dance2BFit’ supported staff with choreography assistance during Term Two in preparation for our Term Three item rehearsals.

Rehearsal time for the Musical Production

Community support was wonderful with involvement in props, makeup, costumes, back stage and sound organisation and canteen. Staff were trained in the operation of the new hall equipment, including sound, lighting, curtains, projector and screen. Teachers and office staff worked tirelessly on every aspect of the planning, organisation, rehearsals and performances and the students performed brilliantly, making everyone proud!

Performers in ‘Circus, Circus’

King Arthur’s Knights beside the sword in the stone

Debating 2012

Debating a valued part of stage three learning activities and its impact is felt throughout the school. In 2012 with our new library up and running, our librarian, Anne Britt, used internet technology to run connected classroom debates with other schools in our region.

Kahibah hosted the Performing Arts Unit debating workshop for over one hundred
students from schools across the Newcastle District. The Arts Unit provided highly accomplished senior debating teachers to coach students in the techniques and protocols of debating. Year five and six students from Kahibah also received training and support from the school’s two debating coaches and from the school library program. Debating skills were also strengthened by the strong school focus on persuasive writing, in preparation for NAPLAN, which included staff development, team planning and teaching.

Kahibah has two teams; the Premiers Challenge for Year 6 students and the Train-on Squad which targeted interested Year 5 students. Year 5 took turns on a rotating roster and Year 6 students competed to gain one of 6 positions in the Premiers’ Challenge team.

All Year 5 participated in the persuasive writing NAPLAN task and they benefited immensely from the school’s participation in debating. Debaters developed skills in the preparation of arguments and formulation of rebuttal, teamwork and co-operation, talking and listening. The growth in the confidence and skill of students was considerable as they were keen to learn new tactics to strengthen their arguments. Speakers gradually built up the ability to speak for three minutes presenting stronger arguments and team cases. The team won their pool and debated brilliantly in the Newcastle District semi-finals, but they were beaten by slightly stronger arguments from the opposing team.

In Year 6, interested students participated in several school workshops prior to the selection of the school team. All students benefited from the experience regardless of making the final team. The year six competition is organised by the Performing Arts Unit who supply a range of challenging topics which are unseen by the team until the one hour preparation time prior to the debate. In this hour, without assistance, students prepare three, four minute speeches to prove their case. These are then used to argue in a formal debate against an opposing team. Students honed their speaking and listening skills as they learnt to write as a team and prepare strong and engaging arguments and skilful rebuttal. Students began to fully engage the audience, growing in confidence even whilst the topics grew more challenging. The team had mixed success in their pool winning four of six debates and always taking onboard suggestions from the adjudicator.

All students benefit from the school’s participation in debating even those who do not debate. With a NAPLAN focus on persuasive writing students from stages 1 to 3 have been studying the structure and features of an argument. Debating provides an opportunity to see a real argument with rich language in a formal setting. Students from all stages have an opportunity to be an active audience in our debates independently deciding who they believe had the most convincing arguments. We all look forward to competing again in 2013.

Academic
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](http://www.myschool.edu.au) and enter the school name in the ‘Find a School’ and select GO.

Significant programs and initiatives
National School Chaplaincy program

The National Schools’ Chaplaincy Program has been unanimously accepted and supported by staff, students and the wider school community since 2008, as a valuable asset to our educational programs.

This program is funded by the Australian Government, Department of Education, Employment and Workplace Relations, after we successfully applied for a grant in 2007.

In 2012, our application to extend the program for a further 3 years was granted.

From 2012, the new title of the scheme is the National School Chaplaincy and Student Wellbeing Program.

It aims at:

- providing personal advice to those seeking it;
- comfort and support to students and staff, such as during times of grief;
- supporting students and staff to create an environment of co-operation and respect;
- respecting the range of religious views and cultural conditions in the school;
- being approachable to all;
- abiding by the National School Chaplaincy and Student Welfare Program Code of Conduct; and
• operating within a strong ethical framework which supports and upholds the “Values for Australian Schooling”.

The variety in situations addressed to date, include such areas as family deaths, low self esteem, family break-ups, some bullying, self harm and social behaviour issues, which all demonstrate the need for confidential discussions.

During the first part of each day, time is spent with children, parents, grandparents and care givers on an individual basis.

As well, small groups of children operate together in social skills programs, and some children participate individually in a 10 week Anger Management course.

The afternoons are devoted to “Seasons for Growth” programs organised on a “Stage” basis, targeting those children suffering any form of grief and loss.

Each module is designed to give children strategies to cope with changes that constantly occur in their lives, assist in confidence building and self esteem, assuring them that they are all very special individuals.

Having a School Chaplain has aided in strengthening the positive relationships between the school and the wider community, and it has helped foster the spiritual growth and emotional well being of our students.

Aboriginal Education

In 2012 Kahibah Public School had an enrolment of 15 Indigenous students. Each student was supported through the development of a Personalised Learning Plan, which was created jointly with the student, parents and teacher. This plan was modified throughout the year as individual academic, social and cultural goals were achieved. Four Aboriginal students at Kahibah sat the NAPLAN tests in 2012. Year 5 students achieved above the Regional results in both Literacy and Numeracy assessments. Year 3 students were on par with Regional results for overall Literacy outcomes and achieved above Regional results for the Numeracy assessment.

Zeraphina Freeman was awarded a prestigious Prime Minister’s medal for her poem on Reconciliation, which she wrote for a NAIDOC Week competition. These medals were only awarded to 20 students throughout NSW, which reflects the standard of Zeraphina’s poem and the emotions it portrayed.

Madeleine Leask organised the sale of NAIDOC Week Koori Kids Respect bands and pencil case packs. These stylish wristbands have been designed to reinforce the concepts of cultural respect and pride. The money raised from these purchases went directly to the Koori Kids foundation which works tirelessly to provide positive learning environments and opportunities for young Aboriginal people.

Acknowledgement of Country was included at each school assembly and other school events. A staff member attended meetings of our local Aboriginal Education Consultative Group (AECG) where possible and a parent from our school became a member of the AECG during 2012. On the 7th November, the Whitebridge Community of Schools signed a partnership agreement with the Minimbah AECG.

National Partnership Programs

A student from each school spoke about their thoughts on what the partnership meant to them. Madeleine Leask spoke on behalf of the
Aboriginal students from Kahibah Public School. Zeraphina Freeman read her award-winning poem at the ceremony and Lara Fraser-Geddes read a poem compiled by Kahibah students. Indigenous students from our school attended the Partnership Agreement day and invited a non-indigenous friend to accompany them. Families of Indigenous students were also invited to attend. Each Principal signed the Partnership Agreement, with Roselea Newburn as the representative of the Minimbah AECG. This agreement ensures that all Aboriginal and Torres Strait Islander students attending our school will be given every opportunity to follow their talents and skills through education. This Partnership Agreement is displayed in our school hall, alongside Zeraphina’s poem.

We have children from many different countries working together as one.

As an inclusive school we encourage participation by parents and community members from diverse backgrounds to tell their story. It is so enriching

Happy kids with different heritages

Multicultural Education

The students at Kahibah Public School come from a variety of backgrounds. We have 22 students representing a variety of ethnicities. We have 11 Aboriginal and Torres Strait Islander students. All teachers are involved in the teaching of programs and initiatives that ensure an inclusive school community and a racism free learning and working environment.

During 2012, all students participated in Harmony Day where classes played games from different cultural backgrounds. It was an inclusive day for fun and sharing and it evoked much discussion amongst the children

Respect and responsibility

Respect and responsibility are regarded as important values by our students, staff, parents and the wider community. They are taught explicitly to our students and are embedded in all of our policies, procedures and programs. Children, staff and community members are expected not only to “talk the talk” of respect and responsibility, but also to “walk the talk”. That is, respect and responsibility are evident at all times in the way we relate to each other, to the things around us and to our environment.
These are the major values which underpin our school philosophy, placing the firm responsibility for all of our learning and behaviour on the only people who can control them – ourselves.

We believe that it is our constant and consistent emphasis on these particular values which gives our school its wonderful sense of cohesion and peacefulness. It truly is a place of joy.

Student Welfare Programs

Values

This year a public meeting was held at the school library to enable all stakeholders to make a genuine contribution to deciding upon the values which would then underpin what we do at our school. Our representatives included teachers, executive staff, parents, friends and students.

After a great deal of small group discussion and then whole group discussion, three core values were decided upon: Respect, Responsibility and Excellence. Groups then went on to work out what these would look like when put into practice by completing an “X Chart” (what we would see, hear, feel and do if we were all behaving according to each value).

Following this activity, participants were then asked to come up with a statement which would guide us in becoming the best school we could be based upon the values which we had decided should be at the core of all that we do. Statements from each group were put up for public discussion and then a vote taken on which one should be adopted.

It was felt by the majority of attendees that, “Positive relationships for positive learning” really exemplified what we are trying to achieve and this was adopted by those in attendance. Interestingly this statement was worked out by one of our students.

Our work with values was further enhanced later in the year by a visit from Derry Nielson from Embrace Virtues: Kids and Their Character Strengths. Derry presented workshops in the classrooms for all students (Kindergarten to Year 2) and their teachers, demonstrating how to further embed values’ language and tools in what we do in our classrooms. She also held a meeting in the evening for our parents.

Following Derry’s presentations, our Parents and Citizens organisation purchased a set of the Embrace Virtues Cards to enable all teachers to support learning activities in their classrooms. The cards provide a detailed description of each virtue which is supplemented by what that particular virtue looks like in practice (i.e. activities for students to practise). The cards are also a valuable resource for guided meditation and relaxation activities in the classroom.

We continue to help children and their families to lead peaceful, happy lives.
Life Education

All students at our school participated in the Life Education Program again this year. In 2012, the Life Education Centre’s mobile classroom visited our school and classes also visited the Centre. They were provided with grade specific workshops to support the work being done in classrooms concerning Drug Education. This program forms part of the Physical Education/Health/Personal Development syllabus and is mandatory for all students.

Relevant information is provided in a fun and interesting way by Life Education’s experienced presenters. Teachers were provided with resource materials to introduce and follow up the topics covered, and students were provided with workbooks to consolidate and revise the information provided.

We strive to ensure that our students are well prepared to face the changes and challenges which they all experience as they grow up.

Fathers’ Day Breakfast

This event, our fifth Fathers’ Day Breakfast, was again supported brilliantly by our school community with almost every family represented on the day. Guests were treated to a beautiful barbeque (enthusiastically prepared by a marvellous group of willing helpers from the Hunter Christian Church) followed by participation in a range of cooperative, fun activities.

We were fortunate to have the assistance of our team of interns to set up and run the morning, with many “crafty” activities available to entertain our very special guests. (Kupong, Noisy Chickens and kite making proved to be extremely popular!)

All the Dads enjoyed being involved with their children in a fun and caring atmosphere.

This year we were also grateful to the Hunter Christian Church for inviting some of our mothers to a Mothers’ Day Breakfast at the church where they were spoiled by beautiful food in gorgeous surroundings.

A big “Thank You” goes to Pastor Greg Campion, his wife Amanda and his congregation who offer so much support to our school.

A fun morning was had by all
Through initiatives such as these, Kahibah Public School continues to build and strengthen its relationships with our school community.

Other Programs

Several programs were presented in 2012 which focussed on the early learning years (Kindergarten to year 2).

These included a presentation by NSW Police (including police dogs Luger and Brenner) which focussed on the importance of staying safe at home, at school and in the wider community.

NSW Ambulance Service came to the school to explain how the service works, to demonstrate some basic first aid and to let children explore an ambulance and its equipment. Children were provided with key safety messages about how to respond in an emergency and how to be an Ambulance Hero”. Again, the emphasis was on staying safe.

As the world of telecommunications continues to expand at an unprecedented rate, it is important that students are taught to become responsible users of the technology at their disposal.

Whilst parents and schools take advantage of some of the many tools and safeguards available to them to help reduce the risk of danger on the internet, it is important for students to learn to take responsibility for their own cyber-safety. Teachers were given an introduction to this excellent program so that they could help students become responsible, discerning participants in their cyber worlds.

The program is installed on the school’s intranet for access by all primary students.

"Ditto’s Keep Safe Adventure Program” also visited the school in Term 4. This live performance, presented by Bravehearts, delivered some very important Child Protection messages and enhanced children’s emotional literacy through music in a relaxed, “fun” environment. Students and teachers gave the performance a big “thumbs up”.

Assertiveness training... We can say NO to bullying.

Best Start

The Best Start Kindergarten Assessment is the beginning of an ongoing assessment and monitoring process that Kindergarten teachers implement throughout the year.

It assesses seven aspects of literacy and three aspects of numeracy, and allows teachers to explore the depth of skills, knowledge and understanding that students demonstrate as they enter formal schooling.

The process provides information for Kindergarten teachers to:

- build on each student’s current knowledge and experiences in literacy and numeracy; and
- develop quality teaching and learning programs that support students in achieving Early Stage 1 syllabus outcomes.
All Kindergarten students, including ESL and those with confirmed disabilities or special needs are expected to participate in the assessment process.

At Kahibah Public School, all enrolled students participated in the assessment process, which was carried out during Week 1 of Term 1. The assessment took approximately 45 minutes per student. Following the assessment, a general information evening was held for parents and caregivers to receive their child’s report and have the assessment process explained to them.

This year our stage one teachers were trained in an extension of Best Start and year one and two teachers are now also using the Best Start continuum to track student progress and assist with programming and lesson planning.

Many of our early stage one and stage one teachers attend the Best Start network meetings held across the region to share ideas and address needs. They have found these valuable.

**Kids’ Hope Mentoring Program**

Specially trained Mentors from the Hunter Christian Church, through World Vision’s Kids’ Hope Australia Program, attend our school each week, in order to support some students on an individual basis.

This program is an excellent tool to transform children’s lives by supporting and assisting them to become the “best they can be”.

Mentors meet with each child for at least 1 hour per week, work with them, by practising various academic skills and some reading, as arranged by the class teacher and also enjoying life skills and other social activities.

Through positive role modelling and establishing a safe, friendly rapport, they encourage their students to achieve social and academic goals.

Many strong bonds have already been forged and children have gained much from this extremely valuable program. In many cases data shows that children have grown academically because they have gained in confidence to know they can achieve.

**Essential Moves**

Essential Moves provides a range of fun lessons to help teachers meet physical activity guidelines, incorporating traditional PD/H/PE activities with exercises specifically designed to promote sensory integration.

All children K-2, at our school, participate at least 3 days a week in the Essential Moves program, which progresses through a sequential series of lessons. It replaces a more traditional form of Daily PE, previously followed by Early Stage 1 and Stage 1 classes.

**Environmental**

The environment remains a priority in the school and its community. In 2012 the school continued its dedication to ‘Reduce, Re-use and Recycle’ by involvement in the whole school composting program. Composting buckets are in every classroom and the students collect them after lunch and empty the waste into compost bins. Teachers and classes have been educated on the correct waste that can be put into these buckets.

Composting buckets are collected from classrooms put into a regular compost bin, and this is used on the vegetable garden to enrich the soil encouraging worms and other helpful microorganisms to the soil. The gardens were turned over prior to planting and weeded throughout the growth periods by groups of interested students.

The Green Team is a team of students who give up their spare time during lunch and recess to maintain the vegetable garden and look after our school grounds.

The start of our new vegetable garden. Much more work ahead!

The Electric Eels is a great initiative which consists of infant’s students who monitor lights and other electrical equipment being used around the school during lunch and recess.
Our school won the Newcastle Show Edible Garden Competition with Year four’s entry of an aqua-culture garden. Their First Prize consisted of a class excursion to Hunter Valley Gardens, $70 and a plaque. This thrilling win was greatly enjoyed.

The chickens continue to be of benefit to the schools environmental program by producing eggs for the canteen, helping with the composting of waste materials and by providing valuable nutrients for the gardens.

Big plans are in place for 2013

**Technology**

2012 saw an increased use of the school’s computer lab. Old desktop computers are gradually being replaced by netbooks to enable all students to have one-to-one keyboard practice, rather than share a computer when a full class is using the lab.

Mrs Yvonne Gresham, a trained teacher and Technical College computer lecturer, was employed for one day each week in second, third and fourth term. She follows the school’s Computer Scope and Sequence outline for computer lessons. Programs included: Kidpix, the use of spreadsheets, internet research, Power Point presentations, Moviemaker, Microsoft Publisher and the correct use of student email accounts. Her lessons are also excellent training for staff, demonstrating new skills which they can then consolidate in the classroom.

Interwrite whiteboards in every classroom continue to be a vital tool in lesson presentation, with all staff making full use of their possibilities.

Mrs Britt, the school librarian, is ensuring that the Connected Classroom is being used more frequently. In 2012, 5B was involved in a series of debates against Maitland PS as practice for the Train on Squad. They had great fun debating, “That we should not have NAPLAN tests,” as they were in the process of doing the tests themselves. 2D shared the speeches they did for the Premier’s Public speaking competition with Maitland PS.

There are plans to have all classes use the Connected Classroom in 2013.

**Progress on 2012 targets**

Regarding both literacy and numeracy our aim over the ensuing year is to raise the bar and increase growth for all students.

**Target 1 Literacy**

To improve students’ overall performance through reading, viewing and working more widely with rich texts to enhance reading, writing, spelling and grammar skills. We aim to increase the proficiency of boys in writing, spelling and grammar by increasing NAPLAN results by 15% over the next 3 years in each of the areas.

**Strategies to achieve this target were:**

1. To increase student NAPLAN reading results in the top 3 bands by 2% from 68% to 70% by 2012.
   (Based on average year 3 and 5 Data)
   We:
   
   - purchased additional reading resources for all stages;
   - increased participation in Premier’s Reading Challenge;
   - formalised DEAR in all classes;
   - analysed NAPLAN weaknesses and used these as a teaching focus using the STLA and class teachers; and
   - ongoing training for staff to use the SMART website resources including Teaching Strategies.

   *We know we achieved this because NAPLAN results showed an increase from 68% to 76% which is above our 2012 target.*

2. To increase the percentage of boys in proficiency bands for writing from 9% to 15% in the top 2 bands.
   We:
   
   - implemented the Sentence a Day program to explicitly build competence from simple to complex sentence writing;
• analysed NAPLAN weaknesses and used these as a teaching focus; and
• further trained in the ‘7 steps to Writing Success’ program to explicitly teach persuasive writing.

We know we achieved this because NAPLAN results showed an increase in boys in proficiency bands 7 and 8 from 9% to 18% which is above our 2012 target.

3. To increase the percentage of all Year 5 students in the proficiency bands for spelling from 27% to 32% in Bands 7 and 8 in 2012.

We:
• analysed NAPLAN gaps in learning and used these as a teaching focus;
• reviewed spelling programs in stages to ensure there was differentiation for all student abilities and explicit teaching of spelling strategies; and
• included a dictation passage in weekly spelling assessments to ensure spelling knowledge was transferred to writing tasks.

We know we achieved this because NAPLAN results show an increase in year 5 students in proficiency bands 7 and 8 from 27% to 36% which is above our 2012 target.

4. To increase the percentage of Year 5 boys in the proficiency bands for grammar and punctuation from 27% to 32% in bands 7 and 8 in 2012.

We:
• attended additional training in Grammar and punctuation at staff request; and
• analysed NAPLAN gaps in stages and focused on these in our teaching.

We know we achieved this because NAPLAN results show an increase in boys in proficiency bands 7 and 8 from 27% to 32% (rounded up from 31.8) just achieving our 2012 target

Target 2 Numeracy

Year 2 doing concrete work with fractions.

To improve the overall performance of all students by focusing on the vocabulary of mathematics, across curriculum mathematics, multi-faceted problems, mental strategies and increase the percentage of students in the proficiency bands for Data, Measurement, Space and Geometry by 15% over the next 3 years.

Strategies to achieve this target were:

1. To increase overall student NAPLAN results by 2% in the top 2 bands from 33% to 35%.

We:
• emphasised Quality Teaching in all areas
• were actively involved in the Whitebridge Community of Schools Middle Years initiative in numeracy; and
• differentiated the curriculum to cater for individual and group needs and provided a focus on developing GATs students.

We know we achieved this because NAPLAN results showed we increased the percentage of students in the top two bands from 33% to 39% which was above our overall target.

2. To increase the percentage of Year 5 students in the proficiency bands for Number, Patterns and Algebra from 23% to 28%.

We:
• taught one lesson on Patterns and Algebra every two weeks;
had special Maths Days each semester to improve the enjoyment and profile of Maths;

- completed staff workshops on Patterns to increase the range of teaching strategies across the school; and

- purchased teaching and learning resources for Patterns and Algebra.

We didn’t quite achieve this because, although NAPLAN results showed we increased the number of students in the proficiency bands for Number, Patterns and Algebra from 23% in 2011 to 25% in 2012 this is below our target so this will remain a priority for 2013.

3. To increase the percentage of Year 5 students in the proficiency bands for Measurement, Space and Geometry from 25% to 30%.

We:

- attended staff meetings on 2D shapes to ensure consistency of teaching and language across the school;

- purchased teaching and learning resources for 2D shapes; and

- taught one lesson on 2D shapes every alternate week.

We know we achieved this because NAPLAN results showed we increased the percentage of Year 5 students in the proficiency bands for Measurement, Space and Geometry from 25% to 40% which was well above our target.

School evaluation

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation of school planning and the Whitebridge Community of Schools’ numeracy initiative.

School Planning

Background: School planning generates improvement in a school by defining what is realistic for achievement, understanding the context in which the school operates. This is an essential part of the process and involves perceptions of students, staff and parents.

School plans have a three year horizon, and address local priorities, regional priorities and state priorities.

These plans are concise statements reflecting our needs and include annual targets which are based on evidence of student performance and are linked to improved teaching and learning.

What We Did.

We analysed our school data very closely through school self-evaluation processes to determine specific school, group and individual targets. This data is used to inform
programming and curriculum differentiation and teaching.

A parent forum was held at the beginning of the year to engage as many opinions as possible. We readily seek parental involvement in P&C Meetings, surveys and other meetings so parents can have a voice in the collaborative decision making of our school.

Findings and Conclusions

As a staff we:

- reviewed the cycle of strategic professional learning, engaging all staff to reflect critically on their teaching after they had collaborated with other members of staff, sharing knowledge in stage meetings;
- identified student strengths and gaps from a rich source of data, including NAPLAN, norm referenced tests, class tests and teacher observation. These were evaluated against our strategic plan of 2011-2014 which was adjusted accordingly;
- set targets to achieve our strategic plan;
- met in teams to prepare action plans for the coming year, based on the 3 year strategic plan and the targets;
- included literacy and numeracy, student well-being, Aboriginal Education, quality teaching to enhance teacher capacity, the environment and technology in the action plans; and
- discussed the draft plans with staff for staff input and ownership.

In the parent, student and teacher forum we:

- defined a clear statement of school purpose in 2012 as “Positive Relationships for Positive Learning;”
- identified our main values as Respect, Responsibility and Excellence;
- stated we would all continue to work together to be the best we can be; and
- updated the school belief system. (See last page of this report)

Future Directions

In 2013 we will assess our progress on various departmental matrices to enable us to locate our strengths in planning for the school in its many aspects, and also to help locate our gaps.

CURRICULUM

Mathematics, Years 5 to 7

Background

The Whitebridge Community of Schools has had consultancy support for the past 3 years as part of strategic intervention to improve the teaching and learning of mathematics, focusing on students in years 5 to 8. NAPLAN growth from year 5 to year 7 has been the data on which the collaborative decisions have been made across the 7 schools.

In 2012 the numeracy focus was the differentiation of the numeracy curriculum to cater for individual and group needs. Additionally, a focus on catering for GATs students was to be monitored.

In 2012 the expected growth in mathematics was not substantially reached across our community of schools.

Findings and conclusions

- 52.9% of students at our school achieved greater than or equal to expected growth in year 7.
• the performance of students from our school who are now in year 7 was above the state and regional average
• 21 students out of 35 students performed in the top 3 bands.

Future directions
In 2013 our target is to increase the number of year 5 and 7 students at and from our school achieving the expected growth in numeracy to equal or better DEC expected growth.

Across our schools we will focus on problem solving, interpreting questions, reading instructions carefully and demonstrating thinking in written form, with teachers in stages sharing professional expertise across the learning community.

Parent, student, and teacher satisfaction
In 2012 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

The vast majority of parents feel welcome and comfortable in the school. They feel that their contribution is valued and we frequently receive letters of congratulations and thanks for the work we do with students.

Expressions of gratitude go both ways, because we are very grateful for all the support the parents and community show us.

One student teacher wrote: “To all the wonderful staff at Kahibah, I feel so grateful to have come to such a supportive and innovative school. Every member of staff has been so helpful and supportive along the way.”

Another wrote: “......Thankyou especially to those whom I had little talks to along the way. This was particularly helpful when I struggled. I’ve loved it, loved it, loved it!”

Children at our school have said:
• School to me is a brilliant treasure trove.
• When I’m at school I feel happiness glowing inside me.
• You go in hungry and you come out full of knowledge.

• You go in as a finch and come our as an owl.
• I think school is home.

A community member, Mrs Southward, wrote: “Thankyou for inviting me to ‘Circus, Circus’. You all have a school to be proud of.”

A parent wrote: “My child has gone from being extremely anxious about high school to one who is embracing her new adventure with enthusiasm. All of your support and care has made this happen.”

The staff is a group of caring cohesive people, all feel valued and all are involved and they work together a a team to make this school a place of joy.

Professional learning
All professional learning undertaken by our school staff on 2012 was aligned to our school management plan. It was related to our perceived needs, focusing on teacher learning to build teacher capacity to improve student outcomes.

In addition to the teacher professional learning fund of $10 282.40 supplied by the department, we spent an additional $8 882.94 on teacher training and development, making a total of $19 165.34 for the year.

17 teachers, 3 Support Teacher Learning Officers and 2 members of our Office staff were involved in Training and development programs.

The average spending per teacher was $1 127.37.

There are 3 new scheme teachers working towards accreditation and 1 new scheme teacher working at maintaining accreditation at Professional Competence

Leadership opportunities are given in response to staff interest, expertise and professional needs. These staff members readily accept new roles and responsibilities to enhance their knowledge, skills and understanding in various key learning areas as they present workshops to staff. This helps
build the capacity of staff to help us achieve our targets.

Professional learning activities in staff meetings included:

- Workplace Health & Safety
- Keep them Safe
- Anaphylaxis training
- Live Life Well at School
- Vision Beliefs and values with staff students and parents
- Curriculum Differentiation- What it involves
- Implied and inferential question in comprehension
- Numeracy- place value and use of concrete material
- Code of Conduct
- Literacy Circles
- RISC update
- Primal Leadership
- Management plans – evaluation. Where are we? Where to? How?
- Quality Teaching – John Hattie
- Training in use of new sound equipment
- Introduction to Virtues Material
- Program differentiation from Pirozzo
- Literacy – Stephen Graham Review of “7 Steps to Write Persuasive texts.”
- NAPLAN analysis
- SMART data
- Working out targets for 2013 referring to the 2012 – 2014 strategic plan
- GATs register update
- Boys’ Education – Literacy
- Understanding and using the new SENTRAL system
- Presentation of Management action plans

All members of staff were involved in the 5 Staff Development days we held.

Teachers were involved in making decisions regarding programs and training workshops to target their personal improvement as well as attending the mandatory training required by the department.

These additional programs for training included:

- our SAM completing 3 financial courses;
- 3 literacy courses for our support teacher;
- Effective Vocabulary - 2 teachers
- Guided Reading
- Highlighting Writing
- Differentiating the Curriculum
- 2 special courses for our Vision impaired teacher;
- Promoting Learning
- GATs using Best Start – 2 days – 2 teachers
- Speech and Communication on-line course
- LAST – Module 1 – 2 teachers
- Moodles – 2 teachers; and
- Persuasive Texts Seven Steps to Writing”

The training and development of teachers is diverse. Teachers at our school are committed lifelong learners. They regularly attend courses, share the expertise in staff meetings and implement the new ideas in their classrooms.

School planning 2012—2014

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

School priority 1

Literacy

Outcome for 2012–2014

To improve overall performance of all students in Literacy in reading and writing.

2013 Targets to achieve this outcome include:

- To increase the percentage of year 3 students achieving in the top two bands in NAPLAN Reading from 52.8% to 57.8%
- To increase the percentage of year 5 students achieving in the top two bands in NAPLAN Reading from 37.5% to 40%
• To increase the percentage of students achieving in the top two bands in year 5 NAPLAN Writing from 30% to 35.5%

Strategies to achieve these targets include:
• working more widely with rich texts;
• targeting higher order comprehension; and differentiating programs for spelling

School priority 2
Numeracy
Outcome for 2012–2014
To improve overall performance of all students in Mathematics, in, Data, Measurement, Space and Geometry

2013 Targets to achieve this outcome include:
• To increase the percentage of students achieving in the top two bands in year 3 NAPLAN Data, Measurement, Space and Geometry from 38% to 43%.
• To increase the percentage of students achieving in the top two bands in year 5 NAPLAN Data, Measurement, Space and Geometry from 39% to 42%.
• To increase the percentage of students achieving in the top two bands in NAPLAN Number, Patterns and Algebra from 25% to 30%.

Strategies to achieve these targets include:
• implementing mathletics program K-6;
• daily practice of operations; and
• specific teaching of problem solving using Newman’s analysis.

School priority 3
Quality Teaching and Curriculum
Outcome for 2012–2014
To Improve student engagement through quality teaching and assessment practices.

2013 Targets to achieve this outcome include:
1. To increase by one level from level 2 to level three on the Learning and Support Team matrix.

Strategies to achieve these targets include:
• rigorous assessment of learning tasks for students in the upper levels of performance;
• analyse and familiarising staff with the new National Curriculum; and
• familiarising all staff with the Disability Standards for Education Policy, 2005.

2. To increase the number of year 5 and 7 students achieving the expected growth in Reading to equal or better DEC expected growth. (WCoS initiative)

Strategies to achieve these targets include:
• specific teaching of problem solving, interpreting questions, reading instructions carefully and demonstrating thinking in written form; and
• teachers in the middle years of schooling in the Whitebridge Community of Schools will share professional expertise.

School priority 4
Inclusive School Community
Outcome for 2012–2014
To develop a fully inclusive school community.

2013 Targets to achieve this outcome include:
• To move from level 6 to level 7 on the Student Wellbeing Matrix.

Strategies to achieve these targets include:
• Increasing aboriginal parent/carers engagement in the school community by specifically inviting them to functions; and
• Improving student wellbeing through Restorative Practices.
BELIEF STATEMENTS

- At the core of our school, we believe that strong, meaningful healthy relationships underpin everything we do.
- As a school community we can make a difference in the life of each child, working together as a team in a needs satisfying, safe, friendly and healthy environment.
- For a quality school we believe in clear, open, honest communication among all members of the school community, working collaboratively and collegially for the benefit of all.
- We believe every individual is responsible and accountable for his/her own behaviour and learning.
- We encourage the development of social and academic life-long learning.
- We believe that the culture at Kahibah Public School strives to be restorative, supporting and including, everyone having empathy and respect for the rights of individuals while being mindful of the needs of others.
- We believe that a quality school is peopled by highly motivated and responsible teachers, parents and pupils working together on a meaningful curriculum where all are encouraged to value learning.
- To sustain and develop the culture of collaboration, enabling excellence in teaching and 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.

Mr Colin Curry Parent Representative
Mrs Maggie McNair Assistant Principal
Ms Jennifer Connolly Assistant Principal
Mr Ian Davies Assistant Principal
Mrs Carol Callen Staff Representative
Mrs Pam Richardson Principal

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


Grateful thanks to the staff at Kahibah Public School, many of whom contributed to this report.

New Vision – Positive relationships for positive learning.

Respect  Responsibility  Excellence