2008 Annual School Report
Kulnura Public School

NSW Public Schools – Leading the way
**Messages**

**Principal's message**

Kulnura Public School delivers quality teaching and learning to develop the individual talents, interests and abilities of all students. The school provides a varied curriculum in a challenging, supportive, safe and effective learning environment.

Parents, teachers, staff, community friends and students worked closely together as a team throughout the Year to plan and implement a rich and diverse range of learning opportunities and worthwhile experiences for our children. Parents gave generously of their time and expertise and enhanced student learning by running cricket clinics, writing regular reports for publication in the local “Community News”, demonstrating carpentry and woodwork skills, cooking, designing surveys for parents and students, sharing their travel experiences to Antarctica and the Kokoda Trail, designing, installing and training students in the use of our traversing wall, tree planting, conducting environmental and energy audits with the students as well as providing a healthy canteen once a week!

Funded by the *Investing in Schools Program* every classroom was equipped with an interactive whiteboard at the beginning of Term 2. Students and teachers alike eagerly embraced the new technology. With student engagement guaranteed, teachers immediately set about using these powerful tools to support classroom programs, particularly in the areas of mathematics, literacy and science.

Student leadership and empowerment were key focus areas during 2008 and students in Years 5 and 6 developed strong intrapersonal skills by accepting many leadership roles within the school throughout the year.

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.

Róisín Pengelly

**Relieving Principal 2008**

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**P&C and School Council message**

Kulnura School Council helps guide the direction of the school by setting goals, evaluating practices and providing advice to the P&C committee.

Policy decisions are made in consultation with the staff and throughout 2008 Kulnura School Council reviewed several school practices and departmental policies. The community view from Council, combined with the teachers’ professional advice and P&C input, ensured that the school goals were supported by the whole community.

P&C and School Council are interactive community bodies that work in partnership with the school to achieve practical outcomes for students.

P&C fundraising during 2008 included the Bloodtree Festival, Paradise Plants Open Day, the Bush Dance and several special combined schools canteen days.

No Government grants were applied for during 2008, however, the school was entered in the Women’s Weekly “Environmental Heroes award”.

Major gifts to the school in 2008 included an extensive 40m² “Traversing Wall” (complete with roof), which is affixed to the Fort structure. A new pathway has been built into this play area. Funds have been committed to fit the area with soft fall rubber. Materials have also been purchased for the rebuild/upgrade of three more lunch tables. Further funds were committed to enhance the operation of the sound system purchased in 2007.

As in previous years, the P&C subsidised the cost to parents of the annual swimming scheme.

Significant funds were allocated towards stocking the library with books from the Premier’s Reading Challenge lists. Financial support was given to school initiatives such as the painting of the mural in the COLA, the Mathletics program, Education week programs and the upgrade of resource books in the library.

A fourth shade structure, side walls and three further carry bags were purchased to complement the 3 structures purchased last year. It is hoped that the use of these structures will significantly increase the children’s comfort during outside events both at school and off site.

The tree planting program continued this year with in excess of 80 new trees being planted, including 24 donated by the parting Year 6. P&C supported this program through the purchase of soil and mulch. The committee also funded the materials used to relocate three of the drinking water bubblers out to the oval and fort areas.

Our students and their families continued to enjoy the services of our healthy canteen once a week. Kerri Jones and Kate Wilson coordinated the highly efficient team of volunteers who worked tirelessly to provide an exciting and varied range of healthy items to choose from while at the same time raising the funds to provide so much practical support to the school.

Michael Gow  
P&C President  
and School Council Representative
Student representatives' message

2008 was an exciting year at Kulnura Public School. Students were involved in very many activities and we had to organise lots of them ourselves!

At the start of the year, the whole of Year 6 got to go to the National Young Leaders’ Day at the Sydney Entertainment Centre. This was a great day out and we really felt like we were treated as young adults.

Year 6 also had to run all the morning assemblies and set up and put away the sound system. It was fun going around letting students speak their answers into the microphone and we liked being called “roadies”. We learned a lot about using sound equipment.

People got to know each other really well because we had to choose students from another House to get the awards at assemblies. We also got to know our school values because we had to say what value the student was displaying to get the award.

In Term 3 we painted the mural on the walls of the COLA. We were asked to draw what we liked about being at this school and to write words for what school means to us. The mural didn’t look like anything we drew except for the tree and the colours. It feels good that our shadows will be on the walls after we have gone.

During Fitness Track, the younger students were the ones who encouraged the older students not to be lazy and to keep going, instead of the other way around as it was supposed to be!

We had dress up days and organised craft workshops to make gifts for Mothers Day to raise funds for the Year 6 gift to the school. Our gift this year was to clear an overgrown space in the school grounds and plant some Wollemi pines and other trees there to make a rainforest garden.

Layla Leccas School Captain
Marnie Pembroke School Vice-Captain

School context

Student information

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

Students received a special award for their beautiful hand painted Loud Shirts.

Student enrolment profile

The following table shows our student enrolment numbers since 2004 as reported at the mid year census.

<table>
<thead>
<tr>
<th></th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>32</td>
<td>35</td>
<td>40</td>
<td>34</td>
<td>42</td>
</tr>
<tr>
<td>Female</td>
<td>36</td>
<td>37</td>
<td>39</td>
<td>39</td>
<td>37</td>
</tr>
</tbody>
</table>

Student attendance profile

The following table compares our attendance rate with that of the region and the State since 2005.

<table>
<thead>
<tr>
<th></th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>94.2</td>
<td>96.0</td>
<td>94.1</td>
<td>95.2</td>
</tr>
<tr>
<td>Region</td>
<td>93.7</td>
<td>93.9</td>
<td>93.7</td>
<td>93.7</td>
</tr>
<tr>
<td>State</td>
<td>93.8</td>
<td>94.0</td>
<td>94.0</td>
<td>94.1</td>
</tr>
</tbody>
</table>

Class sizes

In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2008 class size audit conducted on Tuesday 25 March 2008.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-1</td>
<td>K</td>
<td>17</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>1-2</td>
<td>1</td>
<td>3</td>
<td>19</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>3-4</td>
<td>4</td>
<td>6</td>
<td>19</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>13</td>
<td></td>
</tr>
<tr>
<td>4-5-6</td>
<td>4</td>
<td>4</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>10</td>
<td></td>
</tr>
</tbody>
</table>
Staff information

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

Staff establishment

In addition to the teacher allocation shown in the following table, the school also received a part-time teacher allocation of four hours per week, needs-based support from itinerant learning assistance support teachers and school counsellor visits twice per term. School support staff includes a full-time administrative manager, a part-time school administrative officer one day per week and a part-time general assistant one day per week.

<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>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>1</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>3</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>1</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>1</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>5</td>
</tr>
</tbody>
</table>

Staff retention

All staff positions were retained during 2008. The principal took long service leave for the entire year. Staff leave and unfilled vacancies were filled by temporary teachers.

Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>-</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.

Date of financial summary: 11/30/2008

<table>
<thead>
<tr>
<th>Income</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>105 984.53</td>
</tr>
<tr>
<td>Global funds</td>
<td>55 256.84</td>
</tr>
<tr>
<td>Tied funds</td>
<td>38 911.60</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>43 529.99</td>
</tr>
<tr>
<td>Interest</td>
<td>6 640.90</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>1 838.20</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>252 162.06</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>15 574.10</td>
</tr>
<tr>
<td>Excursions</td>
<td>9 988.85</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>11 674.44</td>
</tr>
<tr>
<td>Library</td>
<td>520.19</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>443.27</td>
</tr>
<tr>
<td>Tied funds</td>
<td>86 217.83</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>9 059.12</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>26 009.87</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>7 409.06</td>
</tr>
<tr>
<td>Maintenance</td>
<td>8 931.94</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>1 878.65</td>
</tr>
<tr>
<td>Capital programs</td>
<td>10 248.84</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>187 956.16</td>
</tr>
</tbody>
</table>

A full copy of the school's 2008 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 2008

Achievements

Arts
Excellence in the key learning area of Creative and Performing Arts is a feature of Kulnura Public School. There were many highlights during 2008:

- The whole school production of Seussical Jr, an adapted version of the Broadway musical, challenged students to perform a complicated variety of musical styles, ranging from Latin to pop, swing to gospel, and R&B to funk! This was a spectacular and memorable event.
- 18 members of the Primary choir performed at the Sydney Opera House in the Primary Choral Festival.
- Morgan Hyatt successfully auditioned to become a member of the NSW Sing choir.
- Community performances were given by the school choir at events including the Country Fair, the Yarramalong Festival and the Relay for Life.
- Tyson Giusti and Amelia Shearer were successfully nominated to attend the Central Coast Creative Arts GATS camp at Myuna Bay.
- The whole school was awarded a special prize in the Loud Shirt Day competition.
- Students collaborated with two local artists to design and create our bright and energetic mural which expresses the students’ “love of learning” in words, colour and imagery.

Sport
Our beautiful school grounds and extensive play areas provide ample opportunities for students to participate in regular physical activity. Active participation in school sport is a fun and healthy way to form positive relationships:

- The school achieved a gold award in the Premier’s Sporting Challenge representing 60 minutes of physical activity per child per day over a ten week period.
- During Terms 2 and 3, there were weekly sport clinics during lunch and recess that were organised and led by senior students. As successful sports leaders, these students demonstrated the qualities of teamwork, fairness and respect for their fellow students.
- The whole school participated in timetabled weekly training on a Fitness Track with activities designed to provide students with opportunities to practise the fundamental movement skills explicitly taught in class programs.
- Layla Leccas was selected as a Sydney North School Girls soccer representative at the State Championships in 2008.
- Sydney Healey represented the school at the Regional athletics carnival in Homebush.
- Students in Years 4-6 participated in Netball training during Term 3, culminating in a Gala Day at Central Mangrove Public School.
Weekly cricket clinics for all students were led by two talented parents during Term 4.

A weekly gymnastics program for all students was delivered by accredited professionals for eight weeks during Term 4.

**Academic**

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

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

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

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

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

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

For reporting purposes all Government schools in New South Wales have been divided into nine Like School Groups (LSGs). Our school has been allocated to one of these groups based on the community we serve and our geographical location. Throughout the report we have compared the achievements of students in our school to the achievements of students in schools like ours.

**Literacy – NAPLAN Year 3**

Twelve students sat for the NAPLAN tests in 2008. In overall literacy 75% of students achieved in bands 4-6 which matched the State average.

- All students in Year 3 at our school achieved in bands 2 or higher in the NAPLAN reading test which was better than the results for the State, the LSG and showed improvement on the school average over time (2005 – 2007).

- The school average mark in reading, however, was below both the average for the LSG and the State. No students achieved in band 6. (See target 1 page 12.)

- In the writing assessment 100% of students achieved results in bands 3-6 and the percentage of students achieving in band 5 was above that of the State.

- 50% of students achieved in bands 5 and 6 in the writing assessment which was slightly less than the State average and slightly better than the LSG average.
Year 3 NAPLAN – Spelling

67% of students at our school achieved in the top three bands in spelling which compared with 73% in the State and 68% in the LSG. 25% of students achieved in band 6 which compared with 22% in the State and 15% in the LSG. This reflects favourably on the school targets for 2008 (see page 9).

Year 3 NAPLAN – Grammar and Punctuation

76% of students at our school achieved in the top three bands in grammar and punctuation which compared to 66% of students in the State and 63% of students in the LSG. This reflects favourably on the school targets for 2008 (see page 9). The percentage of students achieving in band 6, however, is less than that of both the LSG and the State. (See target 1 for 2009 on page 12.)

Literacy – NAPLAN Year 5

Six Year 5 students sat for the NAPLAN literacy tests. With so few candidates, graphical representations cannot be published as the confidentiality of individual results must be maintained. All students achieved in bands 4 to 8 for overall literacy. The school average mark in writing equalled that of the State and was above the State average in grammar and punctuation. This reflects favourably on the school targets for 2008 (see page 9). Results in reading and spelling, however were both significantly below the State averages. (See target 1 for 2009 on page 12.)

Strengths included:
- connecting ideas in a range of texts
- identifying the main idea in a text
- interpreting pronouns
- the use of conjunctions, commas, speech marks and possessive apostrophes.

Weaknesses included:
- interpreting purpose
- making inferences
- identifying correct forms of verbs.

Progress in literacy

In literacy the average progress in reading was 78 points compared to the State average of 87 points. In writing the average progress was 60 points compared to the state average of 71. Strategies will be implemented in accordance with the School Development Plan 2009 – 2011 to ensure that student progress between Years 3 and 5 equals or exceeds the State averages. (See targets 1 and 2 on page 12)
Numeracy – NAPLAN Year 3

Twelve students sat for the NAPLAN tests in 2008.

- 92% of students achieved in bands 3 and 4. No students achieved in band 1. No students achieved in bands 5 and 6.
- Student results were slightly better in measurement, space and geometry than in number, patterns and algebra.

The high percentage of students achieving in the lower bands and the lack of student representation in the top two bands is an area for improvement. This downward trend will be addressed in the 2009 – 2011 Management Plan (see page 11).

Numeracy – NAPLAN Year 5

Six Year 5 students sat for the NAPLAN numeracy tests. With so few candidates, graphical representations cannot be published as the confidentiality of individual results must be maintained. All students achieved in bands 4 to 8 for overall numeracy. The school average mark in numeracy equalled that of the LMG and was 13 points below the average mark for the State.

Progress in numeracy

In numeracy the average progress was 59 points compared to the State average of 80 points.

Strategies will be implemented in accordance with the School Development Plan 2009 – 2011 to ensure that student progress between Years 3 and 5 equals or exceeds the State averages. (See targets 1 and 2 on page 12)

Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for Years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

Percentage of Year 3 students in our school achieving at or above the minimum standard in 2008

<table>
<thead>
<tr>
<th>Skill Band Distribution</th>
<th>School</th>
<th>LSG</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Band 1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Band 2</td>
<td>1</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>Band 3</td>
<td>8</td>
<td>25</td>
<td>29</td>
</tr>
<tr>
<td>Band 4</td>
<td>3</td>
<td>27</td>
<td>29</td>
</tr>
<tr>
<td>Band 5</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Band 6</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Percentage in band</td>
<td>0.0</td>
<td>8.3</td>
<td>66.7</td>
</tr>
<tr>
<td>School average 2005 - 2007</td>
<td>0.0</td>
<td>6.5</td>
<td>25.8</td>
</tr>
<tr>
<td>LSG average 2008</td>
<td>3.6</td>
<td>7.0</td>
<td>23.8</td>
</tr>
<tr>
<td>State average 2008</td>
<td>3.2</td>
<td>7.3</td>
<td>22.8</td>
</tr>
</tbody>
</table>

Percentage of Year 5 students in our school achieving at or above the minimum standard in 2008

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at and above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

Some of the more notable programs engaged in during the year included:

- Premier's Sports Challenge
- Premier's Reading Challenge
- Murder Under the Microscope
- Primary Choral Festival
- Mathletics
- Musica Viva
- Student House award system
- Reward Room initiative to promote and reward positive behaviours
- Student Leadership programs including:
  - National Young Leaders’ Day
  - student-led assemblies and presentations
  - student-led sports clinics
  - gymnastics, netball, cricket workshops.
Aboriginal Education
Our school provides programs to educate all students about the significance of Australia’s Aboriginal heritage.

Personalised Learning Plans were developed for all Aboriginal students in Kulnura public School during 2008.

Staff and students at the school viewed the telecast of Kevin Rudd’s formal apology to the stolen generations in February 2008. Guided by departmental resources, the school community was given the opportunity to reflect on the past, to celebrate the resilience of the Aboriginal people of Australia and to look to a bright and positive future in the spirit of reconciliation through engagement in discussions, responses and activities.

As a school community we continued to display our respect for the Traditional Custodians of the Land by performing an “Acknowledgement of Country” at each and every significant event throughout the year.

A bush medicine and bush tucker expert presented fascinating and informative workshops to Stage 2 and Stage 3 learners from all the local small schools during our Environment Day event.

Multicultural Education
Throughout the year, classroom quality teaching and learning programs continued to emphasise the importance of cultural diversity and racial harmony within Australian society.

Our school captains represented the school at the Harmony Day celebrations held in Gosford.

The Beijing Olympics provided a highly engaging background to the study of China and its culture in the Stage 1 and 2 classrooms.

Linked to the major senior excursion to the goldfields, Stage 3 students studied the impact of the Gold Rush on Australian population and diversity. Students also gained some understandings of the migrant experience.

Respect and Responsibility
Values education underpins every area of school life. The nine core values as espoused by the Department of Education and Training (DET) were explicitly taught and displayed in classrooms with a fortnightly focus on individual values. Students used the language of the values in their interactions with each other, with teachers and with their parents.

Through fortnightly House meetings, students who demonstrated our values in action in the playground and in the classroom were nominated by their peers to receive awards in a spirit of mutual respect and appreciation.

Teachers promoted our values through a weekly Rewards Room initiative which provided a regular opportunity for those students who consistently displayed positive behaviours to be recognised and rewarded.

Students participated in community service including Clean Up Australia Day and Relay for Life. They supported the MS Readathon and Loud Shirt Day which promoted a sense of responsibility and ‘other-centred focus’ within the school community.

Progress on 2008 targets

Target 1
To improve literacy and numeracy achievements for all students
Our achievements included the following:

- 50% of students successfully completed the Premier’s Reading Challenge;
- Year 5 NAPLAN results in grammar and punctuation which were pleasing when compared to state averages and the LSG averages;
- one student received a distinction and 6 others received merit awards in the Newcastle Permanent Maths competition;
- teachers undertook professional learning in school development days on the Quality Teaching Framework;
- teachers reviewed the Consistent Teacher Judgement in Action resource in order to enhance their professional on-balance judgements when matching grades to student achievements; and
- three teachers preparing for accreditation by the Institute of Teaching presented documented evidence of high quality teaching practices linked to the Quality Teaching in NSW Public Schools model.

Target 2
To achieve ongoing school improvement through the implementation of school and regional initiatives
Our achievements included the following:

- the implementation of personalised learning plans for Aboriginal students;
- whole school participation in The Premier’s Sporting Challenge;
- whole school participation in The Premier’s Reading Challenge.
- attendance at Regional GATS camp by two students;
- school energy audit carried out with student participation;
- weekly fitness track incorporated into PDHPE program;
- explicit teaching of DET and school values through classroom PDHPE programs;
- student leadership promoted through student-led weekly sport clinics; and
- school participation in Live Outside the Box initiative of Central Coast Health.

**Key evaluations**

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2008 our school carried out evaluations of *The School Environment* and *Homework*

**Educational and management practice**

**The School Environment**

**Background**

Feedback from parents indicated strong support for the implementation of initiatives to reduce our school’s energy consumption and heighten community awareness of our responsibility to help reduce the impact of global warming.

The school registered as a “Sustainable School” during 2008 and completed the preparatory work to apply for a grant under the National Solar Plan. School Council reviewed the school’s Environmental Management Plan (SEMP). The SEMP is a teaching and learning resource which identifies the school’s commitment to environmental sustainability.

Under the expert guidance of one of the parents, class teachers and students conducted classroom investigations and surveys into energy use and waste disposal. Another parent expert helped students to carry out a vegetation audit of the school grounds.

**Findings and conclusions**

The energy and vegetation audits provided genuine research and planning opportunities for students. An area on the S.E. corner of the school grounds was identified as being in need of management. This area had been neglected and had become overgrown with hazardous native vegetation. As their gift to the school for 2008, Year 6 students decided to clear the area and initiate its revegetation as a “rainforest” garden.

One of the parents, in collaboration with students, compiled a list of useful energy saving tips. This was distributed to the whole school community via the Newsletter.

The staff agreed to reduce dependence on air conditioning and to be more efficient when it is in use.

Senior students used the interactive sustainability resource *Ollie’s World* to extend their knowledge of sustainability and its related issues.

**Future directions**

The school will continue to identify and promote projects that can assist our students, staff, parents and wider community to develop an understanding of the role of environmental education in creating a sustainable future.

The School Council in consultation with the principal will complete the claim form for the National Solar Schools grant and implement the energy-saving measures.

The school will continue to review the school’s environmental plans and policies. The SEMP will be integrated in K-6 programs and will be monitored and evaluated annually.

*Georgia Berry helping to plant one of over 80 trees that were planted in the school grounds during 2008*

**Curriculum**

**Homework**

**Background**

The school conducted a survey designed by one of our parents to gauge teacher, parent and student attitudes and opinions towards homework with a view to taking a collaborative approach to reviewing and establishing the KPS Homework policy.
Findings and conclusions
27 parent surveys were completed and some of the results were as follows:

- 89% of respondents indicated that a very important benefit of homework is that it "helps strengthen home-school links and reaffirms the role of parents and caregivers as partners in education";
- 89% either disagreed or strongly disagreed that it can be difficult to motivate children to complete homework;
- 60% agreed that they have trouble fitting homework in around other activities; and
- 60% disagreed or strongly disagreed that homework completion often causes tension in the home.

The majority of parents favoured a combination of interactive an independent homework tasks. 60 – 90 minutes per week was the most popular duration for Stage 2 and Stage 3 students.

Students in the 4/5/6 classroom were also surveyed on a modified version of the survey and the results showed that:

- 16% of students like doing homework;
- 79% received a little help from home; and
- 79% requested between 0 and 30 mins per week on homework.

Projects were the most popular style of homework, followed by independent reading. The least favourite types of homework were handwriting, spelling and written assignments.

Based on the feedback, the staff decided to adopt a three layered approach to homework:

- mandatory Home Reading;
- recommended weekly tasks including maths assignments; and
- optional extension activities presented as a matrix of diverse tasks linked to our term themes.

Teachers reported that the vast majority of students engaged in nightly home reading. Approx 65% of Stage 2 and 3 students completed the weekly maths assignments, but only 32% presented any of the optional tasks for correction. 80% of Stage 1 students completed weekly numeracy and literacy tasks.

Future directions
Teachers will reintroduce mandatory homework for students in Years 1 to 6 and continue to monitor student application and attitudes throughout 2009.

Parent, student, and teacher satisfaction
In 2008 the school sought the opinions of school council, parents, students and teachers about the school. Data was gathered from staff and community meetings, individual annual review interviews with staff, parent interviews, and student semester reviews.

Their responses are presented below:

- Parents expressed satisfaction in the educational management of the school through providing regular feedback to teachers and staff.
- Staff expressed satisfaction with the collaborative decision making processes and the opportunities afforded to implement new initiatives such as the Fitness Track, the Awards Room and the family BBQ evening.
- Further evidence of staff satisfaction and commitment to the school was expressed in their positive willingness to support P&C in out of school initiatives such as The Country Fair, Relay for Life and the Bush Dance.
- Students were overwhelmingly positive in their semester reviews. Sport, friendships and technology were highly valued.
- The school frequently received positive comments from parents, community members and DET representatives on the welcoming and friendly tone of the school.

Professional learning
A total of $3,721.60 was received by the school to spend on professional development of teachers and support staff. The average expenditure per teacher was $713. Administrative staff received training on the new student enrolment system, ERN. Teaching staff participated in a range of professional learning courses including:

- beginning teachers training
- an executive induction program
- ICT training
- Quality Teaching professional development
- syllabus implementation programs
- Aboriginal education.

School development 2009 – 2011
Kulnura Public School Plan 2009 – 2011 evolved from analyses of student performance data, discussions, school development days, school council meetings, P&C meetings, teachers' research and policy and program reviews.

The Plan focuses on six major areas of school development:

- Professional learning
- Quality teaching
• Curriculum development
• Literacy
• Numeracy
• Sustainable schools.

Targets for 2009
The school has established target areas for improvement in teaching and learning throughout 2009.

Target 1
Increased levels of literacy achievement for all students.

Strategies to achieve this target include:
• NAPLAN results used to identify aspects for improvement;
• a range of both qualitative and quantitative data is used to improve learning;
• assessment for learning incorporated into all teaching and learning programs;
• monitoring of student progress and targeted programs for students needing additional support;
• use of syllabus documents, BOS support material and the three phases of the Quality Teaching resources to teach literacy systematically and explicitly; and
• a strong focus on teaching writing through modelled, guided and independent teaching strategies.

Our success will be measured by:
• the lifting of students’ performance into higher bands in the NAPLAN tests;
• the level of improvement in inferential comprehension evidenced in both school and external assessment results;
• positive growth in literacy achievements between Years 3 and 5; and
• increased level of students’ performance in questioning, challenging and evaluating texts that they listen to, read and review.

Target 2
Increased levels of numeracy achievement for all students.

Strategies to achieve this target include:
• use of diagnostic assessments to understand and monitor students’ learning strategies and needs;
• application of assessment data to plan for particular students’ future needs;
• provision of real life contexts from which to explore mathematical ideas, develop students’ conceptual understanding of mathematical ideas and improve mental computation skills;
• encouraging students to reason and think critically; and
• the use of concrete and pictorial materials to identify relationships and make connections.

Our success will be measured by:
• the lifting of students’ performance into higher bands in the NAPLAN tests;
• students’ ability to think, reason and work mathematically;
• the proportion of students exceeding the national benchmark in numeracy; and
• growth in numeracy achievements between Years 3 and 5.

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 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: