School context statement
Kempsey South Public School caters to the needs of students from a broad range of backgrounds and we pride ourselves on our ability to provide individualised learning experiences to our students. We run a large number of additional programs which enrich the learning of our students.

Our K-6 site is on the southern side of Kempsey, located near the edge of residential zones and in close proximity to community buildings and Melville High School. The intake zone we service stretches east from Ronald Lyne Rd on Crescent Head road, south to Cooperabung on the western side of the Pacific Highway, west to include Wittitrin, Dondingalong and Euroka and north to the Macleay River.

Messages
Principal’s message
I would like to acknowledge the traditional custodians of this land on which our school operates, the Dunghutti Nation, and pay my respects to elders past and present.

With the culmination on yet another successful year it is with great pleasure that I am able to deliver this report, showcasing the fabulous work and efforts of the Kempsey South Public School community. As always, the dedication, professionalism and caring nature of our staff is second to none and a credit to our school community. People make the difference and we are blessed to work with wonderful people. I am grateful for the opportunity to work alongside such inspirational colleagues.

This year we again enjoyed strong success in maintaining the high standards of our school. We continue to have happy and calm classrooms and playgrounds with incidents from the first three terms down a staggering 74% when compared to five years ago.

We have also shone again academically. Our writing enrichment program has led to wonderful results for all participating students in the primary years. Our program was so successful that it was one of twenty from across the state presented at the National Partnership Principal Learning Alliance to high level DEC officials in Sydney.

Our school continued to demonstrate strong growth in NAPLAN results across all learning areas.

Students also benefited from running the same ALNF literacy program in our Kindergarten classrooms as that used in local pre-schools. This dramatically eases the transition for pre-school to kindergarten for students.

Our school has also benefited from wide community support. We held a number of School and Community open days this year, regularly attracting 40 visitors highlighting the significance of a quality education to students and dramatically lifting levels of affective engagement.

Naidoc Day and the Souths Cares Days were major events on our school calendar as we hosted seven other schools on each occasion and had in excess of one hundred community members. It was fantastic to see such strong community support for ours and surrounding public schools.

We have continued to focus on the implementation of a 21st Century education for our students. This year we achieved our goal of having banks of 12 iPads or netbooks in each classroom in the school with curriculum delivery that ensures student learning is maximised.

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.

Andrew Kuchling, Principal

Student information
128 students were enrolled during 2014, 75% identifying as Aboriginal or Torres Strait Islander. Our student mobility rate was 72% with 39 students leaving the school and 55 joining (excluding Kindergarten and Year 6) throughout the year Student enrolment profile
Student enrolments fluctuate from year to year due to the transient nature of the school population. The proportion of Aboriginal students is 75% of the school population. We have seen a slight increase in enrolments this year.

Student attendance profile

While student attendance is below both region and state averages, there has been a steady improvement in the attendance rate for the majority of the students. However, we continue to have a small number of students who severely impact on our overall result. This year we have worked closely with the home school liaison officer to meet with parents and develop programs to get the students to school.

Our student mobility rate is 72% which is extremely high. This significant negative impacts on our attendance statistics and has impacted on student achievement.

Workforce information

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

In addition to the staff listed below we have many support staff. We have two School Aboriginal Education Officers (AEO), a part time Community Liaison Officer (CLO), 2.4 Itinerant Support teachers hearing (ISTH), 1 Aboriginal Education Resource Teacher (AERT) and 7 fulltime Student Learning Support Officers (SLSO) to support our students in their learning and run QuickSmart.

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>4</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.42</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>0.9</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.2</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>3.706</td>
</tr>
<tr>
<td>Total</td>
<td>9.606</td>
</tr>
</tbody>
</table>

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

The Aboriginal composition of the school workforce is 17.5%

The school has a diverse, dedicated and highly skilled staff with a high degree of expertise in what they do. They facilitate an education that strikes a balance between nurturing the individual and providing opportunities for collaborative groupwork.

Under the Local Schools, Local Decisions framework our school is funded according to the needs of students through the Resource Allocation Model. This allows us to direct our programs to best meet the needs of our students.

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>20</td>
</tr>
</tbody>
</table>

Professional learning and teacher accreditation

Our school is committed to having highly skilled teachers and teachers aides. In 2014 our school received $9’972 and spent $18’214 on the professional development of our staff. Teachers, aides and itinerant staff all received training from
this allocation which averages out at $2277 per school teacher.

Our staff have taken part in KidsMatter training sessions, autism and Asperger’s workshops, workshops for teaching students with hearing impairments, to mentor and coach staff, attendance at the positive Schools Mental Health and Wellbeing conference in addition to all staff being trained in resuscitation and anaphylaxis.

Additionally, school representatives were trained in a range of new DEC programs and applications and participated in the Mini-MECS program to share expertise across educational settings.

Financial summary

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

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2014</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>207446.04</td>
</tr>
<tr>
<td>Global funds</td>
<td>144517.70</td>
</tr>
<tr>
<td>Tied funds</td>
<td>477725.88</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>219863.02</td>
</tr>
<tr>
<td>Interest</td>
<td>10532.98</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>4269.50</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>1064346.12</td>
</tr>
</tbody>
</table>

| **Expenditure**           |            |
| Teaching & learning       |            |
| Key learning areas        | 14238.39   |
| Excursions                | 5625.23    |
| Extracurricular dissections| 4238.05   |
| Library                   | 1837.84    |
| Training & development    | 10970.85   |
| Tied funds                | 419674.34  |
| Casual relief teachers    | 24713.97   |
| Administration & office   | 28902.38   |
| School-operated canteen   | 0.00       |
| Utilities                 | 39289.91   |
| Maintenance               | 16049.57   |
| Trust accounts            | 4353.90    |
| Capital programs          | 0.00       |
| **Total expenditure**     | 569894.43  |

| Balance carried forward   | 494451.690.00 |

This funding allows us to deliver a number of highly valuable programs including L3, Reading Excellence (Recovery), Writing Enrichment and QuickSmart in addition to running literacy and numeracy groups with support from additional teachers and teachers aides. We are keenly aware that individualising the curriculum and small group learning with highly trained and dedicated staff is key to the dramatic educational success our students enjoy.

Our school was the recipient of an extremely generous community donation in 2014 of $200’000. This donation has been very gratefully received and is being used to subsidise our senior camp, provide for an additional Student Learning and Support Officer in the school and we are investigating the possibility of building a school kitchen.

A full copy of the school’s 2014 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 2014

Academic achievements

NAPLAN

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

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

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)
Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

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

Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name in the Find a school text box and select GO to access the school data.
Alternatively:

NAPLAN Year 3 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

Year 3 NAPLAN Reading

<table>
<thead>
<tr>
<th>Skill Band Distribution</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average score, 2014</td>
<td>292.1</td>
<td>316.3</td>
<td>416.3</td>
</tr>
<tr>
<td>Number in Bands</td>
<td>6</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Percentage in Bands</td>
<td>54.6</td>
<td>9.1</td>
<td>18.2</td>
</tr>
</tbody>
</table>

NAPLAN Year 3 - Numeracy

Year 3 NAPLAN Numeracy

<table>
<thead>
<tr>
<th>Skill Band Distribution</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average score, 2014</td>
<td>307.3</td>
<td>315.8</td>
<td>401.6</td>
</tr>
<tr>
<td>Number in Bands</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Percentage in Bands</td>
<td>22.2</td>
<td>33.3</td>
<td>44.4</td>
</tr>
</tbody>
</table>

NAPLAN Year 5 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

Year 5 NAPLAN Reading

<table>
<thead>
<tr>
<th>Skill Band Distribution</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average score, 2014</td>
<td>412.9</td>
<td>405.9</td>
<td>497.3</td>
</tr>
<tr>
<td>Number in Bands</td>
<td>5</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>Percentage in Bands</td>
<td>33.3</td>
<td>33.3</td>
<td>20.0</td>
</tr>
</tbody>
</table>

NAPLAN Year 5 - Numeracy

<table>
<thead>
<tr>
<th>Skill Band Distribution</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average score, 2014</td>
<td>434.1</td>
<td>405.6</td>
<td>488.5</td>
</tr>
</tbody>
</table>

Other achievements

Significant programs and initiatives – Policy and equity funding

At Kempsey South Public School we endeavour to cater to the diverse abilities and backgrounds of our students. To achieve this, we focus on making learning engaging and specific to individual needs. We develop Personalised Learning Plans for all students to ensure every single child’s needs are being met.

We run numerous programs and initiatives including University competitions, public speaking tournaments and cultural and sporting events.

The school regularly holds School and Community Open Days where we invite our entire community into the school to share in the teaching and learning of our students.

In 2014 our school hosted seven surrounding schools and members of the wider community to celebrate both Naidoc Day in June and the Souths Cares / Rabbitohs Day in December.

Kempsey South Public School’s strengths include:
• Reading Recovery provided to all students in Year 1, which is one-on-one reading with a qualified teacher for 30 minutes per day;

• Using the highly acclaimed ALNF literacy program in K-2 classrooms. This early literacy program provides consistency between local pre-schools and ourselves enabling early learners to become comfortable and confident with literacy more quickly;

• Integration of technology into regular classroom practise. We have Interactive WhiteBoards and 12 i-Pads or netbooks, supported by our site-wide WiFi, in each classroom;

• Community participation program to focus students on the significance of education by regularly inviting families into the school to participate in days of celebration;

• Student and staff welfare practises that positively teach students specifically what is expected and the steps to achieve this result;

• Dhanggati language by Aunty Cheryl our AEO supported by Lea Hudson our Aboriginal Education Resource Teacher (AERT);

• School vegetable garden whereby students are engaged in the whole process of preparing, planting, cultivating, picking, cooking and eating produce;

• School cooking program involving students in preparing, cooking and serving healthy meal options. This program compliments our Community participation program. Some of their cooked items have even been sold through our canteen;

• School performances, drama and dance festivals and community art exhibitions; and,

• Our highly acclaimed transition to school program which involves weekly visits from local pre-schools for fifteen weeks in addition to a one week transition period.

Aboriginal education

Kempsey South Public School is committed to closing the achievement gap for Aboriginal students. We acknowledge that we need to learn about, nurture and value the cultural identity of our Aboriginal students in order to assist them to be highly successful learners.

We welcome Aboriginal and Torres Strait Islander family members, parents and community members to our schools so that we can get to know each other, learn about the local Aboriginal community and develop shared goals and plans for Aboriginal students.

In 2013 we became a small school. This meant we liaise with fellow small schools in the valley. For NAIDOC week the small schools had a combined NAIDOC day at our school. Students from Bellbrook, Willawarrin, Smithtown, Gladstone, Greenhill, Kinchela and Millbank came to participate. Dunghutti Elders led the Welcome to Country and cleansing rituals.

Among the guests were Mayor Cr Liz Campbell and Sydney Sixers Cricketer Josh Lalor.

Traditional activities for the children included singing and story-telling, language and bush tucker sessions. There were also sessions in tennis, cricket, rugby league, as well as face painting, friendship bracelet making and screen printing onto calico bags.

The students rotated around in groups around the activities.

The community and parent involvement in the day was a huge success with more than 150 people attending.

Students in Year 4 were involved in Dali Doctors during Term 1. Students worked through a variety of modules focusing on health and wellbeing. These sessions were delivered by local Aboriginal people and the Elders Council in conjunction with Durri. The students graduated from the program after 10 weeks.

In 2014 we continued to implement language lessons from Kindergarten to Year 6. Students worked in small groups with Aunty Cheryl learning the Dhanggatti Language. These lessons were integrated into the classes Literacy sessions.
Aunty Cheryl has developed a range of resources to support the students learning of language in the classroom.

Our school continues to be a part of the Wambinya program which provided support for Aboriginal students in Kindergarten. The focus of this program was to support the development of expressive and receptive language and comprehension. Aunty Millie was employed as a fulltime aide in the kindergarten classroom and has supported the development of student oral language skills.

The teachers and aides in the Kindergarten classroom continue to implement the Australian Literacy and Numeracy Foundations phonemic awareness program. This has shown improved outcomes for all the students involved and the program was extended into Year 1 with the Year 1 teacher and Reading Recovery teacher both trained in the Program this year. The SLSO’s in all other classes had a brief overview of the program and will be trained at the beginning 2015.

During Term 4, six senior Aboriginal boys were targeted to participate in a combined Schools program called BroSpeak. These students participated in a variety of activities which were run by Aboriginal Elders and included local indigenous artists and musicians. The program ran for 10 weeks and included students form the High Schools as well as other neighboring Public Schools.

During tem 4 three members of the premiership winning South Sydney Rabbitohs Club came to the school to deliver an important message about oral Health.

Rhys Wesser, Nathan Merritt and Kirasome Auva’a received a rousing welcome from the students not only from this school but from Aldavilla, Greehill, East Kempsey, Kinchela and Bellbrook.

The visit was part of the South Cares program which involves players from the club visiting schools and talking about education, training and health.

As well as being given information about oral health, the students also had the opportunity to get their teeth checked with a dental station set up at the site. South Cares is a registered charity that focuses on oral hygiene for Aboriginal students.

Multicultural education and anti-racism

Multicultural perspectives are integrated into Literacy and Human Society and Its Environment programs.

This year we celebrated Harmony day in Term 1. Parents were invited to come to the school and participate with their children in a variety of activities that celebrate our cultural diversity. A sausage sizzle was available for lunch and students could come dressed out of uniform in orange or in a costume that supported cultural diversity.

Other activities included our NAIDOC day celebration involving all the small schools in the Macleay.

Aboriginal background

Our school works closely with the AECG to ensure we are delivering culturally significant and purposeful programs. To strengthen partnerships and promote genuine collaboration our school hosted the 2014 Naidoc celebration for the seven Small Schools of the Macleay region and were joined by over 150 community members and external agencies.

Our quality teaching and learning has benefited from students having access to our two Aboriginal Education Officers in addition to our Aboriginal Education worker, Aboriginal Education Resource Teacher and other Aboriginal support staff. This is demonstrated by Year 5 Numeracy marks which show only a 3% margin between ATSI students and all students. The margin was 2% for Year 3 numeracy and 3% for Year 3 reading scores.

Additional programs have also been run within the school with all Year 6 ATSI boys enrolled in the Brospeak program run in conjunction with Melville HS, the Macleay Elders, Red Cross and Mission Australia to improve confidence and knowledge of culturally significant practices.

Our school benefits from the running of Dhangatti language classes throughout the school, led by Aunty Cheryl Blair.
Norta Norta continues to be an important program within the school, allowing additional SLSO time with students in literacy learning sessions.

Through our links with Mission Australia our senior ATSI students all worked closely with their staff to develop PLPs in readiness for high school and these same students enjoyed a surf school excursion to Crescent Head in Term 3 2014.

**Socio-economic background**

Our Socio-Economic programs allow us to dramatically improve the student to teacher ratios in our school. Generally, each classroom has at least one full-time aide with most support offered in Kindergarten with two teachers and two aides as the norm in that room. These improved ratios have meant our students now work in small group rotations where their individual needs and learning abilities are taken into account on a daily basis, leading to consistently engaged classroom learning environments.

Due to the positive classroom learning environments the wellbeing of our students remains strong, as has the commitment to wearing their uniforms.

Our school was also in a position to implement a Writing Enrichment program in 2014. This program directly contributed to 75% of all Year 5 students exceeding their expected growth in writing last year and the program itself was one of just twenty selected to be presented to high level DEC officials at the National Partnership Principal Learning Alliance meeting in Sydney.

**Student Wellbeing**

KidsMatter is our guiding program at Kempsey South Public School and in essence, this program aims to ensure that schools are happy and cooperative places that welcome students, parents and other professionals. Our teachers are very aware of the importance of maintaining positive relationships with students, their parents and community.

Some of our key initiatives have led to our continued impressive wellbeing data and increased positive student behaviour. Our staff receives regular training updates on the KidsMatter program.

**School planning and evaluation 2012—2014**

**School evaluation processes**

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

- information from staff and student surveys,
- attendance figures,
- RISC data; and
- NAPLAN smart data processes.

**School planning 2012-2014:**

**School priority 1**

Improve literacy achievement for Aboriginal students and all students.

**Outcomes from 2012–2014**

- Quality literacy teaching and learning programs exist in all classrooms.
- Improved student outcomes in literacy for all students

**Evidence of achievement of outcomes in 2014:**

- 100% of ATSI students in Year 3 achieved Band 2 or higher on NAPLAN test in writing.
- 62.5% of all students in Year 3 achieved Band 3 or higher on the NAPLAN test in grammar and punctuation.
- 11% of ATSI students in Year 5 achieved Band 5 or higher in reading as measured by NAPLAN.
- 30% of ATSI students in Year 5 achieved Band 5 or higher on the NAPLAN test in writing.
• The average growth in reading for all year 5 students was 79.8% which is above state and NSW averages.
• The average growth in writing for all year 5 students was 87.3% which is above state and NSW growth average of 49.3%

**Strategies to achieve these outcomes in 2014**

• Support staff timetabled to provide maximum support to students during literacy groups.
• Continue with mentoring with a focus on literacy/writing.
• Use of technology to support Literacy groups.
• Teachers to implement programming with the new National curriculum.
• Continue to provide Reading Recovery to Year 1 students.

**School priority 2**

**Improve numeracy achievement for Aboriginal students and all students.**

**Outcomes from 2012–2014**

• Improved student outcomes in numeracy for all students.
• Quality numeracy teaching and learning programs existing all classes.
• Improved student engagement in learning.
• Raise the expectations of students, teachers, school executive, parents and caregivers.

**Evidence of progress towards outcomes in 2014:**

• The average growth in numeracy for all year 5 students was 114.6% which is above state and NSW averages of 89.1%.
• 85% of all students in year 5 achieved band 4 or higher on the NAPLAN test in numeracy.
• 7.7% of all students in year 5 achieved band 7 or higher on the NAPLAN test in space and measurement.
• 100% of all students in year 5 achieved band 4 or higher on the NAPLAN test in space and measurement.
• 25% of ATSI students in year 5 achieved band 6 on the NAPLAN test in numeracy.
• Our target to increase to 80% of ATSI students achieving band 2 or higher in numeracy was reached to 85.7%

**Strategies to achieve these outcomes in 2014:**

• Implement QuickSmart program for all Year 5 students and include some Year 4 students.
• Implement quality teaching practices in Maths including mapping students on the numeracy continuum and utilizing Count Me In Too strategies in programming.
• Teachers to become familiar and use National Curriculum documents.
• Use of technology to support Numeracy groups.
• Use of Teaching Early Numeracy Strategies (TENS) from Kindergarten to Year 2.

**School priority 3**

**Enhanced Teaching practices to improve levels of literacy for all stage 1 students.**

**Outcomes from 2012–2014**

• Raise student engagement in educational activities through QT.
• Maximise engagement of students in the learning process.
• Improved student learning.
• Quality learning environments maintained.
• Quality Teaching and learning maintained.
• Motivated and skilled staff that demonstrate leadership in improving outcomes for students.

**Evidence of progress towards outcomes in 2014:**

• 75% of Year 1 and 84% of Year 2 students will move a minimum of 2 clusters in reading by November.
• 80% of Year 1 students moved a minimum of 2 clusters in comprehension by November.
• 80% of Year 1 students received Reading Recovery. This was a decrease as we had a number of carry over students in Year 2 who needed to complete the program and a number of Year 1 students had moved and left the school whilst enrolled in the program. We also had a reduction in the number of students taught per semester from 8 to 6.

Strategies to achieve these outcomes in 2014:

• Implement the Inquiry Cycle to determine focus in programming.
• Develop a deep understanding of the literacy continuum through mentoring opportunities.
• Students to work in small groups with explicit teaching instructions.
• Use of technology in the classroom to support student’s learning.
• Ratio of support is increased in Kindergarten 1:5 for literacy and 1:7 for Year 1 and Year 2 students.

Parent/caregiver, student, and teacher satisfaction

In 2014, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

In 2014 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

Q What difference do you think improved behaviour has made?
A Bullying has decreased a lot.
A Racial prejudice is lower

Q What difference do you think improved uniform wearing has made?
A It is not a fashion show anymore.
A There is more conformity.

Q What areas do you think the school has improved most in?
A uniform conformity
A programs being run in the school and the student – teacher ratios

Future Directions 2015 – 2017

NSW DEC is implementing a new school planning process for 2015-2017. The new plan will be published on the school’s website from the beginning of Term 2 2015. Our school has already begun a detailed consultative process with our community including both short and more detailed surveys, class discussions with students and signing up to complete the Tell Them From Me survey package.

Future Directions 2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015.

Our School vision is inspiring students to become confident adults with empathy, self-worth and aspirations. From this we identified three strategic directions to make this vision possible.

These directions are:

• Wellbeing- our school promotes positivity so that students feel safe to aspire;
• Literacy and Numeracy- our school differentiates the curriculum to individualise learning for all students; and,
• Community- our school works hand in hand with our community to support our students.

Our programs and practices are all related to the directions we have chosen and make explicit links to the dimension of the school excellence framework.
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.

Andrew Kuchling, Principal
Sharyn Blackwell, Assistant Principal
Pam Foster, Librarian & LAST teacher
Debbie Day, P&C Secretary
Toby Davies, Teacher

School contact information

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Email: kempseysth-p.school@det.nsw.edu.au
Web: www.kempseysth-p.schools.nsw.edu.au

School Code: 4196

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