2010 Annual School Report
Nabiac Public School

NSW Public Schools – Leading the way
Messages

Principal’s message

2010 has been an exciting year at Nabiac Public School. I was warmly welcomed by the community, staff and students of Nabiac Public School at the beginning of 2010. During term 1 we were able to begin to use the hall which was completed as a result of the P21 program. The hall has added a fantastic dimension to our quality learning environment. This year has seen a whole school production in which all children participated. The event was rehearsed and staged in the hall. We also were able to stage formal assemblies, visiting performers, special days, field days, music, drama and gymnastics in the hall.

2010 was also the first year of LOW SES funding at the school. This funding has enabled ongoing professional development in the areas of Accelerated Literacy, Working Mathematically and Interactive Whiteboards. The introduction of Interactive Whiteboards has significantly impacted on the level of engagement in classrooms.

During the year the Pand C have developed an outdoor learning space beside the Library. This area was dedicated to Mr Don Miller who retired in 2009 after 21 years as the Principal of Nabiac Public School.

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.

Karen Cavanagh
Principal

P & C message

Welcome to all,

As my first year as P and C President it has been interesting. It has also been a learning experience for me and for some of our new P and c committee members.

Our main projects in 2010 were the finalisation of the outdoor/quiet library area. This has been completed thanks to the great effort from Cathy Kirk, Mr Beverly and volunteers. The area was dedicated to Mr Miller and is now able to be enjoyed by all.

Other projects such as the sandpit have been completed thanks to Kerry Martin and her helpers.

The purchase of table tennis tables hopefully will inspire more children to partake in sports. Thanks to Jacqui and Barry Woolnough for organising that. The purchase of ball toss and softball equipment has been approved.

The canteen has been profitable for the P and C throughout 2010 even as we struggle to keep volunteer numbers up. Cathy Kirk has put in a valiant effort over the last year and other years to keep the canteen running smoothly. Thank you Cathy. Cathy has now resigned her position as canteen coordinator and hopefully we will have someone to fill her boots. Coral Atkinson deserves a special mention for her efforts in the canteen. Thank you Coral. Thank you to all the fantastic volunteers as well. Unfortunately the canteen will be closed on Mondays at the beginning of 2011 due to falling volunteer numbers. Hopefully more volunteers will be able to step forward to reopen on Mondays.

The Nabipatch has been going well and now after the holidays students will be working on new projects. Thanks to Gerry Ryall and his helpers.

Gerry also runs the clothing pool, which is overseen by the P and C. Profits from the clothing pool return to the P and C. Thanks go to Gerry for his hard work. Thanks also to the many volunteers that help out in many different ways in the school.

The Easter raffle, Mother’s Day and Father’s Day stalls, and the Christmas Raffle all did well, thanks to Shalon Patterson and her volunteers. We look forward to a productive 2011.

Parents and citizens are always welcome to volunteer.

For the kids to be here, be a volunteer.

Melanie Moore.
Nabiac Public School P and C President.

Student representative’s message

We, the school captains for 2010, would like to thank the staff, students and community for their
support throughout the year. We have become more confident, responsible students because of the great opportunities we have been offered. We have acquired life skills that will come in handy later in life. We hope that we have been good leaders and represented you well. We wish all future leaders the best of luck and hope that they will have as much fun and learn as much as we have. Thank you for letting us be the leaders of ‘The best little school anywhere.’ School Captains 2010.

School context

Student information

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

Student enrolment profile

Student attendance profile

Management of non-attendance

Student non-attendance is initially dealt with by the class teacher. The teacher organises contact with the child’s family if the school has not received a note explaining the reason for absence. Non-attendance above the basic acceptable level is monitored by the school executive staff. When unsatisfactory attendance patterns have been identified a series of procedures are implemented to work with the family to rectify the situation. The services of the Home School Liaison Officer are utilised where there is concern about the educational ramifications of unacceptable attendance patterns.

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 2010 class size audit conducted on Wednesday 17 March 2010.
Of our nine classes, eight were composite classes, two of which (K/1E and 4/5M) included classes from across stages. Many factors are considered in forming classes. They include the number of students in any given year group, the targets for class size reduction in K-2 and the social and ability requirements of students.

Staff information

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

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

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>2.0</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>7.0</td>
</tr>
<tr>
<td>Support Teacher Learning</td>
<td>0.4</td>
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<tr>
<td>Part Time Teacher</td>
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<tr>
<td>RFF Teacher</td>
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<tr>
<td>Teacher Librarian</td>
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</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>2.422</td>
</tr>
<tr>
<td>Total</td>
<td>14.2</td>
</tr>
</tbody>
</table>

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

The school has one staff member who identifies as Aboriginal.

Staff retention

There was a new appointment of a classroom teacher through transfer at the beginning of 2010. Mrs Cavanagh was also appointed as Principal to Nabiac Public School, Term 1, 2010. Staff retention remains stable.

Teacher qualifications

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

Qualifications  % of staff
Degree or Diploma  100%
Postgraduate

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>30/11/2010</th>
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<tbody>
<tr>
<td>Income</td>
<td>$</td>
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<tr>
<td>Balance brought forward</td>
<td>178795.78</td>
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<tr>
<td>Global funds</td>
<td>127864.69</td>
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<tr>
<td>Tied funds</td>
<td>306906.18</td>
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<tr>
<td>School &amp; community sources</td>
<td>59079.75</td>
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<tr>
<td>Interest</td>
<td>9668.38</td>
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<tr>
<td>Trust receipts</td>
<td>13810.00</td>
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<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>696124.78</td>
</tr>
</tbody>
</table>

Expenditure

Teaching & learning
  Key learning areas  20387.36
  Excursions          30195.07
  Extracurricular dissections  5841.41
Library              3992.60
Training & development  2237.99
Tied funds           22644.13
Casual relief teachers  27955.10
Administration & office  34208.58
School-operated canteen  0.00
Utilities             22139.70
Maintenance           15943.32
Trust accounts        13500.96
Capital programs      51700.85
Total expenditure     457340.06
Balance carried forward 238784.72
School performance 2010

Achievements

Arts
During Education Week the school staged a musical called “A Trip Through Music”. All classes performed in this musical which was extremely well received by the community as it was also the first production performed in the new hall.

The school choir which comprised of students from Year 4 to 6 performed at various occasions including the opening of the hall in term 2, at “Shine On”, during Education Week, at Stocklands Shopping Centre, at BCS Kularoo Aged care and at Presentation Day.

The Kindergarten Students performed as a group for both the opening of the Hall and for Presentation Day.

Sport.
This year many students were successful in representing our school at the zone swimming, cross country and athletics carnivals. Three students progressed to regional level in athletics and cross country. In addition to this one student competed at state level in tennis.

The school fielded representative teams in the PSSA State Knockout competitions in girls and boys softball and boys soccer. The school also fielded teams in the Manning Touch Football carnival and soccer gala day. Strong community support was evident through the provision of coaches, transport and spectator support.

The school experienced excellent numbers of students enrolling in its annual ten-day intensive swimming program and our outstanding participation rate was once again recognized by the Royal Life Saving Society.

A whole school gymnastics program was run during term two. The level of participation of students in this program was very high involving 95% of students. Through surveys gathered parents were very supportive of the program. They reported increased levels of engagement, confidence and skill in their children.

Other
Several students competed in the Premier’s Spelling Bee. Two students represented our school at regional level. The school again ran the Premiers Reading Challenge. 87% of students completed the challenge. A significant number of children received a gold certificate for completing the challenge 4 years in a row.

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

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

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

Literacy – NAPLAN Year 3
In 2010, twenty-seven students completed NAPLAN in literacy.

For reading, 76% of students were in the top 4 bands, with 49% of these students in Bands 5 and 6. 30% of girls scored in band 6. Girls performed significantly better than state average in reading in the last 2 years of NAPLAN.

In writing, there were 36% of students in the top 2 bands, which is a decrease from last year’s results. 40% of girls scored in band 6 which was 10% above state average. A future goal is to raise the students in band 5 to band 6.

For spelling, 19% of students scored in band 6 which is an increase from previous years. Trend data indicates that performance in spelling is gradually improving over time.

In grammar and punctuation, there were 30% of students in the top two bands compared with the state average of 54%. 30% of girls scored in band 6. This is an improvement from last year.
The Indigenous students were above the state average in all aspects of Literacy.

**Numeracy – NAPLAN Year 3**

In 2010, twenty-seven students completed NAPLAN in numeracy.

31% percent of the students achieved band 5 or 6 compared to the state average of 38% in number, patterns and algebra. Performance in this area is below state average. Girls performed better than the boys in number, patterns and algebra.

In measurement, data, space and geometry, the school’s percentage in the top two bands was 19% compared with the state at 36%.

The majority of students (73%) were in Bands 2, 3 and 4. Further attention is needed to increase the percentage of students in the top two bands.

In all areas of numeracy, girls were above the state average. The boys were below the state average in all areas of numeracy.
Literacy – NAPLAN Year 5

In 2010, thirty-three students completed NAPLAN in literacy.

In reading we had fewer students in the top two bands than the State. Nabiac 12%: State 33%.

In writing we had 9% of students in the top two bands compared to 27% in the state.

In grammar and punctuation we had 12% in the top two bands compared to 45% in the state.

In spelling we had 12% of students in the top two bands, 6% of whom scored in band 8 which is equivalent to the North Coast. The state had 36% in the top two bands.

Growth data indicated that in all areas of literacy apart from spelling our students performed below the state average. Growth in spelling was 1.2 points above state average. The boys performing 6 points above state average growth in spelling.

Trend data indicates a decline over time in Year 5 literacy results.

Numeracy – NAPLAN Year 5

In 2010, thirty-three students completed NAPLAN in literacy.

In overall numeracy (number, patterns and algebra, measurement, data, space and geometry) we had fewer students in the top two bands than the State. Nabiac 12%: State 32%

Also there were a greater number of Nabiac students in bands 5 and 6 that need to be lifted into the top bands. Nabiac 60%: State 52%

Growth in numeracy was 79.6% compared to the state of 89.11%.

51.1% of students reached or exceeded expected growth.

The boys outperformed the girls in expected growth with 65% of boys reaching or exceeding expected growth compared to 30.8% of girls.

10% of boys scored in the top band for numeracy which was 2% above the North Coast.
Trend data over time indicates a slight decline in overall results although the boys’ trend line data has increased.

Year 5 results indicate that the students performed better in data, measurement and space than in number, patterns and algebra.

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 achieving at or above minimum standard in 2010

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>93</td>
</tr>
<tr>
<td>Writing</td>
<td>89</td>
</tr>
<tr>
<td>Spelling</td>
<td>89</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>93</td>
</tr>
<tr>
<td>Numeracy</td>
<td>96</td>
</tr>
</tbody>
</table>

Percentage of Year 5 students in our school achieving at or above the minimum standard in 2010

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>88</td>
</tr>
<tr>
<td>Writing</td>
<td>76</td>
</tr>
<tr>
<td>Spelling</td>
<td>91</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>88</td>
</tr>
<tr>
<td>Numeracy</td>
<td>94</td>
</tr>
</tbody>
</table>

Significant programs and initiatives
Aboriginal education
Aboriginal Education is an integral part of the school’s Human Society and Its Environment program across all stages and a balanced approach has been endorsed.

Staff development about the Aboriginal Education Policy took place in term 2. Some new staff also attended cultural awareness training with other members of the Great Lakes Learning Community in Forster.

In 2010 Nabiac Public School received funding from the Schools In Partnership program as part of a larger project involving the Great Lakes Learning Community. This project is aimed at supporting the communication between Aboriginal parents and the school through enhancing the development of personalised learning plans. There was also a focus on data collection about academic outcomes and engagement in the curriculum.

All Aboriginal students have personalised learning plans that were jointly constructed between the
school and the parents.
The school librarian continues to update Aboriginal resources, to develop students’ awareness of Aboriginal history and culture.

**Multicultural education**

Of the school population, 2.5% have a language other than English as their first language.

Special days and events that focus on multiculturalism are incorporated into the library program for each stage.

Nabiac Public School also enjoyed a visit by students and teachers from the Great Australian Rickshaw ride which was a valuable experience for all Nabiac students. This visiting group was raising awareness of poverty in Bangladesh.

The school community prides itself in encompassing all students and parents into the school regardless of nationality.

**Respect and responsibility**

There is strong mutual respect between students, staff and community members. This is taught to students in a number of programs, including the Aussie Five Fair Rules, the Primary Incentive Program (PIP) and the Peer Support Program, which are run on an annual basis. In addition the Stop Think Do Program is run on a bi-annual basis.

The Peer Support Program this year focused on ‘Being Resilient’. The senior students who were trained in peer support implemented their skills in small group sessions during term three. The peer leaders led students to explore various issues that affect them in their everyday lives.

The program objectives were for children to develop their knowledge and understandings of friendship and forming and maintaining positive relationships; the acquisition of the skills of communicating, interacting, forming groups, making decisions, solving problems and inquiring and reflecting; and the development of attitudes and values such as respecting self and others.

The Primary Incentive Program continued to demand that students take responsibility for their actions. Students who made appropriate choices were rewarded by the program. At the same time students learnt that inappropriate choices have consequences. This developed an awareness of responsibility for one’s own actions. Stage 3 participated in reward days during 2010. This incentive resulted in a 15% decline in children needing to be removed from playground privileges.

The merit certificate system continued to engender positive attitudes, with three more students reaching the highest level, and having their hand-print recorded in the Path of Honor. This has become a well recognised and desirable goal for all students.

**National Partnerships**

In 2010 Nabiac Public School received the first of 4 years of funding for schools considered to be eligible for LOW SES National Partnership support.

This year the staff undertook significant levels of professional development in several areas.

Teaching staff trained in Accelerated Literacy and began to implement the strategies in literacy in 2010. Teachers report that these strategies have impacted the classroom in various ways. They are seeing improved quality of writing and spelling. They are also beginning to see deeper understanding developing around all aspects of literacy including the authors’ purpose. Teachers also systematically and explicitly taught comprehension skills.

Professional learning also took place involving the implementation of Interactive White Boards. Initially teachers particularly focused on the teaching of problem solving skills in Mathematics. All teachers reported increased engagement in problem solving through the use of IWB technology.

Teachers also were allocated extra release to develop a collaborative approach to teaching and learning in their stage teams. This time led to greater communication and sharing of strategies.
and enhanced the pursuit of consistency in assessment practices in literacy and numeracy.

Staff also began to undertake Team Leadership for School Improvement which is a mandatory aspect of the LOWSES funding guidelines. This training has seen a focus on school evaluation and the enhanced development of leadership skills on the staff. School development days were highly evaluated by all teachers.

The evaluation of the strategies implemented during 2010 using LOW SES funding indicated the need for consolidation of professional learning to further imbed Accelerated Literacy and comprehension strategies in the classroom and to expand the professional learning in Mathematics to include the development of a balanced numeracy session.

Progress on 2010 targets

Target 1

To improve students numeracy performance to equal the state average in all mathematics strands by developing student performance in problem solving.

Our achievements include:

Overall 96% of students demonstrated an average improvement 25% in their problem-solving skills in school base assessments. (Average mark was 48% improved from 19%)

- Students improved identifying key words by 30%.
- Students improved identifying the correct operation by 43%.
- Students improved their working out by over 30%.
- Students improved finding the solution by 18%.

Stage 1 students demonstrated the greatest improvement. This was over 45% (Average mark was 51% improved from 3%)

- Students improved identifying key words by 46%.
- Students improved identifying the correct operation by 67%.
- Students improved their working out by 45%.

- Students improved finding the solution by 33%.

Stage 2 students demonstrated a slight improvement of 19%. (Average mark was 51% improved from 32%)

- Students improved identifying key words by 25%.
- Students improved identifying the correct operation by 20%.
- Students improved their working out by 18%.
- Students improved finding the solution by 18%.

Stage 3 students demonstrated a significant improvement of 21%. (Average mark was 42% up from 21%)

- Students improved identifying key words by 36%.
- Students improved identifying the correct operation by 29%.
- Students improved their working out by 25%.
- Students improved finding the solution by 23%.

While results showed improvement the average score was 48%, therefore a there will be a continued focus in 2011.

NAPLAN

In overall numeracy (number, patterns and algebra, measurement, data, space and geometry) for Year 5, we had fewer students in the top two bands than the State. Nabiac 12%; State 32%.

35% of the Yr 3 students achieved skill band 5 or 6, this compares favourably with the state average of 38%. 70% of Yr3 girls scored in the top two bands: state (37%).

However, in the bottom two bands in year 3 the school percentage of 35% is much higher than the state’s 15% and is an area that needs to be redressed. This is the same with year 5 with the bottom two bands totalling 27% which is much higher than the state’s 16%.
The average school growth was 79.6 compared to state growth of 89.1; however, 13 students out of 33 (39%) exceeded state growth.

The success of questions utilising problem skills are very mixed and little pattern is apparent. For example: out of our four best question responses from year 5, two involved problem solving. However, five out of the fifteen questions involved problem solving. The problems were in the number, data and measurement strands, sometimes with just single steps.

Further attention is needed in problem solving across all strands of Maths as reflected by Item Analysis for Numeracy.

**Interactive Whiteboards**

All classrooms have had a fully functional interactive whiteboard installed and all teachers were involved in collaborative learning times in which the skills of IWBs and Notebook software were demonstrated and developed. Teachers are continuing to develop their skills and are increasing their use of the boards. Weekly problem solving lessons utilising the IWBs were held. Software was also purchased to support these lessons, as well as Mathematics in general.

With more time, the benefits of this new technology will become evident as teachers embed the IWBs into their teaching practice, thus changing the way they teach and engage the students.

**Problem Solving Field Days**

A professional company was employed to operate a problem-solving field day. All students were engaged in activities that required them to think and work out everyday problems.

- All students participated in the field day
- Students gave a positive feedback for the overall day, with quotes such as: had a great time”, “it was interesting” “challenging ... and lots of fun”
- 100% of teachers thought that the field day was worthwhile.

A school based Problem Solving Field Day was also held to encourage students to participate in practical and independent problem solving. Students were fully engaged in the challenges using different strategies to solve the questions.

**Parent Information Sessions**

A substantial number of parents (approx 30) attended two information sessions where the new technology of the interactive whiteboards was explained and demonstrated to them. They were amazed and fascinated with the IWBs and expressed ‘how much time has changed’. Parents were also interested in the problem solving strategies and were keen to learn the processes involved. Parents expressed their gratitude for the opportunity to be informed and to ‘have-a-go’ using the IWBs.

**Target 2**

To equal or better the state percentages in the top two bands of NAPLAN overall literacy by improving student performance in reading comprehension.

**Our achievements include:**

**Comprehension skills taught explicitly and systematically Years 1-6**

The second six of the 12 Skills of Comprehension were explicitly taught this year:

- Understanding Words
- Point Of View and Purpose
- Predicting
- Inferring
- Concluding and
- Summarising

There was a whole-school focus on modelled and guided lessons to specifically teach each of the 6 comprehension skills and a two year Scope and Sequence plan was created for the teaching of the 12 Comprehension Skills, so the program can be sustained and continued in future years.
Students demonstrate improved comprehension skills and strategies

School based data
School-based pre and post-tests were used to evaluate student’s comprehension progress.

Comprehension Results Years 1 – 6

Whole School
- 70% of students showed overall improvement in comprehension.
- 14% of students showed the same results.
- 16% of students scored less marks than in the pre-test.
- 29% of students doubled or more than doubled their original score.

Stage 1 (Years 1 and 2)
- 88% of students showed overall improvement in comprehension.
- 8% of students showed the same results.
- 4% of students scored less marks than in the pre-test.
- 60% of Stage 1 students doubled or more than doubled their original score.

Stage 2 (Years 3 and 4)
- 60% of students showed overall improvement in comprehension.
- 15% of students showed the same results.
- 25% of students scored less marks than in the pre-test.
- 15% of Stage 2 students doubled or more than doubled their original score.

Stage 3 (Years 5 and 6)
- 62% of students showed overall improvement in comprehension.
- 20% of students showed the same results.
- 18% of students scored less marks than in the pre-test.
- 11% of Stage 3 students doubled or more than doubled their original score.

NAPLAN

Year 3 NAPLAN overall:
- 38% of students in top bands 5 & 6 (State 48%)
- 23% of students in lower bands 1 & 2 (State 14%)

Girls performed very well:
- 50% in bands 5 & 6 (State 48%)
- 0% in bands 1 & 2 (State 14%)

Trend data shows growth since 2008 results and Year 3 are equal this year with NSW North Coast results.

Year 3 girls have been above the state level in 2009 and 2010, showing huge growth since 2008 when they were below the North Coast region.

Year 5 NAPLAN overall:
- 12% of students in top bands 7 & 8 (State 33%)
- 36% of students in lower bands 3 & 4 (State 20%)

Year 5's average scaled score growth was 74.8% compared to 81.5% for the North Coast and 84.9% for the state.

School strengths were shown in the areas of:
- Summarising a character's personality,
- Generalising about a character's attributes,
- Recognising the purpose of a question in a persuasive text,
- Recognising the relationship of a sentence to the surrounding text in a narrative.

Weaknesses were shown in the areas of:
- Summarising the events that led to the conclusion of a narrative text,
- Locating directly stated information in the first paragraph of a text,
- Inferring a character's actions in a fable,
- Linking ideas or information across paragraphs or two sections of a text,
- Using background knowledge to identify a source of materials in a set of instructions.
Parents have an increased knowledge of comprehension skills

An information sheet on the 6 Comprehension Skills was sent home in a weekly school newsletter so all parents would have an increased understanding of the skills their children are learning in class.

**Target 3**

To equal state percentages in the top two bands of NAPLAN by improving student performance in punctuation.

Our achievements include:

Explicit and systematic teaching of writing:

- A punctuation and grammar scope and sequence was developed by each stage.
- Teachers worked collaboratively in stages to evaluate class programs, and incorporate explicit lessons in punctuation and grammar.
- All staff were trained in Accelerated Literacy during term 1. Teachers worked collaboratively to develop accelerated literacy lessons.
- A three-year scope and sequence for Accelerated Literacy Units was developed and texts were purchased to support the program.
- Professional Learning in Naplan Marking Criteria, with a focus on audience and text structure was conducted.
- The school based marking criteria was revisited to address consistency in teacher judgement of writing samples.
- Resources were purchased to extend PM Writing Program to Stage 2 and Stage 3. This provided students with models of text structure, sentence structure and grammar.

Students demonstrated improved writing skills.

- Students were engaged in enrichment activities to improve writing skills.
- All students participated in the Premier’s Spelling Bee, with four students representing Nabiac Public School at the Regional Finals.
- All students showcased their writing to an audience of teachers, students and parents at the Literacy Café in National Literacy Week.
- External, school literacy pre and post tests and class assessments were used to evaluate writing progress.

**School based data**

Average Growth for Writing Task Criteria

In Early Stage 1, the area which was most improved was sentence structure (63%) followed by grammar (45%). (NB Marking Criteria for ES1 students is different to Stage 1, 2 and 3).

In Stage 1, the area which was most improved was sentence structure (32%), followed by text structure (28%).

In stage 2, the area which was most improved was grammar (14%) followed by text structure (13%) and sentence structure (13%).

In stage 3, the area which was most improved was sentence structure (32%) followed by text structure (27%).

Punctuation showed the least growth across all Stages.

Percentage of Students Showing Growth in Writing Overall

- 92% of all students K-6 showed growth in writing overall.
- 100% of Early Stage 1 students showed growth in writing overall.
- 98% of Stage 1 students showed growth in writing overall.
- 81% of Stage 2 students showed growth in writing overall.
93% of Stage 3 students showed growth in writing overall.

**NAPLAN**

**Writing**

**Percentage of students in bands**

- 33% of Yr 3 students scored in the top two bands, compared to 56% of the State, and 44% of the Region.
- 50% of Yr 3 girls scored in the top two bands, compared to 64% of the State.
- 24% of Yr 3 boys scored in the top two bands, compared to 48% of the State.
- 9% of Yr 5 students scored in the top two bands, compared to 27% of the State, and 19% of the Region.
- 8% of Yr 5 girls scored in the top two bands, compared to 33% of the State.
- 10% of Yr 5 boys scored in the top two bands, compared to 22% of the State.

**Growth**

Average growth in Writing was 47.3, compared to 66.55 in the State and 64.7 in the Region.

**Spelling**

**Percentage of students in bands**

- 34% of Yr 3 students scored in the top two bands, compared to 45% of the State.
- 12% of Yr 5 students scored in the top two bands, compared to 36% of the State.

**Growth**

Average growth in Spelling was 85.7, compared to 82.6 in the State and 83.2 in the Region.

**Grammar and Punctuation**

**Percentage of students in bands**

- 30% of Yr 3 students scored in the top two bands, compared to 54% of the State.
- 12% of Yr 5 students scored in the top two bands, compared to 45% of the State.

**Growth**

Average growth in Grammar and Punctuation was 81.9, compared to 95.39 in the State and 90.3 in the Region.

**Parents can support their children’s writing**

Parents were invited to attend an Information Session about Accelerated Literacy and the Literacy Café.

**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 2010 our school carried out evaluations of teaching, learning and culture.

**Educational and management practice**

**Background**

During 2010 as part of the schools commitment to LOW SES funding a situational analysis was carried out which evaluated the strategies that were introduced in 2010 to improve student performance in literacy and numeracy. Teachers and students were surveyed regarding the teaching and learning of literacy and numeracy. Parents were contacted by telephone about the teaching and learning of literacy and numeracy. Students and parents also returned a survey about quality of school life.

**Findings and conclusions**

The findings of the staff surveys indicate that most of the teaching staff have a deep understanding of the English and Mathematics syllabus.

Most of the staff have high expectations of their students and take responsibility for their students learning of literacy and numeracy.

Most of the teaching staff believe that whole school strategies have improved students performance in NAPLAN.

Staff strongly agree that the school uses NAPLAN data to inform the progress of whole school strategies to improve student performance.

Students surveyed indicated that English and Mathematics were important subjects to learn, although Mathematics rated higher than English.

76.9% of students surveyed indicated that students take pride in what they are learning and try to do their best.
Most students indicated that the work they do in English and Mathematics challenges them and makes them think.

22% of parents returned the survey about Quality of School Life. The survey responses indicated that between 90-100% of parents either strongly agreed or agreed that parents feel welcomed, valued and informed about events and student progress at Nabiac Public School.

Most parents indicated that the schools current aim is to improve the quality of teaching and learning.

A small percentage of parents indicated that they would like more involvement in and communication about major changes that are taking place.

Most children indicated that the things they learn at school are important, that they can learn what they need to know and that their teachers take an interest in their progress.

**Future directions**

The telephone surveys with parents showed that parents have a desire to understand how Literacy and Numeracy is taught at school. This finding indicates a need to further inform parents about changes to practice.

The survey of parents indicates a need to seek ways to consult with parents about major changes taking place.

**Curriculum**

**Mathematics**

**Background**

As part of the LOWSES Situational Analysis Mathematics was reviewed.

**Findings and conclusions**

The staff saw the implementation of strategies that involved Interactive White Boards into the teaching of Mathematics as a very positive initiative. They reported increased engagement in Mathematics and they were very pleased with the introduction of a structured approach to teaching problem solving.

All staff feel confident in the teaching of Mathematics. They also understand that their teaching of Mathematics contributes to the achievements of the school’s numeracy targets.

Parents felt that they needed to know more about how Mathematics is taught and they were not sure how to support children at home in homework that involved solving problems.

Some parents felt that a focus on basic facts would assist their child’s learning of Mathematics.

Surveys indicate that students value Mathematics and see it as an important subject to learn for now and the future.

NAPLAN results indicate that the schools performance overall is poor in Numeracy. Year 3 and 5 results were below state average with less than expected growth year 3 to 5.

There is an overrepresentation of children in the middle to lower bands.

**Future directions**

An intervention program, Quicksmart, will be introduced in 2011 to support students who are struggling in Mathematics. As well as this there will be a whole school focus on the development of automaticity of number facts.

Staff professional development will take place to explore the development of balanced numeracy sessions that involve the development of basic facts knowledge, and higher order thinking skills in Mathematics.

Homework will include the consolidation of Basic facts. Parent information sheets about the teaching of Mathematics will be sent home.

**Parent, student, and teacher satisfaction**

In 2010 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

100% of parents indicated that students are the school’s main focus and that they were pleased that their children attended Nabiac Public School.

Most parents surveyed indicated that the school takes my concerns seriously. That the school listens to their concerns and takes them seriously
and that the school values parental input. The parents surveyed also indicated that the school has a safe and secure environment.

100% of parents indicated that students are the school’s main focus and that they were pleased that their children attended Nabiac Public School.

Students surveyed indicated that all students either strongly agreed or agreed that they like to go to school each day. They also reported that they found learning fun and useful.

Most children reported that they were treated fairly and that other students are friendly towards them.

Staff felt that they had received good support through professional development but needed to consolidate their learning in 2011.

**Professional learning**

In 2010 staff engaged in professional learning about of Accelerated Literacy. During term 1 all staff underwent intensive training so that Accelerated Literacy strategies could be implemented during term 2. All teaching staff were trained in this pedagogy.

All teaching staff were trained in the use of Interactive White Board technology. Initially the training centered around the teaching of problem solving although this soon expanded to include other areas.

Two staff attended the Quality teaching conference.

All staff have been involved in ongoing professional learning through in Team Leadership for School Improvement.

School Development Days included training about the Aboriginal Policy, Team Leadership for School Improvement, Accelerated Literacy, Connected Classrooms and the development of automaticity in number facts. All staff including School Learning Support Officers attended a day with other schools from the area which was delivered by Celia Lashlie. All staff participated in Staff Development Days.

Training was undertaken by all staff in CPR.

School development 2009 – 2011

**Targets for 2011**

**Target 1**

To increase Year 5 Naplan results in the top two bands from 9% to 18% by improved student performance in punctuation and text structure.

Strategies to achieve this target include:

- A curriculum mentor will oversee and support the implementation of elements of quality teaching in class programs.
- School based marking criteria for written texts will be examined and evaluated for teachers and students.
- Accelerated Literacy units will be extended to include factual texts.
- Parents will be informed about the teaching of writing through information sessions and literature.

Our success will be measured by:

- Improved student performance in NAPLAN results in punctuation and text structure.
- Teachers confident in using NAPLAN marking criteria to evaluate writing.
- The confidence of teachers in implementing Accelerated Literacy with factual texts in their classes.

**Target 2**

To increase student performance in Reading NAPLAN results in the top two bands from 12% to 20% in 2011 by improving student performance in reading comprehension.

Strategies to achieve this target include:

- Implement the 2 year scope and sequence for the teaching of the 12 comprehension skills.
- Focus on automatic recall of sight words in grades K-4.
- Teachers collaboratively plan lessons to integrate comprehension skills into Accelerated Literacy sessions.

Our success will be measured by:
Analysis of NAPLAN and school based tests demonstrate student improvement.

Teachers demonstrate confidence in implementing comprehension skills lessons in Accelerated Literacy.

Pre and post tests demonstrate increased sight word knowledge and fluency.

Target 3

To increase Year 5 students performance in NAPLAN in the top two bands from 12% to 20% by developing student performance in working mathematically and automatic recall of number facts.

Strategies to achieve this target include:

- The Implementation of Quick smart
- Teachers programs to include the development of automaticity with number facts throughout the various stages.
- Teachers programs to include higher order activities including past NAPLAN questions.
- Information to parents about Mathematics to be sent home.

Our success will be measured by:

- National tests analysis shows improvement in numeracy outcomes for year 3 and 5.
- Pre and Post tests indicate improved results in basic fact knowledge.
- Teachers indicate confidence in implementing activities that require higher order thinking skills and basic fact knowledge.

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.