Messages

Principal’s message

2011 was a busy and productive year at Nabiac Public School. In the academic, cultural and sporting arena we experienced success. Two new intervention programs were introduced in 2011. These were Reading Recovery and Quicksmart. Eight targeted students in Year 1 benefitted from the expert teaching in literacy that Reading Recovery delivers. Twenty four children from Years 4 to 6 benefitted from Quicksmart in Mathematics resulting in improved outcomes and confidence for those children. The creation of the learning centre has allowed Quicksmart and Multilit and other student support programs to occur in a pleasant learning space.

In 2011 the staff continued to work to embed changes in teaching practice into their classrooms. They have revised the teaching of Mathematics to include the development of improved number fact knowledge and developed a balanced approach to the teaching of numeracy. Across the school we have seen a huge improvement in results in number as a result of this change. With the assistance of the Mathematics Consultant we will continue to refine our teaching practice in 2012. The teachers have worked hard to embed the explicit teaching and learning of comprehension skills into Accelerated literacy. The explicit teaching of writing through the development of explicit marking criteria has also resulted in improved outcomes for children. Interactive white boards have become an extremely useful tool in the classroom for teachers and students.

A huge highlight for us in the sporting arena was the success of the girls and boys softball teams. Both teams made it to the quarter final. Although both teams lost against Naranga Public School we were certainly not outclassed. Both teams played with skill heart, courage and determination. It was a very proud day for Nabiac P.S.

It is an ongoing strength of Nabiac Public School that we see so many parents and family members attend major events at the school. We also appreciate the many volunteers who help out in so many ways in the school. The active garden committee, canteen committee, the clothing pool volunteers, volunteers in class and the P and C contribute so much to the learning environment of the school.

I look forward with great enthusiasm to 2012. We will continue to develop our delivery of quality learning programs in an environment that is cherished and nurtured by the teachers, students and parents who work together to ensure the best possible outcomes for students.

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

I would firstly like to thank the outgoing committee for their excellent work and commitment throughout 2011. I know for most of you it has been difficult trying to juggle family, work and still find time to give to the School and also being involved with P&C, so again I thank you. We know all the help was not generated by the committee alone, we also had a great deal of help from some dedicated volunteers. A huge thanks to the parents, grandparents, and community volunteers for their support. The invaluable assistance of the many volunteers who assist with the school canteen, clothing pool, Nabipatch, special days, fundraisers, mother’s day and father’s day stalls, raffles, working bees and help with class reading cannot be understated. We say good bye to Jacqui and Barry Woolnough after 22 years of association with the school and the P&C. Thank you both, you will be greatly missed.

During 2011 the P & C raised funds to support the school in various ways. Money raised went towards; class allocations to buy books, art and craft supplies, games and rewards for each class building of the sandpit on the side oval, two lots of ball toss equipment, book week vouchers, Jump Rope for Heart, the purchase of food and gifts for Mothers’ Day, Fathers’ Day and
Grandparents Day, four large marquees, new soft ball equipment and gear that helped get our softball teams so far in the PSSA and money towards the bus transport to Coffs Harbour, a new fridge and a new freezer for the canteen, Year 6 Farewell, primary dance, the infant’s social and end of year party day, and donations to students representing school at Regional level. In all the P and C donated $11,283 to support the students of Nabiac Public School

Numbers of volunteers in the canteen were still down most of the year. The canteen remained closed on Mondays and looks to remain that way in 2012. The canteen was still able to run four days per week thanks to the dedication of the canteen committee and helpers. Funds raised go a long way towards the P&C being able to purchase and donate items to the school as well as providing a service to our children.

The weather was not very favourable in 2011 for gardening but the helpers did a great job in the Nabipatch. Hopefully 2012 will be drier so classes can enjoy the planting, growing and learning that the garden offers.

Thank you P&C President

Melanie Moore

Student representative’s message

2011 has been a great year. As leaders some of the highlights were attending leadership conferences at Tuncurry and Newcastle, compering the showcase at Stocklands Shopping Centre, running the Anzac Services for the Nabiac community and leading various assemblies at Nabiac P.S. 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 2011

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 has 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

Primary class sizes are included in the annual school report in order to provide parents with as much local information as possible. The following table shows our class sizes as reported at the 2011 Class Size Audit conducted on Monday 21 March 2011.

<table>
<thead>
<tr>
<th>Roll class Year</th>
<th>Total per year</th>
<th>Total in class</th>
</tr>
</thead>
<tbody>
<tr>
<td>K/1E K</td>
<td>13</td>
<td>19</td>
</tr>
<tr>
<td>KM K</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>1/2D 1</td>
<td>10</td>
<td>22</td>
</tr>
<tr>
<td>1/2N 1</td>
<td>10</td>
<td>21</td>
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<tr>
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<tr>
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<td>12</td>
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</tr>
<tr>
<td>1/2N 2</td>
<td>11</td>
<td>21</td>
</tr>
<tr>
<td>2/3DW 2</td>
<td>8</td>
<td>25</td>
</tr>
<tr>
<td>2/3DW 3</td>
<td>17</td>
<td>25</td>
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<tr>
<td>3/AB 3</td>
<td>7</td>
<td>25</td>
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<tr>
<td>3/AB 4</td>
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<td>25</td>
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<tr>
<td>4/5K 4</td>
<td>10</td>
<td>24</td>
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<tr>
<td>4/5K 5</td>
<td>14</td>
<td>24</td>
</tr>
<tr>
<td>5/6A 5</td>
<td>9</td>
<td>27</td>
</tr>
<tr>
<td>5/6G 5</td>
<td>8</td>
<td>27</td>
</tr>
<tr>
<td>5/6A 6</td>
<td>18</td>
<td>27</td>
</tr>
<tr>
<td>5/6G 6</td>
<td>19</td>
<td>27</td>
</tr>
</tbody>
</table>

Total In class: 19
Total per year: 13

Structure of classes

Of our nine classes, eight were composite classes, three of which (K/1E, 4/5K and 2/3 DW) included classes from across stages. Many factors were considered in forming classes. They included the number of students in any given year group, the targets for class size reduction in K-2. Consideration was also given to the social and academic needs of children.

Staff information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies. All teachers meet the requirements for teaching in NSW public schools.

Staff establishment

<table>
<thead>
<tr>
<th></th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>2.0</td>
</tr>
</tbody>
</table>

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

In 2011 there was one staff member that identified as Aboriginal.

Staff retention

During 2011, Mrs Nicoll retired and Miss Brace took maternity leave at the end of term 2. Mrs Arandale returned to part time teaching at the beginning of 2011.

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.

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2011</th>
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<tbody>
<tr>
<td>Income</td>
<td>$</td>
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<tr>
<td>Balance brought forward</td>
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<tr>
<td>Global funds</td>
<td>123930.43</td>
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<tr>
<td>Tied funds</td>
<td>216778.62</td>
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<tr>
<td>School &amp; community sources</td>
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<tr>
<td>Interest</td>
<td>12466.34</td>
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<td>Trust receipts</td>
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<tr>
<td>Canteen</td>
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<tr>
<td>Total income</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
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</tr>
<tr>
<td>Key learning areas</td>
<td>13958.36</td>
</tr>
<tr>
<td>Excursions</td>
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<tr>
<td>Extracurricular dissections</td>
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</tr>
<tr>
<td>Library</td>
<td>2834.91</td>
</tr>
<tr>
<td>Training &amp; development</td>
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</tr>
<tr>
<td>Tied funds</td>
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<tr>
<td>Casual relief teachers</td>
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<tr>
<td>Administration &amp; office</td>
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<tr>
<td>School-operated canteen</td>
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<tr>
<td>Utilities</td>
<td>22344.57</td>
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<tr>
<td>Maintenance</td>
<td>13950.64</td>
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<tr>
<td>Trust accounts</td>
<td>11653.60</td>
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<tr>
<td>Capital programs</td>
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<tr>
<td>Total expenditure</td>
<td>395022.64</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>273462.29</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2011 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 2011

Achievements

Arts

Nabiac Public School has very strong traditions that include performances from classes at Mothers’ Day, Fathers’ Day, Education week and for Presentation Day. The Easter Hat Parade is always a highlight as children parade their various artworks and ingenious egg characters. These are always extremely well received.

The school choir which comprised of students from Year 4 to 6 performed at various occasions including during Education Week at Stocklands Shopping Centre, at BCS Kularoo Aged Care and at Presentation Day.

Sport

This year many students were successful in representing our school at the zone swimming, cross country and athletics carnivals.

The highlight of the 2011 sporting calendar for many students and their families was the performance of the girls and boys softball teams. Both teams made it through to the quarter finals. This resulted in a trip to play the boys and girls teams at Naranga Public School. Unfortunately neither team progressed any further in the competition.

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.

One student represented our school at state level tennis and one student played in the Hunter Girls Soccer team at state level.

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 three. The level of participation of students in this program was very high involving 98% of students.

Other

Several students competed in the Premier’s Spelling Bee. Four students represented our school at the next level of competition. The school again ran the Premiers Reading Challenge. 89% of students completed the challenge. A significant number of children received a gold certificate for completing the challenge four years in a row.
Student participation in the University of New South Wales English, Mathematics, Spelling and Science competition was strong. In English, Nabiac P.S received six credits and one distinction. In mathematics, three students received credits. In spelling four students received credits.

**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 2011 21 students sat the NAPLAN literacy tests.

In reading 33% of students scored in the top 2 bands. There is an over representation of children performing in bands 2 and 3. The school average is greater than the similar schools group in bands 5 and 6 for 2011.

In writing 27% of students scored in the top 2 bands. There is an over representation of students who scored in bands 3 and 4. No students scored in band 1.

In grammar and punctuation 23% of students scored in bands 5 and 6. There is an over representation of students in bands 2 and 3. There were significantly more students in band 6 than in similar school groups for 2011.

In spelling 23% of students scored in the top 2 bands. A greater percentage of children scored in band 1 for spelling than any other area of literacy.
As a group, the boys in Year 3 performed better than the girls.

In data, measurement and space there were 20% of students in bands 5 and 6. In number, patterns and algebra, 25% of students scored in the top 2 bands.

Litersity – NAPLAN Year 5

In 2011 32 students sat the NAPLAN literacy tests. In reading and writing the year 5 students average score was above state average.

In reading 34% scored in the top 2 bands. This is an improvement from 2010 when 12% scored in the top 2 bands.

In writing 25% of students scored in the top 2 bands. This is a huge improvement from 2010 when 9% scored in the top two bands.

Grammar and punctuation also showed growth with 31% of students scoring in the top 2 bands as compared to 2010 with 12%.

25% of students scored in the top 2 bands for spelling as compared to 2010 with 12%.

The schools average from 2008 to 2011 is better in all areas than similar school groups.
In 2011, 33 students sat the NAPLAN Numeracy test. The students as a group performed above the average for the North Coast Region by 19 points. 17% of students scored in the top two bands. This is an improvement of 4% from 2010. 10% of students scored in the top band in 2011.

In data, measurement and space 19.4% scored in the top 2 bands. This is an improvement from 15.1% in 2010.

In number, algebra and patterns, 19.4% scored in the top 2 bands, this is an increase of 10% from 2010.

No students were in the lowest band. No students were below the national minimum standard in 2011.
Progress in literacy

The greatest progress that has been made in literacy is in the area of punctuation and grammar. Between 2009 to 2011 the progress of the students between Years 3 to 5 outperformed the state and similar schools group.

The average growth for reading and spelling is less glowing and has resulted in the school developing strategies to address growth in reading and spelling throughout the school.

Growth of students between Years 5 to 7 was better that state average in all areas of literacy other than spelling.

Progress in numeracy

Average progress in Grammar & Punctuation between Year 3 and 5

Average progress in Spelling between Year 3 and 5

Average progress in Numeracy between Year 3 and 5

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.
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.

In 2011 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. In 2011 there was a cultural awareness excursion for Aboriginal students. Parents of students were invited to attend. As part of this excursion the children produced a power point which they showed to their various classes. Cultural awareness lessons were conducted in the classrooms utilising resources that have been made available through the Worrimi kit.

In 2011 the school received funds through Norta Norta. As a result of this tutors were employed to run Quicksmart with targeted Aboriginal students.

All Aboriginal students have personalised learning plans that were jointly constructed between the school and the parents.

In 2011 a NAIDOC week assembly was held. A local Biripi man spoke at the Assembly. He explained the Aboriginal and Torres Strait Island flags and taught the children a few words from the Guttung language.

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.

In 2011 the focus of the Education Week performance was countries from around the world. Each class presented an item from different countries.

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

National partnership programs

In 2011 Nabiac Public School received the second of four 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.

Teachers continued to develop their skills in the area of accelerated literacy. They particularly focused on smoothly and systematically tying in comprehension skills and strategies as well as the explicit teaching of grammar and punctuation into their accelerated literacy units of work. Teachers are reporting a greater confidence in the strategies and are seeing more complex levels of vocabulary being used by children and deeper understanding of texts being read.

Teachers also continued to develop their use of explicit marking criteria in order to enhance children’s understanding of what is required for quality writing tasks.

In 2011 the school implemented the Quicksmart Mathematics program. This allowed 24 students from Years 4, 5 and 6 to benefit from explicit half
hour teaching sessions from trained School Learning Support Officers. The classroom teachers reported that students involved in Quicksmart developed greater skills in Mathematics in the classroom.

In mathematics teachers began to embed speed number facts into their everyday teaching of mathematics. With the support of the mathematics consultant teachers began to develop the balanced numeracy session. This involved teachers breaking down lessons into components that were very specific and purposeful. The teachers have reported that their lessons have become very directed with many aspects of lower and higher order skills being covered.

Teachers 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.

The role of the curriculum mentor in the school supported these main strategies in the school.

Antibullying

In 2011 the antibullying plan was developed. This involved the formation of a team which reviewed current practices and procedures, conducted a bullying audit and made recommendations. The bullying audit coincided with peer support which focused on antibullying strategies in term 3.

The recommendations included conducting regular audits, education about bullying and developing a pamphlet for parents about antibullying. It was also agreed that antibullying would be reported on through the Annual School Report.

As part of the antibullying program the Police Liaison Officer presented a session on cyberbullying and responsible internet behavior to students in Years 5 and 6. He also ran a parent information session which was very much appreciated and well attended.

Progress on 2011 targets

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.

Outcome1: Explicit and systematic teaching of writing.

Our achievements include:

- A punctuation and grammar scope and sequence was used to inform teaching. Teachers worked collaboratively in stages to incorporate explicit lessons in punctuation and grammar in class programs. Questions from the top two bands in NAPLAN were included in class programs (Year 1-6).
- The quality teaching elements of metalanguage, explicit criteria and higher order thinking were incorporated into writing programs.
- Professional learning in accelerated literacy was continued. Teachers participated in regional professional learning to improve their knowledge and understanding of accelerated literacy strategies and shared this knowledge at school-based professional development sessions.
- Accelerated literacy was developed using factual text types. School-based marking criteria for persuasive writing, recounts, and information reports were developed.
- Professional learning in NAPLAN writing marking was conducted. Teachers used consistent teacher judgement and explicit criteria to assess student writing samples.
- The curriculum mentor supported target strategies and quality teaching.
- A flexible scope and sequence for different text types was developed and implemented.
Outcome 2: Students demonstrated improved writing skills.

Our achievements include:

- Students were engaged in explicit lessons to improve grammar and punctuation skills. Students used higher order thinking to engage in lessons using top band questions.
- Students were provided with quality examples and explicit criteria for persuasive writing.
- All students participated in the Premier’s Spelling Bee, with four students representing Nabiac Public School at the regional finals.
- Students showcased their published writing to an audience of teachers, students and parents at the Literacy Café in National Literacy Week. Students were engaged in writing for a purpose and audience.
- Student writing was published in school books to be kept in the library for students to read.
- External, school-based pre and post tests and class assessments were used to evaluate writing progress.

School based assessment results were as follows:

- Stage 1 - the area which was most improved was cohesion (34%), followed by spelling (16%), sentence structure (15%), audience (15%) and ideas (15%).
- Stage 2 - the area which was most improved was cohesion (53%) followed by sentence structure (39%), audience (32% and persuasive devices (31%).
- Stage 3 - the areas which were most improved were cohesion (37%) and sentence structure (37%) followed by audience (29%).

Percentage of students showing growth in writing overall:

- 94% of all students Year 1-6 showed growth in writing overall.
- 92% of Stage 1 students showed growth in writing overall.
- 96% of Stage 2 students showed growth in writing overall.
- 95% of Stage 3 students showed growth in writing overall.

Target 2

To increase Year 5 NAPLAN reading in the top two bands from 12% to 22% in 2011, by improving student performance in reading comprehension.

Outcome 1: Comprehension skills taught explicitly and systematically K-6.

Our achievements include:

- The two-year K-6 scope and sequence for the teaching of the 12 comprehension skills was used to inform teaching and is evident in classroom teaching programs.
- Teachers worked collaboratively in stages to incorporate comprehension skills and explicit lessons on each skill as part of their accelerated literacy units of work as well as using extra activities to reinforce each skill.
- Teachers developed weekly modelled and guided lessons on comprehension skills incorporating quality teaching elements where possible. Quality teaching elements are evident in class reading programs.
- A variety of written and visual texts are used in planning programs.
- Curriculum mentor supported target strategies and quality teaching by gathering and utilising stage appropriate reading resources including NAPLAN type questions to be used within the classroom.
- A focus on automatic recall of sight words in grades K-4 was implemented. Students worked with a buddy to regularly practise sight words to develop their automaticity.

Outcome 2: Students demonstrate improved comprehension skills and strategies

Our achievements include:

- 82% of students showed overall improvement in comprehension, which
showed an improvement of 12% since 2010.
- 7% of students scored less marks than in the pre-test, as compared to 16% of students in 2010.
- 38% of students doubled or more than doubled their original score, which showed an improvement of 9% since 2010.

**Outcome 3: Parents support students' reading.**

- Home reading continued to be a focus in homework activities for K-2 with the use of a home-reading journal and merit system included in the journal.
- Many parents attended and supported both the Book Character Parade and Book Fair this year purchasing quality literature for their children.
- Parents were involved in the target evaluation and planning process by providing feedback about school programs through surveys and interviews.

**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.**

**Outcome 1: Problem-solving taught explicitly and systemically K-6**

- Our achievements include: All teachers worked collaboratively in stages to incorporate the specific problem solving skills into class programs, mainly in terms 3 and 4.
- Teachers developed a variety of problem-solving activities across all strands of maths. They include NAPLAN past questions, computer activities, open-ended questions, multiple step problems created using Smartboard Notebook.
- Overall 98% of students demonstrated an average improvement of 35% in their problem-solving skills in school based assessments. (Average mark is 54% improved from 16%)
- Students improved identifying key words by over 40%. (Average mark is 70% improved from 27%)
- Students improved identifying the correct operation by over 40%. (Average mark is 68% improved from 28%)
- Students improved their working out by over 30%. (Average mark is 46% improved from 13%)
- Students improved finding the solution by 30%. (Average mark is 40% improved from 10%)
- While results showed continued improvement over the past year, the average score is still only 54% (up from 48% in 2010). Therefore, a continued focus in 2012 is recommended as part of a balanced numeracy session.

**Outcome 2: Automaticity developed in basic number facts K-6.**

**Our achievements include:**

- Teachers and teachers aides developed the knowledge and understanding necessary to implement the Quicksmart program, which had 24 participates from Yrs 4, 5 and 6.
- Quicksmart trained teachers conducted professional learning exchanges with all staff in the Quicksmart strategies.
- Teachers programs included strategies to develop students’ automaticity with number facts.
- Weekly homework activities included practice of basic number facts.
- Overall 98% of students demonstrated an average improvement of 42% in their recall of basic number facts. (Average no. of facts/minute improved from 12 to 17)
- Students improved their recall of addition facts from 18 to 25 facts (an improvement of 25%)
- Students improved their recall of subtraction facts from 14 to 19 facts (an improvement of 36%)
- Students improved their recall of multiplication facts from 4 to 12 facts (an improvement of 33%)
- Students improved their recall of division facts from 6 to 11 facts (an improvement of 83%).
While most students have shown improvement this year, the average number of basic number facts that they can recall in one minute is only 17, which is well outside levels of automaticity.

Therefore, a continued focus in 2012 is recommended.

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 2011 our school carried out evaluations of school culture and literacy and numeracy.

Educational and management practice
In 2011 the school community was surveyed about school culture.

Background
Surveys were conducted with parents, students and staff about school culture. As part of the mathematics and literacy evaluation interviews some information about school culture was also gleaned.

Findings and conclusions
Twenty one surveys were returned which represents 17% of families. Surveys conducted with parents indicated that 86% of parents felt that the school knows its students and the community it serves. 91% of surveys indicated that school leaders have a positive influence on the school culture. 95% of parents were proud of their child’s school, the school rewards and praises children and the school appreciates having their child as a student. The question that scored the least was the question about parents supporting what happens at school. 28% of surveys responded as sometimes, 72% responded as always or usually.

Students were also surveyed. Most students (90%) were proud of their school. 97% of students responded that students were the school’s main concern, and that the school encourages everyone to do their best. 100% of students indicated that the school makes changes when necessary.

Staff surveys indicated that the staff understand and respond to the context of the community either usually or almost always. 100% of teachers indicate that the school encourages children to do their best. They also feel that a strong culture of continual learning exists.

Future directions
The surveys and interviews with parents indicated a desire for parents to be more informed about current teaching practice at school. As a response to this desire in 2012 a school promotions team will be formed to promote and inform parents through information sessions and the school website.

Curriculum
Nabiac Public School receives LOW SES funding. Part of this involves a detailed evaluation process that evaluates progress made in literacy and numeracy.

Background
The target teams evaluate school, national testing and survey data to determine the progress of students and the success of strategies implemented in literacy and numeracy.

Literacy
In literacy in 2011 teachers continued to implement accelerated literacy strategies in classrooms and embedded the specific teaching of comprehension strategies into their lessons. They also used marking criteria in writing to guide and inform the specific teaching of writing skills.

Findings and conclusions
All teachers are implementing accelerated literacy units within the classroom and as evident in school based surveys 100% are at or above the "know how" level on the Langford matrix. As evident in school based data, 84% of students believed that their writing has improved and 78% believed their reading had improved.

Teachers indicated through interviews that they are more confident about using the writing criteria matrix and realize the significance its use has in improving student outcomes. Teachers report a growth in student vocabulary as a result of accelerated literacy techniques and a deeper knowledge of texts. Teachers also report that
they are more confident in implementing accelerated literacy techniques and that their teaching of comprehension strategies was embedded into accelerated literacy units. The improved school based testing supported the fact that children are comprehending texts better than in 2010.

Surveys conducted with parents indicated that parents were not familiar with the current practices of accelerated literacy.

**Future directions**

The future direction of these key areas of accelerated literacy and the specific teaching of comprehension skills is to continue into 2012. The development of writing criteria is also to continue.

There is a need to inform parents about the key strategies. This will be done through the website and parent information sessions.

The specific teaching of reading is to be developed further. In 2012 the specific teaching of some reading recovery strategies will be communicated to staff and school learning support officers so that the growth of reading skills improves throughout the school.

**Numeracy**

**Finding and Conclusions**

In 2011 the main emphasis in the teaching of numeracy was the focus on the development of automaticity, the development of the balanced numeracy session and the specific teaching of problem solving skills.

School evaluation data shows that the development of automaticity is improving throughout the school. Teachers are working on this in at least 80% of their Mathematics lessons. Teachers are also reporting that they are improving their understanding and delivery of the balanced numeracy session. 95% of students surveyed indicated that they have improved in mathematics this year. 89% believe that their recall of facts is at least average with 40% believing their recall is better than average.

Parent surveys indicated that 100% of parents think that their child’s recall of basic number facts is improving and that they are learning these through practice at home and school, Quicksmart, charts and through tutoring. All parents state that their child enjoys maths activities and 86% believe that their child is well supported by the school’s numeracy programs and that they have noticed improvement this year.

**Future directions**

Through evaluation data some recommendations are evident in numeracy. There needs to be a continued emphasis on automatic recall and the development of counting practice at the start of each lesson. There will be a specific timetable developed to ensure that the teaching of number is at least 3 out of 5 lessons each week. There needs to be more attempts to communicate the teaching of mathematics so parents understand the current practices. Continued development of the balanced numeracy session with a focus on learning about the mathematics continuum needs to occur with teachers. Teachers also indicate the need to continue to develop ways to differentiate the learning.

**Parent, student, and teacher satisfaction**

In 2011 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

The school community is very satisfied with Nabiac Public School. Staff, students and parents indicated through surveys and interviews that the school encourages children to do their best and the school recognises and celebrates success. Teachers value the professional learning that they undertake to inform and improve their classroom practice. Parents have indicated that students are the school’s main concern and they are proud that their children attend Nabiac Public School.

**Professional learning**

In 2011 staff engaged in ongoing professional learning which included embedding the teaching of comprehension into accelerated literacy. Teachers worked together in extra release time to plan and implement these strategies.

Teachers also spent quality professional learning time working with the mathematics consultant in developing their understanding and practice of the balanced numeracy session. This involved
teachers also developing lesson study techniques so they can develop, observe and reflect about specific lessons. Teachers found this extremely powerful.

The school administration manager attended various workshops that included other administration managers.

The assistant principals attended collegial leadership network meetings which focused on educational leadership practices. This was also seen as extremely valuable.

Two staff attended the quality teaching conference.

All staff participated in staff development days.

Training was undertaken by all staff in CPR and emergency care.

School planning 2012—2014

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

School priority 1

Outcome for 2012–2014

Improve literacy skills of all students with a focus on writing in Years K-6.

2012 Targets to achieve this outcome include:

- Increase the average percentage (2010-2011) of Year 3 students in Proficient Bands (5,6) in writing from 28% in 2011 to 30% in 2012
- Increase the average percentage (2009-2011) of Year 5 students in Proficient Bands in writing from 13% to 17% 2012.

Strategies to achieve these targets include:

- Engagement of regional support to assist in the professional learning of staff in;
  - Literacy Continuum
  - Best Start
  - Spelling
  - Accelerated literacy

- Curriculum mentor will support the implementation of literacy continuum in consultation with regional support.
- Stage team collaborative planning days to support professional learning which will include the lesson study model, the literacy continuum.
- Spelling and continuing development of accelerated literacy, consistency of teacher judgement.
- Consolidation of the use of marking criteria of writing samples to assess students and inform teaching.

School priority 2

Outcome for 2012–2014

Improve literacy skills of all students with a focus on reading in Years K-6

2012 Targets to achieve this outcome include:

- Increase the average (2010, 2011) percentage of Year 3 in Proficient Bands (bands 5,6) in reading from 30% in 2011 to 34% 2012.
- Increase the percentage of Year 5 achieving the expected growth in reading from 51% in 2011 to 55% 2012.

Strategies to achieve these targets include:

- Best start practices will be implemented with K-2 teachers.
- Professional learning about the literacy continuum will be implemented with a focus on reading and comprehension.
- School learning support officers will be trained to support teachers in classes with guided reading.
- Comprehension strategies will continue to be systematically taught.

School priority 3

Outcome for 2012-2014

Improve numeracy skills of all students with a focus on number in Years K-6.

2012 Targets to achieve this outcome include:
• Increase the average percentage (2009-2011) of Year 7 students in Proficient Bands (bands 9,10) in numeracy from 28% in 2011 to 30% in 2012.
• Increase the percentage of Year 5 achieving the expected growth in numeracy from 48% in 2011 to 52% in 2012.

Strategies to achieve these targets include:
• Professional learning that is supported by regional staff and a school numeracy leader that focuses on the development of the balanced numeracy session and the numeracy continuum.
• Timetabled numeracy sessions and a review of the Mathematics scope and sequence to support the numeracy session.
• Stage team collaboration that supports the lesson study model.
• Continue professional learning through the collegial leadership networks that will focus on quality feedback for staff and students.
• Numeracy Leader and SLSOs to provide intensive number focus group sessions, programs to develop automaticity (including the QuickSmart intervention program), in-class support and team teaching.
• Target groups analyse data (including NAPLAN and school based assessments) to inform planning for teaching and learning.
• Higher performing students (top 25%) will be identified and provided with enrichment activities to develop deeper knowledge and understanding of concept.

School priority 4

Outcome for 2012-14

Improved engagement in learning for Aboriginal students.

Targets to achieve this outcome include:
• Increase percentage of Aboriginal students achieving expected growth in literacy and numeracy by 2014.

• The average attendance rate for ATSI is equal to or better than the North Coast region attendance rates for all students by 2014.

Strategies to achieve these targets include:
• The development of PLPs for all Aboriginal students with reference to aspirations, literacy and numeracy.
• With the Great Lakes Learning Community develop a bank of leaders/mentors/ role models to help develop aspirations with Aboriginal students.
• Engagement of a teacher to connect with and mentor Aboriginal students.
• Build cultural awareness with students and staff
• Engagement and self regulation of students will be tracked.

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: