Message

Principal’s message

2012 has had many highlights. In the academic, sporting and cultural arena our students continued to demonstrate that they are students who attend “the best little school...anywhere.” In May students in Year 3 and 5 sat for National testing. We use NAPLAN results and school based data to inform us about the teaching and learning in our classrooms. This year’s results indicate that we are making a positive difference to the quality of teaching and learning in classrooms. Some of the significant results were as follows. Growth in Year 5 reading and numeracy results were above state and North Coast averages. The growth for Year 7 in reading and numeracy were well above state and North Coast averages with 81% of students equaling or exceeding expected growth in reading and 77% equaling or exceeding expected growth in numeracy. Trends in national and school based assessment demonstrate that the intensive focus that we have had on the teaching of literacy and numeracy with the support of LOW SES funding has led to significant gains in student performance.

There was strong participation and support for the University of NSW competitions. Of these students five received credits in spelling, three students received distinctions in English, in science and mathematics there was one credit and one distinction. This year in public speaking four students represented our school. One student was the outright winner in her section in the district.

In the cultural field all our students shone in the education week performance of “That’s Gold” where we celebrated the tradition of the Olympics in song, dance and drama. Students also represented the school at Shine On in the choir and one class performed an individual item.

In the sporting arena Nabiac P.S students always do their best to progress to higher levels of PSSA representation. In particular the boys’ softball team made it to the quarter finals again but progressed no further against Neranga P.S. One student captained the NSW team to victory in Tennis at the national championships in Perth. One student competed at state athletics in shot put, another student was selected to represent our school in the Hunter team in softball.

2012 was the third year of funding support through LOW SES. The staff worked hard to embed professional learning about the quality teaching of literacy and mathematics into classrooms. An assistant principal was released to be a leader of professional learning to assist with this task. She worked with regional personnel and staff teams and students to provide extra support for professional learning. This support has been used strategically to support staff and students in teaching and learning. In 2012 we began to support more strategically all children in guided reading groups. Twice each week children have worked with an adult on fluency and comprehension. The kick start groups have run systematically with the support of trained school learning support officers. We have continued to work consistently to improve teaching and learning in numeracy. This has resulted in the total transformation in the way mathematics is delivered at Nabiac P.S. The lessons are very structured. They support and challenge all students. School learning support officers have worked with teachers to help with parts of the balanced numeracy sessions in classes. 24 more children graduated from Quicksmart which is contributing greatly to these children’s results and indeed to mathematics in general at our school. Children, teachers and parents report greater satisfaction in results and understanding in mathematics.

In order to inform and involve parents in the journey, parent information and open days were held. These were highly appreciated by the parents and community members who could attend.

I look forward to continuing to work with the staff and the community in 2013.

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
P & C message

The P&C has been involved in fundraising throughout this year 2012, raising money through the generosity of children, families and the community. Money that goes into purchasing items or going towards programs or events that benefit the children of this school.

In 2012 the P&C donated money towards many programs that operate in the school. Money was used to support the numeracy program, mothers’ day and fathers’ day, book week, grandparents’ day, the end of year picnic and the year 6 farewell. The P&C also supported a state sports representative and supplied fuel to run a bus to Coffs Harbour for the softball team. In total $5735 was spent on supporting the school and its activities.

The P&C have donated money towards the purchase of new desks and chairs for the Year 6 class, these will arrive in 2013.

At this stage the P&C have been looking at funding larger projects, keeping this in mind spending this year has been less than previous years.

This being my last year as P&C President, I would like thank all the wonderful people who have helped me over the last few years while I have held this position. I have been fortunate to be able to work with some great P&C Committees. Many times I have had to ask a member to step up and fill in for me when I have been able to attend events due to work commitments. I thank you all so very much. There have been a few parent helpers that have also done a tremendous job helping out over these last few years. They have stepped up and offered help when no one else was available. To these parents I thank you for your support.

There has been many parents, grandparents, staff, students and community members that have helped with P&C fundraising, events and canteen over the last 16 years that I have been associated with Nabiac P.S. Without these people the school would not have the equipment and resources they have today. To those people I say a huge thanks. The enthusiasm the help and the happiness that went along with fundraising and many other events at this school made it a pleasure to be a volunteer.

Over the years it has been a privilege spending time volunteering in different P&C and canteen positions and working alongside all of you.

To the new P&C committee I congratulate you on your new positions and roles and wish you all the best for 2013.

To any new parents I ask you to get involved with the school and your children, I know any little bit of help is greatly appreciated so I encourage any parent to give it a go, no matter how small a part you may be able play in your child’s schooling, I’m sure you will find it rewarding.

There are also other families finishing this year 2012 at Nabiac, as well as my family and I wish those families all the best in the future.

To all who pass through her gates, the future of Nabiac Public School is in your hands.

Remember, many hands make light work and many hands joined together make for a strong link.

Melanie Moore P & C President

Student representative’s message

2012 has been a great year. We have been privileged to represent Nabiac Public School as captains. We have performed many duties and learned a lot. We enjoyed running assemblies and ceremonies, especially the Anzac Ceremony for the town of Nabiac at the park and presentation day. We wish the future leaders all the best and hope they have as much fun as we did. Thank you for allowing us to be the leaders of the “best little school anywhere.”

The captains of Nabiac P.S

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

<table>
<thead>
<tr>
<th>Gender</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>132</td>
<td>126</td>
</tr>
<tr>
<td>Female</td>
<td>110</td>
<td>109</td>
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Student attendance profile

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<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
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<tbody>
<tr>
<td>K</td>
<td>94.0</td>
<td>94.1</td>
<td>93.3</td>
<td>93.5</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>92.7</td>
<td>95.4</td>
<td>92.5</td>
<td>91.4</td>
<td></td>
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<tr>
<td>2</td>
<td>92.0</td>
<td>90.8</td>
<td>93.7</td>
<td>92.5</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>94.5</td>
<td>94.4</td>
<td>92.0</td>
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<tr>
<td>4</td>
<td>92.8</td>
<td>93.9</td>
<td>93.7</td>
<td>91.8</td>
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</tr>
<tr>
<td>5</td>
<td>94.2</td>
<td>93.1</td>
<td>93.5</td>
<td>92.8</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>92.5</td>
<td>94.7</td>
<td>93.4</td>
<td>93.1</td>
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<tr>
<td>Total</td>
<td>94.2</td>
<td>93.3</td>
<td>93.8</td>
<td>93.2</td>
<td>92.6</td>
</tr>
</tbody>
</table>

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.

Staff information

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

Staff establishment

<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>2</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>6</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
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</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
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</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.4</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td></td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>2.022</td>
</tr>
<tr>
<td>Total</td>
<td>12.773</td>
</tr>
</tbody>
</table>

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

In 2012 there was one teacher who identifies as Aboriginal.

Staff retention

In 2012 there were no new appointments or retirements.

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>
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<tr>
<td>Postgraduate</td>
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</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>
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</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>273462.29</td>
</tr>
<tr>
<td>Global funds</td>
<td>123817.37</td>
</tr>
<tr>
<td>Tied funds</td>
<td>159468.82</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>81851.83</td>
</tr>
<tr>
<td>Interest</td>
<td>11018.58</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>12449.46</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>662068.35</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>6652.53</td>
</tr>
<tr>
<td>Excursions</td>
<td>39089.44</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>20666.28</td>
</tr>
<tr>
<td>Library</td>
<td>3212.62</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>1823.40</td>
</tr>
<tr>
<td>Tied funds</td>
<td>211314.52</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>33219.40</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>30915.10</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
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<tr>
<td>Utilities</td>
<td>25965.46</td>
</tr>
<tr>
<td>Maintenance</td>
<td>19708.71</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>12477.10</td>
</tr>
<tr>
<td>Capital programs</td>
<td>16871.91</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>421916.47</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>240151.88</td>
</tr>
</tbody>
</table>
A full copy of the school’s 2012 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

**School performance 2012**

**Achievements**

**Arts**

Nabiac Public School maintains 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.

In 2012 the whole school was involved in a musical production honouring the 2012 Olympic Games called “That’s Gold”. All students participated in this ingeniously crafted performance of music, dance and drama. One item was again performed at Shine On which was a combined event that showcases talent from across the Great Lakes Learning Community. The 1/2D class performed the song “Sailing” as a signing choir in Forster.

The school choir which comprised of students from Year 4 to 6 also performed at Shine On and at various assemblies and events.

All students have the opportunity to perform at regular school assemblies.

**Sport**

In 2012 many students were successful in representing our school at the zone swimming, cross country and athletics carnivals. One student competed at State level in Shot Put. Nathan Monk captained the NSW team to victory at national level in tennis at the Bruce Cup which was held in Perth and was recognised for his talent and sportsmanship through the receipt of a regional sports award.

The boys softball competed at the quarter finals of the PSSA competition against Neranga P.S. they progressed no further.

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 soccer gala day. Strong community support was evident through the provision of coaches, transport and spectator support.

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 Nabiac P.S at the next level of competition. The school again ran the Premier’s 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.

**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)

**Reading – NAPLAN Year 3**

![Percentage in bands: Year 3 Reading](chart.png)
In 2012, 27 students sat the NAPLAN literacy tests.

Of these students 44% scored in the top 2 bands which compares favourably with the similar schools group in which 35% scored in the top 2 bands. The Year 3 students were also very close to the state with 46.8% scoring in the top 2 bands.

In writing no students scored in the bottom 2 bands in Year 3. 37% of students scored in the top 2 bands. This was within 3% of similar schools.

In 2012, 27 students sat for the Year 3 numeracy tests. Of these students 27% scored in the top 2 bands which is more than the similar schools group of (24.9%).

In writing no students scored in the bottom 2 bands in Year 3. 37% of students scored in the top 2 bands. This was within 3% of similar schools.
In 2012, 28 students sat for the Year 5 literacy NAPLAN tests.

In reading 19% of students scored in the top 2 bands as compared to 22% in the similar schools group.

In writing 8% scored in the top two bands as compared to 10% in the similar schools group.

**Numeracy – NAPLAN Year 5**

In 2012, 28 students sat the NAPLAN test in numeracy.

8% of students scored in the top two bands for numeracy which is below that of similar schools groups. The band with the most number of students was band 6 with 38%. This compares favourably to 2011’s results where 42% of students scored in bands 5.

**Progress in literacy**
Over the last three years, children from Year 3 to 5 have made significant progress in literacy and numeracy.

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

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

**Significant programs and initiatives**

**Aboriginal education**

Aboriginal education is an integral part of the key learning area of human society and its environment program across all stages. In 2012 Nabiac P.S received funding from the Schools in Partnership Program as part of a larger project involving the Great Lakes Learning Community. This project was 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 school curriculum. A teacher was employed to provide support for the development of the PLPs and to assist with data collection. All Aboriginal students and their families were involved in developing their PLPs.

During Naidoc week the Aboriginal students at Nabiac P.S designed and ran the celebratory assembly. They invited a local Worrimi man to attend the assembly and interviewed him about his life, work and culture. The students participated in a wide range of art activities to celebrate Naidoc Week.

In 2012 a Dare to Lead snapshot was undertaken as part of the Schools In Partnership project. This involved all stakeholders attending interviews with the Dare To Lead team. The Dare to Lead team found that there is a growing awareness of aboriginal culture at Nabiac P.S and a belief that the work being done by the school is supporting the school community. Their recommendation included the establishment of an Aboriginal Education Team which is planned for in 2013.

The final staff development day of the year was spent doing a cultural awareness walk with a Worrimi Man at Red Head. The day was well attended by staff and extremely well received.

**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 and program for each stage. Through human society and its environment there are many units of work that aim towards understanding and appreciating cultural diversity. In 2012 children from Years 3 and 4 were involved in an excursion to Sydney which involved expanding the children’s knowledge of people and their beliefs by visiting a mosque, synagogue and St Mary’s cathedral.

**National partnership programs**

In 2012 Nabiac P.S received the third round of funding through LOW SES.

The staff continued their intensive levels of professional development which were aimed at improving teacher quality. This professional learning was supported by the allocation of a leader of professional learning and consultancy support. Staff continued to develop their skills in the delivery of high quality literacy lessons that were supported by Accelerated literacy techniques and new learning about the literacy continuum. The delivery of balanced numeracy sessions was also enhanced with new learning about the numeracy continuum.

In 2012, 24 more students enjoyed the benefits of the Quicksmart program which continues to
work brilliantly in supporting students in Year 4 to 6 in mathematics.

In 2012, school learning support officers were trained in the delivery of high quality reading group sessions to support the implementation of structured reading in the school K-6. They were also trained to support group work in numeracy.

Other programs

Antibullying

In 2012 the antibullying plan was implemented with children undergoing the specific teaching of skills to recognise bullying behaviour and to prevent it. They were also systematically taught about how to report bullying behaviour. Regular audits were conducted and followed up. The incidence of bullying behaviour was found to be very low. Children who ran peer support in 2012 were trained to deliver lessons about antibullying.

Nabi-Patch

The Nabi-Patch is a garden that is worked by children, staff and volunteers. Each week the children are timetabled to tend the garden. The scraps from the morning crunch and sip program are deposited in compost bins to assist with the health of the garden.

2012 was a very hard year weather-wise in the Nabi-Patch garden. Heavy periods of either heat followed by rain made it hard for our crops with only the hardy shrubs and trees surviving. The 2011 mammoth potato crop still keeps providing us with random findings upon turning over the beds.

Special visitors included Helen Smith from the Nabiac Farmers Market who spent the afternoon listening to what the children love about their garden and she kindly donated $200 to commence the “sensory garden” project which is still ongoing.

Various donations have assisted the garden committee to purchase much wanted gardening utensils and seedlings. We look forward to bumper crops and a year of fun in the garden in 2013.

Orla Murtagh – Garden Committee

Progress on 2012 targets

Target 1-Writing

To increase the average percentage of Year 3 students in proficient bands (5,6) to 28% (2011) to 38% in 2014 (2012-30%, 2013-35%).

To increase the average percentage of Year 5 students in proficient bands from 13% (2011) to 22% in 2014 (2012-17%, 2013-20%).

To increase the percentage of Aboriginal students in the top 3 bands to 100% by 2014.

Our achievements include:

- The target was exceeded in writing with 32.6% of Year 3 students achieving bands 5 or 6.
- The average over the last 3 years for Year 5 students was 12.1%.
- The average percentage of Aboriginal students in the top 3 bands in writing increased from 25% in 2011 to 67% in 2012.
- Surveys about professional learning showed that increased teacher and leader quality through release enabled executive and teachers to collaboratively plan and evaluate high quality lessons in writing.
- Professional learning focusing on quality feedback about the continuums, teaching, learning and assessment strategies provided teachers with the tools to create quality learning programs.
- Teachers incorporate the quality teaching elements of explicit criteria, self-regulation and student self-direction to provide students with quality feedback.
- Teachers used writing marking criteria to assess students, provide feedback and inform teaching.
- The literacy café was well supported by parents who listened to children read their published writing creating an audience for the children to write for.
Target 2 - Reading

To increase the average percentage of Year 3 students in proficient bands (5, 6) from 30% in 2011 to 42% in 2014 (2012-34%, 2013-38%).

To increase the percentage of Year 5 students achieving expected growth from 51% in 2011 to 65% in 2014 (2012-55%, 2013-60%).

Increase the percentage of Aboriginal students achieving expected growth in 2014.

Our achievements include:

- The target was exceeded in reading with 39% of Year 3 students achieving bands 5 or 6.
- Year 5 students were just below the target of 55% in 2012, with 54.2%.
- The percentage of Aboriginal students achieving or exceeding expected growth in reading increased from 42% in 2011 to 83% in 2012.
- The introduction of kick start (small group reading with a trained adult) allowed for intensive focus sessions and in-class support for Kindergarten to Year 6.
- Professional learning focused on the knowledge and understanding of the literacy continuum with a focus on reading and comprehension.
- Teachers worked collaboratively in stage teams to program comprehension skills into accelerated literacy texts.

Our achievements include:

- The target was exceeded in numeracy with 21% of Year 7 students achieving bands 8 or 9.
- In 2012, 58% of Year 5 students achieved greater than or equal to the expected growth in numeracy which exceeded our target.
- The percentage of Aboriginal students achieving or exceeding expected growth in numeracy increased from 42% in 2011 to 67% in 2012.
- Mathematics lessons reflected the balanced numeracy session model in all classrooms Kindergarten to Year 6.
- Increased stage meeting time allowed for professional learning, collaborative planning and programming, lesson studies and consistent teacher judgment about assessment strategies.
- School learning support officers assisted the implementation of small group lessons in numeracy.
- The Quicksmart intervention program supported 24 students.

School evaluation

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation of literacy and numeracy.

Literacy and Numeracy

Background

In 2012 as a part of our commitment to the third year of funding through LOW SES an evaluation of the school plan took place to provide information about the success of our targets.

Methodology

Interviews were conducted with members of the school community including the following:

- Staff;
- Parents and family members;

Surveys were conducted with members of staff, parents and students;
Analysis of student achievement data including detailed NAPLAN analysis using SMART data and school based assessments.

Findings and conclusions.

Literacy

NAPLAN data and school based data indicated that the strategies of accelerated literacy, kick start, the specific teaching of comprehension skills in accelerated literacy, and the use and understanding of explicit writing criteria are impacting in a positive way in terms of student outcomes.

Surveys from students supported the above statement with 85% of students surveyed saying kick start has helped them with their reading.

86% of students have seen an improvement with their reading and writing skills.

Interview results indicated very strong support for the literacy programs operating at the school with parents reporting that they are noticing improvements in skill and attitude from their children.

Surveys and interviews with teaching staff indicate an increased level of understanding of the teaching and learning cycle of accelerated literacy.

Teachers have an increased understanding of the literacy continuum from the beginning of 2012 and further professional learning will be provided in 2013.

All data indicated that the major strategies being implemented in literacy are having positive outcomes for student learning and increased teacher quality.

Numeracy

NAPLAN data and school based data indicated that the strategies of the balanced numeracy session, Quicksmart, problem solving and the development of automaticity in number facts are impacting in a positive way in terms of student outcomes.

91% of students surveyed indicate that their recall of basic number facts is at least good, if not excellent or outstanding. 77% of students say that the balanced numeracy session helps them develop an understanding of new concepts. 80% of students surveyed found problem solving manageable, if not easy.

Parent surveys indicate that parents had a positive opinion of the numeracy programs offered at Nabiac P.S. and that they understood the richness of the balanced numeracy session. They were very positive about the benefits of Quicksmart. Many parents commented on increased levels of confidence in their children after being in Quicksmart.

All teachers have implemented the balanced numeracy sessions. Their surveys and interviews indicated that they are developing their knowledge and use of the numeracy continuum.

Future directions

Literacy

Continued refinement of the teaching of literacy will include the embedding of accelerated literacy practices into classroom programs supported by new learning about the super six comprehension strategies. The further development of guided reading as an embedded practice in all classrooms in a sustainable way will also continue.

The school will continue to develop workshops for parents to gain an understanding of current teaching and learning practices in literacy.

Further professional learning about the literacy continuum needs to take place with consultant support.

Numeracy

The balanced numeracy session with its emphasis on counting practices, problem solving, differentiated learning and the development of the language of mathematics needs to continue.

Professional learning about the continuum and quality assessment practices will continue into 2013.

Parent workshops to inform parents about the balanced numeracy session will take place in 2013.

Parent, student, and teacher satisfaction

In 2012 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

Parents have indicated that they appreciate Nabiac P.S. has dedicated staff that are trained to
deliver high quality literacy and numeracy lessons and programs. Parents have also said that the teaching of numeracy has benefited their children and that they are impressed with the time and effort the school has dedicated to improving the schools literacy and numeracy performance.

Students have indicated that they find literacy and numeracy lessons fun and enjoyable and that they have more confidence in their skills as a result of changes to teaching practice in literacy and numeracy.

Teachers have indicated that their professional learning about the continuums has enabled them to track and monitor students more effectively and help assess students with more confidence. They feel well supported in developing new knowledge.

Teachers are very positive about the directions of the school and feel well supported.

**Professional learning**

In 2012 professional learning focused on the school’s main priorities of accelerated literacy, quality writing, the literacy and numeracy continuums and the balanced numeracy session.

Teachers met regularly as stage teams to work together to plan, deliver and evaluate quality lessons in literacy and numeracy. They also worked with the literacy and numeracy consultants to develop a deeper understanding of aspects of the continuums. Teachers felt more confident in their understanding and ability to use the literacy and numeracy continuums. They also feel that they have embedded accelerated literacy strategies into their teaching of literacy and that they confidently use the balanced numeracy model to deliver a deep understanding of number concepts.

School learning and support officers were trained to deliver support for small group reading sessions and support for small group Mathematics lessons.

**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**

To improve student outcomes in writing.

**2013 Targets to achieve this outcome include:**

- Increase the average percentage of Year 3 students in proficient bands (5,6) from 28% in 2011 to 38% in 2014. (35% in 2103)
- Increase the average percentage of Year 5 students in proficient bands from 13% to 22% in 2014. (2013 in 20%)
- Increase the average percentage of Aboriginal student from the lower 3 bands to the top 3 bands in 2014.

**Strategies to achieve these targets include:**

- The school literacy leader will deliver whole school professional learning with a focus on coaching, mentoring and developing professional learning plans with a focus on the knowledge and understanding of the literacy continuum. Teachers will incorporate the quality teaching elements of explicit criteria, self-regulation and student self-direction to provide students with quality feedback.
- Increased stage meeting time to allow for professional development, collaborative planning, and programming, quality feedback, lesson study, consistent teacher judgement, support and sharing of resources.
- The executive will collaboratively plan the supervision of stage teams to support the development of professional learning and the development of quality feedback about the literacy continuum, teaching and learning.
School priority 2

Outcome for 2012–2014

To improve student outcomes in reading

2013 Targets to achieve this outcome include:

• Increase the average percentage of students in proficient bands from 30% to 42% in 2014 (38% in 2013)
• Increase the percentage of Year 5 students achieving expected growth from 51% to 65% in 2014. (2013-60%)
• Increase the percentage of Aboriginal students achieving expected growth in 2014.

Strategies to achieve these targets include:

• The school literacy leader will deliver whole school professional learning with a focus on coaching, mentoring and developing professional learning plans with a focus on the knowledge and understanding of the literacy continuum and the super six strategies for the comprehension aspect.
• Trained school learning support officers will support Kindergarten to Year 6 classrooms to provide intensive reading group focus sessions for all students.
• Teachers work collaboratively in stages to program comprehension activities, grammar and punctuation and spelling into the accelerated literacy units.

School priority 3

Outcome for 2012–2014

To improve student outcomes in numeracy

2013 Targets to achieve this outcome include:

• Increase the average percentage of Year 7 students in proficient bands from 18% to 28% in 2014. (24% in 2013)
• Increase the percentage of Year 5 students achieving the expected growth from 48% to 64% in 2014. (60% in 2013)
• Increase the percentage of Aboriginal students achieving expected growth by 2014.

Strategies to achieve these targets include:

• The numeracy leader will provide professional learning about the numeracy continuum and ongoing support with balanced numeracy sessions.
• High performing maths students will be identified and provided with enrichment activities to develop deeper knowledge and understanding of concepts and problem solving strategies.
• Quicksmart will continue to provide support for identified students in Year 4 to 6. Trained school learning support officers will provide support in intensive number sessions in classrooms.
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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