Our school at a glance

Students
Nuwarra Public School had 283 students during the 2008 school year. The school had 10 main stream classes, 5 hearing impaired classes and 1 special class for language. At the July student census time, the school had 158 boys and 123 girls, with the hearing & language classes showing an even higher imbalance of boys over girls.

The student body is 54% Non English Speaking Background (NESB) with more than 30 different nationalities being represented.

Staff
Nuwarra Public School had 20.424 EFT (effective full time) teaching positions and 6.444 support staff in the school proper, while another 4.6 EFT staff were attached to the school as part of the Liverpool and Ingleburn District support team.

Staff are very experienced and there was a small number of younger teachers who willingly participated in broader school activities.

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

Significant programs and initiatives
Nuwarra Public School was successful in applying for Commonwealth Water Grant funding of $50 000. During 2008 the school replaced the majority of toilet cisterns with dual flush units, installed a 27 000 litre water tank to feed off the Cola, and used the water collected to feed into our toilet system in order to save on using water from the local supply.

An Australian native garden was established by the school and opened by our local member, Mrs Danna Vale.

The school created a vegetable garden and was very successful with our first crops of tomatoes, in particular.

Student achievement in 2008
In 2008 Nuwarra Kindergarten students took part in the Best Start program. This program provides assessment of the background knowledge that students bring to Kindergarten so that more effective planning can be carried out on how to best support students individually.

The testing takes place very early in term 1 and places students on a learning continuum which will later by extended in higher years.

In literacy and numeracy, students overall are making progress. The improvement rates for both literacy and numeracy from year 3 to year 5 are above state average, but there is still much work to be done to ensure that the levels at which students commence assessment are improved.

University of NSW competitions.

Students sat for a number of the NSW University academic tests this year, including Computing Skills, English, Mathematics, Science, Spelling and Writing.

4 students sat for the Computer Skills test with Felicia gaining a credit.
7 students sat for the English test with Felicia and Josiah gaining credits.

13 students entered the Mathematics test with Kim, Jessica and Josiah gaining credits.

16 students sat for the Spelling test with Samantha and Felicia being awarded Distinctions and Joanna, Praneel, Meena and Josiah gaining credits.

In the Writing test, Felicia and Meena were awarded credits out of a total of 4 students sitting for the test.

Messages

Principal's message
Nuwarra Public School provides a strong and supportive learning environment for all students through academic, sporting and cultural programs.

The school encourages a close relationship with the community and its culture is reflected in the beliefs and values of the community it serves.

Following a review in 2006 a number of areas were identified as priorities. In 2007 we improved the comprehension skills of our students and, in so doing, led directly to an improvement in all school academic results. In 2008 we targeted the teaching of numeracy and this had led to the development of a new scope and sequence for the teaching of numeracy as well as the professional development of all teaching staff. The school is committed to improving academic results whilst maintaining and nurturing a positive learning community where students feel happy and safe.

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.

Bruce Morrison
P&C and/or School Council message

Our school has an enthusiastic P&C committee, which meets on the 1st Tuesday of each month at 7.00pm, with our Annual General Meeting held in March each year.

Being a part of P&C offers you a great opportunity to participate in the decision making process for the whole school community, the implementation and revision of school policies as well as having an active involvement in your child’s education.

We raise funds for much needed resources such as books, special educational programs and sporting equipment. The school canteen is run by the P&C and we employ a manager.

Robyn Gaffney (President)

Student representative's message

In 2008 we organised a number of activities to raise funds for the school. We held a mufti day and our Talent Quest day was both entertaining and fun.

We have enjoyed being part of the SRC and we would like to thank Mrs Butler and Mrs Blatch for helping us achieve our goals.

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>Year</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004</td>
<td>194</td>
<td>168</td>
</tr>
<tr>
<td>2005</td>
<td>173</td>
<td>163</td>
</tr>
<tr>
<td>2006</td>
<td>162</td>
<td>125</td>
</tr>
<tr>
<td>2007</td>
<td>174</td>
<td>129</td>
</tr>
<tr>
<td>2008</td>
<td>158</td>
<td>125</td>
</tr>
</tbody>
</table>

Student attendance profile

<table>
<thead>
<tr>
<th>Year</th>
<th>School</th>
<th>Region</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td>92.6</td>
<td>93.8</td>
<td>93.8</td>
</tr>
<tr>
<td>2006</td>
<td>93.5</td>
<td>94.2</td>
<td>94.0</td>
</tr>
<tr>
<td>2007</td>
<td>92.2</td>
<td>94.0</td>
<td>94.0</td>
</tr>
<tr>
<td>2008</td>
<td>93.9</td>
<td>94.3</td>
<td>94.1</td>
</tr>
</tbody>
</table>

Class sizes

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

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

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>1C</td>
<td>1</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>1L</td>
<td>1</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>2H</td>
<td>2</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>3S</td>
<td>3</td>
<td>26</td>
<td>26</td>
</tr>
<tr>
<td>4-5L</td>
<td>4</td>
<td>8</td>
<td>27</td>
</tr>
<tr>
<td>4-5L</td>
<td>5</td>
<td>19</td>
<td>27</td>
</tr>
<tr>
<td>4E</td>
<td>4</td>
<td>26</td>
<td>26</td>
</tr>
<tr>
<td>5-6S</td>
<td>6</td>
<td>18</td>
<td>28</td>
</tr>
<tr>
<td>5-6S</td>
<td>5</td>
<td>10</td>
<td>28</td>
</tr>
<tr>
<td>5-6W</td>
<td>5</td>
<td>17</td>
<td>30</td>
</tr>
<tr>
<td>6-6W</td>
<td>5</td>
<td>13</td>
<td>30</td>
</tr>
<tr>
<td>KR</td>
<td>K</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>KS</td>
<td>K</td>
<td>19</td>
<td>19</td>
</tr>
</tbody>
</table>

Structure of classes

From 2007 Nuwarra commenced operating more in year groups than in a stage structure, as had previously been the case. However there have continued to be some composite classes across years which benefit those students who achieve at a higher level in multi age classes. Classes are selected on a needs basis.

Staff information

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

The teaching staff at Nuwarra bring a broad range of experiences to the school. We have 10 main stream classes, 5 hearing classes and 1 special class for language. The special education classes cater for students across the region who are either hearing impaired or have developmental delays in their language.

The staff work together to encourage a whole school outlook for all of our students with the hearing and language students being encouraged to integrate with the main stream students when appropriate.

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>4</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>12.409</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.315</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.5</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0.8</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.4</td>
</tr>
<tr>
<td>Total</td>
<td>20.424</td>
</tr>
</tbody>
</table>
Staff retention
At the beginning of 2008 and extra hearing class was formed and a teacher transferred from another school. One of Assistant Principals gained promotion and a new Assistant Principal was appointed to commence in 2009. One classroom teacher relinquished her right of return to the school and was not replaced.

Staff attendance
Staff have access to leave entitlements such as sick leave

In 2008, the average daily staff attendance rate was: 97.0%

Note: Staff attendance is determined by subtracting the number of short-term, unplanned days absent from the total available teaching days. The attendance rate is reported as N/A if the school has less than 3.4 staff members.

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>35</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: 11/30/2008</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
</tr>
<tr>
<td>Balance brought forward</td>
</tr>
<tr>
<td>Global funds</td>
</tr>
<tr>
<td>Tied funds</td>
</tr>
<tr>
<td>School &amp; community sources</td>
</tr>
<tr>
<td>Interest</td>
</tr>
<tr>
<td>Trust receipts</td>
</tr>
<tr>
<td>Canteen</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
</tr>
</tbody>
</table>

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

A full copy of the school's 2008 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2008

Achievements

Arts
The school continued to focus on creative and practical arts this year. From the artworks created for display at Moorebank High School to our school dance team at their participation in a dance festival through to every child in the school taking part in our Education Day assembly, we encourage the children of Nuwarra Public School to develop their skills in creative and practical ways. The culmination of the year was the Talent Quest where some very good talent was on display either singing, dancing or as comedians.
Sport

The school operates a successful sporting program using the school facilities and staff expertise. This ensures that all necessary sporting skills are consistently taught.

In weekly PSSA, the school participated in competitions in both summer and winter. During summer, teams were entered in boys and girls t-ball, boys and girls softball and mixed newcombe ball while in winter, teams were entered in netball and rugby league. Bad weather caused many cancellations to both competitions. In the summer competition girls’ t-ball, girls and boys’ softball and junior and senior newcombe ball were all declared joint champions. The boys’ t-ball were semi-finalists. In the winter competition the senior A netball team were joint premiers, the junior A and junior B netball teams were grand finalists and the junior rugby league team were semi-finalists. An extremely successful year.

At zone level, 13 students represented the school across a wide range of sports. These included softball - 5, rugby league - 3, rugby - 1, touch football - 1, netball - 1, soccer - 1 and basketball - 1.

In zone swimming carnivals, the school participated well. Four students went on to represent the zone at the regional carnival in cross country while 9 students went to the region in athletics. Two students progressed to the state carnival, with 1 finishing in 4th place and the other making it all the way to the nationals where she won 2 gold medals and set 2 new records.

For the second year the school entered the SSW Triathlon competition. Six teams of 3 boys and 4 girls’ teams participated with the junior girls’ team in 3rd place.

The rugby league teams participated in both the All Schools Knockout and the Terry Lamb Legends Day. The junior team finished as semi-finalists in the Legends Day and runners-up in the Knockout.

Two cricket teams, 1 boys and 1 girls, represented the school at the Milo Cup having a successful day with several wins. As a consequence of entering this tournament, 60 students were invited to attend a match between NSW and New Zealand at the SCG.

27 students attended ‘Swimming Scheme’ focusing on learning about water safety and a variety of swimming skills including learning to swim.

Academic

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

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

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

Literacy – NAPLAN Year 3

In 2008 8% of students scored in band 1, which is the lowest band. This is an improvement over the 2007 when 14% scored in this band. 68% of students scored in the top 3 bands, which is excellent compared to the 47% who achieved this in 2007. Unfortunately the group’s mean is below the state average for all areas of literacy.

% of students in bands: Year 3 reading

<table>
<thead>
<tr>
<th>Percentage of students</th>
<th>School average 2005 - 2007</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>12</td>
</tr>
<tr>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td>3</td>
<td>24</td>
</tr>
<tr>
<td>4</td>
<td>25</td>
</tr>
<tr>
<td>5</td>
<td>20</td>
</tr>
<tr>
<td>6</td>
<td>12</td>
</tr>
</tbody>
</table>
Numeracy, however continues to be an area of focus for our teaching and learning programs.

**Numeracy – NAPLAN Year 3**
No students scored in the bottom band – band 1. This is an improvement over previous year’s results. Only 4% of the students scored in the bottom two bands compared to 34% in 2007, indicating an overall improvement in numeracy.

**Literacy – NAPLAN Year 5**
Students are reported on bands 3 to 8. 82% of students scored in the top 4 bands, which is a slight improvement over the 2007 results. However, the means of the group are still below the state average.
Numeracy – NAPLAN Year 5
Over the last 3 years the number of students in the bottom band, band 3, has been slowly reducing. There has also been an increase in the number of students in the higher bands. 82% of our students scored in the top 4 bands, compared to 75% in 2007. As for literacy, the individual averages for numeracy are below state average.
Progress in literacy
The boys’ improvement rate for literacy was above the state average, while the girls were slightly below. Overall, Nuwarra students had a better than state level improvement rate for literacy from year 3 to year 5.

Progress in numeracy
The improvement rates for numeracy were above state average. Both the boys’ group and the girls’ group were above average in these improvement rates, with the girls showing 7.4% more improvement than the girls’ state average.

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

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

Percentage of Year 3 students in our school achieving at or above the minimum standard in 2008
<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at and above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage of Year 5 students in our school achieving at or above the minimum standard in 2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

Aboriginal education

The school has only a small number of students of Aboriginal heritage but continues to provide Aboriginal education from K-6. At all major assemblies, Acknowledgement of Country is made.

Respect and responsibility

The school continued to promote our school rules by relating discipline and welfare issues directly to the rules. These rules are:

- Be Kind
- Be Safe
- Be Fair
- Be Cooperative
- Be the Best You Can Be

Special Education Classes

Nuwarra Public School has a special education unit consisting of 5 support classes (hearing) and 1 support class (language), both groups servicing the South Western Sydney region. There is a Nursery class which caters for 3 and 4 year olds and 4 classes catering for Kindergarten to year 6 students.

The language class caters for Kindergarten to year 2 students who have developmental delays in language.

All classes access the curriculum and participate in whole school activities. A playgroup is available in the Nursery class every Wednesday morning.

Gardening Club

During 2008 a native garden and a vegetable garden were established to not only provide an activity for students generally not interested in sport, but also to further our goal of becoming a sustainable school.

Progress on 2008 targets

Target 1

Implementation of the Count Me In Too and the Counting on programs as part of a new numeracy policy.

Our Achievements include:

- The evaluation of our existing numeracy policy with the support of the numeracy consultant.
- The development of a new scope and sequence for the teaching of numeracy K-6.
- The professional development of all teaching staff in the area of the Mathematics curriculum and strategies for teaching various aspects.
- The development of resources for use with the Count Me In Too and Counting On programs.

Target 2

To consolidate our systematic approach to the explicit teaching of comprehension.

Our Achievements include:

- The continued use of the Key Into Comprehension program for years 2 to 6.
- The continued use of the Making Connections program in appropriate class rooms.
- Implementation of improvements in teaching strategies as a result of the 2007 focused literacy intervention.
- The student motivation as a result of the Blue and Green Boxes across the relevant years.

Target 3

Review the Student Discipline & Welfare Policy prior to finalizing the policy for a 12 month period.

Our Achievements Include:

- Involving parents in identification of areas of the draft policy that needed modification.
- Developing the strategies that improved the identified area.
- Publicising the amended policy to staff, students and parents.

Key evaluations

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

School Climate

Background
During 2008 three surveys were carried out with the aim of providing evidence of school culture and to look at the problem areas that students might experience at school.

The Quality of School Life survey was administered to year 2-6 students to find out how they felt about being at school.

Half way through the year the Peer Relations Questionnaire was administered to determine the extent of bullying or of being a victim.

Finally, towards the end of the year a survey was given to year 2-6 students and a modified one to parents. The aim here was to identify what sort of bullying occurred and what the responses were. It also sought parent opinion about bullying and the extent to which the school dealt with it.

Findings and conclusions
The Quality of School Survey found an overall positive aspect of 98% which indicates that our students value their school life and want to be at school. The relevance of school, the quality of teachers, the achievement students make, the social integration and the general satisfaction all scored very highly. The rating of adventure at school was slightly lower, while the negative aspects of school scored 18%. These negative aspects included feeling unhappy, worried, upset or lonely, and is an area that the Learning Support Team will address.

The school tabulated the results of the Peer Relations Questionnaire for each class from years 2-6, as well as each year group. The results were reasonably consistent throughout. On a scale of 1-4 (with 1 being the lowest), the bullying factor was 1.4, the victim factor 2.0 and the pro-social was 3.1. One interpretation is that we have a few bullies but more victims, and this came through across the years.

52 parents responded to the parent component of this last survey. A small minority of parents were quite critical of the way the school handled bullying situations when their children were involved. A larger number made some positive suggestions about how to improve the process of dealing with bullying, e.g. meetings with both students and their parents. Another group of parents believed that some of the incidents that occurred were dismissed as “accidents” or not dealt with immediately, with the teacher often directing the children concerned to stay away from each other.

Future directions
These results will be forwarded to the Learning Support Team for further investigation. While the evidence suggests that Nuwarra does not have a major bullying problem, it also points out that we are definitely not a bully-free school. Anti-bullying programs as part of the school student welfare policies and procedures will continue to be developed, reviewed and revised.

Curriculum
The teaching of numeracy at Nuwarra Public School.

Background

In 2007 the school received targeted focus support for literacy. In 2008 we received targeted focus support in numeracy.

The goal for 2008 was to evaluate the teaching of numeracy and to examine the scope and sequence for Mathematics K-6, before developing new teaching programs.

Staff have participated in professional development in The Count Me In Too and Counting On programs.

Findings and conclusions
The consultant worked with all staff to demonstrate what a ‘good’ Mathematics classroom looked like.

Using the Mathematics strand of Measurement, and incorporating Working Mathematically and Quality Teaching, demonstration lessons and team teaching lessons were used to develop a common understanding of the use of open-ended assessment.

A scope and sequence for the teaching of Mathematics K-6 was developed by the teaching staff with support from the consultant.

New classroom programs were developed for the teaching of Mathematics K-6.

Future directions
The new classroom Mathematics programs will be evaluated during 2009 using the new scope and sequence.

Analysis of data, including work samples, will be used by the Mathematics team to monitor the
achievement of student outcomes and improvement in NAPLAN results.

Parent, student, and teacher satisfaction
In 2008 the school sought the opinions of parents, students and teachers about the school.
Their responses are presented below.
Parents were pleased to be able to participate in the evaluation and subsequent changes to the Student Welfare and Discipline policy. A small number of parents attended the Parenting workshops organised by the School Counsellor and gave positive feedback.
52 parents responded to our bullying survey. Some parents were critical of the school, while the majority were very supportive.
School staff participate in most of the decision making in the school.

Professional learning
The school targeted the area of numeracy as part of Quality Teaching for professional development in 2008. In excess of $30,000 was allocated to development in the areas of:
- Beginning teachers
- Use of ICT
- Literacy
- Quality Teaching – this was the main area
- Syllabus
- Careers
- Welfare

School development 2009 – 2011
Targets for 2009
The targets are part of the 2009-2011 School Plan.

Target 1
Improved literacy results
In 2007 the school was fortunate to have focused literacy consultancy. That, with the introduction of the Key Into Comprehension program was aimed at improving student outcomes in literacy.
Strategies to achieve this target include:
Engage and motivate students in reading by matching difficulty of texts with interest levels. This will involve the purchase of a number of low level/high interest books for those students struggling with their reading.
Implementation of individual tracking folders for literacy.

Evaluating the impact of the blue, red and green boxes for reading.
Our success will be measured by:
NAPLAN results for 2009 as described in the School Plan. i.e. 24% of year 3 students to achieve the highest bands of 5 or 6, while 20% of year 5 students to achieve bands 7 or 8.

Target 2
The improved use of technology in the classroom.
By the end of 2008 there were 8 interactive whiteboards in the school, with another 2 to be installed by the end of term 1 2009. The goal is to ensure that all classroom teachers use these interactive whiteboards on a regular basis to improve student outcomes. Note: There will be 1 interactive whiteboard for every two classrooms.
Strategies to achieve this target include:
Professional development of staff in the effective use of interactive whiteboards.
Purchase of appropriate software licences for the interactive boards.
Teachers to embed the use of interactive whiteboards into their daily teaching and learning programs (a minimum of 2 hours per week.)
Our success will be measured by:
Improved engagement of students in the classroom as evidenced by improved outcomes and improved concentration of students in the classroom.
These outcomes will be measured by the percentage of students who achieve to the two highest bands in NAPLAN testing for literacy and numeracy.
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.

Bruce Morrison (Principal)
Kathryn Spurrier (Assistant Principal)
Sharon Williams (STLA)
Kerry Ryan (ESL)
Michelle Davis (Numeracy Consultant)

School contact information

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Fax: 96020656
Email: nuwarra-p.school@det.nsw.edu.au

School Code: 4420

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: