Our school at a glance

Students
Nuwarra Public School had 277 students during the 2009 school year. The school had 10 mainstream classes, 5 classes for students with hearing impairment and 1 special class for students with receptive and expressive language disorders. The student body is 50% non-English-speaking-background (NESB) with more than 25 different nationalities being represented.

Staff
Nuwarra Public School had 21.186 EFT (effective full time) teaching positions and 7.122 support staff in the school, while another 4.6 EFT staff were attached to the school as part of the Liverpool and Ingleburn District support team.

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

Significant programs and initiatives

BER
The Building Education Revolution is comprised of two parts – National School Pride (NSP) and Primary Schools for the 21st century (P21). We were granted $125,000 for NSP and $2 million for P21. Our NSP projects were completed in 2009. They included the upgrade of the toilets in C block, re-keying the school, replacement or installation of blinds/window coverings to various areas around the school and the native garden at the McKay Avenue entrance.

Work on our P21 projects will commence in 2010. This will be completed in 2 stages. Firstly, the administration block will receive a light refurbishment. Once completed, work will commence on a light refurbishment of G block and the 2 classrooms in B block.

Our other major P21 project will be a COLA over the quad area. The entire quad area will be resurfaced with bitumen and court markings will be included.

Water tanks
The school received the Blue Scope Steel water tank. After some time the tank was installed and we now have all toilets (except the administration block) operating from tank water.

Mathematics Fun Day
A $1000 grant was received from the Federal Government to conduct a Mathematics Fun Day in National Literacy and Numeracy Week. The day focused on the strands of measurement and space and geometry utilising our school environment as the major resource. All students from K-6 were involved in activities such as calculating the area of the school oval, measuring the circumference of a tree and estimating the volume of a water tank. Mathematics teachers from Moorebank High School were also involved with the Stage 3 groups to enhance our linkages program.

Student achievement in 2009
Our NAPLAN results offer both positive encouragement and areas requiring further attention. The literacy results for Year 3 indicated a number of students working at above state average however the percentage of students in the lower bands in numeracy is of concern. The growth shown by Year 5 students is extremely encouraging with strong growth in overall literacy especially in writing. In numeracy the growth of students from Year 3 to Year 5 exceeded the state average for both boys and girls.

In 2009 a number of students from Years 3-6 elected to sit for the International Competitions and Assessment for Schools (ICAS). Our best results were obtained in Writing (1 High Distinction, 4 Credits), English (1 Distinction, 1 Credit), Spelling (1 Distinction, 7 Credits) and Mathematics (9 Credits).
**Principal’s message**

Nuwarra Public School provides a safe, nurturing environment emphasising the importance of respect, cooperation and the recognition of every student’s right to equitable access of the curriculum.

The school has a diverse population and aims to provide opportunities for all students to reach their full potential academically, socially, physically and emotionally.

In 2009 we commenced the implementation of Positive Behavioural Interventions and Supports (PBIS). PBIS is a long-term (3-5 year) process to create safer and more effective schools. It works by re-structuring the learning environment to support the academic and social success of all students.

In 2009 we also implemented a student profile system. These profiles contain details of every student’s academic and personal progress covering the time that they are attending Nuwarra Public School. This will be of great assistance in determining future directions 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.

Diane O’Connor

**P&C message**

Our P & C is made up of dedicated parents and carers that actively contribute to the raising of funds to provide vital resources. Our members are committed to help improve the students’ environment. We promote the positive involvement by physically helping within our school’s community. All parents and carers are encouraged to become new volunteer helpers.

We operate a uniform shop three days per week which is also open by prior arrangement. The school canteen is also operated by our P & C. It employs a manager and also invites volunteers, both parents/carers and students to be involved.

All are welcome to attend monthly meetings on the first Tuesday of each month at 7pm in the staffroom. The Annual General Meeting is held in March, one month after memberships are finalised.

The P & C is involved in decision making processes, improvements and communication of changes to school policies. We are committed to the responsibility of helping our school community to grow and improve our students’ education.

Vanessa Osborne (President)

**Student representative’s message**

The Student Representative Council is comprised of 2 elected representatives from each mainstream class in Years 1-6 and 1 junior and 1 senior representative of the Special Education classes.

In Term 1 the SRC project was to support the bush fire appeal. The SRC also celebrated Harmony Day by having an orange mufti day. The SRC collected soaps, tooth brushes and toothpaste for the Westmead Children’s Hospital.

In Term 2 the SRC celebrated National Volunteer’s Week by hosting a morning tea. A crazy hair day was held in Term 3 to raise money for Stewart House.

The UNICEF Day for Change was celebrated in Term 4 when colourful helping hands were planted in our school garden.

**Student Representative Council**

**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></th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>173</td>
<td>162</td>
<td>174</td>
<td>158</td>
<td>154</td>
</tr>
<tr>
<td>Female</td>
<td>163</td>
<td>125</td>
<td>129</td>
<td>125</td>
<td>123</td>
</tr>
</tbody>
</table>
Management of non-attendance

Rolls are monitored weekly. For those students whose attendance is a matter of concern parents are contacted. After taking this action, when a student’s attendance continues to be of concern, they may be referred to the Home School Liaison Officer. Students who maintain 100% attendance each term are acknowledged with a certificate.

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 2009 class size audit conducted on Wednesday 18 March 2009.

<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>K-1R</td>
<td>1</td>
<td>6</td>
<td>20</td>
</tr>
<tr>
<td>K-1R</td>
<td>K</td>
<td>14</td>
<td>20</td>
</tr>
<tr>
<td>KS</td>
<td>K</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>2-S</td>
<td>2</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>3-4E</td>
<td>3</td>
<td>16</td>
<td>25</td>
</tr>
<tr>
<td>3-4E</td>
<td>4</td>
<td>9</td>
<td>25</td>
</tr>
<tr>
<td>3-4S</td>
<td>3</td>
<td>14</td>
<td>26</td>
</tr>
<tr>
<td>3-4S</td>
<td>4</td>
<td>12</td>
<td>26</td>
</tr>
<tr>
<td>5-6L</td>
<td>5</td>
<td>10</td>
<td>27</td>
</tr>
<tr>
<td>5-6L</td>
<td>6</td>
<td>17</td>
<td>27</td>
</tr>
<tr>
<td>5E</td>
<td>5</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>6-S</td>
<td>6</td>
<td>27</td>
<td>27</td>
</tr>
</tbody>
</table>

Structure of classes

The structure of classes within a school is often determined by the number of students in each grade. This has been the case at Nuwarra. In 2009 we had 5 year based classes and 5 stage based classes. In most cases the classes were parallel but there were some streamed classes in Stage 1. All Special Education classes were multi year classes.

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>4</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>13.466</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.42</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.5</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.6</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0.8</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.4</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff (SASS)</td>
<td>7.122</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>28.308</strong></td>
</tr>
</tbody>
</table>

There were no teachers of Aboriginal or Torres Strait Islander heritage.

Teacher qualifications

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

Enter text here

<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>63.6</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.

Date of financial summary: 30/11/2009

<table>
<thead>
<tr>
<th>Income</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>158,171.06</td>
</tr>
<tr>
<td>Global funds</td>
<td>198,077.42</td>
</tr>
<tr>
<td>Tied funds</td>
<td>58,060.88</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>76,537.46</td>
</tr>
<tr>
<td>Interest</td>
<td>4,906.59</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>10,082.43</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td><strong>505,835.84</strong></td>
</tr>
</tbody>
</table>

Expenditure

<table>
<thead>
<tr>
<th>Teaching &amp; learning</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Key learning areas</td>
<td>23,562.55</td>
</tr>
<tr>
<td>Excursions</td>
<td>19,466.90</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>26,689.42</td>
</tr>
<tr>
<td>Library</td>
<td>4,318.26</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>11,803.48</td>
</tr>
<tr>
<td>Tied funds</td>
<td>133,014.47</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>65,373.17</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>73,277.33</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>51,241.97</td>
</tr>
<tr>
<td>Maintenance</td>
<td>40,278.02</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>15,788.72</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td><strong>464,814.29</strong></td>
</tr>
</tbody>
</table>

Balance carried forward 41,021.55

A full copy of the school's 2009 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 2009

Achievements

Arts

During the year students participated in many creative and performing arts activities. More than 120 children performed in the biannual Combined School Concert. Our junior and senior choirs, dance and aerobic group’s commitment to rehearsals and talent was evident in the two performances at the Bankstown Sports Club. Students also had the opportunity to perform in our Education Week and Christmas concerts. Many children also showcased their individual talents in our end of year talent quest.

Artwork from each class is also displayed in our administration area. Each month a new piece is displayed from each class recognising our
student’s creative talents. This year also saw the inaugural end of year Creative Arts Award which will encourage students to continue to pursue excellence in the arts.

**Sport**

Nuwarra Public School continues to operate a successful sporting program, ensuring that all students are taught the various sporting skills.

The school again participated in summer and winter competitions in weekly PSSA. Teams were entered in netball, rugby league, boys’ and girls’ t-ball, boys’ and girls’ softball and mixed newcomer ball. Extreme heat and wet weather interrupted the competitions but they were both able to be completed, with the senior newcomer ball and senior netball teams winning their respective grand finals while the junior newcomer ball and senior rugby league teams were runners-up. The junior rugby league team were semi-finalists. Another successful year.

At zone level, 7 students represented the school across a wide range of sports. These included softball - 1, rugby league - 2, rugby - 1, touch football - 1, netball - 1, soccer - 3, AFL - 2 and basketball - 1.

In zone carnivals, the school participated well. Four students represented the zone at the regional carnival in cross country with 1 going through to the state carnival while 12 students went to the region in athletics with two students progressing to the state carnival.

Six teams of 3 boys, 6 girls’ teams and 1 mixed team once again participated in the Sydney South West Triathlon competition with everyone thoroughly enjoying the day.

The rugby league teams entered the All Schools Knockout and the Terry Lamb Legends Day. The junior team was successful, winning the Legends Day, with the seniors finishing as semi-finalists.

A boys’ and a girls’ cricket team represented the school in the Milo Cup having several wins.

The ‘Swimming Scheme’ was again offered but had to be cancelled due to lack of support.

The school once again offered a K-6 gymnastics program which utilised a skilled professional to improve the students’ skills and assist teachers in their understanding of this area.

**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 2009, 71% of students achieved an overall score in literacy above the minimum standard. 25% of students scored in the top two bands.

In writing, there has been a pleasing improvement in the percentage of students in bands 5 and 6 with performance in band 5 exceeding State average.

In spelling, there has been growth in the percentage of students in band 4 however the high percentage of students in band 2 and the low percentage of students in the top two bands indicates that this is an area for improvement. Over 50 percent of students achieved in the top three bands for grammar and punctuation.
Numeracy – NAPLAN Year 3

31 students sat the Numeracy Assessment, with 25% of students achieving in the top two bands. This is an improvement of 6% from 2008. Girls performed better than boys in Numeracy. 39% of girls achieved in Band 5 or 6. The results indicate the need for continued focus on students achieving in Bands 1 and 2, particularly the boys.
Literacy – NAPLAN Year 5

There were 43 students in Year 5, 2009, who participated in the assessment. Overall in literacy 62% of these students achieved at or above minimum standard. 29% of these students achieved band 6 or 7, with 2% achieving band 8. With just over 20% of students performing below minimum standard in reading and this area will be a focus in 2010.
Numeracy – NAPLAN Year 5

43 students sat the Numeracy Assessment, with 67% of students achieving in the top four bands. Girls performed better than boys in the top three bands and pleasingly, there were no girls in the lowest band.

Progress in numeracy

The growth of students from Year 3 to Year 5 exceeded the state average for both boys and girls. Over 65% of students achieved greater than the minimum growth expected. Boys displayed even stronger average growth than girls.

Progress in literacy

58.3% of Year 5 students achieved average or above average growth in all areas of literacy. Unfortunately, our progress in reading fell below state average. Favourably, our progress in writing showed marked improvement over the state average and like school results.
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 2009

<table>
<thead>
<tr>
<th></th>
<th>Percentage of Year 3 students achieving at and above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>97</td>
</tr>
<tr>
<td>Writing</td>
<td>93</td>
</tr>
<tr>
<td>Spelling</td>
<td>90</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>86</td>
</tr>
<tr>
<td>Numeracy</td>
<td>75</td>
</tr>
</tbody>
</table>

Percentage of Year 5 students in our school achieving at or above the minimum standard in 2009

<table>
<thead>
<tr>
<th></th>
<th>Percentage of Year 5 students achieving at and above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>79</td>
</tr>
<tr>
<td>Writing</td>
<td>79</td>
</tr>
<tr>
<td>Spelling</td>
<td>86</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>83</td>
</tr>
<tr>
<td>Numeracy</td>
<td>88</td>
</tr>
</tbody>
</table>

Aboriginal education

Although the school has only a small number of students of Aboriginal heritage it ensures that Aboriginal education is provided from K-6 and the Aboriginal perspective is covered in the curriculum. In 2009 individual education plans were developed for Aboriginal students.

At the end of Term 2 a day was dedicated to NAIDOC celebrations. All classes engaged in a range of activities ranging from literacy and the arts to the playing of traditional indigenous games.

Multicultural education

Nuwarra Public School has a significant number of students from language backgrounds other than English. As a result, the school maintains a focus on multicultural education across the curriculum by providing programs that develop knowledge, skills, values and attitudes required by Australia’s culturally diverse society.

In 2009, our Pacific Island Dance Troupe performed at the Combined School Concert.

As a whole school, we celebrate Harmony Day, ensuring an inclusive community and a racism free working environment.

Significant programs and initiatives

Special Education

In 2009, there were 24 boys and 18 girls in hearing support and language classes.

In 2009, Nuwarra Public School had 5 hearing support classes and 1 special language class, with a total enrolment of 42 students. The hearing classes provided instruction to students identified with a moderate to profound hearing loss. All students utilised assisted listening devices such as hearing aids, cochlear implants and FM systems. The language class provided instruction to students who were identified with significant receptive and expressive language delay or a language disorder. These six classes were supported by School Learning Support Officers. All students were expected to access the full curriculum and were fully integrated in the playground and included all whole school activities.

Respect and responsibility

Values Education

At Nuwarra Public School we understand the importance of values and recognise that public schools reinforce the key foundations of an egalitarian, fair and democratic society that accepts diversity and fosters a ‘fair go for all’.

Nuwarra Public School has taken a strategic approach to the values education agenda and provided the framework to foster, promote and publicise the integration of values into all that we do. The school has developed an implementation plan for values education which will provide support for the inclusion of values education in our school community.

Each fortnight a new value was highlighted and taught to the students including explicit instruction of social skills which enabled the students to achieve the goals set out in the value being taught. The values as set out by the Department of Education and Training include: Integrity, Excellence, Respect, Responsibility, Cooperation, Participation, Care, Fairness and Democracy.
Other programs

Environmental education

2009 saw Nuwarra Public School students enter an online competition, sponsored by Blue Scope Steel and Channel 9, and won a rainwater tank. The tank collects water to run the toilets in G Block. The native garden was entered in the Liverpool City Council Garden Competition and received an Encouragement Award. A tile mural featuring Australian animals, painted by Kindergarten, and fauna, painted by an enrichment group, was placed in the native garden. The vegetable garden continued to flourish at the hands of the garden club each Friday. They planted four fruit trees and entered a giant pumpkin growing competition which concludes in March 2010. The canteen began a small vegetable garden to supply produce for school lunches. A native garden was established at the front of the school in late December. The school has continued to be water wise with students reminded to turn off taps and bubblers and all student toilets being run by rainwater tanks. A School Environment Management Policy has been developed for environmental education and future environmental directions for the school.

It is planned in 2010 to begin a native garden along Maddecks Avenue, extend the native garden in the courtyard, with a rockery, and grow even more vegetables with the garden club.

Progress on 2009 targets

Target 1

- 95% of Year 3 & 5 students achieving above minimum standard in NAPLAN literacy
- At least 20% of Year 3 students achieving Bands 5 and 6 in NAPLAN literacy
- At least 20% of Year 5 students achieving Bands 6 and 7 in NAPLAN literacy
- 100% of K – 6 students read at or above year level
- At least 55% of Year 5 students achieving average growth in NAPLAN literacy

Our achievements included:

- 71% of Year 3 students achieved an overall score in literacy above the minimum standard. 25% of Year 3 students scored in the top two bands. 62% of Year 5 students achieved at or above minimum standard. 29% of Year 5 students achieved band 6 or 7, with 2% achieving band 8.
- 58.3% of Year 5 students achieved average or above average growth in all areas of literacy. Progress in writing showed marked improvement over the state average and like school results.
- Students who completed the Reading Recovery program were monitored and supported and the majority maintained their exiting Reading Recovery levels.
- The majority of students in K-2 and Special Education completed the Premier's Reading Challenge. The participation level in Years 3-6 is extremely low.
- All teachers attended several professional learning sessions with the district consultant. These sessions familiarised all teachers with current DET documents, modules, etc.
- All teachers attended professional learning in NAPLAN SMART data and item analysis.
- It was found that more time needs to be devoted to literacy planning sessions during stage meetings.
- The teaching of reading was evaluated, including the use of Key into Comprehension and the Blue, Red and Green boxes. Results were inconclusive and will need to be reviewed again in 2010.

Target 2

- 98% of Year 3 & 5 students achieving above minimum standard in NAPLAN numeracy
- At least 20% of Year 3 students achieving Bands 5 and 6 in NAPLAN numeracy
- At least 20% of Year 5 students achieving Bands 6 and 7 in NAPLAN numeracy
- At least 60% of Year 5 students achieving average growth in NAPLAN numeracy

Our achievements included:

- 25% of Year 3 students achieved in the top two bands. 67% of Year 5 students achieved in the top four bands.
- The growth of students from Year 3 to Year 5 exceeded the state average for
both boys and girls. Over 65% of students achieved greater than the minimum growth expected.
- Full implementation of Best Start in Kindergarten.
- Implementation and evaluation of the new scope and sequence developed in 2008.
- The analysis and presentation to staff of the NAPLAN results to inform teaching and learning programs.
- Obtaining a grant as part of National Literacy and Numeracy Week to fund an environmentally themed Maths Fun Day. Students from K-6 were engaged in a wide range of “hands on” problem solving experiences, focusing on the achievement of outcomes from the measurement and space and geometry strands of the syllabus. This day was also enhanced by the opportunity to make additional linkages with Moorebank High School.
- A parent information morning was attended by a small but enthusiastic group of parents. They developed skills on how to support their child with understanding numeracy, particularly in real life situations.
- A resource booklet of ideas for teaching mathematics in our environment was collated and distributed to all staff. This should promote further outdoor, practical teaching and learning opportunities for all students in the future.
- Trialling the use of assessment rubrics for K-6 to assist with consistency of teacher judgement (CTJ).
- “World of Maths” was offered to students as an incursion. This experience provided more opportunity for “hands on” learning.
- Introductory training in problem solving techniques was delivered in selected classrooms by the mathematics consultant.

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 2009 our school carried out evaluations of learning.

Educational and management practice

Learning

Background
Best Practice in Learning encompasses three areas: the learning environment, student learning and teacher learning. Schools endeavour to build upon and improve student outcomes by evaluating these three areas and planning according to the results. With this in mind, in 2009 most students and staff at Nuwarra Public School completed surveys related to these areas.

Surveys were distributed to all of the parent community, with 10% of parents providing a response.
Findings and Conclusions
100% of staff, 88% of parents and 81% of students strongly believe that the learning opportunities within the school are provided in a stimulating and secure environment. There is also a strong belief that the school uses a wide range of resources and that excellence is promoted. Although all staff agree that the relationship between the school, home and the community enhances learning, only 40% of parents and 33% of students believe that the school supports communication about student learning between the home and the school.

72% of staff, 79% of parents and 70% of students agree that students almost always or usually take responsibility for their learning by taking risks with learning tasks and working individually and collaboratively in a range of activities. 71% of students believe that they regularly reflect on their learning and engage in self assessment but only 23% of staff and 50% of parents believe this to be an accurate reflection.

Generally, 82% of staff, 58% of parents and 75% of students strongly agree that staff at this school have an understanding of effective practice and current research with a commitment to ongoing professional training and development. 100% of staff at some time collaborates with colleagues and share ideas and experience to improve teaching practice.

Future Directions
These surveys indicate that, on the whole, the school community shares a positive outlook on learning at Nuwarra Public School. However, a trend has emerged from these results indicating that, as a school, we need to engage parents more so that they can be better informed and more responsive.

By providing regular and ongoing information to parents regarding the training and professional development of staff, parents will become more aware of the skills and commitment of staff to improving student outcomes. The school will continue to endeavour to communicate with all parents regarding student learning and it is hoped that we can achieve a higher attendance rate amongst parents at parent/teacher nights and in interview situations.

Curriculum
The teaching of sentence structure at Nuwarra Public School

Background
In 2009 the school received targeted focus support for literacy.

The goal of the support was to improve students’ writing through a deeper understanding of simple, compound and complex sentence structure.

Findings and conclusions
The consultant worked with all staff to demonstrate a range of strategies for teaching sentence structure. A uniform approach and language was used across the entire school. Demonstration lessons, team teaching lessons and professional development sessions were used to develop a common understanding of the elements of sentence structure.

NAPLAN writing results for Year 3 and Year 5 showed that there had been a pleasing improvement in the percentage of students in bands 5 and 6 with performance in band 5 exceeding state average. Overall, our progress in writing showed marked improvement over the state average and like school results.

Future directions
Teachers will continue to employ the strategies developed. Analysis of both NAPLAN and school based data K-6, including work samples, will be used by the literacy team to monitor the achievement of student outcomes and improvement in NAPLAN results.

Parent, student, and teacher satisfaction
In 2009 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

A total of 142 students from Years 2 to 6 were surveyed. The group comprised 73 boys and 69 girls.

81% of students indicated that they liked to go to school each day. 90% of students indicated that they felt happy at school. 91% of students agreed that they have a lot of fun at school. 83% of students felt that students are friendly to each other.

10% of students felt unhappy and 11% felt lonely at school. 9% indicated that they feel worried. 8% said that they get upset and 19% indicated that they felt restless.
95% of students surveyed indicated that they felt that the teachers were fair to the students. 87% agreed that the things they learn at school are important to them. 91% of students felt that teachers take an interest in helping students with their work and 92% said that teachers help the students to do their best.

A corresponding survey was provided to parents. A very small number of responses were received. 85% responded that their children liked to go to school each day and felt happy at school. 100% responded that the school was a place where learning is fun.

100% of the parents who responded agreed that the teachers were fair to the students and that the things that students learn at school are important to them. All parents agreed that the teachers take an interest in helping students with their work and help students to do their best.

Professional learning

The installation of the Connected Classroom with its video conferencing facility led to an allocation of professional learning funds for the integrated use of ICT for teaching and learning, applications of interactive whiteboards and video conferencing.

There was a continued focus on Quality Teaching specifically in the areas of literacy and numeracy.

The introduction of Positive Behaviour Interventions and Supports (PBIS) required a significant amount of training and allocation of professional learning funds. Several teachers undertook Non Violent Crisis Intervention (NVCI) training.

Professional learning funds were also allocated to support beginning teachers in acquiring their accreditation with the Institute of Teachers. A number of teachers undertook leadership development training.

Professional learning accounted for in excess of $15,000.

School development 2009 – 2011

Targets for 2010

Target 1

Literacy

- At least 40% of Year 5 students achieving Bands 5 and 6 in NAPLAN literacy
- At least 75% of Year 5 students achieving average growth in NAPLAN literacy
- At least 40% of Year 5 students achieving Bands 6, 7 or 8 in NAPLAN literacy
- 80% of K – 6 students read at or above year level

Strategies to achieve this target include:

- Provide targeted professional learning for all staff in the teaching of reading in 2010 with an emphasis on:
  - Assessment
  - Grouping
  - Matching a range of text types to students’ reading levels
  - Visual Literacy.
- Reading Recovery program continued for Year 1 students.
- Ongoing professional learning in whiteboard use and implementation during the literacy session.
- Monitor Best Start literacy assessments, tracking, reporting and use of continuum using Edupro.
- Introduce Premiers Spelling Challenge and implement as part of class spelling program Years 3 – 6

Our success will be measured by:

- Implementing successful strategies for the teaching of reading groups.
- All students who successfully complete the program to reach and maintain exit Reading Recovery levels, unless under exceptional circumstances.
- Interactive Whiteboards being regularly used for literacy activities to enhance student learning.
- Students in Early Stage 1 to achieve at or above Best Start level 3. Students in Year 1 to achieve at or above Best Start level 5. Students in Year 2 to achieve at or above Best Start level 7.
Target 2

Numeracy
- 85% of Yr 3 & 5 students at or above minimum standard in NAPLAN
- At least 23% of Yr 3 students achieving Band 5 & 6
- At least 20% of Yr 5 students achieving Band 7 & 8
- At least 65% of Yr 5 students achieving average or above average growth in NAPLAN numeracy
- All students displaying an improved understanding of the language of Mathematics.

Strategies to achieve this target include:
- Provide professional learning for all K-2 staff in Best Start.
- Investigate the impact of reading skills on numeracy results, Yr 1-6. Yr 3 & 5 students will redo NAPLAN a week later, having the test read to them. Yr 2, 4 & 6 will complete a teacher made test, once independently and once read to them.
- Conduct daily whole class problem solving activities, applying the Key Into Comprehension strategies. A resource bank of problem solving activities for each stage will be collected.

Our success will be measured by:
- Continued implementation of Best Start program in Kindergarten.
- Compare test results to collect evidence. Analyse the results in detail to determine the impact of reading skills on student performance in numeracy. This data will inform future T&L programs in numeracy.
- Increased time spent in explicit teaching of problem solving strategies, evidenced in programs and timetables. There should be an improved level of student understanding of the language of mathematics.

Target 3

Student Well Being
- Improve student behaviour and emotional wellbeing
- Increase student attendance by 2%.

- Increase parent participation in activities that assist to support their child’s learning

Strategies to achieve this target include:
- Implement a positive and evidenced based approach to behaviour and management practices.
- Increase student engagement in all aspects of teaching and learning programs.
- Promote attendance at parent/teacher functions.

Our success will be measured by:
- Review and possible condensing of school rules from 5 to 3.
- Developing whole school matrix indicated expected behaviours in a variety of contexts.
- Developing a set of lessons for teachers which explicitly teach the skills to achieve targeted behaviour.
- Decrease partial absence by 5%.
- 80% of parents attend parent/teacher interviews. 100% of parents to be contacted.
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: