



# Newport Public School Annual School Report



2740



Education &  
Communities

# 2012



Co-operation and Friendship

# MESSAGES

## PRINCIPAL



It is with great pleasure that I present the 2012 Annual School Report for Newport Public School.

Newport Public School prides itself in having delivered outstanding quality education to the Newport community for over 120 years. The school strives to nurture a special place in the sun for every child to shine.

Newport Public School provides the highest quality education for all students, delivering an extensive curriculum focusing on developing skills in literacy, numeracy and technology. Highly qualified and dedicated teachers strive to bring out the best in every child through quality teaching and learning programs delivered in stimulating and supportive learning environments. Specialist support programs assist students experiencing difficulty with their learning, whilst experienced staff provide enrichment and extension for high achieving students. At Newport we aim to meet the individual needs of all our students.

Throughout 2012 our school provided extensive opportunities for students to develop socially, culturally and physically. Our extensive music program continued to excel in their many performances. The Newport dance program enabled our talented dancers to perform at local, regional and state dance festivals. Children also participated with enthusiasm in our choirs, chess, debating, public speaking and drama groups.

Our proud history of sporting achievement is underpinned by extensive sporting opportunities for children, supported by skilled staff and dedicated parents and in 2012 resulted in state titles. Our school sailing and snow sports programs also continued as highly valued aspects of our school.

Our school's expectations of cooperate, achieve, respect and engage continued to be reflected in our student welfare motto, "At Newport we CARE". This code coupled with our proactive welfare and discipline programs, provided a safe and inclusive environment for students. Parents,

students and staff have highlighted the effectiveness of this program.

Newport Public School strives to develop responsible and successful global citizens. This was once again fostered through our outstanding cultural exchange program, the charity work undertaken by the students and our environmental education programs.

Once again the school and parents worked closely together throughout 2012 for the benefit of the school and the children. Hundreds of parents assisted the school in a wide range of roles throughout the year. The P&C Association continued to work in collaboration with the school to provide invaluable support for a number of programs.

The Annual School Report provides a summary of our achievements in 2012 and gives a structure to communicate our priorities and the focus of our learning in 2013. Ongoing evaluation is an important feature of our school with a commitment and a desire for continual improvement.

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.

**Margaret Charlton**

**Principal**



# MESSAGES



## P&C Association

Newport School Parents and Citizens Association had another busy year in 2012, continuing to provide a valuable forum for parents to discuss issues concerning their child's school and to gain a valuable insight into the operation of the school.

The school community worked hard on fundraising, working bees, classroom activities, garden club and the canteen among many other activities. During 2012, the P&C Association was able to continue its funding of programs to support the learning of students across the school, with \$39000 allocated to literacy and numeracy programs for students experiencing difficulty with learning and to support gifted and talented students. Funds were also allocated to support the operation of the school, with a further \$5000 to purchase library books. The P&C was also able to support the music program with \$5000.

The P&C also introduced online ordering for both the canteen and uniform shop this year. This has led to increased usage of both and helped our busy parents and volunteers. Thanks especially to Dennis Fitzgerald, our treasurer, and Shani Law, our secretary, for their mountain of work in making that happen.

2012 also saw us farewell our long-time canteen supervisor, Jenny Schwecke. Her contribution to the school community was immeasurable and will be greatly missed. Her efficiency and good humour with volunteers and children were highly valued. We were also able to welcome our new canteen supervisor, Tammy Carter, who has done a great job in taking over from Jenny. We look forward to a busy 2013, (including another fete!) and thank the school community for its ongoing support.

**Jason Ramsay, P&C President**

## Student Representatives

This year our Newport Student Parliament had two Prime Ministers, two Deputy Prime Ministers and eight Ministers. The Prime Ministers were our School Captains and the Vice Presidents were our School Vice Captains. The Ministers were elected by the Year 6 students at Newport. Our Student Parliament met three times a term with all of Year 6 students. At our meetings we discussed issues that concern us as well as ways we can improve our school. People will put forward a motion for us to discuss and all of Year 6 will vote to accept or reject the motion.

During 2012 we talked about a number of things that were important to us. Many of the motions were defeated. The Ministers met with Ms Charlton to discuss ways that we could improve our school. We did pass a number of motions that helped Newport School and others.

During the year we were involved in many programs that helped us to develop our leadership skills. The School Captains and Vice Captains took part in the Peninsula Community of Schools Leadership Program, which ran every week for Term 1. The captains also went to the Leadership Camp at Collaroy. Our Ministers and House Captains went to the Young Leaders Day. All these programs helped us to be better leaders at our school. 2012 was a great year for all of us to finish the fantastic time we have had at Newport.

**Newport Public School Student Parliament**

# SCHOOL CONTEXT

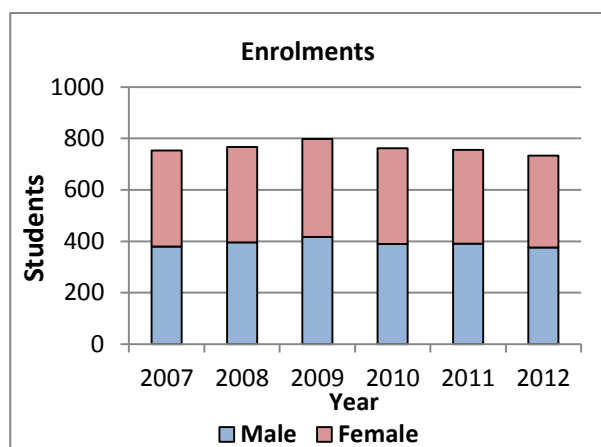


## Student Information

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

### Student Enrolment Profile

In December 2012, enrolment at Newport PS was 733. There was some student mobility through the year.



### Student Attendance Profile

Student attendance rates remain higher than state averages. We will continue to encourage full attendance of students.

Year	2008	2009	2010	2011	2012
K		94.5	95.1	95.6	95.2
1		94.7	95.1	93.6	94.2
2		95.1	95.7	95.1	93.9
3		94.1	94.5	95.3	95.5
4		94.6	94.2	95.2	94.2
5		93.4	93.1	94.3	94.8
6		94.6	94.7	93.4	94.8
<b>Total</b>	<b>94.8</b>	<b>94.4</b>	<b>94.6</b>	<b>94.6</b>	<b>94.6</b>

## Staff Information

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

Our dedicated and caring staff consists of skilled and committed professionals, who cater for the varied needs of our students.

### Staff establishment

Position	Number
Principal	<b>1</b>
Deputy Principal(s)	<b>2</b>
Assistant Principal(s)	<b>4</b>
Classroom Teachers	<b>26.502</b>
Teacher of Reading Recovery	<b>0.525</b>
Support Teacher Learning Assistance	<b>0.8</b>
Teacher Librarian	<b>1.2</b>
Counsellor	<b>0.5</b>
School Administrative & Support Staff	<b>4.672</b>
<b>Total</b>	<b>41.199</b>

### Teacher qualification

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

Qualifications	% of staff
Degree or Diploma	<b>100</b>
Postgraduate	<b>26.6</b>

### Staff retention

Newport Public School enjoys a high level of staff retention with a number of teachers teaching at the school for many years. This year we have had one retirement and farewell Peter Aroney after many years of tireless service to Newport Public School. We will fill two new classroom teacher positions in 2013.

# SCHOOL PERFORMANCE



## 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:	30/11/2012
<b>Income</b>	<b>\$</b>
Balance brought forward	391963.97
Global funds	383718.63
Tied funds	93987.91
School & community sources	509102.26
Interest	17366.33
Trust receipts	235370.30
Canteen	0.00
<b>Total income</b>	<b>1631509.40</b>

### Expenditure

Teaching & learning	
Key learning areas	218326.34
Excursions	114676.32
Extracurricular dissections	170361.32
Library	23915.32
Training & development	17245.28
Tied funds	86270.13
Casual relief teachers	128663.41
Administration & office	107048.00
School-operated canteen	0.00
Utilities	72689.48
Maintenance	44471.64
Trust accounts	223330.31
Capital programs	26570.10
<b>Total expenditure</b>	<b>1233567.6</b>
<b>Balance carried forward</b>	<b>397941.75</b>

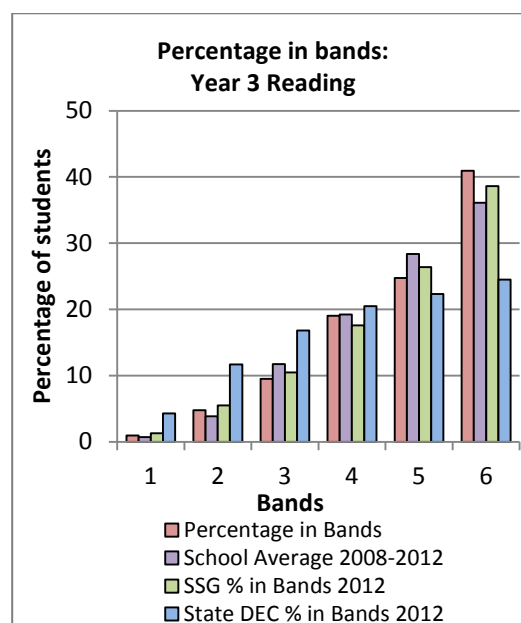
A full copy of the school's 2012 financial statement is tabled at the annual general meetings of the P&C Association. Further details concerning the statement can be obtained by contacting the school.

## Literacy

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. For Year 3 Band 1 is the lowest and Band 6 is the highest. For Year 5 Band 3 is the lowest and Band 8 is the highest

### Reading Year 3 NAPLAN



In reading 66% of students were placed in the top two bands compared to 50% for the state.

In writing 58% of students were placed in the top two bands compared to 57% for the state.

In spelling 54% of students were placed in the top two bands compared to 50% for the state.

### Reading Year 5 – NAPLAN

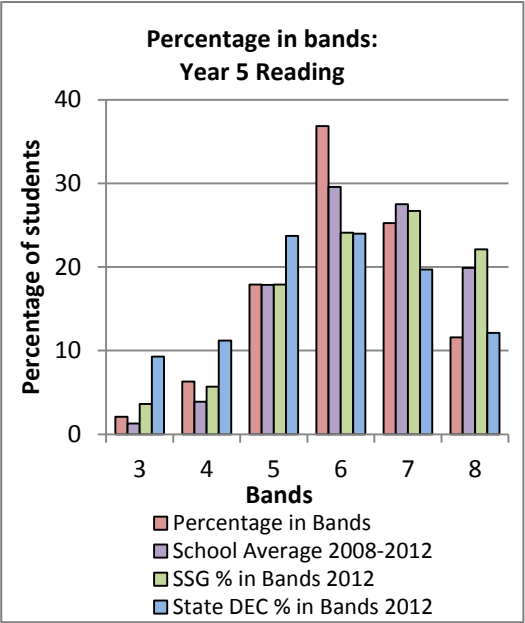
In reading 74% of students were placed in the top three bands compared to 60% for the state.

In writing 48% of students were placed in the top three bands compared to 52% for the state.

# SCHOOL PERFORMANCE

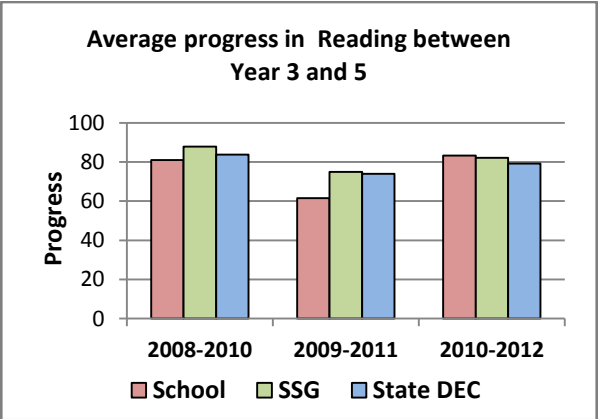


In spelling 61% of students were placed in the top three bands compared to 67% for the state.



## Progress in literacy

NAPLAN assesses student growth between Year 3 and Year 5 by matching 2010 and 2012 results.



In reading the average growth for students was 80.3 compared to 77.8 for the state. 67% of students achieved expected growth.

## School based data

Students' achievement at or above the required syllabus outcomes in English was monitored.

Kindergarten	92%
Year 1	91%
Year 2	92%
Year 3	95%
Year 4	98%
Year 5	97%
Year 6	96%

## Future Directions

Analysis of student achievement data identified a need to focus on a whole school approach to teaching writing, with continued use of gap analysis to target the development of effective writing skills. Also identified was a need to provide consistent teaching of spelling strategies across the school. A continued emphasis on comprehension strategies will enhance improvements in this area.

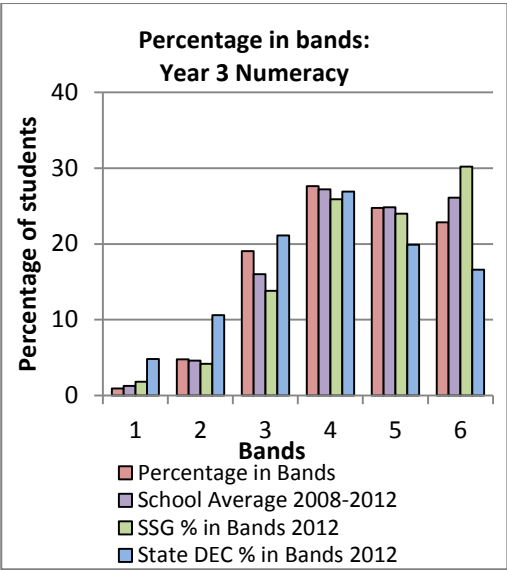


# SCHOOL PERFORMANCE

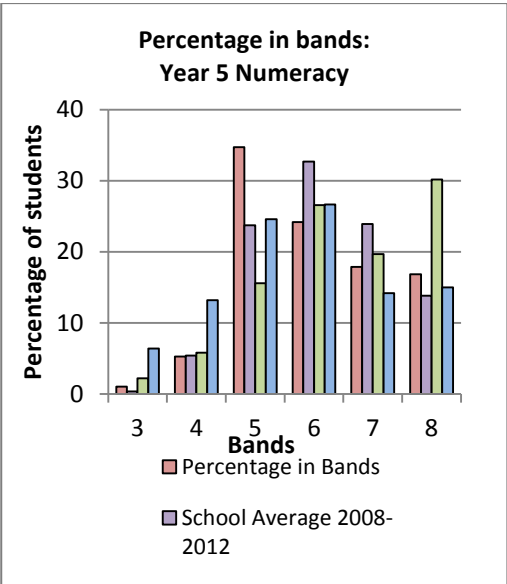


## Numeracy

### Numeracy Year 3 – NAPLAN



### Numeracy Year 5 – NAPLAN

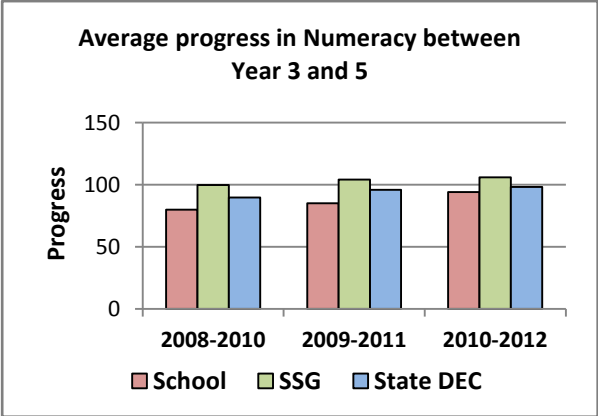


In numeracy for Year 3, 48% of students were placed in the top two bands compared to 39% for the state.

In numeracy for Year 5, 59% of students were placed in the top two bands compared to 59% for the state.

## Progress in numeracy

NAPLAN assesses student growth between Year 3 and Year 5 by matching 2010 and 2012 results.



In numeracy the average growth for students was 95.9 compared to 96.6 for the state. 53.4% of students achieved expected growth.

## School based data

Students' achievement at or above the required syllabus outcomes was monitored in Mathematics.

Kindergarten	98%
Year 1	87%
Year 2	87%
Year 3	96%
Year 4	98%
Year 5	96%
Year 6	98%

## Future Directions

Analysis of student achievement data indicated a need to develop consistency in approaches to the teaching of Mathematics across the school, with an emphasis on differentiating lessons to meet the needs of students. A focus on syllabus content and scope and sequence documents will support this.

Professional learning needs to continue to focus on the Working Mathematically strategies within the syllabus.



# SCHOOL ACHIEVEMENTS AND PROGRAMS



## Music Program

2012 was another highly successful year for the Newport Music Program. This year all of the ensembles performed at numerous school assemblies as well as school and community events. The Music Camp at The Collaroy Centre was again a highlight for the musicians, which culminated in a performance where all the ensembles played together.

The String Orchestra performed at the Yamaha Festival and was rewarded with a Silver Award. They also performed at the Ryde Eisteddfod and in the Festival of Instrumental Music held at the Sydney Opera House, where twelve of the most talented violin and cello players were selected to participate in this outstanding showpiece. The Performance Band attained a Silver Award at the Yamaha Festival. The Concert Band played well at the Yamaha Festival, earning them a Bronze Award. The V1's, V2's and the Training Band all performed well, with many of the young musicians progressing to the String Orchestra or Concert Band.

The Twilight Concert in December once again showcased the student's talents in instrumental music. This was a great end to another successful year for the Newport Music Program and we look forward to 2013.

## Choir

Our three choirs had a very busy year with many wonderful performances. The Senior Choir delighted audiences at the Newport Open Day, our Anzac Day Ceremony and Presentation Day at Pittwater High School.

The Peninsula Community of Schools Music Festival was held at Pittwater High School. Newport once again was a major contributor to this festival. Our Junior Choir and Senior Choirs performed alongside ten other Primary Schools, singing songs with a magic carpet ride theme. The Junior and Senior PSC Choirs and the Boys Choir also performed for our Open Day. Well done to all the choir members.

## Dance

Dance continues to provide many opportunities for our students at Newport to extend their skill levels and experience new challenges in the performing arts. This year 150 children participated in the school dance program. The children rehearsed and performed in groups that catered for varying abilities.

Three groups performed at the Sydney North Dance Festival; Year 2 'You are My Sunshine', Years 3 and 4 'Le Jazz Hot!' and Years 5 and 6 'High Country Muster'. Three groups also performed at the Peninsula Community of Schools Music Festival; Year 2, Years 3 and 4 and Year 6.

The dance groups also performed on Open Day for an appreciative school community audience. A highlight of this year was the inclusion of 38 students in the opening ceremony of the Australian Youth Olympics at the Entertainment Centre. A most memorable experience for all!

## Drama

The Junior Drama group auditioned successfully for the Arts North Drama Festival with their very moving adaption of 'Love You Forever'. The Senior Drama group also auditioned successfully for the Arts North Drama Festival with their entertaining piece 'Hug'. The groups also performed at Open Day to an appreciative community.





# SCHOOL ACHIEVEMENTS AND PROGRAMS



## **Sport**

Sport is a highly valued component of the curriculum at Newport Public School. The value of an active and healthy lifestyle has been promoted through a wide range of sporting and leisure opportunities available at the school. In 2012 our students had many wonderful sporting achievements, making us all very proud.

- We had excellent levels of participation from students in swimming, cross country and athletics school carnivals.
- Newport Public School was the Pittwater Zone Swimming Champion School and Athletics Champion School. We were also the Pittwater Zone Cross Country Champion School.

## **School Representation**

- Newport entered teams in rugby union, softball, netball, cricket, soccer and touch football knockout competitions. Our PSSA Soccer Knockout Team won the state knockout competition for the first time ever. The Boys' Softball Team was state runners up. Both wonderful achievements!

## **Primary Schools Sports Association PSSA**

- Students enthusiastically participated in a wide range of PSSA team sports every Friday, including softball, cricket, eagle tag, netball, rugby league and soccer.
- Newport won both the Spring and Summer Friday Sports competitions, as well as the Netball shield.
- At a zone level, Newport was the winning school of the Combined Zone Gala Day, winning over half of the competitions. Our teams won the Senior and Junior Netball and the Boys Open Soccer.

## **Sailing**

- Sixty students from Year 4 to Year 6, including beginner to intermediate sailors, participated in the Learn to Sail Program in Terms 1 and 4. The program runs as part of our Friday school sports program.
- Our young sailors are introduced to the rudiments of sailing in dinghies. At the end of the season the Pittwater Regatta is held to provide our advanced sailors with the opportunity to compete in a friendly competition. The Pittwater Cup is awarded to the winning school.

## **Snowsports**

- 2012 was another very successful year for Newport P.S. in the Interschool Snow Sports Competition. The team competed in regional, state and national titles with great success. Children entered in the disciplines of ski, snowboard and cross country ski.
- Newport won three national titles in snowboarding; Junior Boys GS, Junior Boys Boarder Cross and Senior Girls' Boarder Cross.
- Lucy Neil (ski) won both the National Senior Girls Alpine and Ski X individually. Mac Omm (snowboard) won both the National GS and Boarder Cross. Mac was undefeated throughout all three regional, state and national snowboarding events.



# SCHOOL ACHIEVEMENTS AND PROGRAMS



## Public Speaking and Debating

In 2012 students were involved in the Multicultural Perspectives Public Speaking competition. Fifteen students from Stages 2 and 3 presented speeches to the school during assembly. Two students from each stage represented Newport Public School at the final. These students were commended on their creativity and wonderful manner.

A team of six Year 6 students competed in the Premiers Debating Challenge in 2012. Newport's team competed in the round robin stages against other Peninsula Schools and won 3 of their 4 debates. Year 5 students were involved in the Northern Sydney Regional Interschool Debating Competition. This year we also took part in debates using video conferencing with schools not within our region.

## Chess

It was another busy year for the Newport PS Chess Club in 2012 with competitions and social play. Teams competed in One Day Interschool events as well as the ten week after school tournament. For the fourth consecutive year our junior team was the After School Tournament Champions in the Manly Warringah region. The Newport PS senior team gained selection from the Regional NSW Junior Chess League Tournament to play at the state finals in Lidcombe.

Newport PS continues to run its targeted Kindergarten program. This is a very successful initiative developing strong junior competition players. Mark Tickle and parent Edson Ortiz continue to coach and support this valuable program.

## Technology

Technology plays an important role in assisting learning at Newport PS. Our technology labs have provided all students with the opportunity to expand their ability to use technology as a tool to support their learning. Funding continued for a

technology mentor to work with classes to up skill teachers and effectively integrate technology into class programs.

We have continued to upgrade and enhance our technology resources across the school. Through the Technology Levy wireless technology has been installed in senior classrooms. Coupled with class sets of netbooks, in 2013, our senior classes will have greater access to technology to enhance learning programs and support our students as effective 21<sup>st</sup> century learners.

The need to address cyber safety for our students has become an issue. This year information sessions were held for students, staff and parents. A program of specific lessons is in development ready for implementation in 2013.

## Peninsula Community of Schools

The Peninsula Community of Schools (PCS) commenced at the beginning of 2007. Our school is part of this collaborative learning community pooling the resources of our three local high schools and ten area primary schools to partner with each other and with Macquarie University. Over 8,200 students from K-12 have been provided with new and dynamic learning opportunities.

Teachers have been able to participate in specialised workshops each term, supported by guest speakers, university staff, teachers and community partners. They have been immersed in innovative teaching and learning practices with over 83% of staff indicating they had made positive use of the workshop experiences in the classroom.

The restructure of the PCS in 2012 ensured that the senior shared curriculum, professional learning for staff, enrichment programs for students and the Young Leaders Program continued to maintain a strong focus. Year 6 students visited the Macquarie University campus in leadership, sustainability and indigenous education programs.

# SCHOOL ACHIEVEMENTS AND PROGRAMS



## Aboriginal education

Throughout the year, staff participated in professional learning to develop a deeper understanding of Aboriginal histories, cultures and experiences. Staff worked to implement the Aboriginal Education Policy with a focus on embedding Aboriginal knowledge, culture and history within key learning areas.

NAIDOC Week was celebrated at Newport with all classes being involved in lessons based around Aboriginal literature, dreamtime stories, the achievements of famous Aboriginal people, music and dance. In the library, there was a book display of quality Aboriginal literature available to students to add to their learning. In our weekly assemblies we paid tributes to Aboriginal culture.

All students displayed their art in a PCS initiative called 'Footsteps to Change.' Children painted and decorated cardboard cut-outs of feet, assembled them with their grade, and displayed them in the playground for photo opportunities.

A group of senior students were Newport's representatives at the PCS "Under a Starry Sky" event. This camp out at Bilgola PS was a huge celebration to mark 40 years since the Aboriginal Tent Embassy in 1972. The students were involved in Aboriginal dances and music, collaborated with Aboriginal community members to create art, heard stories and ate traditional Aboriginal cuisine.

## Multicultural education

Multicultural education influences all areas of the curriculum, as it builds the knowledge, skills and attitudes required for our culturally diverse society. Students learn about other cultures and celebrations around the world, developing an understanding and respect for others values.

Our Punchbowl Exchange program once again supported students' understanding and respect of other cultures. Year 4 students from Newport and Punchbowl exchanged letters and emails throughout the year and visited each other's

schools in Term 2 and Term 4. In our visit to Punchbowl Newport students were involved in a wide range of language classes, some of the many activities that broadened our students' view of different schools and communities. Tolerance and acceptance of diversity are actively promoted through this program.

## Leadership

In 2012, Newport Public School provided many formal leadership opportunities with students participating in a range of programs. The School Captains took part in the regional Leadership Camp and joined the Vice Captains in the Peninsula Community of Schools Leadership Program. The Parliament Ministers, House Captains and Band Captains went to the Young Leaders Day at the Entertainment Centre.

The House Captains did an outstanding job at all the school sporting carnivals, organising house relay teams and boosting team moral by leading a variety of songs and chants. The Ferry Captains worked diligently to ensure all children, especially the younger children travelled safely on the ferry. The Band Captains worked conscientiously to organise stage props, manage the bands back stage and liaise between the conductors and other band members.

Those students involved in formal leadership roles this year have represented Newport Public School in a mature and diligent way. They should be proud of their efforts and the leadership skills they have developed.





# SCHOOL EVALUATIONS



## Students with additional educational needs

### Background

This evaluation focused on support for students with additional learning needs, including students experiencing difficulty with learning and high achieving students. It was undertaken to evaluate the effectiveness of our practices and identify any areas for development.

### Findings and conclusions

- Parents indicated that they could confidently discuss their child's learning support needs with the class teacher and that their child experienced success in their learning.
- The majority of parents believed the teacher does cater for the learning support needs of their child and does provide a range of opportunities in which they can succeed.
- Most parents of students requiring learning enrichment felt that teachers do cater for their child's needs.
- Some parents felt the school does not offer a range of resources to cater for the learning enrichment needs of their child.
- Teachers identified a range of differentiation strategies used to cater for the needs of students within their class.
- Teachers indicated a need also for further professional learning and resources to support students with additional learning needs, both for learning support and enrichment.
- All teachers valued the additional support provided by the Newport P&C Association and felt this support improved student learning outcomes.

## Future directions

- Professional learning and mentoring for staff to differentiate the curriculum to meet the varied needs of students.
- Continued provision of additional resources to support classroom accommodations to meet the needs of students, including support and enrichment programs.
- Enhanced communication to parents about support and enrichment programs and the resources the school is using to cater for a range of learning needs.
- Implementation of new Learning and Support teacher to assist in effective adjustments to meet the learning support needs of students.
- Continued clustering for high achieving students and the promotion of extra-curricular programs such as chess, Lego, robotics, science and book clubs.

## Science

### Background

For the last two years teachers have been implementing the Primary Connections units for the teaching of Science. These are designed to increase student scientific literacy and student involvement in science in the classroom as well as providing a scaffold for staff to teach the Science Curriculum in an engaging and thought provoking way. This evaluation is designed to determine the effectiveness of this program.

### Findings

Students indicated that they enjoyed what they were taught, conducting experiments and designing, making and investigating with respect to Science. Students liked learning about science and would enjoy the opportunity to carry out more experiments at school.

Parents agreed that their children enjoyed learning about science at school. They indicated

# SCHOOL EVALUATIONS



that an improved communication to inform what their children are being taught at school would be of great benefit. Most parents thought more science should be taught at school.

Staff reported being very satisfied with the Primary Connections units of Science. Teachers stated that most students were achieving the outcomes expected. Teachers requested additional resources and professional learning.

## **Future directions:**

Provision of professional learning and resources for teachers to teach the Primary Connections units will enhance their competence and confidence in the teaching of science. By supporting teachers to teach science well, student's knowledge, skills, understanding and capacities in both science and literacy will be better developed. Ensure the consistent use of these units of work across the school.

## **Parent, teacher and student satisfaction**

In 2012 the school sought the opinions of parents, students and teachers about the school. Results indicated a high level of satisfaction within our school.

On average parents responded positively to the survey questions; with 100% feeling their children were happy and safe at school, 90% that learning is interesting and 95% think Newport PS has a good reputation for learning. The majority of parents believed Newport to be an excellent school with great spirit and goodwill. Some concerns were voiced around the management and coordination of some extra-curricular activities.

All staff indicated high levels of satisfaction at Newport, valuing most the collegial and supportive environment that exists at the school. Staff felt the support given by the community contributed to the success of the school.

Teachers valued the support from colleagues, the ability to work collaboratively and the expertise and commitment of staff.

Students expressed high levels of satisfaction with the school. Results indicate the majority of students enjoy coming to school, get along well with other students and feel safe in the playground. They enjoy and value their learning, feel their teachers help them learn and are confident about their learning.

## **Professional learning**

The impact of ongoing quality teacher professional learning upon students' learning outcomes and school improvement is significant. The school values and encourages active participation in professional learning. To this end significant funds were expended in this area and a quality professional learning program was implemented across the school for all staff. This professional learning related to the school's targets and priorities and the needs of the staff and included:

- support for curriculum implementation in writing, mathematics, technology and assessment;
- the participation by the school executive in training in Choice Theory and Lead Management to support consistent approaches in school leadership and decision making;
- regular grade planning sessions to develop consistency in curriculum delivery and student assessment across every grade; and
- staff participation in action learning projects targeting the effective teaching of reading comprehension; and
- staff participation in a wide range of PCS professional learning activities.

# PROGRESS ON 2012 TARGETS



## Target 1

### Increased levels of literacy for every student.

Our achievements include:

- 100% of Year 3 students are at or above national minimum standards for writing, spelling and grammar;
- 99% of Year 3 students are at or above national minimum standards for reading;
- 99% of Year 5 students are at or above national minimum standards for spelling and grammar;
- 98% of Year 5 students are at or above national minimum standards for reading and writing;
- Two thirds of Year 5 students achieved greater than or equal to expected growth in reading;
- use of common assessment tasks and marking rubrics enhanced the systematic and explicit teaching of writing;
- Kindergarten Best Start data indicated excellent progress in the literacy skills of students;
- The implementation of effective comprehension strategies in all grades resulted in improvements in reading outcomes for students;
- All classes focused on developing effective comprehension strategies relevant to the needs of students;
- on average, 95% of students from Years 1 to 6 achieved desired syllabus outcomes in reading.

## Target 2

### Increased levels of numeracy for every student.

Our achievements include:

- the percentage increase of students achieving in the top two bands was above the state in both Years 3 (47.8%) and 5 (34.7%);
- 99% of Year 3 students and Year 5 students achieved at or above the minimum standard for numeracy in NAPLAN assessments;
- the use of common assessment tasks and marking rubrics enhanced the inclusion of working mathematically strategies in number;
- Kindergarten Best Start data indicated excellent progress in the numeracy skills of students;
- professional learning for staff that resulted in improvements in the teaching of fractions and decimals and working mathematically;
- the review of class learning programs reflected differentiation of learning to meet the needs of all students was not consistent across all grades; and
- on average, 94% of students from Years 1 to 6 achieved desired syllabus outcomes in number.





# TARGETS FOR 2013



## School development 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

**Increased levels of literacy achievement for every student with a focus on writing and spelling.**

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

- increased percentage of students achieving above National Minimum Standards in writing and spelling by 2%.
- increased percentage of students meeting National Proficiency Standards in writing and spelling by 2%.
- increased percentage of students achieving at or above expected grade level in overall literacy on school based assessments by 1%.
- staff express increased confidence in implementation of new K-6 English syllabus for the Australian curriculum.

#### Strategies to achieve these targets include:

- the ongoing analysis of student performance data to inform learning programs;
- the implementation of programs to develop writing and spelling skills, based on best practice and underpinned by the Quality Teaching framework;
- the use of gap analysis to target the development of effective writing skills for students, with a focus on grammar and spelling;

- using the NSW DEC Literacy Continuum to develop effective assessment strategies to monitor student progress;
- the purchase and maintenance of quality literacy texts to enhance student learning and engagement.

### School priority 2

#### Outcome for 2012–2014

**Increased levels of numeracy achievement for every student.**

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

- increased percentage of students achieving above National Minimum Standards in numeracy from 94% to 96%.
- increased percentage of students meeting National Proficiency Standards in numeracy from 48% to 50% in Year 3 and 35% to 37% in Year 5..
- increase in number of students achieving at or above expected grade level in overall numeracy on school based assessments by 2%.

#### Strategies to achieve these targets include:

- the ongoing analysis of student performance data to inform learning programs;
- a focus on developing a consistent approach to teaching mathematics in all classes based on DEC syllabus and support documents;
- professional learning for staff to enable effective differentiation of learning programs to meet the needs of all students;
- using the NSW DEC Numeracy Continuum to develop effective assessment strategies to monitor student progress; and
- the purchase of practical numeracy resources to support the implementation of quality teaching programs.

## 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:

<http://www.schools.nsw.edu.au/asr>

