



Education & Communities

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# Newport Public School Annual School Report



# MESSAGES

## PRINCIPAL



### Principal

It is with great pleasure that I present the 2013 Annual School Report for Newport Public School. Our school prides itself in having delivered outstanding quality education to the Newport community for over 120 years.

Newport Public School provides the highest quality education for all students, delivering a detailed curriculum focusing on developing skills in literacy and numeracy supported by the integration of technology. Our 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 2013, our school provided extensive opportunities for students to develop socially, culturally and physically. Many students participated in our extensive Music Program and 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 2013 resulted in a number of state titles. Our school sailing and snow sports programs also continued as highly valued aspects of our school.

This year saw the introduction of the Newport Quality Behaviour Program, which continued to

support the implementation of our school code of cooperation, achievement, respect and engagement. This proactive well-being program contributed to a safe and inclusive environment for the students.

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 staff and parents worked closely together throughout 2013 for the benefit of the school and the children. The vast majority of our parents assist the school in a wide range of roles in and out of the classroom throughout the year. 2013 saw another extremely successful fete, where our community worked together for the benefit of the school. The P&C Association continued to work in collaboration with the school to provide invaluable support for students across the school.

The Annual School Report provides a summary of our achievements in 2013 and gives a structure to communicate our priorities and the focus of our learning in 2014. 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

## COMMUNITY



### P&C Association

Newport Public School Parents and Citizens Association had another busy year in 2013, continuing to provide a forum for parents to discuss issues concerning their child's schooling 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 2013, the P&C Association was able to continue its funding of programs to support the learning of students across the school, with \$26000 allocated to literacy and numeracy programs for students experiencing difficulty with learning and to support gifted and talented students. A further \$18000 was allocated to provide equipment in the Kindergarten playground. 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. Thanks especially to Dennis Fitzgerald, our treasurer, and Caroline Thomas, our secretary, for their mountain of work in making that happen.

In 2013 our major fundraising activity was our school fete. Many thanks go to our two wonderful fete co-ordinators, Kate Long and Tessa Blaiklock, who both worked very hard, with their team, to put together a fantastic day in which the whole school community came together.

We look forward to another great year in 2014 and we want to thank all those parents and teachers who go far beyond what is necessary to help our school and our children.

**Jason Ramsay, P&C President**

### Student Leaders

This year our school successfully ran a student parliament for students in Year 6. In our parliament we are represented by ministers who manage portfolios across a wide range of areas.

During 2013 we met and voted on a range of motions that concerned our school life. The ministers met with Mrs Charlton and other teachers within our school to discuss how we could best solve issues that were raised in parliament.

During the year, we were involved in a wide range of leadership activities including the Peninsula Community of Schools Leadership Program. This program brought together student leaders from all of our other local schools to work together on a project about our local area.

At Newport we have a range of other leadership activities that students can participate in. Each year, band captains are elected to lead our school band program and sport captains are elected to lead our school sporting houses. Ferry captains are elected to assist in ensuring all students from our offshore communities get to school safely each day.

### Newport Public School Parliament 2013



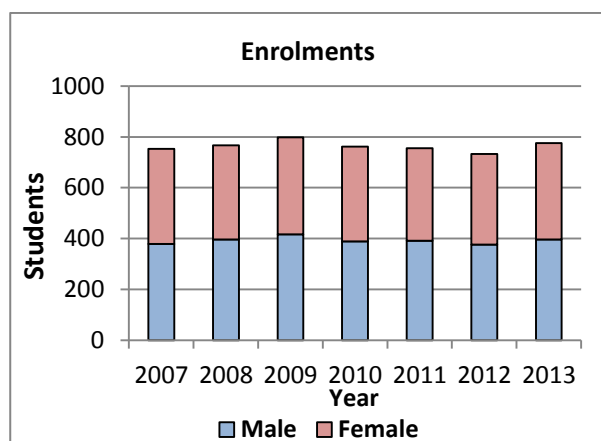


# SCHOOL CONTEXT



## Student Enrolment Profile

In December 2013, enrolment at Newport PS was 775 students. 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         | 2009        | 2010        | 2011        | 2012        | 2013        |
|--------|--------------|-------------|-------------|-------------|-------------|-------------|
| School | K            | 94.5        | 95.1        | 95.6        | 95.2        | 96.3        |
|        | 1            | 94.7        | 95.1        | 93.6        | 94.2        | 95.1        |
|        | 2            | 95.1        | 95.7        | 95.1        | 93.9        | 95.4        |
|        | 3            | 94.1        | 94.5        | 95.3        | 95.5        | 95.2        |
|        | 4            | 94.6        | 94.2        | 95.2        | 94.2        | 95.2        |
|        | 5            | 93.4        | 93.1        | 94.3        | 94.8        | 95.0        |
|        | 6            | 94.6        | 94.7        | 93.4        | 94.8        | 96.1        |
|        | <b>Total</b> | <b>94.4</b> | <b>94.6</b> | <b>94.6</b> | <b>94.6</b> | <b>95.5</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                             | 1             |
| Deputy Principal(s)                   | 2             |
| Assistant Principal(s)                | 4             |
| Classroom Teachers                    | 28.686        |
| Teacher of Reading Recovery           | 0.42          |
| Learning and Support Teacher          | 0.8           |
| Teacher Librarian                     | 1.4           |
| Counsellor                            | 1.0           |
| School Administrative & Support Staff | 4.872         |
| <b>Total</b>                          | <b>44.178</b> |

## Teacher qualification

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

| Qualifications                          | % of staff |
|---|------------|
| Degree or Diploma                       | 100        |
| Postgraduate                            | 19         |
| NSW Institute of Teachers Accreditation | 42         |

## 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 four retirements and farewell Jennifer Goodall, Elizabeth Englund, Greg Byrne and Sylvia Fisher after many years of tireless service to Newport Public School.

# 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      | 30/11/2013            |
| <b>Income</b>                  |                       |
| Balance brought forward        | \$397,941.75          |
| Global funds                   | \$412,883.79          |
| Tied funds                     | \$139,103.50          |
| School & community sources `   | \$489,194.39          |
| Interest                       | \$14,122.01           |
| Trust receipts                 | \$274,112.48          |
| Canteen                        | 0.00                  |
| <b>Total income</b>            | <b>\$1,727,357.92</b> |
| <b>Expenditure</b>             |                       |
| Teaching & learning            |                       |
| Key learning areas             | \$212,578.81          |
| Excursions                     | \$138,091.82          |
| Extracurricular dissections    | \$165,785.38          |
| Library                        | \$23,520.76           |
| Training & development         | \$39,869.45           |
| Tied funds                     | \$79,126.02           |
| Casual relief teachers         | \$129,771.36          |
| Administration & office        | \$95,785.72           |
| School-operated canteen        | 0.00                  |
| Utilities                      | \$80,721.56           |
| Maintenance                    | \$45,031.80           |
| Trust accounts                 | \$246,603.43          |
| Capital programs               | \$7,460.00            |
| <b>Total expenditure</b>       | <b>\$1,264,346.11</b> |
| <b>Balance carried forward</b> | <b>\$463,011.81</b>   |

A full copy of the school's 2013 financial statement is tabled at the annual general meetings of the P & C. Further details concerning the statement can be obtained by contacting the school.

## Academic achievements

### NAPLAN

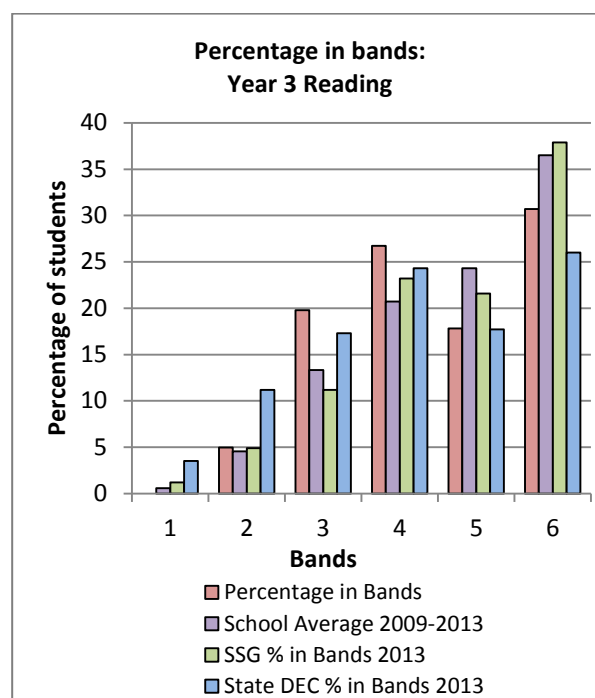
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

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

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

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

### NAPLAN Year 3 - Literacy



In reading 49% of students were placed in the top two bands compared to 47% for the state.

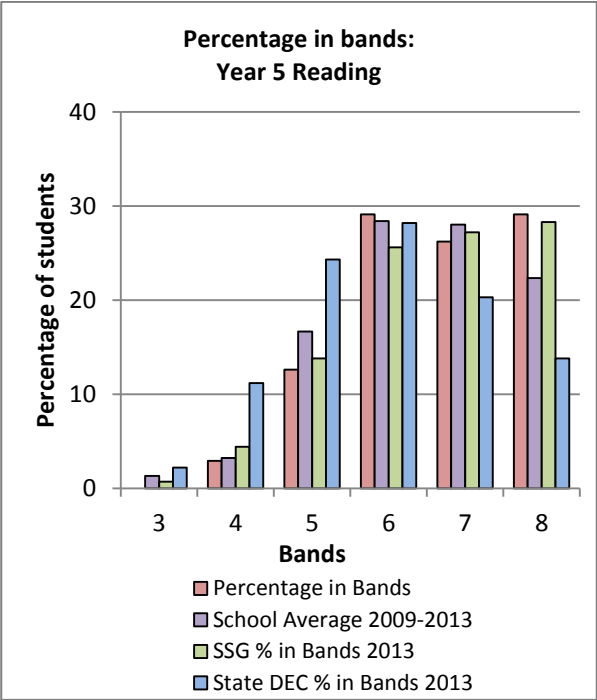
In writing 70% of students were placed in the top two bands compared to 54% for the state.

In spelling 51% of students were placed in the top two bands compared to 50% for the state.

# SCHOOL PERFORMANCE



## NAPLAN Year 5 - Literacy



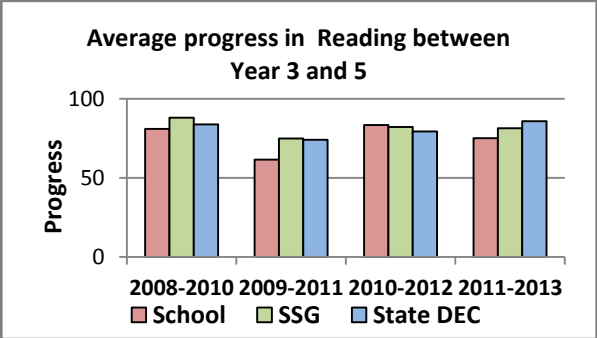
In reading 55% of students were placed in the top two bands compared to 37% for the state.

In writing 34% of students were placed in the top two bands compared to 23% for the state.

In spelling 49% of students were placed in the top two bands compared to 38% for the state.

### Progress in literacy

NAPLAN assesses student growth between Year 3 and Year 5 by matching 2011 and 2013 results.



In reading the average growth for students was 75.6 compared to 83.2 for the state. 62% of students achieved expected growth.

### Future Directions

Analysis of student achievement data identified a need to focus on the implementation of whole school spelling programs targeting:

- explicit teaching of the four forms of spelling.
- problem-solving activities which provide students with the opportunities to apply their spelling skills and knowledge.

At Newport, we will continue use of gap analysis to target the development of effective comprehension and writing skills as part of the writing teaching and learning cycle.

### School based data

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

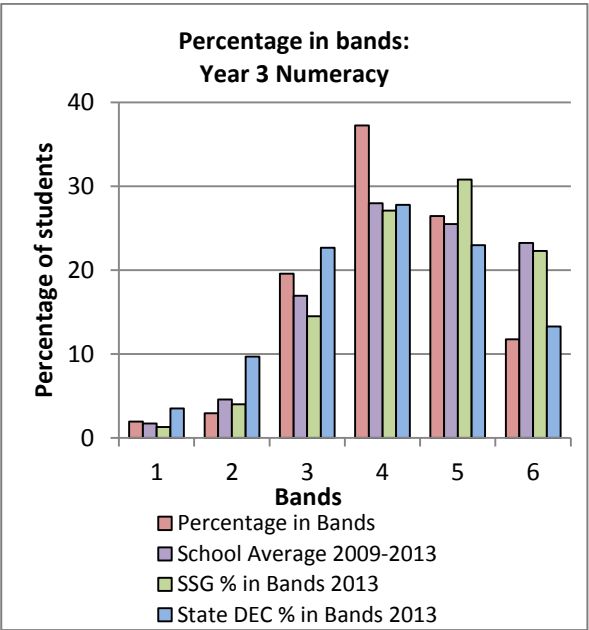
|              |     |
|--------------|-----|
| Kindergarten | 95% |
| Year 1       | 91% |
| Year 2       | 93% |
| Year 3       | 99% |
| Year 4       | 96% |
| Year 5       | 99% |
| Year 6       | 97% |



# SCHOOL PERFORMANCE

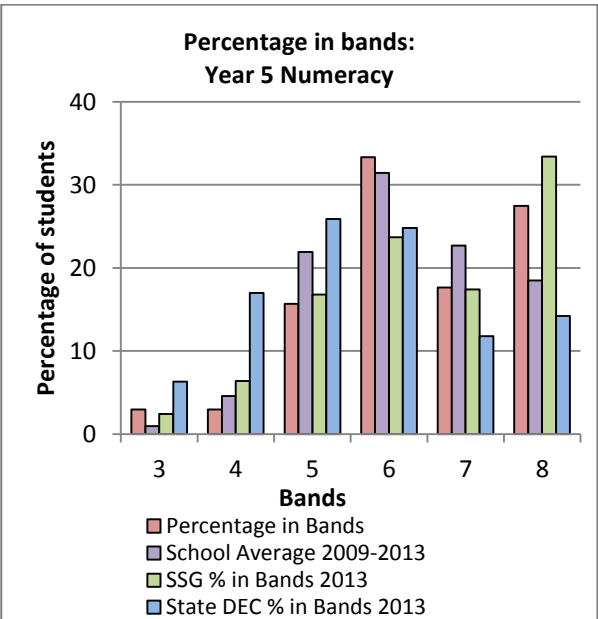


## NAPLAN Year 3 - Numeracy



In numeracy for Year 3, 51% of students were placed in the top two bands compared to 50% for the state.

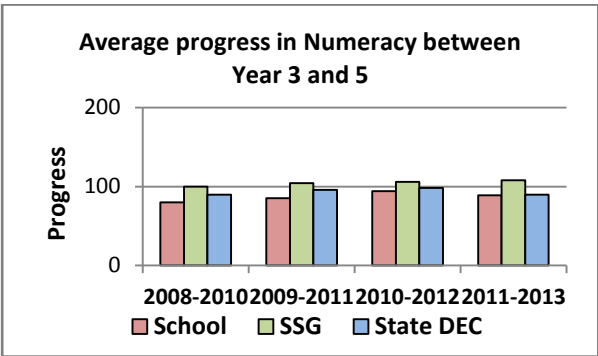
## NAPLAN Year 5 - Numeracy



In numeracy for Year 5, 45% of students were placed in the top two bands compared to 28% for the state.

## Progress in numeracy

NAPLAN assesses student growth between Year 3 and Year 5 by matching 2011 and 2013 results.



In numeracy, the average growth for students was 90 compared to 88.5 for the state. 64.6% of students achieved expected growth.

## Future Directions

Analysis of student achievement data indicated a need to continue our emphasis on consistency in the teaching of Mathematics across the school. This will be achieved through:

- continued focus on lesson differentiation.
- ongoing professional development for staff on the implementation of the new syllabus for the national curriculum.
- continued focus on consistent teaching.

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

|              |      |
|--------------|------|
| Kindergarten | 98%  |
| Year 1       | 89%  |
| Year 2       | 94%  |
| Year 3       | 100% |
| Year 4       | 97%  |
| Year 5       | 98%  |
| Year 6       | 96%  |



# SCHOOL PERFORMANCE



## Other achievements

### Music

2013 was another successful year for the Newport Music Program. This year the various ensembles performed at numerous school assemblies as well as at school and community events. The Music Camp at the Collaroy Centre was again a highlight for the musicians, culminating in a performance in which all the ensembles played together. 2013 saw the formation of a new Stage Band which added another dimension to Newport's already talented music program

Twelve of the most talented violin and cello players from the String Orchestra were chosen to perform at the Festival of Instrumental Music held at the Sydney Opera House. This outstanding showpiece which brings together musicians from all over the state was once again a spectacular performance enjoyed by all who were involved.

The Twilight Concert in December was moved to Pittwater High School this year and showcased the students' talents in instrumental music. The music captains were the MCs and did a fantastic job leading the night. This was a great end to another successful year for the Newport Music Program and we look forward to 2014.



### Choir

Our choir had another busy year with many wonderful performances. The combined Newport Choir delighted audiences at the Newport Open Day, Showcase Concert and the Peninsula Community of Schools Music Festival. The Boys' Choir also performed at our Open Day.

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 and senior choirs performed alongside ten other local primary schools, singing songs that were aligned to the 'Animal Crackers' theme. 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, 130 students 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 "Life's a Happy Song", Years 3 and 4 "American Bandstand" and Years 5 and 6 "Classics Alive". The Years 5 and 6 group also represented Newport at the State Dance Festival. Two groups also performed at the Peninsula Community of Schools Music Festival;



# SCHOOL ACHIEVEMENTS AND PROGRAMS



Years 3 and 4 “Feline Frenzy” and Year 6 “The Animal Song”.

The dance groups also performed at Newport Open Day and at the Showcase Concert in Term 3. The Year 2 school dance group performed “Beautiful Day” at both these events. Congratulations to all dance students on your enthusiastic performances.

## Drama

This year we had a whole school focus on two specific forms of drama throughout the school, puppet making and mask making. Classes performed for each other and parents were invited to class puppet shows and workshops.

The Junior Drama Group performed ‘The Paper Bag Princess’ at the Arts North Drama Festival at NIDA, Kensington. Their performance was thoroughly amusing and most entertaining. The Senior Drama Group successfully performed an adapted script of ‘Hairy Nose, Itchy Butt’ which highlighted the tragedy of lost habitats and endangered species. Both productions were met with great audience approval.



## Public Speaking and Debating

In 2013 Newport Public School has continued to show growth in the area of Public Speaking and Debating. Students across Stages 2 and 3 were involved in the Multicultural Perspectives Speaking Competition. Students presented speeches to the school during assembly which provided the speakers with a large audience and

the assembly benefited from the high standard of speeches. Two students from each stage were selected to participate in the local final with other schools from the Peninsula. Edward Ashe from Year 4 won the local final and represented Newport Public School at the regional final where he presented two speeches.

A team of six Year 6 students competed in the Premier’s Debating Challenge in 2013. Newport Public School successfully won the zone round robin competition and competed at the Northern Region Final at the Collaroy Centre. All students are to be commended on their enthusiasm and skills displayed during this competition. Year 5 students participated in Northern Sydney Regional Friendly debates where they were able to meet other schools and refine their skills. Four students attended the Regional Debating Camp held at the Collaroy Centre over three days.

## Chess

It was another busy year for the Newport PS Chess Club in 2013 with competitions and social play. Teams competed in one day interschool events as well as the ten week long after school tournament. Our Senior team gained selection from the Regional NSW Junior Chess League Tournament to play at the state finals in North Sydney.

Newport Public School continues to run its targeted Kindergarten chess 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.

# 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 2013 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 eight NSW PSSA state knockouts. In an unbelievable result, the Rugby Union, Netball and Girls' Cricket teams were crowned State Champions while the Boys' Softball team was runner-up.

We had four students represent NSW PSSA at national championships and many of our students participated at State PSSA events including cross country, netball, AFL, softball and rugby league and union.



## 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.
- Newport was again the dominant school in the Zone winning over half of the Friday competitions. We had champion teams in tee ball, boys' and girls' softball, netball, Eagle Tag and cricket.

## Snowsports

- 2013 was another very successful year for Newport in the Interschools Snowsports 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 Senior Boys Ski Team won the National Skier X and was runner up in Alpine. The Senior Boys Snowboard Team was runner up in GS and Boarder X.
- Zach Zontsich (ski) won both the National Senior Boys Alpine and Ski X individually. For the first time ever, Newport competed at Mt. Buller in Victoria. Newport was the fourth highest placed co-ed primary school in Australia.

## Sailing

- Sixty students from Years 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.
- During 2013, students from Newport sailed with both Bayview Yacht Racing Association and Royal Prince Alfred Yacht Club.

# SCHOOL ACHIEVEMENTS AND PROGRAMS



## 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 had greater access to technology to enhance learning programs and create effective 21<sup>st</sup> century learners.

Ensuring effective cyber safety for our students remains a priority. This year information sessions were held for students, staff and parents. A program of specific lessons was implemented across K-6 during 2013.



## Peninsula Community of Schools

The Peninsula Community of Schools (PCS) was established at the beginning of the 2007 school year. The PCS comprises of three high schools and ten primary schools. 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 8,500 students from K-12 have been provided with new and dynamic learning opportunities.

The Peninsula Community of Schools is constantly evolving as a learning community. Senior students from Newport Public School participated in a variety of leadership and team building activities at the PCS Leadership Hub Days.

The inaugural PCS Science Fair held in Science Week celebrated the theme of 'A Century of Australian Scientists'. Students from Newport Public School engaged in a wonderful showcase of Science and technology learning programs within the 13 PCS schools. A number of our students also had the opportunity to participate in the 2013 Youth Eco Summit which was held at Sydney Olympic Park.

The annual PCS Music Festival launched Education Week with students from all 13 schools showcasing their outstanding music and dance abilities across two nights at Pittwater High School. Events such as these really showcase the depth of talent we have at Newport Public School.

Wheeler Heights School also hosted the Melaleuca Moonlight event where Indigenous and non-Indigenous students from the PCS schools camped overnight and participated in a variety of indigenous activities. The PCS continued fundraising for Ian Thorpe's Fountain for Youth Literacy Backpack program and the 13 schools in the Katherine Group Schools, Northern Territory through the Coles Sport for Schools program.





# SCHOOL ACHIEVEMENTS AND PROGRAMS



## Aboriginal education

Newport Public School is committed to promoting and celebrating Aboriginal achievement in all areas of the curriculum. Throughout the year, students learned about Aboriginal history and culture by studying 'Sorry Day', Aboriginal art, and Aboriginal men and women in the armed services.

NAIDOC Week was celebrated at Newport in line with the PCS, where a camp was held at Wheeler Heights Primary. During the camp Newport's Aboriginal students and their friends participated in lessons about Aboriginal dance, craft, music, language and art. The students feasted on traditional Aboriginal cuisine and shared dreamtime stories before bed.

Newport also entered students' art work into the PCS Aboriginal art display also at Wheeler Heights. At Newport, our NAIDOC week assembly taught students about the Acknowledgement of Country and Welcome to Country practices as well as reflecting on the students' experiences at the Melaleuca Moonlight, NAIDOC week camp.



## 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/Newport Exchange Program once again supported students' understanding and respect of other cultures. Year 4 students from Newport and Punchbowl Public Schools exchanged letters and emails throughout the year and visited each other's schools in Term 2 and Term 4. During our visit to Punchbowl Public School, our students were involved in a wide range of language classes, sports and games and cultural activities. Tolerance and acceptance of diversity are actively promoted through this program.





# SCHOOL ACHIEVEMENTS AND PROGRAMS



## Leadership

In 2013, Newport Public School provided many formal leadership opportunities for students. School Captains, Vice Captains, Ministers and House Captains were elected by the student body and performed their duties to the highest standard.

The students in formal leadership positions had the opportunity to develop their skills by participating in a range of programs. The School Captains took part in the Leadership Camp at Collaroy and joined the Vice Captains at the PCS Leadership Program, which ran during Term 1 and culminated in a fantastic presentation. The Parliament Ministers and House Captains went to the PCS hub days and learnt leadership skills with leaders from Avalon and Bilgola.

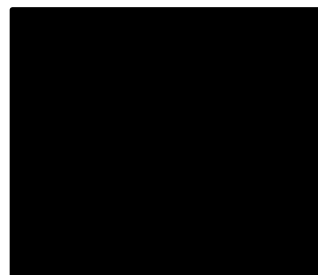
Another opportunity for the student leaders to practise their skills was during the School Parliament meetings held twice a term. School Parliament is a forum that provides the student body a voice in the management and organisation of the school. School Captains, Vice Captains and Ministers organise the School Parliament sessions with all of Year 6 in attendance. During these sessions, student issues are discussed and voted upon, those successful motions being taken to Mrs Charlton for her consideration.

Successful motions that were implemented to improve student welfare, sporting opportunities, the school environment and the school community this year were: fundraising events to raise money for Stuart House; to improve the kindergarten play area by installing play equipment; and to do a "clean-up the school" day each year.

The House Captains did an outstanding job at all the school sporting carnivals, organising house relay teams and boosting team moral with a variety of songs and chants.

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



## Parent/caregiver, student, and teacher satisfaction

In 2013, Newport Public School sought the opinions of parents, students and teachers about the success of our school. The results indicated an overall high level of satisfaction with the school.

The survey asked parents, on a scale of 1 to 10, how likely they were to recommend Newport Public School to another person. A score of 10 indicated most likely and a score of 1 indicated least likely. 73.3% of respondents gave Newport a score of 8 or higher, showing a high level of satisfaction within our school community. Respondents indicated that the main reasons influencing their level of satisfaction included a supportive school community and an experienced, committed teaching staff.

All staff indicated high levels of satisfaction at Newport, valuing most, the collegial and supportive environment that exists at the school. Staff felt that the wide range of opportunities provided to students at Newport Public School was a key feature of its success.

Students expressed high levels of satisfaction with the school. Results indicated that the majority of students valued the number of opportunities available to them.



## Program evaluations

### Communication

#### *Background*

This year, Newport Public School evaluated the effectiveness of communication processes amongst staff and with our school community. With the introduction of a range of new communication technologies over the last five years, the evaluation of our communication processes is timely.

#### *Findings and conclusions*

After surveying our community, 50% of respondents felt that our school website is an effective way of communicating with the public. Many respondents indicated the need for the inclusion of notes and newsletters as well as up to date calendar information. 86% of respondents read the school newsletter on a weekly basis and 93% of respondents agreed or strongly agreed that the newsletter was an effective way to communicate with the community. Over 80% of respondents indicated that email was their preferred means to receive communication, followed by the use of smartphone apps.

The majority of staff indicated that they were happy with the way they received information at school. The most widely suggested strategy for improving communication within the school was consistency of information and timely delivery.

#### *Future directions*

The continued use of electronic communication remains a focus for Newport Public School. Whilst the newsletter is the most popular way of receiving information, the current design does not lend itself to readability, so a review of the newsletter format needs to be undertaken.

# SCHOOL EVALUATIONS



## **Spelling**

### ***Background***

This year, Newport Public School evaluated the effectiveness of spelling programs across K-6. With the introduction of the new English syllabus for the national curriculum in 2014, it was decided to evaluate the effectiveness of our current practice as well as our obligations under the new curriculum. Continued improvement in spelling in school based assessment and national testing continues to be an important goal for all staff at Newport.

### ***Findings and conclusions***

Over 60% of students indicated that they enjoyed spelling activities, whilst 70% indicated they believed they were good spellers. Students indicated that spelling games were by far their most preferred way of learning to spell. Nearly all students indicated they complete regular spelling homework. Teachers reported that whilst current programs were providing success, a more consistent approach across K-6 is required.

### ***Future directions***

The implementation of a consistent spelling curriculum across K-6 will ensure that spelling skills are taught in a systematic and strategic manner to all students. Provision of teacher professional learning regarding the four forms of spelling will support teachers in implementing

effective spelling programs in all classrooms K-6. An ongoing focus on lesson differentiation will allow students to be matched to spelling activities appropriate to their developmental level.

### **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.

To ensure continual professional growth, all teachers participated in training and development based on their individual needs, as well as school and systemic priorities.

Individual plans for training and development are negotiated with supervisors each year as part of the TARS program, the annual review of the performance and development of teachers.

In 2013, a school priority was to ensure a smooth transition to the new English syllabus for the national curriculum. Teachers participated in extensive professional learning around the changes in documentation and pedagogy required for the transition to this new syllabus.

The areas of Quality Teaching and Differentiated Learning in Mathematics were the focus of K-6 staff professional development in alignment with the Numeracy targets for 2013. This professional learning resulted in increased consistency in the delivery of a differentiated mathematics curriculum across the school.

# PROGRESS ON 2013 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, reading and grammar;
- 99% of Year 3 students are at or above national minimum standards for spelling;
- 98% of Year 5 students are at or above national minimum standards for spelling and grammar;
- 100% of Year 5 students are at or above national minimum standards for reading and writing;
- In Year 5, the number of students achieving in bands 6, 7 or 8 for writing increased to 72%;
- In Year 5, 55% of students achieved bands 7 or 8 for reading;
- Kindergarten Best Start data indicated excellent progress in the literacy skills of students;
- Continued focus on effective comprehension strategies in all grades resulted in improvements in reading outcomes for students;
- On average, 95% of students from Years 1 to 6 achieved desired syllabus outcomes in English.

## Target 2

### Increased levels of numeracy for every student.

Our achievements include:

- 98% of students in Year 3 and 97% of students in Year 5 are at or above the national minimum standard for numeracy;
- The percentage of Year 5 students in Band 7 and 8 exceeded that of the Peninsula Network and State (by 17.3%);
- The percentage of students achieving in the intervention bands (1 & 2) for overall Numeracy declined from 4.9% in 2012 to 2.8% in 2013;
- Kindergarten Best Start data indicated excellent progress in the numeracy skills of students;
- Professional learning for staff that resulted in improvements in the consistency of delivery of teaching programs;
- On average, 96% of students from Years 1 to 6 achieved desired syllabus outcomes in Mathematics.



# TARGETS FOR 2014



## 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.**

##### 2014 Targets to achieve this outcome include:

- Increase of 2% of students achieving in top two bands in NAPLAN.
- 60% or more students achieve at or above expected growth in literacy NAPLAN testing.
- Increase of 2% of students achieving High or Outstanding in school based literacy assessments.

##### 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.**

##### 2014 Targets to achieve this outcome include:

- The percentage of students from Year 3, scoring in bands 5 & 6 increases from 38% to 48%
- The percentage of students from Year 5, scoring in bands 7 & 8 remains above 45%
- An increase of 2% in students achieving at or above their expected grade level in school based assessments.

##### Strategies to achieve these targets include:

- the ongoing analysis of student performance data to inform learning programs;
- a continued focus on developing a consistent approach to teaching Mathematics in all classes based on DEC syllabus and support documents;
- ongoing 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>

