2010 Annual School Report
Nowra Public School

NSW Public Schools – Leading the way
Principal's Message
I would like to acknowledge the traditional custodians of this land and pay respect to the Elders, both past and present, of the Yuin Nation.

The Annual School Report (ASR) is part of the reporting process that is required of all departmental schools. As well as this format we also present an Annual Financial Statement, student progress reports, results from NAPLAN for students in Years 3 and 5, a school website and regular reports to Parents and Citizens Association (P&C). In addition parents have access to the MySchool website. It is pleasing to note that the ASR is a result of collaboration between staff, parents and students.

Nowra Public has been a hive of activity this year with major building works continuing as part of the Building the Education Revolution (BER) and significant Teacher Professional Learning (TPL) in the first twelve months of the National Partnerships Program.

The excitement of our Stage 3 students is apparent as the five new classrooms near completion. The classrooms will feature natural light, withdrawal rooms, wet areas, extensive display areas and the option to open the classrooms for team teaching. These rooms will be equipped with modern technology.

In addition to new classrooms our library has a new staff training area also incorporating modern technology.

In line with the department's School Security Policy both the Infants and Primary site will be fully fenced. This will allow new environmental initiatives; particularly gardening projects that involve the students and school community.

National Partnerships funding provided teachers with the opportunity to engage in significant professional learning focusing on improving student outcomes. The success of National Partnerships will be evident in NAPLAN and school based data in 2011. My observations of classrooms are most encouraging as I see improved student engagement and strong evidence of quality teaching across all classrooms.

Finally, I would like to thank the P&C for their continued support in both financial and personal areas. It is of major importance that this school addresses the priorities of not only the Department of Education & Training but also the priorities of the families of the Shoalhaven.

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.

Clive Robertson
M. Ed., Grad Dip Ed., Dip Teach., JP

P & C and/or School Council Message
This year the P&C were able to assist in the purchasing of new resources for use within the school. Throughout the year we held a number of fundraising activities such as Bunnings BBQ’s, Disco’s, Easter and Christmas raffles. These activities were organised and coordinated by a small group of dedicated parents who make our fundraising activities as successful as possible. The P&C also helped fund student participation in the University of NSW ICAS tests and provided resources for the library. P&C members were also involved in a number of school planning committees assisting with the decision-making of the school.

I would like to thank all the parents for the hard work and dedication either with the P&C or as helpers/volunteers in other roles at school. Without their help we would not be able to provide the school with the funding that assists the school achieve its stated goals.

I encourage all parents to have an active role in our school whether it is in the classroom, canteen, helping with sport, being on a committee or by becoming a P&C member.

Sharon Matheson, P&C President

Student Representative’s Message
We had a very busy year as Captains and Prefects. We were involved in assisting teachers with the weekly organisation of the school, running Infants and Primary assemblies and all major assemblies throughout the year, including Anzac Day, Education Week, NAIDOC Week and the end of year presentations.

One highlight of the year was the Young Leaders Day in Sydney where we had an opportunity to
listen to stories from leaders in the community. The stories were challenging and inspiring.

As school leaders we participated in community commemorations such as ANZAC Day.

Other important responsibilities we had were helping with fundraising activities and being part of the SRC. This year we played an extra role in the SRC as we were group leaders. We thought that worked really well and we enjoyed having the extra responsibility.

We enjoyed our time at Nowra Public School and we are looking forward to the challenges of high school. We hope next year’s school leaders enjoy their roles as much as we did.

Captains and Prefects

Thomas Bradford and Leah Davey (captains), Tara Davey, Marissa Kielly, Jet Langton, Gus Lasker, Miles Quinell, Brooke Walker and Liam Wright (prefects).

School Context

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

Student Enrolment Profile

<table>
<thead>
<tr>
<th></th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>278</td>
<td>283</td>
<td>307</td>
<td>301</td>
<td>307</td>
</tr>
<tr>
<td>Female</td>
<td>297</td>
<td>306</td>
<td>310</td>
<td>299</td>
<td>309</td>
</tr>
</tbody>
</table>

Enrolments
Student attendance profile

Attendance rates in 2010 improved on those for 2009, however, regional and state improvements were greater. Our attendance rates are now slightly below Regional and State attendance rates.

Management of Non-attendance
It is expected that student absences be explained in writing. There is a legal requirement for the school to follow up on unexplained absences. Firstly, a note is sent home, however where necessary the Department of Education & Training may request a Home School Liaison Officer (HSLO) to investigate more fully. The HSLO is able to assist families experiencing difficulties, explain the law in relation to student attendance and may recommend further action if required.

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 2010 class size audit conducted on Wednesday 17 March 2010.

<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>KB</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>KG</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>KR</td>
<td>K</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>KP</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>K-1Y</td>
<td>K</td>
<td>11</td>
<td>20</td>
</tr>
<tr>
<td>K-1Y</td>
<td>1</td>
<td>9</td>
<td>20</td>
</tr>
<tr>
<td>1W</td>
<td>1</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>1T</td>
<td>1</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>1J</td>
<td>1</td>
<td>22</td>
<td>22</td>
</tr>
</tbody>
</table>

1-2L 1 14 22
1-2L 2 8 22
2A 2 23 23
2C 2 22 22
2Q 2 24 24
2V 2 21 21
3W 3 29 29
3R 3 28 28
3B 3 29 29
4R 4 29 29
4J 4 29 29
4K 4 28 28
5G 5 30 30
5W 5 29 29
5D 5 28 28
6E 6 28 28
6M 6 25 25
6C 6 26 26

Staff Information
Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>4</td>
</tr>
<tr>
<td>Head Teacher – Suspension Centre</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>21</td>
</tr>
<tr>
<td>Home School Liaison Officer</td>
<td>1</td>
</tr>
<tr>
<td>Part time/teacher release</td>
<td>2.234</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.92</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>2</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1.1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0.4</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>4</td>
</tr>
<tr>
<td>School Administrative &amp; Support</td>
<td></td>
</tr>
<tr>
<td>Staff</td>
<td>1</td>
</tr>
<tr>
<td>Autism Unit</td>
<td>1</td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce. The School employs the longest serving Aboriginal Education Assistant in the State as well as one classroom teacher and one School Learning Support Officer.

Staff Retention
In 2010 we had no transfers of permanent staff and due to the National Partnerships funding we employed three long-term casual teachers.

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>14</td>
</tr>
</tbody>
</table>
Financial Summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>271,228.00</td>
</tr>
<tr>
<td>Global funds</td>
<td>316,487.00</td>
</tr>
<tr>
<td>Tied funds</td>
<td>499,490.00</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>143,332.00</td>
</tr>
<tr>
<td>Interest</td>
<td>19,845.00</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>15,516.00</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>1,265,898.0</td>
</tr>
</tbody>
</table>

Expenditure

Teaching & learning

<table>
<thead>
<tr>
<th>Key learning areas</th>
<th>13,573.00</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excurricular dissections</td>
<td>45,448.00</td>
</tr>
<tr>
<td>Library</td>
<td>10,866.00</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>5,155.00</td>
</tr>
<tr>
<td>Tied funds</td>
<td>377,727.00</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>92,658.00</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>73,632.00</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>53,665.00</td>
</tr>
<tr>
<td>Maintenance</td>
<td>40,005.00</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>15,841.00</td>
</tr>
<tr>
<td>Capital programs</td>
<td>25,076.00</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>844,077.00</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>42,821.00</td>
</tr>
</tbody>
</table>

The summary includes whole dollar amounts only and differs from the official audit report by less than $5. Global funds and teacher professional learning appear significantly different to previous years as the school is now included in a National Partnerships resulting in Federal funding grants to the school to address the impact of low socio-economic communities. These funds are fully reported in the School Plan (see the Nowra Public School website).

A full copy of the school’s 2010 financial statement was tabled at the annual general meetings of the School P&C. Further details concerning the statement can be obtained by contacting the school.

School Performance 2010

Achievements

Academic

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

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

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

Literacy – NAPLAN Year 3

![Percentage of students in bands: Year 3 reading](image1)

![Percentage of students in bands: Year 3 writing](image2)
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 2010

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>94</td>
</tr>
<tr>
<td>Writing</td>
<td>98</td>
</tr>
<tr>
<td>Spelling</td>
<td>91</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>79</td>
</tr>
<tr>
<td>Numeracy</td>
<td>94</td>
</tr>
</tbody>
</table>

Percentage of Year 5 students in our school achieving at or above the minimum standard in 2010

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>91</td>
</tr>
<tr>
<td>Writing</td>
<td>96</td>
</tr>
<tr>
<td>Spelling</td>
<td>93</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>93</td>
</tr>
<tr>
<td>Numeracy</td>
<td>96</td>
</tr>
</tbody>
</table>

Note: Because exempted students are included with students not meeting the minimum standard the percentages above will not necessarily correspond with those reported in the band percentage tables.

Creative Arts

Visual Arts
In 2010, the school continued to support the development of students in Visual Arts. All classes completed regular art activities involving 2D and 3D artworks. Classes also completed artworks for NAIDOC week.

K-6 Students entered artworks in a number of competitions during the year, including the Nowra Show. Selected Year 6 students entered artworks in the Peace Posters Competition, an international competition organised by the Lions Club.

Staff ran a number of programs to extend the skills of nominated gifted and talented students. Twenty-four Year 3-6 students were selected to participate in lessons studying Abstract Expressionism. These lessons were part of Operation Art, a K–10 program sponsored by the Department of School Education, Westmead Children’s Hospital and the Art Gallery of NSW. Two students’ artworks were selected to represent the school in this program. One outstanding artwork was judged to be of sufficient quality to be selected amongst the top fifty entries. This was hung in the NSW Art Gallery and later became part of the permanent exhibition at Westmead Children’s Hospital. Congratulations Thor Groom from Year 4.

Performing Arts
In 2010, the school continued to foster achievement and talent in the Performing Arts. The whole school performance, Around the World in 80 Minutes, was a highlight of the school year. Students studied a range of cultures and presented an extravaganza of singing, dancing and circus skills from around the world to packed audiences. All four performances were sold out.

The Primary Choir grew significantly, with many new students joining from Years 3 and 4. The choir performed regularly at school assemblies and special events. Over fifty students participated in the Shoalhaven Music Festival in September, which featured a range of choral talent from across the school district. The choir also performed at many community events, such as singing Christmas carols at Kmart’s Christmas Launch. The school Dance Group’s exceptional ability continued to impress, winning 1st Place at
the Shoalhaven Eisteddfod for the fourth consecutive year.

The Dance Group participated in Southern Stars at the Wollongong Entertainment Centre, which was televised on WIN TV. Representing the school in a very professional manner, Emma Boxxell and Aden Spencer performed as part of the Vocal Ensemble at Southern Stars as well as many other special events and conferences throughout the Region.

At a school level, all students were invited to showcase their abilities at the talent Quest, which featured a range of vocalists, dancers and comedians from K-6.

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

Extension Programs
The school funded a teacher above establishment to coordinate a range of extension programs that catered for a diversity of talents and interests.

- Tournament of the Minds – Social Sciences (SS) and Language Literature (LL) Teams. SS team awarded Highly Commended and LL ranked highly in their division.

- Premier’s Debating Challenge – Two mixed teams of Year 5 and 6 children competed in the local region. All children extended their skills in developing and presenting an argument.

- Premier’s Spelling Bee – All students from Years 3-6 participated in activities. The four school representatives competed for several rounds at the Regional Final.

- Multicultural Perspectives Public Speaking Competition – Many students in Years 3-6 presented speeches on specific topics with a multicultural focus. Stage representatives displayed well-developed skills in a prepared and impromptu speech at the Regional Final.

- International Competitions and Assessments for Schools (ICAS) run by the University of NSW was conducted in Science, Computer Skills, English, Spelling and Maths. All students received a participation certificate in addition students were recognised for outstanding results - Science (4 Distinctions, 7 Credits), Computer Skills (1 Distinction, 4 Credits), Spelling (2 Distinctions, 6 Credits), Writing (1 Distinction, 5 Credits), English (3 Distinctions 5 Credits), Maths (6 Credits).

- Maths Olympiad – Fifteen students participated regularly in problem solving activities and competed in five monthly tests. Marissa Kielly placed in the top 25% of NSW’s elite primary mathematicians.

- Chess – Three teams represented the school at Vincentia Public School. The teams played well with Lachlan Morris awarded Chess Player of the Year.
• Extension Program - Groups of primary students who were achieving high results in literacy were targeted for extension lessons to promote their continued development.

Circus

Circus skills were introduced in 2010 for Stage 3 students. Circus is a fun and energetic fitness program. Two teachers were trained to support students to participate in a series of specific, sequential challenges. Circus is not a competitive activity and students who are reluctant to participate in sport often actively engage in circus arts.

Circus develops thinking skills, coordination, balance, reflexes, timing, rhythm, confidence and self-esteem. The circus performance was well received at the Nowra Public School Extravaganza.

Sport

Sport has a high profile at the school. Students participate in class PE and fitness, skill-based programs, stage sport, major carnivals and interschool state knockouts (including 11NSW PSSA knockout competitions). Students were also given the opportunity to trial for district, regional and state team representation. A number of students were selected in district and regional teams.

This year our three major carnivals were well supported by both students and the school community. Many students went on to represent the school and district in swimming, cross-country and athletics. Outstanding performances by Macc Carroll and the Senior Boys Relay Team (Jarrod Edwards, Bruce Ozolins, Gus Lasker and Macc Carroll) resulted in them representing the school at the NSW PSSA State Swimming Carnival and a massive eight seconds improvement on their time at the District Carnival.

The school supports the professional development of teachers, which increases the sporting expertise at the school. The school also supports teachers holding positions at district, regional and state sporting events. To further assist students in their sporting endeavors, teachers take on the role of mentoring and coaching in a range of team sports.

Students participated in various sporting clinics such as Rugby League and AFL and primary gala days. The Dragons visited the school to promote positive behaviour by incorporating their player code and the school’s STAR Values. In addition, participating in the Premier’s Sporting Challenge provided additional funding which allowed us to purchase extra sporting equipment.

The U10 and U11 Boys Rugby League teams progressing to the Illawarra finals; with the U11s advancing to the NSW Rugby League All Schools Carnival finals.
The winning sports house for the year was Eagles. Bruce Ozolins was awarded both the Sportsperson of the Year and a South Coast Blue after he was selected in the NSW PSSA Basketball Team to play at the Australian Championships in Darwin.

A musical video was choreographed and produced, utilising all classes from Kindergarten to Year 6, encouraging reading titled ‘Gotta Keep Reading’. This video was posted on YouTube and on the school’s website.

Selected Year 3 students were invited to attend Bundanon, to listen to Author/ Illustrator Toby Riddle. Students enjoyed learning where his inspirations came from for the story lines and pictures.

Significant Programs and Initiatives

Library
The Library was refurbished through the BER program providing the inspiration to review the resource collection. Culling, streamlining and condensing of the shelves completed so that the collection is up to date, more accessible, efficient and appealing to students. An additional 4057 new resources were purchased, many to support National Partnerships programs within the school.

Student learning and achievement is enhanced. This integrates all KLAs with Information Literacy by planning, delivering and assessing learning activities that link Information Literacy, Technology and KLA outcomes to improve student learning outcomes.

Library lessons are planned collaboratively between classroom teachers and the Teacher Librarian.

Students have the opportunity to extend their learning through use of a variety of information sources and formats. Students are supported and encouraged to access Information and Communication Technologies (ICT) including Web 2.0 tools, social networking tools such as Blog Ed., digital stories and projects.

Across the Story Bridge’ was the theme for Book Week celebrations. Students participated in poster competitions, voting for best book competition, dress-up parade and a Book Fair. An actual bridge was constructed for students to ‘cross’ each time they entered the library.

2010 had the highest participation levels for the Premier’s Reading Challenge since its inception, with 244 students participating in the challenge and 12 students receiving gold awards.

The school continues to promote and encourage interest and reading through Scholastic Book Club.

Year 6 students were invited to join the Reading Club, where they blogged about the books they were reading. The Reading Club also went to the launch of “Diary of a Wimpy Kid” at the Roxy Cinema Nowra.

Many activities were organised for lunchtime play, encouraging all students to visit the library on a daily basis. This was a successful program implemented for the first time.
School Learning Support Teachers
The school has two School Learning Support Teacher (SLST) positions focusing on the academic, social and behavioural needs of students requiring additional support. Working with the Learning Support Team (LST), teachers, parents and community organisations, the SLSTs develop programs to enhance student outcomes. Support programs include LIPI, LIPI 2, transition and welfare/behaviour. They aim to develop maximum student participation and independence.

The SLSTs were provided with extensive and ongoing professional learning.

Connected Learning
This year the committee responsible for technology within the school was the Connected Learning Committee. This committee consisted of teachers from all stages, a parent representative and an Assistant Principal as chairperson.

Through the use of National Partnerships funds, the major focus became the installation of Interactive Whiteboards (IWB) in classrooms.

Consequently, a combination of Smartboards and eBeams were installed in 14 classrooms during the year making a total of 19 classes with direct access to this technology. Early in 2011, three further classrooms will have IWBs installed, with the final five classrooms having their IWBs installed as part of the Building the Education Revolution project. This will then mean that every classroom will have direct access to an IWB.

Due to the BER, the Connected Classroom (installed in the Multi Purpose Room), had to be used as a classroom and this will continue in 2011. As a result it was decided to upgrade the IWB in the old Computer Lab to a Connected Classroom during 2011. This will then mean that both sites will have a Connected Classroom.

To ensure that staff developed the appropriate skills in the use of the new technology a variety of training opportunities were conducted during the year. These took the form of: after school sessions with trainers from IWB companies; online Connected Classroom training; a two day conference for a number of staff involving Notebook software; and in-school Staff Development conducted by members of Nowra PS staff. As a result, teachers are becoming more confident in the use of the new technology, which is becoming an integral part of all lessons. Also, students are developing appropriate technology skills.

As part of the T4L program, we were allocated desktop PCs, which were connected to the IWBs in classrooms, as it was decided that this was preferable to having laptops connected.

To complement the IWBs, scanners were purchased for all classrooms to assist with the implementation of lessons and more fully utilise the capabilities of the IWBs.

At the beginning of 2011 tables will be purchased for each classroom, of appropriate size for each room, to house the desktop computer and scanner. This will ensure that teachers will be utilising tables of the correct height and also to offer better protection for the hardware.

With the increase in the amount of technology within the school and to ensure correct maintenance and development of the hardware it was decided to employ our IT technician for two days per week in 2011.

The school website continues to increase in the information it provides and the number of users it services. It has become an integral part of communication to patients and the wider community.

The use of SENTRAL Server Software RISC has continued to increase with a number of teachers trialling online student attendance recording, which proved quite successful and should be extended during 2011.

In 2011, it is planned to develop two laptop computer labs (for Stages 2 and 3) to develop student knowledge and skills in this vital area.

Aboriginal Education
An Aboriginal perspective is included in teaching and learning programs across K-6 to ensure all students have knowledge and understanding of Aboriginal history, culture and contemporary issues.

The school has a significant Aboriginal student population, which is, on average, about 17% of our total student population.

Personalised Learning Plans (PLPs) were implemented for all Aboriginal students in 2010. Meetings were held with each student, parents/carers, the teacher and the Aboriginal Education Officer (AEO). This was very successful with strong parental and grandparent involvement and participation. With support from
the Ruth Simms (AEO), teachers gained greater insight into Aboriginal students and their learning needs.

The school produced a DVD titled *How Nowra Got Its Name*. This production resulted from a student performance put together by Mrs Buchan for NAIDOC Week celebrations. An Aboriginal student from each grade was selected to perform in the play, representing the “family” of Aboriginal students at the school. They enacted the Aboriginal story of how Nowra got its name. Under the guidance of Mr and Mrs Buchan and Ms Simms, a filmmaker, Mr Christopher Robin Collins, was commissioned to produce a DVD of the performance. It was launched at a “red carpet” evening with a variety of performances from the Aboriginal community and local schools. This production was so successful that copies were requested by the ABC and SBS television networks, the Minister for Aboriginal Affairs and Shoalhaven City Council.

During NAIDOC Week, a Doing-Things-Together day was held where students of all ages participated in cooperative groups to complete activities celebrating Aboriginal culture. A successful Elders Luncheon was held in the hall. Students performed *How Nowra Got Its Name* and a raffle was drawn for a patchwork quilt, made and donated by Mrs Pam McLeod (community member), raising money towards prizes for the Students’ Damper Competition.

A number of Aboriginal students achieved academic excellence whilst maintaining pride in their Aboriginality. All teachers at NPS have embraced Aboriginal perspectives within the school curriculum (K-6).

All staff received cultural awareness training on protocols at a Staff Development Day at the end of 2010. Mr Robertson and Ms Simms reviewed the Guidelines for Working with the Nowra Public School Aboriginal Community. These guidelines were developed through the Quality Teaching Indigenous Project, which concluded in 2009.

**Multicultural Education**

The school is committed to ensuring all students are aware of the diverse, multicultural nature of our society and are able to show empathy and understanding towards others. Multicultural perspectives are incorporated across a range of KLA units, particularly in Human Society and its Environment. The PBS program of ‘STAR’ Values includes a mandate to: ‘Respect Everyone’.

Many classes, in 2010, completed studies of India to celebrate and commemorate the Commonwealth Games. Students studied aspects of Indian culture and religion, developing interesting classroom displays and submitting high quality assignments.

In addition, the major school performance ‘Around the World in 80 Minutes’ saw students across the school studying units of work and incorporating dance and drama from countries such as China, Latin America, USA and New Zealand.

The SRC and individual students collected money for a variety of global charities, in particular, World’s Vision’s ‘Smiles Day’, thus contributing to projects, which improve the lives of children, families and communities around the world.
Respect and Responsibility
The school provides a broad range of leadership opportunities. The range of programs offered to maximize student involvement include:

**Student Representative Council (SRC)** – two students are elected from each class in Year 2-6. Students attend regular meetings to discuss ideas to improve the school through fundraising and special activity days. In 2011 the SRC will be elected from Years 3-6 and the SRC will share information and suggestions with their buddy class.

In 2010 the SRC held two fundraising events – ‘Odd Bods Day’ which raised over $1500. The second fundraiser ‘Smiles’, suggested by Natasha Kettlewell, involved students putting loose change in a moneybox. The money collected over the year was sent to World Vision charity to sponsor projects that improve quality of life in some of the poorest communities in the world.

**The PeaceKeeper Program** focuses on supporting Infants students in the playground. PeacKeepers develop skills in conflict resolution, social skills training, peer mediation and organising activities.

**Young Leaders Day** – Once again Captains and Prefects attended the Young Leaders Day in Sydney. This year an invitation was extended to PeaceKeepers to participate in the day. Again the students returned with enthusiasm, inspiration and vision with the message that despite challenging circumstances, anyone can become a good leader and make a difference in the world.

**Buddies and Doing Things Together Days** – focus on enhancing team building and cooperative skills. These are areas where senior students have the opportunity to demonstrate leadership skills.

**National Partnerships Programs**

**Teacher Professional Learning**

**Focus on Reading**

*Focus on Reading 3-6* Provides professional learning support to classroom teachers delivered and supported by the Assistant Principal (National Partnerships).

It is an intensive professional learning program for teachers to support the explicit teaching of the key aspects of reading in the middle and upper primary years. Its emphasis is on comprehension, vocabulary and reading text fluency and complements professional learning provided to early years teachers under the *Best Start* initiative.

All primary teachers are participating in the program, which commenced in May 2010 and will continue until the end of 2011. Teachers will undertake 16 days of professional learning over three semesters, acquiring a range of new skills and knowledge; enhancing their teaching of reading to bring about improvements in whole school reading performance.

Lesson observations and teacher surveys indicate that this program is having a positive effect on intellectual quality of lessons, student engagement and learning outcomes. These positive effects should become more evident in 2011.

**L3 – Language, Learning and Literacy**

Kindergarten teachers undertook professional training in this program. L3 is an effective and explicit way of teaching reading and writing which is in line with the English Syllabus and the Early Learning Continuum.

Results indicated we achieved our targets to improve Kindergarten reading levels to equal regional targets – 50% of students reading at levels 9, 10 or 11 and above. Previously (2009) only 29% of students achieved these reading levels.

The second phase of training for teachers will be offered in 2011.

**Intensive Reading Support Program**

An Intensive Reading Support Program was implemented in four Year 1 classrooms with the
aim of boosting reading levels so that at least 60% of Year 1 students attained Regional Targets (only 29% of this cohort had achieved Regional Targets at the end of Kindergarten). This target was achieved by the end of 2010.

A Forensic Approach to the Teaching of Reading

This is an action research project under the guidance of an academic partner (UoW), involving four teachers across the school (one each from Early Stage 1, Stage 1, Stage 2 and Stage 3). Its aim is to promote positive, sustainable change in instructional knowledge and classroom practices in the teaching of reading.

Lesson observations and teacher surveys indicate improved intellectual quality of literacy lessons in those classes with teachers taking part.

Boys Education Focus

The boys education focus aims to equip teachers with effective, quality teaching strategies to engage and motivate boys.

We hosted an international researcher and sociologist, Celia Lashlie, to speak to our school community, including teachers, parents and carers of NPS and the Shoalhaven River Learning Community of Schools. She spoke about raising boys, dealing with boys generally and dealing with boys (and girls) ‘at risk’.

This prompted further discussion amongst staff at subsequent staff development sessions and led to a number of changes in practice at NPS. This included:

• Conducting parent interviews early in Term 1 to develop a rapport with students and their families and to get to know students and their interests, strengths and weaknesses. (To be implemented in 2011).
• Lunchtime interest groups and activities such as woodwork, guitar, gardening, etc.

This program will continue in 2011 with a whole school evaluation of boys education strategies and the school’s expectations of boys (to be conducted with assistance of Academic Partner, UWS) to further inform school programs.

Flexible Staffing and Timetable Options

Employment of an extra teacher has kept some class sizes low (particularly in Year 6) and eliminated the need for a 2/3 composite across separate Primary and Infants sites.

A teacher was employed to coordinate and implement G&T programs in reading, writing, debating, public speaking, maths, art and Tournament of the Minds.

Employment of a Koori Mentor in the classroom and playground has targeted Koori students exhibiting challenging behaviours, at risk of disengaging.

Employment of additional School Learning Support Officers to assist in the classroom and playground has targeted a range of students with specific learning needs and challenging behaviours.

Evidence from behaviour records and staff surveys indicates fewer classroom and playground behaviour incidents than in recent years.

Data Analysis

Teachers undertook professional learning in the analysis of NAPLAN and other school data to inform teaching and learning programs.

Community Involvement

The school has worked to enhance community participation through improved communication using the school website and school newsletter. We also invited parents to celebrate student achievement, increased P&C involvement in school planning and decision-making and developed genuine partnerships with the Aboriginal community through parent input into PLPs. All events were well attended by the school community.
Connected Learning

Improved classroom access to ICT resources for teaching and learning through the purchase of IWB/E-Beams and computers. Teachers participated in professional learning to enhance their skills in the use of this technology. Teachers have reported improved levels of student engagement when using this technology.

Other Programs

Autism Unit

The Autism Unit is a Shoalhaven School Group resource. Student placement is determined at a Regional level following recommendations from the District Guidance Officer.

The Autism Unit was relocated to North Nowra Public School in Term 4.

Nowra Supported Return to School Centre (Suspension Centre)

The Nowra Supported Return to School Centre is a District resource for students who are on long suspension (5 - 20 days). Students attending the centre have been identified by their school as likely to benefit from a structured program to assist their successful return to school. The program encourages students to reflect upon and understand their behaviour, its consequences and to develop positive attitudes that lead to a successful re-engagement at their home school.

Pastoral Care Worker

The Pastoral Care Worker (PCW) continues to work in programs and one-on-one sessions aimed at enhancing school community wellbeing. Throughout 2010, the PCW conducted group programs including Seasons for Growth (a peer support program for children who have experienced separation or death in the family), Social Skills groups (working on enhancing friendship skills, resilience and self-esteem) and transition to primary and high school programs for students with additional needs. Support was also provided to students on an individual basis during difficult life situations. As well as being part of the Learning Support and PBS Teams, the PWC was involved in PeaceKeeper training and monitoring, encouragement of positive friendship skills in the playground and the provision of a Scripture Union Primary Activities club during Tuesday lunchtimes for children in Years 5 & 6.

Breakfast Program

The Breakfast Program operates on the primary site. The program functions with the support of volunteers and is funded through community donations. The program recommenced in 2010 after Ally Fletcher volunteered to take on the role of Breakfast Program Coordinator. Ally is well supported by the Nowra Church of Christ who assists with arranging volunteers and hosting fund raising events. The Breakfast Program could not continue without the ongoing support provided by Baker’s Delight (Nowra Mall), South Coast Dairy, Kellogg’s, the PCYC and the Shoalhaven Business Chamber.

The Breakfast Program is well attended and provides students with a nutritious breakfast and offers an opportunity to educate them regarding the need to eat a healthy balanced diet. Students
are expected to demonstrate appropriate social skills and sit and eat with peers. Providing this calm area to sit and chat with peers while eating a healthy breakfast has a positive impact on behaviour and the students’ capacity to learn.

**Defense School Transition Aide (DSTA)**

The DSTA program is designed to specifically support students of Defense Force families at times of deployment or separation, to assist new families to transition into their new school and to help students with their move to a new school. Students and parents appreciate the work our DSTA (Mrs Matheson) does, finding her additional support exceedingly valuable.

**Progress on 2010 Targets**

**Target 1**

*Increased levels of literacy achievements for all students in line with State Plan targets*

Our achievements include:

**Student Performance – Kindergarten to Year 2**

- Trend data indicates an increase in the targeted number of students achieving regional reading benchmarks.
- 50% of Kindergarten students achieved regional reading benchmarks.
- 60% of Year 1 students achieved regional reading benchmarks.
- 40% of Year 2 students achieved regional reading benchmarks.

**Student Performance – Year 3**

- Aboriginal students have improved by 53 scale scores from the 2009 data in Reading and are 14 scale scores above the state average in Spelling.
- In Reading 32% of students attained proficiency (scoring in the top two bands), which is just below our average results in NAPLAN over the past three years. 94% of students scored at or above the National Minimum Standard.
- In Writing, 38% of students attained proficiency (scoring in the top two bands), which is just below our average results in NAPLAN over the past three years. 98% of students scored at or above the National Minimum Standard.
- In Spelling, 20% of students attained proficiency (scoring in the top two bands), which is below our average results in NAPLAN over the past three years. 91% of students scored at or above the National Minimum Standard.
- In Grammar and Punctuation, 36% of students attained proficiency (scoring in the top two bands), which is just below our average results in NAPLAN over the past three years. 79% of students scored at or above the National Minimum Standard.

**Student Performance – Year 5**

- In Reading 11% of students attained proficiency (scoring in the top two bands), which is below our average results in NAPLAN over the past three years. 91% of students scored at or above the National Minimum Standard.
- In Writing, 14% of students attained proficiency (scoring in the top two bands), which is above our average results in NAPLAN over the past three years. 96% of students scored at or above the National Minimum Standard.
- In Spelling, 13% of students attained proficiency (scoring in the top two bands), which is equal to our average results in NAPLAN over the past three years. 93% of students scored at or above the National Minimum Standard.
- In Grammar and Punctuation, 24% of students attained proficiency (scoring in the top two bands), which is above our average results in NAPLAN over the past three years. 93% of students scored at or above the National Minimum Standard.
- Aboriginal students’ average NAPLAN scores were equal to Aboriginal students in the State and Region for Reading, Writing, Spelling, Grammar & Punctuation in both Years 3 and 5.
- NAPLAN growth rates for Aboriginal students were above State and Regional rates for Aboriginal students and for State and Regional students overall, except in Grammar & Punctuation.
- Year 5 boys are 13 scale scores above the State average growth in Writing.
- Growth in Writing for Year 5 girls was about equal to State growth.
- Growth in Spelling for all year 5 students was about equal to State growth rates.
Target 2 - Numeracy

*Increased levels of numeracy achievement for all students in State Plan targets.*

Our achievements include:

**Student Performance – Year 3**
- In Numeracy 16% of students attained proficiency (scoring in the top two bands), which is just below our average results in NAPLAN over the past three years. 94% of students scored at or above the National Minimum Standard.

**Student Performance – Year 5**
- In Numeracy 6% of students attained proficiency (scoring in the top two bands), which is just below our average results in NAPLAN over the past three years. 96% of students scored at or above the National Minimum Standard.
- Aboriginal students’ average NAPLAN scores were above Aboriginal students in the State and Region for Numeracy in both Years 3 and 5.

Target 3 – School Culture

*The school’s culture respects and responds to student aspirations, culture, gender and learning potential.*

Our achievements include:

- Continued implementation of PBS.
- Discipline Policy updated to include the Behaviour Flowchart, which is integral to the PBS system.
- Improved STAR Values signage around the school.
- The Community Engagement Survey indicated positive parent satisfaction in connecting learning at home and school, communication, building community and identity and participation.
- Attendance rates improved.
- Boys Education initial teacher professional learning has led to discussion and research on further strategies/approaches.

Target 4 – Professional Development

*Strengthen the capacity of teachers to improve student outcomes.*

Our achievements include:

- Development of revised School Plan, following input from all stakeholders.
- Working across the grades in spelling and grammar & punctuation.
- Consistent Teacher Judgment (CTJ) used by teachers in all stages to plan work units, assess and report on student achievement (implementation of RFF model).
- Implementation of Focus on Reading Yrs 3-6, Best Start and L3.
- Review of numeracy programs and professional learning in space & measurement and geometry.

Target 5 – Aboriginal Education

*Aboriginal student outcomes match or better outcomes of the broader student population*

Our achievements include:

- In Year 3 the percentage of Aboriginal students achieving proficiency in Spelling, Grammar & Punctuation and all areas of Numeracy was greater than the percentage of students achieving proficiency overall.
- In Year 5 the percentage of Aboriginal students achieving proficiency in Data, Measurement, Space & Geometry was greater than the percentage of students achieving proficiency overall.
- Growth rates for Aboriginal students in Year 5 were above those of State and Regional students overall except in Grammar & Punctuation.

Target 6 – Connect Learning

*Computer technology is a fundamental part of the learning options for both students and teachers.*

- Installation of E-Beams or Smartboards in 14 classrooms.
- Staff participated in ICT training.
- School Website was maintained and regularly updated as a useful and informative resource for staff and school community.
- Maintained and updated computers in classrooms.
- Student accessed ICT in the Library and classrooms as an integral part of their learning.

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 2010 our
school carried out evaluations of School Numeracy Evaluation and Student Engagement.

**Educational and Management Practice**

**School Numeracy Evaluation**

A School Numeracy Evaluation was undertaken in September 2010, by an external consultant, a primary school principal and NPS executive members, teaching staff and a parent representative.

Findings:

- Student attitudes to learning mathematics are generally positive, they believe it is an important subject and they mostly enjoy mathematics lessons, especially ‘hands on’ activities.
- Parents valued mathematics learning and wanted their children to do well in mathematics, wanted more emphasis on ‘hands on’ lessons, the use of technology and mathematics learning that uses the local environment and relates to ‘real-life’ learning.
- Teachers had varying views on the suitability of the *Go Maths* program used throughout the school; positives related to detailed guidance for teachers and comprehensive scope and sequence, while negatives were too much content to cover in adequate depth, poor sequencing of skills/concepts and student textbook examples being too difficult for many students.
- Teachers talked confidently about their students’ in-class maths performance but most staff appeared to have little experience in accessing NAPLAN data or using it to diagnose student strength and weaknesses and guide programming.

Suggested Future Directions:

1. Strengthening Focus on Mathematics – prioritise attention for next 18 months on planning in mathematics including:
   - Review school mathematics policy.
   - Determine the school’s future use of the *Go Maths* program including how it might be supplemented or replaced.
   - Determine how parents/caregivers can be further encouraged to participate in their children’s maths learning.
   - Provide adequate resourcing for learning materials, technology for learning and TPL.
2. Teacher Professional Learning focussing on:
   - Developing a structured plan to address identified needs of all teaching and support staff.
   - Further use of grade and stage meetings for sharing and planning.
   - Training in use of SMART boards and other technology.
   - Further understanding and implementation of Quality Teaching Model.
   - Data analysis of NAPLAN testing of numeracy.
3. Communication – improving communication in areas such as:
   - Informing parents/caregivers of ways to assist their children.
   - Sharing by staff at whole-school, stage and grade level on a planned basis, particularly between teachers of junior and senior students.

**Student Engagement**

**Quality of School Life Survey**

The Quality of School Life survey was conducted to gain insight into student attitudes toward school, learning, teachers and other students. Results indicate most students display an overall positive view about school life including:

- General satisfaction at school.
- Strong sense of achievement.
- Positive sense of adventure in learning: and
- Positive student-teacher relationships.
- The majority of students also gave positive ratings in relation to their status, self-esteem and social integration.
- There was a small decrease in how students perceive the relevance of schooling.
- There is no significant change between results from 2008 and 2010 for students in Year 2, 3 and 4.
- Noteworthy differences occur in results recorded by Stage 3 students.
- Stage 3 girls have a significantly improved attitude towards school.
- In Year 5 there is a decrease in responses relating to the negative affect of schooling. This decreases further in Year 6.

**Parent, Student and Teacher Satisfaction**

**Parents**

In 2010, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below. The results were very positive, overall, with strong parent satisfaction in the following areas:

- Connecting Learning at Home and at School
- Communication
- Building Community and Identity
- Participating

An area showing a degree of Parent/Carer dissatisfaction (13.6% of respondents) was recognising the role of the family.

This is a school where:

- Teachers and families work in partnership to support students’ learning
- Parents and carers are supported to assist their child’s learning at home
- The needs of families are considered when organizing school activities such as meetings

This was the only significant area of disagreement in the survey; however, the percentage of those disagreeing (13.6%) is quite low compared with those agreeing (81.6%). This dimension may require focused attention in 2011.

**Teachers**

Almost all teachers felt that the current professional learning in literacy provided to them, at this school, met their needs. Most teachers felt there were sufficient resources in the school to support the teaching of literacy but a significant number felt the resources were insufficient.

**Students**

The majority of students strongly agreed that English was an important subject and that class activities helped them to learn literacy skills.

**Professional Learning**

Teacher Professional Learning (TPL) continually enhances the capacity of teachers to provide a quality education for students. Expenditure of funds reflects the priorities set out in the School Plan 2009 - 2011. Funding for the program is provided by National Partnerships (Federal Government funds) and the State Government. State Government expenditure is identified separately in the school's Annual Financial Report. Priorities included:

- Boys Education
- Focus on Reading (3-6)
- SMART Data
- A Forensic Approach to the Teaching of Reading
- Best Start
- Positive Behaviour for Success
- Leadership and Career Development
- Interactive Technologies
- Numeracy – Working Mathematically
- Quality Teaching practices
• Aboriginal Education
• Gifted and Talented Programs

A significant proportion of Teacher Professional Learning was conducted at school during weekly Staff Meetings, Staff Development Days and teacher release days. This was supported by district and regional Teacher Professional Learning courses.

School Development 2009 – 2011

Targets for 2011
All targets are taken from the Revised School Plan, incorporating National Partnerships 2011.

Target 1 - Literacy

*Increased levels of literacy achievement for all students in State Plan targets.*

Strategies to achieve this target include:

- Professional Development and strategic regional support to implement Best Start.
- Continue Literacy on Track practices.
- Continue training of primary staff in “Focus on Reading 3-6”.
- Kindergarten teachers continue in L3 (Language, Learning and Literacy) training. The program extended to Year 1.
- Commence Speech Therapy Program to identify and provide remediation for K-2 students with speech and language disorders. Professional development will be undertaken to support implementation of the program.
- Ongoing analysis of NAPLAN and school data to inform programming in grammar, punctuation and spelling.

Our success will be measured by:

- K-2 programs reflect the use of Best Start data.
- An increased proportion of students achieving Stage outcomes.
- Improved pedagogy around the teaching of numeracy.
- A consistent approach to the teaching of numeracy.
- Class programs are informed by analysis of NAPLAN and school-based assessment.

Target 2 - Numeracy

*Increased levels of numeracy achievement for all students in State Plan targets.*

Strategies to achieve this target include:

- Professional Development and strategic regional support to implement Best Start.
- Ongoing analysis of NAPLAN and school data to identify areas for improvement.
- Teacher Professional Learning in improving Intellectual Quality of lessons to ensure explicit teaching in numeracy.

Our success will be measured by:

- K-2 programs reflect the use of Best Start data.
- An increased proportion of students achieving Stage outcomes.
- Improved pedagogy around the teaching of numeracy.
- A consistent approach to the teaching of numeracy.
- Class programs are informed by analysis of NAPLAN and school-based assessment.

Target 3 – Student Engagement and Retention

The school’s culture respects and responds to student aspirations, culture, gender and learning potential.

Strategies to achieve this target include:

- Continued implementation of PBS.
- All staff use the Behaviour Flowchart to facilitate the consistent management of behaviour.
- Continued implementation of school attendance procedures.
- Staff participate in professional learning focused on student engagement.
- Develop professional links to explore and develop Boys Education strategies in local schools.
- Focusing community partnerships through events that showcase class and school programs that enhance the community’s understanding of current DET and school priorities.
- Continued implementation of programs such as the Anti-bullying, Social Skill groups, Transition, Student Support and Mentoring Programs.

Our success will be measured by:

- A common set of values is expressed by all members of the school community.
- Student wellbeing strategies are provided.
- Structured educational strategies provided for students at risk.
• Support provided for students at critical transition points.
• Increased parent and community participation.
• Attendance rates match or better the State average.

Target 4 – Teacher Quality

_Strengthen the capacity of teachers to improve student-learning outcomes._

Strategies to achieve this target include:

• School Plan developed with input from all key stakeholders.
• Professional learning focused on enhancing the capacity of staff to improve student outcomes.
• Teachers work collaboratively to ensure consistent teacher judgment informs planning, programming and assessment.
• Provide professional learning opportunities that enhance leadership capacity of staff incorporating NSW Institute of Teacher’s standards.

Our success will be measured by:

• The overall direction of the school is clear and supported by staff and the school community.
• Quality Teaching is embedded in all teaching and learning.
• Staff are committed to their individual and collective responsibility for professional learning.

Target 5 – Connected Learning

_ICT is a fundamental part of the learning options for both students and teachers._

Strategies to achieve this target include:

• Provide training and support to allow teachers to incorporate ICT into teaching practice with reference to the Quality Teaching Framework.
• Purchase and installation of IWBs/ E-Beams in classrooms without them.
• Purchase video conferencing equipment for the Primary site.
• Maintain the school’s website as an informative and useful resource for the staff and school community.
• Introduce a webpage for each class.

Our success will be measured by:

• ICT is extensively used in teaching and learning activities to motivate and enhance student engagement and learning.

• Staff and student access to and capacity to use interactive technology is enhanced.
• The school’s website is accessed by staff and the school community.

Target 6 – Aboriginal Education

_Aboriginal student outcomes match or better outcomes of the broader student population._

Strategies to achieve this target include:

• Continued implementation of protocols developed by the QTIP team.
• All staff participate in Cultural Awareness training.
• Implementation of PLPs for all Aboriginal students.
• Arrange suitable transition programs and incorporate ‘Kinder Go’ into class routine.
• Implementation of the Norta Norta Program.

Our success will be measured by:

• NAPLAN data indicates Aboriginal student learning outcomes match or better the broader student population.

Target 7 – School Environmental Management Plan

_Employ best practice in the sustainable management of resources as a school community._

Strategies to achieve this target include:

• Develop a School Environment Management Plan.
• Establish a variety of gardens on both sites to be planted and maintained by students.
• Integrate environmental issues into the curriculum.
• School community to participate in joint projects to maintain and beautify indoor and outdoor learning areas.

Our success will be measured by:

• School community implements sustainable practices.
• Environmental education is evident in teaching and learning programs.
• Maintenance and beautification of indoor and outdoor learning areas.
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.

Clive Robertson – Principal.
Glenn Sansom – Deputy Principal.
Assistant Principals – Deb Sansom, Dave Adams, Laurelle Bird, Wendy Westaway, Louise Gordon-Hall, Claire Crockett.

With support from all teaching staff.
Sharon Matheson – P&C President with support from the P&C Executive.
Student Leaders 2010.

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