School context

Nowra Public School was established in 1862. It is centrally located in Nowra on two separate sites - infants and primary. It has an enrolment of 656 students. The school is one of seventeen schools within the Shoalhaven River Learning Community (SRLC). The school community varies greatly, drawing from a wide socio-economic population. A significant number of students come from single parent families. The school has an average Aboriginal student population of 21%. There is a strong focus on ensuring that Aboriginal culture and history are taught throughout the school. The school received funding under the Low SES School Communities National Partnership program which concluded in 2013.

The school has a professional staff committed to innovative teaching and learning strategies that lead to ongoing improvement in student learning outcomes. Current policies and programs are continually evaluated to ensure best practice. Parental participation in the decisions that influence future directions of the school is highly encouraged.

Principal’s message

2013 was a very eventful year for Nowra Public School. This was the final year of the National Partnerships funding program, a four year program (2010-2013) which provided the school with an additional $640 000 annually. This program has had a major impact on the school and in particular the outcomes achieved by our students. It saw increased spending on professional development, which has led to improved teaching. The focus for the school has been literacy, numeracy, Aboriginal education, quality teaching and curriculum, student engagement and 21st century learning. The funding has allowed for additional resources including additional staffing. This has seen positions created that provide intensive support to many of our students. Programs such as L3, a very successful literacy program, continued to be implemented and expanded in the K-2 department.

The most striking aspect of the programs offered at Nowra Public School is certainly the breadth of abilities that are catered for, from programs providing for the gifted and talented through to those that support those students who require extra attention. The welfare programs throughout the year have been enthusiastically embraced by the whole school community and will continue to expand in future years.

The Parents and Citizens Association under new leadership has continued to work with the staff and community to ensure communication is open and fundraising opportunities are created.

Nowra Public School is also characterised by an experienced and hard-working executive staff and I thank each of them for their support, resilience and energy.

I have very much enjoyed my first year at Nowra Public School particularly the enthusiasm of our students, the support of the parents and community and the strong professionalism of the staff. I look forward to working with the Nowra Public School community in 2014 and beyond.
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.

Mr Ian Millard

P & C and/or School Council message

The P and C had a great year in 2013 and had amazing support from our school community in all our fundraising activities.

The Easter and Christmas raffles were both successful. We held BBQ’s at each of the Discos during the year as well as our Pie Drive, Family Photo shoot and several other events throughout the year.

The money raised from these events has been used to benefit all the students by adding wonderful resources to our library and the purchase of performance shirts for all children representing our school, both academically and artistically. We also helped fund the improvements to the infants’ garden that we will be commencing soon.

We are very proud of the changes that have been made to both the uniform shop and the uniform itself, particularly the introduction of our sports shirts that were well received.

I would like to thank all the families and friends that have come along to our fundraisers and helped by donating their time and/or resources, purchasing raffle tickets or buying a sausage sandwich. All of these things contribute to the success of our fundraising efforts and we are very grateful for your support.

We welcome everyone to our P&C meetings that are held on the second Wednesday of each month at 7pm in the library. Come along and help be part of our school’s decision making. We look forward to seeing you in 2014.

Kim Willett, President, Nowra Public School

P and C

Student representatives’ message

As Captains and Prefects we have been kept busy with fun and challenging leadership experiences throughout the year. Firstly we attended the Young Leaders Day with many other stage 3 students. It was a great day and we had the opportunity to listen to inspiring young people including entrepreneur Crell Price and Olympic silver medalist Jessica Fox.

Throughout the year we were responsible for helping organise and run the weekly assemblies. Each week four of us were on stage as ‘MC’s. We began the assemblies with an Acknowledgement to Country, to show our respect to the Aboriginal people of the Yuin Nation.

Captains- Jasmin Drury and Zaid Forrester

Prefects - Kaleisha Cowan Roberts, Lucy Johnstone, Tyson Tebutt, Ashleigh Biggers, Madison Wandless, James Beale, Alex Adams (VC), Khalaia Falzon.

As Captains and Prefects we were part of the Student Representative Council. As SRC Leaders we ran and organised regular
meetings. We shared our ideas for discos, fundraisers and on how to improve the school. We worked with Captains and Prefects from other schools, joined with Nowra High SRC and University students at leadership workshops. The SRC represented the school in our local community at the ANZAC Day March.

We have very much enjoyed representing our school with pride. We feel our leadership opportunities in primary school have prepared us well for the years to come and we look forward to our education at high school. We hope that the 2014 Captains and Prefects as well as the SRC have the honour and enjoyment we have had this year. We wish good luck to the new leaders next year.

**Student enrolment profile**

**Enrolments**

Enrolments continue to grow steadily. In 2013 our enrolment supported 25 classes. 26 classes were formed with the support of National Partnerships funding.

![Enrolments Graph](image)

<table>
<thead>
<tr>
<th>Year</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>93.6</td>
<td>94.6</td>
<td>94.4</td>
<td>94.6</td>
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<td>93.9</td>
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<td>93.2</td>
<td>93.6</td>
<td>93.6</td>
<td>93.4</td>
<td>93.5</td>
</tr>
</tbody>
</table>

The state average attendance is 93%.

**Management of non-attendance**

All attendance records are kept on SENTRAL and updated daily. The school follows all Department of Education and Communities (DEC) requirements in relation to absences and a note of explanation is required for full or partial absences. Reminders are sent home to parents for any unexplained absences and parents/care givers are contacted if a child is absent from school in excess of 3 days without notification. Long term or ongoing unexplained absences are referred to the Home School Liaison Officer (HSLO) who is based at the school.
## Staff Information

### Staff Establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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</thead>
<tbody>
<tr>
<td>Principal</td>
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<tr>
<td>Deputy Principal(s)</td>
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<tr>
<td>Assistant Principal(s)</td>
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<tr>
<td>Head Teachers (suspension unit)</td>
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<tr>
<td>Classroom Teacher(s)</td>
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<tr>
<td>Teacher suspension unit</td>
<td>0.8</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
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</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
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</tr>
<tr>
<td>Teacher Librarian</td>
<td>1.2</td>
</tr>
<tr>
<td>Teacher Executive Release</td>
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</tr>
<tr>
<td>Teacher RFF</td>
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</tr>
<tr>
<td>Teacher Part-Time</td>
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</tr>
<tr>
<td>District School Counsellor</td>
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</tr>
<tr>
<td>Primary HSLO</td>
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</tr>
<tr>
<td>Counsellor</td>
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<tr>
<td>School Administrative &amp; Support</td>
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</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>43.196</strong></td>
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</tbody>
</table>

The school has two permanent Aboriginal teachers on staff, an Aboriginal Education Officer Ms Ruth Simms (OAM) employed by the Department of Education and Communities, two School Learning Support Officers temporarily employed by the Funding Support Program and a Koorie Mentor funded by the National Partnerships.

### Staff Retention

In 2013 Mr Jim Douglass attained a permanent appointment at Sussex Inlet Public School. Mr Alf Trindall and Mr Bob Thompson retired and Ms Leesa Jerrick moved to Wagga to continue her teaching career.

### Teacher qualifications

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

## Qualifications

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of</th>
</tr>
</thead>
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<tr>
<td>Degree or Diploma</td>
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<tr>
<td>Postgraduate</td>
<td>14%</td>
</tr>
<tr>
<td>NSW Institute of Teachers</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.

A full copy of the school’s 2013 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

### Date of financial summary

30/11/2013

### Income

- Balance brought forward: 369039.30
- Global funds: 375067.64
- Tied funds: 602920.09
- School & community sources: 132224.20
- Interest: 11573.21
- Trust receipts: 16345.50
- Canteen: 0.00
- **Total income**: 1138,130.64

### Expenditure

- Teaching & learning
  - Key learning areas: 7756.75
  - Excursions: 46978.56
  - Extracurricular dissections: 8394.39
- Library: 9227.93
- Training & development: 14007.31
- Tied funds: 602048.46
- Casual relief teachers: 96336.38
- Administration & office: 89696.57
- School-operated canteen: 0.00
- Utilities: 67182.05
- Maintenance: 69839.59
- Trust accounts: 15400.44
- Capital programs: 0.00
- **Total expenditure**: 1100868.43

**Balance carried forward**: 386486.44
$386 486 will be carried over into the 2014 budget. Approximately $55000 of this will be the remaining National Partnerships funding which will be utilised on programs associated with national Partnerships.

The budget will continue to be very closely aligned with programs that promote the achievement of outcomes in our students.

Significant Programs and Initiatives

The school with the support of National Partnerships provided a number of highly successful extra curricula programs to support student learning in the classroom and extend academic opportunities for creative and capable students. These were:

- Spanish
- Extension Mathematics groups
- Extension Literacy groups
- Drama group
- Lyrebird Student News Crew
- Dance Troupes
- Vocal Performance Group
- Speech Program
- ICT Program

2014 will see many of these programs continue with new programs being added to the choices available to our students.

School achievements, programs and initiatives

The Arts

Dance

Dance and performance troupes were formed and practised at lunchtimes under the guidance of Miss Backer. Due to the continued great response from students in both stage 2 and 3, three troupes were organised.

The troupes performed at many community events throughout the year. At the Shoalhaven Eisteddfod they received a highly Commended Award and were runners up. The Stage 3 troupes were asked to perform at local school events including school assemblies, and Shoalhaven River Learning Community public events. Nowra Public School students along with the dance troupe performed at various events for Education week including Junction Court and Nowra Stocklands in the CBD. They showcased their talent and collaborative work whilst helping to promote Public Education.

The troupes headlined the school’s fundraiser event ‘Nowra Public’s got Talent’ and performed at the end of year presentation assembly. This demonstrated their strong commitment and passion for the program.
**Choir**

The choir led by Mrs Colley performed at several events throughout the year. This included a performance at the Shoalhaven Eisteddfod where the adjudicator stated “such a big choir working together to make music so pleasurable”. As well as an impressive number of students being part of the choir in 2013, there was also a large number of boys that continued to participate. Sections of the choir performed during Education Week at Stockland Mall and also as part of a combined choir with other members of the Shoalhaven River Learning Community at Junction Court.

In Term 3 the choir participated in the Shoalhaven Choral Festival, which culminates in a performance night at Nowra High School, where many of the local schools perform together for parents and community. Again, the students at Nowra Public School were highly praised for their commitment and effort.

Students enjoyed performing for residents of Osborne House and at functions at the school including the Presentation Day assembly. The primary choir particularly enjoyed performing for the K-2 classes at the end of the year, where many displayed their talents for younger siblings.

**Visual Arts**

24 students had the opportunity to spend an afternoon at the Riversdale Boyd Education Centre to learn about book writing and illustrating with author Jo Oliver.

We also held the official unveiling of the 150th Anniversary Mural.

Ashton Harvie and his proud parents made their way to the Art Gallery of New South Wales in Sydney to see Ashton’s painting. Ashton’s painting was one of the very few works to be chosen from the many entries in the Operation Art competition to be hung in the gallery.

**Library**

This year’s Library highlight was the transformation of the physical library to a Space Celebration for the Book Week Theme “Read Across the Universe”. Each class made a canvas based on the shortlisted books to decorate, beautify and promote the library. Students enthusiastically participated in fun competitions like “Who’s behind the book cover” and a Book Review Competition with sought-after prizes. The Book Week Celebration culminated in a fantastic parade where students, teachers and staff dressed up as their favourite book characters.
The library website was launched. Students used it in class as well as at home. This website is continually being updated with new links and online resources supporting student and teacher needs.

During the year there has been a focus on improving student literacy skills in Library programs, thereby supporting the school’s National Partnerships initiatives.

The library reflects an Inquiry-based learning environment and integration of classroom programs with Information and Digital Literacy.

An increase in students engaged in recreational reading is evidenced by increased enthusiasm for borrowing and reading.

The students enjoyed completing the Premier’s Reading Challenge (PRC) that was supported throughout the year by teachers and the library. A record 71% of the student body completed the challenge.

The library initiated partaking in the Space Jump Performance. It was well received and will take place again next year, as teachers and students saw the benefits of the performance and its relevance to the curriculum.

The P&C’s generous support of $5000 during the year was a great bonus to our library resources.

The Book Fair run during Book week was extremely successful with $1890 being raised to help towards purchasing new resources.

Our Achievements in 2013

Premier’s Spelling Bee

Four fantastic spellers recently represented Nowra PS in the Premier’s Spelling Bee District Final at Bowral Public School. Luke Kielly and Jake Babian qualified for the final as our Stage 2 school winners while Jacob Murphy and Anabel Robson qualified as the school winners for Stage 3. Luke, Jake and Anabel made it through to round 4 in the district final, while Jacob progressed to round 5, finishing 4th overall. Congratulations to all four students who represented our school with great academic distinction.

ICAS Competitions

Year 2-6 students participated in the UNSW ICAS competitions in English, writing, mathematics, science, computer science, and
spelling. Students received 8 distinction and 20 credit certificates.

**Peter Mason Award**

Students won the prestigious Peter Mason Memorial Award from the town library for their Book Week entry. 38 students from the extension groups wrote and illustrated a book on the Book Week theme of “Read Across the Universe”. Their book was also turned into an animated movie and published on the internet.

**Public Speaking**

Year 3-6 students took part in the Multicultural Public Speaking Competition. The Nowra Public School representatives at the zone finals were: Zoe Drury, Jasmine Drury, Tim Hopkins, and Natalia El Saleh.

**Eisteddfod**

Our school competed in the local eisteddfod and we had great success. The dance group came second with Techno Dream, 5S received a highly commended, 3R came first, 2J came first, 2R received a highly commended and K/1R came third. Congratulations to all of these classes and their teachers.

**Tournament of Minds**

Under the guidance of Mrs Kunz and Mrs Nicolson, Nowra Public School entered a social science team into the Tournament of Minds (ToM) problem-solving challenge. The team of Shakirra Regalado, Abbey McCallum, Lachlan Webb, Ruth Webb and Jesse Berryman, received tournament honours in a very tough competition.

**Extension Groups**

Students in the Year 5/6 Literacy Extension classes used their artistic talents to illustrate a book called “The Crocodile Song”. The writers of the song (Todd Mayhew and Sivan Agam of “The April Maze”) gave permission for the book to be published. It was launched at a gala function in our school library with an audience of friends and relatives. The April Maze performed songs and talked about their song writing and creative talents before presenting each of the students with a copy of the book and the song.
The maths extension groups in Years 3, 4, 5, and 6 also participated in an online maths competition “Have Sum Fun with Maths Online” where they achieved excellent results in cooperative problem-solving activities.

**Science**

10 students participated in the UOW Science Day at the Shoalhaven Campus where they explored the many aspects of science through hands-on experimentation.

**Clever Climate Initiative**

After a successful project submission in the Clever Climate Challenge, insulation and whirly birds were installed in Noona Meena to help reduce energy costs. Four students attended a celebration day for their involvement in the project at the University of Wollongong Sustainability Building Research Centre.

**Sport**

The school entered nine State PSSA Knockouts in a range of major sports with most teams progressing to at least the second round. Our most successful teams were the Senior Netball and Rugby League who progressed to round four. Our Under 10s league team were champions at the local Rod Wishart Knockout, and represented the South Coast at the All Schools state championships. It was wonderful to see the teams develop under a range of coaches (most of the primary staff coached teams in 2013).

Three major sporting carnivals, Swimming, Cross Country and Athletics were held with students progressing to Shoalhaven District PSSA Carnivals. We had many students represent the District at Regional Carnivals. Casey Johnson and Kali Madge represented the South Coast in Swimming at the NSW PSSA State Swimming carnival. We entered several twilight netball teams into the local competition focusing on participation and enjoyment. Sports Development Officers presented clinics to students from Kindergarten to Stage 3 in AFL, Football and Rugby League. The clinics focused on fundamental movement skills, participation for enjoyment and a healthy lifestyle. As in past years, Nowra PS participated strongly in the Premier’s Sporting Challenge, the school gained over 250 gold awards in this scheme. We also were involved in the Special Swimming Scheme, with many students gaining invaluable lessons on how to swim.
During 2013 the whole school conducted lessons in PE with ‘Sport in Schools Australia’ offering a specialised PE program to all students from Kindergarten to Year 6, challenging students at appropriate levels with short, sharp engaging lessons. At the beginning of the year we had a visit from the NRL Dragons Talking about an anti-bullying program, which in turn tied in very well with our own PBS and School Values.

Congratulations to all staff who accredited themselves with coaching certificates in many sports, and to the many teachers who took on officiating roles at district and regional levels – a credit to Nowra Public School where the students will ultimately benefit from their teachers’ newly acquired knowledge.

**Circus**

All students in Years 5 and 6 participated in the school’s circus program. The focus of the program is to encourage students to take on new and challenging learning experiences and develop resilience in learning, along with cooperation. Some students became experts in their field, and were able to teach other students their skills. Class lessons were conducted on a rotational basis in fundamental skills of juggling, unicycling, diablos, stilts, poi, synchronized skipping and plate spinning.

**NAPLAN**

In the National Assessment Program, the results across the Years 3 and 5 literacy and numeracy assessments are reported on a scale from Band 1 to Band 8.

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**

NAPLAN data indicates a 6% increase in Year 3 students achieving proficiency in reading. The percentage of students in the lower bands has decreased significantly as more children move into Bands 5 and 6.
NAPLAN data indicates that 86% of students are achieving above the National Minimum standard in spelling.

NAPLAN data indicates that 87% of students are achieving above the National Minimum standard in writing.

NAPLAN data indicates that 79% of students are achieving above the National Minimum standard in Grammar and Punctuation. There has been an increase of 5% of students achieving at proficiency levels in Grammar & Punctuation.

NAPLAN data shows an increase of 6% of Year 3 students achieving in proficiency bands. 86% of our Year 3 students are achieving above the National Minimum standards.
NAPLAN data shows an increase of 23% of students achieving above national minimum standards in Reading.

NAPLAN data shows an increase of 23% of students achieving above national minimum standards in Grammar.

NAPLAN data shows an increase of 11% of students achieving above national minimum standards in Spelling.

NAPLAN data shows an increase 9% of students achieving above national minimum standards in Writing.
The number of Year 5 students achieving above NMS in Numeracy has decreased by 1%.

Aboriginal students results in Year 5 were similar or exceeded the broader population in both Numeracy and Literacy.

**Average Student Progress - Literacy**

In reading our students’ growth was equal to the state average.

In Spelling our growth was just below state average.

In Grammar and Punctuation our growth was equal to the state average.

In writing our growth was below the state average. We will be focusing on improving students’ writing outcomes in 2014.

In numeracy our students’ growth was equal to that of other schools in our school Education Group but was below state average. We will continue to focus on numeracy in 2014.
**Other school based assessments**

*Kindergarten Reading Levels-L3*

This graph indicates that at the end of Kindergarten 84% of students were reading at or above the expected reading levels. 63% of children were reading beyond the expected reading level range. We achieved well beyond the target of 50% of students to be reading above expected reading levels.

*Year 1 Reading Levels L3*

Our target for 2013 was to have 50% of students in Year 1 reading at Level 18 or above by the end of the year. 62% of students achieved at this level or beyond.

**Aboriginal Education**

Aboriginal Education is a priority at Nowra Public School and is embedded in all other priorities of the School Plan.

Aboriginal and Torres Strait Islander students represent 21% of the school population.

*Highlights for Aboriginal Education this year included:*

- Aboriginal students results in Year 5 were similar or exceeded the broader population in both Numeracy and Literacy.
- Module 2 of the cultural awareness training – ‘No Gap No Excuse’ completed by staff
- Personalised Learning Plans for more than 90% of our Aboriginal students were completed in consultation with parents, the Aboriginal Education Officer and class teachers.
- NAPLAN results indicating improvement in Year 5 with spelling and numeracy results were above state average.
- The Koorie Mentor Program funded by National Partnerships continued to prove highly successful in supporting Aboriginal students to engage in all aspects of school life.
- One student Kaleisha Cowan-Roberts was recognised at the Illawarra South East Regional Aboriginal Education Achievement Awards.

**Multicultural education**

The school is committed to ensuring that all students are aware of the diverse, multicultural nature of our society and that...
students show empathy and understanding towards others.

The core values of the school known as the ‘STAR’ Values includes ‘Respect Everyone’

The school celebrated Harmony Day with classroom based multicultural activities.

Each year the school enters the Multicultural Public Speaking Competition. This year the school finalists recorded their speeches for broadcast on the local community radio station 2UUU.

Multicultural perspectives are taught throughout many of our HSIE units.

Spanish was taught as an extension group to Years One and Two. The culmination of the group’s sessions was a fiesta held in the hall for the students and their parents.

National partnerships and significant Commonwealth initiatives

Speech Program

During 2013 Nowra Public School continued the speech intervention program that was funded by National Partnership. Kindergarten students were identified by teachers and parents and were assessed by Speech Pathologist, Sophie O’Connell. Sophie discussed and demonstrated strategies to assist students in the classroom with class teachers. Students who were diagnosed with articulation or language disorders were tutored by specifically trained SLSOs. The SLSOs implemented specific programs developed for individual students and groups of students. The 20 identified students were reassessed at the end of the year and there was a significant improvement of language and speech skills of 17 of the students.

The program will continue in 2014.

Kinder Orientation

Kindergarten orientation was held over two days early in Term 4. Students visited a kinder classroom and joined in class activities with existing kindergarten students. Parents attended an information session and meet staff members who have a significant supporting role in the school. They also had the opportunity to organize school uniforms, book packs and bus passes. Several local preschools participated in School Readiness Programs and their students visited the school on several occasions to help students become familiar with school routines and activities. Staff also visited preschools parent information nights.

Year 6 to 7 Transition

During Term 4 the Year 6 students participate in a ‘High School days’ program to prepare them for the transition to Year 7. They visit their local high school for an orientation day and they have high school type days weekly at our school. On these days they follow a timetable and move from room to room. They attend lessons with different teachers for a specified period of time. The students enjoy this program.

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. In 2013 the school evaluated the changes in student outcomes as a result of programs implemented through National Partnership funding.
This was done through consultation with staff and students and through analysis of continuum and NAPLAN data.

**Findings and Conclusions**

- The year 3 students reading levels are now at state average and although Year 5 reading levels are below state average, they have shown significant growth and are the best results in 5 years.
- Students are demonstrating a deeper understanding of KLA content.
- Students have indicated they are developing confidence in using technology as a tool for their own learning.
- Students are more positively engaged in classroom learning activities.
- Students are able to discuss topics and their learning using appropriate metalanguage.
- K-2 students are able to work on tasks independently and sustain on task behaviour.
- Parents reported students engage in positive conversations about school and class activities.

**Future Directions**

These findings suggest we need to focus on improving the teaching of literacy and numeracy through the continued implementation of programs such as L3, Focus on Reading, TEN and TOWN to ensure we are catering for individual student needs.

We will mentor new staff in these programs through the Teacher Assessment Review Schedule to ensure their sustainability.

**School planning 2012—2014: progress in 2013**

**School priority 1**

**Literacy**

**Outcomes from 2012–2014**

*Increased levels of literacy achievement for every student*

**Evidence of progress towards outcomes in 2013:**

- 94% of Kindergarten children achieved the end of year standard for reading
- 50% of Kindergarten students are reading beyond the standard.
- 70% of Year 1 students have achieved Level 16 and above—beyond regional expectations.
- 70% of Year 2 students are reading at level 24 or above—beyond regional expectations.
- NAPLAN data indicates we are continuing the trend of increasing the number of students in Year 3 achieving proficiency bands in reading with 45% in 2013, 39% in 2012 and 36% in 2011.

**Strategies to achieve these outcomes in 2014:**

- Continue L3 Program K-2 and fund training for teachers who are new to school.
- Continue to implement Focus on Reading strategies in Years 3-6.
- Continue to track and monitor student achievement using the literacy continuum and plan and implement differentiated lessons to cater for all student needs.
- Employ a literacy leader to support teachers to identify and cater for students who are ‘at risk’ in Years K-3 through in class programs.
differentiated lessons, Reading Recovery, Speech and STLA programs.

- Literacy extension groups to cater for the needs of our interested and able students
- Implement new English Syllabus.
- Evaluate success of Programming, Planning and Assessment Strategies employed after Professional Learning in the new English Syllabus.
- Purchase of resources to deliver teaching and learning programs related to the new English Syllabus.

School priority 2

Numeracy

Outcomes from 2012–2014

*Increased levels of numeracy achievement for every student*

Evidence of progress towards outcomes in 2013:

- Analysis of testing data demonstrates that 96% of Kindergarten students, 96% of Year 1 students and 90% of Year 2 students are achieving at or beyond the minimum standard on the Early Arithmetic Strategies aspect of the Numeracy Continuum.
- NAPLAN data shows an increase of 6% in the number of Year 3 students achieving in the proficiency bands in Numeracy.
- NAPLAN data shows an increase of 5% in the number of Year 5 students achieving in proficiency bands in numeracy.

Strategies to achieve these outcomes in 2014:

- Continue to implement *Count Me in Too* strategies K-3
- Continue to implement *Taking off with Numeracy* strategies 3-6
- Employ a numeracy leader to support teachers to identify and cater for students who are ‘at risk’
- Continue to track and monitor student achievement using the numeracy continuum and plan and implement differentiated lessons to cater for all student needs.

School priority 3

*Aboriginal Education*

Outcomes from 2012–2014

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

Evidence of progress towards outcomes in 2013:

- Literacy and Numeracy results for Aboriginal students K-2 have improved through participation in Targeted Early Numeracy (TEN) and Language, Literacy and Learning (L3) programs. 68% of Aboriginal students achieved reading benchmarks and 12% exceeded the reading benchmarks.
- In K-2 all Aboriginal students results on the EAS Continuum are equal to or better than the broader population.
- More than 90% of Aboriginal students have Personalised Learning Plans (PLPs). These enhance the capacity of class programs to ‘Close the Gap’ in achievement for Aboriginal students.
- Year 5 Aboriginal students NAPLAN results were similar or exceeded the broader population in Literacy and Numeracy. No Aboriginal students were in Band 1 or 2.
- All staff have undertaken Modules 1 and 2 of The Illawarra South East Region’s cultural awareness program ‘No Gaps No Excuses’.
• One student received an Illawarra South East Region Achievement Award in leadership, literacy and sport.
• Aboriginal Education Officer supports the engagement of Aboriginal students in class activities.
• Three Aboriginal students were elected as School Leaders for 2013.
• Aboriginal students participated in the Young Leaders Day at the Domain in Sydney.
• Aboriginal students were selected and participated in all extension activities – Literacy, numeracy, science, creative arts and media provided by the school.

Strategies to achieve these outcomes in 2014:
• Kinder Go transition to school program
• Ensure Aboriginal perspectives are addressed in all units of study.
• Continue to implement Norta Norta program.
• Establish Koori dance group for senior boys.
• Employ an Aboriginal support officer to work in classrooms with identified students.
• K-3 Literacy leader provides support to teachers and students in the classroom in partnership with Aboriginal Education Officer.

School systems, programs and practices contribute to school improvement

Strategies to achieve these outcomes in 2014:
• Teachers participate in training and planning using new English syllabus
• Provision of leadership opportunities for executive and aspiring executive
• Providing mentoring to beginning and identified teachers through grade/stage meetings and the Teacher assessment Review process.

School priority 5

Student Engagement and Wellbeing

Increased levels of student engagement in learning.

Increased levels of parent involvement and participation

Strategies to achieve these outcomes in 2014:
Continue to implement Positive Behaviour strategies program.
Parents attend interviews with teachers Term 1 and following reporting periods.

School priority 6

21st Century Learners

Improved student technology skills and capabilities

Strategies to achieve these outcomes in 2014:
• Expand and update hardware through the purchase of more ipads for K-2 and interactive whiteboards for all classrooms.

School priority 4

Quality Teaching and Curriculum

Outcomes from 2012–2014

Teacher professional learning programs continually build teacher capacity to improve student outcomes through quality teaching.
• Continue to maintain class pages and update information on the school website.

• Maintain our staff Edmodo site to share ICT resources.

• Release computer co-ordinator (1 day/week) to assist in equipment maintenance, repairs, ordering of hardware and software and to continue to build teacher capacity to effectively use ICT in teaching and learning programs.

• To use the Mathletics website to set student homework tasks at the appropriate level for all students.

Professional learning
Professional Learning in 2013 was based upon National Partnership funding provided by the Commonwealth Government to improve literacy and numeracy outcomes across the school. This year teachers in K-2 completed training in Count Me In Too. Years 3-6 teachers completed training in Taking off with Numeracy. These programs enable teachers to understand how to cater for students of differing abilities in their maths lessons and activities.

Staff also attended weekly after school meetings and staff development days where they completed over 50 hours of professional development.

Teachers also attended professional learning in the following areas:

• The Australian Curriculum
• Stage and Grade Planning days.
• Shoalhaven River Learning Community Network Meetings.

The school will be implementing the New English Syllabus in 2014.

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 more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: