School context statement

Our school website can be found at: www.nowraseast-schools.nsw.edu.au

Established in 1964 Nowra East Public School aims to achieve school life happiness through shared values of respect, safe practices, responsible behaviour and quality learning.

Students and staff work in a supportive environment with a focus on quality teaching with a priority to achieve high levels of learning for all students. NEPS has a dedicated Aboriginal preschool and four support classes, two for students with emotional disorders, one IM class and one IO class. Student engagement is supported through music, dance, breakfast club and playgroup.

The school services one of the lowest socio economic zones in the area. Approximately 80% of families are unemployed and an ever increasing number of children are being cared for by grandparents. We have many students who are in out of home care.

There are 366 students P-6, attending the school; Aboriginal students comprise approximately 50% of students and there is a small number of students from language backgrounds other than English.

Teachers are a mix of highly experienced, mid-career and beginning teachers.

We receive Aboriginal and low socio-economic funding through RAM. The school is an Early Action for Success partner and as a result, an Instructional Leader and an interventionist teacher have been appointed. This will lead to improved curriculum implementation and quality teaching where stringent data analysis provides teachers with the direction for future teaching.

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

The school has 12 mainstream classes and 4 support classes for children emotional disturbance (2), mild intellectual delay (1) and moderate intellectual delay (1). A Department of Education and Communities preschool is located on site and supports up to 20 students in two enrolment groups. Approximately 50% of students identify as Aboriginal or Torres Strait Islander.

Student attendance profile

Attendance at school is monitored daily by the Community Liaison Officer and class teachers. Parents are alerted as soon as a concern is identified and strategies to improve attendance are implemented. Referral to the HSLO and ACLO is made as necessary.

Good attendance is openly encouraged and rewarded through attendance mornings with the principal, held once per term. At the end of the year any student with 100% attendance is recognised at the presentation assembly. Ray White Nowra sponsors the award.

Student Attendance

<table>
<thead>
<tr>
<th>Year</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
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<td>88.7</td>
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<td>89.6</td>
</tr>
<tr>
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<td>86.9</td>
<td>89.1</td>
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<td>91.9</td>
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<td>87.3</td>
<td>91.5</td>
<td>94.1</td>
<td>88.6</td>
<td>92.8</td>
</tr>
<tr>
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<td>89.7</td>
<td>90.1</td>
<td>89.2</td>
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</tr>
<tr>
<td>K</td>
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<td>94.3</td>
<td>95.0</td>
<td>95.2</td>
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<tr>
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<td>94.2</td>
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<td>93.8</td>
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<td>94.2</td>
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<tr>
<td>Total</td>
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<td>94.4</td>
<td>94.3</td>
<td>94.2</td>
<td>94.7</td>
<td>94.8</td>
</tr>
</tbody>
</table>

Workforce information

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

Nowra East Public School has a staff of professional and dedicated teachers and support staff. There are 28 teachers, 12 on class, 4 support class teachers and 11 in specialist roles. The school has 3 Aboriginal Education Officers, 2 classroom teachers identify as Aboriginal and 3 Aboriginal School Learning Support Officers.
The school staff is a mix of highly experienced and mid-career teachers with relatively little movement in the past 2 years. Staff members are afforded excellent professional learning opportunities at the cutting edge of education.

**Workforce composition**

<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>0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>4</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>19</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.5</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>1.2</td>
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<tr>
<td>Teacher Librarian</td>
<td>0.6</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>0.6</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>6</td>
</tr>
<tr>
<td>Total</td>
<td>32.9</td>
</tr>
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</table>

**Teacher qualifications**

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
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</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
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<tr>
<td>Postgraduate</td>
<td></td>
</tr>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>6</td>
</tr>
</tbody>
</table>

**Beginning Teachers**

Only one teacher has been appointed as at beginning teacher in 2014. After 10 years temporary engagement at NEPS, this teacher is relieving in higher duties, supervising Stage 3 and is chair of the Positive Behaviour for Success team. Running the Primary Support Room and supervising all welfare issues in Years 3-6 has been a major focus. Professional learning has been based around this role and has been used to support this off-class position.

**Professional Learning**

Professional Learning has been based around the focus on Early Action for Success strategies. All K-2 teachers have received regular training in L3 and TEN. Teachers, P-6 have all been trained in how to plot data in PLAN every 5 weeks and are developing their skills in consistent judgment of work samples.

Individual teachers have identified their needs and taken part in NCI training, Autism Online and Behaviour Management Online.

All teachers have maintained system based mandatory training in Child Protection, Anaphylaxis, e-Emergency and WHS induction.

**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>30/11/2014</th>
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</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
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<tr>
<td>Balance brought forward</td>
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<tr>
<td>Global funds</td>
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<tr>
<td>Tied funds</td>
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<tr>
<td>School &amp; community sources</td>
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<td>Interest</td>
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<tr>
<td>Trust receipts</td>
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<tr>
<td>Canteen</td>
<td>61214.13</td>
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<tr>
<td>Total income</td>
<td>1984486.18</td>
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<tr>
<td><strong>Expenditure</strong></td>
<td></td>
</tr>
<tr>
<td>Teaching &amp; learning</td>
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</tr>
<tr>
<td>Key learning areas</td>
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<tr>
<td>Excursions</td>
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<td>Extracurricular dissections</td>
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<td>Library</td>
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<tr>
<td>Training &amp; development</td>
<td>18334.40</td>
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<tr>
<td>Tied funds</td>
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<tr>
<td>Casual relief teachers</td>
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<tr>
<td>Administration &amp; office</td>
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<tr>
<td>School-operated canteen</td>
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<tr>
<td>Utilities</td>
<td>48239.45</td>
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<tr>
<td>Maintenance</td>
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<tr>
<td>Trust accounts</td>
<td>15763.16</td>
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<td>Capital programs</td>
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<tr>
<td>Total expenditure</td>
<td>1342700.60</td>
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<tr>
<td>Balance carried forward</td>
<td>641785.58</td>
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</tbody>
</table>

A full copy of the school’s 2014 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

**School performance 2014**

**Arts**

This year was the whole school music program was successfully implemented. All students participated in weekly music lessons that focus on singing, music notation, and drumming.

It has been another successful and rewarding year for our school choir. Once again the primary choir participated in the 2014 Shoalhaven Choral
Festival. Their performance was regarded as one of the most outstanding of the festival.

Selected students from primary choir were invited to participate in The Song Company program at Riversdale Bundanon. The students participated in the two day program with the support of expert musicians. They had an opportunity to perform their repertoire in front of their tutors, staff and guests at Riversdale.

Both the drumming and choir performed for education week at Nowra Fair, the Johnathon Rodgers nursing home and NEPS ANZAC ceremony.

Andrew and Catherine Sykes from the Drum Fest memorial foundation, who sponsor our drumming program, attended a special presentation where our students showcased what they have learned this year. Through the support of the foundation six students were selected to participate in individual weekly singing lessons. These students performed in concerts that demonstrated their singing abilities.

Students were selected to participate in a range of Creative Arts workshops. The workshops focused on ballet, singing with Paul Greene and visual arts.

Sport

Sport is valued as an integral part of a child’s physical, cognitive and emotional development. All staff members work tirelessly to ensure all students are provided with the opportunity to develop the knowledge and skills to support them when making healthy lifelong choices.

On a daily basis, students have participated in a program call Fundamental Movement Skills. This program equips students with the basic movements required when running, jumping, throwing, kicking and balancing. It allows students to gain the knowledge and skills required when participating in games and sporting activities.

The weekly sports focus is on having fun, participation and improving fitness. There are a range of games and activities the students participate in, which support teamwork and leadership skills. This prepared many students who participated in netball, rugby league, touch football, cricket and Oz tag interschool gala days and carnivals.

Our sporting carnivals focus on participation and fun, while encouraging good sportsmanship and a fair go for all. Families are encouraged to join in the fun and support our students.

The swimming carnival was held at Bomaderry Swimming Complex and was a well-attended event. There was a range of swimming abilities catered for with fun activities as well as mandatory swimming events. This resulted in many students gaining entry into the PSSA District Swimming carnival.

The both the cross country and athletics carnivals were held at our school grounds. Many of our students qualified for the PSSA District carnivals and beyond, both in cross country and athletics. Both events were fun filled days and well attended by all students and our community.

Throughout the year all students have had the opportunity to participate in a range of skill development programs, such rugby league, Aussie rules, cricket and soccer. All students received expert tuition from accredited coordinators in their specialist field.

Academic achievements

NAPLAN

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

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

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

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

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name in the Find a school and select GO to access the school data.

NAPLAN Year 3 - Literacy (including Reading, Writing, Spelling & Grammar and Punctuation)

Year 3 & 5 Reading at NEPS is Close to: within 0.2 standard deviations of the selected school's average – comparing 'like or similar' schools. 'Similar schools' in this context are schools serving students from statistically similar backgrounds. The Index of Community Socio-Educational Advantage (ICSEA) is used to group schools with students who have similar socio-educational backgrounds.

In 2014, 49 Year 3 students participated in NAPLAN.

<table>
<thead>
<tr>
<th></th>
<th>R</th>
<th>Wr</th>
<th>Sp</th>
<th>Gram &amp; Punct</th>
<th>Numb</th>
</tr>
</thead>
<tbody>
<tr>
<td>Absent</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>5</td>
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<tr>
<td>Exempt</td>
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<tr>
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</tr>
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</table>

Percentage of students in this school with NAPLAN results at two year levels: 73% Reading and 72% Numeracy. Persuasive Writing Percentage of students in this school with NAPLAN results at two year levels: 68%. A pleasing result has been the great increase in the percentage of Indigenous students improving band levels in Reading and Numeracy.

<table>
<thead>
<tr>
<th></th>
<th>Reading</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Band 2</td>
<td>65% down to 16%</td>
<td>35% down to 32%</td>
</tr>
<tr>
<td>Band 5</td>
<td>16% up from 4%</td>
<td>32% up from 6%</td>
</tr>
</tbody>
</table>

This data shows a shift from a high percentage of students in lower bands moving up towards age appropriate levels.

Reading:

In 2014, 43 students participated in Year 3 Reading NAPLAN. 51.3% percent of students achieved Bands 3-6. There has been a decrease in the percentage of students achieving Band 2 & 3, and an increase percentage of students achieving Band 5 & 6. This data shows a shift from students moving from a below average status to moving up towards age appropriate levels. However, a percentage of students achieving Band 1 has also increased from 10.5% to 30.2%. It is important to note that 9 out of 16 students in Band 1 have been identified as IM and/or working in NEPS ED or IM Units.

Spelling:

2012/13-2014 Comparison

<table>
<thead>
<tr>
<th></th>
<th>Band 2</th>
<th>Band 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012/13</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2014 saw an increase of the percentage of students in Band 5 improve from 2.6% to 13.3%. However, still 61.5% of students still are at Bands 1-3.
Grammar and Punctuation:
Although one third of Year 3 students are in Band 1 for Grammar and Punctuation, there has been a decreased percentage of students in Band 2,3,4 and an increase of 7.7% to 11.1% of students in Band 5. Only 1 student achieved Band 6 in Spelling and Grammar & Punctuation.

Writing:
Writing continues to be a strong focus at NEPS and across the state. Unfortunately 2014, saw a decrease percentage of students achieving Band 4-6 (11.4%) and an increase percentage of students achieving Band 1-3 (88.7%). It was disappointing to note that no students achieved in the top two bands and that the number of students achieving Bands 1-3 was approx. 20% above the state average.

NAPLAN Year 3 - Numeracy
In 2014, there were 42 students participating in numeracy NAPLAN in Year 3. Despite having an increased number of students in Band 1 in 2014, the data shows a decrease in percentage of students in Bands 2 & 3, down from 63.1% to 42.8%, and an increase in percentage of students in Band 4 & 5, up from 15.8% to 26.1%. This data shows an increased shift for students moving towards age appropriate levels.

NAPLAN Year 5 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)
NAPLAN Year 5 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)
In 2014, our 40 students participated in the NAPLAN test for reading. However, only 22.5% of students achieved in Bands 5 to 8 indicating that 77.5% achieved below minimum standard.

**Reading**

Less than a quarter of our student have achieved in Bands 5 to 8 on reading which is significantly down on 2013 results. The introduction or every day reading, explicit teaching and the use of engaging rich texts will hopefully lead to improved achievement in the future.

**Spelling**

In spelling there were 40% of students who achieved in Bands 5 to 8.

**Grammar and Punctuation**

Only 32.5% of children achieved in Bands 5 to 8 in grammar and punctuation. This will continue to be an area of focus in 2015.

**Writing**

Our results in writing have been disappointing with 77.5% of students achieved below minimum standard. 15% of Year 5 students who achieved Band 3 are diagnosed IM or ED.

Only 22.5% of Year 5 students achieved Band 5. It was disappointing to note that no students achieved in the top two bands and that the
number of student achieving in Band 3 was way above state and SEG averages.

Like the rest of the state writing has become a major focus for improvement in 2015.

**NAPLAN Year 5 - Numeracy**

In 2014, there were 39 participants in NAPLAN numeracy in Year 5. Out of this number, only 23% of students achieved in Bands 5 to 8. There was a slight improvement in the number of Aboriginal students working towards age appropriate levels.

**Significant programs and initiatives – Policy and equity funding**

**Early Action for Success**

Nowra East PS continues to participate in The Early Action for Success strategy which aims to improve students’ performance in literacy and numeracy by building teacher capacity using a targeted professional learning approach. The school is provided with funding for training and additional teacher allocation to deliver interventions in literacy and numeracy. The Instructional Leader is supported by an interventionist teacher to coordinate the identification of the literacy and numeracy achievement of all Kindergarten to Year 2 students, strategically plan tiered interventions, work with the school executive and lead the professional learning of teachers in effective literacy and numeracy teaching practices.

Ongoing sustained professional learning has empowered all K-2 teachers with a shared understanding of evidence based theory and effective practices in literacy and numeracy acquisition. Teachers reflect on the effectiveness of their own practice and identify areas for refinement through engaging in practice analysis conversations.

All K-2 teachers provide high quality, personalised assessment and instruction specific to the identified need for individual and small groups of students through engagement in TEN, L3(K) and L3(S1) intervention programs. Regular monitoring of each student’s progress against key aspects of the literacy and numeracy continuums reflect significant improvements in student learning outcomes in literacy and numeracy.

This year five parents had completed and received accreditation in the Parents as Teachers/Community Helpers (PaTCH) training course. The training and practicum components of this program have enabled volunteers to develop an understanding of how children learn to read, write and use counting in the early years of schooling.

The following graphs show the reading levels of student in Kinder, Year 1 and 2.
81% of Kindergarten students have achieved or are working beyond year expectations in reading texts. (blue, green, orange)

76% of Year 1 students have achieved or are working beyond year expectations in reading texts. (purple, gold, grey)

72% of Year 2 students have achieved or are working beyond year expectations in reading texts. (grey)

Preschool
Wayeela Cooinda Preschool is a NSW Department of Education and Communities Aboriginal Designated Preschool. Our Preschool enrolments consist of 80% Aboriginal and 20% Non-Aboriginal children. The aim of the Preschool is to provide Aboriginal children, from our local community, the opportunity to access a quality and affordable Early Childhood Program, run by a qualified Early Childhood Teacher. The preschool has four regular staff members. This includes two Aboriginal Educator Officers, a Student Learning Support Officer and an Early Childhood Teacher.

Our educators plan programs based around the nationally recognised Early Years Learning Framework. The programs are play based and centre on the children’s individual interests. Aboriginal perspectives also form a key component of our Preschool program.

During 2014 the preschool has continued to work hard to achieve the goals set down in their Quality Improvement Plan, helping to align the service with National Quality Framework. The service underwent National Accreditation and rating in February 2014, and was rated against the seven quality areas, within the National Quality Standards. The rating the service received, was meeting quality standards across the seven areas. The service also received exceeding for 2 elements within Quality Area 5 Relationships with Children. The service now proudly displays their results in the Preschool foyer. For the remainder of 2014 the service continued to work through the targets set in their
second Quality Improvement Plan and most of the desired targets were achieved.

In 2014 the service, to comply with the government’s Universal Access initiative, was opened five days per week. It offered each child within its service the opportunity to 15 hours of early childhood educational programs per week. The service ran two 2½ day per week programs. A Monday, Tuesday half-day Wednesday program and a half-day Wednesday, Thursday, Friday program.

During 2014 the staff has been working on their own professional development. Our Aboriginal Education Officer has been actively working towards Certificate Three in Early Childhood Education and Care. The staff was also handpicked by State Office to present a workshop at the 2014 Preschool Conference, Beyond the Looking Glass. During this presentation the Preschool Supervisor/Assistant Principal Wendy Theobald and the Preschool Teacher Victoria Dean advised other Preschools’ on their accreditation journey. The feedback from this presentation was very positive and the participating Preschool educators found the information useful.

During 2014 the Preschool was involved in a number of educational experiences. One of the fantastic cultural experiences was Charli Ashby who came in 3-4 times per term to teach the children about Aboriginal culture. The children were also taken on an excursion to Booderee National Park. During this visit they were taken on a guided tour of the National Park with a local Aboriginal Ranger and learnt about Bush Tucker and other significant Aboriginal cultural practices. The children, parents and staff were also involved in a working bee to develop the outdoor physical environment. During the year the children continued to develop our outdoor space by planting vegetables and flowers and learning to care for them. We used a lot of produce grown in our garden to cook healthy meals. Another highlight from the year was the visit, on Aboriginal Children’s Day, when the Aboriginal

Year 5 and 6 students joined us for an afternoon play and story sharing.

Library

2014 has been another successful year in the library.

The students have enjoyed the new sets of books we have been accessioning. The Andy Griffiths ‘Treehouse’ series, the ‘Lego’ series and the ‘Marvel’ series have been particularly well received by the boys. The girls have also enjoyed the ‘Treehouse’ series, ‘Dork Diaries’ series and ‘Geronimo Stilton’ series. All students have enjoyed the ‘Diary of a Wimpy Kid’ series.

Non-fiction has also been very popular this year with students borrowing books to support their tasks in class as well as for their own reading pleasure. The ‘Ripley’s Believe it or not!’ books and the ‘Guinness book of records’ books have been very popular with stage 2 boys while the girls have enjoyed the craft, animal and cooking books.

Our Book Fair in August was a great success raising enough points to buy over $700 worth of books for the school. This was up by two thirds on last year’s fair.

During Book Week the Bundanon trust invited the students from Stage 2 to meet the illustrator Peter Gouldthorp. Peter had a book in the Children’s Book Council awards category for information books, ‘Ice, Wind, Rock’. His illustrations are very realistic and the students were amazed at how he drew so well and so quickly, where he got his ideas from and how he made his images seem to be 3D. As always the student had a great time during this visit, learning a lot and enjoying the beautiful surroundings of the Bundanon education centre.
In the Premier’s Reading Challenge (PRC) this year we had 56 students finish, with 5 getting gold awards. The students were responsible for entering their own information this year and were given time during recess and in some lessons to do so. A set of shelves has been provided for the PRC books to make choosing easier for the students. The ID number and stage of the book has been written on the front of the book to further assist the students in keeping a log of their reading.

Community Garden

2014 was an extremely busy and proud year highlighting our community partnerships for our garden. Students and volunteers participated in fortnightly workshops to firmly establish our garden. Funding from the Heart Foundation provided materials and workshops for the first two terms. The Aboriginal Medical Service funded materials and workshops in Terms 3 and 4 ($10,000). We were also very fortunate to have assistance from the Nowra Men’s Shed for racks in our tool shed, whilst Isons Hardware provided the undercoat paint. Stuart Barber not only painted the wonderful design on the shed, but also organised the paint. Nowra Prison provided a team to demolish the old ramp in the middle of the garden whilst Habitat provided the funds for the concrete cutting equipment. A & D Tree Services and Asplundh Tree Services Nowra have been generous in providing mulch on a regular basis. Chris and Winsome Watts have assisted by providing cow manure.

Our garden shed received a face-lift

Andy Mark has continued to actively support through attending workshops along with some hard working volunteers Gillian Rhys, Alex Happer, Gillian Rhys, Maria Ellson and Joanne Reed.

2014 saw the formation of various components of the garden with various food forests and no dig gardens. The ongoing learning and training of students in the fortnightly Garden Ambassador program in which students learn personal responsibility in using tools safely, composting, tree feeding, no dig gardening and various other elements associated with a Permaculture Garden.

In 2015 will see the continuing establishment of stage one of the garden in re-vegetating the Western and Northern Eastern boundaries with pioneer trees, construction of the Learning Seating Circle, consolidation of pathways, the beginning of Stage 2 of the garden, increase number of students learning in the garden and further promotion of community involvement.

Aboriginal Education

At Nowra East Public School we have approximately 170 Aboriginal students. These students achieve results in NAPLAN at or above our non-indigenous students.

Again in 2014 we began with an intense focus on our Personalised Learning Plans (PLPs). All Aboriginal parents were provided individual time with teachers and students to develop meaningful PLPs.

Significant Aboriginal programs at the school include:

Koori Well Being program that involves an Aboriginal counsellor and cultural adviser who support identified students every Thursday.
Waminda Aboriginal Women’s Health Program has provided support and guidance for our Stage 3 girls throughout the year.

We currently employ the largest number of Aboriginal support staff in the local area. Employment of local Aboriginal people throughout key learning areas and school camps is a key feature of our school.

Pre-school enrolment numbers have remained stable. The preschool program includes Kids Excel and an Aboriginal playgroup that runs on Fridays. Most children who attend playgroup enrol at our school.

NAIDOC week of celebrations includes a flag raising ceremony for staff and students and a special assembly and a mufti day.

The Koori Girls and Boys Dance Groups continued to operate and have performed at a number of community events. The girls’ group danced at NAIDOC events at Nowra Hill and Gerringong.

The Breakfast Club provides cereal and toast for up to 70 students every day. Extra fruit and toast is provided for students throughout the day who may not have any lunch or recess. All food is provided free, by way of sponsorship, by local community groups.

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Participation in the teacher based “Tell Them from Me” survey.
- External audit on PBL data for student welfare.

Tell Them from Me: Focus on Learning

The Focus on Learning Survey is a self-evaluation tool for teachers and schools which is based on two complementary research paradigms.

The questions in the survey are grouped to assess eight of the most important Drivers of Student Learning. The research on classroom and school effectiveness has consistently shown these factors to be strong correlates of student achievement.

The results for the Eight Drivers of Student Learning were surveyed. The scores for the Likert format questions have been converted to a 10-point scale, then averaged and reported by question and by topic. A score of 0 indicates strong disagreement, 10 indicates strong agreement.

Results

- **Leadership**, score 6.9 indicates that teachers are fairly happy with the leadership provided but many thought there was a need for supervisors to observe lessons and provide feedback.
- **Collaboration**, score 7.8 indicates that teachers are very happy with the amount of collaboration that takes place, however, it is evident that the school needs to provide time for teachers to observe each other’s lesson.

Multicultural education and anti-racism

Students continued learning about our multicultural society through integrated units of work in class. They also built on their understandings through the whole school celebration of “Carnivale”.

Harmony Day was celebrated with an orange mufti day and highlighted the multicultural aspects of the school and community.

Socio-economic background

Just over 80% of carers who have children enrolled at the school are unemployed. All students have access to financial support for excursions and uniforms.

A magnificent NAIDOC cake
- **Learning Culture**, score 7.9 indicates high achievement particularly in monitoring the progress of individual children.
- **Data Informs Practice**, score 7.6 indicates a high degree of teachers using data to drive teaching and learning, however it was noted that teachers do not yet use samples of work to show children what is expected.
- **Teaching Strategies**, score 8.1 was reduced because teachers do not provide written feedback on a weekly basis. Feedback is given orally on a daily basis at our school.
- **Technology**, score 7.2 was effected by a lack of resources. Teachers are doing great work with the resources available.
- **Inclusive School**, score 8.7 indicates that our teachers go above and beyond to help cater for the individual needs of the students.
- **Parent Involvement**, score 7.7 indicates that teachers involve parents in a wide variety of ways. They are not asked to comment regularly on student tasks.

**PBL Data Audit**

The key priorities identified by staff for improvement and recommended actions include:

- Staff are aware of behaviour problems across the school through regular data sharing
  - Minor behaviours (or "Major minors") that are recorded by class teachers need to be collated school wide and shared with staff each term.
- Staff feedback is obtained throughout year
  - Provide a mechanism to obtain regular feedback (notice board, surveys, discussion forum)
- Major/minor behaviours are clearly differentiated
  - Ensure that all staff are very familiar with minor and major behaviour criteria - Review with staff regularly
- Data analysed by team at least monthly
  - When analysing the data: ASK a question first THEN go to the data to find the answer.
- A variety of methods are used to reward students
  - Ensure that the school positive acknowledgement system provides opportunities for all students through the 5 key reward preferences (Choice, Consumable items, Adult attention, Peer attention, and Competitive rewards)
- Plans for orienting incoming staff and students are developed and implemented
  - Develop and use an orientation pack for Specific target groups - new staff / new students / new parents. Develop a specific training/orientation schedule for casual staff
- Staff use referral process (including which behaviours are executive managed vs. which are teacher managed) and forms appropriately
  - During an unannounced data period (eg week 3 Term 2) analyse all referrals (verbal and written) and determine if they have correctly followed ALL protocols. Convert the result to a percentage (correct/total number of referrals). Use this to provide constructive feedback to staff and as a baseline for future comparison.

**School planning 2012-2014:**

**School priority 1**

Literacy

**Outcomes from 2012–2014**

Improved literacy outcomes for students

**Evidence of progress towards outcomes in 2014:**

- Monitoring of reading levels and Best Start data every 5 weeks.

End of 2014 data indicates that 79% of Kindergarten students are reading above Level 9.
- Monitoring of reading levels every 5 weeks.
End of 2014 data indicates that 76% of Year 1 students are reading above Level 18 and 72% of Year 2 students are reading Level 22 and above.

- 46.6% of Year 3 students achieved Band 3 and above in reading
- 45.5% of Year 3 students achieved Band 3 and above in writing
- 57.5% of Year 5 students achieved above Band 3 in reading
- 32.5% of Year 5 students achieved above Band 3 in writing

**School priority 2**

**Numeracy**

**Outcomes from 2012–2014**

Increased levels of numeracy achievement

**Evidence of achievement of outcomes in 2014:**

- Data indicates that 50% of Year 3 students achieved Band 3 or higher in NAPLAN numeracy 2014
- Data indicates that 55% of Year 5 students achieved Band 4 or higher in NAPLAN numeracy in 2014
- Best Start data indicates that 66% of Kindergarten students have achieved figurative level in early arithmetical strategies
- Best Start data indicates 56% of Year 2 students have achieved facile level in early arithmetical strategies

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

- Strategically targeted activities focussing on addition and subtraction in focussed, frequent numeracy sessions.
- Professional learning for all teachers on the explicit teaching of numeracy from instructional leader and literacy and numeracy trainer
- Professional learning for teachers in TEN and TOWN
- Implementation of the learning framework in number will be undertaken

**School priority 3**

**Aboriginal Education**

**Outcomes from 2012–2014**

Increased literacy outcomes for Aboriginal students

**Evidence of achievement of outcomes in 2014:**

- Results indicate a decrease in the number of Aboriginal students achieving Band 7&8 with no Year 5 students achieving in the top two bands.
- Results indicate an increase of 24 points in the mean score for Aboriginal children in writing.
- Aboriginal Education Officers report that 100% of Aboriginal parents participated in the PLP process.
- Data indicates that 20% of Year 5 Aboriginal students achieved Band 5 or higher in NAPLAN writing 2014. This is a fall from 2013 results.
- Pleasingly 55% of students from Wayeela Cooinda Preschool transition to Kindergarten at Nowra East Public School. This is up from 40% in 2013.

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

- Introduction of a 1 hour maths block and professional learning for all teachers on the explicit teaching on numeracy from instructional leader and literacy and numeracy trainer. Implementation of TOWN in 2015.
- Appointment of an instructional leader to the school and the support of a literacy numeracy trainer. Teacher professional learning will be a focus for all teachers during 2015.
- Implement strategies developed from No Gap No Excuse training and Connecting to Country strategy.
• Promotion of Kindergarten student achievements to all prospective parents.

School priority 4
Student Engagement and Quality teaching – attendance and technology

Outcomes from 2012–2014
• Increased level of staff competency in use of available multi-media technology and in integrating the use of technology into quality teaching.
• Increased attendance of all students
• Increased levels of student engagement in learning in all classrooms
• Reduced suspensions

Evidence of progress towards outcomes in 2014:
• Term 1 attendance rate in 2014 was 92.3%. Term 4 data indicates that the attendance rate has dropped to 88.69%.
• Suspension data indicates that for Terms 1-3, 31 students were suspended resulting in 288 days of suspension. The number of students suspended is down from 88 in 2013.
• School data indicates that major referrals have decreased over the last 12 months.
• 100% of all teachers implement ICT into classroom activities.

Strategies to achieve these outcomes in 2014:
• Community Liaison Officer implements roll checking each day – referring to class teacher or Aboriginal Education Officers to make phone calls home.
• Reward systems in place to encourage good attendance
• ASLO and HSLO involvement where necessary.
• Behaviour support classrooms used to provide support for children with extreme behaviour support needs.
• SLSOs in classrooms to assist teacher management of behaviour in independent group activities.
• Aboriginal Education Officers timetabled to provide support for Aboriginal children in the classroom.
• Visibility of staff members on duty and employment SLSO play support to engage children in the playground.

Parent/caregiver, student, and teacher satisfaction
In 2014, the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

National Partnerships Situational Analysis results looked at the effective measures of school leadership.

Parents/community
87 families completed the surveys which represents approximately 60%

Parents reported, in surveys, student attitudes and engagement as follows:
100% of parents and community members believe that class activities are interesting and maintain a high level of engagement.
91.7% of community members and parents believe that learning activities have community and family connections.

Parent satisfaction with the school’s operation:
86.6% of parents and community members believe communications between school and families, specifically about school operations was satisfied or better.
91.76% of parents and community members were pleased with the involvement from the community in monitoring and developing key activities in the school plan.
91.7% of community and family members agree that the school encourages and values community support on school committees.
91.7% of parents and community members agree that the wider community actively supports events to celebrate student’s achievements.

Future Directions
2015-2017 School Plan
NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015.

In 2014 the school conducted a variety of surveys to determine community perception about the school. Teachers, students and carers were interviewed to determine what they valued most about the school. Active participation in the Tell Them From Me Survey and one on one interviews were conducted and the results collated and presented in Wordles.

All targets in the previous management plan were reviewed and consolidated. Rigorous analysis of internal and external data including NAPLAN, PLAN and internal assessment results has been collated to provide future direction for professional learning and student teaching and learning programs.

The 2015 – 2017 the school planning process has included extensive discussion with staff and parent groups. The school has consulted with Principal School Leaders and through open conversation and discussion, the school’s three strategic directions have been established. Staff members have also plotted our school according to the School Excellence Framework. This has now provided further direction for improvement in all three domains.

This highly consultative approach will enable this school plan to foster school improvement in teaching learning and community cooperation.

Through this consultation process three strategic directions have been identified.

STRATEGIC DIRECTION 1
TEACHING
Fostering teaching excellence and innovative leadership
Purpose:
To strengthen teacher capacity through focussed professional learning and development that creates a culture for every staff member to engage in ongoing, relevant and evidence based learning and practice at an individual and collective level.

STRATEGIC DIRECTION 2
LEARNING
Delivering high quality teaching and learning programs
Purpose:

To provide every student at NEPS with meaningful and future focussed learning experiences to ensure they achieve their full potential as a learner, leader and a responsible and productive member of society. Also, to empower students with the necessary skills and knowledge to be successful 21st century learners.

STRATEGIC DIRECTION 3
COMMUNITY
Enhancing active community partnerships that support an inclusive, collaborative and caring school culture
Purpose:
To ensure stronger community relationships inspiring a culture of collaboration and engaged communication through nurturing an active partnership supporting every students’ educational journey and aspirations.

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: