

Messages

Principal’s message

It is with great pleasure that I give my principal’s report for this year. I know I speak for all students and staff when I say we are all very lucky to be able to work, learn, and be part of such a vibrant and exciting educational community here in Nambucca Heads.

In 2010 the staff was proud to provide a balanced curriculum for all children in the school community. We provided an environment that was safe, caring and supportive of individual needs, allowing all children the chance to achieve their potential.

This year we have again had great successes in the academic, social and sporting areas of the curriculum. Our shining stars were our athletes who reached state level in a number of different sports, our TOM team which reached the state finals in Sydney and our public speakers and debaters who performed so well at regional level. Added to this, our school community was recently entertained by Mr Pasco’s and Mrs White’s students with their magnificent drama production in our new hall. Congratulations to all staff and students who have tested the edges and achieved at such high levels in 2010.

One of the absolute highlights for our school this year was the completion of our school hall where we held our Presentation Day Program and our Year Six Farewell Dinner and Social. This is a magnificent structure that will be in use for generations to come. The hall is already regularly used by every class in the school and has also been used by a number of community groups.

Thank you to Mick and Jennett Gregory who have been extremely busy in upgrading a food serving area in the hall to expand its use even further.

I would like to take this opportunity to sincerely thank, all school staff including the school executive, classroom teachers, administrators, aides & school office workers, members of the P&C, our canteen workers, team coaches & managers, classroom helpers, reading assistants, all helpers, and the Nambucca community for their support of our academic, cultural and sporting programs during 2010. Without your assistance many of our school programs and teams would not have operated or played as well as they did this year.

Thank you to school captains Natalya Byrt and Jett Bolton, the School Vice-Captains, the prefects and the SRC for the excellent way in which they have carried out their duties as student leaders of the school in 2010. And I wish our departing Year 6 students every success in the next stage of their education at high school. I hope you are all leaving us with fond memories of Nambucca Heads Primary School.

To the many businesses, individuals and organizations that support the school at presentation day and throughout the year, we are again indebted to you for your support in...
2010 and hope that you see fit to continue your association with the school in the future.

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.

Les McMahon

P & C and/or School Council message
What an exciting year this has been with some great highs and some very low lows.

The highlight of the year would have to be the completion of the school hall. This was a project the P&C had been dreaming about for many, many years and would probably never been able to achieve. We are very grateful to the Federal Government for this wonderful asset that has made our school an even better place, not only for the students but the wider community as well. It has brought an enthusiasm for the creative arts back to the school with 2 fantastic musicals being performed by the students here already, and of course the discos that the kids love so much with many more to come. Now the task of fitting the hall out with all the necessary equipment begins.

Fundraising over the last couple of years has been a challenge and this year has been no different. The major fundraiser for the year, the Easter Egg Drive, had hopes of mirroring successes of past years. Unfortunately this was not to be and all the time and effort put in by the P&C with the assistance of the office staff was not rewarded with any profits from this venture due to families not returning the funds they raised.

This was a huge disappointment as funds raised by the P&C pays for the ambulance cover for every child and we have unfortunately had to use this service several times this year. It is comforting to know that our families will not be burdened with a huge bill for the ambulance ride at a time when they have other priorities to attend to. Funds are also needed to support our students who represent our school at state level and we have done so again this year with our TOM team and several students representing in sport. We also need money to pay affiliation fees to the P&C Federation that gives our volunteers insurance coverage when helping in the school and provides support to its members with any issues that may arise.

The school canteen is another way the P&C can raise funds for the school. Department policy states that ‘canteens that are not run by the school are required to make enough profit to make a financial contribution to the school’. Unfortunately our canteen has not been able to do this for some time. The rising costs of food, the expense of council inspections, the ever increasing costs of insurance and of course wages makes this a difficult target to achieve and with the lack of support by the school community, an impossible task to achieve. The P&C, in consultation with the school, were forced to make the only decision possible and close the canteen down. This resulted in an employee losing their job and the school losing a vital service. This was our lowest point of the year.

However, this gave us time to reflect on past practices and come up with some new strategies and with the support of the school staff we have been able to reopen the canteen 3 days a week. We have been able to employ a new supervisor and thanks to the support of families we are on track to finishing the year on a high. I think our
biggest support comes from the two Stage 3 classes above the canteen who can smell the delicious cookies and other treats being cooked fresh daily, it must be torture for them.

The P&C has been able to support the school with assistance in running the school discos that the children have enjoyed immensely. This is a great pleasure to do as we get to see the kids having a great time just being kids and of course we get to have a dance as well.

Another initiative of the P&C has been the donation of ‘care packs’ to Coffs Harbour Hospital Children’s Ward. With the generous support of Nambucca Heads Newsagency we were able to make packs that contain toiletries and books and magazines to be given to families who have had to go to hospital at short notice and have not had the opportunity to pack a bag. These packs have also been given to parents who have accompanied their children from school when they have had an accident.

We are very proud to be able to support families from the Nambucca Valley and other shires in this way. The hospital is also very grateful for this assistance and further donations will be made to the general wards of both Coffs Harbour and Macksville Hospitals.

The school breakfast program continues and is now served outside the hall where the children are able to sit at tables to eat. This program has grown from hot toast to toast, cereal and fruit and is an expensive but necessary program to run. This is not funded by the P&C but from generous donations from its members and some school community members. It costs in excess of $8000 a year to run but without it many children would not get the most important meal of the day. All children patronise this service and we are happy they do, our community supports everyone not just those in need.

I would like to take this opportunity to thank the many canteen volunteers, the teachers, school support staff and administration staff for their support of the P&C this year. To the P&C members, thank you for your continued dedication to the school.

Nambucca Primary School belongs to us, the school community and if we don’t look after it no one else will. Let’s teach our kids how important this school is to us by showing them you care enough to make a contribution. Tell them about how it costs our community every time someone comes in and vandalizes the school by spraying graffiti on the buildings, smashing windows or pulling all the plants out and throwing them everywhere. All of these things take away from your child’s education because of the time it takes to repair, not to mention the costs. We need to instill some pride in our children about the wonderful school they have. Tell them how you want them to get the best possible education in the best possible environment we can provide and more importantly, show them how important it is to you by being active in supporting the school by assisting us to raise funds so we can make the contributions that the school needs to continue the great work of educating our kids. If you can’t make a financial contribution you can assist us by attending our meetings, you don’t have to join but can have a greater say in what we do. The P&C is the parents voice so if you have any issues or ideas it is the place to come for support and it’s a great way to find out what is going on in our school.

Jennett Gregory
School Captains’ message
This year, in August, we hosted the Nambucca Valley Community of Public Schools Education Week Awards Presentation Evening. What a privilege it was for us, as school captains, to introduce our guests the entire evening, as well as being able to show off our new school hall to our community.

Again, we marched on Anzac Day this year, which fell on a Sunday, and together with members of our local community we laid a wreath at the Cenotaph on behalf of our school. We also attended the Remembrance Day ceremony in the RSL Club’s auditorium in November because heavy rainfall that morning kept us indoors.

Together with all school captains and prefects in N.S.W. state schools we attended the annual Young Leaders Conference at the Sydney Entertainment Centre, and the experience was so overwhelming that we were absolutely dumbfounded. As a show of togetherness and unity we all did the Mexican Wave around the massive room, which was awesome to see.

As a top-off to a great Kinder to Year 6 school life we took our last school excursion to Canberra. Apart from having a fun time with our friends, we enjoyed looking through the New Parliament House and meeting some party members. Our time in the Thredbo snowfields was most memorable and exciting, too.

We welcome the incoming school captains and prefects, and wish them encouragement for the big job ahead in leadership of our school for 2011.

On behalf of all our Year 6 students we would like to acknowledge and thank our many teachers throughout our infants and primary school years for their excellent support and guidance in our lives.

Natalya Byrt and Jett Bolton

School context

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

Student enrolment profile
Student attendance profile

Management of non-attendance

The school encourages the attendance of students on all days the school is officially open. The parents/carers of students who have regular or a large number of absences are contacted by the school to find the reason for the non-attendances and offer assistance to the family to remedy the situation.

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>K-G</td>
<td>K</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>K-M</td>
<td>K</td>
<td>17</td>
<td>17</td>
</tr>
<tr>
<td>1-MM</td>
<td>1</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>1-C</td>
<td>1</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>2-3F</td>
<td>2</td>
<td>12</td>
<td>27</td>
</tr>
<tr>
<td>2-3F</td>
<td>3</td>
<td>15</td>
<td>27</td>
</tr>
<tr>
<td>3-4B</td>
<td>3</td>
<td>15</td>
<td>23</td>
</tr>
<tr>
<td>3-4B</td>
<td>4</td>
<td>8</td>
<td>23</td>
</tr>
<tr>
<td>5-6W</td>
<td>5</td>
<td>16</td>
<td>26</td>
</tr>
<tr>
<td>5-6W</td>
<td>6</td>
<td>10</td>
<td>26</td>
</tr>
<tr>
<td>5-6JW</td>
<td>5</td>
<td>15</td>
<td>27</td>
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<tr>
<td>5-6JW</td>
<td>6</td>
<td>12</td>
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<td>5-6G</td>
<td>5</td>
<td>16</td>
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</tr>
<tr>
<td>5-6G</td>
<td>6</td>
<td>11</td>
<td>27</td>
</tr>
<tr>
<td>1-2B</td>
<td>1</td>
<td>6</td>
<td>25</td>
</tr>
<tr>
<td>1-2B</td>
<td>2</td>
<td>19</td>
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<tr>
<td>4P</td>
<td>4</td>
<td>25</td>
<td>25</td>
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Staff information

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

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Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>3</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>8</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.5</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.7</td>
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<tr>
<td>Teacher Librarian</td>
<td>0.6</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>4.784</td>
</tr>
<tr>
<td>Total</td>
<td>18.584</td>
</tr>
</tbody>
</table>

This school employs one casual Indigenous staff member.

Staff retention

All permanent staffing staff members were retained in 2010.

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>88</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>12</td>
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</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><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>122,478.40</td>
</tr>
<tr>
<td>Global funds</td>
<td>160,713.14</td>
</tr>
<tr>
<td>Tied funds</td>
<td>403,676.71</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>107,816.50</td>
</tr>
<tr>
<td>Interest</td>
<td>10,721.75</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>8,024.45</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>813,430.95</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>23,618.23</td>
</tr>
<tr>
<td>Excursions</td>
<td>38,466.68</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>41,326.13</td>
</tr>
<tr>
<td>Library</td>
<td>3,104.28</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>555.00</td>
</tr>
<tr>
<td>Tied funds</td>
<td>326,383.32</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>46,516.67</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>78,433.71</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>25,675.11</td>
</tr>
<tr>
<td>Maintenance</td>
<td>10,122.55</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>8,608.96</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>602,810.64</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>210,620.31</td>
</tr>
</tbody>
</table>

The figures above reflect the school’s financial situation as at the 30th November 2010. Included are committed funds of $75,236.82, which include $14,683.61 for unpaid salaries for the special education support programs, $17,500.00 which is asset replacement, unpaid goods on order $1,500.44 and $41,552.77 carried forward for general purposes. The balance includes Trust funds of $2,010.77 and Tied funds of $133,372.72. The General Purposes Account, actual balance carried forward to 2010 is $210,620.31. A full copy of the school’s 2010 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 2010

Major achievements in the pursuit of excellence in 2010 have challenged each student’s skill and imagination. Highlights of these achievements are detailed below.

Achievements

Arts

Over fifty of our stage 2 and 3 students were involved in public speaking and debating this year achieving great results generally. Our school hosted the local final of the Multicultural Perspectives Public Speaking which Callum Caesar won and progressed to the Regional Final.

Our Tournament of Minds (TOM) teams performed strongly at the regional finals. Our Language/Literature team won the regional final at Port Macquarie and progressed to the state final where they performed well against very tough opposition.

The school captains and prefects participated in the National Young Leaders Convention at Sydney in early term one. This training proved very useful as the school leaders were required to speak at and run many programs during 2010.

Sport

Our students were able to participate in numerous school, zone, area and state events and also in many team and individual sports in PSSA and local tournaments. A large number of students competed creditably at regional level in sport but were not selected to compete at state
carnivals. The highlight of the PSSA Year was Isaiah Tamatoa representing the school at state level in AFL, Rugby Union and Rugby League.

Ashlee Gardner represented at state level in athletics, Charlotte Williams in Cross Country and James Weimer in Golf.

Other

In August, fourteen of our students, staff and parents were honored at the Nambucca Valley Community of Public Schools (NVCOPS) Education Week Awards Presentation Evening.

Congratulations to the recipients – Julia Peverill, Eric Day, Maree Woodhouse, Mick Gregory, Louise Parth, Isaiah Tamatoa, Jennett Gregory, Sandra Goodby, Narelle Wilson, Lorraine Wood, Sandy Fenning, Markem Katte, Anzac Flint and Robbie Aiken for their outstanding contributions to education at Nambucca Heads Primary School.

Academic

In the National Assessment Program, the results across 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.
The annual Book Week Parade is one of the highlights of our year.
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></th>
<th>Percentage of Year 3 students achieving at or above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>90</td>
</tr>
<tr>
<td>Writing</td>
<td>90</td>
</tr>
<tr>
<td>Spelling</td>
<td>87</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>90</td>
</tr>
<tr>
<td>Numeracy</td>
<td>93</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></th>
<th>Percentage of Year 5 students achieving at or above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>77</td>
</tr>
<tr>
<td>Writing</td>
<td>85</td>
</tr>
<tr>
<td>Spelling</td>
<td>87</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>79</td>
</tr>
<tr>
<td>Numeracy</td>
<td>91</td>
</tr>
</tbody>
</table>

**Significant programs and initiatives**

**Aboriginal education**

Our school has a strong interagency philosophy of actively encouraging parents and local community organisation involvement to best ensure success of all students. Throughout 2010 NHPS has proactively involved parents and community in decision making for whole school planning. Meetings have been scheduled with P&C, Aboriginal parents and community organisations very successfully with very pleasing participation and involvement.

On three occasions this year Aboriginal parents and local Aboriginal community organisations were invited to a luncheon with staff, followed by a meeting with school executive and available staff. All three meetings were very well attended and strong links with the community were formed.

The implementation of Personal Learning Plans for 77.5% of Aboriginal students during 2010 has enhanced partnerships with our Aboriginal community. For the few Aboriginal students without PLPs, staff, have been proactive in engaging parents/carers and will succeed in time!

Year 3 Aboriginal students achieved mean scores above State and Region in all aspects of the NAPLAN testing.

In year 5, Aboriginal students achieved mean scores above State mean scores in Writing, Spelling, Numeracy, Data, Measurement, Space and Geometry.

**Multicultural education**

Multicultural education perspectives are incorporated into our policies, practices and curriculum. A variety of programs have provided students with the opportunity to experience cultural diversity and development including participation in the Country Women’s Association International Day.
Respect and responsibility

A concentrated focus on promoting respect and responsibility was undertaken this year. As well as the usual annual activities such as Clean Up Australia, ANZAC Day, Remembrance Day and NIADOC Day we conducted a leadership development day for Year 5 students and a two day excursion for the School Captains and Prefects to the National Young Leaders Conference in Sydney. Both leadership activities were undertaken with students from the other seven public schools in the Nambucca Valley.

National partnership programs

The budget for National Partnership and Priority School Funding programs in 2010 was approximately $300,000.

School Priority Areas

Literacy, numeracy and engagement continued to be priority areas for 2010. Intended outcomes were –

- School-based data will show each student achieving individual learning goals in relation to Stage outcomes for Literacy and Numeracy.
- The Quality Teaching Framework will be a key instrument used to improve student outcomes.
- Innovative technology usage will enhance learning in every classroom. Increased competency levels will be demonstrated by staff and students.
- A range of data will demonstrate a diminished gap between achievement levels for Aboriginal and non-Aboriginal students.
- Average Student Attendance Rate will increase to be greater than the NSW Attendance Rate.

Progress on 2010 targets

Our school established targets for 2010 with the aim of optimising outcomes for all students. The key target areas are literacy, numeracy and engagement.

Target 1

To increase the attendance rate of students from 88.8% to 90% by Term 3, 2010.

Our achievements include:

- Semester 1, 2010 attendance figures were 92.7%.
- Aboriginal student attendance, Semester 1, 2010 was 92.3% an improvement of 3.6% from Semester 1 2009.
- Aboriginal student attendance compares more favorably with whole school student attendance with a difference of 0.4% in 2010.

Target 2

To decrease the percentage of students in the bottom two bands in NAPLAN in Year 5 in Overall Literacy from 22% to 18%.

Our achievements include:

- There was no report on Overall Literacy in the 2010 NAPLAN report. We averaged Reading, Writing, Spelling and Grammar & Punctuation with the result 35.75% in the bottom two bands.
- We did not achieve the target.

Target 3

To decrease the percentage of students in the bottom two bands in NAPLAN in Years 3 & 5 in Measurement, Data, Space and Geometry from 31% to 24% by Term 3 2010.

Our achievements include:

- Year 3 achieved the target with 22% of students in the bottom two bands in Measurement, Data, Space & Geometry.
- Year 5 did not achieve the target with 38% of students in the bottom two bands in Measurement, Data, Space & Geometry.
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 community engagement and general student learning across all KLAs.

Educational and management practice

Community Engagement

Background

Each year, schools are asked to evaluate a different management practice as part of a six-year cycle to ensure our management practices are up to date and are meeting the needs of the school community. This year Nambucca Heads Primary School evaluated Community Engagement.

All teaching staff, parents and Stage 3 students were surveyed using Survey Monkey online or a survey form. School staff completed 7 survey forms, parents completed 25 forms and students completed 22 forms.

Findings and conclusions

Overall the survey findings were very positive concerning the community’s interaction with the school and staff.

• 100% of parents, teachers and students thought our school is a place where community resources and skills are used to support student learning.

• 100% of parents believe our school is a place where all parents, carers and community members are involved in the development and monitoring of key activities in the school plan.

• 100% of parents, teachers and students thought our school is a place where families are invited and encouraged to be involved in classroom and school activities.

Future directions

The survey showed that 50% of parents thought they received clear communication about their child’s progress. Further investigation is warranted.

Curriculum

Student Learning

Background

Each year, schools are asked to evaluate a different management practice as part of a six-year cycle to ensure our management practices are up to date and are meeting the needs of the school community. This year Nambucca Heads Primary School evaluated Student Learning.

All teaching staff, parents and Stage 3 students were surveyed using Survey Monkey online or a survey form. School staff completed 17 survey forms, parents completed 29 forms and students completed 68 forms.

Findings and conclusions

• Most parents and teachers believe that students’ classrooms are interesting places to learn.

• Most parents, teachers and students believe the school has high expectations for students.

• All parents and staff believe that teachers at our school are continually upgrading their skills.

Future directions

24% of parents and 59% of students believe there needs to be better communication between teachers and families.
Parent, student, and teacher satisfaction

In 2010 the school sought the opinions of parents, students and teachers about the school. Parents and Stage 3 students were surveyed using a Community Engagement survey form. Parents returned 25 forms, teachers 7 forms and students returned 22 forms.

Parents
- 96% of parents feel welcome at the school
- 100% of parents are satisfied with the learning environment in classrooms
- 96% of parents are satisfied with the variety of specialists programs offered
- 96% of parents are satisfied with the computer education program
- 96% of parents are satisfied with support provided for students by teachers
- 96% of parents are satisfied that the children are challenged to do their best
- 100% of parents believe they are invited and encouraged to be involved in classroom activities
- 80% of parents are satisfied with the quality of information they receive about their child’s progress
- 96% of parents feel they have an opportunity to be involved in decisions affecting their child’s education.

Students
- 94% feel there progress at school is clearly reported to parents.
- 89% feel their class activities are interesting and engaging.
- 100% feel they are actively encouraged, valued and listened to at school
- 100% of feel their achievements are celebrated by the school
- 94% feel their families are encouraged to participate in school activities

Staff
- 86% feel they clearly report their students’ progress at school to parents.
- 100% feel their classroom activities are interesting and engaging for students.
- 100% feel they assist parents and carers with students learning at home
- 100% of feel that the school celebrates the achievements of its students
- 86% feel that families are encouraged to participate in school activities
- 100% feel positive relationships exist between the school and its community

Future directions and actions
- Provide more parent training sessions
- Review parent reporting systems

The general responses to these surveys will guide future School Planning.

Professional learning

All teachers participated in Nambucca Valley Community of Public Schools (NVCOPS) Quality Teaching Conference held on the term 2 school development day. All staff undertook Cardiopulmonary Resuscitation (CPR) training and compulsory Child Protection Training. Individual staff members attended various training programs in the Key Learning Areas (KLAs), Positive Behavior for Learning and Basic Skills Marking. A number of executive staff attended leadership training programs.
School development 2009 – 2011

The school priority areas for 2009 – 2011 are literacy, numeracy and engagement.

Targets for 2011

Intended outcomes

- School-based data will show each student achieving individual learning goals in relation to Stage outcomes for Literacy and Numeracy.
- The Quality Teaching Framework used as a key instrument to improve student outcomes.
- Innovative technology usage will enhance learning in every classroom. Increased competency levels will be demonstrated by staff and students.
- Increased levels of student engagement in learning in all classrooms.
- A range of data will demonstrate a diminished gap between achievement levels for Aboriginal and non-Aboriginal students.
- Maintain high student attendance rates.

Target 1

- To increase the % of students in the top two bands in NAPLAN in Year 3 Reading from 28% in 2010 to 40% in 2011.
- To decrease the % of students in the bottom two bands NAPLAN in Year 5 Reading from 49% in 2010 to 36% in 2011.

Strategies to achieve this target include:

- Extensive in-class support for Guided reading sessions K-6 by STLA teachers, SLSO’s and Aboriginal Education worker support for 4 days per week, including close ongoing systematic monitoring and tracking via benchmarking of all students (data collection). Setting of realistic goals to maximize student outcomes.
- “Focus on Reading 3-6” professional development package on explicit strategies for teaching reading. Whole days and TBPL follow up sessions.
- Revision of the Four Roles of the Reader.
- Review of DET documentation to support the teaching of reading.
- Literacy groups used in Stage 2 supported by 2 STLA’s and SLSO’s to maximize individual growth.
- Fun reading focused days organized to ensure a whole school perspective and enjoyment of reading.
- Explicit teaching of comprehension skills with Key Into Comprehension kit.
- Key in Comprehension program to be used as part of Guided Reading sessions. Determiner assessment levels will track student progress.
- Development of student vocabulary used as a focus to support comprehension program.
- Vocabulary development in Shared Reading sessions for students, occur, using rich texts, comprehensive study methods and quality questioning strategies.
- Vocabulary development is a focus of Guided reading sessions.
- Analysis of NAPLAN data to inform stage-based and class-based literacy programming using the teaching strategies link, during TBPL sessions.
- CTJ across KLA’S using Rubrics and critical analysis to give further direction to class programs.
- Linking teaching to assessment in the teaching learning cycle to inform best practice. Use of assessment to guide teacher practice and goal setting.
- Collaboratively plan quality Smart assessment tasks, across KLA’s, to inform teaching and guide planning.
- Purchase of assessment kit for assessing reading 3-6 to supplement benchmarking tools.

Our success will be measured by:

- Improved student outcomes in reading levels, comprehension skills and vocabulary development.
• Assessment strategies align with classroom programs
• Evidence in class programs that programming has been informed by student assessment data.

Target 2

• To increase the % of students in the top two bands in NAPLAN in Year 3 Number from 28% in 2010 to 40% in 2011.

• To decrease the % of students in the bottom two bands in NAPLAN in Year 5 Number from 49% in 2010 to 36% in 2011.

Strategies to achieve this target include:

• Analysis of NAPLAN data to inform stage-based numeracy planning and class-based programming using teaching strategies links.

• SLSO’s support in Classrooms to support targeted students.

• Best Start assessments of all students during Week 1&2 Term 1 2011.

• Analysis of class and group data to inform teaching.

• Year 3-6 staff made aware of Best Start documentation, tracking sheets and continuum from Stage 1 staff who have implemented the Best Start strategies 2010.

• Data collect 2010 from Best Start used as a tracking system for subsequent years.

• Continued Professional Learning in CMIT and Counting On to ensure the quality of implementation and assessment.

• Continued PL to embed “Working Mathematically” into teaching programs, e.g. - Language of Maths.

• Kindergarten Numeracy groups across classes.

• Implementation of the QuickSmart program for identified students.

Our success will be measured by:

• Increased number of students achieving in higher bands of NAPLAN.

• Decreased number of students achieving lower bands in NAPLAN.

• Targeted groups to show growth commensurate with school population as outlined in above targets.


Target 3

To increase the attendance rate of students from 92.7% to 93.2% by Term 3 2011.

Strategies to achieve this target include:

• Music and Drama enrichment Program to further engage students and capture student creativity - as requested by Parents and students in school surveys 2010.

• Employment of Specialist teacher to assist in Debating, Tournament of Minds, Public Speaking.

• Leadership training course for students in Coffs Harbour.

• Enhance the roles of Captains and prefects.

• Increase leadership opportunities through SRC program, Peer Support, Playground intervention program.

• Participation in Youth Environmental Council activities and the
development of a school Youth Environmental Group within the School SRC.

- Use core values in Peer Support program to promote appropriate behaviors and leadership development in senior students.
- Development of a committee to oversee implementation of Positive Behavior for Learning (PBL) Strategies.
- Continue with P&C supported breakfast program.
- Introduction of a new tracking system for student behavior (RISK).
- Reporting system reviewed to most effectively communicate with parents.

Our success will be measured by:

- Effective Gifted and Talented program in Stages 2 and 3.
- Increased numbers of students achieving higher bands in NAPLAN.
- Increased number of students participating in Debating, Public Speaking and Tournament of Minds
- Developed Leadership density within the student body.
- Positive Behaviors exhibited by all students.

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analyzed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: http://www.schools.nsw.edu.au/asr