Nareena Hills Public School
Annual School Report

2012
Our school at a glance

Students
Nareena Hills Public School has a strong tradition of academic excellence and continues to enjoy positive relationships, with all members of the school community.

Staff
The dedicated staff at Nareena Hills Public School strives to provide the best possible comprehensive education for our students within a caring and supportive environment.

We have an enthusiastic team of teachers ranging from early career teachers to experienced teachers and executive.

Significant programs and initiatives
Each year the school conducts programs that provide additional educational opportunities for our students.

Students in Years K – 6 had the opportunity to participate in Southern Stars, Choral Festival, Dance Festival, the Instrumental Festival, Schools Spectacular, Premier’s Sporting Challenge, Premier’s Reading Challenge and a range of other sport, choir and dance, opportunities.

Opportunities were also provided for students to participate in chess and the gardening club.

Student achievement in 2012
Reading – NAPLAN Year 3
97.8% of our students were at or above national minimum standards in reading.
65.9% of students were in the top two bands for reading (bands 5 and 6).

Numeracy – NAPLAN Year 3
99.9 % of our students were at or above national minimum standards in numeracy.
36.2 % of students were in the top two bands (bands 5 and 6) for numeracy.

Reading – NAPLAN Year 5
97.5% of our students were at or above national minimum standards in reading.
30.7% of students were in the top two bands (bands 5 and 6) for reading.

Numeracy NAPLAN – Year 5
94.8 % of our students were at or above national minimum standards in numeracy.
35.5 % of students were in the top two bands (bands 5 and 6) for numeracy.

My School Website
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, enter Nareena Hills in the Find a school section and press GO.

Messages
Principal’s message
The staff at Nareena Hills Public School are extremely hard working, professional and dedicated to providing a quality learning environment for all students.

In 2012 we continued to work very closely with the Figtree Community of Schools and provide opportunities for students by involvement in the Year 5 enrichment class, Premier’s Sporting Challenge Leadership day, mathematics enrichment days, Multi-Cultural Public Speaking, Premier’s Spelling Bee and professional learning in Taking Off With Numeracy.

The students at Nareena Hills Public School are very fortunate to have so many members of the community committed to making our school such a terrific place.

During 2012 school, staff and community members provided a wide range of opportunities for the students of Nareena Hills Public School. Schools Spectacular, Southern Stars, PSSA sport, Dance Festival, sporting trials and choir are but a few of the opportunities that the students of Nareena
Hills Public School were able to participate in as a result of the commitment of staff, students and parents. It is a privilege to be the principal of such a dedicated and warm school community – a truly special place.

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.

Giselle Coltman, Principal

P and C message

The Nareena Hills P and C has developed throughout the years a strong and effective partnership with the school and in 2012 we worked to continue this tradition by supporting the introduction of new and engaging teaching and learning programs across all stages in the school. To support the introduction of these new literacy and numeracy programs, it was necessary to purchase appropriate resources for their successful implementation. A fundraising committee was formed with a 2 year plan to raise $30 000. Through the hard work of this committee and some clever and educational initiatives $17 000 was raised in 2012. In addition to literacy and numeracy resources, the P and C funded the purchase and installation of the final Interactive White Board into the last of our classrooms. This ensured that all classes and students have direct access to learning with the incorporation of 21st Century technologies.

To assist staff in the incorporation of ‘Information and Communication Technologies’ into their curriculum, our secretary Mr Edwards worked with the school Technology Committee to plan for the introduction of wireless access to the school which will support the introduction of portable devices such as ipads into the school.

The Nareena Hills P and C provides an open and positive forum for parents to discuss and validate school policies and procedures. This year discussions were held regarding policies such as ‘Out of Area Enrolment’, ‘Student Assistance Scheme’ and ‘School Uniform’ policies. Parents were kept well informed on school decision-making in regards to the ‘Student Reward Scheme’ and the processes involved in the construction of classes for 2013. In addition to in-school initiatives we are fortunate to have our treasurer being a Regional Coordinator for the Walking Bus scheme and as a result we have been selected to introduce this initiative to the school in 2013.

The coming year will be another busy year with our aim to fulfill our fundraising goal of $30 000 which will include the purchase of necessary sun shelter for our students at school sporting carnivals. The P&C is extremely keen to see the school move forward in the use of technology to engage and encourage our students to become 21st century learners and further planning in infrastructure and financial support for technology is another goal.

The P and C at Nareena Hills is a very open and friendly group, which encourages all parents to have a voice in regards to their child’s education and be actively involved in discussions regarding the school. It is an important structure that keeps parents informed and provides feedback to the Principal and teaching staff as a whole. I look forward to welcoming new parents in 2013 and in continuing our work with our existing members to make Nareena Hills the great school it is.

Mrs Vanessa Glasgow, P and C President

Student representative’s message

Students in Years 2-6 vote for their class SRC representatives each year through an open, honest and democratic process. The selected SRC representatives make decisions on behalf of their peers about student life at school. They organise fundraising and social events for the students to participate in and enjoy. The SRC meet to discuss ideas and prioritises student requests for improvements in the school environment.
In 2012, the SRC held a social disco evening, which raised funds to purchase an Aboriginal flagpole. The SRC was responsible for the organisation of the school’s ANZAC Day service. At the formal assembly the students used poetry from the war years to dramatise the events that depicted the feelings of family and friends that lost loved ones during these years. The SRC representatives attended the annual commemorative Wollongong RSL Sub-Branch’s ANZAC Day Schools Service at the cenotaph in McCabe Park, Wollongong. The Stage 2 choir was nominated to perform.

Mrs Hick on behalf of the Student Representative Council

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

Nareena Hills Public School had an enrolment of 320 students, comprising 157 boys and 163 girls.

<table>
<thead>
<tr>
<th>Gender</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>150</td>
<td>149</td>
<td>155</td>
<td>153</td>
<td>157</td>
</tr>
<tr>
<td>Female</td>
<td>118</td>
<td>125</td>
<td>130</td>
<td>146</td>
<td>163</td>
</tr>
</tbody>
</table>

Student attendance profile

Student attendance at Nareena Hills Public School remains at a high level.

<table>
<thead>
<tr>
<th>School</th>
<th>2012</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>94.0</td>
<td>92.8</td>
<td>94.3</td>
<td>94.2</td>
</tr>
</tbody>
</table>

Management of non-attendance

Class teachers, a school administrative officer and the principal monitor school attendance. Parents of students with high non-attendance patterns or unexplained periods of absence are contacted and requested to supply reasons for such absences. Extreme cases are referred to the Home School Liaison Officer (HSLO). Due to our high attendance rates the need for follow-up and referrals is very small.

Staff information

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

All staff employed at Nareena Hills Public School continued their roles in 2012.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<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>10</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.6</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.8</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.2</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>2.422</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>18.02</strong></td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

Nareena Hills Public School currently does not have any Indigenous staff employed at the school.

Staff retention

There were a number of temporary teachers appointed during the year to fill vacancies and replace teachers on sick, long service and maternity leave.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools. The qualifications and degrees vary from teaching diplomas and degrees to postgraduate qualifications.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>0.6%</td>
</tr>
</tbody>
</table>
Financial summary

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

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2012</th>
</tr>
</thead>
</table>

**Income**
- Balance brought forward: $17,860.89
- Global funds: $154,916.72
- Tied funds: $87,180.69
- School & community sources: $108,245.87
- Interest: $7,695.07
- Trust receipts: $56,643.97
- Canteen: $0.00
- Total income: $593,285.21

**Expenditure**
- Teaching & learning:
  - Key learning areas: $25,972.49
  - Excursions: $37,921.87
  - Extra-curricula dissections: $52,677.48
- Library: $7,721.63
- Training & development: $3,347.89
- Tied funds: $83,230.87
- Casual relief teachers: $50,325.58
- Administration & office: $39,954.65
- School-operated canteen: $0.00
- Utilities: $30,239.82
- Maintenance: $11,843.73
- Trust accounts: $63,324.11
- Capital programs: $6,990.00
- Total expenditure: $413,550.12
- Balance carried forward: $179,735.09

A copy of the school’s 2012 financial statement has been tabled at a school P and C meeting. Further details concerning the statement can be obtained by contacting the school.

School performance 2012

Achievements

Arts

Nareena Hills Public School broadens students’ learning experiences in Creative Arts through performance programs in dance and music. These programs provide an opportunity for students to work towards quality performances in professional venues.

Performances in dance involved participation in the Illawarra and South East Region Dance Festival (Kindergarten), Southern Stars (Years 5-6) and Schools Spectacular (Years 3-6).

The Kindergarten regional dance festival students were invited by the Department of Education and Communities Arts Unit to perform “Mutitjulu” in the State Dance Festival program at the Seymour Centre in Sydney. The intent of this dance was based on the Mutitjulu Waterhole at Uluru. Students developed knowledge of Aboriginal dance movement and an understanding of some of the history of Aboriginal Australia.

Ninety students performed at Southern Stars Arena Spectacular in the mass dance and choir. This experience gave students the opportunity to develop skills in working as a team with other Illawarra and South East Region primary and high schools.

Nareena Hills was the only primary school in the region to be selected through state audition for the Schools Spectacular held at the Sydney Entertainment Centre. It was also one of three schools in the state to attain nomination for both a junior and senior ensemble. Five of the Illawarra and South East Region dance students were selected to dance alongside the NSW Primary Dance Company. This was an acknowledgement of their outstanding dance performance skills.

Performances in Music included a Year 3/4-choir performance at the regional choral festival at Wollongong Town Hall. Newly introduced this year was a Year 1-3 recorder group that performed at the regional Instrumental Festival also held at Wollongong Town Hall.

Thirteen Nareena Hill Public School students were selected in the Illawarra and South East Region Performing Company, 7 in dance, 2 in drama, 1 in vocals and 3 in choir. Nareena Hills recorded the most primary school representatives in the region. All were involved in Southern Stars and respectively in the Regional and State Dance and Drama Festivals.
Sport

Nareena Hills Public School encourages all students to participate in a wide range of opportunities that allow individuals to reach their potential in sport.

The Sports program consists of a number of components based around Fundamental Movement lessons. These include participating in weekly PSSA sporting competitions within the Central Wollongong District for all children in years 4-6, teams taking part in State PSSA knock outs, Year 3 students developing skills and confidence in a variety of sports at school while Stage 1 children develop basic skills in weekly sports lessons.

All the children from K-6 participated in the Premiers Sporting Challenge and their efforts were recognised by being awarded certificates at the end of the year.

Highlights of the sporting program include:

- Our successful carnivals in Swimming (Years 2-6), Cross Country (K-6) and Athletics (K-6) where children strived to gain representation in squads to compete in the Central Wollongong Carnivals.
- At a District level Nareena Hills performed well in the three carnivals and won the Carmel Martin Trophy for the best performing school overall for the seventh consecutive year.
- Rachel won medals at both the State Cross Country and Athletics Championships.
- The senior boys (Dalton, Daniel, Daniel and Lachlan) and senior girls (Kaitlin, Payton, Bella, Ellie-May, and Emma,) relay teams represented South Coast at the State Athletics Championships.
- A number of students represented South Coast Area at State championships in their chosen sports. These children were Darcy (Cross Country and Athletics), Ned (Cross Country), Corey (Athletics), Darcy (swimming), Tazmin (Basketball), Campbell (Basketball), Jacob (Football), Jacob (Football), Daniel (Football), Zachary (tennis) and Emma (Touch) who all did the school proud with their performances.

- The efforts of students selected to represent the District or Zone in a wide variety of sports. The sports and the number of representatives were Swimming (7), Cross Country (6), Athletics (9), Netball (7), Football (3 boys and 1 Girl), Touch (2), Tennis (1), Rugby League (3), Rugby Union (6), Cricket (1) and Hockey (1).
- Nareena Hills participated in the Paul Kelly Cup in AFL in boys and girls divisions at the District level where they performed admirably.
- The teamwork and school spirit displayed by teams competing in State knockouts in Futsal and in the State PSSA Netball and Boys Touch knockouts. The netball girls were eliminated in the third round while the boys were beaten by a very talented Keiraville team early in the competition. The boys and girls 12 years teams and the boys 10 years team playing in the State Futsal finals were great ambassadors for the school.

Overall it has been an incredibly successful rewarding year in sport for students at Nareena Hills Public School.

Other

Multicultural Perspectives Public Speaking Competition 2012

In 2012 our school participated in the NSW Multicultural Perspectives Public Speaking Competition. A group of students from Years 3 and 5 were identified by their teachers as talented in Public Speaking and were offered the chance to participate in a Literacy Enrichment Program in Term One. The program offered explicit and extension activities in Public Speaking and Debating. A public speaking workshop was provided by the school to the students by Rochelle from the Arts Unit as a part of the program. During Term 2, students across the school participated in class Multicultural Perspectives Public Speaking competitions. Class representatives were then given the opportunity to participate in a school competition. Two students from Stage 2 and 2 students from Stage 3 were selected to
represent the school at the District Finals held at Figtree Public School. Callum, Alana Brooke and Kaitlin all presented outstanding speeches and were wonderful ambassadors for Nareena Hills Public School.

**Academic**

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

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

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

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

Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7).

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 box and then select GO.

**Significant programs and initiatives**

A number of programs have been refined and developed to ensure that we are addressing the individual needs of students and continuing to challenge our students to achieve their personal best.

Nareena Hills Public School provides a comprehensive learning program for all students.

**Aboriginal Education**

In 2012 staff completed two modules of the NO Gap No Excuses program which was very highly received.

Personalized learning plans were developed for all Aboriginal students in consultation with the student, teacher and parent/caregivers.

A local Aboriginal artist - Zac BB, completed art work - increasing cultural symbolism in the school community.

**Multicultural Education**

Nareena Hills Public School values cultural diversity and values programs that encourage harmony and acceptance.

**Other programs**

**Premier’s Reading Challenge**

During 2012, Nareena Hills Public School continued our involvement in the Premier’s Reading Challenge. All students were encouraged to participate. 223 students completed the challenge. This is consistent with last year’s number of 225. This year it was exciting to have 3 students receive Platinum Awards for having completed 7 consecutive years of the challenge.

**Premier’s Spelling Bee**

Nareena Hills held its sixth annual spelling bee, with finalists from class and stage bees competing to be Stage Champions. As in past years, the Stage 2 and 3 winners and runners-up went on to represent our school in a Regional Final of the NSW Premier’s Spelling Bee, where each contestant competed against 39 others for one place in the State Final. Well-deserved congratulations went to Abbie from Stage 2 who came second in her Regional Final.

**Progress on 2012 targets**

**Target 1**

**Improved literacy outcomes for all students.**

**Teacher capacity to improve student literacy learning is increased.**

Our achievements include:

70.2% of Year 3 students achieving proficiency commensurate with similar school groups.

In Year 5 we increased the numbers of students in bands 4 – 6 by 26%.

70.3 % of students achieved bands 5 and 6 in writing.
73.3% of students achieving expected growth in reading from Year 3 to 5.

Compared to State, region and the Wollongong School Education group our school had the most numbers of students in Year 3 in the proficient bands (band 5 and 6). This is very positive but was not the case for Year 5 students.

We did not meet our target of moving more students from the middle bands (bands 3 and 4) to the top bands in Year 5.

**Target 2**

**Improved numeracy outcomes for all students.**

**Teacher capacity to improve student numeracy learning is increased.**

Our achievements include:

The number of students in Year 3 and Year 5 at and below national minimum standard in numeracy results is below region, state and school education group numbers. This is positive.

The number of Year 3 students in bands 5 and 6 achieving at a higher level than state and region.

The school’s average progress in numeracy (2010-2012) is higher than state and similar school groups in Year 3 and 5 numeracy.

Professional learning in mathematics for K-6 teachers and implementation of the Targeting Early Numeracy Program (TEN) for all K-2 teachers.

Refinement of short, sharp and focused lessons to include more explicit teaching of numeracy strategies in K-2 classrooms.

Development of systems for monitoring and tracking student progress K-2 in numeracy.

Numeracy was identified as an area of focus and all aspects of numeracy will be analysed for further specific focus.

**Target 3**

Aboriginal students are engaged in school and supported by strong partnerships.

Our achievements include:

- Completion of Module 1 and Module 2 of the ‘No Gaps No Excuse’ program.
- The school has employed a local Aboriginal artist to complete art work to raise the number of Aboriginal cultural symbols in the school.
- The SRC has been fundraising to purchase a second flag pole so that the Aboriginal Flag can be flown daily with the Australian Flag.

**School evaluation**

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation of Numeracy in the school. The school completed a school self-evaluation. The team included a Principal Education Office-Leadership, a partner principal and five members of the Nareena Hills Public school teaching staff.

The school self-evaluation covered five key aspects of teaching Numeracy at the school: (1) Programming and planning, (2) classroom practice, (3) use of data, (4) professional learning and (5) resources.

Four methods of data collection were used:

(1) Document analysis, (2) surveys of students, staff and parents, (3) focus group interviews with students and parents (4) interviews with staff and parents.

**Findings and Conclusions**

It is not possible to report all of the findings, from the school self-evaluation, however, below are some samples of findings and recommendations.

The staff at Nareena Hills Public School all indicated that they were very happy to be working at the school. The staff is highly professional and committed to improving student learning outcomes for all students.
The integrity and professionalism shown by the staff and their commitment to and involvement in the self-evaluation process is to be highly commended. The staff showed commitment to improving student learning outcomes.

Parents and students surveyed and interviewed were supportive of the school and teaching and leadership teams. They also appreciated the opportunity to contribute towards improving programs for teaching and learning of numeracy as a part of this process.

Teachers and parents felt that variations to routine often impacted on the teaching of mathematics. Staff interviews strongly supported the view that variations cause disruptions in regards to timetabling as well as the ability to meet minimum teaching requirements in numeracy. 80% of staff interviewed communicated that there were too many interruptions (sport, performing arts etc.) that impact on provision of quality mathematics teaching time.

Most teachers and parents indicated that they did not like textbooks as they were a ‘one size fits all’.

Most students in the focus groups indicated that they did not like learning from textbooks and that the work in the textbooks was either ‘too easy or too hard’. Most students preferred activities that related to real life experiences.

Future Directions

Recommendations were made in the areas of programming, planning and professional learning. The recommendations form part of the 2012-2014 school plan.

Parent, teacher and student satisfaction

In 2012 the school sought the opinions of parents, students and teachers about the school in relation to the extra-curricula activities provided by the school.

93 responses were received from parents at Nareena Hills Public School. This represents approximately 45% of the parent population.

Teachers were also surveyed, while students took part in a focus group to respond to questions regarding extra-curricula activities.

Findings and Conclusions

Teachers, parents and students at Nareena Hills Public School would like to see extra-curricula activities continue at the school, however, teachers and parents would like to see extra-curricula activities aligned to stages to minimise the disruptions to teaching and learning.

School planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School priority 1 - Literacy

Outcome for 2012–2014

Improved literacy outcomes for all students.

Teacher capacity to improve student literacy learning is increased.

2013 Targets to achieve this outcome include:

Best Start, Language, Learning and Literacy, NAPLAN and school based assessment data indicates improvement in literacy performance for students K-6 in:

- Reading
- Writing
- Spelling
- Grammar and Punctuation.

Strategies to achieve these targets include:

Teacher professional learning in: Language, Learning and Literacy (L3) ES1 and Year 1.

Teacher professional learning in: Focus on Reading (2 teachers).
Teachers use Best Start early learning plans and literacy continuum to monitor and track student progress.

Develop professional learning plans to develop teacher quality and expertise.

School based and non-school based data is used to inform focused support for student’s not achieving stage outcomes.

Facilitate a whole school approach to improving the learning outcomes of every student, through the Learning and Support Team.

**School priority 2 - Numeracy**

**Outcome for 2012–2014**

Improved numeracy outcomes for all students.

Teacher capacity to improve student numeracy learning is increased.

**2013 Targets to achieve this outcome include:**

- Best Start, TEN, L3, Taking Off With Numeracy, NAPLAN and school based data indicates improved numeracy performance of students K-6 in:
  - Number, Patterns and Algebra.
  - Measurement, Space and Geometry

**Strategies to achieve these targets include:**

Teacher professional learning in; Taking Off With Numeracy, Targeting Early Numeracy and Best Start.

Continue to work with the Figtree Community of Schools action plan for the implementation of Taking Off With Numeracy.

School based and non-school based data is used to inform focused support for student’s not achieving Stage outcomes.

Facilitate a whole school approach to improving the learning outcomes of every student, through the Learning and Support Team.

**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.

Giselle Coltman – Principal
Glenn McGuinness – Assistant Principal
Joanne Jordan – Assistant Principal
Glenda Cameron – Assistant Principal
Alison Relf – Librarian
Evelyn Gray – Teacher
Kristy Hick - Teacher
Vanessa Glasgow – P and C President

**School contact information**

Nareena Hills Public School
89 Jacaranda Avenue, Figtree, 2525
Ph: 42 263 867
Fax: 42 265 087
Email: nareenahil-p.school@det.nsw.edu.au
Web: [Enter here.]

School Code: 4500

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](http://www.schools.nsw.edu.au/asr)