2008 Annual School Report
Nowra Hill

NSW Public Schools – Leading the way
Our school at a glance

Messages

Principal's message

Nowra Hill Public School is a small school located eight kilometres south of the township of Nowra, adjacent to HMAS Albatross. The school serves a diversified number of families from the Nowra Hill village, small farms and the Defence Force from HMAS Albatross and Army Parachuting Training School.

The school aims to provide an education to develop students at intellectual, physical, social and emotional level. It endeavours to guide individual students through recognisable stages of development, especially in literacy and numeracy. Each student is encouraged to be caring and responsible citizen.

An ongoing commitment by school staff, P&C Association and parents to provide a school learning environment that is welcoming and provide opportunities for students to achieve. Further improvements to school grounds and buildings were planned but have still not been completed. These include new playground equipment and fencing and the refurbishment of the main building to improve library space and facilities, sick bay and administrative area as well as the construction of new classrooms and toilets. Such building programs are eagerly awaited.

Students, parents and staff regularly celebrates the successes of Nowra Hill Public School through the school newsletter, regular weekly school assemblies, Education Week celebrations and end of year Presentation and Concert nights. We are proud of our academic, cultural, performing and sporting achievements, many of which are included in the Annual School Report.

I would like to thank and congratulate students, parents and staff of Nowra Hill Public School who work to enhance the reputation of the school as a provider of quality public education.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Mr Anthony McCann

P&C and/or School Council message

We are extremely fortunate at Nowra Hill to have an excellent school for our children to attend. It's a shining example of what public education can be.

Every teacher is committed to providing a professional, supportive working and learning environment and every staff member has a high degree of integrity. Our children are encouraged to "have a go" at a wide variety of activities, not only academic (lessons, UNSW competitions), but also sporting, art/craft with the support of dedicated family members during Ed plus, and music. The school is very privileged to have Mr Sadler from the Nowra Town Band come to the school to teach the children to play Brass instruments.

The interest and commitment to our children’s education shows in their achievements and in their sense of community at school.

Svetlana Holman
Vice President Nowra Hill P&C

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

<table>
<thead>
<tr>
<th></th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>40</td>
<td>40</td>
<td>45</td>
<td>40</td>
<td>41</td>
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<tr>
<td>Female</td>
<td>48</td>
<td>55</td>
<td>49</td>
<td>51</td>
<td>52</td>
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Student attendance profile
Student Attendance

<table>
<thead>
<tr>
<th></th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
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<td>95.3</td>
<td>94.3</td>
<td>95.3</td>
<td>95.8</td>
</tr>
<tr>
<td>Region</td>
<td>93.7</td>
<td>93.7</td>
<td>93.5</td>
<td>93.7</td>
</tr>
<tr>
<td>State</td>
<td>93.8</td>
<td>94.0</td>
<td>94.0</td>
<td>94.1</td>
</tr>
</tbody>
</table>

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 2008 class size audit conducted on Tuesday 25 March 2008.

<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>1/2</td>
<td>1</td>
<td>16</td>
<td>23</td>
</tr>
<tr>
<td>1/2</td>
<td>2</td>
<td>7</td>
<td>23</td>
</tr>
<tr>
<td>2/3</td>
<td>3</td>
<td>18</td>
<td>27</td>
</tr>
<tr>
<td>2/3</td>
<td>2</td>
<td>9</td>
<td>27</td>
</tr>
<tr>
<td>4/5/6</td>
<td>6</td>
<td>12</td>
<td>32</td>
</tr>
<tr>
<td>4/5/6</td>
<td>4</td>
<td>13</td>
<td>32</td>
</tr>
<tr>
<td>4/5/6</td>
<td>5</td>
<td>7</td>
<td>32</td>
</tr>
<tr>
<td>K</td>
<td>K</td>
<td>15</td>
<td>15</td>
</tr>
</tbody>
</table>

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

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td></td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td></td>
</tr>
<tr>
<td>Head Teachers</td>
<td></td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>3.168</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td></td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td></td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td></td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.2</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.2</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0.1</td>
</tr>
<tr>
<td>Counsellor</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>4.668</td>
</tr>
</tbody>
</table>

Staff retention
Staffing levels of teaching and administrative staff has remained the same as in past years. A Defence School Transition Aide position was created in 2008.

There were no staff transfers in or out of the school

Staff attendance
Staff have access to leave entitlements such as sick leave. In 2008 the average daily attendance rate for staff, as determined by the Department, was.

In 2008, the average daily staff attendance rate was: 95.7%

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td></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>30/11/2008</th>
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</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>144 741.69</td>
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<tr>
<td>Global funds</td>
<td>65 062.31</td>
</tr>
<tr>
<td>Tied funds</td>
<td>63 343.37</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>23 122.06</td>
</tr>
<tr>
<td>Interest</td>
<td>10 631.93</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>7 290.15</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>314 191.51</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>18 373.22</td>
</tr>
<tr>
<td>Excursions</td>
<td>9 278.58</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>5 534.11</td>
</tr>
<tr>
<td>Library</td>
<td>2 371.17</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>60.00</td>
</tr>
<tr>
<td>Tied funds</td>
<td>45 309.61</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>13 801.27</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>18 778.57</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>5 820.60</td>
</tr>
<tr>
<td>Maintenance</td>
<td>28 687.90</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>6 384.80</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>154 399.83</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>159 791.68</td>
</tr>
</tbody>
</table>

3
A full copy of the school’s 2008 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 2008

Achievements

Arts
As part of the Shoalhaven Community, the school encourages student involvement in district and school initiatives and community celebrations.

- 15 students in class 4/5/6 each were involved in learning to play a brass instrument with tuition from a qualified instructor from Nowra Town Band.
- 15 students were involved in learning to play the recorder and singing.
- All children from K-6 paraded as their favourite book character using props and costumes.
- Children from Years 3, 4, 5 & 6 participated in a Readers Theatre performance drama. Books short-listed by the Children’s Book Council of Australia provided the stimulus for their performance.
- Children from K-6 attended the ‘Southern Stars’ at the WIN Entertainment Centre in August.
- Children from Years 3-6 participated in the Shoalhaven Music Festival (Choir) at Nowra High School in September.
- Children from K-6 also attended the Southern Stars Ensemble at Nowra Public School in October.
- All students participated in our singing, verse, drama dance program leading to performances at our Annual School Concert. A DVD was made of the children’s performances.
- Children from Years 3-6 submitted art works in the HMAS Albatross Diamond Jubilee Art Competition. One student came second place and eleven others were finalists. Those children were invited to attend the Presentation Evening at the Shoalhaven Entertainment Centre in September.
- Students from Nowra Hill Public School were commended for their efforts in supporting the junior sections of art & craft at the Nowra Show. 11 children received 1st prize; 8 received a 2nd prize; 4 received a highly commended; 2 children received a blue ribbon for most outstanding items (infants).

Sport
Nowra Hill participated with other small schools in the Five Interested Small Schools Together (FISST) Carnivals. Sporting events included athletics, swimming and cross-country.

- 12 students represented the school at district swimming, with 4 students going on to represent the district at the regional carnival in Dapto.
- Nowra Hill had 17 students represent the school at District Cross-Country.
- 13 students represented Nowra Hill at District Athletics, with 3 students going on to represent the district at regional athletics.
- Dillan Bruce was named “Senior Boys” Champion of the District Athletics Carnival.
- For the 2nd Year running, Nowra Hill came first in the “Athletics Percentage Point score” at the PSSA District Athletics Carnival and came 5th overall against the much bigger schools.

Nowra Hill Public School also competed and held other significant sporting events during the year of 2008.

- Nowra Hill Students from Years 2-6 attended the Ditching Pool at HMAS Albatross on a Friday afternoon for a period of 3 weeks, so as to improve their swimming.
- A Rugby League Clinic was held for all students from K-6 attended a Centenary Super Rugby League Clinic at Lyrebird Park.
- Erin Dunkley was selected in the Southern Illawarra Netball Team.
- Dillan Bruce was selected in the South Coast PSSA AFL Team and competed at the NSW AFL Carnival which was held in Port Macquarie.
- Nowra Hill held a Whole School “Golden Circle” Mini-Olympics Fundraiser to tie in with the 2008 Beijing Olympics.
- A free Intensive Swimming Scheme was held at the Bay and Basin Leisure Centre of a school morning for a period of 2 weeks.
Nowra Hill entered 2 mixed Dragon Tag teams in the PSSA Winter Junior Gala Day.

Nowra Hill entered 2 teams, (netball and soccer) in the PSSA Winter Senior Gala Day.

Nowra Hill was placed 3rd overall in the Berry Public School Inter-School Equestrian Championships.

The annual “Bicycle Skills Day” was held where riding skills and rules were practiced.

Nowra Hill held a K-6 Gymnastics program with qualified gymnastic coaches teaching the students in an 8 week program.

A combined Year 3 and 4 girls school basketball team competed in the newly formed district schools basketball competition.

Nowra Hill entered 2 Kanga Cricket Teams in the PSSA Summer Junior Gala Day.

Nowra Hill entered 2 Newcombe Ball Teams in the PSSA Summer Senior Gala Day.

The Annual Snail Races, incorporating “The Nowra Hill Cup”, was held on the first Tuesday in November.

English:- High Distinction - Colleen Harwood, Distinction – Jackson Payne and Jennifer Spark, Credits – Alyssa Burd, Kate Markham, Nicholas Michell and Rachel Sims and 16 Participation Certificates were awarded.

Mathematics:- Distinction – Lara Markham, Credits – Nicholas Michell, Colleen Harwood, Jennifer Spark and Ainslie Tatnell and 18 Participation Certificates were awarded.

Science results:- High Distinction – Andrew Vintiner, Distinction – Jackson Payne, Credits – Casey Scullin, Colleen Harwood, Sarah Jobson, Jennifer Spark and Samantha Wright. And Participation Certificates were awarded.

Computer Skills results:- Distinction – Colleen Harwood and Jennifer Spark, Credit – Rachel Sims and Samantha Wright, and 10 Participation Certificates were awarded.

Writing results:- Colleen Harwood – Credit and one Participation Certificates were awarded.

National and State Competitions

All students in Years 3-6 are encouraged to participate in UNSW Australasian Schools’ Competitions who wish to participate. The school subsidises entry fees.

Results:

- Spelling:- High Distinction - Colleen Harwood, Distinction - Jennifer Spark Credit - Winona Wright, Jackson Payne and Nicholas Michell and 13 Participation Certificates were awarded.

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 the assessments.

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

- Little difference between language and reading, while writing was the strongest area.
- 100% of students reached the national Benchmark
- 61% of students were placed in the top two skill bands, and 38% in the middle two skill bands.
- Overall Year 3 results were better than the State average. Girls performed slightly better than boys in all literacy areas.
Numeracy – NAPLAN Year 3

- Results were better in number patterns and algebra than measurement, data, space and geometry
- All students met the National Benchmark
- 35% of students were in the top 2 bands with the majority of students (41%) scoring in band 4 and 21% scoring in band 3.
- Overall, Year 3 numeracy results were better than state average, and an improvement on last years school results.

Literacy – NAPLAN Year 5

- Little difference between reading, writing and spelling, while grammar and punctuation was the strongest area.
- All students reached the National Benchmark for literacy.
- 80% of students were placed in the top two skill bands, while no students were in the bottom two skill bands.
- Overall the Year 5 results 16 points above the state average which is an improvement on the school’s performance over the past five years.
Numeracy – NAPLAN Year 5

- Overall, students scored better in measurement, data, space and geometry than in number, patterns and algebra, however, scores were still above state average.
- All students comfortably reached the National Benchmark.
- 40% of students were in the top two skill bands compared to the state average of 26%.
- 60% of students were in the middle two skill bands, with no students in the bottom two bands.
- Overall, Year 5 numeracy results were 16 points above the state average.

Progress in literacy

Of the five Year 5 students who sat the Basic skills Tests in 2008, four had completed the tests in Year 3

- All students showed improvement in their literacy scores.
- Average school growth was 96.7 points, compared to a state average of 82.3 points.

Average progress in reading for matched students*

<table>
<thead>
<tr>
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<th></th>
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<th></th>
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</thead>
<tbody>
<tr>
<td>School</td>
<td>113.1</td>
<td>121.9</td>
<td>48.0</td>
</tr>
<tr>
<td>LSG</td>
<td>87.4</td>
<td>83.5</td>
<td>88.3</td>
</tr>
<tr>
<td>State</td>
<td>87.6</td>
<td>87.5</td>
<td>86.8</td>
</tr>
</tbody>
</table>

Average progress in writing for matched students*

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
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<tr>
<td>School</td>
<td>39.8</td>
<td>107.8</td>
<td>101.2</td>
</tr>
<tr>
<td>LSG</td>
<td>51.6</td>
<td>71.3</td>
<td>68.4</td>
</tr>
<tr>
<td>State</td>
<td>69.6</td>
<td>77.5</td>
<td>71.2</td>
</tr>
</tbody>
</table>

Progress in numeracy

Of the five students who sat the Basic Skills Tests in numeracy in 2007, four had completed the tests in Year 3 of these:-

- Three students showed significant improvement in their numeracy scores. The student who showed no improvement had an exceptionally high score in both Year 3 and Yr 5 tests.
- Average growth was 29.4 points, with the greatest improvement being 70.5 points.
- Average school progress for 2008 Year 5 cohort was higher than the state average and the “Like School Group”

Average progress in numeracy for matched students*

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>112.2</td>
<td>127.0</td>
<td>29.5</td>
</tr>
<tr>
<td>LSG</td>
<td>85.4</td>
<td>77.7</td>
<td>73.3</td>
</tr>
<tr>
<td>State</td>
<td>76.9</td>
<td>83.7</td>
<td>80.4</td>
</tr>
</tbody>
</table>

Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum
standards. The percentages of our students achieving at or above these standards are reported below.

**Percentage of Year 3 students in our school achieving at or above the minimum standard in 2008**

<table>
<thead>
<tr>
<th>Standard</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>100</td>
</tr>
<tr>
<td>Writing</td>
<td>100</td>
</tr>
<tr>
<td>Spelling</td>
<td>100</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>93</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100</td>
</tr>
</tbody>
</table>

**Percentage of Year 5 students in our school achieving at or above the minimum standard in 2008**

<table>
<thead>
<tr>
<th>Standard</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>100</td>
</tr>
<tr>
<td>Writing</td>
<td>100</td>
</tr>
<tr>
<td>Spelling</td>
<td>100</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>100</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100</td>
</tr>
</tbody>
</table>

**Significant programs and initiatives**

**Aboriginal education**

There is one student who identifies as Aboriginal in the school. All classes K-6 include Aboriginal perspectives in their Human Society and Its Environment (HSIE) units and English units. Classes celebrated National Aboriginal and Torres Strait Islander Day by making boomerangs and designing posters. Students also participated in an art and writing competition during NAIDOC week.

**Multicultural education**

Nowra Hill Public School promotes a shared vision of Australia based on cultural understanding and community harmony. Multicultural perspectives have featured in school programs throughout the year. As part of the HSIE Curriculum students learn about life in other countries, culture and current issues. This program ensures an inclusive school community and a racism-free learning and working environment.

**Respect and responsibility**

Values and accompanying skills are taught through school assemblies, classroom activities and visiting performances. The school supports the nine “values for Australian schooling in the National Framework care and compassion, Doing your best, Fair go, Freedom, Honesty and Trustworthiness, Integrity, Respect, Responsibility, Understanding, Tolerance and Inclusion.

These values and the ‘Core Rules of NSW Public Education’ have been used to formulate school and classroom rules.

Students and the school community support a number of charities including the Cancer Council, books for Port Moresby Hospital by holding awareness and fund raising events. The school also conducts its own ANZAC Day service every year with guest speakers and takes part in the Nowra ANZAC Day march.

**Progress on 2008 targets**

As a part of the school’s review and planning process, targets are set for each year based upon an analysis of student performance data and evaluations. Parent surveys and discussions at P&C meetings allow parents an input into school improvement and policies.

**Target 1**

*To achieve successful learning outcomes for all students in literacy*

- All students in Year 3 and 5 achieved the national Benchmark in NAPLAN assessments with 61% of Year 3 students and 80% of Year 5 students in top two bands of achievement.
- Curriculum Based Measurement of reading K-6 has 85% of students reading at or above grade level.
- Support Teacher Learning assistance targets the students not meeting CBM benchmarks, 15% of students K-6.

**Target 2**

*To achieve successful learning outcomes for all students in numeracy*

- Although school results are higher than the state average and improvement over last years results, NAPLAN results were slightly below our target of having 50% of students in the top two bands of achievement. In Year 3, 35% of students and 40% of Year 5 students were placed in the top two bands for numeracy.
- Count Me In Too strategies are being used in teaching and learning in all classes. Teaching of numeracy in classrooms remains a focus at Nowra Hill Public School.
Target 3
To refine the use of School Based Student Reports to report student progress to parents.

- All staff produce student reports using SBSR online, although some problems are encountered.
- Two written reports are sent to parents each year with follow-up interviews offered for parents. The detailed nature of the written report has seen the take-up of parent-teacher interviews reduced to 20% of families. However, parents and teachers take other opportunities during the year to have informal interviews about student’s progress.

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.

Educational and management practice
As part of the parent satisfaction survey, parents were asked to comment on the Student Enrolment Policy which has as its priorities for enrolment:
1. Students who reside within the Nowra Hill School local zone.
2. Siblings of students already attending the school.
3. Defence families who have not previously enrolled in a local school.
4. Out of zone students who do not reside within the school zone, providing that a position is available.

Findings and conclusions
An analysis of the survey comments showed that:
- 90% of respondents believed in preserving the link between the school and defence families.
- 85% did not want the school to grow past its present ceiling of 96 students and enjoyed the small school atmosphere.
- Out of zone students should only be allowed on a case by case basis and only with special circumstances.
- 90% of new Kindergarten enrolments were based upon the good reputation of the school and meeting the needs of the child by being a small school.

Future directions
- As part of the Shoalhaven River Learning Community, Nowra Hill Public School will adhere to an agreement made with other schools to encourage local enrolment in local schools. This will mean that families seeking out-of-zone enrolment must contact and discuss enrolment with their local school.
- The enrolment limit of 96 should be adhered to as to reduce pressure on class sizes. This limit also acknowledges the size of the school grounds and facilities which does not allow for extra classrooms.

Curriculum
With Literacy being one of NSW Department of Education and Training’s priority areas, Reading was chosen as the focus Key Learning Area. The Reading program in the school was evaluated through an analysis of student work, assessment tasks, external test results and NAPLAN results.

Findings and conclusions
Analysis of information of achievements in Reading highlighted that:
- Reading is a focus in all classroom teaching programs and is seen as the key to future learning by students, parents and teachers.
- Year 3 and 5 students have performed at above the state average over the part five years of external testing.
- 20% of students K-6 are still below the expected reading fluency levels according to CBM testing.
- Students perform much better in comprehension when the answer is written in the text, while results are not as good on questions where inferences need to be made.
- Continued support by P&C has improved reading resources in all classrooms.

Future directions
- Reading and Literacy will continue to be a State, regional and school priority in future years. School plans, professional development and teaching and learning activities will include reading to enhance learning outcomes for students.
- Emphasis will be placed on students in K-2 making a Best Start to reading. Continued targeted support for students
experiencing difficulties will be provided by the Support Teacher Learning.

- As education is a partnership between home and school, the home reading program will be greatly encouraged, while parents are encouraged to help with classroom reading programs.

**Parent, student, and teacher satisfaction**

In 2008 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

- Small numbers, friendly staff and a great learning atmosphere.
- High standard of moral values is demonstrated to children, community atmosphere, dedicated staff.
- I feel the children get more individual attention when it’s needed.
- Excellent education, good reputation, good school and community spirit.
- Small friendly school that is nice and close.
- Nowra Hill has a good reputation within the local area.
- It is a terrific school. I wouldn’t hesitate to recommend it to anyone as I believe it is the best school around.

**School development 2009 – 2011**

A school plan has been developed for the 2009-2011 school years, outlining areas of the curriculum, student welfare, strategies in teaching and learning to improve the outcomes for our students especially in literacy and numeracy. These areas for improvement relate to the NSW DET Office of Schools Plan and Illawarra South East Region plans.

**Targets for 2009**

**Target 1**

Consistent achievement of high quality student literacy outcomes K-6.

Strategies to achieve this target include:

- Whole school focus on assessment and teaching of the writing process text types by participating in the Small Schools Writing Project, beginning with the teaching of narrative.
- Introduction of Reading Recovery in Stage 1, shared with other small schools.
- Regular and frequent monitoring and assessment of teaching and learning to determine the effectiveness and target students needing further assistance and areas for improvement. This will also include the review of Smart Data form NAPLAN testing and Kindergarten Best Start assessments.
- Developing reading strategies in Stage 1 and 2 classrooms using the 3 stage method and 3 L Language, Literacy and Learning.
- Access district consultancy and support for teacher professional learning and for targeted student programs.

Our success will be measured by:

- Improved comprehension and reading fluency so that 90% of students reach the intended grade levels.
- Maximising literacy (reading, language and writing) achievements of all students, with Smart Data sharing consistent improvement trends for Years 3 and 5 and that all students show an improvement of 80 points from Year 3 to Year 5.

**Target 2**

To achieve successful learning outcomes for all students in numeracy.

Strategies to achieve this target include:

- Implementing the K-6 revised Numeracy policy, including staff attending professional learning opportunities.
- Implement “What Counts” strategies in teaching and learning of numeracy in classrooms.
- Develop strategies in teaching numeracy by using technology, computers and Interactive Whiteboards and their
associated resources to improve student engagement and interest in numeracy.

- Build capacity in the use of Smart Data and Best Start to inform and improve teaching and learning of numeracy.

Our success will be measured by:

- Numeracy results in National Assessment Program for Years 3 and 5 show consistent improvement, with 50% of students in the top two bands and students achievement grow by 80 points from Year 3 to Year 5.
- KLA review of numeracy in 2010 indicates a positive attitude of staff, students and parents to teaching and learning of numeracy skills.

**Target 3**

*To enhance and improve computer and technology skills in teaching and learning of Key Learning Areas using the Quality Teaching Framework.*

Strategies to achieve this target include:

- Installation of Interactive Whiteboard and Connected Classroom technologies into classrooms and accessing teacher training to implement the use of these technologies into teaching programs and practice.
- Update of equipment including computers, fileservers and printers.
- Develop a NHPS website to promote the image, policies, activities within the school to parents and the wider community.
- Implement intest version of School Based Student Reports to parent.

Our success will be measured by:

- Monitoring of classroom teaching programs to reflect teacher confidence and expertise in the use of computer technology in the classroom.
- Reduction of technology related maintenance problems and the Help Desk calls.
- School information is accessed by parents via the school website.

**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 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:
