**School context statement**

Nowra Hill Public School is a PPS school, located eight kilometres south of Nowra, adjacent to HMAS Albatross and the Army Parachute Training School.

The student enrolment of 105 is made up of children from the local school zone and from defence families, who make up 30% of the school enrolment. The school has 6% Aboriginal student enrolments.

Being a small school, there are only five classes, resulting in composite classes from Years 1-6 and a separate Kindergarten class. The school adheres to the NSW DEC Guidelines for class sizes.

At Nowra Hill Public School, a variety of quality programs exist to support learning for all students. Students are given opportunities to pursue their interests through the school band, sport, art and craft and academic competitions.

Staffing, and school funding, is used to support literacy and numeracy programs and teacher training, to improve the quality of teaching in classrooms to deliver improved student outcomes for every student.

The school values of Respect, Responsibility and Safety are incorporated into everyday practice so that students can achieve the school motto of “Strive to Excel”.

**Student representative’s message**

This year, in 2014, Billy Reminis and Tahlia Baumann had the opportunity to be the School Captains of Nowra Hill, while Isabella Manwaring and Tristan Sullivan were the Vice Captains.

This year, all 18 Year 6’s got to do many jobs, like running assemblies, making rosters and leading groups in whole school tabloid and sports sessions. We also conducted the ANZAC service and lead groups for Ed Plus and other activity days.

Tahlia and Billy went to the ANZAC service at the Nowra Showground and laid a wreath. We also lead the Education Week assembly and Presentation Night. At Presentation Night we announced the 2015 school captains and vice captains.

Every year when Kindergarten comes to Nowra Hill, Year 5 and 6 get to choose buddies to look after and play with to make sure they make friends. At the end of the year, we end up being wonderful friends and miss each other on the last day of school.

The Redbacks have raised lots of money by selling pies and poppers in Terms 2 and 3. We used a sum of that money to pay for part of the Berry Sport and Rec Camp we attended in Term 4. We also used the money to pay for the bench seat on the front verandah. We supported The World’s Greatest Shave, where one parent of the school and four students shaved their hair for children and adults with leukemia.

We have done many other jobs and things for the school. In Term 1, Southern Stars came and gave a performance. In Term 3, we had National Tree Planting Day, Jeans for Genes Day and a visit from the Koori Rangers. During 2014, student’s represented Nowra Hill at the Shoalhaven Music Festival and at Big Band Blast Day.

We will miss everyone once we’ve left Nowra Hill. For future leaders of Nowra Hill, remember: it is always important to listen to others, no matter how crazy their ideas are, it might actually work out; the idea of public and impromptu speaking isn’t too hard to master; and always remember to “Strive to Excel.”

Tahlia Baumann, School Captain 2014
Student information

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

Student enrolment profile

Student Enrolment

<table>
<thead>
<tr>
<th>Gender</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>41</td>
<td>42</td>
<td>45</td>
<td>45</td>
<td>46</td>
<td>46</td>
<td>43</td>
</tr>
<tr>
<td>Female</td>
<td>52</td>
<td>45</td>
<td>56</td>
<td>62</td>
<td>62</td>
<td>59</td>
<td>62</td>
</tr>
</tbody>
</table>

Student attendance profile

Student attendance profile

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>96.0</td>
<td>97.0</td>
<td>97.6</td>
<td>96.0</td>
<td>96.3</td>
<td>98.7</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>94.6</td>
<td>95.9</td>
<td>97.2</td>
<td>97.1</td>
<td>97.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>94.2</td>
<td>95.9</td>
<td>96.7</td>
<td>95.8</td>
<td>97.9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>94.7</td>
<td>96.4</td>
<td>94.5</td>
<td>97.5</td>
<td>96.5</td>
<td>97.0</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>96.2</td>
<td>93.3</td>
<td>94.4</td>
<td>95.5</td>
<td>96.6</td>
<td>95.4</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>96.4</td>
<td>94.1</td>
<td>91.6</td>
<td>97.0</td>
<td>95.8</td>
<td>98.0</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>94.0</td>
<td>96.7</td>
<td>93.0</td>
<td>96.6</td>
<td>95.2</td>
<td>95.2</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>95.2</td>
<td>96.5</td>
<td>95.1</td>
<td>96.5</td>
<td>96.5</td>
<td>96.9</td>
<td></td>
</tr>
</tbody>
</table>

Nowra Hill’s attendance has steadily been improving over the last 5 years and is consistently above the state average.

The school manages non-attendance through phone calls to parents when a student has been absent for more than two consecutive days without parental explanation. The school also provides parents with a booklet of absence notes which allows them to indicate with ease their child’s absence or notify a teacher of an impending absence.

The school works closely with the Home School Liaison Officer to improve student attendance where necessary.

Workforce information

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

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>1</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>0</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>3</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>0.1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.2</td>
</tr>
<tr>
<td>Primary Part-Time Teacher</td>
<td>0.2</td>
</tr>
<tr>
<td>Primary Teacher RFF</td>
<td>0.21</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>0.1</td>
</tr>
<tr>
<td>School Administrative and Support Staff</td>
<td>1.656</td>
</tr>
<tr>
<td>Total</td>
<td>7.466</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

Nowra Hill Public School has one Indigenous member of staff.

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>0</td>
</tr>
</tbody>
</table>
**Teacher accreditation**

One temporary teacher is accredited at Proficient Teacher under the Australian Professional Standards for Teachers and is currently maintaining their accreditation at that level.

One temporary teacher is accredited at Graduate under the Australian Professional Standards for Teachers and is working towards accreditation at Proficient Teacher.

**Beginning Teachers**

There are currently no permanent beginning teachers at Nowra Hill Public School.

**Professional Learning**

Throughout 2014 much of the professional development focused around the implementation of the new English syllabus and the introduction of the new Mathematics syllabus for 2015.

Several teachers attended a “Visual Literacy Strategies with IWB” workshop to support implementation of the English syllabus. Staff meetings were held to develop and refine a scope and sequence for each stage level. One teacher attended a “Writing and the NSW English Syllabus” course and reported back to staff.

Staff meetings were also held to familiarise staff with PLAN and how to use it to plot children on the Literacy and Numeracy continuum, especially in Terms 3 and 4.

Three staff members undertook two of the Inclusion online courses offered to support teachers in the implementation of *Every Student, Every School*. Two teachers attended the Autism Spectrum Disorder course and one teacher attended the Understanding Dyslexia and Significant Difficulties in Reading course. The staff members involved were able to share knowledge, strategies and resources with the rest of the staff and set SMART goals for children in their respective classes.

The IT Coordinator attended several technology update meetings throughout the year and shared information about new technology and applications during staff meetings. The IT Coordinator also lead the staff in learning about how to use the school website to publish information pertinent to each class for parents and students to access.

The whole staff also participated in the fourth module of the ‘No Gap No Excuse’ course as well as the mandatory Child Protection, CPR, anaphylaxis and e-Emergency updates.

**Financial summary**

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

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2014</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>168,628.27</td>
</tr>
<tr>
<td>Global funds</td>
<td>82,016.25</td>
</tr>
<tr>
<td>Tied funds</td>
<td>57,684.97</td>
</tr>
<tr>
<td>School and community sources</td>
<td>26,965.49</td>
</tr>
<tr>
<td>Interest</td>
<td>4,423.82</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>3830.00</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>343,548.80</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching and learning</td>
</tr>
<tr>
<td>Key learning areas</td>
</tr>
<tr>
<td>Excursions</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
</tr>
<tr>
<td>Library</td>
</tr>
<tr>
<td>Training and development</td>
</tr>
<tr>
<td>Tied funds</td>
</tr>
<tr>
<td>Casual relief teachers</td>
</tr>
<tr>
<td>Administration and office</td>
</tr>
<tr>
<td>School-operated canteen</td>
</tr>
<tr>
<td>Utilities</td>
</tr>
<tr>
<td>Maintenance</td>
</tr>
<tr>
<td>Trust accounts</td>
</tr>
<tr>
<td>Capital programs</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
</tr>
</tbody>
</table>

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

Academic achievements

NAPLAN

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

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

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

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

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

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

All students score a Band 3 or higher in Year 3 Writing.

All Year 3 students achieved a Band 3 or higher in Spelling.

More than 50% of Year 3 students scored in the top two bands.
In Grammar and Punctuation, our students averaged 18 points more than the state average score with all students achieving a Band 3 or higher.

NAPLAN Year 3 - Numeracy

Our students performed well by achieving, on average, 23 points more than the state average score.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>94.4</td>
</tr>
<tr>
<td>Writing</td>
<td>100.0</td>
</tr>
</tbody>
</table>

An excellent result for the whole Year 3 cohort.

NAPLAN Year 5 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

82% of students achieved in the top three bands in Year 5 Reading.

The number of our students achieving in the top two bands in Year 5 Writing was 43% higher than the state average.
82% of students achieved in the top three bands in Year 5 spelling. This is an improvement on the number of students achieving Band 5, or higher, compared to last year.

An improvement on 2013 results with all Year 5 students achieving a Band 5 or higher.

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

**Sport**

Nowra Hill participated, with five other small schools, in the Five Interschool Small Schools Tournaments (FISST) Carnivals. Sporting events included athletics, swimming and cross country.

- Nowra Hill Public School had many outstanding individual performances at the FISST Swimming Carnival. The following students were the division champions for 2014. Junior Boy Champion: Matthew Higham, 11 Years Boy Champion: Cooper Atkinson, Senior Boy Champion: Tristan Sullivan, Junior Girl Champion: Halle Shipton.

- 14 students represented the school at District Swimming. Halle Shipton was placed 3rd in the 8 years girls 50m freestyle. Matthew Higham was placed 2nd in the 8 years 50m freestyle and 3rd in the Junior Boys 50m butterfly.
Matthew Higham then went on to represent Nowra Hill and the Shoalhaven District at the Regional Swimming Carnival at Dapto. He competed in the 8 years boys 50m freestyle and came first in a time of 40.35 seconds. Following this, Matthew was then selected to compete at the State Swimming Carnival at Olympic Park where he reached the final of the 8 years 50m freestyle and was placed 6th overall with the outstanding time of 38.48 seconds. (At this carnival, Matthew also competed in the Boys Open LC Metre All Age Relay, and they were placed 8th.)

Nowra Hill held their annual whole school Cross Country. Respective age champions were: Aimee Lamb, Natalie Barrett, Imogen Radburn, Holly Barrett, Adrien Griffiths, Yasmin Willis, Jessica Morgan-Brown, Sean Van Hoven, Kyle Cook, Matthew Higham, Scott Van Hoven, Andrew L and Tristan Sullivan.

All 8-12 year olds competed at the Small Schools Cross Country Carnival. Nowra Hill performed outstandingly and took home the Percentage Trophy on the day. Noteworthy performances were: 1st - Jessica Morgan-Brown, 2nd - Baden Manwaring, 2nd - Isabel Goodwin, 2nd - Tristan Sullivan.

Nowra Hill had 34 students represent the school at District Cross Country. Andrew L. came 5th and went on to represent Shoalhaven District at the Regional Cross Country Carnival at Willandra.

The Small Schools Athletics Carnival was held at the Ron Brown Oval at Shoalhaven High School. Nowra Hill was placed third. Tahlia Baumann was joint Senior Girls Champion, with Matthew Higham and Andrew L being runners up in their respective age divisions.

21 students qualified to represent Nowra Hill, and the Small Schools, at the District Athletics Carnival. Our best performances were from Tahlia Baumann, who came 2nd in Senior Girls High Jump and Matthew Higham, who came 2nd in the boys 8 years 100m final. Both these students qualified for the Regional Athletics Carnival in Canberra. At Regional level, Matthew Higham was placed 3rd in the 8 years 100m final and progressed to the State Athletics Carnival at Homebush. At Homebush, Matthew qualified for the semi-final with his time placing him as the 12th fastest 8 year old boy in NSW.
• K-2 classes at Nowra Hill attended an AFL Clinic and Skills Day at Nowra Showground.

• In Term 1, an NRL Developmental Clinic was held one afternoon for the whole school.

• Basketball Clinics were held in the school hall for a period of 8 weeks by Shoalhaven Basketball, free of charge. Following this, Nowra Hill Year 3/4 students competed in a Basketball Gala Day at Bomaderry Basketball Stadium.

• One mixed team of 14 Year 5/6 students played in the AFL Paul Kelly Cup at Nowra Showground.

• Ryan Kelly attended the PSSA District AFL Trials and was selected to trial at Southern Illawarra Zone. From these trials, Ryan was then selected to compete at the Regional Carnival.

• Tristan Sullivan attended the District Football (Soccer) Trials and as a result was invited to attend the Southern Illawarra Trials.

• Two students attended the District Girls Football (Soccer) trials with Yasmin Willis selected to trial at Regional Level.

• Two students attended the PSSA District Tennis Trials.

• Two girls attended the PSSA District Girls Netball Trials.

• Students in Years 3 and 4 attended an AFL Auskick Gala Day at the Nowra Showground and competed against other schools in mixed teams.

• A lunchtime soccer “International Games” competition, (The Nowra Hill Soccer World Cup), was held for Nowra Hill students throughout Term 3, to coincide with the World Cup Soccer Tournament.

• A “Supporters Gear” dress-up day was held, whereby students came dressed in the shirts or uniform colour of their favourite sporting team. This coincided with the final of the “Nowra Hill Soccer World Cup.”

• The Schools Equestrian Challenge was held at Worrigee with six Nowra Hill Public School students competing. Dylan Stockley was the overall Year 2 Reserve Champion Rider and Tristan Sullivan was the Champion Primary Working Equitation competitor and the Reserve Champion overall Year 6 Rider.

• 60 students participated in the annual Intensive Swimming Scheme held at the Bay and Basin Leisure Centre for a period of two weeks for students in Years 2-6. Students showed great overall improvement in water safety and swimming strokes.

The Arts

Children from many of the classes entered arts and crafts they had made, at school and home, into a variety of categories for the annual Nowra Show. Several children won either monetary prizes or ribbons. At least half a dozen children gained either first or second place prizes in categories as varied as woodwork, metalwork, scrapbooking, needlework and glass painting.

Throughout the year, the whole school watched performances by the Southern Stars Performing Ensemble (performers from South Coast high schools), Smiths Hill High School Band and Telopea Park (ACT) High School Band.

Two groups from our school performed at the Shoalhaven Eisteddfod. Our recorder players placed first in their section and the Year 3/4 class competed in the verse speaking section and achieved a highly commended.

In Term 3, 12 of our senior students took part in the Big Band Blast Performance at the Shoalhaven Entertainment Centre. The children
spent the day learning set pieces and then performed for parents and community in the afternoon. The Nowra Hill group were the largest contingent of all local schools.

Ross Sadler, from the Nowra Town Band, comes to our school every Tuesday afternoon and tutors children in Year 3/4 and then Year 5/6, as two separate groups. Many of the children Ross tutors at school go on to join the Nowra Town Band and usually play at the annual ANZAC Day march in town.

The whole school took part in a workshop, and watched a performance, by the Australian Ballet who visited the school. This was organised through the Bundanon Trust.

OTHER ACHIEVEMENTS

ICAS

International Competition and Assessment for Schools (ICAS) is subsidised by the school. Children entered in Computer Skills, Science, Writing, Spelling, Mathematics and English.

We had small numbers of children enter the ICAS Competitions this year.

During the year children achieved one distinction in Computer Skills; one credit and one merit in Science; one credit in Spelling, two credits in English and one distinction and three credits in Mathematics.

Sydney Youth Writing Competition

All Year 3-6 children entered a piece of writing into the Sydney Youth Writing Competition. Tahlia Elliott in Year 3 gained a highly commended for her entry and it was published in the annual book of winners and finalists, DROP WIND KEEP.

Significant Programs and Initiatives – policy

Aboriginal education

School staff ensure that Aboriginal education is incorporated into all aspects of teaching and learning where relevant. At all times, Aboriginal perspectives featured during the development of units of work for the Australian Curriculum.

Each class studied aspects of Aboriginal culture through class programs in HSIE and English. These units of work focused on aspects such as Dreaming stories, traditional life and history, connection to land, Aboriginal flag and its significance and famous or influential Aboriginal people.

During Education Week and, NAIDOC Week celebrations, we had a gallery of Aboriginal art produced by students which the parents came to see during Open Day.

The children also enjoyed the visit to our school by the Koori Rangers from Morton National Park, Fitzroy Falls office. The rangers talked about men’s business, women’s business, bush tucker, native plants, hunting and gathering implements and Aboriginals in the armed services in preparation for the centenary of ANZAC Day. The whole school participated with great interest and impressed the Koori Rangers with their prior knowledge.

The whole school participated in a NAIDOC tabloid for Education Week, where the students played traditional Aboriginal children’s games using modified equipment. This tabloid gave the senior students a great opportunity to lead activities and teach younger students. The children wore red, yellow and black clothes to further signify the celebration of NAIDOC Week.
Multicultural education and anti-racism

Nowra Hill Public School has a predominantly Anglo-Saxon student background, with less than 2% of the student population identifying with a language background other than English. It is therefore vital that teachers find creative and engaging ways to expand the students’ knowledge and experience of other cultures and beliefs. Teachers utilise every opportunity to raise awareness of multicultural issues in Australia and to promote tolerance and understanding of other cultures and traditions.

In HSIE, students in Stage 2 explored the different types of cultures and beliefs found in Australian families. The Stage 3 students celebrated Harmony Day by exploring what tolerance means and how Australian society is comprised of different races and cultures.

Nowra Hill prides itself on our values based education, which promotes values such as tolerance and respect at all times, for all people. We have zero tolerance in the school’s anti-bullying and discipline procedures for any form of racism.

Personalised learning and support

Nowra Hill Public School has embraced the Every Student, Every School initiative and ensured that all staff are up to date with their training in the Disability Standards for Education and their obligations under the Disability Discrimination Act, 1992.

We participated in the Nationally Consistent Collection of Data (NCDD) trial on school students with disability which will be mandatory for all schools in 2015. The NCDD will identify the number of school students with disability and the level of reasonable educational adjustment provided for them by schools.

The data collection responds to a national deficit in accurate information about school students with disability.

Nowra Hill teachers are supported by the Learning and Support Teacher (LaST) to ensure their teaching is personalised and differentiated to meet the learning needs of every student. Teachers work with the LaST, and parents and carers, to create individual learning plans for all students with disability.

Significant Programs and Initiatives – equity funding

Aboriginal background

All teachers have participated in three of the five No Gap No Excuse training modules which address strategies and initiatives schools can implement to improve the learning outcomes of all Aboriginal students. All Aboriginal students and their parents and carers work with the class teacher to develop a personalised learning plan.

In 2014, Nowra Hill Public School received equity funding of $4467.51 under the Resource Allocation Model to support the learning outcomes of Aboriginal students. The equity funding was used to develop and implement the personalised learning plans and address the literacy and numeracy outcomes and targets of the Aboriginal and Torres Strait Islander Education Action Plan 2010-2014. The implementation of these strategies resulted in an improvement in literacy skills for our Aboriginal students.

Socio-economic background

The school received $5189.77 in equity funding for students from low socio-economic backgrounds. The majority of the funds were used to employ a School Learning and Support Officer to work directly with students from low socio-economic backgrounds to improve all students’ learning outcomes, increase the effectiveness of classroom organisation and increase the level of students’ participation and engagement in learning. Some funding was used to subsidise the cost of educational activities to assist these students in accessing the curriculum.
Low level adjustment for disability

Nowra Hill received $6774.76 in equity funding to support students with low level disability. The funding was used for additional Learning and Support Teacher time to work collaboratively with teachers in developing and implementing individualised learning plans for students with disability and those who require reasonable accommodations and adjustments.

Other significant programs and initiatives

Defence School Transition Aide Program

Nowra Hill Public School is located adjacent to HMAS Albatross and the Parachute Training School. As a result, a significant number of Defence Force families attend the school. During 2014, there were 33 students from 23 Defence families. This represents over 30% of the total school population.

The school offers the Defence School Transition Aide (DSTA) Program which provides support to children of Defence Force members and their families, particularly during transition into and out of a school on posting, or during parental absences due to deployment exercises or courses.

A DSTA, funded by the Department of Defence, is employed two days per week. The DSTA assists in the classroom, works with individual students or small groups, conducts Kids Club during lunchtimes and regularly accompanies the students on school excursions and camps. The DSTA also maintains ongoing contact with the Defence families by phone, email and a quarterly newsletter.

This year Defence children have been involved in a number of school activities, including:

• The creation of a Nowra Hill Friendship Tree at the commencement of the school year.

• In March, the school participated in the World’s Greatest Shave, raising approximately $4000. Four students and one student’s mother had their heads shaved to support charity.

• 18 students marched at the ANZAC Day Service in Nowra.

• In June, the school participated in the Walk Safely to School Program by walking to the nearby Fleet Air Arm Museum.

• In July, three Koori Rangers from National Parks visited the school and shared their knowledge of Aboriginal culture.

• On Tree Planting Day, students planted 48 shrubs around the school.

• The inaugural Artist of the Term competition was held in Term 3 with a number of Defence students receiving awards.
• A number of students entered the 2014 RSL ANZAC Art Awards.

• In October, four large decorative banners were made by students as part of the school’s Ed Plus Program. The design for one of the banners was based on the poem Flanders Fields and this banner was displayed during the school’s Remembrance Day ceremony.

• In November, Class 3/4 attended an Air Crew Graduation Ceremony at the Fleet Air Arm Museum.

• Years 4, 5 and 6 attended a three-day camp at Berry Sport and Recreation Centre in November. Students participated in a range of activities including bushwalking, canoeing, archery, rafting and rock climbing.

The DSTA program is highly valued by the school and its community.

Active After School Communities (AASC)

The Active After School Communities Program has been successfully implemented for more than 10 years at Nowra Hill Public School. It has been very well supported with parental assistance in supervision and organising of afternoon tea for the children involved. Unfortunately, this was the last year of the program in its current form with Ausport introducing the Sporting Schools Program from 2015.

Each term there was an average of 15-20 students attending the after school activities delivered by a qualified coach. The activities ranged from mixed games, cooperative games to cricket and t-ball. The coach would use the School Hall for activities during wet weather afternoons.

The coach catered for a junior group on one afternoon and a senior group on the other afternoon of the week.

Student Leadership

The Year 6 students, in conjunction with Year 6 students from the other four Small Schools, attended a team building and initiative training day at the Illawarra Environmental Education Centre. This gave all children the opportunity to gain skills in communicating and cooperating with others so they are more confident to assume future leadership roles.

The students are given the opportunity to further develop and hone these skills in the roles they undertake at school, especially when we do whole school activities such as Walk Safely to School Day and NAIDOC tabloid.

The senior students also represent student ideas and needs by participating in the Student Representative Council, called ‘The Redbacks’. The SRC work collaboratively to organise school functions, charity events and school fundraising initiatives. They consult with students from K-6 about areas of interest and how to expend the fundraising revenue within the school community. All members of the SRC exhibited leadership skills throughout the year.

Positive Behaviours for Success

This year we finalised the organisation for the use of ‘free and frequents’ (Dingaroos) tokens in the playground. All staff are involved in distributing Dingaroos to reinforce positive behaviours in particular areas of the playground.

The counting of Dingaroos has been tied to house point scores and the winning house accepts the trophy at Presentation night.

As a reward the whole school was to be taken on a free excursion to Booderee National Park but inclement weather forced cancellation of the excursion.

School planning and evaluation 2012—2014

School evaluation processes

NSW Public Schools conduct evaluations to support the effective implementation of the school plan. The school plan can be viewed on the school’s website. At the conclusion of the 2012 – 2014 planning cycle, the school’s evaluations were rigorous and inclusive of all stakeholders.
The processes used include:

- Focus Groups
- Satisfaction surveys
- SWOT analysis
- Detailed analysis of internal and external student academic performance.

School planning 2012-2014:

School priority 1 – Curriculum and Assessment

Outcomes from 2012–2014

- 100% of teachers access professional learning relating to the Australian Curriculum.
- 100% of teachers develop teaching programs based on the new syllabuses.

Evidence of achievement of outcomes in 2014:

- All teachers participated in professional development about the implementation of the new English and Mathematics syllabuses.
- Teachers worked on developing scope and sequences for the new syllabuses.
- Teaching and learning programs reflected outcomes, content, strategies and resources of the new Australian Curriculum.

Strategies to achieve these outcomes in 2014:

- Provide staff with professional learning in new English, Mathematics and Science and Technology syllabuses.
- Dedicate staff meetings to developing scope and sequences for the new syllabuses.
- Trial relevant syllabus implementation to familiarise staff with changes.
- Align school assessment procedures with new syllabuses.

School priority 2 – Literacy and Numeracy

Outcomes from 2012–2014

- Improvement in Year 3 and Year 5 NAPLAN writing results by 2014 (increase raw score from 5% below state average to equal to state average for writing).
- 75% of Year 3 students show an 80 point growth in Year 5 NAPLAN writing by 2014.
- All Aboriginal students perform at state average or above for all aspects of literacy in NAPLAN.
- Increase the number of students in Years 3 and 5 in top two bands for NAPLAN numeracy to 60%.

Evidence of achievement of outcomes in 2014:

- Teaching programs reflect evidence of explicit teaching of writing skills.
- Year 3 NAPLAN writing results improved from 5.2% below state average to only 0.5% below state average.
- Year 5 NAPLAN writing results improved from 5.8% below state average to 0.3% above state average.
- 80% of Year 5 students in 2014 showed expected growth (80 points) in NAPLAN writing.
- Aboriginal students’ results in Year 3 NAPLAN writing improved from 23% below state average in 2011 to 3% above state average in 2014.
- Aboriginal students’ results in Year 3 NAPLAN reading results improved from 31% below state average in 2011 to 8.7% above state average in 2014.
- In Year 3 NAPLAN numeracy, there was a 17% increase in the number of students achieving in the top two bands from 2012 to 2014.
• In Year 5 NAPLAN numeracy, there was a 36% increase in the number of students achieving in the top two bands from 2012 to 2014.

Strategies to achieve these outcomes in 2014:
• Professional development in teaching persuasive writing skills.
• Focus staff meetings on analysing SMART data.
• Resources for the effective teaching of writing sourced and distributed to staff.
• Intra and inter school public speaking competitions.
• School participation in Focus on Reading professional learning course.
• Student progress plotted through PLAN on the literacy and numeracy continuum.
• Increase use of technology in the teaching of numeracy.
• Development of new Mathematics scope and sequence ready for implementation in 2015.

School priority 3 – Student Engagement

Outcomes from 2012–2014
• Reduce the number of referrals by 5% each year.
• Improve attendance of Aboriginal students by 20%, decreasing absences from 128 days in 2011 to less than 100 days in 2014.
• Reduction in school suspension by 10% each year from 7 in 2011 to 4 in 2014.

Evidence of achievement of outcomes in 2014:
• A 27% reduction in the number of behavior referrals from 2013 to 2014.
• An 86% reduction in school suspension from 2011 to 2014 (only 1 suspension).

• A 63% reduction in Aboriginal absences from 2011 to 2014.

Strategies to achieve these outcomes in 2014:
• Undertake Positive Behaviours for Success (PBS) training.
• Establish PBS program across the school, including school values selected, publicised and rewarded.
• Student behavior book monitored for number and frequency of reports.
• School Discipline Policy reviewed.
• Staff undertake No Gap No Excuse training.
• AECG Partnership agreed to and signed off.
• All Aboriginal students have Personalised Learning Plans that are developed in consultation with parents/carers and students.

Parent/caregiver, student, and teacher satisfaction

In 2014, the school sought the opinions of parents, students and teachers about the school.

Their responses have been aggregated and the main areas are presented below:

Strengths:
• The small community “feel”; everyone knows everyone.
• Positive, inclusive school culture; the children are happy.
• The professionalism and commitment of teachers.

Areas for development:
• Communication between teachers and parents could be improved.
• Professional development of teachers to ensure they employ quality teaching strategies at all times.

• Some school facilities could be upgraded, particularly the student toilet blocks and the demountable buildings.

Future Directions

2015-2017 School Plan

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

The Nowra Hill Public School Plan is the result of extensive internal analysis. The plan is based on the School Excellence Framework, the Australian Professional Standards for Teachers, the goals of the Melbourne Declaration 2008 and research into evidence based practices to improve student outcomes.

The plan identifies three strategic directions for 2015-2017 planning cycle.

• Expert Teachers: To build a culture of commitment to teaching and develop the capacity of teachers to explicitly plan, and actively reflect on, quality teaching programs that have high expectations and address the needs of every student.

• Critical literacies: To develop students who think critically, follow individual learning paths and have the critical literacy skills to make informed contributions as students, citizens and leaders.

• School Wellbeing: To nurture, guide, inspire and challenge students to find the joy in learning, to be autonomous learners, collaborative workers and resilient citizens who make sense of their world.

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.

Tony McCann – Principal
Max Vucic – Assistant Principal
Annette Bellamy - Teacher
Rebecca White - Teacher
Noelene Jones – SAM
Leanne Millard – DSTA

School contact information

Nowra Hill Public School
382b BTU Road, NOWRA HILL NSW 2540

Ph: 4421 5671
Fax: 4423 2148

Email: nowrahill-p.school@det.nsw.edu.au
Web: www.nowrahill-p.schools.nsw.edu.au

School Code: 4106

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