2010 Annual School Report
Noumea Public School

NSW Public Schools – Leading the way
Messages

Principal’s message

2010 was a year of change, improvement and progress for Noumea Public School. After spending 2010 as a construction site and putting up with interruptions to classrooms, play areas and buildings, it is absolutely fabulous to have our school back. We have fully refurbished classrooms and a huge Covered Outdoor Learning Area (COLA) sheltering our multipurpose basketball/netball court. This would have to be one of the best covered primary school sporting facilities in the area. It provides shade when the sun shines and outdoor play space when it rains. We are still waiting for our connected classroom to be installed. Noumea Public School has professional and caring teachers who deliver excellence in education. Our dedicated staff members provide individual attention and special support to all students. We are a school where energy, expertise, abilities and resources create a culture of excellence which has strong foundations in numeracy and literacy. Our modern air conditioned classrooms, extensive playgrounds, well resourced library and technology programs create a modern and stimulating environment to enhance student learning. 

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.

Michele Vaughan

P & C Message

In 2010, the Parents and Citizens’ Association (P&C) Committee was actively involved in organising fundraising activities to purchase new representative sports shirts for our students. These will be purchased in 2011 for our students to wear when they represent the school at district swimming, cross country and athletic events. Other successful fundraising events included the Mother’s Day Stall, Father’s Day Stall & Raffle and the Christmas Raffle. Thank you to all the parents who supported our fundraising through donations, giving of their time and purchasing tickets in our raffles. A huge thank you also to the Executive members of the committee who take the time to organise these events. Without everyone’s support we wouldn’t be able to purchase much needed equipment for the students in our school. We are always happy to have new members come and join us at our meetings and we look forward to an exciting 2011.

Belinda Law

Student representative’s message

As the school leaders in 2010, we were involved in many events encouraging and developing our leadership qualities. In Term 1 the school captains, vice captains and prefects attended the Young Leaders Day held at The Sydney Entertainment Centre. We were accompanied by the Principal, Mrs Vaughan and the Deputy Principal, Mrs Smith. We heard from motivational speakers, one favourite was Mel from Sunrise on Channel 7 who spoke about leadership. On Tuesday 27th April the leaders of Noumea Public School went to Long Neck Lagoon. We learned about teamwork, communication and cooperation through games. We set a record in one of the games. We also organised and ran the schools Whole School Assemblies. We assisted teachers with School Carnivals.

Isabella Santos and Eduardo Castro

School context

Noumea Public School, located in Western Sydney approximately 52 kilometres west of Sydney. The school is a PP3 school with an enrolment of 370 students; 40% from Non English Speaking Background (NESB) and 13% (Aboriginal and Torres Strait Islander (ATSI) background. The school is part of the Priority School Funding Program (PSFP) and is a Priority Action School (PAS). Noumea Public School was a purpose built school to take the overflow from Shalvey Public School 25 years ago. There is a small but highly dedicated Parent’s & Citizens’ Association. We have Aboriginal and Polynesian culture groups. The school community values performing arts and sports. As a result we are represented in the community through participation in Primary School Sports Association (PSSA) competition, and district performing arts activities. The school
has a drumming group, Polynesian dance group, Aboriginal dance group and holds a whole school performance each year, which is a joint partnership with the local community.

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>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
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<tbody>
<tr>
<td>Male</td>
<td>283</td>
<td>255</td>
<td>234</td>
<td>209</td>
<td>193</td>
</tr>
<tr>
<td>Female</td>
<td>216</td>
<td>197</td>
<td>182</td>
<td>179</td>
<td>166</td>
</tr>
</tbody>
</table>

We have seen a gradual decline in enrolments in the last few years. However, we have had a fairly stable student population throughout the year. The data indicates since 2005 we have decreased by an average of 38 students per year. In 2009 the lowest decrease was recorded with 28 students leaving that year. There have been larger cohorts of Year 6 students leaving than Kindergarten students entering the school. This could be related to a change in community demographics and a medium mobility rate. Class structures remained stable during the year as we have had the same rate of students leaving as those enrolling. The school promotions team has identified the transition to school process as high on the priority list. The team encourages the engagement of families with younger children to attend playgroups and to be part of the ‘Ready Set Kindy’ transition program. With the support of National Partnerships, we are creating a Community Liaison Officer position to strengthen the already established playgroups currently supported by our AEO, to engage all cultural groups within the community.

Student attendance profile

The attendance rates of students have been consistently steady over the last 4 years as indicated by our student attendance profile. Our attendance data tells us that we have consistently been at least 2% below the state and region in attendance for the last 4 years. The Positive Behaviour for Learning (PBL) team focussed on good school attendance by offering a prize at the end of each term for excellent school attendance. The team has identified that student’s poor attendance particularly in K-2 (where attendance dropped to 89%) is cause for concern with regards to literacy and numeracy development and the consolidation of skills.

Management of non-attendance

With the support of National Partnerships from 2011 we have created an administrative position to engage in a phone home program. This process encourages students to come to school every day. As well as this, we continue to focus on rewarding students with prizes and awards and are constantly monitoring and liaising with the HSLO. The theme for 2011 is ‘in line on time’. We are concentrating our efforts on students to be in line on time every day to reduce the number of partial absences and making clear our expectation that all students need to be on time to benefit from morning literacy routines.
Class sizes

In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2010 class size audit conducted on Wednesday 17 March 2010.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>1D</td>
<td>1</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>1C</td>
<td>1</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>K-1W</td>
<td>K</td>
<td>6</td>
<td>20</td>
</tr>
<tr>
<td>K-1W</td>
<td>1</td>
<td>14</td>
<td>20</td>
</tr>
<tr>
<td>2D</td>
<td>2</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>2H</td>
<td>2</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>4T</td>
<td>4</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>5F</td>
<td>5</td>
<td>27</td>
<td>27</td>
</tr>
<tr>
<td>5M</td>
<td>5</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>6D</td>
<td>6</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>6C</td>
<td>6</td>
<td>26</td>
<td>26</td>
</tr>
<tr>
<td>4-5P</td>
<td>4</td>
<td>21</td>
<td>28</td>
</tr>
<tr>
<td>4-5P</td>
<td>5</td>
<td>7</td>
<td>28</td>
</tr>
<tr>
<td>3A</td>
<td>3</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>3S</td>
<td>3</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>KD</td>
<td>K</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>KE</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
</tbody>
</table>

Structure of classes

In line with Priority School Funding Program guidelines we maintained small class sizes in K-2 hence the need for a composite K/1. Due to large class numbers in Years 4 and 5, a cross-stage class was created.

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 PP3</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>3</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>11</td>
</tr>
<tr>
<td>Part –Time Teacher</td>
<td>.6</td>
</tr>
<tr>
<td>Teacher RFF</td>
<td>.588</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>.42</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>1.8</td>
</tr>
<tr>
<td>Priority School Funding Scheme</td>
<td>.6</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>.8</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>.4</td>
</tr>
<tr>
<td>Counsellor</td>
<td></td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>4.022</td>
</tr>
<tr>
<td>Total</td>
<td></td>
</tr>
</tbody>
</table>

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

The school has two classroom teachers; a part time identified School Administration Officer as well as one Aboriginal Education Officer.

Staff retention

The permanent members of staff remained constant during 2010 after the change of two executives at the start of the year. A new Principal, Mrs Vaughan, was appointed to Noumea at the start of 2010 due to a change of classification to the school from declining student enrolments. Mrs Bland, who had been a teacher and Assistant Principal at Noumea for over 10 years, was successful in her application to an executive position closer to home. Several casual teachers were employed for projects to support student learning or to fill blocks of staff leave.

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>
Financial summary

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

Date of financial summary: 30/11/2010

Income

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
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</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>272688.55</td>
</tr>
<tr>
<td>Global funds</td>
<td>200469.74</td>
</tr>
<tr>
<td>Tied funds</td>
<td>357691.23</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>65795.98</td>
</tr>
<tr>
<td>Interest</td>
<td>15023.87</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>11807.85</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>923477.22</td>
</tr>
</tbody>
</table>

Expenditure

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>45688.47</td>
</tr>
<tr>
<td>Excursions</td>
<td>28830.54</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>22738.09</td>
</tr>
<tr>
<td>Library</td>
<td>8135.41</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>90.00</td>
</tr>
<tr>
<td>Tied funds</td>
<td>313247.54</td>
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<tr>
<td>Casual relief teachers</td>
<td>55716.57</td>
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<tr>
<td>Administration &amp; office</td>
<td>50615.03</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>57846.48</td>
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<tr>
<td>Maintenance</td>
<td>19442.35</td>
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<tr>
<td>Trust accounts</td>
<td>10388.59</td>
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<tr>
<td>Capital programs</td>
<td>31790.91</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>644529.98</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>278947.24</td>
</tr>
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</table>

A full copy of the school’s 2010 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

Achievements

Arts

In 2010, students from Year 1 and 2 participated in the Junior Dance Group. They practised each week, perfecting their routine of ‘Shiver My Timbers’. Dressed as pirates and led by their Captain, the students performed at the Mount Druitt Music Festival, the K-2 Assembly and Whole School Performance where they were praised for their professionalism and talent. In 2010 the Senior Dance Group was made up of 20 students from Years 3 - 6. Every week they practised their dance routine to ‘Walk like an Egyptian’. The Senior Dance Group performed at Mount Druitt Westfield to celebrate Education Week in Term 2. They also performed at the Mount Druitt Music Festival and Whole School Performance in Term 3. The students’ efforts were recognised and praised by many who saw them. Their costumes, kindly made by Mrs Blackmore, a parent at our school, were a crowd favourite. In Term 4 the Junior Dance Group combined with the Senior Dance Group to perform at the end of the year Presentation Assembly. They enthusiastically danced away to The Wiggles ‘Here Come the Reindeer’ and ‘Go Santa Go’.

Sport

Noumea Public School participated in the Premier’s Sporting Challenge for the first time in 2010. New sports equipment was purchased using the Premier’s Sporting Challenge grant. Every class from K-6 participated in the challenge, logging the number of minutes of physical activity they participated in each week, to reach a level of Bronze, Silver, Gold or Diamond. These times were recorded and the school reached an overall level of Gold. One student from every class received a small prize for having the most accumulated hours in their class.

In 2010 over 100 students represented our school in the (PSSA) competition every Friday. The students were involved in volleyball, newcombe ball, T-ball, softball, soccer, touch football, rugby league, cricket and kanga cricket.

2010 was a big year in Rugby League for Noumea Public School. We entered the Penrith Panthers and ARL Competitions for the first time in approximately 5 years. Our teams played in the Greg Alexander Shield, Royce Simmonds Shield and Panther Trophy. All students played well and fair and represented our school with a great deal of pride. As well as this, Robert Afu and Samuel Lilomaiava were selected to play in the Mount Druitt District Rugby League under 11 team and Samuel was selected for the Opens squad. The boys were undefeated in their competition and went on to represent Sydney West.
Other

Reading Recovery

In 2010 nine students took part in the Reading Recovery program for Year 1 students. Each student entered the program at a reading level of two or below. After a series of daily, 30 minute, independent lessons, five students exited the program with reading levels of 16.

Debating

During 2010, four students from Year 6 participated in an informal, friendly debating competition with other schools within Western Sydney Region. With the support of Ms Andrews, the students were able to practice and refine their debating skills to successfully take part in this competition.

Numeracy 2010

In Term 1, classroom teachers worked in stage groups to discuss the elements of an effective mathematics session. Stage teams worked collaboratively to design and implement teaching and learning programs incorporating these elements. A strong focus was given to using concrete materials in sessions as a way of fostering student engagement and increasing understandings. Three staff members also attended Count Me in Too training. Schedule of Early Number Assessment (SENA) testing was administered across the school K-6 to group students according to number strategies for more effective classroom instruction.

In Term 2, the school’s numeracy team organised for a Targeted Early Numeracy (TEN) co-ordinator to come to the school and run professional development based around incorporating early number strategies into classroom teaching and learning programs. Professional development was also undertaken by all teachers K-6 on integrating ICT into classroom numeracy programs in an attempt to increase student participation and results.

In Term 3, parent numeracy workshops were held in an effort to increase parent/ community knowledge of number strategies used in the classroom and ways in which they could help their children at home to develop greater understandings of addition, subtraction, multiplication and division processes. 14 parents attended the workshops and each parent requested that more workshops be held for other mathematical areas in the future.

In Term 4, the numeracy team purchased a number of mathematics resources to be utilised in numeracy sessions including dice packs, giant playing cards, fraction kits, weight and measurement kits and 3 dimensional shapes. Each classroom was issued with a resource box to improve achievement of number and working mathematically outcomes.

Library

In 2010, Noumea students participated in the STAR Newspaper Book Review Competition. 70 students entered the competition, with six finalist’s entries being sent to the Newspaper for judging. One student had their work and photo published in the newspaper and another received a $20 gift voucher to a local book store after being chosen as a runner-up.

Throughout the year 120 students from Kindergarten to Year 6 undertook the Premier’s Reading Challenge. Three students completed the challenge and were issued with a certificate from the Premier of NSW.

Throughout Education Week, a Book Fair was held in the school library. Thanks to the wonderful contribution by staff and students in purchasing books from the Central Book Supplies fair, over $1000 worth of books were sold, resulting in a commission of $300 worth of new books for the library.

To celebrate Book Week 2010, Australian author and illustrator, Gus Gordon, visited the school and ran a series of workshops which all students K-6 attended. Students learnt about the writing, illustrating and publishing processes and had the
opportunity to practice a few drawing skills of their own. It was a very successful event which had the students talking for weeks afterwards.

Throughout the 2010 - 2011 school holidays over 100 students from K-5 took part in the “Holiday Reading Is Rad” program to encourage student reading at home over the extended break. Students kept a daily journal of their holiday reading

**Premiers Spelling Bee**

Noumea Public School participated in the Premiers Spelling Bee 2010. Our representative finalists for the junior team were Alejandro Castro and Leone Tuivaiti. The senior team representatives were Rahiri Smith and Isabella Santos. All our representatives spelt very well on the day and we are proud of their achievements.

**ICAS University Competitions**

In 2010, students in Years 3-6 had the opportunity to participate in the ICAS competitions run by the University of NSW. The assessments included Mathematics, Spelling, Science, Computer Skills and English. All students who participated received a certificate. We look forward to having more students enter these competitions next year!

<table>
<thead>
<tr>
<th>Subject</th>
<th>Participation Certificates</th>
<th>Credit Certificate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics</td>
<td>23 participation certificates</td>
<td></td>
</tr>
<tr>
<td>Spelling</td>
<td>22 participation certificates</td>
<td>1 credit certificate</td>
</tr>
<tr>
<td>Science</td>
<td>15 participation certificates</td>
<td></td>
</tr>
<tr>
<td>Computer Skills</td>
<td>19 participation certificates</td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>15 participation certificates</td>
<td></td>
</tr>
</tbody>
</table>

**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)

**Literacy – NAPLAN Year 3**

The Literacy component of NAPLAN, incorporating reading, writing, spelling, grammar and punctuation was completed by 48 students in Year 3.

Students performed better in writing and reading compared to grammar and spelling.

In Reading
- 31% of all Year 3 students at Noumea Public School were placed in Bands 1 and 2 compared to 14% of students in the state.
- 12% of all Year 3 students were placed in Bands 5 and 6 compared to 48% of students in the state.

The comparisons to the Like School Group (LSG) and state in Year 3 Reading analysis indicates that students at Noumea make up 31% in Bands 1 and 2 compared to the LSG of 30%, and 12% of students placed in Bands 7 and 8 compared to the LSG of 19%.
Percentage of students in bands:
Year 3 reading

Percentage of students in bands:
Year 3 spelling

Percentage of students in bands:
Year 3 writing

Percentage of students in bands:
Year 3 grammar and punctuation
Numeracy – NAPLAN Year 3

The Numeracy component of NAPLAN, incorporating number, patterns and algebra, measurement, data and space and geometry was completed by 47 students in Year 3.

Year 3 results indicated that:

- 39 % of all students are represented in Bands 1 and 2 compared to 15% of students in the state.
- 6% of all students are represented in Bands 5 and 6 compared to 38 % of students in the state.

Students performed better in number, patterns and algebra compared to data, measurement, space and geometry. There was a 60% representation of students in the top 4 skill bands for Year 3 in the number strand, compared to 53% in the data strand.

Literacy – NAPLAN Year 5

The Literacy component of NAPLAN, incorporating reading, writing, spelling, grammar and punctuation was completed by 58 students in Year 5.

Students performed better in grammar and spelling compared to writing and reading.

In Reading

- 57% of all Year 5 students were placed in Bands 3 and 4 compared to 20% of students in the state.
- 3% of all Year 5 students were placed in Bands 7 and 8 compared to 33% of students in the state.

The comparisons to the Like School Group (LSG) and state in Year 5 Reading analysis indicates that students at Noumea make up 57% in Bands 3 and 4 compared to the LSG of 46% and 3% of students in Bands 7 and 8 compared to the LSG of 9%.
Numeracy – NAPLAN Year 5

The Numeracy component of NAPLAN, incorporating number, patterns and algebra, measurement, data and space and geometry was completed by 55 students in Year 5.

Year 5 results indicated that:

- 53% of all students are represented in Bands 3 and 4 compared to 16% of students in the state.
- 4% of all students are represented in Bands 7 and 8 compared to 33% of students in the state.

Students performed equally in number, patterns and algebra compared to data, measurement, space and geometry.
Progress in literacy

The growth rates for reading at Noumea Public School were 84.1 points, the difference from the state is 0.3, the difference from Western Sydney Region (WSR) is 0.8 points and the difference from School Education Group (SEG) is 0.2 points.

37.9% of students made greater than or equal to expected growth.

We had 62.1% of students making less than the expected growth.

Of the Aboriginal students, 16.7% made greater or equal to expected growth.

Of the Aboriginal students, 83.3% made less than the expected growth.

37.93% of all students were in the less than 25th percentile.

33.33% of Aboriginal students were in the less than 25th percentile.

48.28% of all students were in the 25th to 75th percentile.

66.67% of Aboriginal students were in the 25th to 75th percentile.

In essence, we have the greatest representation of student growth from the 25th to the 75th percentile.

An observable strength is that we cater well for unmatched students who attend our school from Year 5. The growth from Year 5 to Year 7 is high.

The spread of students represented across bands is similar. The boys and girls are performing at the same rate, so in essence we are meeting the needs of our boys and girls in teaching and learning programs.

This trend is continuous over the last 3 years, as there has been no obvious difference between achievement rates of boys and girls.
Progress in numeracy

The growth rates for numeracy at Noumea Public School were outstanding. We showed 101.7 points in growth. The difference from the state is 12.6 points above state average. The difference from WSR is 11.0 points higher and the difference from SEG is 17.9 points higher.

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 2010**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>86</td>
</tr>
<tr>
<td>Writing</td>
<td>94</td>
</tr>
<tr>
<td>Spelling</td>
<td>75</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>75</td>
</tr>
<tr>
<td>Numeracy</td>
<td>82</td>
</tr>
</tbody>
</table>

**Percentage of Year 5 students in our school achieving at or above the minimum standard in 2010**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>72</td>
</tr>
<tr>
<td>Writing</td>
<td>86</td>
</tr>
<tr>
<td>Spelling</td>
<td>74</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>76</td>
</tr>
<tr>
<td>Numeracy</td>
<td>91</td>
</tr>
</tbody>
</table>
Significant programs and initiatives

Aboriginal education

In 2010, 13% of students (58 students) enrolled at Noumea Public School identified as Aboriginal. During the year Norta Norta Tuition funding was utilised to improve learning outcomes for Aboriginal students in literacy and numeracy. The program focused on meeting the learning and cultural needs of Aboriginal students in Years 4 and 6.

The outcomes of the program implementation include:

- 66% of students demonstrated an improvement in reading.
- 66% of students demonstrated improvement in numeracy skills.

There was a whole school commitment to the recognition and understanding of ‘National Sorry Day’, which was celebrated as part of Reconciliation Week. The staff promoted this through a whole school assembly and in their teaching and learning programs, which focused on the Stolen Generation. For Remembrance Day we recognised the efforts and commitment of Aboriginal people and their service to the war efforts.

The Aboriginal Education Team organised a successful National Aboriginal and Torres Strait Islander (NATSI) Week of celebrations. The students, staff and community were involved in Aboriginal sports and cultural activities throughout the week which included various workshops. All students had the opportunity to learn about Aboriginal culture in a fun and engaging way. Aboriginal students K-2 performed a play ‘The First Sunrise’ and the junior and senior boys and girls Aboriginal dance groups performed at the whole school NATSI Week Flag Raising Assembly, which was run by our Year 5 and 6 Aboriginal students.

All Aboriginal students in Year 6 participated in a cultural transition to high school program with our local high school, Chifley College Shalvey Campus. A playgroup with an Aboriginal perspective and focus was set up to assist with home to school transition for Aboriginal children in our community. We will continue to run the playgroup in 2011 with the support of National Partnerships.

Multicultural education

Students from non-English speaking background represent 21% of the total number of enrolments at Noumea Primary School. The school has three trained anti-racism contact officers. There were six reported incidents in 2010, which represents less than 1% of reported and resolved incidents.

Inclusive educational practices are a feature of school activities and cultural diversity is celebrated and included in curriculum areas, including Human Society and its Environment (HSIE), Creative and performing Arts and Literacy.

The English as a Second Language (ESL) program operates four days a week and provides specialist learning support in literacy for identified ESL students.

In 2010 Early Stage 1 and Stage 1 ESL students were supported in identified groups running in the school’s Intensive Reading Group program. In Stage 2 a class transformed itself into a bilingual classroom to support newly arrived ESL students. This experience was reported in the local newspaper.

Noumea Public School students had the opportunity to take part in a Polynesian Dance Group. This group performed at the local shopping centre, as well as at school events.

We strongly encourage and promote inclusivity and support by the local community in all school life.

Respect and responsibility

Noumea Public School’s expectations reflect the core values for NSW government schools. The expectation of being a safe, respectful learner is embedded in the school’s core beliefs. The continuation of the Positive Behaviour for Learning (PBL) program continues to play a significant role in ensuring the explicit and systematic teaching and modelling of positive behaviours and actions that demonstrate being safe, being respectful and learning. Playground games and activities were purchased and taught to all students by their classroom teacher. This playground program was developed to support and enhance student’s pro-social behaviour and
interactions with others during recess and lunch. The students participated in a whole school art competition where they created a poster to demonstrate ways of being safe and respectful on the playground. Grade winners were selected and their posters were displayed around the school. During Term 4, a school-wide evaluation tool (SET), was used to assess and evaluate the critical features of school-wide effective behaviour support across each academic school year. Our school achieved excellent results, particularly in the areas of teaching behavioural expectations and for our system of rewarding behavioural expectations.

**National partnership programs**

During 2010 the school participated in rigorous evaluations to identify areas of strength and weakness in the school as viewed by the students, parents, community members and staff. The findings guided the school’s focus in writing the 2011 School Plan as well as guiding the decision making process in what needs to be a focus for 2011. With the support of a $5000 grant provided to assist in the gathering of data for National Partnerships programs, the school was able to purchase time and resources for the staff to undertake training in the Team Leadership for School Improvement Program (TLSI) as well as undertake the evaluative process needed to guide the school in its decision making process. In 2011 the school looks forward to implementing programs funded by National Partnerships Low SES schools program.

**Other programs**

**Priority Action School (PAS) Funding/ Priority School Funding Program (PSFP)**

**PAS**

Priority Action School (PAS) Program funds for 2010 were used to employ an additional classroom teacher in Stage 1, with the class focusing on the use of a variety of thinking tools to develop higher order thinking skills of students.

Two assistant principal positions were funded to make them non-teaching deputy principal positions. The Deputy Principals were able to support student learning outcomes, professional development of staff and student welfare.

PAS funds were also used to increase the school entitlement in English as a Second Language (ESL) and Learning Support. Additional teachers were employed to support the learning needs of students and to support the school’s Peer Mentoring Quality Teaching (PMQT) Program that develops teachers’ capacity to improve student learning outcomes.

**PSFP**

In 2010, funds received through the Priority Schools Funding Program (PSFP) were used to enhance student learning outcomes through a number of initiatives including:

- All teachers participated in professional learning sessions and the school’s Peer Mentoring Quality Teaching Program to develop and increase their knowledge and understanding of the Quality Teaching Framework. As a result, teachers increased their capacity to improve student learning outcomes and had a deeper understanding of the Framework.
- Teachers participated in a variety of professional learning sessions outside the school setting to further develop their knowledge and skills in the areas of Literacy, Numeracy, Student Engagement, Connected Learning and Aboriginal Education.
- All teachers participated in professional learning sessions to increase their knowledge and understanding of Department of Education and Training Aboriginal Education Policy. As a result, teachers have gained a greater understanding of the Policy and are planning and programming teaching and learning opportunities for Aboriginal students to improve their learning outcomes.
- Count Me In Too continued throughout K – 2 classes.
- Two Interactive Whiteboards were purchased and installed.
Progress on 2010 targets

Target 1

*Improve student growth in Literacy*

The school implemented a range of strategies focused on building the capacity of teachers in the explicit teaching of modeled and guided reading. Through the implementation of explicit guided reading in K-2 the greatest impact was in Year 2 and 3, hence Year 3 reading NAPLAN targets were achieved. The relentless focus on building teacher capacity in teaching explicit reading lessons will continue in 2011.

Our achievements include:

- In Year 3 Reading, 35% of students achieved in Bands 4 or higher as set in 2009 target. In Year 5 Reading, 10% of students achieved in Bands 6 or higher 20% below set target.
- 20% of students in Kindergarten achieved regional reading benchmark.
- 36% of Year 1 students achieved regional benchmarks in reading.
- 60% of students in Year 2 achieved regional benchmarks in reading compared to 80% target.

Target 2

*To improve student growth in numeracy*

The school implemented strategies to build the capacity of teachers in the explicit teaching of modeled, guided and independent numeracy strategies. This correlates with Year 3 NAPLAN targets being achieved and is reflected through ongoing evaluation of assessment data K-2 and intervention strategies being implemented to support K-2 Numeracy. The focus is to maintain the building of skills K-2 and continuing the development of Year 3-6 students’ skills in numeracy.

Our achievements include:

- In Year 3 Numeracy, 27% of students achieved in Bands 4 or higher which is 1% above the target.
- In Year 5 Numeracy, 13% of students achieved in Bands 6 or higher 19% below the set target.

Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2010 our school carried out evaluations of Leadership, Literacy and Parent Satisfaction.

Educational and management practice

**Leadership**

**Background**

The staff completed surveys online in relation to leadership within the school. During 2010, teachers at Noumea Public school began participating in the Team Leadership for School Improvement program (TLSI). This program is aimed at building leadership capacity in many forms within the classroom, within teams and within the executive structure. The school self evaluation committee evaluated the surveys and found the following.

**Findings and conclusions**

Leadership surveys indicated that:

- 90% of staff believes that leaders improve the school through understanding the school strengths and weaknesses; and
- 95% of staff indicated that leaders ensure all members of the school and community are treated fairly; and that school leaders encourage teachers to reflect on their practice.

The highest rating ‘rarely’ and ‘sometimes’ responses reflect teacher’s opinions that:

- leaders don’t encourage staff to constructively challenge educational practice;
- school leaders don’t inspire and motivate learners; and
- staff, parents and students are encouraged to take leadership roles within the school.

In conclusion, the surveys indicated a strong need to focus professional development in the areas of literacy, team leadership, SMART data analysis and technology.
Future directions
In 2011 the staff will continue with implementing the TLSI program.
A target of 95% of teachers has been set to indicate that leaders improve the school through understanding the school strengths and weaknesses.

Curriculum
Literacy
Background
Staff and students opinions about literacy were sought using the Survey Monkey tool. The group of students surveyed were randomly selected from Years 2 – 6. There was equal representation from LBOTE groups and Aboriginal students. The data was collected and analysed by the Self Evaluation Committee.

Findings and conclusions of teachers
The surveys indicated that in Literacy:
- 81% of teachers believe that the school uses data from NAPLAN Literacy to inform whole school programs;
- 100% of teachers hold high expectations that all students can succeed in Literacy;
- 100% of teachers believe that they are responsible for student’s literacy skill development;
- 71% of teachers agree that the professional development at school in teaching Literacy meets their needs; and
- 100% of teachers agree that the school has sufficient resources to support the teaching of Literacy in the school.

Findings and conclusions students
The surveys indicated that in Literacy:
- that students use their skills across curricula;
- the teacher finds different ways to help students understand;
- assessments are not explained;
- the work challenges them; and
- relevant feedback guides their learning.

Students overwhelmingly either ‘strongly agreed’ or ‘agreed’ to all areas of teaching and learning in literacy. This analysis was between the two responses of agree and strongly agree as we had no representations of ‘disagree’.

Future directions
The responses indicate a need:
- for further development in building teacher capacity in using data to inform whole school programs.
- to provide professional development in the area of Literacy to meet the teachers needs.
- for teachers to clearly explain to students their assessment tasks and rich tasks need to be implemented.

Other evaluations
Parent, student, and teacher satisfaction
In 2010 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

Parents/community
We had the best response ever from parents in relation to school satisfaction. 29% of parents responded to the surveys compared to less than 1% in 2009. Our Aboriginal parent feedback was represented by 10% of the community, the highest response compared to 0% in 2009.
The overwhelming responses by all parents suggested that they:
- are happy with the staff at the school including the school counsellor;
- believe teachers are willing to learn new ways of teaching;
- believe the school works cooperatively with parents;
• like the Community Cottage eg playgroup and courses run by the Hub;
• believe we promote good communication;
• like how the teachers treat the kids;
• believe the school is proactive against bullying; and
• we listen to parents.
The ideas or improvements that they would like to see include:
• homework assistance, centre or training for parents to come and help;
• more involvement as class helpers,
• parent/teacher interviews, and more opportunities to speak to teachers;
• more student recognition;
• home reading; and
• parent courses.

Findings and conclusions
A logbook was used to track community participation in school life in 2009 and 2010. During 2009 we had 250 volunteers at the school. In 2010 we had over 380 volunteers at our school. This equates to nearly two volunteers every school day.

Future Directions
In 2011, with programs supported by National Partnerships, PAS and PSFP funding, Noumea Public School will:

• keep communication open and give parents plenty of notice of upcoming events, especially excursions and events that require money;
• invite more parents in to become parent volunteers, and assist in the running of programs at the school;
• establish a program of homework assistance for students and parents in the form of a homework centre to help their children with homework or workshops that the parents can attend to learn more about current teaching methods;
• increase student recognition which will be addressed through PBL; and
• provide more access to playgroups and community resources such as the Hub.

Professional learning
The following dissections supported staff professional learning for out of school opportunities:

• 32% of staff attended Literacy focussed professional learning at an average cost of $1662;
• 20% of staff attended ICT focussed professional learning at an average cost of $277;
• 72% of staff attended Quality Teaching focussed professional learning at an average cost of $4155;
• 100% of staff attended Student Engagement/Retention focussed professional learning at an average cost of $5817;
• 16% of staff attended numeracy focussed professional learning at an average cost of $554; and
• 24% of staff attended Aboriginal Education focussed professional learning at an average cost of $1385.

In school professional development in the form of a program called Peer Mentoring Quality Teaching was implemented in 2010. 15 teachers were involved in the program. The program ran over Terms 2 and 3, for 4 hours per day, 4 days per week. The cost of the program was supported through PAS funds.

In school professional learning:
100% of staff have attended professional development in all the above Priority Areas as per our in school professional development.
The implications for professional development is that the majority of professional learning that staff attended through myPL@det was aimed at student engagement. With the analysis of data and in preparing this report the focus of professional learning needs to align to Teacher Quality in ICT, Aboriginal Education and Literacy
School development 2009 – 2011

The school strategic plan 2009-2011 was developed as a result of an annual evaluation process in achieving state wide and school responsibilities. The analysis also directed the writing of the schools situational analysis.

Targets for 2011

Target 1

To improve student learning outcomes in Literacy.

Strategies to achieve this target include:

- Support teachers to assist classroom teachers in the explicit teaching of guided reading;
- Text Type scope and sequence fully utilised, all teachers to teach modelled and guided writing practices for all text types;
- Focus on deep knowledge and understanding using Bloom’s Taxonomy, higher order thinking skills;
- Focus on whole school Public Speaking Competition;
- Reading assessments – twice a term, Running Records, Reading Fluency Years 3-6, Waddington Reading and Ants in the Apple Spelling assessments; and
- Whole school spelling program (Ants in the Apple) introduced.

Our success will be measured by:

- 80% of students in Kindergarten with RR level 8 or higher
- 80% of students in Year 1 with RR level 18 or higher
- 80% of students in Year 2 with RR level 26 or higher
- 37% of Year 3 students will score in Band 4 or higher
- 38% of Year 5 students will score in Band 6 or higher

Target 2

To improve student learning outcomes in Numeracy.

Strategies to achieve this target include:

- Focus on deep knowledge and understanding using Bloom’s Taxonomy and higher order thinking skills;
- Focus on whole school Mathematics competition;
- Tracking assessments – consistent stage based assessments; and
- Continue to use Best Start and SENA data K-2 to assist with planning and programming.

Our success will be measured by:

- 34% of Year 3 students will score in Band 4 or higher
- 33% of Year 5 students will score in Band 6 or higher
- 80% of students in Year 2 using Counting On as a strategy to assist in number.

Target 3

To improve student attendance rates from 91% to 93% and increase Aboriginal student attendance by 10%.

Strategies to achieve this target include:

- Phone Home Intervention program (PIP);
- Focus on ‘In line on time’ and continue to reward good school attendance;
- AEO to maintain rigorous focus on school attendance and through Personal Learning Plans (PLP) highlight the importance of good school attendance;
- Track attendance daily through the employment of a School Administration Officer (SAO) and CLO with specific links to the Pacifika community, to run phone PIP program and track student attendance; and
- Continue to utilise HSLO meetings to discuss strategies and implement improvement plans.

Our success will be measured by:

- 10% increase in Aboriginal student attendance;
- 93% attendance rate;
- Tracking of PIP data each term compared to previous years data for the same time frame, to ascertain the effectiveness of the PIP program.
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: