Our school at a glance

Nulkaba Public School strives to be a warm and caring school where staff, students and parents work together to provide the best education possible.

Nulkaba Public provides an education that is bound by a system of values that supports each child’s transition into further schooling and society. We congratulate ourselves on each and every success experienced by our students - academic, social and sporting. Our core values of Respect, Responsibility and Excellence are evident by everyone, everywhere and all the time.

We are a school that produces well rounded citizens who are ready, willing and able to contribute to society.

Students

Our enrolment at the end of 2012 was 405 students with a projected enrolment in 2013 of 425 students. This will include 72 kindergarten students.

This will result in an increase by one in the number of classes and classroom teachers. A dedicated and committed teaching staff keeps searching for opportunities to keep students engaged in learning.

Staff

Part time positions cover the areas of library, computer support, and learning support, and these staff members make a valuable contribution to the school.

Staff and parents have, as always, appreciated the contribution made by the administration staff in the support of student learning across the school.

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

Significant programs and initiatives

The school ran a number of programs to give students extra educational opportunities throughout 2012. These included:

Aboriginal Education, Debating and Public Speaking, Multicultural Education, Peer Support and National Partnerships Programs.

Student achievement in 2012

The school gained a significant number of high distinctions, distinctions and merits in the University of New South Wales English, Mathematics, Science, Writing and Computer competitions. Year 5 and Year 6 were well represented with high distinctions, distinctions and credits in the Newcastle Permanent Mathematics Competition. One student made the top 100. Two students were invited to attend the Mathematics Camp in 2012.

Nulkaba Public School had great success in the PSP writing competition. Two students won the Narrative and Poetry sections respectively. Two other students received honorable mentions and one student was declared the overall PSP Writing Champion.

Our Mayoral challenge team was successful in winning the Primary division of the competition and was also declared the overall winners when they defeated the winning secondary team.

2012 has been another successful year of sport at Nulkaba Public School. We entered PSSA teams in, Netball, Boys & Girls Hockey and Boys & Girls Basketball, Boys & Girls Soccer, Boys & Girls Touch Football, Rugby Union and Rugby League. A definite highlight was the success of our basketball teams. Several students represented not just the Cessnock zone but also the Hunter at various state competitions. All teams played with enthusiasm and great sportsmanship and followed our school motto of ‘Play the Game.’

Many students represented the Cessnock Zone in team sports, regional swimming, regional cross country and regional athletics. We had several representatives selected from the regional competitions to compete at state. We were also successful in representation at national level.

Nulkaba Public School students were also represented in the Cessnock Community of Great Public Schools Choir.

Our students, as part of the CCGPS performed the Education Week ‘Flashmob’. This was a simultaneous event held at 12.30pm to launch Education Week 2012. Our event was held in the grounds of Cessnock TAFE.
**Principal’s message**

Nulkaba Public School is located in the heart of the vineyards in the Hunter Region of NSW and is made up of approximately 400 students.

Our school motto, *Play The Game*, is evident in all we do in the classroom, on sporting fields and in our cultural pursuits. Nulkaba students represent their school with pride, as they *play the game* in their pursuit of excellence.

The support of the community for our school has been a key factor in our successful year. A rewarding aspect of school life in 2012 has been the continuation of partnerships in the community. The following highlights this.

- Our school was represented at meetings with the Cessnock Environment Group and Local Management Group and the AECG.
- Our students were involved in community events such as Anzac Day and the CCGPS flash mob extravaganza for Education Week.
- Student transition meetings using student input were held with our local high school.
- Our school introduced an extended Kindergarten transition program culminating in a wonderful Kindergarten Expo.

Thanks must also go to the entire school staff on their professionalism, care and persistence. I feel blessed and proud to be the Principal of such a wonderful school.

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.

Narelle Hunt

**P & C message**

It has been a very productive 12 months for the Nulkaba Public School P&C.

The P&C is not just about fund raising for Nulkaba Public School. Through our monthly meeting with the School representatives (usually Principal: Mrs Hunt and Deputy Principal; Mrs Baker) the P&C does have a say and sway on the school’s direction both academically and sports wise. We do encourage as many parents as possible to attend the monthly meetings which are held on the second Tuesday of each month.

We also hold regular working bee’s around the school to help maintain the look and general tidiness of the school.

The School Canteen continues to make a good profit with a strong focus on healthy eating.

But the P&C also has a strong focus on fund raising which is normally based around a school or calendar event. This year we have raised significant money through the School Fair, School Ball, School Discos, Easter Raffle, Father’s Day Stall, Mother’s Day Stall and Entertainment Books.

We also have strong links with local and national businesses who donate to the P&C and therefore the school as well, i.e. IGA etc.

Last year the P&C handed over more than $40,000 which was used to purchase much needed equipment and to make improvements around the school. This included new BBQ’s, turfing and irrigation repairs as well as ongoing maintenance of the back grassed area; electrical work (15 amp power point), a Smartboard for the library, library subscriptions and books, wireless network upgrade, data cabling, blazers, a shade sail over back playground equipment, musical instruments, swimming school buses, sports
storage for the hall and the sponsorship of the class encouragement awards for Presentation Day.

Students who have represented the school at state level have also been recognised with $50 each and at national level $350 from the P&C to assist with their representation costs.

I would like to thank all the people who have helped out this year with the Nulkaba Public School P&C. There are too many to list and I would most likely miss someone important. So to all the helpers, fundraisers, working bee attendants and committee members - you know who you are and THANKYOU.

Finally, the school can only be on the path of continuous improvement if the school community puts in and helps out at every opportunity that it gets. So please attend the next P&C meeting or when you notice a call for help for the next project, please help out.

Nulkaba School P&C

Student representative’s message

I attended Nulkaba Public School from Kindergarten to Year 6. I had a great time at Nulkaba and there was not one day when I did not want to attend school. Nulkaba is an excellent school because it has teachers and students who are kind and caring. It also has modern technology and a great playground for the students to enjoy. I was extremely proud and honoured to be the captain of such an outstanding school.

Thank you to all the Nulkaba staff and students and I hope the school continues to be a top public school.

Ryan Forrest,
School Captain 2012.

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

Nulkaba Public School has a current enrolment of 402 students (270 families), comprising of 16 classes. Boys make up 54% (215) of the student population in comparison to girls 46% (187). Our enrolment will increase in 2013 and a 17th class will be created. From 2013 the enrolment of the whole school will rise and fall by a maximum of twenty students over the coming years due to the different cohorts leaving year 6, and we should maintain the current number of classes and teaching staff.

Student attendance profile

Attendance has been excellent, and is above both the State and Region averages.

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>95.5</td>
<td>94.6</td>
<td>95.6</td>
<td>94.2</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>93.3</td>
<td>94.4</td>
<td>95.3</td>
<td>94.2</td>
<td></td>
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<td>2</td>
<td>93.6</td>
<td>94.0</td>
<td>94.6</td>
<td>94.7</td>
<td></td>
</tr>
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<td>3</td>
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<td>95.0</td>
<td>94.5</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>90.8</td>
<td>94.9</td>
<td>94.9</td>
<td>94.1</td>
<td></td>
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<td>5</td>
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<tr>
<td>6</td>
<td>94.0</td>
<td>94.9</td>
<td>94.1</td>
<td>95.6</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>94.1</td>
<td>93.7</td>
<td>94.3</td>
<td>95.0</td>
<td>94.5</td>
</tr>
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</table>
Management of non-attendance

Student non-attendance is monitored by the school and includes roll audits by the Maitland District Home School Liaison Officer. Student non-attendance is followed up by written correspondence, telephone enquiries and personal interviews.

Class Sizes

Primary class sizes are included in the annual school report in order to provide parents with as much local information as possible. The following table shows our class sizes as reported at the 2012 Class Size Audit conducted in March 2012.

Structure of classes

During 2011 the classes at Nulkaba Public School were structured in such a way as to maximise student learning and ensure each student was able to reach his or her full potential.

Most of the classes at Nulkaba Public School are of mixed ability. In Stage 3 composite classes are formed to cater for those students who displayed exceptional academic ability in Literacy and Numeracy. This will extend to Stage 2 in 2013.

<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>KG</td>
<td>K</td>
<td>17</td>
<td>17</td>
</tr>
<tr>
<td>KO</td>
<td>K</td>
<td>17</td>
<td>17</td>
</tr>
<tr>
<td>KPH</td>
<td>K</td>
<td>16</td>
<td>16</td>
</tr>
<tr>
<td>1A</td>
<td>1</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>1E</td>
<td>1</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>1P</td>
<td>1</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>2B</td>
<td>2</td>
<td>27</td>
<td>27</td>
</tr>
<tr>
<td>2Z</td>
<td>2</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>3CG</td>
<td>3</td>
<td>27</td>
<td>27</td>
</tr>
<tr>
<td>3S</td>
<td>3</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>4B</td>
<td>4</td>
<td>32</td>
<td>32</td>
</tr>
<tr>
<td>4C</td>
<td>4</td>
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<td>S3A</td>
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<td>5</td>
<td>14</td>
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<tr>
<td>S3J</td>
<td>6</td>
<td>14</td>
<td>28</td>
</tr>
<tr>
<td>S3P</td>
<td>5</td>
<td>11</td>
<td>27</td>
</tr>
<tr>
<td>S3P</td>
<td>6</td>
<td>16</td>
<td>27</td>
</tr>
<tr>
<td>S3S</td>
<td>5</td>
<td>15</td>
<td>30</td>
</tr>
<tr>
<td>S3S</td>
<td>6</td>
<td>15</td>
<td>30</td>
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</table>

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>3</td>
</tr>
<tr>
<td>Head Teachers</td>
<td></td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>14.372</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>
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<tr>
<td>Learning and Support Teacher</td>
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<tr>
<td>Teacher Librarian</td>
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</tr>
<tr>
<td>Teacher of ESL</td>
<td>0</td>
</tr>
<tr>
<td>Counsellor</td>
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<tr>
<td>School Administrative &amp; Support Staff</td>
<td>3.122</td>
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<tr>
<td>Total</td>
<td>25.014</td>
</tr>
</tbody>
</table>

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

In 2012 we had 3 permanent classroom teacher positions filled by teachers that identify as Indigenous.

Staff retention

At the end of 2012 one permanent teacher and three temporary teachers were successful in gaining employment for 2013 at other schools. Two new staff members were appointed to begin in 2013.

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>
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<tr>
<td>Postgraduate</td>
<td>10</td>
</tr>
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</table>
Financial summary

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

Date of financial summary 30/11/2012

**Income**

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>$91661.86</td>
</tr>
<tr>
<td>Global funds</td>
<td>$188576.22</td>
</tr>
<tr>
<td>Tied funds</td>
<td>$367109.80</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>$212362.39</td>
</tr>
<tr>
<td>Interest</td>
<td>$8065.14</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>$71620.87</td>
</tr>
<tr>
<td>Canteen</td>
<td>$0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td><strong>$939396.28</strong></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>
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</tr>
<tr>
<td>Excursions</td>
<td>$75572.38</td>
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<tr>
<td>Extracurricular dissections</td>
<td>$45273.00</td>
</tr>
<tr>
<td>Library</td>
<td>$6020.58</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>$309.09</td>
</tr>
<tr>
<td>Tied funds</td>
<td>$312681.70</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>$45952.82</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>$93255.79</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>$0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>$58751.21</td>
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<tr>
<td>Maintenance</td>
<td>$19590.82</td>
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<tr>
<td>Trust accounts</td>
<td>$69805.60</td>
</tr>
<tr>
<td>Capital programs</td>
<td>$33513.28</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td><strong>$782199.24</strong></td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td><strong>$157197.04</strong></td>
</tr>
</tbody>
</table>

A full copy of the school’s 2012 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 2012

Achievements

Arts

Band

The school band is now being led by Mrs Burley who has extensive experience leading concert bands and choirs. She is very much looking forward to building the repertoire of the band and showcasing their talents.

The band consists of piano and clarinet players along with a large group of drummers and percussionists. The band meets each week and works together on perfecting the songs and music ready for performances throughout the year.

Our Presentation Day performance went extremely well and the newly purchased percussion instruments and African Djembe drums were in full boom!

Our school band is growing each year and we have all very much enjoyed the music delights of 2012 and are looking forward to what 2013 has to offer.

Choir

In 2012 the Nulkaba Public School Senior Choir had another successful year. The choir is offered to students from Year 3 to Year 6 and commences in Term 1 until Term 4. We had many performances during the year. The choir performed at the Primary Special Assemblies held at the end of each term as well as performing for Presentation Day, accompanied by the school band. Some of the students were successful in participating in the School Spectacular Combined Choir in November.

Public Speaking

During June and July 2012, the entire school held a Public Speaking Competition. Students had to write and deliver a 2-3 minute speech to their peers. It was a fantastic opportunity for students to show their talents in talking and listening. From the school competition two overall winners from each stage went on to compete at the Hunter Region Zone Public Speaking Competition. All students wrote wonderful speeches and delivered them with confidence.

Premier’s Reading Challenge

2012 again saw an increase in the number of students completing the Premier’s Reading Challenge, with some 252 students gaining a certificate for 2013. This figure included a higher number of students gaining the Gold Level Certificate, as well as 7 of our Year 6 students attaining the Platinum Level Certificate for completing 7 successive Challenges. The Platinum Level was introduced for the 2012 Challenge and the fact that we had 7 students gain this level in its first year is to be applauded.

2012 also saw 2 of our senior classes have a 100% participation rate- a new record in our school’s
participation in the Premier’s Challenge. It is envisaged that a similar result will be achieved for the 2013 Challenge.

Music

Nulkaba Public School offers a range of in school music lessons to the students with qualified music teachers from the Upper Hunter Conservatorium of Music.

Lessons are currently available for Guitar, Drums, Piano, Clarinet and Saxophone. In 2012 38 students were involved in this program. The school also has a Guitar Ensemble that plays regularly at school events.

Dance Report

Our Nulkaba dancers have had a wonderful year full of flair and fun. We were honoured again to perform with the Mt View Musical with Contemporary, Jazz and Aboriginal routines employing these talents in our own Naidoc Day celebrations. The excitement of Flashmobs swept our school last year inspiring us to perform at the local TAFE promoting education week along with reading at our own Book Week Parade. Many children made up their own dance routines and performed them for the talent quest. Dance is an activity many of our children enjoy spending lunch times making up their own routines and then performing them just for fun in the hall for their friends. This year we are hoping to be involved with School Spectacular to showcase the extraordinary talent in dance we have here at Nulkaba Public School televised to the rest of the world. A new showcase of our talents will be through the Aerobics initiative in 2013. Dance is a fabulous way to encourage happiness and health here at Nulkaba. Thank you to all the community members who spend hours helping with costumes and props and set design. Well done children you always put on a marvellous show!

Sport

2012 has been another successful year of sport at Nulkaba Public School. We entered PSSA teams in Cricket, Netball, Rugby League, Hockey, Basketball, Soccer and Rugby Union. The school also entered various other tournaments throughout the year with a variety of success. Definite highlights throughout the year were the boys’ hockey and both of our basketball teams who made it to the regional final in their respective PSSA competitions. In addition our Rugby League teams achieved amazing results again this year by finishing in the finals of their respective competitions. Many of our students achieved individual success representing the Cessnock zone and 4 students represented the Hunter region in athletics, hockey, girls’ football and basketball at State level in 2012.

Bailey Cussen (Hockey)
Hariett Neville (Athletics)
Marni Richardson (Girls Football)
Molly Percival (Basketball)

All students and teams played with enthusiasm, great sportsmanship and followed our school motto of ‘Play the Game.’ Each year we have many parents who continually help in the running of our sporting carnivals and assist with transport for the PSSA teams. They are our number one supporters and without their support throughout the year we would not be able to give our students the opportunities we do.

Basketball

2012 was a successful year in basketball for both girls and boys basketball. Both claimed victory as the zone champions. Both teams then needed to
play off against Newcastle teams for the Regional final. Though both teams didn’t progress any further they played with honour and pride representing the school with wonderful sportsmanship. Also in basketball we had three children who were successfully chosen in the regional squads for boys and girls. It was a wonderful opportunity and a credit to the skills of these players.

Boys PSSA Soccer
The boys PSSA soccer team progressed undefeated through 4 rounds to make the Zone final of the competition where they were beaten.

PSP Writing
Nulkaba won both categories in the Stage 3 section, poetry (Megan Marchant) and creative writing (Macy Lewis), as well as having two students highly commended in both categories. Macy was declared the overall winner of the competition across categories and age groups (Year 4 - 10).

BOS Writing Competition
Amy Boyd was placed in the highly commended section for Stage 3 students in the Board of Studies creative writing competition.

Debating
PSP planned debating competition was a knockout competition involving schools across the region. This was Nulkaba’s second year in the competition. The team progressed through to the semi-finals of the competition, eventually being beaten by Windale PS - the winners of the competition.

The school entered two teams in the Premiers Debating Competition for the first time. One team went through the round robin stage (five debates) undefeated to claim the title of zone champions. They were defeated in the first inter-district final. The second team won two and lost two of their debates to come third in their zone.

Mayoral Challenge
Three students (Jordyn, Ryan and Kyla) were chosen to represent the school at the Mayoral Academic Challenge. They were successful in the knockout stage, winning their heat to progress to the semi final. The team came first in their semi-final to progress through to the final, beating Congewai and Paxton. They then faced off with the winning high school team (Kurri Kurri HS) and were successful in this challenge, eventually winning $2100 for the school.

GATS Camp
Three students, Jordyn Jeffery (Literacy), Sarah Richardson (Creative Arts) and Jackson Barton (Science) were chosen to attend the Hunter Region GATS Camp.

Science and Engineering Day
During 2012, students from Nulkaba Public School attended a Science and Engineering ‘Discovery Day’ designed by Newcastle University. It aims to provide meaningful, hands-on experiences which challenge young people to make a difference in the world by choosing a career in Science and Engineering. At the Discovery Days, an understanding of the value of teamwork, thinking outside the square, creativity, innovation and that learning can be great fun, are all explored.

The practical hands-on activities all involve principles of science, engineering and technology and are designed so that students can start working with a minimum of introduction. The program sees Year 5 and 6 students competing in two half-day activities ranging from design-and-build projects to logic, teamwork and task-oriented activities.

Robogals
Amy Boyd was judged to be the winner of her age group in the Robogals competition - a science challenge aimed at encouraging girls to participate in science activities. Amy videotaped herself performing an experiment, giving explanations as to what was occurring. This was a nationwide competition that Amy entered through the school.

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

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

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)
Our progress in Numeracy is a reason to celebrate as it is much higher than the State average as well as the like school group data. This has resulted in Nulkaba being asked to present at the Numeracy Success conference in 2013.

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

Click on the link http://www.myschool.edu.au and enter the school name in the Find a school and select GO.

**Significant programs and initiatives**

**Aboriginal education**

Even though Nulkaba Public School only has a small percentage of Aboriginal students, Aboriginal education has a significant role of informing all students about Aboriginal culture, history and ancestry.

The school’s Aboriginal links were enhanced through regular meetings with the local Aboriginal community.

Acknowledgement of country continues to form an important role in all assemblies and celebrations. Sorry Day is also recognised through the school community.

**Naidoc Day**

During Naidoc Week all students were involved in a variety of activities to enhance their Aboriginal cross-curriculum content and perspective. All students experienced and participated in interactive workshops run by local indigenous parents and teachers. All Students were given the opportunity to work together and enhance the school environment by making hanging gardens, and improving existing gardens this allowed all students to develop their knowledge about the environment and to establish an ethic of caring towards the natural world. Other activities included listening to Aboriginal legends, kite making, designing and painting Aboriginal murals. Students and parents were also given the opportunity to listen to a local Aboriginal performer.

**Multicultural education**

Tolerance and cultural diversity are promoted through the acknowledgment of special events and celebrations which were reflected in units of work studied by our students particularly in the Human Society and Environment Key Learning Area.

Stage 3 students incorporate many facets of multicultural education in their media studies through Behind The News, leading to Public Speaking presentations in classrooms.

Nulkaba Public School has a trained Anti-Racism Contact Officer (ARCO) who has been able to raise staff awareness through studying scenarios at our staff meetings.
National partnership programs

A strong emphasis of the Nulkaba Public School is the development of a common ethos of cooperation and willingness to participate in professional development to improve student outcomes and student engagement. We have a harmonious school community and our parent and community support is outstanding. The Positive Behaviour for Learning and Values program underpin the welfare policy, supporting the three core beliefs: respect, responsibility and excellence.

Throughout 2011 we have been additionally funded through the National School Partnership Program to support Low Socio Economic Communities. This program has allowed us to focus on the development and support of staff with particular emphasis on quality teaching, student engagement, Quicksmart, Multilit, and Accelerated Literacy.

Other programs

Careers Day

This year at Nulkaba we have celebrated the inaugural implementation of the Stage 2 (Year 3 & 4) Careers Day. This day was to celebrate local businesses and professionals and have time to talk to them about their educational journeys with our students; as research has shown the importance of talking to our children about their future and the importance of education.

Our visitors included the local fire brigade, ambulance, police, RSPCA, high school, chemist, veterinarian, wineries, real estates, nurses, hairdresser, Coles and accountants plus many more.

We were also lucky enough to have PolAir fly in and land in our school and spend time talking to our students about their career and had time to look through the police search and rescue helicopter.

The day was a huge success and we are very much looking forward to engaging more of our local community in this initiative.

Student Representative Council

2012 proved to be a very successful year for our SRC students. Throughout the year many fundraisers were organised to help provide support for foundations or charities that were somehow related to our students and the school community. Three of our most successful fundraising events that all raised over $400 each were: ‘Mito Day’, where the students dressed in their pyjamas, ‘Red Nose Day’ - that involved wearing red and purchasing, and finally our ‘Footy Finals Day’ - where students wore the colours of their favourite sporting team and participated in various sporting activities. This particular fundraiser was to raise funds and awareness for the Hunter Violence Domestic Group.

Peer Support

Peer Support ran in term 2 of 2012. This program provided all stage 3 students a chance to be involved in a leadership role, which develops their communication skills, self-confidence and self esteem. Stage3 students were buddied and given a group of younger students to mentor. This program allows for the development of strong links between all students. Due to its flexible nature Peer Support provides an ideal opportunity to incorporate activities on school values, bullying, resilience and positive self talk which equips all students with skills to navigate their way through life.
Green Thumbs Program

Our Green Thumbs have been very successful with hands on working in the vegetable and herb garden. They have had the opportunity to take home lots of produce and show off their talents to council when they came out to do their tidy towns assessment. Our worm farm is enjoying the fruit break scraps that the children bring daily. We now have an oriental garden complete with mosaic panda, sand Zen garden, Yin and Yang lily pond and pink cherry blossom tree. Mrs Parkinson our flower fairy Nan and the children have been busy with beautification producing flowering petals of many colours to brighten up our school. Charlie our Chef extraordinaire has big plans to see the children cook and share their produce with fellow classmates in the future. We have a mini fruit and olive orchard along with a row of grape vines thanks to the help of our garden gnome Al. The children have many opportunities to be creative in the garden and put their talents to use. They have constructed their own tomato plot complete with tee pee for them to climb up along with a fence and bird feeder all with found scrap materials. Murals and mosaics are being created around the school expressing our care and concern for flora and fauna. A big thank you to all the community members who give us their invaluable time and efforts we really appreciate it. Well done children thanks for making our garden grow!

Surf Skills

In 2012, all students from Years 5 and 6 participated in a beach awareness program at Nobby's Beach in Newcastle. The program, run by Royal Surf Lifesaving Australia, covered beach safety and games including, hazard identification, recognising beach signage, beach and waves type, surf skills, rescue and survival techniques, sun protection and beach flags games. The day provided students with increased skills and complemented the work done in PD/H/PE in regards to water safety and also gave those students who may rarely have the opportunity to go to the beach a fun and enjoyable experience.

Special Needs

Nulkaba has a number of students who require specialised support both within the classroom and from specialised programs. Nulkaba is very fortunate to have such skilled and passionate SLSO’s to support these students. Programs such as Quiciksmart and Multi-lit are delivered daily. Our SLSO’s also support teachers in the delivery of IEP’s and the differentiated curriculum which is necessary to ensure success for all of our students.

Kindergarten Orientation.

During 2012 a new 10 week Kindergarten Orientation was trialled. Students were invited to come to the school for two hours for ten consecutive Friday mornings. During this time the students were involved in a literacy program which involved learning centres, reading and craft activities. It was run by one of our experienced Kindergarten teachers with the support of two SLSO’s and some volunteers. This also gave the other 2013 Kindergarten teachers the opportunity to take turns to assist during these
sessions. The aims of the program were to collect vital information on the incoming students, develop some important relationships and to orientate parents to the school. During three of the sessions parents were involved in their own activities to provide them with vital information for their child for the next year.

Also during this time we ran a games day that was put on by the Year 4 students who become the Kindergarten buddies at the start of the following year. These buddies help to support students during the first few weeks of school during recess and lunch. This guided the students on appropriate areas to play, times to go to the toilet and the types of games that are good for school. These buddies will also support students during Peer Support and these buddies will help to guide groupings when putting them together. This provides these students with a familiar face other than their teacher for the next couple of years. At this stage the orientation has been extremely effective and well received within the community. At this stage we are planning to run the same program in 2013.

Cessnock Community of Great Public Schools

The school is a proud member of the Cessnock Community of Great Public Schools (CCGPS). The CCGPS includes two high schools and fourteen partner primary schools within the local area, striving collectively to provide the best possible educational opportunities for students from preschool to year 12 through a collaboratively developed strategic plan. In 2011 the CCGPS was recognised with a Director General’s Achievement Award for “A K-12 approach to improving student learning outcomes”. The core values of the group; Collaborate, Inspire and Achieve, support the collective goals and align strongly with those of the individual schools within the local management group (LMG). The priority areas of the CCGPS in 2012 were Curriculum, Engagement and Learning, Professional Learning, Aboriginal Education and Community Engagement. The CCGPS collaboration has delivered significant benefits for students that have been sustained since the commencement of participation in the National Partnership for Low Socio-economic Communities (NP) in 2010.

Achievements of the CCGPS in 2012 include:

- Our overall enrolments have now stabilised for the last three years, with a slight increase in 2012
- A four percent increase in the proportion of Y5, 7 and 9 students achieving expected growth in NAPLAN reading and numeracy compared with 2011
- Our Aboriginal student outcomes demonstrated a closing of the gap compared to all LMG students. This included in attendance, achievement in NAPLAN reading and numeracy at or below national minimum standard compared to 2011, and achievement in NAPLAN numeracy at proficiency level. There has been a halving of the gap in Aboriginal student attendance from 3.6 per cent prior to NP to 1.5 per cent in 2012. For Y3 numeracy the gap has been halved, Y5 reading gap eliminated, Y5 and Y9 numeracy gap halved; Y9 reading gap halved
- A focus on student engagement; forty two teaching staff are involved in seven action research projects investigating ways to improve student engagement and aspirations. Sixty five teachers have participated in a three day intensive course in the NSW Quality Teaching model which is being implemented in all schools.

Progress on 2012 targets

Staff has focused on lifting the number of students who are proficient in the areas of reading, writing and numeracy.

Target 1

Repeat target for 2012 from 2011 report

To increase the students achieving proficiency in NAPLAN Reading for Year 3, Year 5 and Year 7.

Interim targets for 2012 were:
Year 3: 45%
Year 5: 29%
Year 7: 16%

Our achievements include:
• Target for Year 7 was exceeded with 26% of students achieving in the proficient bands.
• All staff fully trained in Accelerated Literacy.
• All executive have now attended the 3 day Quality Teaching Conference which will enable Quality Teaching to be a priority for 2013.

**Target 2**
To increase the number of students achieving at or above the expected growth in Year 5 and Year 7 NAPLAN Reading

Interim targets for 2012 were:
Year 5: 60%
Year 7: 68%

Our achievements include:
• Year 5 exceeded the target with 63% of students achieving at above the expected growth.

**Target 3**
To increase the students achieving proficiency in NAPLAN Numeracy for Year 3, Year 5 and Year 7.

Interim targets for 2012 were:
Year 3: 31%
Year 5: 32%
Year 7: 33%

Our achievements include:
• Number groups formed in Stage 1 to support the focused teaching of number concepts in the early years.
• Programming and planning in numeracy is completed in stage based groups

**Target 4**
To increase the number of students achieving at or above the expected growth in Year 5 and Year 7 NAPLAN Numeracy

Interim targets for 2012 were:
Year 5: 78%

Year 7: 75%

Our achievements include:
• Year 5 target met
• Scope and sequence for numeracy used across all stages.
• Mathletics used to support numeracy teaching at school by enabling parents to engage with students at home.

**School evaluation**
NSW public schools conduct evaluation to support the effective implementation of the school plan.

In 2012 our school carried out evaluation of having AP’s as mentors.

**Background:** The decision to release each of the three AP’s for one day per week to support the stage/stages for which they were responsible was a decision made for 2012. With such a young staff, many of whom were working towards the professional competency level, it was decided targeted and focussed mentoring and support was needed.

**Findings:** This year’s focus analysis of staff by surveys indicates that:
• 100% of staff value the time and also the support provided by their AP.
• 95% believe that programs are more co-ordinated and that they have a place to voice any concerns they may have with both curriculum and welfare.
• That AP’s have the time to be in classrooms to support and observe; this is especially relevant with so many of the staff being involved in attaining or maintaining their Professional Competence accreditation.
• Assessment tasks and the timetabling of these tasks aligned and relevant.
• Analysis of SMART Data was more in depth and the information gained will be used more productively in 2013.

**Conclusions:**
While this structured stage based mentoring and professional learning project is proving extremely successful, and staff are very supportive of this process, with the finish of National Partnership Low SES funding at the end of 2013, consideration will need to be given to release time for the AP’s to enable this to continue. To begin this process, stage meetings will be held either before or after school in 2013.
Future Directions:
The role of the AP’s next year will be to work together build organisational systems and processes that will allow these valuable mentoring and support programs to be sustained. Concepts to be considered include:

- Flexible RFF where shorter sessions would be available as extras.
- Use of TPL funds
- Creative use of assembly and scripture times
- Informal support in smaller groups.
- Co-ordination by AP’s of Quality Teaching coding to support professional learning.

In 2012 our school carried out evaluation of: The use of QuickSmart and Accelerated Literacy as targeted interventions to improve student learning outcomes.

Background:
The original Situation Analysis, that was conducted pre National Partnerships Low SES funding commencing, showed in the NAPLAN data that there was a significantly large number of students in Bands 2-4 especially in Literacy and Number. Accelerated Literacy and Quick Smart were introduced to Nulkaba Public School.

Both teaching staff and School Learning Support Officers were trained in QuickSmart using national partnership funding. Timetables were organised so that targeted students could be supported in their learning with this program. The staff invested into a regional National Partnership package of training and in-school support for the implementation of Accelerated Literacy with Chris Wall. All teachers from S1-S3 were trained in this program and training has continued in 2012. One Kindergarten teacher has also undertaken training and has implemented the program.

Findings:
Staff surveys on Accelerated Literacy (AL) show 85% of staff have been trained in AL and that all trained staff implement some or all of the AL strategies.

80% of all staff currently implementing AL in their classroom have noticed improvements in their students literacy abilities.

Over 80% of staff had very positive feeling towards AL and their ability to support students, using this pedagogy, to reach their full potential in Literacy.

All staff appreciated the input from in school support provided by the tutor in the successful implementation of AL in their classroom.

All staff reported that the training received had enriched their understanding and supported the range of students in their class.

100% of 2011 QuickSmart students earnt greater than or equal to expected growth.

Conclusions:
Both Accelerated Literacy and QuickSmart have had a positive outcome for both staff and students. Continued professional development will be provided for all staff in 2013.

Future Directions:
In 2013 we will need to look at other methods of funding QuickSmart in the school so that this worthwhile program is sustainable in 2014 and beyond.

In 2013, continued support from Chris Wall will be a high priority, with the objective being full training of all staff so that in 2014 it will be an easy task through TPL funds to maintain Accelerated Literacy as a huge focus at Nulkaba Public School. 2013 will be the first NAPLAN year to truly show the impact AL has had on our schools literacy results.

In 2012 our school carried out evaluation of: Specific and Targeted support for student with disabilities

Background:
Nulkaba Public School has a large proportion of students with autism as a part of their diagnosis and staff were keen to look at ways in which they could better support these students in light of the Department’s new structure in regard to funding support for students with a disability. One suggestion was to use the expertise of our SLSO’s with both QuickSmart and MultiLit to support these students as well as our other students with disabilities. In Semester 2, a Learning and Support Teacher (LAST) was appointed to Nulkaba. This required restructuring of support time and also increased the SLSO time in regard to QuickSmart.

Findings:
All staff chose to complete the ‘Autism on Line’ Course so as to better equip them to support these students in the classroom as many of these students no longer had access to Funding Support.
All SLSO’s undertook the same course and initial responses have been very positive. The course was completed by the end of 2012. The LAST has also presented information at Staff Meetings and has become an integral part of the School Learning Support Team. Her ability to assess, program and support staff and students has enabled a more targeted approach to occur. Concerns are addressed promptly and targeted interventions are implemented swiftly.

**Conclusions:**
Both in terms of data and through conversations with staff, the implementation of online training, referral systems and targeted interventions has shown excellent improvements in both the educational and emotional wellbeing of the students with disabilities at Nulkaba Public School.

The increase in time for our SLSO’s to implement the QuickSmart program has also shown significant improvements in both the confidence and the outcomes of the students involved in the program.

**Future Directions:**
In 2013 more online courses will be offered to staff in identified areas. SMART goals and interventions, written in collaboration between tutor, teachers and SLSO’s will support effective outcomes for students.

How to sustain QuickSmart as a program will need to be investigated throughout the year as this has proven to be a very worthwhile program - flexibility with finances and use of the ESES money may be one way.

**Parent, student, and teacher satisfaction**
In 2012 the school sought the opinions of parents, students and teachers about the school. This year parents and students had the option of completing their surveys on line. This led to a larger percentage of parents completing the surveys.

Parents’ responses to improved engagement and communication with school showed positive and improved results.

For more information on staff and student survey data see the evaluation section.

**Professional learning**
A strong emphasis of the school is the development of a common ethos of cooperation and willingness to participate in professional development to improve student outcomes and student engagement. Through the establishment of a comprehensive and systematic Professional Learning framework all staff are highly competent practitioners. Each staff member has had the opportunity to participate in external training opportunities and internal development and mentoring, including Accelerated Literacy, Quality Teaching Initiatives through the University of Newcastle, Best Start, First Steps, MultiLit & QuickSmart.

In 2012 all staff completed the on line autism course led by our LAST Mrs Davey.

**School planning 2012—2014**
The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

**School priority 1**
**Outcome for 2012–2014**
- To increase the students achieving proficiency in NAPLAN Reading for Year 3, Year 5 and Year 7.
- To increase the number of students achieving at or above the expected growth in Year 5 and Year 7 NAPLAN Reading

**2013 Targets to achieve this outcome include:**
Interim targets for proficiency in 2013 are:
- Year 3: 45%
- Year 5: 29%
- Year 7: 26%

Interim targets for growth in 2013 are:
- Year 5: 68%
- Year 7: 68%

**Strategies to achieve these targets include:**
- Continue to release AP one day a week for mentoring and supervision of teachers.
- Continuation of Accelerated Literacy (AL) with a focus on strengthening knowledge and engagement of high quality, age appropriate text.
• Continue ‘Super Six’ strategies to develop consistent comprehension strategies throughout the school.

• Provide in school and external PL for the targeted needs of staff.

• Employ additional SLSO time for continued participation in the MultiLit program.

• Early identification of students requiring extra support and referrals to the Learning Support Team.

• Provision of a Stage Two Enrichment Class to provide opportunities for targeted students.

**School priority 2**

**Outcome for 2012–2014**

• To increase the students achieving proficiency in NAPLAN Numeracy for Year 3, Year 5 and Year 7.

• To increase the number of students achieving at or above the expected growth in Year 5 and Year 7 NAPLAN Numeracy

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

Interim targets for proficiency in 2013 are:
- Year 3: 31%
- Year 5: 32%
- Year 7: 33%

Interim targets for growth in 2013 are:
- Year 5: 80%
- Year 7: 75%

**Strategies to achieve these targets include:**

• Maintain previous strategies and focus on Number.

• Continue Stage 1 numeracy groups to provide focused delivery of numeracy skills at appropriate levels (3 days per week)

• Introduce Stage 2 numeracy groups

• Provision of a Stage Two Enrichment Class to provide opportunities for targeted students.

• Review stage based scope and sequences and develop a whole school scope and sequence with a vision towards implementing the National Curriculum.

• Employ additional SLSO time for continued participation in the QuickSmart 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.

Narelle Hunt  Principal
Karen Baker  Deputy Principal
Lesley Burley  Assistant Principal
Luke Somerville  Assistant Principal
Jaclyn Zoneff  Assistant Principal
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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: