School context

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.

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 2013 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.
- Student transition meetings using student input were held with our local high school.
- The continuation of our extended Kindergarten transition program culminating in a wonderful Kindergarten Expo.
- Our students were involved in community events such as Anzac Day Parade and the CCGPS Paint the Town REaD Campaign.

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, who has sadly finished at the school) 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. 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 amount through the School Fair, School Ball, School Disco’s, 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.
Last year the P&C handed over more than $40,000 worth of equipment and improvements around the school. This includes Turfing and irrigation repair and ongoing maintenance of the back grassed area, Smartboard for the Library, Library Subscriptions/books, Wireless network upgrade, Data Cabling, Swim School Buses, Sports Storage for Hall and sponsorship of the Class Encouragement awards for Presentation Day. Plus approval has been given for a covered walkway between the COLA and the School Hall and renovation of the Stage 3 class rooms. 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 President

**Student representative’s message**

I have been at Nulkaba for 7 years. Over my time at Nulkaba, I’ve made many friends, achieved many of my goals and gained skills and knowledge that I will use for the rest of my life.

All of the teachers who I have had at Nulkaba have taught me wonderfully and I respect them and thank them for all of their hard work. There are definitely some moments I’ve had at Nulkaba that I will never forget, like school camps, assemblies, special events and the Year 6 farewell. I don’t know what the future will be like but I know that I will never forget my past at Nulkaba.

I was honoured to be the school captain for 2013 and to have attended such an amazing public school. It has been a memorable, happy, beneficial, splendid and unforgettable 7 years.

Good luck to the new team of leaders and to all of my fellow year 6 students, however I also must say goodbye to all of you and sadly Nulkaba Public School.

**Kyla Borghero – School Captain**

**Student information**

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

Nulkaba Public School has a current enrolment of 407 students (270 families), comprising of 17 classes. Boys make up 51% (207) of the student population in comparison to girls 49% (200). Our enrolment should remain the same allowing us to keep our 17th class. The projected enrollment by the DEC for 2018 is 500.
Student attendance profile

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.

Workforce information

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

At the end of 2013 we lost our National Partnership DP – she will be missed. One staff member retired and a new AP was appointed to start in 2014.

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
<th>Position</th>
<th>Number</th>
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</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
<td>Deputy Principal(s)</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>3</td>
<td>Classroom Teacher(s)</td>
<td>14.372</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td></td>
<td>Learning and Support Teacher(s)</td>
<td></td>
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<tr>
<td>Teacher Librarian</td>
<td>0.42</td>
<td>Teacher of ESL</td>
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</table>

School Counsellor | 0.8
School Administrative & Support Staff | 0
Total | 0.3

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce.

In 2013 we had 3 permanent classroom teacher positions filled by teachers that identify as Indigenous.

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>
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</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
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<tr>
<td>Postgraduate</td>
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<tr>
<td>NSW Institute of Teachers Accreditation</td>
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Financial summary

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

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<td>Global funds</td>
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<td>Tied funds</td>
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<tr>
<td>School &amp; community sources</td>
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<td>Canteen</td>
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<td>Total income</td>
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</table>

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

A full copy of the school’s 2013 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 2013

This year has been a very successful year for Nulkaba Public School. We, again, had a student successful in gaining a place at the Newcastle Permanent Mathematics Competition Camp. Students competed successfully in state wide competitions in Mathematics, English, Science and Computing.

Academic achievements

NAPLAN

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

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

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

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

Click on the link http://www.myschool.edu.au and enter the school name in the Find a school and select GO to access the school data.
Three out of four areas show our growth exceeds that of both our SSG group and that of the State. These are wonderful achievements. With the implementation of the new curriculum in Literacy in 2014 and Mathematics in 2015 this should increase even more.
Other achievements
Live Life Well @ School

This year all teaching staff undertook professional learning to improve their knowledge and understanding of Fundamental Movement Skills and the effects of nutrition on students. This has resulted in the school becoming a Crunch and Sip school enabling all students have access to fresh fruit and vegetables every day. All students throughout the school were also given water bottles so that they could be constantly quenching their thirst with H2O. 88.4% of students from K-6 are now bringing fruit and vegetables in on a daily basis and 81.04% are frequently drinking water.

Further to this initiative, parents and the community have been kept up to date with healthy recipes and tips through the newsletter.

Active After Schools

In 2013 the Active After School Communities sports program was once again implemented at Nulkaba. This program, which gives our students opportunities to try new sports and develop a range of skills, delivered eight sporting programs throughout the year. These sports were cycling, Zumba, cricket, taekwondo, rugby union, golf, basketball and touch football. Through the implementation of this program our school has strengthened its ties with local sporting clubs and provided students with opportunities to engage in sport outside of school. Two students from our golf program were subsequently selected to compete in a PSSA golf competition and in 2014 our rugby union participants will be invited to play in a ‘Try Rugby 7’s’ Walla Rugby Festival. Our funding for 2014 has been approved and we look forward to introducing more students to the wide range of sports that the Active After School Communities sporting program can provide.

Peer Support

Peer Support was a great success in 2013. There were 32 groups, each with approximately 12-13 students ranging from K-6. Each group had two year six students who had been previously trained to be Peer Support Leaders. During each session students participated in a range of activities and games. Focus areas were: resilience; qualities of being a good friend; being positive; respect and responsibility and coping skills.

The program proved to be invaluable to our students and was enjoyed by all.

Primary Choir 2013

It has been another busy and wonderful year with our primary choir. We have performed at many special events throughout the year such as special assemblies at the end of each term and our big event on Presentation Day. A selection of choir students were involved in auditions for Star Struck and School Spectacular. Mrs Woods was delighted to take a group to each performance of Star Struck at the Newcastle Entertainment Centre. We were also lucky enough to have the opportunity to see the Mount View High School Production this year.

Aerobics 2013

2013 was a successful first year of Aerobics at Nulkaba Public School. We had three teams with students from year 2 to year 6. At the state aerobics competition in Sydney, High Voltage placed second and Honey Bees placed third in the state. Towards the end of the year all three teams competed in the Spring Challenge at Hunter Valley Grammar School where we placed first, second and third. Aerobics is a great opportunity for our students to display their skills and talents in dance and athleticism. We look forward to another busy and fun filled year of aerobics in 2014.

School Spectacular

The School Spectacular was an amazing experience and I have learnt so much about dancing and team work. It was so exciting to go on stage with all the other dancers and perform in front of heaps of people in the audience. Through School Spectacular I made lots of new friends and I got to meet some amazing people.

By Molly
I loved meeting new people, performing in front of so many people and doing it with one of my best friends. The choreographers were lovely and it was all exhausting but fun. School Spectacular was an incredible experience that I will never forget.

By Kyla

**Music Lessons**

At Nulkaba during 2013 students were offered in school music lessons through our association with the Upper Hunter Conservatorium of Music. Lessons were offered for piano, drums, guitar and clarinet and were taught by quality teachers from the Conservatorium. In 2013 over 40 students participated in these lessons. The school also funded a Guitar Ensemble and a Drum Group which allowed the students to gain experience playing as part of a group. The students were given opportunities to perform as part of the Guitar Ensemble and the Drum Group at school events and special assemblies and as individuals at weekly assemblies. Our annual Music Showcase was held in November for the third year. Family and friends were invited to watch the children perform and see the fantastic progress that was made during the year.

**Sport**

Sport remained an integral and valuable part of the school’s curriculum for students to gain self-confidence and develop a variety of physical and social skills.

Throughout the year our students ‘played the game’, revealing a character that prides itself on teamwork, commitment and the sense of fair play. A number of our teams were often praised for their conduct both on and off the field with many positive comments communicated by spectators and opposition coaches.

We are extremely fortunate to have supportive parents and grandparents who have transported, coached and refereed our teams. Community support is strongly valued by our staff and is integral in making a vital difference to the success of our teams.

In 2013 we entered teams in golf, cricket, netball, girls’ and boys’ football, hockey, rugby league, rugby union, girls’ and boys’ basketball, trampolining and aerobics.

The PSSA boys’ cricket, football, hockey, basketball and rugby league teams made it to the final round of their respective regional groups, only narrowly missing out on state quarter finals.

For the first time, Nulkaba entered into the state wide aerobic competition. We had three teams in 2013 and a huge commitment was made by staff and the girls’ in order to have the routines synchronised. In the state finals held in Sydney in term 2, High Voltage was placed second and the Honey Bees’ were placed third. This is a wonderful achievement and we look forward to continued success in the future.

Four students also entered in the Lake Macquarie trampoline championships held at Belmont High School. Our school came 4th in the competition and our participation in this event will hopefully continue to develop over the next few years.

Our school continued its involvement in the Active After School Sports Program. Students participated in cricket, tae kwon do, rugby union and basketball sessions each Tuesday and Thursday afternoons. The program also allowed the school to purchase a variety of resources to support physical education and sport programs.

The Live Life Well committee was successful in their funding application. Sporting bins for easier access to sporting equipment at recess and lunch times were purchased and bubbler bottles that can refill students drink water bottles will soon be installed.

Our participation in the Premiers Sporting Challenge saw our school achieve the platinum award, which meant our students consistently participated in at least two hours of physical activity each week over the ten week period in
term 3. The funds granted to the school as part of this program were used to purchase footballs, netballs, hockey equipment and moveable storage so that all students had easy access to equipment.

Three students were recognised at the Hunter Regional level for their pursuits in rugby league, rugby union and hockey. Two students were members of the victorious boys’ hockey team which took out the state final.

Public Speaking
All classes from K-6 were involved in a Public Speaking Competition. Each student had to prepare and present a 2-3 minute speech on a topic of their choice. Two winners were chosen from each class, they then competed against the other class winners from their stage. The winners from each stage went on to compete at the Zone Public Speaking Competition. Nulkaba Public School was lucky enough to hold this event which saw 12 schools and over 80 students compete.

National Simultaneous Storytime 2013
Nulkaba students again joined thousands of other students across the country to participate in the annual National Simultaneous Storytime. In 2013, the title chosen for the Storytime event was “The Wrong Book” by Nick Bland. This title proved to be a wonderful choice, as it very easily staged in play format. Several of the 2013 Student Library Assistants took on the various character roles, performing the story for the whole school. They gave a wonderful performance, and were even asked to give a repeat performance for students. Later in the year, they were able to perform the story for parents at the annual Book Week parade.

Premier's Spelling Bee
Every student in Stage 2 and 3 participated in the 2013 Premier's Spelling Bee. Four students were selected to participate in the Regional Finals at King Street Public School. The students all represented our school with pride and gave a fantastic effort with one of our students placing runner up in the senior competition.

Premier's Reading Challenge 2013
The 2013 Challenge again achieved remarkable results across the school, with some 322 students, or approximately 80% of the student body, completing the Challenge. This represented the highest numbers of entries ever achieved during the history of the school’s participation in the Challenge. Many teachers and parents provided consistent support and encouragement to students to help achieve this fantastic result. Included in the whole school result was our highest number of Gold Certificate recipients – approximately 60 students, and our highest number of Platinum Certificate recipients – 7 of our outgoing Year 6 students.

Significant programs and initiatives
Careers Day
Stage 2 has again completed another fantastic Careers Day. With many local business and professionals attending our school to talk about their educational journeys, talking about their professions, showing equipment they use and answering many student questions. The day celebrated our local community members and showcased the importance of education and the link to successful future careers.

Our visitors included the local fire, ambulance and police, RSPCA, high school, chemist, veterinarian, nurse, real estate, hardware store and supermarket, hairdressers, accountants, pastry chef and many more.

Our local community plays a very important role in supporting our school and students and through our Stage 2 Careers Day we are able to work together to show the importance of public education and how relevant it is to our children’s future.
**Special Needs**

A key goal of Nulkaba Public School’s Learning Support Team (LST) is to facilitate and coordinate a whole school approach to personalise the diverse learning and support needs of our students. Eight staff members from across all Stages and the school counsellor are on the LST. Weekly meetings ensure concerns and information from a range of LST contributors including health professionals, community services and non-government organisations is shared. An action plan for each student is prepared and documented at the weekly LST and roles assigned ensuring a timely and concerted result. A revised LST referral system has ensured an efficient and targeted response timeframe. The Learning and Support Teacher (LAST) works collaboratively and consultatively with the LST and the school community to ensure a comprehensive learning and support program is in place for individuals and groups of students identified by the LST. Systems and processes are in place to ensure careful monitoring of students learning and support outcomes.

**Rock and water**

At Nulkaba in 2013 we introduced the “Rock and Water” program, which is designed to build resilience in children and respect for others.

In this program, Rock represents, you are strong on the inside and the outside and can stand up for yourself. Water represents friendship and helping others.

The lessons were offered weekly with all Kindergarten children as part of their PE activity rotations. Group sessions were also held for a selected group of Stage 1 and Stage 2 boys and girls. S2K participated in “Rock and water” as part of their PDH program.

This program was in conjunction with the Aim High (a project of the University of Newcastle) and the CCGPS.

**Student Representative Council**

2013 proved to be another 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, ‘Stewart House Day’ where students wore blue and purchased merchandise such as handballs, 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.

**Debating**

In 2013 Nulkaba entered two teams in the Premiers Debating Competition for Years 5 and 6. Following a round robin format with other schools in our Zone the team, consisting of Aspen, Adam, Ben and Sarah, went through undefeated. This led them to a knockout phase against other Zone winners. Winning their next two debates they were eventually defeated at the Quarter Final level of the Hunter/Central Coast Region.

Nulkaba also entered a debating team in the Inter School Planned Debating Competition held amongst National Partnership Schools in the Hunter Valley and Central Coast. This competition was a knockout format. The team of Kyla, Jed, Molly, Alison, Chloe and Emily were successful through five debates before being defeated in the Final of the competition by Windale.

Students involved in the debating competitions were extremely enthusiastic and proud of their achievements and developed life-long skills as public speakers as well as strengthening their confidence, knowledge of current events and time management skills.

**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 was also recognised through the school community.

A new internal flag stand has been purchased which will allows us, in 2014, to display the Australian and Aboriginal flags permanently in our school hall.
NAIDOC Day

NAIDOC Day 2013 was a fantastic day. This year students and staff participated in a number of cultural workshops. These workshops included: Aboriginal art, crafts, sport games, dream time stories, boomerang painting and many more.

We had wonderful guest presenters which included Morris who played the Didgeridoo and explained to students the significance of NAIDOC Day; Nathan who performed some traditional dance and assisted with workshops. The boys and girls dancers along with boys who accompanied on the bongo drums were extremely impressive.

Teachers, parents and community members and the AECG gave their time and assistance. One of our parents organised a bush tucker morning tea.

This mural is a colourful and creative addition to our school.
It was fantastic to see all of our children engaged in fun activities to celebrate NAIDOC 2013.

Student Comments
NAIDOC Day was fun. We did many activities. The peer support leaders were great and welcoming. We painted rocks for the garden; we painted a wall in Aboriginal paintings. There was music and dancing done by the students. It was a fun and interesting day.

By Sarah S3S

NAIDOC Day at Nulkaba Public School was a fabulous event full of inspiring stories and plays.

The students had great fun participation in many Aboriginal and Torres Strait Islander themed games, activities and performances including dot painting, boomerang making, bin bowling cricket and a few mesmerising murals. Many wonderful parents and teachers also took part in the celebrations too. My highlight was probably painting the mural next to the Vegetable garden as well as the NAIDOC games being held and played out on the schools back oval.

By Aspen S3S

NAIDOC Day 2013 was an inspirational day dedicated to the original custodians of Australia and Torres Strait Island. Nulkaba Public had an exciting cultural day full of dancing, singing, reading drawing, games and art that all students thoroughly enjoyed.

Adam S3S

NAIDOC Day was a wonderful day with games and activities from rock painting to dancing and children’s parents coming for a picnic with lovely weather it was a recipe for success

Ben S3S

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 partnerships

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 2013 we have been additionally funded through the National School Partnership Program to support Low Socio Economic Communities. This was our final year on the program. It 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.

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Focus Groups
- Surveys
- Informal discussions with all members of the community.

School planning 2012—2014: progress in 2013

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

Evidence of progress towards outcomes in 2013:

- NAPLAN Reading Data for Year 5 shows that 27% of students were placed in the proficiency bands compared to 22.3% in 2012.
- NAPLAN Reading Data for Year 3 shows that 53.1% of students were placed in the proficiency bands compared to 34% in 2012.
- Average progress in Reading from Years 3 -5 in Reading is significantly above our SSG and also above the State

2014 Targets to achieve this outcome include:

Final targets for proficiency in 2014 are:
- Year 3: 45%
- Year 5: 29%
- Year 7: 26%

Final targets for growth in 2014 are:
- Year 5: 68%
- Year 7: 68%

Strategies to achieve these outcomes in 2014:

- 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.
- Continue the development of quality assessment tasks aligned to the New English Syllabus documents.
- Early identification of students requiring extra support and referrals to the Learning Support Team.
- Continuation of the Stage 2 and Stage 3 Enrichment classes to provide opportunities for targeted students.

School priority 2

- 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

Evidence of progress towards outcomes in 2013:

- NAPLAN Numeracy Data for Year 3 shows that 37% of students were placed in the proficiency bands compared to 21% in 2012.
- NAPLAN Numeracy Data for Year 5 shows that 19% of students were placed in the proficiency bands compared to 28% in 2012. This will need to be looked at closely in 2014.
2014 Targets to achieve this outcome include:
Final targets for proficiency in 2014 are:
Year 3: 31%
Year 5: 32%
Year 7: 33%

Final targets for growth in 2014 are:
Year 5: 80%
Year 7: 75%

Strategies to achieve these outcomes in 2014:
- Maintain previous strategies and focus on Number.
- Continue Stage 1 and Stage 2 numeracy groups to provide focused delivery of numeracy skills at appropriate levels (3 days per week)
- The continuation of Stage 2 and Stage 3 Enrichment Classes 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.

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 2013 all SLSO’s completed the online behaviour course led by our LAST Mrs Warren-Davey.

Parent/caregiver, student, and teacher satisfaction
In 2013, the school sought the opinions of parents, students and teachers about the school. Nulkaba has always enjoyed a hardworking and successful running P&C association. Parent involvement was high in the traditional volunteer roles. The success was moving to more parent participation in educational decision making and finally to partnerships of home, school and community. The reason behind this was mostly two fold; strong competition from private schools in the area but more importantly we realised increased quality parent involvement led to increased student engagement. In The ‘Tell Them From Me’ survey students rated advocacy outside of school 6.4 out of 10.

Strategies
- Improved two way communication was established, opportunities for involvement organised and from this meaningful connections made.
- We have established a comprehensive Kindergarten orientation program, developing strong ties with local preschools, and other external support organisations, which have led to early identification of children at risk.
- We are sharing the language and theory of Accelerated Literacy with parents so they can have meaningful conversations about their children’s learning.
- And we have made a conscious effort to inform parents of the many programs and choices their children have at school each day that may go unnoticed.

Conclusion
Increased quality parent involvement has led to increased student engagement. In The ‘Tell Them From Me’ survey students rated advocacy outside of school 6.4 out of 10.

Program evaluations
Background
Accelerated Literacy was implemented at Nulkaba PS from 2011 due to a combination of student NAPLAN results in reading being below expectations and staff needs to strengthen their literacy teaching skills. Training continued throughout the school in 2012 and 2013 to ensure as many staff as possible were formally trained in the AL pedagogy under Chris Wall. Chris Wall was also employed to provide further training and development to the staff through a combination of in class mentoring and whole school development. Resource funding was allocated to AL resources to allow for the
implementation within the classroom with a greater range of rich literary texts.

Findings and conclusions

Over 85% of all Classroom Teachers (K-6) trained in and implementing some forms of Accelerated Literacy (AL) pedagogy into their daily literacy lessons. This year has seen an increase in teachers utilising the pedagogy within their lessons.

All staff implementing AL have seen improvements in students overall literacy abilities and engagement in literacy lessons. This engagement was particularly evident within boys. Over 90% of all staff had positive feelings towards AL and their ability to implement the pedagogy effectively, allowing students to attain higher achievements in literacy.

Staff reported that they felt that the training and support that they had received had been effective in allowing them to implement AL effectively within their classrooms. They felt the time spent with Chris Wall within the classroom and the mentoring that she provided was extremely valuable and rewarding.

AL has been completely implemented throughout Years 1 – 6, with 1 teacher in Kindergarten implementing the pedagogy as well as one other teacher from Kindergarten training with plans to implement the pedagogy next year. This has enabled the school to take a more structured and systematic approach towards the teaching literacy through the consistent structure of lessons, language and activities and enforces high standards for all students.

Student’s engagement in literacy lessons has increased due to the use of age appropriate, high quality texts and the specific teaching of background knowledge that supports the text allowing for in depth understanding of lessons to take place and ‘closing the gap of difference’ amongst the students. Teachers have reported an increased range of texts that students are reading voluntarily, often influenced by the author of the text that they are studying in the classroom.

Future directions

Accelerated Literacy has shown to create a positive outcome for both students and staff. NAPLAN results indicate positive growth in the area of reading for both Year 3 and 5 students, while maintaining other areas of literacy.

Continued training and consolidation of best practice for staff in 2014 will be a priority.

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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