Our school at a glance

Students
Normanhurst Public School has a steadily increasing student enrolment. 33% of the students have a background other than English, predominately Chinese, Indian, Thai, Japanese and Korean.

Staff
A mix of very experienced and recently appointed staff provides diverse learning experiences for students. The common bond is a desire for a professional approach to teaching and a keen interest in the welfare of students. Teachers willingly assist with students from the universities as there is a common belief that this school is an excellent resource for practicum students.

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

Significant programs and initiatives

Online learning
The computer coordinator and teacher librarian attended inservice training in Web 2 tools. Some of the tools that were later used with students included Storybird, Wordle and Wallwisher. Students were encouraged to think about their audiences when publishing work on the internet. They also gave useful feedback to each other. Some Storybird work was done collaboratively and produced excellent results. Before attempting any online work, students completed a variety of lessons to reinforce understanding of cyber safety and the importance of online security.

Peer Support
An eight lesson program, provided by the Peer Support Foundation, had student led groups discussing bullying – how to recognise the behaviours, how to deal with these behaviours and strategies to give students confidence to be assertive.

Green Team
An enthusiastic group of students planted and harvested vegetables and herbs with the bonus of sampling the produce. Students were taught to weed properly and two gardens under their management have flourished.

Public speaking, debating
Students from Years 3 to 6 participate in the Multicultural Perspectives Public Speaking Competition. School finalists advance to the local final with winners competing in the zone final. The Barry O’Farrell Speaking Competition is an opportunity for the school’s champion speaker to compete against other schools in the electorate.

There are two debating strands for students: Premier’s debating and Friendly debating. The Premier’s competition has a local competition followed by a zone competition then state competition.

Bands and choirs
Both groups are organized by parents. Bands are restricted to Years 3 to 6 while choirs are open to the whole school.

Maths Olympiad
Students from Years 4, 5 and 6 participate in this event. The Olympiad is a series of five mathematical problem solving competitions. On completion of the competition, students’ scores are totalled in an attempt to win prizes in an Australia wide competition.

“Will it bite?”
Student achievement in 2011

For Year 3, literacy results were strong with boys achieving very well in Band 6 for writing. Numeracy results remained consistent for Band 6. For Year 5, although reading results were above state average, boys require different strategies, especially for comprehension. Numeracy results were very good.

Messages

Principal’s message

2011 has been a year of embracing and benefitting from the wonderful facilities purpose built for Normanhurst under the auspices of the Federal government’s Building the Education Revolution program. The refurbished Library huge C.O.L.A., new canteen, toilet block and storage areas have added immensely to the available facilities.

School rules are few and centre on respect and responsibility. Students are taught there is a consequence for every action. Student Welfare procedures emphasise zero tolerance for bullying. Incidents are fully investigated so bullying is minimal.

Normanhurst reflects the values of the community and of the Department of Education. Students, regardless of emotional, intellectual or physical disabilities are welcome. The school reflects society so from a young age, students are taught to respect differences and to learn compassion and understanding. Students are tolerant of the difficulties of learning English and adjusting to a different culture.

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.

Jan Townley

Premier presents Bridget M with her sporting award

“Feed me please” at the P&C Autumn Fair

P & C and/or School Council message

At the November AGM, the committee members reported an exceptionally busy year with the results of the school community’s efforts apparent within the classrooms and around the grounds.

Financially, the fund raising target was exceeded by more than 10%. 38% of expenditure was accounted for without payments for SmartBoards of approximately $2000 yet to be made. Total expenditure once all accounts are settled will be in excess of $58000. The Clothing Pool again made a significant contribution of $11000. Other income was sourced from barbeques at Bunnings, a Family Fair, the Obstacle-a-thon, raffle tickets and community sponsors.

With the completion of the BER works, the Clothing Pool was able to occupy the old canteen and the new canteen opened in Term 2 after being fitted out with new refrigerators, a washing machine and an oven.

Fit out costs were borne by the P&C. ($7500) and the Canteen’s Equipment account ($2528). Despite this, the canteen, over three terms, made a profit of $9573, exceeding the 2010 profit.
Fixed costs such as increased wages then had to be deducted.

Committed, energetic parents attended the working bees and cleared gardens, mowed lawns and repaired and painted fixed equipment. Two wooden boats were installed for imaginative play or seating. These will be joined by two crocodiles and flower tables/stools.

Graeme Walsh, Yemi Oluwi, Lisa Christie, Robyn McKern, Simonie Fox, Shiva Frost

Student representative’s message

2011 was a great year for the Student Representative Council. We have had several achievements including Bandana Day, Harmony Day and the Visy Bin recycling scheme.

Our first achievement of the year was Harmony Day when the students wore their national dress or bright colours. The children brought in a gold coin to show their support for the recent Japanese and Christchurch earthquakes.

The Visy bins were taken out on Friday morning. SRC representatives from each class were scheduled to different classes to take out the recycling. We enjoyed helping the teachers.

Our best event of the year was Bandana Day and was a great success. We sold bandanas for the whole week to make money for CanTeen, the national foundation for young kids with cancer.

Finally, as Normanhurst pupils voted for us to be the SRC, we would like to say thank you for all your support.

Ladean, Georgia H., Brandon

School context

Student information

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

Management of non-attendance

Class rolls are regularly checked by the principal. Parents of students with unexplained absences after a week receive letters requesting explanations. If no explanation is forthcoming, a second letter is sent. Principal may also telephone parents if a pattern of absence becomes apparent. Home School Liaison officer checks rolls and may place poor attendees on an attendance program to be monitored weekly.

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 2011 Class Size Audit conducted on Monday 21 March 2011.
<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>K/1S</td>
<td>K</td>
<td>9</td>
<td>22</td>
</tr>
<tr>
<td>KI</td>
<td>K</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>KS</td>
<td>K</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>1B</td>
<td>1</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>K/1S</td>
<td>1</td>
<td>13</td>
<td>22</td>
</tr>
<tr>
<td>2H</td>
<td>2</td>
<td>26</td>
<td>26</td>
</tr>
<tr>
<td>2P</td>
<td>2</td>
<td>27</td>
<td>27</td>
</tr>
<tr>
<td>3N</td>
<td>3</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>4B</td>
<td>4</td>
<td>26</td>
<td>26</td>
</tr>
<tr>
<td>4C</td>
<td>4</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>5/6B</td>
<td>5</td>
<td>20</td>
<td>31</td>
</tr>
<tr>
<td>5/6G</td>
<td>5</td>
<td>18</td>
<td>31</td>
</tr>
<tr>
<td>5/6V</td>
<td>5</td>
<td>16</td>
<td>31</td>
</tr>
<tr>
<td>5/6B</td>
<td>6</td>
<td>11</td>
<td>31</td>
</tr>
<tr>
<td>5/6G</td>
<td>6</td>
<td>13</td>
<td>31</td>
</tr>
<tr>
<td>5/6V</td>
<td>6</td>
<td>15</td>
<td>31</td>
</tr>
</tbody>
</table>

Structure of classes

Classes are parallel, not graded. Composite classes are usually dependent on the size of the year, although 5/6 classes were deliberately formed this year to discourage specific groups and social difficulties. It is the principal’s policy to organise the classes first, then assign teachers appropriately.

Staff information

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>3</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>10</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td>1</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.2</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.8</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0.8</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>3.7</td>
</tr>
<tr>
<td>Total</td>
<td>21.5</td>
</tr>
</tbody>
</table>

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

No member of staff is indigenous.

Staff retention

87% of staff returned for 2011, including one from maternity leave. One teacher transferred to another school.

Teacher qualifications

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

Four teachers completed accreditation work to attain Professional Competence. One other was engaged in the process.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>84%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>16%</td>
</tr>
</tbody>
</table>

Financial summary

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

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>121 796.80</td>
</tr>
<tr>
<td>Global funds</td>
<td>175 490.63</td>
</tr>
<tr>
<td>Tied funds</td>
<td>101 755.69</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>141 123.48</td>
</tr>
<tr>
<td>Interest</td>
<td>8 903.75</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>24 727.84</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>573 798.19</td>
</tr>
</tbody>
</table>

Expenditure

Teaching & learning

- Key learning areas: 47 986.01
- Excursions: 40 216.81
- Extracurricular dissections: 45 952.73

Library: 14 076.70

Training & development: 0.00

Tied funds: 80 331.84

Casual relief teachers: 28 587.29

Administration & office: 54 219.33

School-operated canteen: 0.00

Utilities: 36 094.50

Maintenance: 42 419.25

Trust accounts: 27 198.95

Capital programs: 12 901.18

Total expenditure: 429 984.59

Balance carried forward: 143 813.60

Further details concerning the statement can be obtained by contacting the school.
School performance 2011

Achievements

Arts
The Choirs, Junior, Senior and Ensemble, trained by parents, were a source of enjoyment for audiences at school functions. For the first time, the senior choir performed with a massed choir at Sydney Town Hall for the Celebration Concert.

The Training and Concert bands performed for school events and participated in the Yamaha Band festival and the University of NSW Band Festival.

The Dance group of 24 Stage 3 students performed “Workaholic” at Sydney North Dance Festival and Education Week concerts. A number of students attended the Sydney North and State Dance Camps at the Sydney Dance Company theatres in Term 1. These activities have greatly increased the students’ exposure to, and participation in, the creative arts.

Sport
Students in Stages 2 and 3 continued to participate in a rotational sports program that included cricket, soccer, netball, AFL and Oz Tag as well as school sport.

Skills in AFL and Rugby League were enhanced through a school development program in both sports. These activities complemented the Fundamental Movement Skills program being taught during K-2 lessons.

Gala Days throughout the year saw students enthusiastically involved in learning new skills and improving their existing ones. Students in Years 5 and 6 were involved and represented in the Paul Kelly Cup and Milo Cricket.

Many students represented Normanhurst at the Beecroft Zone swimming, athletics and cross country carnivals. A high level of enthusiasm was observed. Competitors such as Will D. progressed to represent our school at the Area carnivals. Bridget M. represented with outstanding results to become State Champion in both long jump and high jump. Bridget also received a BAZA award for a consecutive year for her outstanding achievements in athletics and was recognised by the Premier of NSW.

Once again Normanhurst was involved in the State Knock-out Cricket Competition. The team was successful in reaching round 5 of the competition.

All students in Years K-6 were involved in gymnastics and Years 2-6 for swimming programs in 2011. This, together with an upgrade of the basketball court surface and basketball clinics, facilitated an enthusiastic love for physical education.

Debating and Public Speaking
All students in Year 3 – 6 have taken part in public speaking opportunities and competitions. Public speaking is a major component of our Talking and Listening strand of English and our students have continued the tradition of success.

Students participated in the Multicultural Perspectives Public Speaking Competition in Years 3-6, with two students from Stage 2 and Stage 3 advancing to the local final.

Edward W. and Jack R. for Stage 2 gave impressive planned and impromptu speeches and represented the school. In addition, Laura C. and Ashley W. demonstrated their outstanding skills by also progressing to the Zone final. Laura C. also represented Normanhurst Public School in the Barry O’Farrell Competition at NSW Legislative Assembly.

A total of 28 Years 5 and 6 students participated in debating during 2011. This included two Premier’s Debating teams. The Premier’s Red Team was Zone champions and Sydney North finalists having been narrowly beaten in the final rounds. A total of 18 students competed in the Friendly debating competition.

Gifted and Talented
A wide range of opportunities is available to support gifted and talented students. This includes the provision of quality enrichment programs including the Mathematical Olympiad in line with the Policy and implementation strategies for the development of gifted and talented students for originality, problem-solving, higher order thinking skills and creativity through differentiated programs. In 2011, 27 students participated in the Mathematics Olympiad with Madison A. achieving the highest grade.
**Chess Club**

The Sydney Academy of Chess ran weekly chess lessons at lunchtime for students in K–6. The classes catered for beginner and experienced chess players. Students were taught new moves and strategies for the game and enjoyed playing against each other weekly. Each term, students participated in a chess ladder competition where they competed for first, second and third, prizes. Students were also awarded Check Mate Awards and certificates for good sportsmanship.

Twenty two students also participated in a whole day Chess Tournament run by adjudicators from the Sydney Academy of Chess. Students played a Swiss tournament of six rounds of chess against players from Kindergarten through to Year 6. Students were then presented with trophies, medals, encouragement awards and participation certificates. A perpetual chess trophy was awarded to the Grand Champion at Presentation Day.

**NSW Premier’s Reading Challenge**

188 students from Kindergarten to Year 6 participated in the Challenge. This year, we created primary and K–2 buddy classes so all children in K-2 could complete the challenge. Primary students read the books from the K-2 challenge list to their buddies and the students enjoyed this shared reading experience very much. Students enjoyed trying new books from the reading list that they normally wouldn’t have attempted. Many students read from reading lists aimed at a higher grade level.

**Book Week**

During August, students celebrated Book Week with a number of competitions organized around the theme, “One world many stories”. Students wrote poems titled “Why I love Australia” based on the short listed book written by Bronwyn Bancroft and they could also enter a colouring competition. Students also attended a puppet play based on traditional tales from around the world. The highlight of our Book Week celebrations was our Book Parade. Students and teachers dressed up as either a favourite book character or in a national costume and paraded before the appreciative school community.

**Library Book Fair**

The school community supported the library by generously donating and buying books at the annual fair. The book fair raised approximately $700 worth of new books in commission for the library.

**Academic**

In the National Assessment Program, the results across Years 3 and 5 literacy and numeracy assessments are reported on a scale from Band 1 to Band 8.

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**

Student results in literacy were strong. In overall literacy, 93% of students scored in the top three bands compared with 51% state-wide having strong growth since 2010. In reading, 63% of students scored in the top two bands compared with 48% state-wide, which is significant growth.
In writing, a significantly high percentage of students in Year 3 were in the top 2 bands in 2011 with Band 6 maintaining 28% and band 5 53%. A greater percentage of boys were in Band 6 compared to girls for the writing task. A wonderful trend was to see no student in the bottom 3 bands.

In grammar and punctuation, 71% of students scored in the top two bands compared with state-wide numbers. Boys in Year 3 have outperformed girls in overall grammar.

**Numeracy – NAPLAN Year 3**

Year 3 has maintained a consistently high number of students in Band 6 compared to state averages over the past 2 years. Strong growth is apparent with 69% of students in the top 2 Bands.

Strong growth was evident in spelling this year with most Year 3 spelling results in the top two bands. In spelling, 66% of students scored in the top two bands compared with 48% state-wide.
**Literacy – NAPLAN Year 5**

Overall reading in Year 5 was above state averages in 2011. Girls significantly outperformed boys in reading. A total of 46% of students achieved reading results, placing them in the top 2 Bands. Boys require engaging materials and strategies to develop inferential comprehension. Programs to narrow the gap when compared with girls’ results and maintain a larger percentage of boys in the higher bands are a priority.

![Percentage in bands: Year 5 Reading](image)

**Numeracy – NAPLAN Year 5**

Overall numeracy results were very good as 74% of our students scored in the top three Bands with significant progress compared with state-wide results.

![Percentage in bands: Year 5 Numeracy](image)

**Progress in literacy**

A decline in the average number of students in Band 8 was evident for grammar for Year 5 students. Boys especially need further reinforcement in grammatical aspects during writing tasks. Girls had a higher percentage in Band 8 for the writing task. Implementing programs that shift the significant percentage of students from the middle bands to the upper bands is a school target.

Year 5 boys require assistance when making inferences. This includes making an inference from an informal phrase in the text. At the same time, developing comprehension and interpreting details in a text is an important area for development.
Spelling has shown steady improvements since 2008 for Year 5 students. A significant increase of students in Band 8 has been evident in the last 3 years.

Students in 3-6 are also involved in the Premier’s Spelling Bee. The following students were successful in representing the school:
Years 3 and 4 - Blaze P. and Isabel F.
Years 5 and 6 - Luke H. and Hugh G.

Overall, writing with students engaged in a persuasive text for Year 5 requires further development. This is especially relevant for boys who still require additional assistance to elaborate their arguments and their statements of position. In addition, structuring texts in appropriate stages and linking concepts and arguments is an area for improvement. When compared, girls in Year 5 had a higher percentage in Band 8. Therefore focusing on improving the quality of all students’ arguments is an important area for consideration and to increase the percentage of students in Band 8 of the writing task.

Progress in numeracy

Year 5 has demonstrated steady improved results in 2011 with 49% of students in the top 2 Bands and a steady increase since 2010 in the percentage of students achieving this result. State averages for Bands 7 and 8 was 28%.

Girls need reinforcement in the strand of Data, Measurement, Space and Geometry as boys are moving significantly into the higher bands. At the same time, shifting the higher percentage of girls from the lower and middle bands is a priority. Ensuring all students are proficient when reading
word problems and selecting various strategies is necessary.

**Minimum standards**

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

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 2011**

<table>
<thead>
<tr>
<th></th>
<th>Percentage of Year 3 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>100.0</td>
</tr>
<tr>
<td>Writing</td>
<td>100.0</td>
</tr>
<tr>
<td>Spelling</td>
<td>100.0</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>100.0</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100.0</td>
</tr>
</tbody>
</table>

**Percentage of Year 5 students in our school achieving at or above the minimum standard in 2011**

<table>
<thead>
<tr>
<th></th>
<th>Percentage of Year 5 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>96.2</td>
</tr>
<tr>
<td>Writing</td>
<td>98.1</td>
</tr>
<tr>
<td>Spelling</td>
<td>100.0</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>94.3</td>
</tr>
<tr>
<td>Numeracy</td>
<td>98.1</td>
</tr>
</tbody>
</table>

**Significant programs and initiatives**

In 2011, continued implementation of the Quality Teaching Model with collegial planning, sharing of practices and resources, particularly in Science and technology, resulted in engaged learning in Stage groups across schools came together in professional learning activities and used this knowledge to create quality tasks and integrated units of work using IWBs as learning tools.

**Aboriginal education**

All Aboriginal content has been integrated into the Key learning Areas (as per syllabus requirements). Year 2 students were introduced to bush tucker and increased their appreciation of Aboriginal rock art during an excursion to Muogamarra.

**Multicultural education**

There were 105 students (33.1%) with a language background other than English. Of these students, 84 required ESL support. Many of these students do not speak English at home, especially in the early years and require literacy support.

**Progress on 2011 targets**

**Target 1**

To continue with the implementation of Quality Teaching practices.

This is an ongoing target with high expectations for teaching practice and improved student outcomes.

Our achievements include:

- online professional development;
- increased use of online facilities to engage students and widen scope for learning;
- engaging students with Premier’s Spelling Bee, premier’s Reading Award and multicultural speaking competitions and competing in debates, thereby using a variety of skills;
• rethinking strategies for teaching literacy with the assistance of a consultant.

Target 2
To increase staff and student access and use of information and communication technology
Our achievements include:
• online student learning and publishing of work;
• use of online Mathletics at school and at home;
• installation of two IWBs in classrooms; and
• email communication by students and staff to share information around school and externally, including internationally for students corresponding with another school.

Target 3
To improve literacy standards, particularly with the teaching of spelling and writing
Our achievements include:
• using different strategies to teach spelling and writing in K – 2 as an ongoing program to lift standards;
• teachers participating in extensive professional development specifically to understand why and how grammar influences literacy teaching;
• targeting specific areas for improvement to reinforce necessary skills, especially with writing; and
• reading texts to illustrate how professionals link writing and elaborate ideas.

Target 4
To improve numeracy standards, particularly in 3-6
Our achievements include:
• greater access to specific professional development targeting numeracy;
• increased use of concrete materials and an emphasis on “why” and “how” to ensure students understand;
• student grouping across stages to target areas of difficulty; and
• sharing of resources and teaching strategies across stages to increase teacher confidence and expertise.

Target 5
To implement Environmental education in an everyday approach
Our achievements include:
• Green Team has flourished with older students becoming increasingly involved;
• Above ground vegetable gardens were established with produce harvested and eaten by Green Team members;
• Enthusiastic participation in Clean Up Australia Day and Walk Safely to School; and
• Using natural shade, trees and COLA for play.

Target 6
To positively and consistently engage students in all parts of school life
Our achievements include:
• Stage 3 participation in a television games show for children to engage students in television production and also group cooperation;
• Using online learning to expand creative skills and educational horizons;
• Ensuring parents sign in for student late arrivals or early departures;
• Following up on unexplained absences; and
• More effective and varied communication with parents.

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 2011 our school carried out evaluations of Student Welfare – Bullying and Staff professional Development. The P&C surveyed school families about P&C
finance, communications and volunteer recognition.

Curriculum

Student Welfare – Bullying

Background

During 2011, the school Peer Support Program focused on bullying, implementing the Speaking Up Module from the Peer Support Foundation. This involved 8 x 40 minute small group sessions led by a Year 6 student. The sessions covered defining bullying behaviours, recognising bullying, rights and responsibilities, assertive behaviours, where to go for help and creating a positive school environment. As part of the program, students, teachers and parents were surveyed to gather an understanding of perceptions of the school culture in regards to bullying behaviours.

Findings and conclusions

Student Survey

All students, K – 6, were surveyed regarding attitudes to school. 270 (85% of students) responses were received indicating a very positive attitude to the school, with 98% describing the school as “friendly”. 94% felt safe at school with 2% who never liked coming to school. 99% liked fellow classmates – 68% a lot, 31% were OK.

Students from Years 2 – 6 answered questions relating to bullying incidents. From 189 responses, 63% reported some form of bullying, 20% admitted to bullying. Word bullying was most common (42%) with 24% reporting physical bullying. Most of the bullying occurs in the playground.

Students demonstrated awareness of the importance of notifying adults, usually teachers or parents. The survey highlighted the large number (78%) of witnesses to bullying.

Parent Survey

Almost half of all families received the 100 surveys sent home after random selection. 59 were returned, about 28% of the total population.

16 parents (27%) indicated a child had been bullied during last term with more than a third coming from Year 4 and a quarter from Year 2 with boys being the victims. 44% occurred only once but a significant proportion (38%) were repeated daily or weekly. 97% of students were not so upset that school avoidance.

Parents reported social (34%) and verbal (33%) bullying. 25% reported physical bullying. There was disparity between parental and student classification of non physical forms of bullying. Many parents were happy with the school’s reaction to bullying.

Teacher Survey

All full time classroom teachers were surveyed with a 70% response rate. Teachers believe bullying is not widespread with the majority of incidents, verbal or social, occurring occasionally or rarely. Teachers believe they are always proactive with bullying. One dissented. All agree teachers, students and parents need to work together to deal with bullying behaviours. The majority of teachers had had students informing them of bullying behaviour.

Future directions

Normanhurst is considered by the overwhelming majority of students, teachers and parents to provide a supportive and positive school environment. Reducing bullying incidents is considered a matter of importance and the survey data will enable reflection on the effectiveness of the school’s Anti Bullying Policy. Teachers have expressed a desire to review existing welfare policies and develop a revised policy specifically dealing with bullying behaviours.

A working party has been convened. Members attended an Anti Bullying Seminar and the chairperson attended a Bullying Workshop. A Parent Information Evening was developed. A new policy will be drafted by the end of Term 1, 2012. A follow up survey will be conducted in two years to evaluate the effectiveness of the policy.

Educational and management Practice

Quality teaching is essential for both teaching practice and improved student outcomes.

Background

Teaching staff attend weekly Training and Development sessions. A survey of staff was conducted to assess professional development
needs, the relevance of presentations to their requirements and to increase presentation skills among staff.

Findings and conclusions

Training and Development has the greatest relevance when suggested by staff and presented by staff or a suggested offsite presenter.

Practical activities relating to the classroom and syllabus documents were favourably received. Teachers also enjoyed the collegiality of sharing ideas and resources with others.

Staff indicated ongoing professional development by attendance at inservice courses and university. One teacher had also trained for and achieved a Bronze Medallion.

More teachers made presentations to staff. Approximately half of the staff has now presented at a T&D session.

Future directions

Training and Development will continue to be practical and applicable to classroom practices.

Mentoring is requested.

Teachers want to watch specific class lessons as a sharing of ideas and strategies.

Parent, student, and teacher satisfaction

In 2011 the school's Parents’ and Citizens association sought the opinions of parents about their organisation.

Their responses are presented below from a P&C questionnaire.

The P&C conducted a survey of all school families with questions concerning P&C finance, communications and volunteer recognition.

Sixty four, about 28%, of school families responded. This was less than hoped for but was a good representative sample. From the survey responses, there were immediate steps the P&C will be able to take.

P&C Finance

Institute a P&C levy from 2012 and supplement this levy with only two fundraising events per year. It is important that the P&C keeps to a clearly stated level of fundraising so there is not an appearance of “double dipping” to families who pay the levy. A levy cannot be mandatory and there will be a portion of families who do not pay.

P&C Communications

Families wanted to retain the P&C website and also use email for P&C updates, news and events. An email list of parents who have indicated consent for contact has to be established. Facebook was not a preferred option but it was suggested that if a P&C member is willing to establish and maintain a Facebook page, then it should be trialled. The P&C should also establish the position of Communications Officer as an extra committee member.

Volunteer Recognition

It was suggested a P&C league table of house points be created to record volunteer family contributions and this table be regularly published in newsletter on the website or perhaps a display board at school. One parent stated, “I would only be happy to pay a levy if a list of names of those families who have paid is published.”

Professional learning

Each staff member participated in Professional Learning, either at school meetings, on Staff Development Days or at courses conducted externally to the school.

Staff Development Days included topics such as Writing activities, diabetes, locating curriculum resources, programming, asthma, support for a typical children in a class, literacy strategies, comprehension strategies, behaviour management Science and Primary Connections and AFL NSW schools’ program.

Four new scheme teachers worked towards accreditation with three teachers submitting their papers. Two teachers worked towards maintaining accreditation at Professional Competence level.

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 embed grammar strategies across the school to improve and sustain long term grammar results, especially for boys.

2012 Targets to achieve this outcome include:

- explicitly linking teaching strategies and grammar across all key Learning Areas.
- increasing the percentage of students in the top bands of the NAPLAN assessment for Years 3 and 5.
- students can easily apply grammatical features and understand strategies for improving their own written texts especially persuasive writing by using rubrics.

Strategies to achieve these targets include:

- provision of relevant and specific professional development, particularly grammar;
- integration of Super Six comprehension strategies into classroom reading programs;
- development of K-6 scope and sequence for text types over stages in two year cycle; and
- analysis of NAPLAN data and review of this data to assist with planning and programming.

School priority 2

Outcome for 2012–2014

To plan and implement a whole school scope and sequence for Primary Connections Science and resources to support the program.

2012 Targets to achieve this outcome include:

- to implement a whole school survey to determine areas of strength and weakness and improve staff knowledge of the SE model in Science.
- to develop long term and engaging strategies for Science that use ICT and literacy.
- to provide resource acquisition that compliments and supports the implementation of the Primary Connections Program.

School priority 3

Outcome for 2012–2014

- to improve student numeracy outcomes, by reading word problems accurately and by linking various strategies and understanding the language of mathematics;
- to increase a higher percentage of students from the middle bands of NAPLAN to the top two bands, especially for girls;
- to increase a higher percentage of students from the middle bands of NAPLAN to the top two bands, especially for girls in the strands of Data, Measurement, Space and Geometry; and
- to have no student in the bottom 3 Bands of Numeracy by Year 5.

Strategies to achieve these targets include:

- Implementation of whole school training and development in Count Me In Too;
- using the Numeracy Continuum of Count Me In Too to assess and track all students and provide relevant programs;
- using the language of mathematics with numeracy and its relevance to problem-solving activities;
- linking mental computations to facilitate problem-solving strategies; and
- engaging ICT resources to support the Mathematics syllabus and Count Me In Too.
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:

Yr 2 Excursion to Muogamarra

Year 4 at Zoo Snooze at Taronga Park

Some of the dedicated staff submitting to the shave cause of Movember
The things we do for Literacy!