2010 Annual School Report
Umina Public School

NSW Public Schools – Leading the way
Principal’s message

2010 was a year of completion and consolidation which saw our new six classroom block finished and handed over and the removal of six demountable classrooms. Throughout the first half of the year we watched as the new building neared completion and then at the start of Term 3 we moved in. Once we moved into the new building the demountables were moved off-site and their sites were rehabilitated. By the middle of Term 3 the back oval, which had been the location of our demountables and the building site, had been rejuvenated with new turf and was starting to look like a school playground again. During Term 3 the P&C paid for the installation of air-conditioning in the new classrooms to bring them up to the same standard as all the others. During Term 4 as part of their ongoing program of school development, the P&C installed three new interactive whiteboards in buildings that previously did not have them. To update the school’s network capability, the school initiated a complete upgrade and reorganisation of campus distributor to enable the system to cope with new technology that will be installed in the next few years. The final upgrade to buildings took place in mid-Term 4 with the installation of sinks, taps and drains to H Block. This finally provided water to classes in this block. By the end of 2010 all the physical work was complete with students and staff enjoying much improved facilities and grounds.

To assist in the management of our improved environment in late 2010 a School Environment Team was established. The team consists of parents and teachers (with allowance for future student involvement) under the leadership of a parent. The charter of the team is to develop the school’s environmental management plan, site development and plans to ensure that the grounds are kept in good order and provide a valuable learning environment for our students. During 2010, the school took the first steps towards sustainability with the installation of two new water tanks and associated plumbing to enable our student toilets to use rain water instead of town water for flushing. We also installed two solar power systems to reduce our consumption of grid electricity and reduce our running costs. Both solar systems have links which will enable our students to monitor their functionality via the internet.

During 2010 our student numbers peaked at almost 800 students, which we believe is the largest number on record. Our students had a very successful year in the sporting area with a number of teams getting to the final rounds of state competitions (more details in the sports reports). My congratulations go the students involved, their coaches and parents.

2010 saw the continuation of our development in the teaching of literacy and numeracy with an emphasis on systematic and explicit teaching. A wide range of staff development activities were accessed by staff, which were offered within and outside the school. We were disappointed by our NAPLAN results which did not show the levels of growth from Year 3 to Year 5 that we had expected. Analysis of NAPLAN data is ongoing as is the planning of improvement based on that data. 2010 saw the full implementation of the Positive Behaviour for Learning (P.B.L.) project with the major concentration being on school rules and behaviour in the playground and other areas of the school outside classrooms. A more detailed overview of P.B.L. in contained in another section of this report.

The end of 2010 saw my retirement from the teaching service after 38 years serving students in NSW schools. I trust that as I move onto other things Umina Public School continues to develop and thrive and that the students continue to achieve and enjoy a balanced education.

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.

Chris Andrews

P & C and/or School Council message

2010 was another very busy year for Umina Public School (U.P.S.) P&C. We ran a number of events including our first (un)Splash-A-Thon and our first Pamper Night which was a huge hit with everyone who attended. We played a role in the completion of our new six-classroom building, supplying air conditioners and lobbying for Interactive whiteboards for each room. This year...
we have donated approximately $43,000 to the following areas of the school:

- three interactive whiteboards;
- the supply and installation of airconditioning to the six new classrooms;
- additional funding for Kindergarten supplies, craft supplies, sport, Home Reader program, and performing arts; and
- some financial assistance to students representing UPS at Regional and State levels in their chosen sporting area.

The P&C contributed to the farewells of our Principal, Mr. Andrews and our wonderful Stage 1 teacher Miss Hosford both retiring at the end of 2010. Umina Public School has always been blessed with families willing to pitch in and lend a hand when needed and to put their hands in their pockets when funds are required. Without this support the P&C would not be able to make its valuable contribution to the school. So THANK YOU to each and every one of you. I would also like to thank the P&C Executive team. Without your support I could not do my job. Umina Public School shows public education at its best and is a fine example of a school community working well together.

The P&C looks forward to working with our new Principal Ms Davis in 2011.

Nicole Mottlee P&C President

Student representative’s message

2010 has been an eventful year for the Umina Public School students and staff. Many students have enjoyed great success and had a great time at school this year. There have been many fundraisers during the year including the un-Splashathon and SMILES Day.

The prefects attended Young Leaders’ Day in Sydney where they listened to many inspiring people speak, including Melissa Doyle from Sunrise. Sporting events resulted in much success to our school with high standard performances by individuals and teams. Performing arts groups such as the choir and band presented enjoyable performances to large audiences and received much applause. The school debaters developed their skills this year and experienced multiple wins across the Central Coast. Thank you to everyone who has been involved with our school in 2010. It will be a year to remember for us all. Good luck to the 2011 prefects as we know you will do a great job.

Alana Hardcastle and Hayden Cowan
2010 School Captains

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.

Student enrolment profile

Student enrolment peaked at 800 students this year with equal numbers of male and female enrolments.
Student attendance profile

Management of non-attendance

Students’ non-attendance is initially dealt with by the class teacher who contacts the family if a child has been away from school for three days with the school not being notified of a reason for the absence. Non-attendance above the basic acceptable level is monitored by one of the school executive staff.

When unsatisfactory attendance patterns have been identified, a series of procedures are implemented to work with the parents to rectify the situation. The services of the Home School Liaison Officer (HSLO) are utilised to work with families where there is concern about the educational ramifications of unacceptable patterns of absence.

Class sizes

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

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

Umina Public School forms classes to best meet the needs of all students in the school. The school strives to meet the class size targets wherever possible. At times, to best balance classes across the school, the class size target is exceeded by one or two students. All Kindergarten classes were below the maximum size of 20.

Structure of classes

<table>
<thead>
<tr>
<th>Roll</th>
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Staff information

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

The following information provides an overview of the composition of the school team during 2010.

Staff establishment

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<tr>
<th>Position</th>
<th>Number</th>
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<tr>
<td>Principal</td>
<td>1.000</td>
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<tr>
<td>Deputy Principal(s)</td>
<td>2.000</td>
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<tr>
<td>Assistant Principal(s)</td>
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<tr>
<td>Learning Support Coordinator</td>
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<td>Classroom Teachers</td>
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<td>Primary Part-Time allocation</td>
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<tr>
<td>Support Teacher Learning Assistance</td>
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<tr>
<td>Teacher Librarian</td>
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<tr>
<td>Aboriginal Education Resource Teacher</td>
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</tr>
<tr>
<td>Counsellor</td>
<td>0.600</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>4.672</td>
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<tr>
<td>Total</td>
<td>45.383</td>
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The National Education Agreement requires schools to report on Indigenous composition of their workforce.

One teaching staff member has identified as Aboriginal.

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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<tr>
<td>Degree or Diploma</td>
<td>80%</td>
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<tr>
<td>Postgraduate</td>
<td>20%</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.

The carried forward balance included the following commitments:

- $41,410.13 for unpaid invoices and orders;
- $22,286.30 for unpaid casual salaries;
- $30,000 for asset replacements; and
- school run canteen expenses of $5,239.

Expenditure

<table>
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<tr>
<th>Teaching &amp; learning</th>
<th>Key learning areas</th>
<th>Excursions</th>
<th>Extracurricular dissections</th>
<th>Library</th>
<th>Training &amp; development</th>
<th>Tied funds</th>
<th>Casual relief teachers</th>
<th>Administration &amp; office</th>
<th>School-operated canteen</th>
<th>Utilities</th>
<th>Maintenance</th>
<th>Trust accounts</th>
<th>Capital programs</th>
<th>Total expenditure</th>
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</thead>
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<td>983602.25</td>
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Date of financial summary: 30/11/2010

Income

- Balance brought forward: $194976.25
- Global funds: $391665.43
- Tied funds: $208010.58
- School & community sources: $229214.18
- Interest: $12215.69
- Trust receipts: $46513.17
- Canteen: $111836.99
- Total income: $1194432.29

As is clearly shown in the above financial information Umina Public School does not receive any additional State or Federal funding in the form of targeted programs in the areas of literacy or numeracy. Our funding is limited to the basic funding by formula that is applied to all public schools in NSW.

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

School performance 2010

2010 has been a very successful year focusing on all key learning areas as well as providing a variety of extra-curricular activities. Many students participated in performing arts groups. These groups included the primary choir, recorder group, concert band, training band and the comedy club. Students who performed in these groups had the opportunity to perform both at a school level and also within the wider community for special occasions.
Achievements

Arts

Primary Choir

2010 was a successful and exciting year for the school choir. Along with existing members, we have welcomed many new students to the choir this year. Dedicated students from Years 3-6 have rehearsed every week in readiness for many entertaining presentations. The highlights of the year included Education Week, Presentation Assemblies and the 2010 Showcase. All students represented our school proudly, wearing their originally-designed performance t-shirts. The profile of our groups has been lifted within our community and gives our students a sense of pride and belonging. The enthusiasm, dedication and talent displayed by all of our performing arts groups was very impressive. We look forward to the challenges awaiting us in 2011.

Recorder Ensemble

The recorder ensemble was involved in the Festival of Instrumental Music at the Sydney Opera House again this year. To add to this excitement, Tiana Young was selected to sing a solo and Taryn Shaw, now in Year 7 at Brisbane Water Secondary College was chosen to play a recorder solo. What a coup for Umina! P.S! Some old members left the group and new members joined so we have been practised a new repertoire which was performed at Showcase and Presentation Day.

Showcase

Back by popular demand, the Showcase for 2010 was again a great success. Umina Public School has many talented students in all fields of performing arts including singing, dancing, acting, playing instruments, public speaking and event organisation. The 2010 Showcase provided an opportunity for the students to shine. This was a wonderful show, enjoyed by all.

School Bands

Umina Public School has continued to support and foster two wonderful school bands. We have a training band full of eager students and an accomplished concert band. The students play a wide variety of instruments including the clarinet, flute, trumpet, trombone, tuba, euphonium, drums and percussion and the saxophone. Throughout the year both our school bands have had numerous opportunities to perform at school for the students and also in our local community. They performed at Woy Woy Aged Care Centre, Brisbania Public School, Showcase and our school’s presentation days.

Both bands also participated in the Central Coast Battle of the Bands on a weekend and did the school extremely proud with their effort and commitment. Their performances were highly professional and showed what talented students we have here at Umina.

At our end of year recruitment night for 2011, we had huge interest, with over 30 new students keen to join our band program in 2011. All of this couldn’t be accomplished without Mr. Philip Rutherford and his talented team of tutors from the Central Coast Conservatorium who hold weekly tutorials and rehearsals. A special mention to the parents who also help out and support the students and school band and, in particular, Kylie Mertens for her assistance throughout the year. We are looking forward to another fantastic year full of beautiful music and lots of fun.
Sport

- 2010 has been one of Umina Public School’s most successful on the sporting field. The school held successful swimming, cross country and athletic carnivals. All students participated in weekly sports and physical education programs. Umina Public School participated in the NSWPSSA knockout competitions in 2010, entering thirteen teams. The school also took part in the three major zone carnivals with over 250 boys and girls representing our school at zone level.

- Umina Public School sent fifty-eight students to the zone athletics carnival and retained the title of zone athletics champion for the seventh consecutive year, with two of our students being crowned age champions. From this carnival a team of twenty-three U.P.S. students attended the Sydney North Athletic Carnival with our senior boys’ relay team advancing to the NSW State Athletics Carnival at Homebush. One of the senior students in that team was named as the senior state age champion.

- The school was also successful in winning the zone cross-country carnival for the fifth year in a succession. Our school was then represented by eighty students at the zone cross-country with one of our students proceeding on to the state cross-country event held at Eastern Creek in Sydney.

- Umina Public School won the zone swimming championships for the third year in a row with three students as age champions. We then sent thirteen students to the Sydney North swimming carnival where our senior girls’ relay team qualified for the NSW State Swimming Carnival at Homebush.

- Our representative teams competed at an exceptional level with our tennis team Sydney North semi-finalists for the second year in a row.

- Our rugby league teams won both the Woy Woy Cup and Central Coast All Schools Championship.

- Our girls’ soccer team finished top eight in the state while the boys finished third in the state.

- In 2010 Umina Public School also had one senior student compete in the state hockey titles on the Gold Coast as part of the NSW primary schools’ team and another senior student compete in the state softball titles in Adelaide as part of the NSW team.

- The school entered the following teams into state knockout competitions: basketball (boys and girls), cricket (boys and girls), netball (girls), touch football (boys and girls), soccer (boys and girls), tennis (mixed), softball (boys and girls), and rugby league.

- This year also saw Umina Public School enter the Premier’s Sporting Challenge for the second time with each child recording their physical activity over a ten-week period.

National Competitions

Students participated in the International Competitions and Assessments for Schools (ICAS). These competitions are developed by Educational Assessment Australia of the University of New South Wales and are conducted annually across Australia and in twelve other countries. There are over 1.5 million entries worldwide. Following are the results achieved by our students this year:

- Writing - twenty-six students participated; three distinctions, nine credits and fourteen participation certificates were awarded.

- Spelling - forty-nine students participated; one high distinction, two distinctions, fourteen credits and thirty-two participation certificates were awarded.

- Mathematics - sixty-seven students participated; nine distinctions, nineteen credits and thirty-nine participation certificates were awarded.
- English - forty students participated; two distinctions, eighteen credits and twenty participation certificates were awarded.
- Science - thirty-one students participated; four distinctions, eleven credits and sixteen participation certificates were awarded.
- Computer - thirty-eight students participated; two high distinctions, five distinctions, nine credits and twenty-two participation certificates were awarded.

Debating

The team debated Woy Woy PS, Ettalong PS, Point Claire PS and Woy Woy South PS to determine the local winner. Umina and Point Claire both received six points. The final was held between our school and Point Clare PS which we won. Our next competition was against the Central Coast area. We debated Copacabana P.S and won. This took us to the Hunter-Central Coast area which we lost against Hamilton P.S. Overall we finished eighth in the state, which was an outstanding result.

Next was the Peninsula Debating Competition. All schools competed with a prepared debate to start. Umina won the first debate then the semi-final. The final debate of the day was against Ettalong P.S on the topic, “Energy saving efforts are a waste of time”. The girls did very well and it was a close debate with Ettalong coming out on top. The skills that the students have gained made this year very successful.

Comedy Company

The Comedy Club has been huge success this year. A total of ten skits were rehearsed and presented. Highlights were Lachlan Steele and Alison Cowan performing “The Computer Store” in the Central Coast Showcase at Laycock Street Theatre, as well as successfully challenging “Rod & The Flack” on their Star FM breakfast show to a “performing art-off” for which they won $750 for the school’s performing arts programs. This money was used for a workshop, where the students participated in drama activities as well as writing and rehearsing an original script, “Nursery Rhyme Master Chef” which had its world premiere at the Umina Public School Showcase. I would like to thank Umina Surf Club for allowing The Comedy Club to use their premises. I would also like to acknowledge the great assistance of Mrs. Darmody during the year and congratulate the students who have been involved this year. The Comedy Club will be back in 2011 to tickle your funny bone.

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)
In reading, 72% of students performed in the top three bands compared to 68% for the state.

Only 3% of students were in the bottom band compared to 4.5% for the state.

The percentage in the top band, Band 6 was 6% above the state average and nearly 5% above the school’s average over the past three years.

The school’s average mark was 419 compared to 414 for the state.

Students were strong in making generalisations from written text.

In Year 3 writing, the percentage of U.P.S. students in the top three bands was equal to the state average.

There were 6% more students in the top band when compared to the state.

The school’s average mark was 425 which is close to the state average of 423.

Students were able to provide an appropriate structure to their writing.

There were only 9.3% of students in the bottom two bands which compared more than favourably with the state average of 14.5% in these same bands.

The percentage in the top two bands was marginally below the state.

A number of students had difficulty spelling three-syllable words.
• UPS had 73% of students in the top three bands compared with 68% for the state.

• Just over 31% of students were in the top band compared with 26% for the state and with only 10% in the bottom two bands compared with the state’s 18%.

• The school had a strong 431 average mark which was 14 points higher than the state.

• The students performed well in identifying verb agreements and using apostrophes in contractions. Their use of commas and identifying verbs and adjectives needs further consolidation.

Numeracy – NAPLAN Year 3

• Almost 36% of students were in the top two bands compared with 35% for the state.

• A pleasing feature of the results was having no students in the bottom band while there were only 14% in the bottom two bands compared with more than 18% for the state.

• While the students were generally strong in problem solving with addition and subtraction, there is a need for improvement in aspects of measurement and shapes.

• There is a need to move more students from Bands 2 and 3 into higher bands.

Literacy – NAPLAN Year 5

• As with Year 3, our challenge is to develop a trend of moving an increasing number of students to higher bands each year.

• Almost 44% of students were in the top three bands compared with 52% for the state.

• The school’s average mark was 471 compared to the state’s average of 489.

• Year 5 boys are 20 scale scores above the state average growth.

• The students had difficulty with higher order skills such as making inferences and connecting ideas between text and diagrams.
• In writing, while the percentage of students in Bands 6 and 7 compared favourably with the state, the percentage in the top band was significantly below the state.

• The percentage in the bottom band (4.7%) was better than the state (5.3%).

• The students were able to demonstrate an ability to use simple words to convey meaning.

• Students lacked an understanding of text structure, punctuation and the use of paragraphs.

• In spelling, the average mark for Year 5 was 477 compared with 498 for the state.

• The percentage in the bottom band (5.6%) is the same as the state average.

• There are only 5% of students in Band 8 compared with 12% for the state.

• The largest percentage of students (35%) are located in Band 5 demanding efforts to move them further up the scale.

• The students displayed difficulties with two and three syllable words and silent consonants.

• The state average mark was 505 while the school was 475.

• There were only 4% of students in the top band compared to the state's average of 16%.

• The school had 56% of students in the bottom three bands compared with 40% for the state.

• Difficulties were encountered with a number of aspects of punctuation and with identifying parts of speech such as verbs and pronouns.

Numeracy – NAPLAN Year 5
There were 47% of students in the top three bands compared with 52% for the state.

The average mark for Year 5 students was 477 compared with 494 for the state.

Aspects of measurement were more than 10% behind the state average.

The graph illustrates that we have consolidated in Bands 6 and 7 with greater numbers of students in both bands. As has been common across all the areas, the challenge is to move students into the higher bands.

The students demonstrated difficulties with using fractions in multi-step problems and place value.

It was also evident that chance and data requires more attention.

Progress in literacy

Progress in literacy is expressed in terms of the growth of student scores between the Years 3 and 5 tests. The first step in measuring the growth is to identify the students from our school who completed the tests in both years and then calculating the difference in achievement levels.

In reading progress in performance compared to state has gradually declined over the past three years as has the state average. There will be a strong focus on the teaching of reading in 2011. In writing the trend is less conclusive however the gap between school performance and state has widened. Teachers will undertake training in the teaching of writing throughout 2011.

Progress in numeracy

The method of calculating growth in numeracy is the same as is used in the literacy.

As with the literacy data there is no clear trend in the levels of growth in numeracy. There has been a slight increase from 2006 to 2008 however the gap between school performance and state has widened.

Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for Years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and
Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below. These are very good results.

**Percentage of Year 3 students in our school achieving at or above the minimum standard in 2010**

<table>
<thead>
<tr>
<th>Standard</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>97</td>
</tr>
<tr>
<td>Writing</td>
<td>98</td>
</tr>
<tr>
<td>Spelling</td>
<td>96</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>98</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Standard</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>90</td>
</tr>
<tr>
<td>Writing</td>
<td>95</td>
</tr>
<tr>
<td>Spelling</td>
<td>94</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>92</td>
</tr>
<tr>
<td>Numeracy</td>
<td>94</td>
</tr>
</tbody>
</table>

**Best Start**

In 2010 Umina Public School undertook the Best Start assessment. Best Start is a state-wide data gathering process used with Kindergarten students in their first few weeks at school. A range of assessment tools are used to place the students on a literacy and numeracy continuum. The planning of teaching is then based on the analysis of the data collected. Our Kindergarten teachers update the continuum throughout the year to measure the growth of individual students and the group as a whole. These continuums will be maintained from Kindergarten to Year 2. Across the continua our students have displayed solid growth as is illustrated by the following two graphs.

![Kindergarten - Best Start 2010 - 1B numerical identification](image1)

![Kindergarten - Best Start 2010 - Reading Texts](image2)

In the graphs above the term “Cluster” refers to the progress of students along the Best Start Continuum.

**Significant programs and initiatives**

**Beachside Family Centre (Umina Schools as Community Centre) - 2010.**

Beachside Family Centre aims to support families with children from birth to 8 years in a variety of ways.

Throughout 2010, a number of parenting groups were run including *Triple P Positive Parenting Program*, *1-2-3 Magic Parenting*, *Toddler Taming* and *Challenges of Blended, Single and Separated Families*. The *Better Parenting DVD library* offered an alternative form of parenting information for those parents unable to attend a group.

*Supported Playgroup* ran weekly for first-time parents who are geographically and socially isolated. There was also Latino Playgroup for Spanish-speaking families (but where other...
families were also welcome). *Lollipop Music Playgroup* was a very popular way to stimulate children’s learning and encourage parental bonding.

Parent education and training took place in *Introduction to Training and Community Leadership, Baby Massage, Kids and Speech, Early Days autism workshop, Make-a-Book* family session for families from other cultures, *Family Literacy Course* and *Reading Starts with Rhyming*. *Babes with Babes* gave young mothers under 20 years the opportunity to continue their studies through TAFE through providing a crèche to care for their babies and toddlers.

Beachside Family Centre plays a role in Umina Public School’s *Early Birds Transition to School* program by partnering in the presentation of parent sessions and running *Early Birds playgroup* for children without siblings at school.

Beachside continued to support the involvement of parents in the school by providing *Umina School House* run one morning per week to offer child care so that parents and carers can assist in the classroom, canteen or attend P & C meetings. Beachside Family Centre has worked closely with the local indigenous community through running *Dreaming Storytime* sessions at Mingaletta Aboriginal and Torres Strait Islander Corporation, attending NAIDOC Week activities and contributing to *Young, Black and Ready for School Transition Day*.

The START (Sit Together And Read for Ten minutes a day) Project Group was initiated by Beachside Family Centre in 2007. START has continued to run a range of activities since including *Storytime in the Park, Let’s Read Baby Book Bags* and borrowing system, *Morning Bedtime Stories* in the library during winter school holidays and the new Community Reader Program.

Beachside Family Centre looks forward to another busy year in 2011 where many families on the Peninsula can network while being given information and resources to assist with their parenting.

**Debbie Notara**  
**Local Facilitator Beachside Family Centre**

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**Aboriginal Education**

In 2010, Umina Public School had an average of 27 Aboriginal students. Throughout the year the school was involved in many activities which supported and celebrated Australian Indigenous cultures.

The Aboriginal Education Resource Teacher (AERT) assessed and supported students within K-2 literacy and mathematics lessons five mornings per week. Personalised Learning Plans (PLPs) were created and implemented in consultation with each child, their families and teachers. Goals were set and tracked by the family and the teachers. Throughout the year many successful events were held.

- A large painting was completed by Aboriginal students and submitted to the *Gosford Council Reconciliation Art Competition*, for which we received an encouragement award.
- In celebration of NAIDOC Week, a whole-school colouring/poster designing competition was held.
- To celebrate National Aboriginal and Islander Children’s Day we held a special assembly at which students from Brisbane Waters Senior College performed a musical item.
- Students in Year 3 to 6 attended the *Vibe 3on3 Basketball Challenge* at Wyong.
- The Aboriginal students and the AERT developed a four minute film as part of ‘Yarn Up’.
A Youth Connections worker visited the school once a week throughout Term 4 and supported Stage 3 students as they painted totem poles for the primary playground.

- Cultural workshops were held.
- HSC students from Brisbane Waters Secondary College, Woy Woy Campus visited the school and held workshops for Aboriginal students. Students participated in art, drama, cultural activities, dance, bush tucker and the exploration of their family histories.
- An Aboriginal Parent and Community (PaCE) worker was employed by the Aboriginal Education Consultative Group (AECG) and Youth Connections. A morning tea was held for parents to meet the PaCE worker.
- An Otitis Media screening day was held which was followed up with a second screening and specialist appointments where required.
- 2011 Kindergarten students were invited to attend Young, Black and Ready for School. The program supported the transition to school program Early Birds and a Community Health Screening Day.
- A mentoring program for students in Years 3 to 6 was offered by the AERT to support and encourage the students to achieve their true potential.

Multicultural education

Students at all stage levels participated in units of work covering multicultural education perspectives. These units develop students’ knowledge, skills and attitudes to function positively in our culturally diverse community. An acceptance of multiculturalism is promoted through these programs. Trained staff have established an Anti-Racism Register to ensure anti-racist behaviour is dealt with at an age-appropriate level. This register includes any follow-up required to address reported issues.

Technology

Information and Communication Technology at Umina Public School has continued to grow during 2010. Students benefitted greatly from the installation of interactive whiteboards in three classrooms, with classroom teachers receiving ongoing training to best utilise their potential as a powerful teaching tool.

All classrooms received a new Lenovo desktop computer for teacher and student use. The library had an interactive whiteboard installed at the end of 2010.

PALS Reading Program

The PALS Reading Program (Parents as Learners) was introduced this year. St John’s Ambulance offered training for volunteers to assist in literacy programs at school. The aim of the program is to improve the literacy skills and self-esteem of students.

Fifteen volunteers worked throughout the year with identified students who required assistance with reading.

Responses from volunteers, teachers and students were extremely positive. The program proved very rewarding for all involved.

Respect and responsibility

Students are given various opportunities to take on roles of responsibility. These include student leader roles, school helpers (sport monitor, canteen helper) and jobs in classroom and non-classroom settings.

Across the school older classes buddy with younger classes to support students in their learning and to provide leadership roles for older students.

The reinforcement of respect and responsibility is being further promoted through the implementation of the Positive Behaviour for Learning (P.B.L.) program in all classes K-6.
Progress on 2010 targets

Target 1: Literacy

Reading:
Increase the total percentage of Year 3 students in Bands 4, 5 and 6 for reading to between 1% and 3% above the state average.
Increase the total percentage of Year 5 students in Bands 6, 7 and 8 for reading to between 1% and 3% above the state average.

Our achievements included:

- Year 3 achieving their target in reading with one percentage point above the state;
- Year 3 having growth over 2009 of 2% in the percentage of students in Band 6 for reading;
- girls in Year 3 reading increasing their representation in Band 4 by 7% when compared with 2009;
- though below the target, our Year 5 reading achievement level being the same as in 2009; and
- Year 5 girls having a 9% greater representation in Band 4 and a 3% greater representation in Band 5 than the average for girls across the state.

Writing:
Increase the total percentage of Year 3 students in Bands 4, 5 and 6 for writing to between 1% and 3% above the state total.
Increase the total percentage of Year 5 students in Bands 6, 7 and 8 for writing to between 1% and 3% above the state total.

Our achievements included:

- three percent more Year 3 students in Band 6 writing than in Band 6 across the state;
- eight percent more students in Band 6 writing this year last year;
- having 10% more boys in Band 6 than across the state;
- five percent more girls in Band 6 than 2009;
- having 4% more Year 5 students in Band 7 this year than 2009; and
- fourteen percent more Year 5 girls in Band 7 this year than 2009.

Target 2: Numeracy

Maintain the total percentage of Year 3 students in Bands 4, 5 and 6 for numeracy at the state total.
Increase the total number of Year 5 students in Bands 7, 8 and 9 for numeracy to equal the state total.

Our achievements included:

- having 6% more Year 3 students in Band 5 numeracy this year than in 2009;
- Year 3 data, measurement and space having 4% more students in Band 6 this year than last;
- Year 3 number, patterns and algebra having 5% more students in Band 6 than in 2009; and
- Year 5 students did not achieve their target although there was an increase of 10 percent on their 2009 performance.

Target 3: Student Engagement

The average number of referrals to Time Out for in-class incidents per student to decrease to 0.70.

Our achievements included:

- a significant reduction from 1.0 to 0.83. Although above the target of 0.70 Time Out referrals for in-class incidents per student was reduced;
- all teaching staff completing professional development activities in the areas of differentiation of the curriculum and Quality Teaching; and
- Positive Behaviour for Learning lessons developed and implemented in all classrooms for non-classroom areas around the school.
Key evaluations

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

- the effectiveness of the school-operated canteen; and
- Parent-Teacher Interviews.

Educational and management practice

School Canteen

Background

During 2010 the School Council undertook a review of the operations of the school-conducted canteen. The review looked closely at a range of areas related to the short and long-term operations of the canteen.

The operation of the canteen moved from the P&C to the school in 2007 with the day-to-day running of the canteen managed by a paid supervisor who is employed by the school. This operation is supported by school administrative staff and the Principal.

Findings and conclusions

- The canteen manager is effective and efficient in her role and has a sound understanding of what is required to conduct the canteen.
- The content of the canteen menu is based on guidelines provided by the N.S.W. School Canteen Association and Healthy Kids N.S.W. Both these groups are recognised as the definitive source of guidance for school canteens.
- The effectiveness and quality of the canteen was confirmed by the award from the Northern Sydney Central Coast Area Health Service which recognized the quality of the canteen. It was presented with their Central Coast Healthy School Canteen Award.
- There are generally sufficient volunteers available to work in the canteen (new volunteers are always welcome).
- Procedures for running the canteen are documented.
- Role statements are in place for the workers in the canteen.
- Minimum and maximum staffing levels have been established (Min = Supervisor + 1 Max = Supervisor + 3).
- On most days the staffing levels fall within the set levels.
- Effective measures are in place to provide a restricted service in the case of below-minimum staffing. This includes a limited canteen menu and school staff providing a minimal service.
- There are well-developed and documented procedures in place for the ordering of stock.
- The payment of invoices meets the Department of Education and Training’s audit requirements.
- Stock levels are appropriate and matched to turnover.
- Canteen prices are set based on the following three basic guidelines:
  - The use of recommended retail prices as set by suppliers;
  - The canteen is a service and prices are not set to maximise profits.
  - Costs need to be covered.
• The canteen has a current list of suppliers with contact details and an outline of what they supply.

• Food handling procedures are in line with health requirements and the canteen comes under the local council for spot checks and inspections.

• The canteen recently passed a cleaning inspection by officers of the Department of Commerce and is regularly checked as part of the quality assurance process by the school's cleaning contractors.

• Cash handling procedures in place both in the canteen and the school office. These effectively met all the requirements placed on canteens by NSW Education and Training.

• As part of the school, the canteen is part of the OH&S (Occupational Health and Safety) procedures and processes implemented across the school. Regular OH&S Inspections are carried out by trained members of the school’s OH&S Committee and processes are in place for the notification of injuries or incidents in the canteen. The school has recently updated the first aid kit located in the canteen and is providing First Aid training for the canteen manager.

• The final area reviewed was to do with current needs and emergent needs of the canteen. Below are listed some of the areas that were discussed and where changes have been made.
  o The need for greater relationship between the canteen and the school’s curriculum areas was discussed with possible activity areas. A staff member has been allocated the responsibility for developing this inclusion. The recent fruit and vegetable initiative is the first step in this direction.
  o Changes have been made to the teaching staff duty rosters to provide greater supervision of students using the canteen.
  o The Canteen Manager will wear a badge for clear identification by students and parents. Canteen volunteers will also wear identification badges.

**Future directions**

The review of the canteen found nothing that is of concern to the School Council with the only recommendation for future action being:

• the school canteen be reviewed every twelve months by the School Council and a report made to parents through the school’s weekly parent newsletter.

**Teacher – Parent Interviews**

**Background**

During 2009 the school moved away from the established practice of holding parent-teacher interview days where parents could book a ten-minute slot to meet with their child’s class teacher. Teachers felt that this process did not allow for quality time to be spent discussing progress or issues. Parents were informed that they could make an appointment at any time of the year to discuss issues as they arose and that teachers would contact parents if they felt that issues needed to be discussed. A small number of parents expressed concern that this system would not meet the needs of parents.

**Findings and conclusions**

Throughout the year we have been gathering data on interviews that have been conducted. The information included:

• the time of the interview;
• the location of the interview;
• the format of the interview;
• who initiated the interview;
whether the interview was formal or informal;
- the topic of the interview; and
- parental complaints about interviews.

Data has been collected on a sample of one hundred and seventeen parent-teacher interviews held throughout the year.

Data provided included:
- Seventy-five percent of interviews were classified as informal. This meant that the person initiating the interview wanted to clarify a specific issue that was current at the time of the interview.
- Forty-six percent of the interviews were initiated by the parent with the remainder initiated by the teacher.
- Seventy-six percent of interviews were face-to-face interviews on the school site. The balance were telephone interviews with parents who found it impossible to be involved on-site during school hours.
- Interviews had a range of topics including, educational issues, behaviour issues, student welfare matters or a combination of these issues.
- Sixty-seven percent of all interviews were either held before or after school.

Other than the initial concerns raised at a P&C meeting, there have been few other complaints or concerns raised by parents about interviews throughout the year.

Future directions

More information needs to be provided to parents regarding the options available for parent teacher interviews. There is a group of parents who believe that interviews should be organised by the school as a follow-up to the student reports being sent home. We need to make it widely known that interviews are available at any time to address any issue identified by the parent or the teacher.

Curriculum

Quality Teaching

Background

The importance of providing quality teaching to our students has been an ongoing school priority. As part of the professional development staff have been asked to consider what quality teaching is to them and what it looks like in their classrooms.

Findings and conclusions

- Ten percent of the questions related to the different types of questioning techniques teachers used in their classrooms. Staff responses clearly indicated the importance of varying questions and encouraging sustained conversations about concepts and ideas.
- Teachers stated the following to be extremely important in their classrooms:
  - holding high expectations for all students;
  - regularly communicating expectations to their students; and
  - having mutual respect and support.
- Teachers also indicated poor student behaviour rarely affected the learning of others.

Future directions

The areas staff felt could be improved were teaching students to:
- take responsibility for their own learning;
- negotiate their own projects and direction for learning;
- encourage the setting of goals; and
- adjust learning strategies.

Parent, student, and teacher satisfaction

Background

In 2010 we again used the Net Promoter Score as a means of measuring satisfaction. In 2009 we used this tool to measure the levels of parental satisfaction. In 2010 we extended the model to include teachers and students.
Net Promoter Scores (NPS) are calculated by asking a sample of clients how likely they would be to recommend our school to others. The proportion of those who think it unlikely they would recommend the school (Detractors) subtracted from the proportion that are likely to recommend it (Promoters) produces a single number known as a Net Promoter Score. The higher the score calculated (maximum 100) the higher the level of satisfaction expressed. The target groups in 2010 were:

- Parents (all families)
- Staff (teaching and non-teaching)
- Students (Years 4, 5 and 6)

**Findings and conclusions**

The resulting Net Promoter Scores for the three groups are as follows:

As we only used this tool with parents for the first time last year we can only measure the change in satisfaction level for that group. This year saw an increase in the Net Promoter Score from +72 to +89 which indicates an increased level of satisfaction with the school.

Staff members indicated a very high level of satisfaction with a score of +93. The majority of staff members commented on high levels of support and enjoyment in working at Umina. High levels of collegiality, good levels of resourcing and quality buildings featured highly in staff comments.

In their surveys, parents indicated a range of issues that underpinned their high levels of satisfaction these included:

- quality teaching staff
- school organisation
- school buildings
- school tone
- behaviour management processes
- provision of extra-curricular opportunities
- quality office staff.

In the small number of cases where satisfaction was indicated as being low it was found that a common theme was the size of the school in terms of the number of students. Other issues raised were usually of a personal nature or to do with a specific issue that did not affect others.

The student survey was only completed in Years 4, 5 and 6 as it was felt that the underpinning concept would not be appropriate to younger students. We were surprised to find that we only had a score of +46 from our students in contrast to the high scores from both staff and parents.

Close examination of the student responses highlighted a range of common concerns, these included:

- the size of the school in terms of the number of students
- student’s perception of teachers being different from those of their parents
- little interest in education
- a highly critical impression of their fellow students.

**Future directions**

- The school will implement the Quality of School Life Survey to identify trends and inform future planning in 2011.
- This survey will be implemented across students, staff and parents in 2011.
Professional learning

Umina Public School teaching staff had a wide variety of opportunities for professional development in 2010.

Staff members have been involved in five School Development Days throughout the year. These days focused on:

- developing staff roles and responsibilities, working with the school management plan to identify priorities;
- the Positive Behaviour for Learning (PBL) initiative and “Whatever!” a presentation given by Mark Treadwell which highlighted the conceptual age in which we live and the evolution of school; and
- qualifications for CPR Training and Emergency Care were updated.

The final two development days were held at the end of the year. These days included further work on the school management plan and whole-school training in Non-Violent Crisis Intervention.

All teaching staff were involved in a weekly professional learning activity. This occurs for at least one hour after school each week, equating to approximately 40 hours per teacher.

The major topics this year have been:

- an analysis of 2010 NAPLAN data and follow-up;
- a review of the consistent teacher judgment process and its implications for stage and grade assessment and reporting;
- asthma education training; an ongoing evaluation of the PBL program; and
- differentiating units of work to meet individual student needs; and
- computer program and software training.

As a part of our beginning teacher program three staff completed an online course run by Macquarie University on Teaching Beginning Reading. The course offered a systematic, research-based guide to teaching literacy in the first three years of schooling. This course provided twenty hours of Professional Competency Accreditation for the new scheme teachers.

Staff also attended a number of special interest courses such as Seasons for Growth training and reconnection, implementing Drug Education in Stage 1, Reading Recovery training for executive and staff, Body Self-Esteem, an Art Teacher enrichment day and NAPLAN numeracy intervention analysis and training.

The professional development of staff is also supported by our online subscriptions to e-teaching, e-shortcuts and e-leading, as well as membership of the professional body Australian Council for Educational Leadership (ACEL). We were also represented at a number of state and Australian conferences. These were The Reading Recovery state conference, The Successful Learning Conference and The Gifted and Talented Conference. Knowledge of current research gained at these events has been invaluable to our professional learning.

Four staff members attended the four-day Occupational Health and Safety training course. This resulted in a school audit following the professional guidelines which has ensured we are compliant with all necessary legislation.

Our Local Management Group funded representatives from each our schools to attend the Queensland University Stronger Smarter Leadership program. This leadership approach has been adopted by our learning community and will continue to develop in the coming year.

Our Support Teachers Learning Assistance have been regularly involved in professional development through network meetings. Topics they covered included writing and spelling strategies, assistive technology, comprehension and NAPLAN improvement programming.
A large number of staff were involved in training to enhance their technology skills. This included using and maintaining the school website, the school intranet site and understanding the Sentral program.

An average of $457.47 was spent per teacher on professional learning during 2010.

School development 2009 – 2011

The school is continuing to monitor and adjust the Strategic plan developed in 2008 and implemented between 2009 - 2011. Resources are delivered to the target areas as outlined in the School Target and Management Plans.

Targets for 2011

Three targets have been identified from our 2009 -2011 Strategic Plan. They are:

**Target 1: Literacy**

*Increase the total percentage of Year 3 students in Bands 4, 5 and 6 for reading to 2% above the state average.*

*Increase the total percentage of Year 5 students in Bands 6, 7 and 8 for reading to 2% above the state average.*

*Increase the total percentage of Year 3 students in Bands 4, 5 and 6 for writing to 2% above the state average.*

*Increase the total percentage of Year 5 students in Bands 6, 7 and 8 for writing at to 2% above the state average.*

Strategies to achieve this target include:

- using data to underpin the planning of teaching and learning in literacy;
- reviewing and developing the teaching of writing across the school; and
- providing professional learning to support staff in the programming and teaching of reading K-6 with a focus on guided reading and comprehension.

Our success will be measured by:

- an increase of 2% of students in the top 3 bands in reading and writing in NAPLAN 2011;
- the collection and analysis of school-wide student achievement data; and
- quality classroom literacy programs which are differentiated to accommodate individual student needs and use the school developed programming proforma.

**Target 2: Numeracy**

*Increase the total percentage of Year 3 students in Bands 4, 5 and 6 for numeracy to 2% above the state average.*

*Increase the total percentage of Year 5 students in bands 6, 7 and 8 for numeracy to 2% above the state average.*

Strategies to achieve this target include:

- focusing on differentiated learning and personalised learning in programming numeracy;
- including strategies to develop students automaticity with number facts in class teaching programs;
- focusing on planning and evaluating to improve student outcomes; and
- utilising the quality teaching framework and professional teaching standards as tools for best practice in the classroom.

Our success will be measured by:

- an increase in the percentage of students in the top three bands in NAPLAN by a minimum of 2%.
- the collection and analysis of school-wide student achievement data to inform teaching programs; and
excellent classroom numeracy programs which are differentiated to accommodate individual student needs.

Target 3: Student Engagement

The average number of referrals to Time Out for in class incidents per student to decrease to 0.70 from 0.83.

Strategies to achieve this target include:

- providing ongoing professional development for all staff in the areas of differentiation, Quality Teaching and the use of technology as a tool to improve teaching and learning;
- ensuring that all classes participate in lessons for specific areas of the school in term 1;
- expanding the Positive Behaviour for Learning program to include classroom settings as well as non-classroom settings in term 2;
- investigating the incorporation of KidsMatter into the school Program to assist in reducing anxiety and behavior problems and increase student engagement;
- monitoring and analysing data in regard to student behaviour and plotting trends across the school in order to make effective decisions; and
- reviewing, updating and implementing a consistent positive reward system.

Our success will be measured by:

- a reduction in the number of children in Time Out for classroom non engagement;
- class programs showing evidence of catering for the needs of all students; and
- a positive reward and recognition system implemented consistently and valued across the school.

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.

Chris Andrews, Principal
Jeanette Dillon, Relieving Deputy Principal
Julia Morgan, Teacher
Melissa Deas, Teacher
Leanne Anderson, Parent
Lisa Butler, Parent

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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: