Messages

Principal’s message

2012 was yet another exciting year at Umina Public School. Our students enjoyed a host of extracurricular activities and applied themselves enthusiastically to their academic studies.

Our national testing results reflect the effort staff and students have put into their teaching and learning and we are pleased with the results and the many improvements made.

The Olympic Day held early in Term 3 saw all 750 children and staff participate in an official opening and closing ceremony as well as a variety of interesting games and activities. This is just one of the many extracurricular activities offered in 2012.

The P & C Association continued to support the school and have been involved in decision making and fundraising events. Their support is very much appreciated by the entire school community. A new bell and intercom system was installed and paid for by the P & C. They also provided six interactive whiteboards for our classrooms.

The School Council endorsed policies relating to student leadership, enrolment, canteen and teacher professional learning. They investigated solutions to traffic congestion around the school at the end of the school day.

Students continued to participate in choir, debating, Comedy Club, band and the environment group.

The school chose to participate in the Empowering Local Schools National Partnership (ELSNP) and this has resulted in changes to budget planning and management planning across the school.

I have enjoyed leading this vibrant school community and look forward to many more successful years working in partnership with students, parents, staff and the community.

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.

Lyn Davis

P & C and/or School Council message

It gives me great pleasure to provide you with an overview of the terrific things the P&C have achieved in 2012.

We kicked the year off with the Splashathon, where we raised $22,000. This truly gives us an indication of how supportive our school community is. Thank you to everyone who gave so generously. I am sure that the students and the parents that helped out on the day will agree that the Splashathon was a heap of fun.

2012 saw your P&C donate back to Umina Public School approximately $57,500. This donation was spent in the following way:

- $22,000 to a new whole-school PA system;
- $28,500 towards the purchase of six electronic smart boards;
- $2000 to the school library for resources; and
- $1000 to Kindergarten supplies, creative arts, Bear Reading, performing arts and sport as we do each year.

The P&C upgraded the community room with new furniture and catering equipment purchased with funds received from a Volunteers' Small Equipment Grant of $3,723.00. I invite you all to take the opportunity to pop into the community room and have a look.

Our P & C was well supported by local businesses. I would also like to thank our Principal Lyn Davis and all her staff for really getting behind and
supporting the P&C in everything it does. They are terrific group of people and we are very lucky to have such talent at Umina Public School. I would also like to thank the P&C Executive, the Uniform Shop Committee and all our wonderful volunteers for without you we could not manage to operate so effectively.

Nicole Mottlee P & C President

School Council Report

The Umina Public School Council has had a very active year with the creation and/or review of various school policies, and assisting the school executive with school procedures and student engagement activities. It has been a pleasure to work with and address concerns and issues raised by staff, parents and students as we continue to move forward, building an even better school and education environment for our wonderful students. In 2012, our School Council members were:

- Deretta Brown (Parent Rep);
- John Bruning (Parent Rep);
- Lisa Butler (Parent Rep, President);
- Gayle Charles (Teacher Rep);
- Lyn Davis (School Principal, Executive Member);
- Debbie Hughes (Teacher Principal);
- Nicole Mottlee (P&C Rep);
- Renne Noakes (Teacher Rep, Secretary); and
- Evan Spiros (Community Rep).

I’d like to take this opportunity to thank all the School Council members for their efforts in 2012 and especially acknowledge our parent representatives Deretta Brown and John Bruning and teacher Gayle Charles whose two-year tenure ended at the end of 2012. I’d like to welcome our two new parents, Tegan Johnson and Melissa Brown, and new teacher Sharlene Percival who will join the School Council for 2013/2014 and hope they will enjoy their roles.

All Council Members take their roles very seriously and work hard to give service to our school behind the scenes. This work is very much appreciated, the results of which are evident both in the classroom and within the administration framework of the school.

Following are the major activities undertaken by the School Council in 2012.

Establishing a recycling system for waste in the school.

Continuing a strong campaign aimed at parents/caregivers regarding the safe movement of traffic and appropriate parking behaviour around the school.

Reviewing and ratifying of the selection process for the Aussie of the Month award.

Reviewing and ratifying of the new School Leadership Policy.

Reviewing and ratifying of the Teacher Professional Learning Policy.

Initiating the installation of a new PA and bell system throughout the school, paid for by our P&C.

Reviewing and ratifying of the School Council Constitution.

Reviewing and ratifying the School Canteen procedures.

School Council members meet eight times throughout the year.

I’d like to make this opportunity to thank everyone on the School Council for their input and service throughout 2012. I know that we look forward to continuing our efforts to positively influence the student and community experience at Umina Public School in 2013. Soar High!

Lisa Butler, School Council President

Student representative’s message

We were thrilled to be elected as school captains at the end of 2011. During 2012 we were amazed by how many events we have attended as school leaders. These include the Young Leaders’ Day in Sydney where we travelled by bus with school leaders from other schools on the Peninsula. We proudly marched on ANZAC Day and attended the opening of the war memorial at Peninsula Village where we had the pleasure of meeting General Peter Cosgrove and have our photo taken. We also met the Federal Minister for Education Peter Garrett.
We had heaps of fun as school leaders and hope that future captains love leadership as much as we have.

Ella-Rose Mercer and Shannon Adams.

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

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>385</td>
<td>377</td>
<td>402</td>
<td>414</td>
<td>398</td>
<td>373</td>
</tr>
<tr>
<td>Female</td>
<td>362</td>
<td>373</td>
<td>370</td>
<td>376</td>
<td>360</td>
<td>370</td>
</tr>
</tbody>
</table>

This graph and table indicate enrolments by gender. There were approximately equal numbers of girls and boys in the school in 2012. Enrolments fluctuated throughout the year, however at the time this data was collected the enrolment was 743. Enrolments are relatively stable with a slight peak in 2010.

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 closely 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.

Student attendance profile

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>94.8</td>
<td>95.3</td>
<td>94.8</td>
<td>94.7</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>94.2</td>
<td>93.7</td>
<td>94.6</td>
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<tr>
<td>2</td>
<td>94.2</td>
<td>93.8</td>
<td>94.1</td>
<td>94.4</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>94.6</td>
<td>93.9</td>
<td>93.4</td>
<td>93.7</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>93.9</td>
<td>93.6</td>
<td>94.5</td>
<td>92.7</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>93.9</td>
<td>93.0</td>
<td>93.5</td>
<td>93.3</td>
<td></td>
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<tr>
<td>6</td>
<td>93.5</td>
<td>93.0</td>
<td>93.5</td>
<td>93.5</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>94.8</td>
<td>94.2</td>
<td>93.9</td>
<td>94.1</td>
<td>93.5</td>
</tr>
</tbody>
</table>

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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.

In 2012 the school formed 30 classes.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>4</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>26</td>
</tr>
<tr>
<td>Aboriginal Education Resource Teacher</td>
<td>0.6</td>
</tr>
<tr>
<td>General Assistant</td>
<td>1.0</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>1.1</td>
</tr>
<tr>
<td>Learning Assistance Support Teacher</td>
<td>1.4</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1.2</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0.1</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>0.4</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>3.6</td>
</tr>
<tr>
<td>Total</td>
<td>42.4</td>
</tr>
</tbody>
</table>
The National Education Agreement requires schools to report on Indigenous composition of their workforce.

Two permanent members of the teaching staff have identified as being of Aboriginal or Torres Strait Islander descent.

**Staff retention**

Permanent teaching and administrative staff at the school are very stable. Two permanent teaching staff were employed through merit selection to replace two teachers who retired at the end of 2011. One teacher received a transfer to another school. At the end of 2012, an Assistant Principal was promoted on merit to a principal position at another local school.

**Teacher qualifications**

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>80%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>20%</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.

The school received an additional $50,000 of National Partnership Empowering Local Schools funding in 2012. Funding received by the school is limited to the funding formula that is applied to all public schools in N.S.W.

Intended use of funds carried forward include:

- unpaid orders $5100
- unpaid invoices $7700
- unpaid casual salaries $18 000
- provision for asset replacement $85 000
- provision for additional assets $25 000
- general purposes $240 000
- provision for LSL – Canteen $10,500

At the end of 2012 the Beachside Centre was relocated to Woy Woy Public School. The school is purchasing a building to replace the centre so that many of its valuable activities can continue.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2012</th>
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</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
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<tr>
<td>Balance brought forward</td>
<td>290577.25</td>
</tr>
<tr>
<td>Global funds</td>
<td>334139.43</td>
</tr>
<tr>
<td>Tied funds</td>
<td>209903.51</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>255678.34</td>
</tr>
<tr>
<td>Interest</td>
<td>16247.56</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>49649.31</td>
</tr>
<tr>
<td>Canteen</td>
<td>121338.40</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>1277533.80</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>29896.06</td>
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<tr>
<td>Excursions</td>
<td>88793.30</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>71547.05</td>
</tr>
<tr>
<td>Library</td>
<td>6605.56</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>5432.64</td>
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<tr>
<td>Tied funds</td>
<td>146747.10</td>
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<tr>
<td>Casual relief teachers</td>
<td>108028.32</td>
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<tr>
<td>Administration &amp; office</td>
<td>69672.44</td>
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<tr>
<td>School-operated canteen</td>
<td>97082.17</td>
</tr>
<tr>
<td>Utilities</td>
<td>75870.09</td>
</tr>
<tr>
<td>Maintenance</td>
<td>16511.19</td>
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<tr>
<td>Trust accounts</td>
<td>55926.11</td>
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<tr>
<td>Capital programs</td>
<td>50275.30</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>822387.33</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>455146.47</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2012 financial statement is tabled at the annual general meetings of the School Council and the parent body. Further details concerning the statement can be obtained by contacting the school.

**School performance 2012**

2012 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 within the wider community for special occasions.

**Achievements**

**Arts**

**School Bands**
Umina Public School continued to support and foster two wonderful school bands. We had a training band full of eager students and an accomplished concert band. The students played a wide variety of instruments including clarinet, flute, trumpet, trombone, tuba, euphonium, saxophone, drums and percussion. Throughout the year both school bands had numerous opportunities to perform at school for the students and in our local community.

The concert band participated in the Central Coast Battle of the Bands on a weekend and did the school extremely proud with their effort and commitment. Their performance was highly professional and showed what talented students we have here at Umina.

At our end-of-year recruitment night for 2013, we had huge interest, with over 25 new students keen to join the band program in 2013. All of this couldn’t be accomplished without Mr Philip Rutherford and his talented team of tutors from the Central Coast Conservatorium who conduct weekly tutorials and rehearsals. A special mention must be made of the parents who always help out and support the students and their performances. We are looking forward to another fantastic year full of beautiful music and lots of fun.

Comedy Club
2012 has been the fourth year of The Comedy Club with nearly 50 children involved. This year the students worked on an adaptation of Goldilocks by Roald Dahl as well as various drama games. I would like to acknowledge the great assistance of Mrs Darmody during the year. Her help in writing and editing scripts as well as rehearsing was greatly appreciated.

Congratulations to the students who have been involved. Their behaviour and enthusiasm was first class.

The Comedy Club will be back in 2013 to tickle your funny bone.

Debating
Umina Public School was well-represented during 2012. During term one the debating team attended an invaluable training day. Here the team learnt important techniques and gained further experience working with students from other Central Coast schools.

During Term Two, the debating team participated in the Premier’s Debating Challenge and debated against local schools. The students utilised all skills learnt and were particularly strong with rebuttals in each debate. All debates in this competition were impromptu with the topic given only one hour prior to the debate. One topic successfully argued was that “School uniforms must be worn by students”. Umina were successful winning three out of their four debates.

Our Year Six students developed important skills to utilise in High School and our Year Five students acquired important skills in preparation for debates in 2013.

Sport
2012 was one of Umina Public Schools 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 2012, entering thirteen teams. The school also took part in the three major zone carnivals with over 250 boys and girls representing the school at zone level.

Umina Public School sent fifty-two students to the zone athletics carnival in 2012 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-five students attended the Sydney North Athletic Carnival at Homebush.

The school was successful in winning the zone cross country carnival for the sixth year in a row. Our school was then represented by eighty students at the zone cross country and twelve students at the regional cross country at Gosford.

In 2012 Umina Public School won the zone swimming championships for the fifth year. We then sent thirty-four students to the Sydney North swimming carnival at Homebush.

Our representative teams competed at an exceptional level again in 2012, with our Rugby League teams winning both the Woy Woy Cup and Central Coast All Schools Championship.
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)
- Rugby League

In 2012 Umina Public School entered the Premiers Sporting Challenge for the fourth time with each child recording their physical activity over a ten-week period.

**Beachside Centre Report**

In Term 2, Umina Schools as Community Centre (SACC), Beachside Family Centre, welcomed a new facilitator to the program.

Throughout 2012, a number of parenting groups were run including Triple P Positive Parenting programs and J-2-3 Magic Parenting. The Better Parenting DVD Library with over 50 DVDs offered an alternative form of parenting information for those parents unable to attend a group session.

Beachside also ran TAFE Outreach courses for parents and community members. The most popular course was Senior First Aid, followed by a brain mapping and memory short course called Colour Me Clever. Thanks go to TAFE for being a flexible partner for our parents and community members.

We had regular playgroups, such as Latino Playground and Supported Playgroup. We also had Wiggle and Giggle music classes.

Beachside continued to support the involvement of parents in the school by providing Umina School House one morning per week to offer child care so that parents and carers could assist in the classroom, canteen or attend P & C meetings.

Beachside Family Centre has worked closely with the local Indigenous community through attending interagency meetings, partnering with Mingaletta and local elders and running storytime sessions and conducted Fun with Sounds mornings once a month at the Mingaletta Hall.

*Tales from a Dilly Bag* was established in partnership with Umina Public School and Mingaletta. This program trains Stage 3 Aboriginal and non-Aboriginal children to be reading mentors for Aboriginal 0 – 5 year olds. In 2012 we included children from local supported playgroups and preschools to be read to by the students.

The 2011 review of all Schools as Community Centres on the Central Coast was finalised and Beachside Family Centre SaCC services were reduced to three days per week in 2012 with a relocation to Woy Woy Public School in early 2013.

**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)

Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7)

Yr 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

**Reading – NAPLAN Year 3**

In all, 59.5% of Year 3 students performed in the top two bands. This was higher than the state score.
Writing – Year 3

Results showed that the school had 63.8% of Year 3 students in top two bands. State had 58.9 and HCC 1 (Hunter-Central Coast 1) schools had 51.1.

Year 3 – Spelling

Results indicated that 50% of Year 3 students results were in the top two bands. The school target was 42%. State has 50.3 and HCC 1 schools have 42.5%. There is a need to reduce the number of students in Band 3 across into Bands 4, 5 and 6.

Year 3 Grammar and Punctuation

There were 59.5% of Year 3 students whose results were in the top two bands. State has 55.7% and HCC 1 schools have 48.3%.

Numeracy – NAPLAN Year 3

There were 43.2% of Year 3 students in top two bands. The state average was 38.9%.

Reading – NAPLAN Year 5

There were 29.8% of Year 5 students in top two bands. When these students were in Year 3 23.1% were in the top two bands. Across the state 39.1% of students were in the top two bands. There is need to move students out of Band 6 into Bands 7 and 8.
In all, only 16.2% of Year 5 students results were in top two bands. Across the state 23.2% of students performed in these bands. The school will undertake professional learning to improve these results.

Spelling – NAPLAN Year 5

In all 32.2% of Year 5 students performed in the top two (proficient) bands. The school target for 2012 was 35%. When these students were in Year 3, 20.4% were in the top 2 bands. Across the state 41% of students were in the proficient bands. Our target to reduce the percentage of boys in the bottom 2 bands to 19% was well achieved with only 10.2% in these bands.

Grammar and Punctuation – NAPLAN Year 5

Umina Public School had only 21.2% of Year 5 students who performed in the top two (proficient) bands. This result is below state average of 32.5%.
Numeracy – NAPLAN Year 5

The school had 26.6% of Year 5 students perform in top two bands compared with 20.1% in 2011. When these students were in Year 3 22.9% were in the top two bands. The school score is approximately 5% below the state score.

Progress in reading

As this graph indicates the student performance is getting to closer to state average growth in reading each year from Year 3 to Year 5. The graph also allows comparison with similar school groups (SSG).

Progress in numeracy

As this graph indicates the student performance is getting to closer to state average growth in numeracy each year.

The graph also allows comparison with similar school groups (SSG).

Significant programs and initiatives

Aboriginal education

In 2012 the school received Norta Norta Program funding for two of our Aboriginal students. Support was given to these students to support and improve their numeracy learning. The Aboriginal Education Resource Teacher (AERT) was able to assist in the facilitation of their learning and gave support to their numeracy teacher.

In 2012, Aboriginal enrolments reached 38. This included four families with Kindergarten students who were new to our school. Throughout the year, the school was involved in many activities which supported and celebrated Australian Indigenous cultures.

The (AERT) assessed and supported students with their numeracy skills. A program called Fast Maths was implemented as a part of the school’s focus on mathematics. The AERT worked with all Year 4 Aboriginal students on this program three days per week. Support was also provided to the...
Aboriginal students in Year 6 during their numeracy group sessions, four mornings per week. In addition, support was given to all Aboriginal students and their families across K-6. 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.

- An Otitis Media screening day was carried out.
- Artworks from the Whale Dreaming unit were submitted into the Reconciliation Art Awards at Gosford Regional Gallery for which we received an encouragement award. Several families attended the awards day.
- The AERT and a staff member from the school’s Aboriginal Committee attended workshops to develop a short film as part of ‘Yarn Up’.
- Sorry Day was acknowledged with a special assembly run by our Aboriginal students across K-6.
- To celebrate Reconciliation Week a special assembly was held. Students were given opportunities to discuss reconciliation in their classrooms. K-2 entered a national art competition. Students in Years 3-6 entered a national poetry writing competition.
- NAIDOC Week was celebrated across the school by all students. Special assemblies were held for each stage and balloons were released into the air to symbolise students of the past, present and the future. Students were then treated to cultural activities which included traditional Indigenous games, Dreamtime stories and art activities. The day was attended by members of Umina Beach Men’s Shed, Campbell’s Home Timber and Hardware (Woy Woy) and Mingaletta Corporation. These organisations worked in partnership with the school, donating valuable time and resources to the event. Students were also treated to face painting and prizes as a part of the day.

Some of our Stage 3 students at Gosford Art Gallery with the mural they helped to create

- Stage 3 Aboriginal students attended Gosford Regional Art Gallery with other aboriginal students from the Central Coast. They participated in workshops to learn about Aboriginal art and design. Students worked on a mural that was later used in an exhibition at the gallery. Our Aboriginal students re-visited the gallery with our AERT to view the exhibition.
- “Tales From A Dilly Bag” reading program was continued in partnership with the Schools As Community Centre. Year 5 and 6 Aboriginal students and some classmates were trained as reading mentors for preschool-aged children. The students visited the community centre and created crafts, as well as reading to toddlers.
- 2013 Kindergarten students were invited to attend ‘Young, Black and Ready for School’. This program supported transition to school including Early Birds and a Community Health screening day.
- Year 6 students attended a transition-to-school program at Brisbane Water Secondary College. This was specifically aimed at the Aboriginal and Torres Strait Islander students.
- Students were nominated from our school to receive awards at the “Deadly Awards”. These awards showcased the academic, sporting and cultural achievements of Aboriginal students. The awards ceremony was hosted by our local AECG (Aboriginal Education Consultative Group) and was attended by students and their families from all local schools.
The school hosted AECG meetings, including their AGM in October and attended the AECG end-of-year function.

NAIDOC Day 2012

Multicultural education

Students at all stage levels participated in units of work with multicultural education perspectives embedded in the content. These units developed students’ knowledge, skills and attitudes to function positively in our culturally diverse community. An acceptance of multiculturalism was promoted through these programs. In March, the students at Umina Public School celebrated Harmony Day which acknowledged Australia’s cultural diversity. Staff and students wore orange on the day and participated in games from other countries. Each class mastered one game and then taught that game to another class. All children learnt that Australia is a special place because of its cultural diversity.

Participation in the school’s Olympic Day gave students the opportunity to study another country, its culture, geography and traditions.

National partnership programs

The school is part of the Empowering Local Schools National Partnership. It will use the funding received in 2013 on infrastructure and governance. This partnership will see the school one of the first in the state to utilise different budgeting, staffing and management systems.

Progress on 2012 targets

Outcome for 2013–2015   Mathematics

Target 1

Teachers utilize Quality Teaching Framework and student assessment data as key instruments to improve student outcomes in mathematics.

Strengthened quality teaching programs and practices in all classrooms.

2012 Targets to achieve this outcome included:

- increasing the percentage of Year 5 students in the proficient bands from 20% in 2011 to 24% in 2012;
- increasing the percentage of Year 5 girls in the proficient bands from 13% in 2011 to 20% in 2012; and
- ensuring the percentage of Aboriginal students in the proficient bands will be within 10% of the state percentage for all students in 2012.

Our achievements include:

- having 26.6% of Year 5 students performing in top two bands compared with 20.1% in 2011. When these students were in Year 3 22.9% were in the top two bands;
- increasing to 20.9% the percentage of girls in the proficient bands compared with 12.8% in 2011;
- having 20% of our Aboriginal students performing in the proficient bands for Reading and Numeracy in Year 3.

- having 20% of our Aboriginal students perform in the proficient bands for Numeracy compared with 31.2% of students across the school;
- introducing a focus for learning in mathematics across the school with a pre-determined assessment schedule across all grades based on an analysis of NAPLAN data; and
- organising professional learning with support from regional staff on:
  - Newman’s Analysis;
  - the use of the Numeracy Continuum;
— planning quality Mathematics lessons; and
— the development of quality assessment tasks that allow students to demonstrate A-E grade performance.

Outcome for 2013-2015 Literacy

Target 2

Outcome for 2012–2014 Literacy

Levels of literacy achievement are enhanced for all students using quality teaching and assessment practices.

Assessment practices and quality feedback are used to improve learning outcomes for every student.

The school will utilise innovative practices for 21st Century learners and learning.

2012 Targets to achieve this outcome included:

• increasing the percentage of Year 3 students in spelling in the proficient bands from 38% in 2011 to 42% in 2012;
• increasing the percentage of Year 5 students in spelling in the proficient bands from 30% in 2011 to 35% in 2012;
• reducing the percentage of Year 3 boys in spelling in the bottom two bands from 22% in 2011 to 19% in 2012; and
• having state average scores or higher in reading and writing in Years 3 and 5 in 2012.

Our achievements include:

• exceeding the target for Year 3 spelling by having 50% of students perform in the proficient bands;
• improving performance in Year 5 spelling to 32.3% of students in the proficient bands though the target of 35% was not attained;
• reducing the percentage of Year 3 boys in the lowest two performance bands from 22% to 10.2%;
• having above State average scores in reading and writing in Year 3;
• having above State average scores in reading in Year 5;
• maintaining and extending spelling programs currently in place from Years 3–6 to Years 1–2;
• ensuring editing skills based on weekly spelling list and grammar lessons are taught each week;
• providing teachers with proformas, teaching notes and programming overviews for effective teaching of persuasive writing; and
• staff sharing websites, resources, notebook lessons and interactive resources they have used successfully in teaching spelling, reading and writing.

School evaluation

NSW public schools conduct evaluation to support the effective implementation of the school plan. Two major evaluations were undertaken in 2012, one was an evaluation of Mathematics teaching and the other was an evaluation of School Leadership.

Educational Management and Practice

Background

The School Map survey materials provided by the Department of Education and Communities were used to evaluate the School Leadership. The questionnaires were completed in late July and early August.

Staff responded to the following statements by answering almost always, usually, sometimes or rarely.

Leaders improve the school through an understanding of the school’s strengths and weaknesses.
School leaders build relationships based on trust, collegiality and mutual respect.

School leaders demonstrate an interest in, and an accountability for student learning outcomes.

School leaders ensure that all members of the school community are treated fairly.

School leaders effectively implement change processes which result in improved student learning outcomes.

School leaders model commitment to school improvement.

Leaders ensure that all groups within the school community develop the statement of the school's purpose.

Staff, parents and students are encouraged to take leadership roles at the school.

School leaders inspire and motivate learners.

School leaders encourage teachers to reflect on their practice.

School leaders encourage staff to constructively challenge educational practice.

The school ensures that everyone at the school is treated fairly.

Our school leaders introduce changes that are good for students.

The school is always looking for ways to improve what it does.

The school involves all groups within the school community in deciding what it is aiming to achieve.

Staff, parents and students are encouraged to take leadership roles at the school.

School leaders inspire and motivate learners.

School leaders discuss ways to improve learning.

School leaders are open to new ideas.

**Staff findings and conclusions**

More than 90% of staff answered almost always or usually to all but three of these statements.

There were 20% of staff who felt that school leaders could do more to motivate learners and encourage staff to constructively challenge educational practice.

There were 13% of staff who did not answer almost always or usually when asked if school leaders effectively implement change processes which result in improved student learning outcomes.

Year 5 students (92 in all) responded to the following statements by answering *almost always, usually, sometimes or rarely*.

The school leaders understand the school and get the best from the students.

The school leaders value the contribution of individuals and groups.

School leaders talk to us about our work and find ways to help us improve.

There were 85% of students who agreed that school leaders understand the school and get the best from the students. The same percentage also agreed that everyone at the school was treated fairly.

There were only 62% of students who felt that the school leaders discuss ways to improve their learning usually or almost always and only 64% of students had the same response about school leaders inspiring them and motivating them as learners and discussing ways to improve their learning.

Parents were also surveyed in relation to school leadership. In all 85 responses were received. Parents/caregivers responded to the following statements by answering *almost always, usually, sometimes or rarely*.

The school leaders understand the school and get the best from staff and students.

The school leaders value the contribution of individuals and groups.

School leaders accept responsibility for the quality of student learning outcomes.

The school ensures that everyone at the school is treated fairly.

Our school leaders introduce changes that are good for the students.

The school is always looking for ways to improve what it does.
The school involves all groups within the school community in deciding what it is aiming to achieve.

Staff, parents and students are encouraged to take leadership roles at the school.

School leaders inspire and motivate learners.

School leaders discuss ways to improve my child’s learning.

School leaders are open to new ideas.

**Parent findings and conclusions**

There were 80% or more of parents who answered almost always or usually that:

- the school leaders understand the school and get the best from staff and students;
- the school leaders value the contribution of individuals and groups;
- the school leaders value the contribution of individuals and groups;
- school leaders accept responsibility for the quality of student learning outcomes;
- the school ensures that everyone at the school is treated fairly;
- our school leaders introduce changes that are good for the students;
- staff, parents and students are encouraged to take leadership roles at the school; and
- school leaders inspire and motivate learners.

There is clearly a need for the school to involve all groups within the school community in deciding what it is aiming to achieve as only 75% of parents answered almost always or usually to this question.

**Future directions**

The school leadership team will continue to undertake professional learning and research to better support their roles in the school.

Two additional members of staff will be invited to join the school executive team to enhance their professional learning.

The school executive team will be proactive in providing constructive feedback to students about their learning.

The school will conduct forums on various topics throughout 2013 in order to allow parents voices to contribute to school actions.

**Curriculum**

**Mathematics**

**Background**

All staff were surveyed adapting SchoolMap material with the survey questions rewritten in terms of mathematics learning. The results of this are reported in the parent, teacher and student satisfaction section of this report which follows. In addition to the paper survey, telephone interviews were conducted with a randomly selected group of parents.

**Findings and conclusions**

**Findings from parents**

- Many parents indicated their child liked learning mathematics at school.
- Most students discussed homework and displayed a positive attitude toward mathematics while a lesser number did not discuss maths at home.
- Several parents indicated that their child struggled and had low self-esteem in regard to mathematics.
- Most parents indicated that they would like an overview, in simple language, of the mathematics their child would be learning each term.
- Some parents indicated that a parent information evening would be of benefit.
- Most parents stated their child had progressed in mathematics. They gauged their progress through test results, NAPLAN, and how they completed their homework at home.
- A majority of parents indicated that they were happy to assist their child with homework. A small number said it was too hard for parents.
- Most parents felt that their child was being challenged in mathematics with the remainder commenting they did not know their child was struggling.
Future Directions

The school will continue with an individual intervention program to improve the number facts of students whose competencies currently place them in the middle and lower bands.

The consistent use of Newman’s Analysis will assist students in the area of problem solving. A process for the early communication of students having difficulties will be established.

The school will improve communication strategies for parents in the teaching of mathematics. Parent workshops will be offered and staff will investigate the use of “how to” tips with homework. Staff will also extend the use of websites in supporting mathematical learning across the school.

Findings from students

Focus groups consisting of 4 or 5 students of mixed gender were conducted. The groups were formed from the mathematics groups rather than class groups in order to ensure consistency of responses. Questions focused on the students’ understanding and enjoyment of mathematics, their understanding of their progress and their parents’ involvement at home in mathematics learning. Following are the findings.

- There were a significant number of students who indicated they enjoyed using concrete material, practical mathematics activities.
- Almost all students stated that they enjoyed the speed tests which were a component of each day’s lesson.
- Students would like to see more mathematical games, times tables and mental activities.
- Half of the students commented that they had a good understanding of what they had been taught. That their teacher explained concepts well and gave them lots of practice.
- Other students indicated their concern that classroom was too noisy and that the language was too technical.
- Most students were gauging their success by test results, NAPLAN, working quickly in class, reports, comments from class teacher and how often they needed to asked for help.
- Most student stated that their parents helped them with their mathematics
- The majority of students indicated they had improved in mathematics since last year as they have become more confident, have a better understanding and had achieved good test results.

Future Directions

Consistent use of Newman’s Analysis will assist students in the area of problem solving.

The Quality Teaching Framework should be revisited with a practical emphasis being placed on a few essential components that can improve mathematics learning in the classroom, specifically in terms of classroom management and use of metalanguage.

Strategies will be introduced to assist students to effectively evaluate their own progress. This can also improve the student’s ability to talk about mathematics. These will sit beside the teacher’s evaluation rather than replacing it.

Attempts will be made to better align homework with class work. Homework will focus on “practicing, extending or consolidating” what is done in class and be manageable by students.

Teachers will incorporate more mathematical games into their lessons.

Findings from staff

Additional information was sought from teachers through a structured series of professional conversations. A cross-section of teachers was chosen, ensuring that both experienced and early career teachers were included. The following findings were reached.

- A significant number of teachers (80%) indicated that they use small group work to better meet the individual needs of students. However a very small proportion stated they only teach whole-class lessons (grade ability grouped classes).
- A significant number of teachers indicated that they use DET resources, the TNT program and the textbooks when programming activities.
- Most teachers are using DET games, concrete materials and Base 10 resources within their mathematics lessons.
• There was almost universal agreement that the use of hands-on resources, was of greatest benefit to student learning eg measuring equipment, base 10 material.

• Half the teachers surveyed indicated that they use interactive whiteboards in the planning of their mathematics lessons. The other half of teachers would like white boards in their classroom.

• Indications were that only a small number of teachers were aware of their students’ needs arising from NAPLAN results.

• All teachers indicated that basic facts recall was the most critical skill for students, with problem solving and reasoning, understanding and interpreting mathematical language, applying mathematics in real life situations to follow.

• A significant number of teachers enter their lessons well-prepared with students being provided with a clear understanding of the outcome of lesson by using We are Learning Today (WALT) and What I’m Looking For (WILF) and beginning lessons with discussion and questioning.

• A very high proportion (90%) indicated they have changed their approach to teaching mathematics since last year with raised expectations, assessment changes and more explicit explanations.

• Teachers surveyed had various professional development needs including SmartBoard training, consolidation of teaching, time to develop assessment tasks, numeracy continuum and new syllabus implementation.

**Future directions**

Staff will work together to develop common assessment tasks that link to the TNT units.

There will be continued use of speed tests for recall of mathematical facts across all grades.

All teachers need to become even more familiar with the numeracy continuum and then effectively use it for planning teaching and learning programs.

Teachers will be required to review the results of the NAPLAN tests for their students.

All students will be tracked on the numeracy continuum in the area of place value each term.

Professional learning will continue on the teaching of mathematics.

Staff will share interactive resources.

**Parent, student, and teacher satisfaction**

In 2012 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

Parents, staff and students were surveyed using a survey on the teaching of mathematics across the school.

The following graphs represent their responses.

In all 34 staff responded to the maths survey.

![Survey Responses](image)

Staff questions were:

1. My students are provided with a relevant maths curriculum;
2. My teaching programs respond to student’s interests, needs and abilities in maths;
3. I clarify intended learning outcomes and the purpose of learning with students.
4. I have classroom management strategies place to maximize student learning in mathematics;
5. My assessment processes provide information on student’s strengths and areas for further development in mathematics;
6. I maintain records of student progress in mathematics.
7. My maths assessment strategies are understood by students and parents; and
8. The school’s reporting to parents clearly communicates information about student achievement and development in mathematics. Assessment and tracking of student learning outcomes is used to evaluate, develop and refine teaching programs in mathematics.

There were 92 student responses to the survey from Year 5 students.

Parent responses to the survey are graphed here. In all 77 parents responded.

Parent questions were:
1. What students are asked to learn in maths is important
2. Teachers provide class activities that are interesting and appropriate to my child’s needs and abilities in maths;
3. My child talks to his/her teachers about what they are learning and why;
4. The way my child’s teachers manage the class helps him/her to learn maths;
5. My child’s teachers know what my child can do and what they need to learn in maths;
6. My child’s teachers keep records of his/her progress in maths;
7. Parents and students understand how student’s learning will be assessed in maths; and
8. The school provides clear information about student achievement in maths through the school’s reporting process.

Findings and conclusions
Parents, staff and students were positive about the teaching of mathematics at Umina Public School.
Interestingly 100% of students answered almost always or usually when asked if they understood how student learning would be assess in maths. Parent responses however indicated that only 50% of parents gave the same response.
The school will need to improve communication of assessment procedures to the school community.

Professional learning
Mathematics was the focus for teacher professional learning throughout 2012. All teaching staff received training on how to organize a quality maths lesson, use of Newman’s Analysis, development of quality assessment tasks and the use of the numeracy continuum. This training took place over Terms One to Three.

Executive staff had four professional development afternoons through the year with a focus on assessment of student learning in mathematics.

Consistency of teacher judgment was a focus at stage meetings.

All staff undertook child protection training.

Staff attended after-school workshops on a variety of topics and some staff participated in professional learning via video conference after school on a regular basis.

Training was provided to Learning Assistance Support Teachers (LAST) and school executive on changes to support for students.

Executive attended executive network afternoons and some participated in the executive development program run by the region. All executive attended an afternoon workshop designed to assist schools in implementation of the new syllabus documents in English, maths, science and history.

Two staff attended a networking day with other local schools to plan the implementation of new syllabus documents in a coordinated way across all local schools.

Teachers attended coach training in various sports and administrative staff and the principals were trained in the use of a new budget planning tool.

Some members of staff attended professional learning session on the use of technology in the classroom. There were eight members of staff who attended an afternoon workshop on the use of weebly in development of a class home page.

Some administrative staff attended First Aid training and all staff were made familiar with procedures for anaphylaxis.

Teachers of Years 1-2 attended Best Start training and one teacher commenced training in Reading Recovery.

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
Teachers utilise the Quality Teaching Framework and students’ assessment data as key instruments to improve student outcomes in mathematics.

There will be strengthened quality teaching programs and practices in all classrooms.

2013 Targets to achieve this outcome include:

- in NAPLAN numeracy testing, to increase the percentage of Year 5 students in the proficient bands from 26% in 2012 to 30% in 2013;
- in NAPLAN numeracy testing, to increase the percentage of Year 5 girls in the proficient bands from 21% in 2012 to 26% in 2013; and
- having the percentage of Aboriginal students in the proficient bands in national testing being within 5% of the state percentage for all students by 2013.

Strategies to achieve these targets include:

- a planned and coordinated approach to the teaching of mathematics (TNT) will be used across the school;
- Staff utilising teaching strategies from SMART data to enhance student learning activities in target areas;
- training staff on the Quality Teaching elements of metalanguage, high order thinking and engagement and implementing in all classrooms;
• the analysis of NAPLAN results and programming to respond to areas of need;
• monitoring and implementing a focus for learning in mathematics across the school with a pre-determined assessment schedule; and
• ensuring that class programs provide culturally appropriate learning activities in mathematics.

School priority 2
Outcome for 2012–2014
Levels of literacy achievement are enhanced for all students using quality teaching and assessment practices.
Assessment practices and quality feedback are used to improve learning outcomes for every student.
Innovative practices for 21st Century learners and learning.

2013 Targets to achieve this outcome include:
• increasing the percentage of Year 5 students in grammar and punctuation in Bands 6, 7 and 8 in NAPLAN from 51% to 55% in 2013.
• increasing the percentage of Year 5 students in spelling in the proficient bands in national testing from 32.5% to 38% in 2013;
• increasing the percentage of Year 3 students in spelling in the proficient bands from 50% to 55% in 2013;
• increasing the percentage of Year 5 students in reading to state average representation or higher in Bands 6, 7 and 8 in 2013.
• having the percentage of Year 3 students in reading and writing at 2% above state average scores or higher in 2013; and
• having the percentage of Year 5 students in writing at 2% above state average scores or higher in Bands 6, 7 and 8 in 2013.

Strategies to achieve these targets include:
• the maintenance of the school spelling program for years 1-6.
• teaching learning programs reflecting explicit teaching of spelling rules, word families and sight words.
• editing skills being based on weekly spelling lists and grammar lessons are programmed and taught each week;
• staff will utilising the literacy continuum and new English syllabus to develop a scope and sequence for the teaching of grammar and punctuation; and
• a continued focus on explicit and systematic teaching of reading with an emphasis on modelled, guided and independent reading.

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: