Umina Public School
Annual School Report 2013
School context

Umina Public School was established in 1956 and caters for children from Kindergarten to Year 6.

It is the most southern school on the Central Coast. It is beautifully located adjacent to Umina Beach, shady parkland and the Umina Oval playing fields. These nearby environmental assets feature prominently in the school’s activities. The student population in 2013 was approximately 790 and was formed into 31 classes. There were thirty permanent classrooms and one demountable classroom. The children were fortunate in that they had the use of a very well stocked library and a fine school hall. The library with its Technology Room is a focal point of the school, having been opened in November 1993 with the Technology Room refurbished in 2005. In 2007 a new block of eight classrooms, a second Technology Room and a kiln room were completed and in 2010 another block of six classrooms were added, further enhancing the facilities at Umina Public School. The school’s staff members are very committed professionals, dedicated to embracing the challenge of preparing the children for life in the 21st Century. The hub of the school is the administration building which houses offices, staffroom, sick bay, a meeting room, the main clerical office and workroom.

The school’s colours are maroon and sky blue.

The school aims to guide the progress of all children through their stages of development to become happy and healthy learners. In doing so, the school seeks to provide the opportunity for all children to fulfil their potential.

Principal’s message

2013 was a busy and productive year at Umina Public School. Our students and teachers worked very hard producing creative works for the Art Show in August. This saw local artisans and students displaying work for sale side by side.

All Year 5 students performed in the musical The First Fleet which was written and produced by one of our teachers. It was a quality production that kept the audience entertained throughout. The Comedy Club performed several times throughout the year and had the audience laughing with every performance.

Students participated in the choral festivals, band performances, Opera House performances, chess competitions, debating, dance festivals and a host of other extra-curricular activities.

The hard working teaching staff supported the children in all of these activities and provided quality teaching and learning programs across the school.

Our performance in National testing indicated that our Year 3 students performed above state average in all areas and our Year 5 students performed above state average in reading and grammar. Significant progress was made in writing, spelling and numeracy learning.

Our parents worked beside school staff as partners and supported staff and students throughout the year. Our P & C continued to support the school and organised a fantastic Splashathon that was enjoyed by all 790 students.

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 message

2013 has been a wonderful year for the P&C at Umina Public School. We were proud to be supported by the staff, children and parents, in our efforts to provide the school with much needed resources.

Once again our Splashathon was a huge success! The day was enjoyed by everyone involved. This
event alone raised over $20,000! This went into purchasing another five interactive Smartboards.

We also held our Mother’s and Father’s Day stalls. These were great days, and we loved seeing the faces of all the excited children being able to choose their own gifts for mum or dad.

A new and exciting DJ, made for two fun-filled disco nights. The children loved the interaction and they also got to see some of the teachers up on stage!

The Art Show was a great way to showcase our fabulous school to the whole community. Our team had the pleasure of working alongside our teachers to help make it a success, from all the preparations leading up to the great opening night, which was enjoyed by everyone, to a successful weekend open to the community!

Our final fundraising barbecue was held on Election Day and was once again well supported by the community.

In total this year we raised $28,500. What a great amount!

Our Uniform Shop had another busy year. Volunteers were able to welcome many new families throughout the year as well as return customers and of course, the new Kindergarten children.

Of course, a massive thank you must go to the P&C Executive for their support and to everyone who came along and helped us to make this another successful year for the P&C. We couldn’t have done it without you!

Thanks for another fantastic year and I’m looking forward to another busy and rewarding year in 2014.

Louise Johnson  P & C President

School Council message

Umina Public School Council has had a very busy year with the creation/review of various school policies. We have also assisted the school executive with school procedures and student engagement activities.

It has been a pleasure to have worked with and addressed concerns raised by staff, parents and students as we continued to move forward building an even better school and education environment for our students.

I would like to take this opportunity to thank all the School Council members for their hard work in 2013.

The major activities undertaken by the School Council in 2013 included:

- investigating a school name change to Umina Beach Public School;
- reviewing and endorsing school the Anti-bullying policy;
- endorsing the Aussie of the Month policy;
- endorsing the School Canteen Policy;
- interviewing for permanent school teaching positions;
- reviewed and endorsed school bell music;
- supported community activities including Art Show, Community Events Day with Club Umina and NAIDOC Day celebrations in the community;
- supporting the new financial management system for the school;
- Reviewed and monitored school budget
- supporting the Maths program evaluation;
- endorsing a school phone app for the newsletter;
- supporting the school to secure $6,000 donation from Club Umina;
- supporting the Year 6 Farewell; and
- reviewing Out-of-Zone enrolment applications.

I would like to thank everyone on the School Council for their input and dedication throughout 2013.
I know that we look forward to continuing our work to enhance the student and community environment at Umina Public School in 2014. Soar High!!

Melissa Brown  School Council President

Student representative’s message

It was an honour and very exciting for us to be elected as School Captains at the end of 2012. What an amazing year 2013 has been! We’ve attended many special events as school leaders including Young Leaders Day in Sydney with school leaders from other schools, a workshop at The Entrance Primary School with motivational speaker Sam Cawthorn and marched proudly on ANZAC Day in Woy Woy.

We would like to thank our fellow school leaders, staff and students for helping make 2013 such a wonderful and fun year for us and hope that future captains love leadership and representing Umina Public School as much as we did.

Lily Perry and Darcy Coleman  School Captains

Workforce information

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

<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 Teacher(s)</td>
<td>24</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>1.025</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>1.4</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1.4</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>0.5</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>4.672</td>
</tr>
<tr>
<td>Total</td>
<td>44.14</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce. Umina Public School has two teaching staff members who are of Aboriginal descent.

Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>20</td>
</tr>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>25</td>
</tr>
</tbody>
</table>

Student information

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

Student enrolment profile

In 2013, enrolments grew with new families moving into the school area. At the time of the census there were 398 boys attending and 393 girls giving a total of 791 students. At a similar time in 2012 the total school enrolment was 743.

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
On average attendance percentages are marginally below state and regional levels.

Financial summary

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

Date of financial summary 30/11/2013

Income

<table>
<thead>
<tr>
<th>Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>455146</td>
</tr>
<tr>
<td>Global funds</td>
<td>374799</td>
</tr>
<tr>
<td>Tied funds</td>
<td>174710</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>254848</td>
</tr>
<tr>
<td>Interest</td>
<td>13423</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>52286</td>
</tr>
<tr>
<td>Canteen</td>
<td>111449</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td><strong>1436661.00</strong></td>
</tr>
</tbody>
</table>

Expenditure

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>34579</td>
</tr>
<tr>
<td>Excursions</td>
<td>107408</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>65294</td>
</tr>
<tr>
<td>Library</td>
<td>4146</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>9015</td>
</tr>
<tr>
<td>Tied funds</td>
<td>184910</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>120060</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>83826</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>83328</td>
</tr>
<tr>
<td>Utilities</td>
<td>75324</td>
</tr>
<tr>
<td>Maintenance</td>
<td>30831</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>50573</td>
</tr>
<tr>
<td>Capital programs</td>
<td>63904</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td><strong>913198.00</strong></td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td><strong>523463.00</strong></td>
</tr>
</tbody>
</table>

A full copy of the school’s 2013 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2013

Academic achievements

Minimum Standards data

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage Achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>100.0</td>
</tr>
<tr>
<td>Writing</td>
<td>99.1</td>
</tr>
<tr>
<td>Spelling</td>
<td>98.2</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>98.2</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100.0</td>
</tr>
</tbody>
</table>

On average attendance percentages are marginally below state and regional levels.
Percentage of Year 5 students achieving at or above minimum standard (exempt students included)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>98.2</td>
</tr>
<tr>
<td>Writing</td>
<td>92.7</td>
</tr>
<tr>
<td>Spelling</td>
<td>93.7</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>97.3</td>
</tr>
<tr>
<td>Numeracy</td>
<td>97.3</td>
</tr>
</tbody>
</table>

As an indication, the no. of students exempt for Year 3 Reading are: 0
As an indication, the no. of students exempt for Year 5 Reading are: 0

**NAPLAN**

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

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

- **Year 3**: from Band 1 (lowest) to Band 6 (highest for Year 3)
- **Year 5**: from Band 3 (lowest) to Band 8 (highest for Year 5)
- **Year 7**: from Band 4 (lowest) to Band 9 (highest for Year 7)
- **Year 9**: from Band 5 (lowest) to Band 10 (highest for Year 9)

**NAPLAN Year 3 - Literacy** (including Reading, Writing, Spelling and Grammar and Punctuation)

**Reading – NAPLAN Year 3**

In all, 71.1% of Year 3 students performed in the top three bands. This was higher than the state DEC score 68.0%. There were no Year 3 students scoring Band 1.

**Writing – Year 3**

Results showed that the school had 63.0% of Year 3 students in top two bands while State DEC had 50.2%.

**Year 3 – Spelling**

Results indicated that 63.0% of Year 3 students’ results were in the top three bands. State DEC had 69.9%. There is a need to move a number of students in Band 3 into Bands 4, 5 and 6.
Year 3 Grammar and Punctuation

There were 50.4% of Year 3 students whose results were in the top two bands. State DEC had 51.3%.

NAPLAN Year 3 - Numeracy

There were 36.0% of Year 3 students in top two bands. The state DEC average was 36.3%.

NAPLAN Year 5 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

There were 43.6% of Year 5 students in top two bands. By comparison across the state DEC, 34.1% of students were in the top two bands.

Writing – NAPLAN Year 5

In all, 48.1% of Year 5 students’ results were in top three bands. Across the state DEC, 48.3% of students performed in these bands. The school will continue to undertake professional learning.
to improve these results with the aim of moving students from Band 6 into Bands 7 and 8.

Spelling – NAPLAN Year 5
In all 29.7% of Year 5 students performed in the top two (proficient) bands. This result was 3.5% higher than the school average of 26.2% over the past five years. Across the state DEC, 36.0% of students were in the proficient bands.

Grammar and Punctuation – NAPLAN Year 5
Umina Public School had 45.9% of Year 5 students who performed in the top two bands (proficient). This result is above the state DEC average of 38.8%.

Umina Public School had 50.1 percent of its students in the top three bands for numeracy. This is very close to the state score of 50.8 percent.

Progress in Literacy
The school average progress in reading was below that of the state for this group of Year 5 students.
The average progress in Spelling at Umina P.S. was above that of other students across the state for this group of Year 5 students.

From this graph we can see that our students did not progress at the same rate as other students across the state.

This graph clearly shows that the average progress of our students in grammar and punctuation was above that of the state.

**Progress in Numeracy**

The average progress in numeracy between Year 3 and Year 5 score for the school was 74.8. This was below the state score of 89.7.

2013 saw the creation of a new fourteen-school sporting zone, of which Umina Public School was one. This new zone called the Southern Central Coast PSSA (SCCPSSA) took the place of the old seven-school Woy Woy Zone PSSA.

2013 was another successful year on the sporting field for Umina Public School. 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 2013, entering twelve teams. The school also took part in the three major zone carnivals with a number of boys and girls representing the school at zone and regional level.

The year began with the Peninsula Leisure Centre hosting the annual Umina Public School Swimming Carnival. The day consisted of forty-seven different events including freestyle, breaststroke, backstroke and butterfly age events along with individual medleys and team relays. The carnival showcased both up and coming talent as well as experienced swimmers. This year five records were broken on the day.

At Zone level Umina Public School was represented by thirty-one students, all of whom represented the school with pride. Umina Public School was honoured with having one of our swimmers named the swimmer of the carnival. Umina Public School then sent five students to the Sydney North Swimming Carnival at Homebush.

The Umina Public School annual cross-country carnival was again held at Umina Oval with all students from Kindergarten to Year 6 participating in their age group races. From this carnival approximately fifty students progressed to the SCCPSSA Zone Cross-Country Carnival. Umina Public School then sent eight students to the Regional Cross-Country Carnival held at Gosford Racecourse.

The annual Umina Public School Athletics Carnival was once again held at McEvoy Oval. Over 300 students attended the carnival, participating in their age track and field events. From this carnival Umina Public School sent forty-eight students to the zone athletics carnival in 2013 and had one of our students crowned as an age champion. From this carnival a team of fourteen Umina Public School students attended the Sydney North Athletics Carnival at Homebush.
In 2013 Umina Public School entered twelve teams into state knockout competitions: basketball (boys and girls), cricket (boys and girls), netball (girls), touch football (boys and girls), soccer (boys and girls), softball (boys and girls), and Rugby League.

Our best result throughout the year saw the boys’ soccer team successfully reach the state quarterfinals before being defeated.

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

School Bands
Umina Public School continued to support and foster two wonderful school bands, a training band and a 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 Band Festival. We were extremely proud of their effort and commitment.

At our end-of-year recruitment night over 25 new students were keen to join the band program in 2014. We are looking forward to working closely with the tutors from the Central Coast Conservatorium and another fantastic year full of beautiful music and lots of fun.

Art Show
The 16th August saw the culmination of many months of hard work come together to hold the Umina Public School Art Show. Alongside many local and international artists sat the amazing art works from students. The student artists used many mediums from paint to inks and paper to wire. The professional artists also created works with varied materials. All works were placed on sale and snapped up quickly by the community.

Officially opened by our Federal Member of Parliament, Deb O’Neill, the Opening Night was a successful community event enabling parents and teaching staff to interact with the professional artists and view the artworks for the first time.

The school raised $3500 which was boosted by a further $2000 that the P&C raised across the weekend.

Debating Team
Umina Public School participated in the NSW Premier’s Debating Challenge in 2013. Students had an hour to prepare for the debate on a topic allocated by the Department of Education and Communities NSW. The only tools provided were a dictionary, palm cards and pencils. It was then their task to deliver arguments using persuasive language and provide evidence to support each one. Each speaker had a four minute time frame to argue their position for affirmative or negative.

Congratulations to the seven members of the debating team. These students gave up many lunch times to learn debating techniques and research for upcoming debates. The support they constantly offered each other was amazing. To have won three out of four debates was a fantastic achievement and as a school we were very proud of all the students involved.
First Fleet Musical

In 2013 it had been 225 years since the First Fleet, led by Captain Arthur Phillip, arrived in Australia. Eleven ships carrying 1500 convicts, marines, settlers and supplies travelled in terrible conditions for nine months to found a new colony in Australia.

To commemorate this extremely important event in Australia’s colonial history Umina Public School’s Year 5 students performed a musical entitled “The First Fleet”. Teaching history through drama lead all students involved to develop a deeper understanding and appreciation of what the people involved in the First Fleet went through. The Year 5 students learnt much about Australia’s history and they also learnt skills in performing and staging a musical, such as controlling the lighting, sound and backstage.

The performance was a great success and a spectacle enjoyed by all.

Student Support Officer

Umina Public School has been successful in gaining funding for a Student Support Officer who is currently funded by the National School Chaplaincy and Student Welfare Program. The school received funding half way through 2012 and hopes for the continuation of the program to 2014.

The Student Support Officer is at the school every Monday and Wednesday. She aims to meet the individual needs of students that arise within our school community and is guided by consultation with our School Principal as well as school staff and community.

The Student Support Officer has been involved in:

- providing pastoral care for students, staff and the wider school community;
- referrals for further support;
- establishing positive relationships with students, staff and the school community;
- networking with community groups and other agencies that provide a broad range of support to our school;
- the learning support team;
- facilitating small group programs that enhance student wellbeing, such as PATCH (Playground Activities That Create Happiness);
- supporting our transition programs including Early Birds; and
- attending the P&C.

Sing Out Loud Program

Children in class 6H were given the opportunity to participate in the 2013 Sing Out Loud program. This program ran for a period of eight weeks. Every Tuesday students travelled by bus with their teacher to Peninsula Village Residential Aged Care Facility and sang with the residents. The students and residents participated in learning new songs and performing them together. The students also learnt about the origin of the song, what was happening in the world when the song was written and the meaning behind the song.

At the end of the program the residents came to Umina Primary School to perform with the 6H students in the school hall on Presentation Day. Parents, carers, teachers, residents and students enjoyed the performance.

Significant programs and initiatives

Aboriginal education

In 2013, Umina Public School had 53 Aboriginal students enrolled. 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 Years 4 and 6 with their numeracy skills. 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 in March.

- **Sorry Day** was acknowledged with a special assembly run by our Aboriginal students across K-6.

- A **Reconciliation Week** special assembly was held. Students were given opportunities to discuss reconciliation in their classrooms. Students in Years K-2 entered a national art competition while those in Years 3-6 entered a national poetry writing competition. One of our students won the art competition. She was one of twenty students in NSW to receive a **NAIDOC Week Prime Minister’s Medal**.

- A Reconciliation Week barbecue was held for our Aboriginal families. The students and their families painted commemorative rocks for our Bush Tucker garden.

- **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 Umina Public School 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. A member of the Aboriginal community, Mr Athol Boney came along and taught our Aboriginal students some dances that they later performed for the school.

- **Stage 3 Aboriginal students** attended Gosford Regional Art Gallery with other Aboriginal students across 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.

- **Year 6 Aboriginal students** attended a leadership day at Brisbane Water Secondary College, Umina Campus which was conducted by District Office Consultant Renette Burgess. It was attended by our Year 6 students and the high school students in the Junior AECG.

- Eight Stage 3 students attended a cultural exchange excursion to Walgett. The students represented our school after being selected in football and netball teams that played in Walgett as a part of the exchange. Two of our students received sporting awards for their excellent sportsmanship.

- The school formed its own Aboriginal dance and didgeridoo group. The U-mina Dancers. They performed at special assemblies and presentation days throughout Term 4.

- 2014 Kindergarten students were invited to attend *'Young, Black and Ready for School'* which supported the transition to school including *Early Birds* and a Community Health screening day. Umina Public School had three children attend this day.

- Students were nominated to receive awards at the “Deadly Awards”. These awards focused on the attendance, academic, sporting and cultural achievements of Aboriginal students. The awards ceremony was hosted by our Local Management Group and Koorana Aboriginal Education Consultative Group (AECG) and was attended by students and their families. Our school Aboriginal dance and didgeridoo group performed at the event.

- The school hosted AECG meetings and sent a delegate to the monthly meetings scheduled in the LMG. The AECG hosted a Christmas barbecue which was attended by its members and their families.
Comedy Club

2013 was the fifth year of the Comedy Club at Umina Public School. Throughout the year over sixty children attended each Friday morning session. The children always displayed good manners, a great sense of fun and a willingness to join in with any activity, no matter how silly it may have made them look!

The students participated in many improvisation games and activities and learnt stagecraft and the self-discipline of learning parts of a script.

In early Term 2 the children who were in the 2012 Comedy Club presented last year’s performance piece, our adaptation of Goldilocks by Roald Dahl, at the Brisbane Water Secondary College Variety Night. Their performance was very successful with many compliments being paid on the children’s polished performance and many laughs were elicited from the audience.

The main presentation for 2013 was “Umina’s Got Talent” with an original script, which catered for the 60 children in the cast, prepared by talented staff members involved with the group.

This year Mr Cummings, a community volunteer with many years of theatrical experience has assisted school staff with rehearsals. His help has been invaluable.

Congratulations to the students who have been involved this year.

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 read stories from other countries. Students met with peers from buddy classes and shared stories from many different cultures.

Some classes invited family members from different cultural backgrounds to talk to the class about their culture and children brought in a range of foods from different cultures to share in order to develop an understanding of cultural diversity. All children celebrated that Australia is a special place because of its cultural diversity.

English as a Second Language (ESL)

Umina Public School promotes an inclusive educational environment and celebrates student diversity. In 2013 Umina Public School had 75 students enrolled who identified as having a language background other than English. These students came from a total of 28 different cultural backgrounds. Three of these students qualified for New Arrivals Program Teaching Support and were supported in their language learning by ESL teachers for a total allocated time of one day per week.

Anti-racism

In 2013 Umina Public School promoted equity across all programs and throughout the school community. Within the school a staff member was nominated as the anti-racism contact officer (ARCO). It was their role to monitor and follow up issues that arose concerning racism. The school’s welfare system has provisions for the reporting of these incidents. The ARCO was responsible for recording any incidents involving racism and following through with the appropriate action required. During the 2013 school year there were very few reported incidents of racism in the school.

Transitional Equity Funding

National partnerships and significant Commonwealth initiatives

Our School participated in the Empowering Local Schools National Partnership in 2013.

At Umina Public School funds were used in two areas and supplemented by school and community funds.

In terms of workforce, the Assistant Principals were released one day a week for ten weeks as educational leaders. This time was used to allow teachers to plan assessment tasks, units of work and share ideas.

Additional teacher time was also purchased to work with Year 1 students who were having difficulty learning to read. This experienced
Reading Recovery teacher worked beside the class teacher two days a week. On another two days these children were supported by the Learning Assistance Support Teacher who is also trained in Reading Recovery. The students, supported by this additional teacher support, improved their reading by an average of five levels whereas unsupported children of similar ability registered an average growth of three levels.

In the area of Finance and Infrastructure a building was purchased to replace The Beachside Centre which was relocated to Woy Woy P.S. at the commencement of the school year. The new building was used by a Latino playgroup, School House (where toddlers are minded whilst parents help out around the school), school counsellors and the AERT. It was also used during lunch and recess to provide alternate play activities for students. After school it was used for Italian lessons and art classes. It has been a great addition to our school and we are very grateful to Club Umina who made a $6,000 donation towards the cost of purchasing and setting up the building.

There were many outcomes for our students as a result of these initiatives. Children starting school who have attended Playgroup or School House were familiar and comfortable at school and had a smooth transition to school. Teachers are more familiar with the literacy and numeracy continuum and the school has a bank of quality assessment tasks in the area of mathematics.

In all, $32,191 of the $50,000 grant was expended. The remaining funds will be applied to workforce so we can maintain the additional support to our Year 1 students in 2014 who are struggling in the area of reading. We will also maintain the educational leader release for Assistant Principals to allow time for lesson observation and modelling of best practice in the teaching of reading and writing.

School evaluation processes

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

- analysing data from two major evaluations that were undertaken in 2012 and using information gained to support the implementation of the school plan throughout 2013. One was an evaluation of mathematics teaching and the other was an evaluation of School Leadership. Findings from these two evaluations were reported in the 2012 Annual School Report; and

- undertaking two major evaluations in 2013 in the areas of Mathematics Teaching and Literacy Teaching at Umina Public School. The results of these evaluations, together with the progress made in 2012 toward identified outcomes have been used to develop strategies to achieve outcomes in 2014. The findings of these two surveys are reported in the Parent/Caregiver, Student and Teacher Satisfaction section of this year’s ASR.

School planning 2012—2014: progress in 2013

School priority 1
Numeracy 2015
Outcomes from 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 included:

- 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 in NAPLAN numeracy testing; and

- having the percentage of Aboriginal students in the proficient bands in national testing
within 5% of the state percentage for all students by 2013.

Evidence of progress towards outcomes in 2013:
Our achievements include:

• having 20.8% of Year 5 students performing in top two bands compared with 20.1% in 2011. Although this result was an improvement on 2011 it fell short of the 2013 target;
• having 13.2% of Year 5 girls in the proficient bands compared with 12.8% in 2011. Although this result was an improvement on 2011 results it was below the 2012 results and did not achieve the target of 26% for 2013;
• having 33.3% of our Year 3 Aboriginal students perform in the proficient bands for numeracy compared with 38.8% of students across the state;
• implementing a focus for learning in mathematics across the school with a predetermined assessment schedule across all years based on an analysis of NAPLAN data;
• organising professional learning on curriculum changes in mathematics and staff supported in the implementation of the new mathematics syllabus; and
• supporting lower achieving students where possible in maths lessons by utilizing the Learning Assistance Support Teacher (LAST) and the Aboriginal Education Resource Teacher (AERT) to improve educational outcomes.

2014 Targets to achieve this outcome include:

• increasing the percentage of Year 5 girls in the proficient bands (7 and 8) from 37% to 42% in numeracy in 2014;
• increasing the percentage of Year 5 boys from Band 7 to Band 8 by 5% in numeracy in 2014;
• increasing the percentage of Year 5 Aboriginal students in Bands 6, 7 and 8 from 14.3% to 20% in numeracy in 2014; and
• having the percentage of Year 3 students in Bands 5 and 6 to be equal to or above state average in numeracy in 2014.

Strategies to achieve these outcomes in 2014

• A planned and coordinated approach to the teaching of mathematics will be used across the school with a revised scope and sequence aligned to the Australian Curriculum.
• Staff will utilise teaching strategies from SMART data to enhance student learning activities in target areas.
• Training staff on the Quality Teaching elements of metalanguage, higher order thinking and engagement and implementing in all classrooms strategies such as WILF (What I’m Looking For) and WALT (What Am I Learning Today).
• Analysing NAPLAN results and programming to respond to areas of identified need in 2014 and 2015.
• Designing, monitoring and implementing a focus for learning in mathematics across the school with a pre-determined assessment schedule developed and embedded in teaching/learning programs.
• Tracking student progress using the numeracy continuum in order to more accurately plan and program for future learning.
• Using numeracy groupings and intervention programs (Fast Maths) to support low and high performing students.
• Providing parents with term overviews of mathematics content and skills taught.
• Continuing to review and purchase resources to support the new Mathematics syllabus.
• Ensuring that class programs provide culturally appropriate learning activities in mathematics.

School priority 2
Literacy
Outcomes 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.

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

2013 Targets to achieve this outcome included:

- 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.

Evidence of progress towards outcomes in 2013:

Our achievements include:

- exceeding the target for Year 5 students in grammar and punctuation in Bands 6, 7 and 8 in NAPLAN by having 63.9% of students score in these bands in 2013. 26.1% of our students scored in Band 8 compared to 19.0% across the state;
- Year 5 (Girls-54 students) improving by 37 scale scores from the 2012 data in the test aspect of Grammar and Punctuation;
- Year 5 (Girls-54 students) being 17 scale scores above the state average in the test aspect of Grammar and Punctuation;
- having 37.8% of Year 3 students perform in the proficient bands in spelling which was almost the same as the 2011 results; lower than the 2012 results and below the school target set for Year 3 in spelling;
- Year 5 (Boys-57 students) being six scale scores above the state average growth in the test aspect of spelling although the target of having 38% of Year 5 students in the proficient bands was not met;
- having 29.7% of Year 5 students in the proficient bands in spelling though the target of 38% was not attained;
- exceeding the target for Year 5 students in reading to be at state average representation or higher in Bands 6, 7 and 8 in 2013 with 72.7% of students from Umina Public School scoring in these bands compared to 66.3% of the state;
- exceeding the target for Year 3 students in writing by achieving 6.9% above state average scores in Bands 4, 5 and 6 in 2013. Scores in reading were at state average in these bands which fell slightly short of our target;
- reducing the percentage of Year 3 boys in the lowest two performance bands from 22% in 2011 to 10.2% in 2012 and 14.3% in 2013;
- maintaining and extending spelling programs currently in place from Years 1 to 6; and
- providing teachers with professional learning and resources to support the implementation of the new English syllabus and to maintain a focus on the teaching of comprehension skills across the school using guided reading texts.

2014 Targets to achieve this outcome

- To increase the percentage of Year 5 students in Bands 7 and 8 in spelling from 30% to 35% in 2014.
- To increase the percentage of Year 3 students in spelling in the proficient bands (top two bands) from 37.8% to 43%.
- The percentage of Year 5 students in Band 8 in reading to be equal to or higher than state average.
- The percentage of Year 5 students in Bands 6, 7 and 8 in writing to be 2% above state average or higher in 2014.
- To have the percentage of Year 3 boys in reading in Bands 5 and 6 at 2% above state average or higher in 2014.

Strategies to achieve these outcomes in 2014:

These will include:
• supporting staff with professional learning for the implementation of the new syllabus and aligning teaching/learning units with the Australian Curriculum;

• ensuring the maintenance of the school spelling program for Years 1-6;

• ensuring teaching learning programs reflect the explicit teaching of spelling rules, word families and sight words and are aligned to the new syllabus;

• editing skills being based on weekly spelling lists and grammar lessons are programmed and taught each week;

• staff utilising the literacy continuum and new English syllabus to develop a scope and sequence for the teaching of grammar and punctuation;

• a consistent approach to the teaching of grammar implemented across the school;

• a continued focus on explicit and systematic teaching of reading with an emphasis on modelled, guided and independent reading including a focus on the Super Six Strategies for developing comprehension skills; and

• embedding technology and creating 21st Century learners by building staff capacity to teach the National Curriculum through the use of technology and student engagement incorporating the XO Laptop Program.

Professional learning

Mathematics and English were the focus for teacher professional learning throughout 2013. All teaching staff received training in the development of quality assessment tasks and the use of consistent teacher judgment was a focus at weekly stage meetings.

All teaching staff members attended five school development days where the focus was on preparing for the introduction of the new English Syllabus, incorporating the National Curriculum and the alignment of our school scope and sequences in the various strands to the new syllabus. All staff members were trained on one of the school development days in a program called “Kids Matter” with other local schools in order to focus on student wellbeing as part of Umina Public School’s target area of student engagement.

Educational leader release was provided for Assistant Principals to allow time for lesson observation and modelling of best practice in the teaching of reading and writing to build staff capacity in the teaching of literacy and numeracy.

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.

Executive staff attended executive network afternoons and some participated in the executive development program conducted by the region by attending conferences to develop and update their knowledge and skills.

Nominated staff attended network days with other local schools to plan the implementation of new syllabus documents in English and Mathematics in a coordinated way across all local schools in the Brisbane Water Learning Community.

The principal, executive teachers and administrative staff undertook extensive training sessions in the new Learning Management Business Reform Structures (LMBR) and the use of a new budget planning tool.

Two staff members attended a series of three day courses on “Reasonable Adjustments and Differentiation: Pathways to Successful Learning” to develop a deeper understanding of good pedagogy and how to make reasonable adjustments to effective teaching and learning practices to improve the learning outcomes of all children. This information was later communicated to all staff members at a school-based professional learning meeting.

Fourteen teachers undertook online training courses to support students with reading difficulties.

Two staff members attended English as a Second Language (ESL) network meetings to gain current information and share professional expertise.

Some administrative staff attended First Aid training and all staff members completed mandatory training in Child Protection, Code of Conduct and procedures for CPR and anaphylaxis care.

One staff member completed training in Reading Recovery while another commenced training.
Several staff members attended Positive Behaviour for Learning (PBL) network meetings after school to enhance their knowledge of positive behaviour management practices to implement in their classrooms and in whole-school PBL initiatives.

Three members of staff attended courses in Performance Feedback Training to further develop their skills in giving effective feedback to enhance staff performance and improve student outcomes.

**Parent/caregiver, student, and teacher satisfaction**

In 2013, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

**MATHEMATICS EVALUATION REPORT 2013**

**STAFF SURVEY FINDINGS**

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:

- There was significant divergence of opinion as to the effectiveness of ability grouping. Some saw that more homogeneous groups allowed better targeting of teaching while others were concerned about the lack of role models and peer tutoring in the less able groups.

- When planning mathematics lessons teachers used TNT units, technology, hands-on materials, the syllabus, continuum and textbooks.

- Teachers indicated that 92% used concrete materials, 69% use technology and 38% used games within their teaching of mathematics.

- There was almost universal agreement that the availability of hands-on resources had significantly improved, though accessing some material, e.g. measuring equipment, was too difficult.

- The recent introduction of interactive whiteboards in more classrooms was viewed very positively. However three teachers interviewed indicated that they would like the opportunity to access an interactive whiteboard for mathematics lessons.

- Staff indicated that they all used TNT pre and post tests and observations as assessment tools.

- Indications were that only a small number of teachers were aware of their students’ needs arising from NAPLAN results. Teachers interviewed from grades K-2 indicated that they used PLAN and the Continuum to group children and plan for future learning.

- 77% of teachers used ability groups and 22% used differentiation of tasks to meet students’ individual needs. Other strategies used were Learning Assistance Support Teacher (LAST) and plotting learning outcomes on the continuum.

- Teachers indicated that Fast Mathematics and Speed Tests played a significant role in improving students’ recall of number facts as compared with previous years.

- A more systematic approach to evaluating students learning in mathematics through plotting students’ achievements on the continuum is being utilised. More frequent assessment tasks throughout the term are being given as units of work are completed.

- Problem solving and “working mathematically” are still considered to be some of the most critical aspects of mathematics and so are basic number facts linking mathematics to real life situations.

- 69% of teachers indicated that they used group work in their teaching and learning of mathematics, 62% said they used whole class activities, 38% indicated that they used an ignition activity, hands on materials and modelled, guided and independent teaching.

- Most teachers are planning their programs individually following the scope and sequence set by their stage.

- Teachers are entering their mathematics lessons well-prepared and with an effective lesson plan. Teachers provide students with a clear definition of the topic and an understanding of what it is they are learning through “What Am I Learning Today” (WALT) and “What I’m Looking For” (WILF).
• Through the use of the continuum teachers will have the ability to track students’ abilities from one grade to the next.

• 38% of teachers indicated they need further professional development regarding the new mathematics syllabus and continuum familiarisation.

IMPLICATIONS

• Continue to review in-class evaluation to ensure it becomes more systematic, and easily administered and recorded.

• Continue to plot students on the continuum to ensure continuity of each student’s mathematical progress from year to year.

• Continue to review scope and sequence of TNT units to align with the new mathematics syllabus.

• Continue the implementation of Fast Maths as teachers and students indicated there has been a significant improvement in student outcomes as a result of the introduction of this program.

• The school needs to consider ways in which Smartboard resources can be shared and teachers can up-skill each other.

• While there has been a substantial investment in resources to support practical activities, ease of access has to be assured and hands-on activities incorporated into each year’s program. The mathematics committee needs to ensure resources are kept updated and easily accessible to all staff members.

STUDENT SURVEY FINDINGS

One hundred and fifty students from Years 3 to 5 were surveyed using the Polldaddy survey tool with questions focusing on mathematics learning. An analysis of the survey produced the following findings.

• 85% of students surveyed indicated that their teachers are knowledgeable in the mathematics they teach. 86% stated that their teachers give clear instructions at the beginning of each lesson. 75% believe there are enough materials and supplies to support their learning. 82% stated that they know what they are supposed to do in mathematics lessons and it is made clear that what they are learning is important.

• 76% of students indicated that their teachers usually or almost always encouraged them to problem solve and to think critically.

• 86% of students indicated their teachers almost always or usually were very welcoming and cared about the students at this school. 87% stated that their teachers almost always or usually provided a safe and orderly classroom environment where learning is a priority. 81% of students believed that their teachers almost always or usually explained how they are expected to behave in the classroom.

• 66% of students stated that their teachers gave feedback that helped improve their learning. 81% stated that their teachers made it clear as to how they were being assessed and what they needed to concentrate on in mathematics lessons. 73% of students believed that teachers gave them guidelines for assessments (rubrics, charts, grading rules etc.) so they knew how they would be graded in mathematics.

In support of the Polldaddy survey, focus groups consisting of four or five students of mixed gender were surveyed. The groups were formed from the mathematics groups rather than home 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.

• 90% of students believed that they were average or above average in mathematics.

• There were a significant number of students who indicated they would like to spend more time learning concepts they felt they needed to improve in. Some students stated that they enjoyed working on different strands, speed tests and games which were a component of each day’s lesson.

• 80% of the students commented that they understood what their teacher was teaching in mathematics.

• 94% of students indicated that their maths skills had improved since last year and some commented that their skills had improved
because they were better at speed tests, fast maths, using strategies and teacher feedback.

- 93% of students indicated their parents were happy to help them with their mathematics in particular maths homework. Some students indicated that their parents helped them to learn about mathematics in a real life situation such as counting money, telling time and shopping.

IMPLICATIONS

- Continued use of the Fast Maths program to improve the knowledge of number facts of students whose competencies currently place them in the middle and lower bands.

- Continued use of Newman’s Analysis to 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.

- Continued use of WILF (What I’m Looking For) and WALT (What I’m Learning To) so students have a clear, articulated focus for their learning.

- Homework should be clearly aligned with class work and be realistic in the time required to complete the tasks. It should focus on “practising, extending or consolidating” what is done in class.

- Teachers need to question students on what they feel they need to learn more about and incorporate identified learning activities in their lessons.

PARENT SURVEY FINDINGS

Telephone interviews were conducted with a randomly selected group of 50 parents. From the structured questions the following findings were made:

- 78% of parents indicated that they would like to know more about what their child is learning in mathematics. Specific areas included new methods of trading, how they can help with homework and what their children are struggling with. Some parents also requested a copy of completed tests and results to revise with their children.

Parents believed the school could provide more information through emails, parent interviews, website updates, guide sheets, the school homework centre, terminology sheets, overviews with examples and personal notes on what their child needs to improve on.

- 62% of parents were happy with their child’s progress and 76% felt they were being challenged.

- 66% said they had conversations with their children regarding their learning in mathematics. They included how they felt about maths, their progress, difficulties and successes, strategies they learnt and activities they enjoyed.

IMPLICATIONS

Continued communication with parents in regard to teaching particular processes (e.g. subtraction) needs to be established.

- Produce a simple “how to” sheet in the homework book.

- Provide links to useful websites given to parents.

- “Maths Tips for Parents” related to each stage should be developed and distributed to parents.

- “How To” videos available on the Study Ladder website should be recommended to parents.

- A process for the early communication about students having difficulties should be established as a matter of policy.

- Teachers need to continue to give clear instructions and outline expectations for students’ learning. Teachers need to build
regular/immediate and relevant feedback to students into their teaching practice.

Literacy Evaluation 2013
The School Literacy Team conducted a survey during Term 4 2013 involving a total of 40 parents (randomly selected across a range of stages), 40 teachers and students from Stage 2 classes. The survey questions were specific to literacy learning. The results were collated and the data obtained will be used to drive teaching and learning programs for teachers and students in 2014. The information also assisted the literacy team to set school targets in conjunction with annual NAPLAN results.

Findings and Conclusions

Parent Survey Results
- Parents were asked if their child enjoys reading at school and 85% of parents responded that their child did enjoy reading. This was evident as their child told them, borrowed from the library or read at home.
- 30% of parents indicated that the books students read at school were outdated and not engaging for their child.
- Several parents revealed that their child enjoyed writing activities as they enjoyed journal writing, constructing stories, loved receiving teacher feedback regularly, wanted to achieve their pen licence and getting awards in assemblies.
- Less than 5% of parents said that their child found writing lessons uninteresting.
- 89% of parents indicated that their child had improved in literacy over a twelve month period. Reasons presented were writing their own lunch orders and stories at home, taking home more difficult texts, increased amount of spelling words, more developed conversations with children at home and completing homework independently.
- 96% of parents suggested that they would like to know more about what their child was learning in literacy. Recommendations included providing parents with an overview each semester, information sessions on aspects of literacy and viewing samples of their child’s literacy work.

Future Directions
The school will continue to foster and encourage an open door policy with parents/caregivers to enable feedback on student progress as required. Overviews on literacy will be provided for parents each semester. This will communicate to parents/caregivers the specific aspects of literacy that their child will be exposed to during this time period. Teachers will continue to identify the needs of students using the Literacy Learning Continuum. The data will then be used to inform and develop appropriate teaching and learning programs. In addition, new resources will be purchased to ensure current, relevant and engaging reading material is available for students during guided reading sessions.

Student Survey Results
- 87% of students considered themselves good readers. Reasons identified were teacher feedback, confidence gained learning reading strategies, an ability to use expression when reading and reading every day at school.
- Students who felt they were not good at reading expressed a desire to further understand reading strategies to help them to improve and stated that they didn’t like the books they read.
- Almost all students said they borrowed books at school to read at home. 75% borrowed from the library on a regular basis as well as borrowing readers for the home reading program.
- Students indicated their favourite activities during literacy included guided reading, spelling activities, journal writing, and cloze passages. The most popular was author studies.
- Additional literacy activities that students indicated being exposed to included handwriting, summarising, Reading Box, book responses, editing, grammar, phonics and comprehension tasks.
Future Directions

The findings from this survey together with NAPLAN results provided valuable information to assist in development of the literacy focuses for 2014.

- There will be on reading and comprehension strategies. Students will be exposed to and explicitly taught comprehension techniques referred to as the ‘Super Six Strategies’.
- Year 4 will trial a research based program known as Comprehensive Assessment of Reading Strategies (CARS). The program allows students to practice reading strategies and enable teachers to identify and then teach to students strengths and weaknesses.
- XO Computers are laptop-like devices which will be purchased for individual student use to allow a seamless transition into the use of technology in the classroom. XO devices will be made available to seven classes initially and extended is successful and funds are available.
- New resources will be purchased for class use in the teaching of reading.

Teacher Survey Results

- Staff indicated a greater access for more students to interactive software programs would better cater to the range of learning styles of students in their classrooms and enhance engagement during literacy lessons.
- Guided reading texts were considered outdated and not relevant to the interests of students.

- 80% of staff utilised some form of student observation and pre-assessment to ascertain the skills of their students when planning a literacy lesson.
- To meet the individual needs of each student, staff employed a range of methods when delivering literacy lessons. Methods included working in small groups, independent tasks, differentiated activities, teacher guided activities and ongoing assessments to gauge understanding.
- When planning teaching and learning programs staff accessed National and NSW syllabus documents, levelled texts, comprehension resources, Umina Public School Scope and Sequence documents on aspects of literacy, assessment results, Best Start and NAPLAN results.

Future Directions

Staff will maintain and continue professional development in the knowledge of the Literacy Continuum. This enables teachers to effectively identify individual student needs and incorporate needs into teaching and learning programs. Staff will attend a professional workshop on the ‘Super Six Strategies’ of comprehension and reading skills. The knowledge learnt will be used to provide students with more explicit strategies to employ during their reading and apply these to writing activities.

Professional learning will continue on the new English Syllabus, ensuring all staff have the most current information and understand how to plan and program effective teaching and learning programs to achieve current outcomes for students.

New guided reading texts across a range of levels will be purchased for circulation in 2014.

Staff will commence training to include more individualised computer programs in the classroom. The XO Computer Program that provides one laptop per child will be trialed in Term 1, 2014. Seven classes from various stages will commence this program. The aim of the program is to support the teaching of the English syllabus through the use of technology and increase student engagement. If successful, staff will share their knowledge of the program and provide professional learning to other staff members. This will allow further classes to experience the program.
About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

Ms Lyn Davis                      Principal
Mrs Louise Johnson          P & C President
Mrs Melissa Brown           School Council President
Mrs Rebecca Rodwell       Classroom teacher
Mrs Jo Baillie                      Aboriginal Education
                              Resource Teacher
Mr Paul Farrugia                Deputy Principal
Mrs Deidre Hauraki            Classroom teacher


School contact information

Umina Public School
Sydney Avenue
Umina Beach
Ph: 02 42411630
Fax: 02 43443916
Email: umina-pschool@det.nsw.edu.au
Web: www.umina-p.schools.nsw.edu.au
School Code: 3995

Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: