2008 Annual School Report
Nyngan Public School

NSW Public Schools – Leading the way
Our school at a glance

Students
Nyngan Public School had an enrolment of 168 in 2008. Thirty percent of those students identified as being of Aboriginal descent.

Staff
Nyngan Public School has a stable, experienced and committed staff who put the children’s learning first at all times.

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

Significant programs and initiatives
The school implemented a number of highly successful quality educational and extra curricular programs throughout the 2008 school year. These programs were funded from:

- School’s global grant allocation
- Country Areas Program (CAP)
- Priority Schools Funding Programs (PSFP)
- Indigenous Program funding (PSPI)
- Parents and Citizens Association (P&C)
- Parents 4 Kidz Club (P4K)

Program implemented throughout the year were:

- Circus Arts
- Homework Centre (PSPI)
- Literacy teacher aides (PSP)
- Early Stage 1 and Stage 1 Speech and Language Program (PSP)
- Excursions to enrich experiences beyond Nyngan (CAP)
- Attendance at sporting events (Global)
- Attendance at “Vibe Alive” festival at Coonamble (PSPI)
- Musica Viva in Schools (P&C)
- Mother’s Day and Father’s Day stalls (P4K)
- Santa visit to give gifts (P4K)
- Level system rewards (Global and P&C)
- Science and Engineering Challenge for Year 6 (Global)
- The Community Dinner (PSP)
- Life Education Van (P&C)
- Questacon in Library for Kindergarten (Global)
- Interest Groups (Global)
- Short Film with Paul Stafford (CAP)
- The purchase of an Interactive Whiteboard (PSP)
- The Middle School project in conjunction with Nyngan High School (CAP)

Student achievement in 2008

Literacy – NAPLAN Year 3
Twenty five students sat for this assessment in 2008. All students achieved or exceeded national minimum standard or above in Literacy.

Numeracy – NAPLAN Year 3
Twenty five students sat for this assessment. Twenty two students achieved or exceeded national minimum standard.

Literacy – NAPLAN Year 5
Twenty five students sat for this assessment in 2008. All students achieved or exceeded national minimum standard.

Numeracy – NAPLAN Year 5
Twenty five students sat for this assessment. Twenty four students achieved or exceeded national minimum standard.

Messages

Principal’s message
Our school maintains its focus on providing quality learning outcomes for each child. The school emphasis on student learning is underpinned by our strong welfare and discipline focus, ensuring each child feels valued, supported and safe.

The school provides many opportunities for children to shine in their areas of talent. The children are supported in these endeavours by staff and parent volunteers who willingly give their time out of class.

We are very fortunate to have a strong, committed Parents and Citizens (P&C) and Parent and Schools Partnership Initiative (PSPI) groups which are always willing to support the school.

The school is supported by Country Area Program (CAP) and Priority Schools funding (PSP). The funds from these programs provide extra resources and learning programs for our school.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the
school's achievements and areas for development.

Marg Haley

P&C and/or School Council message

The P&C are a small band of committed parents who work for all the children in the school.

We are involved in fundraising events each year to ensure that the school has all the up to date equipment it needs to keep our children at the forefront of the learning revolution.

However, we are not only involved in fundraising. We have an important role in the school as the parent voice. We are involved in school planning. With the staff we set the directions of the school to make sure the school is moving forward and continuing to improve.

I encourage all parents to take the time to become involved in the school through joining the P&C. There is an old Chinese proverb which says," Teachers open the door to learning, parents make sure the child enters."

I personally believe that 80% of the success of your child's learning is up to the parents, we must make sure the child enters the doors of learning and stays there with a willingness to learn. This will allow them to choose their future path with confidence.

Being involved in the school signals to your child that you believe that the school is an important place and you support education.

Mitchell Cobcroft

Student representative's message

As outgoing captains for 2008 we would like to thank our classmates and teachers for allowing us to have this leadership opportunity. We would also like to thank Miss Pearce for her support during the year and our parents for their encouragement and support.

We have enjoyed our year as School Captains very much and congratulate the new student leaders and school captains for 2009. There are many responsibilities in the job, but there are fun parts too. Thank you

Chloe Dunn and Dane Casey

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></th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>109</td>
<td>109</td>
<td>109</td>
<td>96</td>
<td>87</td>
</tr>
<tr>
<td>Female</td>
<td>98</td>
<td>105</td>
<td>101</td>
<td>81</td>
<td>75</td>
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</table>

Student attendance profile

In 2008 the students' attendance showed improvement. The school's aim is to have the school attendance rate match the State figures.

<table>
<thead>
<tr>
<th></th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>90.3</td>
<td>89.6</td>
<td>91.7</td>
<td>93.3</td>
</tr>
<tr>
<td>Region</td>
<td>92.2</td>
<td>92.0</td>
<td>92.0</td>
<td>92.2</td>
</tr>
<tr>
<td>State</td>
<td>93.8</td>
<td>94.0</td>
<td>94.0</td>
<td>94.1</td>
</tr>
</tbody>
</table>

Class sizes

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

The following table shows our class sizes as reported at the 2008 class size audit conducted on Tuesday 25 March 2008.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>1H</td>
<td>1</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>2F</td>
<td>2</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>3H</td>
<td>3</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>4S</td>
<td>4</td>
<td>27</td>
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</tr>
<tr>
<td>5P</td>
<td>5</td>
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</tr>
<tr>
<td>KL</td>
<td>K</td>
<td>19</td>
<td>19</td>
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Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>5</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.5</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.2</td>
</tr>
<tr>
<td>Total</td>
<td>10.7</td>
</tr>
</tbody>
</table>

Staff retention

We are fortunate to have a stable staff with very little turnover of staff each year.

In 2009 Cherie Hansen will be taking Maternity leave and Dianne Donald will be taking a year on Long Service Leave.
Staff attendance

The staff has access to leave entitlements such as sick leave. In 2008 the average daily attendance rate for staff, as determined by the Department, was 96.9%.

Teacher qualifications

All teaching staff meets 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>
</tbody>
</table>

Financial summary

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

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2008</th>
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</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$339,143.37</td>
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<tr>
<td>Balance brought forward</td>
<td>$55,666.10</td>
</tr>
<tr>
<td>Global funds</td>
<td>$108,024.61</td>
</tr>
<tr>
<td>Tied funds</td>
<td>$189,520.66</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>$31,247.42</td>
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<tr>
<td>Interest</td>
<td>$7,804.42</td>
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<tr>
<td>Trust receipts</td>
<td>$2,546.59</td>
</tr>
<tr>
<td>Canteen</td>
<td>$0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>$339,143.37</td>
</tr>
</tbody>
</table>

| Expenditure                | $281,374.40|
| Teaching & learning        | $3883.18   |
| Key learning areas         | $20,804.61 |
| Excursions                 | $1,999.18  |
| Extracurricular dissections| $633.54    |
| Library                    | $633.54    |
| Training & development     | $0.00      |
| Tied funds                 | $165,802.79|
| Casual relief teachers     | $6,285.51  |
| Administration & office    | $43,020.29 |
| School-operated canteen    | $0.00      |
| Utilities                  | $28,069.10 |
| Maintenance                | $7,864.07  |
| Trust accounts             | $3,012.13  |
| Capital programs           | $0.00      |
| **Total expenditure**      | $281,374.40|
| Balance carried forward    | $113,435.07|

The balance of Tied Funds is $45,053.63. Of this amount $6,000 will cover outstanding wages for Teacher’s Aides employed to support children who receive Integration funding. $5,000 will be carried over into 2009 to provide Professional Learning for staff in the use of the Interactive Whiteboard in to classroom.

As part of the school’s educational management plan, savings for long term acquisitions are included. The school has $10,000 in reserve for a Ride On Mower and $15,000 for a replacement photocopier. $2522.92 is held for unpaid invoices and $15419.56 is carried over for general purposes.

A full copy of the school’s 2008 financial statement is tabled at the annual general meetings of the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2008

Achievements

Arts

Each year in term 1, the focus of Art for all students is on completing paintings, drawings and collages to a set theme for each Stage. These were judged and displayed at the Nyngan Show. The Nyngan Show Committee express gratitude for the school’s outstanding contribution to the Art section.

Year 4 represented our school at the Yarrabin Concert. This annual concert is a showcase of song, dance and skits by the clients and staff of Western Area Respite. Our students thoroughly enjoyed the concert. It also allowed them to appreciate the talents and skills of the disabled members of our community.

Many children in Stages 2 and 3 took part in the “Special Forever” competition, in which pieces of writing and artworks were submitted. Seventeen children had their work selected to be judged in Sydney at state level, with five of those having their work published in the 2008 “Special Forever” book.

Each year we take part in the “Musica Viva” program for schools. This program brings musicians into schools to perform a wide range of music styles.

This year we were visited by an A Capella group, a singing group that used their voices as instruments. The audience of children and community members were amazed. This program is generously subsidised by the P&C to allow all children the opportunity to attend and expand their cultural knowledge.
Sport

The school Swimming and Athletic Carnivals were again very well supported by students, parents and friends.

We won the Nyngbar Shield at the zone level for both swimming and athletics. A solid contingent of our students qualified for the Western Area Carnivals.

The Senior Girls' relay team and two individual students qualified for the State Championships in swimming.

In Athletics, we were very well represented at State level by our Junior Girls' relay team and two students competing individually.

This year one of our students was selected as Vice Captain of the Western Area Athletics Team. This honour was earned by 5 years competition at State level.

Three Year 6 students received Recognition Certificates from the Western Area School Sports Association for their representation at the level for a number of years.

Our Girls' Soccer team made it to Round 4 in the PSSA Competition with two of the girls trying out for selection in the Western Region team. James Corby generously donated his time to coach the girls after school.

The entire school took part in “Jump Rope for Heart”. Each class performed a skipping routine to a piece of music and we held a “Jump Off” to find who could skip for the longest continuous amount of time.

Each year we take part in Cross Country events. In 2008 we had sixteen children qualify for the Western Area PSSA trials at Wellington. From that event one child qualified for the State Championships at Eastern Creek.

The school hosts visits from football, basketball and athletics coaches each year.

Year 2 Intensive swimming runs for 2 weeks each year.

The PSSA netball team made it to Round 3 at the Gala Day held in Dubbo. Two girls were selected to try out for the possible /probable to represent Western Region, one girl was selected to represent the region. Throughout the season the team also won the Far West Academy of Sport Netball Gala day in Cobar and the Jenny Wright shield in Walgett.

Other

Each term the school held a school dance for all children who were on the behaviour level of Level 5 and above. Each term different group of Student Leaders ran the school dance as part of their leadership responsibilities.

In Term 2, we held Interest Groups one afternoon a week. All the children were able to choose which group they wished to attend. The groups ranged form Music, Copper Art, Animation, Drama, Science, Fishing and the construction of an Olympic mural for 2008. The mural now hangs in the auditorium in pride of place.

Our circus skills program continued in 2008 culminating in 60 performers entertaining the community with their “Circus Extravaganza”. This performance was a spectacular display of skills and great fun for all.

Each year we take part in the Premiers’ Spelling Bee, to raise the profile of spelling in our school. A “spell off” is conducted to choose two junior and two senior students to compete in Dubbo.

We also take part in the Premiers’ Reading Challenge each year. The aim of this program is to encourage all children to read every day for a sustained period of time. The children aim to read 20 books form the challenge book list.

66 children completed the challenge in 2008. This equates to 33% of the school population. Our aim in 2009 is for 60% of the school to complete the challenge.

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 the assessments.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)
Literacy – NAPLAN Year 3

Percentage of students in bands:
Year 3 reading

<table>
<thead>
<tr>
<th>Band</th>
<th>Percentage of students</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>5%</td>
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<tr>
<td>2</td>
<td>10%</td>
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<tr>
<td>3</td>
<td>15%</td>
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<td>4</td>
<td>20%</td>
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<td>5</td>
<td>25%</td>
</tr>
<tr>
<td>6</td>
<td>30%</td>
</tr>
</tbody>
</table>

Percentage of students in band:
School average 2005 - 2007
LSG average 2008
State average 2008

Year 3 writing

<table>
<thead>
<tr>
<th>Band</th>
<th>Percentage of students</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>5%</td>
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<td>25%</td>
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<td>6</td>
<td>30%</td>
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Percentage of students in band:
School average 2005 - 2007
LSG average 2008
State average 2008

Year 3 grammar and punctuation

<table>
<thead>
<tr>
<th>Band</th>
<th>Percentage of students</th>
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<tr>
<td>1</td>
<td>5%</td>
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<tr>
<td>2</td>
<td>10%</td>
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<td>25%</td>
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<tr>
<td>6</td>
<td>30%</td>
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</table>

Percentage of students in band:
School average 2005 - 2007
LSG average 2008
State average 2008

Year 3 spelling

<table>
<thead>
<tr>
<th>Band</th>
<th>Percentage of students</th>
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<td>5</td>
<td>25%</td>
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<tr>
<td>6</td>
<td>30%</td>
</tr>
</tbody>
</table>

Percentage of students in band:
School average 2005 - 2007
LSG average 2008
State average 2008

Numeracy – NAPLAN Year 3

Percentage of students in bands:
Year 3 numeracy

<table>
<thead>
<tr>
<th>Band</th>
<th>Percentage of students</th>
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<tbody>
<tr>
<td>1</td>
<td>5%</td>
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<tr>
<td>2</td>
<td>10%</td>
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<td>15%</td>
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<td>20%</td>
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<td>5</td>
<td>25%</td>
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<tr>
<td>6</td>
<td>30%</td>
</tr>
</tbody>
</table>

Percentage of students in band:
School average 2005 - 2007
LSG average 2008
State average 2008
The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

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

### Significant programs and initiatives

#### Aboriginal education

The Parent School Partnership Initiative Committee (PSPI) meets monthly. This band of dedicated parents is fully involved with the school in improving the learning of our students.

With the support of these parents we have been successful in gaining a number of programs in the school.

The Homework Centre ran each Monday and Wednesday afternoon for children from Years 3 - 6. The tutors employed in the Centre helped the children complete their homework successfully and to hand the homework in to the teacher. They provided extra tuition in spelling, reading and times tables practice.

Through the funding of the In Class Tuition Program a tutor was employed to support literacy and numeracy understandings in Years 3, 5 and 6 until lunch time and in Year 2 after lunch. This program targeted children who were not meeting learning outcomes.

Another initiative funded Speech and Language support tutors in Kindergarten and Year 1. These tutors worked in a one to one situation with Speech programs devised by a Speech Pathologist.

We were supported with funding to allow 10 children to attend the “Vibe Alive” festival in
Coonamble. At this festival we came away with many accolades and awards gaining the silver medal for team achievement.

Funding was also accessed to provide a Parent Program in the use of technology in the school setting, particularly the Interactive Whiteboard.

We started our journey into the development of Personalised Learning Plans, writing them with the parent and child contributing to the learning goals and the monitoring of the goals.

Our NAIDOC Week celebrations in 2008 were spectacular. Our PSPI Committee ably lead by Marie Johnson, our Aboriginal Education Assistant, invited all schools in the town to be part of this significant cultural event.

**Country Areas Program (CAP)**

2008 was a busy year for the Country Area Program (CAP) at Nyngan Public School. Paul Stafford returned to our school and guided our students through the processes involved in film making. Ben Lynch joined Paul in giving the students a chance to write a play, film it and present the final product at Nyngan High School Performance night and at our Assembly.

Country Area Funds were used to assist students’ attendance at curriculum based excursions, which were organised and carried out for all children in our school.

Our school technology focus was supported by CAP funds as well. These funds allowed staff to participate in the LOFT project to enhance their skills and also allowed the school to purchase another Interactive whiteboard for student use in the classroom.

**Priority Schools Program (PSP)**

The major focus of allocation of PSP funds in 2008 was used in the implementation of a Talking and Listening and Language program. Nyngan Public School employed the services of a Speech and Language Pathologist, Belinda Hill and, in conjunction with PSPI funds, employed Tutors to implement individualised programs. Belinda visited the school three times.

During the first visit, in Term1, Belinda assessed all children identified by teachers as requiring speech and language intervention from Year 1 to Year 4.

Whilst on this visit Belinda conducted a staff information session on strategies to support students with language difficulties in the classroom.

Belinda then returned to her offices in Sydney to write programs for the tutors to run with each child.

In Term 2 Belinda returned to assess the Kindergarten children who had been identified as needing intervention. She also spoke at an Education Week Community Dinner.

In Term 4, Belinda returned to carry out post intervention assessments on each of the children supported by the program.

The program was highly successful with many of the children gaining essential skills and the majority showing 100% improvement.

Another initiative was to invite Dads into the school to take part in a “Dad’s Day”. This day focused on hands on activities that they then used to interact with their children. Twelve Dads attended the day and enjoyed it immensely.

**Multicultural education**

Multicultural perspectives were integrated into our Connected Outcomes Group (COGS) units of work.

Stage 3 students took part in the country of study for the CWA, which was Mexico. They entered posters into the competition run by the CWA and provided a very entertaining item of drama and dance using Mexican Legends and the Mexican Hat Dance.

**Respect and responsibility**

Respect for yourself and others form the platform for our school culture.

In 2008 the majority of our students demonstrated the core values of Respect, Responsibility, Care, Compassion, Honesty, Co-operation, Fairness and Democracy by being valuable citizens of our school and moving up through the merit Levels system to the highest two levels.

**Other programs**

The Middle School Project began in 2008. This program consisted of Year 6 attending the High School for one morning a week to undertake specialist lessons in Science, Visual arts, Physical Education and Technology and Applied Science.

This was a highly successful program with 100% of parents and children supportive of the continuance of the program in 2010.

The program was recognised as “best practice” across the Western Region schools.
Progress on 2008 targets

The NAPLAN reporting scales do not allow schools to make a meaningful comparison with the previous Basic Skills Test assessment scale. Our school will be able to offer comment on progress after we have completed the next NAPLAN assessment.

In the meantime we report on our achievements which are:

The percentage of Year 3 students at national minimum standard

On the overall Literacy scale on NAPLAN 2008 100% of Year 3 students achieved the national minimum standard or above.

On the overall Numeracy scale on NAPLAN 2008 92% of Year 3 students achieved or exceeded the national minimum standard.

The percentage of Year 5 students at national minimum standard

Results expressed on the overall Literacy scale for Year 5 students in NAPLAN 2008 showed 100% of students achieved national minimum standard or above.

Results expressed on the overall Numeracy scale of NAPLAN 2008 for Year 5 showed 96% of students achieved or exceeded the national minimum standard.

Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2008 our school carried out evaluations in the areas of Teaching and Creative Arts.

Educational and management practice

Teaching

Research has shown that the quality of teaching makes a difference of 40% to the achievement of learning outcomes of students in a school.

The departmental document, “The Quality Teaching Framework”, has been developed to provide a structure for all teachers to use in professional self reflection.

This framework has underpinned all professional discussions between individual teachers and their supervisors throughout the year, as well as the individual professional discussions held once a term between the Principal and teaching staff.

The features of classroom practice that have been linked to improved student learning outcomes are based on three dimensions:

- promoting high levels of intellectual quality
- the provision of a quality learning environment, and
- making it clear to students why what they are learning is important.

In each of the professional discussion held between the Executive and staff, between the Principal and staff and at Stage meetings, the emphasis and expectation was on monitoring individual learning and using that information to plan for future learning experiences. Staff was asked to reflect critically on their own teaching practice and how to improve that teaching practice to enhance learning.

Future directions

Continuation of professional discussions between staff and critical self reflection will be an ongoing professional learning process. This will be based on the Quality Teaching Framework core questions of:

- Where do my students need to be?
- What do I want my students to learn?
- Why does it matter?

Creative Arts

Nyngan Public School prides itself on the quality of the opportunities offered in the Arts.

To focus on continual improvement the whole school community were surveyed as to their participation and observations of Creative Art at Nyngan Public School.

Survey results indicated that 90% of our student population actively participated in the production of the Nyngan Public school show display. 70% of Parental respondents expressed satisfaction with the efforts of their children.

All children had the opportunity to participate in circus training on a weekly basis. 40% of students took part in a Circus Extravaganza. This night was supported by 120 parents, staff and community members.

75% of children attended a Dance and Drama workshop which assisted in the development of their confidence in this area. The “Melt Down Puppet Show” performed for 100% of the school population. This performance was followed by a
puppet making workshop and drama in the classrooms, making use of the puppets.

Staff implemented pre-learning activities suggested by Musica Viva to encourage student participation in the performance. The P&C demonstrated the value they place in the Arts by providing sponsorship for the whole school population to attend.

100% of students are involved in Assembly items which range from Music, Dance and Drama to a sharing of their artworks.

Whilst survey results were positive there was an indication from Parents, Students and Staff that a greater emphasis needed to be placed on Dance.

Parent, student, and teacher satisfaction

In 2008 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

Most parents were happy with the learning outcomes gained by their child and the support given to their child to enhance their learning outcomes. They also were happy with the management of discipline and the progress their child had made through the Merit levels.

Both the P&C and the PSPI group expressed disappointment in the standard of uniform worn by some students when they went out in public to represent the school, and the inappropriateness of the school hat.

In 2009 the P&C will introduce a more suitable school hat as well as the policy that children will only be able to represent the school in public if they are in full uniform.

Professional learning

Professional learning in 2008 was focused around the Quality Teaching Framework.

Staff was trained in implementation of Count Me In Too mathematics teaching strategies in the early years of Kindergarten, Year 1 and Year 2. These strategies use games and concrete material to enhance the mathematics learning of the students. As a result of these strategies 86% of students improved by two learning levels or more from the pre test results to the post test results.

In Stages 2 and 3 (Years 3-6) professional learning focused on the implementation of the Reading To Learn strategy. This strategy used explicit, guided instruction to unpack the intricacies of the English language. As a result, in both Years 3 and 5, on the overall Literacy scale for NAPLAN 2008, 100% of students achieved or exceeded national minimum standard.

School development 2009 – 2011

Targets for 2009

Based on the analysis of school data from all sources the following targets have been identified for 2009.

Target 1

To increase the proportion of students in Year 3 gaining Bands 4, 5 and 6 on the overall literacy scale of NAPLAN 2009 by 10%.

Strategies to achieve this target include:

- Continuance of staff professional learning in the Reading To Learn strategy, sharing the learning with all new staff.
- Literacy on Track professional learning for all staff with a focus on the teaching of reading and spelling across the school.
- The entry of all students in the Premier’s Reading Challenge with the expectation that a minimum of 60% of students will complete the challenge.

Our success will be measured by:

- The proportion of Year 3 students gaining Bands 4.5 and 6 in overall literacy in NAPLAN 2009 rising from 28% in 2008 to a minimum of 38% in 2009.

Target 2

To increase the proportion of Year 5 students achieving bands 7 and 8 on the overall numeracy scale of NAPLAN 2009 by 10%

Strategies to achieve this target include:

- Whole school implementation of professional learning focused on the Measurement Strand of mathematics, developing effective teaching strategies with the support of the Mathematics Consultant.
- Expanded implementation of Maths on The Net, integrating it into all mathematics programs across the school.
- A focus on the Quality Teaching framework elements in the development of higher order thinking skills in teaching programs.

Our success will be measured by:

- The proportion of Year 5 students achieving bands 7 and 8 on the overall numeracy scale in NAPLAN 2009.
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: