2010 Annual School Report
Northlakes Public School

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

Students

At the end of 2010 our student enrolment was 491 girls and boys.

On average 92% of students attended school each day during 2010.

The school had 22 classes including four Kindergarten classes and three special education classes.

Average class sizes were: Kindergarten 19
Year 1 23
Year 2 23
Year 3 28
Year 4 29
Year 5 28
Year 6 29

(Details are provided on page 3)

Staff

The school had 51 members of staff in 2010. This included seven executive staff, 25 classroom teachers and other support staff including an early school support teacher, an itinerant teacher hearing impaired, cleaning staff and a School as Community Centre (SaCC) facilitator.

(Details are provided on page 4)

The staff average daily attendance was 96%.

The teaching staff meets the professional requirements for teaching in NSW public schools.

Significant programs and initiatives

The school implemented a range of programs and initiatives to support student welfare and learning. Significant programs included:

- Student welfare
- School as Community Centre
- Smith Family partnership

Student achievement in 2010

Literacy – NAPLAN Year 3

In 2010 Year 3 students were over represented in bands 1 and 2 reading and writing and under represented in bands 5 and 6.

Results indicate the need to continue to focus on reducing the number of students in bands 1 and 2 and increasing the number of Year 3 students in bands 5 and 6 in literacy.

Numeracy – NAPLAN Year 3

Although below state average, numeracy achievement improved in 2010. The percentage of Year 3 students reaching the national minimum standard improved from 85% in 2009 to 93% in 2010.

Results indicate the need to focus on improving mental facility in computations and working mathematically.

Literacy – NAPLAN Year 5

Overall there was a decline in Year 5 literacy achievement in 2010. However, the average progress in spelling between Year 3 and Year 5 was above state average.

There is a need to reduce the number of students achieving bands 1 and 2 and to move more students into bands 7 and 8 for all aspects of literacy.

Numeracy – NAPLAN Year 5

The average growth between Year 3 and Year 5 continued to improve in 2010. However, there was a decline in the number of students achieving at or above national minimum standards.
Messages

Principal’s message

I have much pleasure in presenting the 2010 Northlakes Public School Annual Report. The report exemplifies the strong student focus our school provides ensuring students achieve the highest possible learning outcomes in a caring school environment. The success of all students is our major priority. Our core business is to support students to achieve academic, emotional and social skills, as well as attitudes which will equip them for success in their future lives as responsible adults.

Through our dedicated, enthusiastic staff and a supportive Parents and Citizens Association we are able to provide a wide range of educational experiences. These programs develop academic knowledge and skills necessary for higher educational achievement, as well as the values and attitudes necessary to help our diverse community to grow and develop.

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

Mr Greg Simmonds  B.Ed  M.Ed (Literacy Education)

P & C message

I would firstly like to acknowledge my committee whom are dedicated, committed, hard working and a pleasure to work with. Without these fantastic community spirited people our school could not benefit in the way it does.

This year, our fundraising efforts have been very successful, including raffles, Mothers’ and Fathers’ Day stalls, election BBQs, Thompson Pie Drive and of course the wonderful and fun Spring Fair which alone raised just over $6,000. It is a credit to the fantastic teachers, committee and school community to pull off such a dynamic day. Our partnership with the high school continues to grow and we often find ourselves calling on them for support with different events.

The P&C has a purpose and that is to work with the school to assist in things that are needed to make this school enjoyable for all. We continue to inject funds where needed within the school and had great pleasure in contributing to the synthetic grass, school / community notice boards, Presentation Day and the Year 6 Farewell, to name a few.

On behalf of the P&C I would like to thank teachers, parents and community members for your support this year. Your contribution in purchasing raffle tickets and attending events within our school has enabled the P&C to increase much needed funds which all our students can enjoy.

Mrs Michelle Whitehead

Student representative’s message

Northlakes Public School has 8 councillors, 2 vice presidents and 2 presidents, which makes us one big team.

We have very important roles in our school. The councillors and vice presidents each have their own group of Year 6 students who help with several tasks such as collecting rolls each day, raising the flag, setting up our fenced area [special education area], helping in the office and setting up our weekly assemblies. The presidents manage the Year 6 teams and help with all tasks.

Early in 2010 the school councillor team went to a Young Leaders’ Conference in Sydney. We were spoken to by inspiring leaders, helping us to fulfil our role as leaders.

We also went to the high school to launch the new science lab. We can’t wait to use it next year.

Michael Wills and Kayla Baker went to State Parliament House in Sydney to meet the local member for Wyong, Mr David Harris

We were fortunate to have the opportunity to go to a leadership camp at Tea Gardens run by The Smith Family. We learnt to cooperate and build a great team.

Year 6 took part in MEGS (Making Educational Goals Sustainable). Our parents joined us on an excursion to Newcastle University where we found out about possible career choices and setting goals. Later this year some leaders took part in a Sports Challenge at Northlakes High School.

Michael Wills and Kelsie Hopkins
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

School enrolments in 2010 were slightly down on previous years. This resulted in an entitlement of 22 roll classes. As in previous years, boys slightly outnumber girls at the school.

Student attendance profile

School student attendance rates in 2010 were 92%, slightly lower than the regional attendance rates.

Management of non-attendance

Student attendance is monitored on a daily basis. Non-attendance is followed up by staff. Letters are sent home and phone calls made encouraging regular attendance at school. Regular attendance is encouraged and acknowledged by class teachers and in assemblies. A Community Liaison Officer is employed 1 day per week to support families where non attendance is a concern. The Home School Liaison Officer is also actively involved in our school.

Class sizes

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

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

Structure of classes

<table>
<thead>
<tr>
<th>Roll</th>
<th>Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>KW</td>
<td>K</td>
<td>20</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>KG</td>
<td>K</td>
<td>19</td>
<td>19</td>
<td></td>
</tr>
<tr>
<td>KTP</td>
<td>K</td>
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<td>18</td>
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<tr>
<td>KA</td>
<td>K</td>
<td>18</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>3/4C</td>
<td>3</td>
<td>17</td>
<td>31</td>
<td></td>
</tr>
<tr>
<td>3/4C</td>
<td>4</td>
<td>14</td>
<td>31</td>
<td></td>
</tr>
<tr>
<td>4G</td>
<td>4</td>
<td>29</td>
<td>29</td>
<td></td>
</tr>
<tr>
<td>4B</td>
<td>4</td>
<td>27</td>
<td>27</td>
<td></td>
</tr>
<tr>
<td>4/5S</td>
<td>4</td>
<td>11</td>
<td>28</td>
<td></td>
</tr>
<tr>
<td>4/5S</td>
<td>5</td>
<td>17</td>
<td>28</td>
<td></td>
</tr>
<tr>
<td>6C</td>
<td>6</td>
<td>29</td>
<td>29</td>
<td></td>
</tr>
<tr>
<td>6S</td>
<td>6</td>
<td>30</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>5/6G</td>
<td>5</td>
<td>10</td>
<td>28</td>
<td></td>
</tr>
<tr>
<td>5/6G</td>
<td>6</td>
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<td>28</td>
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<td>5K</td>
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<td>3T</td>
<td>3</td>
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<td>25</td>
<td></td>
</tr>
<tr>
<td>1/2V</td>
<td>1</td>
<td>15</td>
<td>24</td>
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<td>1/2V</td>
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<td>2W</td>
<td>2</td>
<td>22</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td>2C</td>
<td>2</td>
<td>22</td>
<td>22</td>
<td></td>
</tr>
</tbody>
</table>
Staff information

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

The school had 31.107 teaching positions in 2010 (details provided in table below). The majority of staff are experienced and some have been at the school for many years.

The teaching staff was supported by:
- a School Administrative Manager
- 2.962 School Administrative Officers
- 2 permanent Teachers Aides (Special)
- 8 temporary Teachers Aides (Special)
- 1 (0.4) Aboriginal School Learning Support Officer
- 1 Primary General Assistant.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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<tbody>
<tr>
<td>Principal</td>
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<tr>
<td>Deputy Principal(s)</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>5</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>14</td>
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<tr>
<td>Priority School Funding Scheme</td>
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<tr>
<td>Teacher of Reading Recovery</td>
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<tr>
<td>Support Teacher Learning Assistance</td>
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<td>Teacher Librarian</td>
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<tr>
<td>Teacher of Early School Support</td>
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<tr>
<td>Part Time Teacher</td>
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<tr>
<td>Itinerant Teacher Hearing</td>
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<tr>
<td>Teacher Moderate Intellectual Disabilities</td>
<td>2.0</td>
</tr>
<tr>
<td>Teacher RFF</td>
<td>1.092</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff (SASS)</td>
<td>6.362</td>
</tr>
<tr>
<td>Total</td>
<td>37.469</td>
</tr>
</tbody>
</table>

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

Northlakes Public School has 1 Aboriginal teacher and a part time Aboriginal School Learning Support Officer (3 days per week).

Staff retention

In 2010 one teacher retired and two teachers were transferred to another location.

Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>83</td>
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<tr>
<td>Postgraduate</td>
<td>7</td>
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Financial summary

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

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2010</th>
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<tbody>
<tr>
<td>Income</td>
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<td>Balance brought forward</td>
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<tr>
<td>Global funds</td>
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<tr>
<td>Tied funds</td>
<td>320220.77</td>
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<tr>
<td>School &amp; community sources</td>
<td>104639.98</td>
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<tr>
<td>Interest</td>
<td>8022.87</td>
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<tr>
<td>Trust receipts</td>
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<tr>
<td>Canteen</td>
<td>0.00</td>
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<tr>
<td>Total income</td>
<td>841482.46</td>
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</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
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</tr>
<tr>
<td>Key learning areas</td>
<td>32151.32</td>
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<tr>
<td>Excursions</td>
<td>26802.58</td>
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<tr>
<td>Extracurricular dissections</td>
<td>73959.46</td>
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<tr>
<td>Library</td>
<td>5930.00</td>
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<tr>
<td>Training &amp; development</td>
<td>2284.92</td>
</tr>
<tr>
<td>Tied funds</td>
<td>303520.79</td>
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<tr>
<td>Casual relief teachers</td>
<td>127042.54</td>
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<tr>
<td>Administration &amp; office</td>
<td>51929.62</td>
</tr>
<tr>
<td>School-operated canteen</td>
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<tr>
<td>Utilities</td>
<td>42974.26</td>
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<tr>
<td>Maintenance</td>
<td>27709.82</td>
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<tr>
<td>Trust accounts</td>
<td>15405.12</td>
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<tr>
<td>Capital programs</td>
<td>0.00</td>
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<tr>
<td>Total expenditure</td>
<td>709710.43</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>131772.03</td>
</tr>
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</table>

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

Achievements

Arts

Northlakes Public School has a strong focus on the Arts, with many opportunities provided for students to explore social and cultural values.

Year 6 created a theme painting based on the community GOATS Festival theme, “Living it Up”. They were awarded second place in the visual arts category. Aboriginal students created a collective piece of art celebrating the 10th anniversary of the Sydney Harbour Bridge walk.

Our gifted and talented students (GATS) designed posters for Jill Hall, MP for Swansea to be utilized in Christmas card prints. Drew Mitchell was awarded a prize for her design.

The senior school choir performed at concerts and ceremonies such as ANZAC Day. Students also produced a recording of “You Can Do It” songs that were personalized for the whole school to enjoy.

The Northlakes Schools Didgeridoo Group has continued to develop skills and performed at the Department of Education and Aboriginal Education Consultative Group agreement signing ceremony at Gorokan Public School.

Year 6 students presented a series of Greek drama performances at assemblies and concerts and also performed a dramatic puppet show to Wyong Shire Council members.

The girls’ and boys’ dance groups performed at assemblies and concerts. The boys’ dance group performed at the Central Coast Dance Festival.

All classes performed at evening concerts which showcased student talents. Talent quests were organized by school councillors to encourage students’ confidence. They also performed at the Annual Christmas Concert.

The school participated in the community Christmas event with soloist Jacinta Burley and the school choir.

Aboriginal students performed along with 1500 other performers in the Schools Spectacular 2010 at the Sydney Entertainment Centre.

The Year 6 GATS class hosted “The Night of the Notables”. Students researched in depth their chosen person of interest. On the night, students dressed in character and presented their research with timelines, powerpoint presentations, posters, realia and brochures. Community guests interviewed the students who successfully fielded many questions.

Sport

The school sporting program engages students in a wide range of both competitive and non-competitive sports. Students have competed at school, district, regional, state and national level.

- Emily Clemson came first in the National Synchronised Swimming Championships.
- Blake Foss, Christian Berrios and Jonathon Berrios were selected to play for Australia in the Futsal Championships. These boys along with Jacob Owens and Luke Rondan competed in the National Vikings School Futsal Competition.
- Rhianna Howlett competed at the NSW Country Championships in gymnastics and won.
- Jake Sanders was in the State team for Touch Football. He also competed at the regional level in athletics and the zone level for swimming and cross country.
- Jarrod Sault was selected in the Met. North touch football team.
- Many students made it to Sydney North carnivals, representing Northlakes and the Wyong Zone in 2010 in Athletics, Cross Country and Swimming.
- Our school competed in many knock out sports such as cricket, softball, soccer, touch, netball, Futsal and Australian Rules.
- Caitlyn Hawthorne and Viena Fonua were selected in the Sydney North water Polo team.
- Jake Sanders and Viena Fonua were Sports People of the Year.
- Selected Year 5/6 students participated in the Premiers Sporting Challenge Leadership Program and the Middle Schools Initiative, in conjunction with Year 7 and 8 students from Northlakes High.
The whole school was involved in the Premier’s Sporting Challenge. Students had the opportunity to achieve certificates for participating in any physical activity on a daily basis.

Two of our teachers, Gaianne Wilcox and Cathie Elsworth, represented as Metropolitan North convenors, in hockey and soccer respectively, for teams competing at state carnivals.

Funding from the Premier’s Sporting Challenge allowed us to buy much needed new athletics equipment for high jump and shot put. We also purchased a junior golf kit.

The school P&C purchased new singlets for the students to wear at athletics and cross country carnivals.

Other

Year 6 students participated in the MEGS program and visited Newcastle University with a parent. This allowed families to learn more about further education opportunities. Students in Year 6 then completed the Real Game which models real life and the choices needed to be successful.

55 students completed the Premier’s Reading Challenge.

School excursions to Taronga Zoo, Sydney, Newcastle Civic Theatre, Reptile Park, coastal studies, surf awareness, Newcastle, and Mingara were once again highly successful activities.

Students participated in the Clean Up Australia program.

The Life Education Program is part of the Health and Personal Development Program.

5/6G students participated in the NSW ‘Technopush Challenge’ at Eastern Creek.

All classes and teachers participated in a highly successful Book Week Character Parade.

### Academic

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

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

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

**Literacy – NAPLAN Year 3**

![Percentage of students in bands: Year 3 reading](#)

Although reading results were below the state average, comparison with the school’s 2009 results show an increase in the number of students placed in band 6.

Areas for improvement include teaching students to draw inferences from descriptions, actions of characters and to identify key information in text.
In 2010 Year 3 students were over represented in bands 1 and 2 writing and under represented in bands 5 and 6. Areas for improvement include elaborating ideas and developing descriptions of characters and settings.

Although the school remains below the state average, there has been a decrease in the number of students in band 1 and an increase in the number of students in bands 5 and 6.
Areas for improvement include solving problems involving multiplication and addition.

**Literacy – NAPLAN Year 5**

Areas for improvement include locating and linking information in texts, making inferences about a character’s actions and identifying the purpose of text types.

Girls performed significantly better than boys in writing with 15% of girls placed in band 8.

Areas for improvement include developing ideas in a text, writing compound and complex sentences and developing sound text structure.

*Our entry in the Gosford Regional Gallery NAIDOC week art exhibition*
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.
### Percentage of Year 3 students in our school achieving at or above the minimum standard in 2010

<table>
<thead>
<tr>
<th></th>
<th>Percentage Achieving at or Above Minimum Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>85</td>
</tr>
<tr>
<td>Writing</td>
<td>90</td>
</tr>
<tr>
<td>Spelling</td>
<td>86</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>88</td>
</tr>
<tr>
<td>Numeracy</td>
<td>93</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>Percentage Achieving at or Above Minimum Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>58</td>
</tr>
<tr>
<td>Writing</td>
<td>74</td>
</tr>
<tr>
<td>Spelling</td>
<td>81</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>77</td>
</tr>
<tr>
<td>Numeracy</td>
<td>78</td>
</tr>
</tbody>
</table>

### Significant programs and initiatives

#### Aboriginal education

52 Aboriginal and Torres Strait Islander students were enrolled at the school in 2010. The school attracted funding from DET Targeted Aboriginal Programs to address student attendance, and literacy and numeracy needs of lower achieving students. Norta Norta funds supported tutorial support for students needing additional support in Literacy and Numeracy. An Aboriginal School Learning Support Officer was employed 3 days per week. Personal learning plans were developed in consultation with students and their parents.

Five Indigenous students were presented with academic, cultural and sporting achievement awards by the Muru Bulbi AECG.

Two Indigenous students received the honour of being elected as school councillors for 2010.

The parents and teachers on the Aboriginal Education Committee have actively promoted programs and events to enhance understanding of history and culture. Activities included:

- National Sorry Day and flag raising ceremonies were conducted with invited guests
- Kyle Mckewen was granted a Guluwa scholarship for high achieving Aboriginal students
- Our Aboriginal dance group performed in the Schools Spectacular at Darling Harbour
- Two Aboriginal students have been selected as school student councillors for 2011
- Two staff members on the Aboriginal Education Committee attended the Stronger Smarter training in Newcastle. The school has committed to this program. The function and processes of the Aboriginal Education committee have changed in line with the Stronger Smarter philosophy.

#### Multicultural education

Multicultural perspectives were integrated into units of work throughout the school and these programs are ongoing. Activities to celebrate the diversity of cultures within our school community were implemented to support Harmony Day. Songs from other cultures and Australia were taught to students and sung at the assembly on Harmony Day.

Languages other than English (L.O.T.E.) were incorporated into class programs.

Anti-racism issues were taught through child protection and anti-bullying programs.

Year 4 and Year 5 students participated in multicultural public speaking during Term 2.

#### Respect and responsibility

In 2010 the school participated in the Positive Behaviour for Learning Initiative. The committee conducted a review and a new school rule was established; “Respect Rules at School”. Education in this area of social competence was delivered through the Steps to Respect Program in all classes. Students in the choir recorded a school song, “Respect”, which was then taught to all students. Positive relationships, personal achievement and well being across the school
community are fostered through this successful initiative.

In 2010 we focused on the core school values, studying each one and the ways in which we can demonstrate them in our daily interactions with one another.

**Priority Schools Program**

Northlakes Public School is identified as meeting the criteria for Priority Schools Funding. This enables the school to implement programs to support improved literacy and numeracy learning outcomes.

In 2010 the school priorities were:

- Strengthen the partnership between school and parents by employing an Aboriginal School Learning Support Officer and a Community Liaison Officer
- Improve numeracy and literacy achievement by employing a School Literacy and Numeracy Coordinator
- Develop the capacity of teachers to use technology in quality teaching and learning.

Achievements have included:

- Attendance and participation of parents and community in school events and activities increased in 2010
- Increased use of quality texts in class literacy programs resulted in a higher level of student engagement and achievement
- All teachers in Stage 2 and 3 completed the INTEL professional learning program.

**Other programs**

**Students with additional needs**

Northlakes has a long history of providing support to students in response to their individual needs. These programs address the children’s academic, social, behavioural and emotional needs. They are presented in individual, small group, class and whole school modes using school resources supplemented through district and state services and funds.

Parents or staff notify the School Learning Support Team (SLST) of students who need additional support. The SLST meet weekly to organise the most suitable resources available to assist each individual. District support in the form of specialised itinerant teachers and specially designed programs can be accessed. Funding support allows teachers to better maintain students with diagnosed disabilities and disorders through the application of various strategies. Through these funds the school employs extra specialist teaching time and seven School Learning Support Officers (SLSO).

The SLSOs support students in the classroom, thus allowing better access to the curriculum for approximately 21 identified students, as well as many of their peers. The SLSOs are instrumental in operating programs designed to promote harmony, social competence, emotional growth and better self-regulation of behaviour.

Several children with hearing impairments are supported in class and in withdrawal programs by the Itinerant Support Teacher, Hearing (ISTH). Some of these children are in mainstream classes while some are in the Support Unit.

Northlakes has one full time Support Teacher Learning who assists teachers in developing programs for children having difficulties in literacy and numeracy. Two teachers delivered the Reading Recovery program for students in Year 1.

The Support Unit at Northlakes consists of a Language class and two classes for children with moderate to severe intellectual disabilities, (IO/IS). Students in the Language class spend one to two years receiving intensive language work while maintaining regular access to the curriculum.

The 16 students in the IO/IS classes have highly individualised programs focusing on academic, social and living skills programs. These classes are supported by two teacher’s aides who are involved in providing personal care, physiotherapy and speech programs. There is a reciprocal integration policy in the school with special needs students participating with mainstream for some subjects, and mainstream students working with the support classes for specific activities.
Progress on 2010 targets

Target 1
To improve learning outcomes in numeracy
Our achievements include:

• The average progress in numeracy between Year 3 and Year 5 has continued to increase above both regional and state levels.

• The percentage of students achieving at and above the minimum standard in Year 3 NAPLAN has improved from 85% in 2009 to 90% in 2010.

• One teacher and three SLSOs have been trained in, and are implementing the Quicksmart mathematics program. All students have improved their mental facility in number computation.

Target 2
To improve learning outcomes in literacy
Our achievements include:

• Support Teacher Learning (STL) conducted professional learning workshops in Accelerated Literacy and resources have been purchased to support teaching and learning programs. Teachers report a greatly improved level of student engagement in reading lessons.

• The Smith Family after school tutoring program (Clever Kids Club) supported 6 students identified as needing support.

Target 3
To improve the use of technology to support student engagement in quality learning
Our achievements include:

• Cabling to all classrooms to DET specifications, initial INTEL training for most staff, development of the school’s intranet and internet websites, installation of smartboards in the computer lab, library and four classrooms.

• Purchase and commissioning of the SENTRAL suite of web based school data management systems with the necessary training for staff and the supply of laptop computers for all staff.

• All class teachers have taught computer skills by team teaching with the school’s Computer Education Coordinator.

Key evaluations
It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2010 our school carried out evaluations of practices in staff and program support and supervision and staff professional learning.

Educational and management practice
Support and Supervision
Background
In an attempt to evaluate the Support and Supervision practices across K-6, we interviewed staff in focus groups and also used Langford’s Quality Learning Tools with all staff in afternoon staff meetings.

Findings and conclusions
Most staff felt supported but thought practices needed to be reviewed to ensure consistency in standards and expectations across K-6. They want more time with supervisors to receive constructive feedback for improvement in programming and performance, the opportunity to participate in professional dialogue and share models of good practice. Overall staff felt that supervisors have too little time to spend with their stage as they are often dealing with behaviour problems.

New teachers voiced a need for regular mentoring opportunities with more experienced teachers and requested time to be able to get material together for their accreditation with the Institute of Teachers.

Future directions
As part of the National Partnership on Low SES School Communities Initiative the school has been given funding to appoint a HAT (Highly Accomplished Teacher) through merit selection to assist the school in improving student learning outcomes and school practices in 2011 and 2012. The HAT will play an integral part in helping to implement future directions.

These will include:

• Time provided for staff and supervisors to meet for feedback and professional dialogue.

• Teachers to be provided with the opportunity to observe models of good practice in terms.
of programming, assessing and quality teaching and learning. The HAT to facilitate in demonstrations of good practice and to also provide professional learning for Executive.

- Pair new teachers professionally and logistically (neighbouring classrooms) with an experienced, compatible teacher as mentor.

**Curriculum**

**Professional Learning**

*Background*

Northlakes Public School receives additional funding through Priority Schools Program and other DET initiatives. These funds are often used to enhance the professional learning of teachers and other school staff. School practices and procedures relating to the implementation of staff professional learning were evaluated.

**Findings and conclusions**

- A total of $22,500 was spent on Professional Learning in 2010
- This money was spent in literacy, numeracy and connected learning which reflects the school plan
- All staff in Stages 2 and 3 were trained online in INTEL facilitated by the school INTEL teacher
- Staff named a range of professional learning opportunities and identified Best Start and TNT as being very successful. They said that the most useful TPL opportunities were practical and/or hands on. Staff would like to see what good teaching and learning, the quality teaching framework and programming “look” like
- Demonstration lessons were cited as being useful and that the most valuable TPL happened on the work site
- They suggested that greater use be made of staff expertise in leading professional dialogue and that the staff involved should be provided with time to prepare eg: language and Higher Order Thinking strategies.

**Future directions**

2011 marks the beginning of Northlakes’ involvement in the National Partnership on Low SES School Communities Initiative. It is a 2 year initiative which includes funding for a Highly Accomplished Teacher (HAT) and an extra $200,000 in support to improve Teaching and Learning outcomes for students. This funding will have a significant impact on supporting our Professional Learning initiatives and building capacity within our staff.

Professional Learning needs identified included:

- Differentiating curriculum
- The use of technology Eg: smartboards to drive teaching and learning
- Accelerated Literacy across the whole school
- SMART2 – using the data to inform learning
- Revisit - You Can Do It! – re-energise the approach
- More SLSO training in Quicksmart to reduce the load of the STLA.

**Parent, student, and teacher satisfaction**

In 2010 the school sought the opinions of parents, students and teachers about the school. This took the form of a variety of surveys undertaken throughout the year and focus group discussions. These addressed school systems and procedures as they relate to the delivery of effective education at Northlakes. Also, informal discussions at P&C meetings, staff meetings and student meetings assisted the school in being informed about the level of satisfaction with the school and its programs.

Parent responses were generally high. Teacher responses were very high as were responses from students. Satisfaction with our transition to school programs was very high with parents and staff. Also commented on was the wide variety of student welfare support opportunities offered at Northlakes Public School.

**Professional learning**

A Teacher Professional Learning (TPL) committee meets regularly to prioritise areas for professional learning and expenditure of funds. TPL activities reflect individual, school and DET priorities as documented in the school management plan.
The school received $18,664.20 for TPL in 2010. All funds were expended including committed funds from the previous year (see table). Additional funds from other school sources were also used to support professional learning for all staff.

<table>
<thead>
<tr>
<th>Expenditure of TPL funds</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>New teachers</td>
<td>0</td>
</tr>
<tr>
<td>Use of ICT for teaching and learning</td>
<td>1676</td>
</tr>
<tr>
<td>Literacy and numeracy</td>
<td>9256</td>
</tr>
<tr>
<td>Quality teaching</td>
<td>350</td>
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<tr>
<td>Syllabus implementation</td>
<td>270</td>
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<tr>
<td>Leadership and career development</td>
<td>234</td>
</tr>
<tr>
<td>Welfare and equity</td>
<td>1828</td>
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<tr>
<td>School priorities</td>
<td>5029</td>
</tr>
<tr>
<td>Total</td>
<td>18664</td>
</tr>
</tbody>
</table>

All staff, including School Administrative and Support Staff (SASS), participated in professional learning activities on school development days.

Staff also attended various courses and training programs, both within and outside school hours. For example, 1 teacher completed a Gifted and Talented Education university course.

All staff participated in annual child protection training, ongoing occupational health and safety training, anaphylaxis awareness training and emergency procedures, code of conduct revision and whole school development activities. CPR was updated in 2010.

An average of 124 hours per teacher was committed to professional learning in 2010.

### School development 2009 – 2011

The school plan establishes the strategic priorities for the period 2009 – 2011 and has been developed in consultation with staff and the wider school community. It reflects the priorities of the DET state and regional literacy, numeracy and Aboriginal education plans.

Each year the school develops a management plan that sets out how we will operate the school to achieve the very best from every student and meet the school’s strategic priorities. Agreed improvement targets are established and appropriate strategies devised.

The school’s strategic priorities are:

- Improved literacy outcomes for all students
- Improved numeracy outcomes for all students
- Effectively use technology in connected learning
- Improved access to equitable educational outcomes for all ATSI, ESL, disabled and low socio-economic students
- Improved school and community partnerships
- Improved student engagement, student welfare and quality learning.

### Targets for 2011

#### Target 1

**Improved literacy outcomes for all students**

Strategies to achieve this target include:

- Review and revise the key school curriculum and procedural policies including Assessment and Reporting, English Policy and Scope and Sequence, Professional Learning, Program Planning, Quality Teaching and Learning and Staff Support and Supervision
- Providing grade/stage teams the opportunity through fortnightly stage meetings and coordinated RFF time, and with the support of the HAT to meet regularly for professional learning and planning, incorporating syllabus, Quality Teaching and Learning (QTL), Consistent Teacher Judgement (CTJ), Quality Teaching Framework (QTF), technology, GATS, literacy, numeracy and learning support
- Implement L3 Literacy program in all Kindergarten classes and for students experiencing difficulty in Year 1
- Employ additional teaching staff to support the effective implementation of L3 and guided reading in Early Stage 1 and Stage 1 classes.

Our success will be measured by:

- An increase in the number of Year 3 students achieving at or above the national minimum
standard from 85% in 2010 to 90% in 2011 in NAPLAN reading

- An increase in the number of Year 5 students achieving at or above the national minimum standard from 58% in 2010 to 80% in 2011 in NAPLAN reading
- An increase in the number of Kindergarten students achieving Reading Recovery level 6 or higher by the end of the year from 27% in 2010 to 60% in 2011
- An increase in the number of Year 1 students achieving Reading Recovery level 16 or higher by the end of the year from 46% in 2010 to 65% in 2011
- Increase students at the end of Year 1 achieving Reading Recovery level 16 or higher from 46% in 2010 to 65% in 2011.

**Target 2**

*Improved numeracy outcomes for all students*

Strategies to achieve this target include:

- K-2 teachers participate in TNT (Targeted Numeracy Teaching)
- SLSO team will implement Quicksmart with targeted students
- DET consultants will support staff to implement regional mathematics strategies and programs.

Our success will be measured by:

- An increase in the number of Year 3 students achieving at or above the national minimum standard from 93% in 2010 to 95% in 2011 in NAPLAN numeracy
- An increase in the number of Year 5 students achieving at or above the national minimum standard from 78% in 2010 to 85% in 2011 in NAPLAN numeracy.

**Target 3**

*Improved effectiveness of the use of technology in connected learning*

Strategies to achieve this target include:

- Purchase Smartboard bundles for classrooms and train teachers in their use in quality teaching and learning
- Support all class teachers in integrating technology in teaching and learning programs through the INTEL course.

Our success will be measured by:

- Teachers confidently integrating technology in class learning within the Quality Teaching and Learning Framework
- At least 50% of teachers and their supervisors report the confident use of Smartboard technology in quality teaching and learning activities.

**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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Donna Holohan  Assistant Principal
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Rhonda Cook  Assistant Principal
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Michelle Whitehead  Parent

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