Our school at a glance

Students

Huskisson Public School has 133 students, consisting of 71 boys and 63 girls. All classes are multi-grade, with the forming of two 3/4 classes and two 5/6 classes to give students diversity in the student cohort and variety in peer interaction, particularly in relationship to the preponderance of boys in the 3/4 area.

Staff

In 2008 we had six classroom teachers. Mr David Jenkinson, who had taught at the school for 18 years, transferred to Nowra Public School at the end of 2007. His energy and enthusiasm was highly esteemed.

Miss Kathryn Taylor was employed in 2008 for two days a week as a part time teacher, and Mr Jamie Bedson replaced Mrs Helen Wimmer who took on the role of Relieving Principal. Mrs Kim Domazar was Relieving Assistant Principal.

The school also had specialist staff for Support Learning and Library, and also employed staff for Choir, CAPA and Technology.

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

Significant programs and initiatives

Literacy

Literacy remains the school’s top priority and the staff uses a team approach to cater for the individual needs of students. Features of the 2008 program in Literacy were the Visual Perception, Aboriginal Expressive and Receptive, and the Even Start programs. Individual student needs are targeted through:

- Reading Recovery
- Support Teacher Learning Assistance
- Aboriginal Reading Tutors Program

Numeracy

Strategies were developed to ensure that the more able students continue to receive extension focusing on problem solving and higher order thinking skills.

Best Start

The Best Start Kindergarten Assessment program was successfully implemented in 2008 and continues in 2009. Kindergarten students are screened on entry and data is used to inform the development of focused teaching and learning programs.

PD/Health/PE

Nutrition, exercise and healthy living are all an important component of the PD/Health/PE curriculum. Huskisson students consistently represent the region at State level, and the school currently holds all local pro-rata shields. Classes grow vegetables and, in turn about, monitor their dietary intake and measure their daily fitness levels with pedometers.

Specialized teachers are employed to run programs in Dance/Gymnastics (alternate years), Creative Arts and Technology.

Students with Disabilities

Huskisson Public School offers a wide range of education programs to support students with disabilities in mainstream settings. K-6 students are supported through school resources including Support Teacher Learning Assistance; district resources including Support Teachers, Behaviour and Hearing, and state integration funding which enables the school to employ teachers’ aides to support students with special needs such as Asperger’s Syndrome.

Students with disabilities are provided with equitable access to appropriate education programs across all key learning areas in a very positive school climate.

An active Learning Support Team meets on a regular basis to ensure that appropriate resources are in place to maximize student participation and engagement in learning.

Student achievement in 2008

Literacy – NAPLAN Year 3

Year 3 students performed above the Local School Group and their State cohort in Reading. Three students in Year 3 were placed in bands 1 or 2; and 22 students in bands 3 to 6. 40% of Year 3 students were in the two highest bands for Reading, and 48% in Writing.

Numeracy – NAPLAN Year 3

Average marks in Numeracy were above all local school groups and the state average. No students were in Band 1. 50% of Huskisson students were in the two highest bands for Numeracy.

Literacy – NAPLAN Year 5

In 2008 NAPLAN Test, Year Five students gained an average growth of 114 points in Reading and 60.5 points in Writing between Year 3 and Year 5. In Year Five, 4 students were in Literacy Bands 3 or 4, and 15 students in Bands 5 to 8. Students in Year 5 were achieving growth which was above
all local school groups and the state average in Reading. Writing results were not as good as Reading, and indicate that students in Band 6 need to be moved into higher bands.

**Numeracy – NAPLAN Year 5**

In the NAPLAN in 2008 tracking of students from 2006 to 2008 showed average growth of 77.5 points in Numeracy. Students in Year Five performed slightly below their local school group and state cohort. Whilst no students were in Band 3, the majority of our students were in the middle bands.

Strategies were developed to ensure that the more able students continue to receive extension focusing on number operations, problem solving and higher order thinking skills. This will continue in 2009.

**Messages**

**Principal's message**

Huskisson Public School is a vibrant and energetic learning environment. Throughout 2008 we continued to offer dynamic programs to raise student outcomes and to provide for the total well being of its students. Results were evaluated to guarantee the success of programs, and professional development of staff ensured that our students are provided with the best opportunities to learn.

The school has promoted a supportive, caring atmosphere that provides an appropriately challenging learning environment for all its students. Emphasis has been placed on the Key Learning Areas, particularly English. Individual needs are catered for with Support Teacher Learning, Reading Recovery and Tutor Programs, and by drawing on the expertise of individual staff and district support personnel.

Students have learnt to be socially competent members of the wider community, and all students are encouraged to achieve their personal best in academic, sporting and cultural areas. Opportunities to mix with other school communities are provided through participation in Gala Days, Debating, High School Extension programs and community celebrations.

Participation in Southern Stars allowed students to be part of the extensive South Coast district and be exposed to rich and wide experiences.

The Principal, Mrs Sue Randles, unfortunately became ill towards the end of 2007, and although her health improved, the death of her husband in 2008, led to her being absent for the remainder of the year.

The school enjoys the encouragement of the community, with a wide range of curricular and health needs receiving sustained support. Our parents support the school both individually and through the P&C in a variety of practical ways.

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.

**Helen Wimmer (Relieving Principal)**

**P&C message**

The 2008 Huskisson Public School P&C have been providing community commitment to the school and the needs of the students, parents, teachers and citizens.

In 2008 our fundraising included the annual Parents and carers Stalls, Bushwhazee barbecue, Mobile Phone collection, Athletics Canteen, Disco, Chocolate Drive, Bingo Night and Baker's Delight. This year we raised a total of $3 870.45. We funded a Uniform room, concrete garden boundaries and hedging and a Long Jump pit. Money has been set aside to fund an Interactive Whiteboard. We have donated funds towards the school library, Southern Stars, State athletic representatives, and pony club representatives.

Unfortunately we were unable to open the canteen, but are hoping to open early in 2009.

This year has been a wonderful year. We would like to thank everyone who helped for their support and look forward to 2009.

**Irene O'Brien, President.**

**Student representative's message**

This year the SRC has been working hard to organise some fun things for the school. Between us we came up with many ideas, so many, that we could only use a few of them.

One of our ideas was to help raise funds towards finishing the netball court. This meant getting some proper netball hoops and a surface finish on the court to cover cracks and to prevent the rain making puddles.

The SRC also organised for a donation to be made towards Stewart House. Altogether we raised $120.

This year we bought three construction kits. These construction kits are also known as K’nex and are plastic sticks and joiners with which you can make cars, trucks, motorbikes and many more things. The 5/6 classes shared one, the 3/4 classes shared another and the K/1/2’s shared one too.
The SRC has also purchased some new board games for each class in the school. The classes decided which board games they would like to have and then told the SRC. We then bought these games for the school.

During term 3, four students from the SRC, Jessikah Lee, Jason Huntsman, John Carroll and I went to Nowra High School for a leadership day. The day was run by Nowra High School’s SRC. There we learnt how to work together and how to plan and implement ideas while having fun. We learnt many interesting things and met students from lots of other schools.

In Term Three we received a fax from a diabetes awareness and prevention group, who asked if we would like to use their program. So, this term Years 3, 4, 5 and 6 have received a pedometer to wear for a fortnight and a book about healthy eating. I’m sure everyone has enjoyed this program and learnt more about regular exercise and healthy eating.

A fundraiser we had was a mufti day where we all wore a decorated hat. This fun day had many people wearing creative hats and everyone looked great. We raised money to help fund the vegetable patch and to make a contribution to the Southern Stars.

Students from throughout the school were involved in digging the new vegetable patch where we have grown many veggies including lettuce, tomatoes, cabbage and much more. Many people have worked in the garden but mainly it’s been Mr Choice and his class and they have done a wonderful job.

I know that this year has been very successful for the SRC and school, but most of all – it was fun for everyone.

Laura Taylor
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>KINDER-Y1</td>
<td>1</td>
<td>7</td>
<td>17</td>
</tr>
<tr>
<td>KINDER-Y1</td>
<td>K</td>
<td>10</td>
<td>17</td>
</tr>
<tr>
<td>Y1-2</td>
<td>2</td>
<td>17</td>
<td>22</td>
</tr>
<tr>
<td>Y1-2</td>
<td>1</td>
<td>5</td>
<td>22</td>
</tr>
<tr>
<td>Y3-4C</td>
<td>4</td>
<td>12</td>
<td>22</td>
</tr>
<tr>
<td>Y3-4C</td>
<td>3</td>
<td>13</td>
<td>25</td>
</tr>
<tr>
<td>Y3-4S</td>
<td>3</td>
<td>12</td>
<td>22</td>
</tr>
<tr>
<td>Y3-4S</td>
<td>4</td>
<td>10</td>
<td>22</td>
</tr>
<tr>
<td>Y5-6V</td>
<td>5</td>
<td>10</td>
<td>23</td>
</tr>
<tr>
<td>Y5-6V</td>
<td>6</td>
<td>13</td>
<td>23</td>
</tr>
<tr>
<td>Y5-6W</td>
<td>5</td>
<td>10</td>
<td>24</td>
</tr>
<tr>
<td>Y5-6W</td>
<td>6</td>
<td>14</td>
<td>24</td>
</tr>
</tbody>
</table>

Structure of classes

All classes are multi-grade and are formed in accordance with government guidelines

Staff information

Huskisson had 12 members of staff, counting part time teaching and administrative staff. This was made up of three executive staff, five classroom teachers and 1.23 administrative staff. For the majority of 2008, there was a Relieving Principal and a Relieving Assistant Principal One staff member returned on a part time basis from Maternity leave.

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

Staff establishment

Many staff perform multiple roles. Mrs Marcelle Smith and Miss Kathryn Taylor share a classroom teacher position; Mrs June Messner is a Support Teacher Learning and a teacher of Release from Face to Face Teaching (RFF), and Mrs Kim Domazar teaches Library, Technology and RFF.

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relieving Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>2</td>
</tr>
</tbody>
</table>

Staff retention

Most staff members have been teaching for more than 10 years, many for more than 20 years, so it is important to encourage younger staff members. The NSW Institute of Teachers continues to provide an important framework for new teachers. In 2008 Miss Kathryn Taylor, who achieved her accreditation in 2007, was engaged for two days a week as a classroom teacher. All staff aligned their own Professional Development Plans to the professional strands of the Institute of Teachers and the Quality Teaching elements.

Staff attendance

Staff members have access to leave entitlements such as Long Service and 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 by either having a Diploma of Teaching or Bachelor of Education.
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>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>126,287.05</td>
</tr>
<tr>
<td>Global funds</td>
<td>75,772.91</td>
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<tr>
<td>Tied funds</td>
<td>42,905.17</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>30,561.81</td>
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<tr>
<td>Interest</td>
<td>9,489.18</td>
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<tr>
<td>Trust receipts</td>
<td>5,658.66</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>290,674.78</td>
</tr>
</tbody>
</table>

| **Expenditure**            |            |
| Teaching & learning        |            |
| Key learning areas         | 19,320.76  |
| Excursions                 | 5,269.58   |
| Extracurricular dissections| 7,783.97   |
| Library                    | 23,955.22  |
| Tied funds (Incl Professional Development) | 49,586.22 |
| Casual relief teachers     | 25,734.75  |
| Administration & office    | 11,326.15  |
| School-operated canteen    | 0.00       |
| Utilities                  | 9,926.73   |
| Maintenance                | 7,965.09   |
| Trust accounts             | 6,093.95   |
| Capital programs           | 0.00       |
| **Total expenditure**      | 166,962.42 |
| **Balance carried forward**| 123,712.36 |

A full copy of the school’s 2008 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 2008

Achievements

Arts

Creative Arts forms an integral part of learning at Huskisson Public School.

In Terms 3 and 4 Creative and Performing Arts programs allowed all students to be extended in this area. Specialist teachers were employed in Drama and Music to provide extension programs.

Students, teachers and parents enjoyed and were educationally engaged in a program by Bushwahzee incorporating music, singing, dance and drama on the theme of Surf culture. Individuals, small groups and the whole school participated in stage-appropriate activities culminating in an evening performance.

Our bi-annual Easter Hat Parade demonstrated the students’ craft skills evident in their creative designs and utilisation of a variety of media.

Performances were provided by a variety of orchestras in 2008. Year 5 student Elizabeth Bowman was part of the Bewheree Student group who performed in Term 3, and we also had performances from Turramurra School group, the combined Canberra High Schools orchestra and Narrabeen High.

Our choirs, under the guidance of Mrs Deb Grahame, have continued to evolve. The choirs performed at school assemblies in Education Week and Presentation Night.

The Talent Quest once again provided our students with opportunities to perform to an audience in singing, dancing, drama, comedy magic tricks and whip cracking.

Parent, Mrs Eva Brown, worked with Stage 2 and 3 students on Craft items, and Chloe Rodrigues and Nicholas James attended Operation Art, which is a statewide program. Mr Darren Vidler also participated in this program and provided professional development to staff.

Fourteen Year 6 students performed in the Southern Stars ensemble, “This Life” at Wollongong Entertainment Centre. They were supported by teachers Mrs Kim Domazar and Mrs Maggie New, and parents Mrs Nicola Drummond and Mrs Sue Taylor. Students also attended the opening performance as a cultural experience.

Sport

2008 has been a very successful year in Sport. In swimming the winning house was Banksia and Tia McIver broke five school records. She went on to become Junior Girl Champion at the District Carnival. Dean Watling and Mitchell Cross were runners up in their age point score. Tia, Mitchell, Dean, Rue Young, Hannah Wynyard and the Huskisson Junior Boy’s Relay represented District at Region.
In cross-country Boronia was the Champion House, with many students going on to represent the school at District. Huskisson successfully held the point score trophy for the fourth year in a row. Tia McIver, Jason Huntsman, Dean Watling and Mitchell Cross represented District at the Regional Championships.

In cricket Jessikah Lee played at the State Carnival for the South Coast Region Team.

Leisure Sports in Term 4 included tennis, bushwalking, cycling and mixed games.

All students enjoyed Gala days in Super 8’s, AFL, Dragon tag, Netball and Soccer. Developmental Skills Clinics were held in AFL and Rugby League. Our other major activity was Gymnastics in Term 3. Everyone from Kinder to Year 6 had plenty of fun and exercise while improving their skills.

Many parents, grandparents and community members helped to make sport great fun.

Spelling

The Quality Teaching consultant, Jenny Dearden, provided professional development for teachers in Spelling, particularly in using the four major elements. Resources purchased allowed staff to develop lessons based on the elements. We held a Spelling Bee to instil the basic words for each Year, and strategies were posted in the Newsletter. Our first school academic shield focussed on Spelling and was won by Boronia.

Competitions

Many students entered the UNSW competitions in Science, Computers, English and Mathematics. Distinctions were gained in all competitions. Other competitions entered were the Golden Paw, Commonwealth Bank Design, Albatross Art, Easter, and Tapstars Radio Announcement.

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. 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).

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

Literacy – NAPLAN Year 3

Year 3 students were able to connect ideas, infer character’s motivation and interpret pronoun references. They will need to learn more about locating, comparing and connecting information. More than 76% of Year 3 students were in the top three bands for Reading.
Students in Year 3 had no areas where they were above or below the state population percentages in individual questions. More than 45% of our Year 3 students were in the top two bands.

In Spelling no students were in the lowest band. Work needs to be done on medial digraphs (i.e. ou, ie, ow) and unstressed syllables. As the majority of Year 3 students were in bands 2, 3 and 4 programs to move these students into higher bands are of importance.

Year 3 students had great strengths in identifying parts of speech. The use of commas to separate parts of sentences is an area for further teaching.

No students were in Band 1 for Numeracy. Students performed very strongly in Numeration sections, including the more difficult questions reflecting the strong grounding that Maths Grouping provides. Areas for consolidation include Space and Geometry, and Chance and Data.

Individual Year 5 students made exceptional growth since Year 3 moving from lowest bands into Band 5. The school needs to ensure that more able students are extended so that they make this same growth. Emphasis needs to be made on identification, connection and synthesis of ideas.
No students were in Band 3 for writing, and similarly no students were in Band 8. Students in Band 4 had received intensive programs to raise their outcomes. The moving forward of higher level students into the highest band through similar programs is a priority. As a whole, students made responses which reflected their state cohorts. Segmenting of texts will continue to receive emphasis.

In 2008 the school worked on Quality Teaching in spelling using the North Coast Program. Teachers have been focussing on student limitation in digraphs, syllabification and unstressed syllables. Giving good spellers opportunities to be extended was emphasised in the Spelling Bee.

Students in Year 5 were able to correctly identify most punctuation and grammatical forms. The more difficult questions such as phrasal verbs, personal pronouns and features of direct speech are areas for further growth.

**Numeracy – NAPLAN Year 5**

Year 5 students had strengths in Area. Classroom lessons will focus Space and Geometry, Chance and Data and Volume.
Huskisson students in Year 5 made the greatest growth of any student cohort in the Local School Group.

Students benefitted from the Visual Perception program and Support Teacher Learning.

Explicit teaching of specific outcomes in text types assisted students to make strong growth between Year 3 and Year 5 in Writing. Individual students who had not performed highly in year 3 benefitted from Individual Learning Plans to target writing outcomes. Student results more closely matched state and local school group averages. The segmenting of text into paragraphs is an area which will continue to receive emphasis.

Average progress in Numeracy was very closely matched to State levels. Students performed more highly in Numeration skills reflecting the ongoing success of Maths Groups which allows students to work at extended levels to strengthen fundamental number operations.

**Minimum standards**

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

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is comparable 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 2008**

| Percentage of Year 3 students achieving at and above minimum standard |  
|------------------------|--------|  
| Reading                | 96     |  
| Writing                | 100    |  
| Spelling               | 100    |  
| Punctuation and grammar| 96     |  
| Numeracy               | 100    |  

Student results in Year 3 reflect school targets over the previous three years which focus on consistent skills and competencies in literacy and numeracy areas.
### Significant programs and initiatives

#### Aboriginal education

Huskisson School continues to provide support for Aboriginal students and to provide programs designed to educate all students about Aboriginal history, culture and contemporary Aboriginal Australia.

The 2008 Parent Tutor/ Mentor Program funded by Supplementary Recurrence Assistance continued successfully again this year, under the tutelage of Mrs Sue Taylor and Mrs Kris Williams. This program expanded the Expressive and Receptive skills of 80% of our Aboriginal students and included research skills for senior students, enabling them to develop clear speaking and listening skills. Students enjoyed working with their tutors. Programs for 2008 will focus on Mathematics. Sue Taylor continued to provide a supporting role after the program was completed.

On National Sorry Day a special assembly was held to outline to students the need for acknowledgement of past injustices.

During NAIDOC celebrations we held a special assembly to recognise the significance of Aboriginal Culture. Students from Vincentia High School performed a range of dances. Aboriginal games were explained and played by all school students.

Years 3 and 4 students had choices between being a choir member and alternatively exploring a music program based on ‘Aunty Wendy’s Mob’ Aboriginal education.

#### Multicultural education

Huskisson Public School addresses multicultural education by providing programs, activities and perspectives which develop knowledge, skills and attitudes that value diversity and tolerance. In 2008 HSIE study across the school focussed on Asian countries, including a Chinese food celebration. Students participated in the Huskisson Olympics under the flags of the Olympic nations. In Years 5 and 6 the Anti-Bullying program included Racial Discrimination. The Anti-Racism Co-ordinator is Karen Simmons.

#### Respect and responsibility

Teachers and parents assist students by modelling and reinforcing behaviour consistent with the core values. In May a Values Forum was held for all school community members. Mr Steve Orten led a community consultation forum to recognise the core values that represent the aspirations and beliefs of the school community.

Leadership roles in the school develop responsibility for students, such as School Leaders, House Captains and the SRC.

School programs focus on ProSocial Skills, Anti-Bullying, Life Education and Drug and Alcohol Resilience. Professional Development for staff was given at the beginning of each program. Weekly ProSocial themes were posted for staff and also included in the newsletter, with advice for handling social aspects at home.

The Aboriginal Tutor program emphasised responding appropriately to teachers, adults and peers.

The Year 6/ Kindergarten Buddies accentuated the development of close links between students and the principles of caring for each other.

#### Parent and Community Involvement

Community members were invited to participate in Reading Tutor programs. A daily tutor program was set up with tutors for rotational Reading Groups in Early Stage 1 Stage 1, and Stage 2.
In-servicing of tutors was held prior to beginning the program and included text introduction, prompts and match to sample. Tutors have been very diligent in ensuring the success of the program and have indicated they are willing to continue in 2009.

A Community Greek language school began in 2008. Members of the Greek community have been previously operating this school on another site and have transferred to Huskisson for their after school lessons. They successfully applied for status as a Community Language School.

Parents and Community members have once again been highly supportive of the school in providing team officials for all sporting events.

Other programs

Environment Education for Sustainability

The school supported the ‘Save the Whales’ presentation by making whale tails and planting them at Moona Creek.

With the support of the P&C the school developed new gardens for National Tree Day. Along the Sydney St fence native gardens were built. Our students maintained these gardens, watering, weeding and planting with great care. Vegetable gardens were established and after the vegetables were harvested they were cooked into a delicious meal by the Huskisson Chinese Restaurant.

All paper in the school is recycled where possible. Students were once again involved in Clean up Australia and trying to save water. Several students wrote radio scripts for the Tapstars water conservation group.

76% of all students in Years five will be in Bands 4 or higher in Literacy results

10% of boys in Year 5 will be in Band 6

This will be achieved by targeting writing.

Our success was measured by:

- Writing results in National Assessment to reflect target
- More students gaining a C assessment in December reports.
- Increased numbers of students published externally.

Our achievements include:

- Writing results in National Assessment showed that 100% of students in Years 3 and 5 were achieving at or above minimum standards. 100% of students in Year 5 were in Band 4 or higher.
- Professional Development of staff to focus on Quality Teaching aspects and the development of rubric based assessment in Writing.
- Specific programming of text types in each term and comparison of student work samples to ensure consistency in grading. 20% more students gained a C assessment in December reports than in June reports
- Engagement of students to improve Spelling with a whole school Spelling Challenge. Professional development provided by the Quality Teaching Consultant on the North Coast Spelling Program
- Increased student numbers submitted writing pieces in the community for a Literacy/Numeracy week brochure; Education Week posters displayed in Huskisson; Anzac Day displays in Huskisson RSL and writing samples in the weekly Newsletter.

Target 2

Attendance

The student attendance rate at Huskisson Public School will exceed state attendance trends within three years.

Our success was measured by:

- Attendance rate being at or above state trends in 2008, and above in 2009.
- Higher levels of interest in structured playground activities

Our achievements include

- Educating parents in the need for students to attend all school activities. Newsletter items outlined the requirements for absence notes
and the need for regular attendance. Absences and lateness were monitored and parents were contacted to see if there were concerns or mitigating circumstances.

- Resources were provided to channel play into co-operative and imaginative pursuits. Structured games at lunchtimes provided students with a variety of outlets. Resources were replenished, including more gross motor equipment, (including very popular Pogo Sticks) and the provision of junior balance skill equipment.

- Opportunities provided to widen the playtime interests of students, such as gardening.

- Student learning was focussed on engagement with opportunities to be involved in a wide range of Gifted and Talented activities including academic, sport and dance.

- Attendance levels increased by 0.3% being close to Region and State averages. This is part of an ongoing target

**Target 3**

*Technology will be further integrated into classroom practice.*

Professional learning for teachers will target skills in incremental steps.

Strategies to achieve this target include:

- Identify professional development needs of staff by surveying their skills in Term 1.

- Provide professional development on an incremental basis to build technological skills in staff and monitor this transference to student learning.

- Build software capability of the network, train staff in their potential and monitor the integration of software in classroom practice.

Our success was measured by:

- Increased log-ins on the network from supplied data.

- Monitoring of staff programs by supervisors to ensure that technology was incorporated in teaching programs.

- Exit survey of staff in Term 4 as to level of competence and use of a variety of programs.

Our achievements include:

- Improved network facilities allowed all students to readily access files.

- Supervision of Teaching Programs ensured that classroom practices mirrored our school's Scope and Sequence.

- Professional Learning strategies focussed on Multimedia skills including movie making and team teaching. Year 6 students worked with Kindergarten to help them learn basic computing skills.

- Year 5/6 students developed movie making skills to chronologically map school life. Students, guided by Mr Jamie Bedson produced a DVD about being in Kindergarten. This was shown at a Bay and Basin Information night for prospective parents and mailed to all 2009 Kindergarten families to familiarise students with Kindergarten life.

- Exit surveys revealed high levels of competence.

**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 of Teaching and Teacher proficiency in Technology.

**Educational and management practice**

**Evaluation - Teaching**

Parents, students and teachers were surveyed in 2008 to determine areas of strength and areas of improvement for our school. Because quality teaching is central to a good school, it is important to ensure that all stakeholders have high expectations, students are provided with a relevant curriculum and reporting clearly communicates information about student achievement and development. We collected information using SchoolMap Teaching and learning Evaluation tool.

**Findings and conclusions**

**Parents**

Parents and students at Huskisson Public school feel it is a good school because of the quality of teaching.
Parents responded that almost always or usually students were provided with a relevant curriculum that responded to students’ interests, needs and abilities, interests and learning styles.

Some parents noted that the intended outcomes and purpose of learning could be better clarified with students.

**Students**

Students felt that class activities were interesting and helped them learn. They felt that teachers knew what they could do and what they needed to learn.

Students in younger grades did not always understand how their learning is assessed.

**Staff**

All staff responded that they almost always or usually:

- Provide a cohesive learning climate to maximise student potential and enjoyment of learning.
- Clearly communicate information about student achievement.
- Provide opportunities for students to demonstrate strategies to monitor and assess their own learning.

**Future directions**

In 2009 we will develop strategies to promote student’s skills in reflecting on their own learning. The use of rubrics to help students match their learning against curriculum requirements will be extended.

**Curriculum**

**Background**

The School conducted an evaluation of teacher proficiency in the use of Technology in teaching and learning. This was undertaken to determine the success of team teaching programs, the direction for future professional development and the strengths of individual teachers that could be utilised. The integration of ICT into teaching programs has been a priority. Data was collected through an online matrix of skills.

**Findings and conclusions**

- Many teachers were at the high end of proficiency in ICT skills and could harness emerging technologies for classroom and management tasks.
- Teachers were ready to engage students in exploration of the social, legal and ethical issues of ICT in teaching and learning.
- The use of email in whole class task setting could be furthered.

**Future directions**

- Expanding the integration of ICT into Reading groups should be a priority.
- Professional development in movie-making should be furthered.
- The ethical issues of ICT should be incorporated into classroom lessons and Anti-Bullying programs.
- Team teaching will continue to focus on the HPS Technology Continuum.

**Other evaluations**

**Student satisfaction**

In 2008 students participated in a Quality of School Life survey. Students displayed an overall positive view about school life including general satisfaction at school, strong sense of achievement, positive sense of adventure in learning, relevance of schooling and positive student-teacher relationships. The majority of students also gave positive ratings in relation to their status, self-esteem and social integration.

**Professional learning**

All teachers participated in Professional Learning including Quality Teaching, Technology, Spelling, Narrative writing, Best Start, Sports and Games, Values, Road Safety, and Literacy strategies.

Parent tutors participated in Literacy for Teachers’ Aides and NCIS training.

School Development Days covered mandatory subjects including First Aid and Child Protection, as well as Assessment, Individual Learning Plans and NSW Institute of Teachers Professional Standards.

The average expenditure per teacher on professional learning was $1036, not including school based professional learning in Child Protection, Technology, Writing, Talking and Listening and Questioning techniques.
School development 2009 – 2011

Information in the targets for 2009 is directly related to the School Plan 2009-2011

Targets for 2009

Target 1: Literacy
- At least 4% of students achieving in the highest band in NAPLAN literacy.
- At least 65% of students achieving or exceeding state average growth.

Strategies to achieve this target include:
- Analysis of NAPLAN 2008 tasks to focus on explicit teaching.
- Identify underperformance and provide intervention programs.
- Explicit teaching to students of editing skills in writing.
- Support teachers in use of assessment data to inform class spelling programs.
- Best Start Kindergarten Assessment.

Our success will be measured by:
- Improvement in students’ capacity to write for a range of purposes.
- All students in Bands 1 and 2 have access to an intervention program.

Target 2: Numeracy
- At least 4% of students achieving in the highest band in NAPLAN numeracy.
- At least 65% of students achieving or exceeding state average growth.

Strategies to achieve this target include:
- Analysis of NAPLAN 2008 tasks and focus on explicit teaching.
- Update screening Years 3-6 before setting maths groups.
- Identify underperformance and provide intervention programs.
- Incorporate quality teaching focus on numeracy.
- Academic competition on number facts.

Our success will be measured by:
- Planning and delivery of quality early years numeracy teaching.
- Increase in teachers’ capacity to identify and address students’ numeracy.

Target 3: Student Engagement and Retention
- Increase student attendance by 1%.
- Decrease in number of incidents by students related to bullying by 25%.

Strategies to achieve this target include:
- Tracking process of student learning and behaviour in LST group.
- Widen use of high energy PE equipment to engage students.
- SEMP – water survey, water saving bubbler taps.
- Focus on Kindergarten Orientation to engage parents.
- Support high attendance achievers.

Our success will be measured by:
- Units of work and work exercises that require high levels of student engagement.
- Student welfare incidents monitored.
- Promotion and support of environmental education.

Target 4: Aboriginal Education and Training
- 78.6% of all Indigenous Year 3 students achieve Band 2 or higher on NAPLAN Literacy.
- 82.2% of all Indigenous Year 3 students achieve Band 2 or higher on NAPLAN Numeracy.
- 86.2% of all Indigenous Year 5 students achieve Band 2 or higher on NAPLAN Literacy.
- 87.1% of all Indigenous Year 5 students achieve Band 2 or higher on NAPLAN Numeracy.

Strategies to achieve this target include:
- SRA funding to focus on Numeracy – driven by diagnostic testing.
- Professional development of staff on culturally appropriate Aboriginal Education.
- Actively engage Aboriginal parents to become SRA tutors.

Our success will be measured by:
- Engaging Aboriginal students through quality teaching.
- Develop personalised learning plans for students who do not match or exceed broader school population.
• Strengthen anti-racism education.
• Implement the Aboriginal Human Resource Development Plan.

Target 5: Teacher Quality
• Application of the NSW Quality Teaching model through professional learning and curriculum resources.
• Facilitate new syllabus implementation in Science.

Strategies to achieve this target include:
• Teachers match their Professional Learning Plans to the School Plan, Quality Teaching elements and NSW Institute of Teachers elements.
• New Science curriculum implemented.
• Science resources inventoried and utilised.

Our success will be measured by:
• Improved accountability and reporting on student performance.
• Identifying and sharing of best practice to extend most able students.
• Increased access of teachers and school leaders to professional learning and career development.

Target 6: Connected Learning
• Interactive classrooms established.
• Teacher capacity in ICT is enhanced leading to improved teaching and learning.
• Student access and capacity to use ICT are improved.

Strategies to achieve this target include:
• Incorporate technology aspect (with assessment) into HSIE and Science units of work.
• Use technology more in Reading Groups – laptop set, wireless keyboards and mouse, talking books, web projects.
• Interactive whiteboards installed.
• Provide professional learning for staff matched to needs from ICT.
• Web safety rules emphasised.
• Movie making skills extended.

Our success will be measured by:
• Incorporation of technology in daily classroom practice.
• Learning opportunities for students and teachers across communities of schools are enhanced.

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: