2009 Annual School Report
Nashdale Public School

NSW Public Schools – Leading the way
**Messages**

**Principal's message**

Nashdale Public School is recognized for its strong commitment to delivering quality educational programs which allows all children to experience success. Staff, parents and students work closely together which enhances the strong sense of community and school pride at Nashdale. The school places a strong emphasis on Literacy and Numeracy but equally importantly recognises the need to provide a balanced curriculum. Nashdale has a fine reputation for its Art and Music program. In 2009 a major focus was further developing its sporting program.

Nashdale School has a very committed staff. In 2009, staff continued their professional development to ensure the students were provided with challenging and quality learning experiences based on current learning theory and student needs.

Each year it is important to reflect on what has been achieved and evaluate the programs offered to ensure we are meeting the needs of all stakeholders. The school self evaluation committee has carefully examined the programs offered in 2009 and sought input from staff, students and parents in completing this Annual Report. 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.

Mr Neil Hooper

**P&C message**

Nashdale’s P & C meetings are held in the senior classroom, the first Thursday of each month at 7pm.

Parents and community members are most welcome and encouraged to attend. P&C meetings allow parents to become well informed about the School Plans and to contribute ideas towards the future direction of Nashdale Public School. Fundraising activities are organized to help provide the school with additional equipment and resources.

Tracey Carr – P & C President

**Student representative’s message**

Nashdale Public School’s SRC includes representatives from all classes. The SRC meet weekly with the students having the opportunity to contribute their ideas to the overall management of the school. The SRC organised a number of fundraising activities to support a variety of charities. During Term 1, a ‘People Who Help Us’ dress up day was held to raise money for the Victorian Bushfire appeal. Over $1200 was donated to this appeal. Other charities supported during the year included the Cancer Council, Biggest Morning Tea, Jane McGrath Foundation and Stewart House.

The SRC also organised a very successful mini fete and student Talent Quest.

Millie Logan & Nick Holman

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**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.

**History of student enrolment - numerical**

<table>
<thead>
<tr>
<th></th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>32</td>
<td>35</td>
<td>36</td>
<td>33</td>
<td>32</td>
</tr>
<tr>
<td>Female</td>
<td>34</td>
<td>36</td>
<td>35</td>
<td>33</td>
<td>32</td>
</tr>
</tbody>
</table>

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**Enrolments**

<table>
<thead>
<tr>
<th>Year</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>2006</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>2007</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>2008</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>2009</td>
<td>10</td>
<td>10</td>
</tr>
</tbody>
</table>
### Management of non-attendance

Student non-attendance is managed by direct communication to parents by telephone or letter and referral to the Home School Liaison Officer.

Student non-attendance is noted on both the Half-Yearly and Yearly reports.

### 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 2009 class size audit conducted on Wednesday 18 March 2009.

<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>Junior Primary</td>
<td>1</td>
<td>9</td>
<td>15</td>
</tr>
<tr>
<td>Junior Primary</td>
<td>K</td>
<td>6</td>
<td>15</td>
</tr>
<tr>
<td>Middle Primary</td>
<td>2</td>
<td>13</td>
<td>27</td>
</tr>
<tr>
<td>Middle Primary</td>
<td>3</td>
<td>9</td>
<td>27</td>
</tr>
<tr>
<td>Middle Primary</td>
<td>4</td>
<td>5</td>
<td>27</td>
</tr>
<tr>
<td>Senior Primary</td>
<td>4</td>
<td>8</td>
<td>26</td>
</tr>
<tr>
<td>Senior Primary</td>
<td>5</td>
<td>7</td>
<td>26</td>
</tr>
<tr>
<td>Senior Primary</td>
<td>6</td>
<td>11</td>
<td>26</td>
</tr>
</tbody>
</table>

### Structure of classes

Nashdale has 3 classes – a Junior – K and Year 1, Middle – Years 2 to 4 and Senior Primary – Years 4 to 6.

### Staff information

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

### Staff establishment

The staff establishment remained the same in 2009 as that of 2008:

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>2</td>
</tr>
<tr>
<td>Primary Part-Time Teacher</td>
<td>0.168</td>
</tr>
<tr>
<td>Primary Teacher RFF</td>
<td>0.126</td>
</tr>
<tr>
<td>Total Teacher Entitlement</td>
<td>3.462</td>
</tr>
<tr>
<td>Teacher Librarian/RFF</td>
<td>0.168</td>
</tr>
<tr>
<td>General Assistant</td>
<td>0.2</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff (SASS)</td>
<td>1</td>
</tr>
<tr>
<td>Primary School Administrative Officer</td>
<td>0.206</td>
</tr>
<tr>
<td>Total Non Teacher Entitlement</td>
<td>1.406</td>
</tr>
</tbody>
</table>

There are no members of staff who identify as Aboriginal.

### 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>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td></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>30/11/2009</th>
</tr>
</thead>
</table>

### Income

<table>
<thead>
<tr>
<th></th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>20 095.69</td>
</tr>
<tr>
<td>Global funds</td>
<td>62 622.29</td>
</tr>
<tr>
<td>Tied funds</td>
<td>40 599.75</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>21 927.29</td>
</tr>
<tr>
<td>Interest</td>
<td>1 529.26</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>7 897.75</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td><strong>154 672.03</strong></td>
</tr>
</tbody>
</table>

### Expenditure

<table>
<thead>
<tr>
<th></th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>7 896.59</td>
</tr>
<tr>
<td>Excursions</td>
<td>9 613.45</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>9 567.87</td>
</tr>
<tr>
<td>Library</td>
<td>1 714.05</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>584.25</td>
</tr>
<tr>
<td>Tied funds</td>
<td>28 063.13</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>5 600.76</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>29 209.58</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>5 516.73</td>
</tr>
<tr>
<td>Maintenance</td>
<td>9 009.15</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>7 945.72</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td><strong>114 721.28</strong></td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td><strong>39 950.75</strong></td>
</tr>
</tbody>
</table>

A full copy of the school’s 2009 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 2009

Achievements

**Arts**

Nashdale continued to provide an outstanding Art program in 2009. Karelle Taylor gave specialist instructions to all students K to Year 6 in terms 1 and 2. In terms 2-4, Cathy Benton continued Karelle’s fine work in the Junior and Middle primary classes.

Nashdale welcomed Mrs Linda Bennett in Term 2 as Senior Primary release teacher. Mrs Bennett co-ordinate the involvement of local artist Willa Arantz to assist in the Senior primary classroom. Mrs Arantz great talent contribute to further strengthening of Nashdale’s Art program.

**Music**

Nashdale experienced great success at the Orange Eisteddfod winning first place in both the Small School Choir and Percussion sections.

The percussion group was invited to play at the Eisteddfod Grand concert.

All classes received specialist music instruction from Mrs Lyndall Scott. The classes performed a number of entertaining items at our assemblies. Mrs Scott also provided private instrumental lessons to a number of students.

**Sport**

**Crunch and Sip**

An increased emphasis was placed on a Healthy Lifestyle 2009. All students participated in our Morning Fitness and Crunch and Sip program. The Morning Fitness program involved active exercise aimed at increasing the students’ fitness level. This was followed by Crunch and Sip where students were encouraged to eat fruit and vegetables and drink water. Mr Greg Kocanda donated a variety of fruit to support this program. Staff were in-serviced by a partnership involving GWAH’S and DET.

**OSSA Sports**

Nashdale participated in a variety of sports organised by the Orange Small Schools Association. These included Swimming, Cross Country, Athletics, Netball, Soccer, Touch Football and Tennis. Nashdale was successful in winning the OSSA 2009 Athletics Carnival. This was Nashdale’s first win for many years. Individual Champions included Senior – Maggie Jarrett and 11yrs – Millie Logan. A number of
students qualified for the Western Athletics Carnival. Following the Western Carnival, Millie Logan qualified to compete at the NSW PSSA State Athletics Carnival in the 200 metres and Discus.

Mckenzie Carr also qualified for the NSW PSSA State Athletics Carnival in the 100 metres and Junior Relay.

Nashdale performed strongly at the OSSA Swimming Carnival. An increasing number of Nashdale students competed in Swimming events. The input of Sarah Holman and Gayle Gordon in our school swimming program has certainly resulted in greater participation and improved techniques.

The OSSA Cross Country was held at Cudal with all students K – 6 participating.

OSSA entered a number of combined teams in the PSSA State knockout. Nashdale representatives included;

Netball: Megan Dwyer
Boys Soccer: Tyler Littlewood and Louis Carr
Girls Touch: Ashleigh Littlewood and Millie Logan
Boys: Touch: Louis Carr and Tyler Littlewood
Tennis: Georgia Kocanda and Maggie Jarrett.

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

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
Numeracy – NAPLAN Year 5

![Percentage of students in bands: Year 5 numeracy](image)

**Progress in literacy**

**Progress between Year 3 and Year 5 Reading**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>72.5</td>
<td>76.7</td>
<td>84.5</td>
</tr>
<tr>
<td>LSG</td>
<td>83.5</td>
<td>88.3</td>
<td>91.0</td>
</tr>
<tr>
<td>State</td>
<td>86.6</td>
<td>87.5</td>
<td>88.4</td>
</tr>
</tbody>
</table>

**Progress in numeracy**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>131.1</td>
<td>90.0</td>
<td>88.7</td>
</tr>
<tr>
<td>LSG</td>
<td>77.7</td>
<td>73.3</td>
<td>99.9</td>
</tr>
<tr>
<td>State</td>
<td>80.4</td>
<td>77.3</td>
<td>93.4</td>
</tr>
</tbody>
</table>

**Average progress in reading between Year 3 and Year 5**

**Average progress in numeracy between Year 3 and Year 5**
Minimum standards

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

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 2009**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>100</td>
</tr>
<tr>
<td>Writing</td>
<td>100</td>
</tr>
<tr>
<td>Spelling</td>
<td>89</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>89</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100</td>
</tr>
</tbody>
</table>

**Percentage of Year 5 students in our school achieving at or above the minimum standard in 2009**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>100</td>
</tr>
<tr>
<td>Writing</td>
<td>86</td>
</tr>
<tr>
<td>Spelling</td>
<td>86</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>86</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

**Aboriginal education**

Nashdale Public School reflects the NSW Aboriginal Education Policy. An Aboriginal perspective was included across curriculum areas where possible. An Aboriginal perspective forms part of the Nashdale Public School HSIE units of work.

In 2009 an Acknowledgment of Country was a regular part of all school assemblies and school ceremonies.

**Multicultural education**

The study of other cultures is part of our HSIE program in all stages.

In 2009, students at Nashdale Public School focused on the cultural, historical and life styles of people living in Egypt as part of the CWA International Day Celebrations.

The senior class also watches ‘Behind the News’ each week. ‘Behind the News’ provides an insight into many issues happening around the world.

These issues are discussed objectively and students are encouraged to form opinions based on knowledge and an understanding of all viewpoints.

**Respect and responsibility**

Respect and responsibility are embedded in the school policies and the day to day activities of Nashdale Public School.

During 2009 at Nashdale Public School:

- The Student Representative Council met regularly and discussed school issues and ran student based activities.
- A flag raising ceremony was held each morning.
- A large percentage of students marched in the ANZAC Day march in Orange.
- Senior students regularly performed duties around the school.
- The School Discipline Policy was reviewed.
- Students were recognised for their positive contribution to the school at assemblies.
- Each term an excursion was held to reward positive behaviour.

**Progress on 2009 targets**

**Target 1**

*Improve results in Number Patterns and Algebra across the school.*

In 2009 Number Patterns and Algebra were identified as an area for student improvement.

Our achievements include:
Year 3 and Year 5 Naplan results were evaluated.
Specific at risk students were targeted and individual programs implemented.
Mathletics an online Maths program was introduced Years 2 to Years 6.

Target 2

To widen the use of technology through the school in all KLA’s.

Considerable funding was received under the Investing In Schools program to upgrade the existing technology capabilities.

Our achievements include:

- A number of staff accessed Training and Development opportunities through the e-Mints program.
- School staff worked on the design of a school website with CSU students.
- A variety of computer programs including Skwirk, Mathletics and Tale were used by students and staff to enhance learning.
- Middle primary teaching programs made great use of Smartboard, Laptops and the Computer Server.

Target 3

Science Focus

In 2009, the New South Wales Department of Education and Training planned to release a new Science curriculum. This document was not released due to the proposed National curriculum. The proposed strategies to focus on Science have moved to 2011.

Our achievements include:

- A highly successful Science Day involving Charles Sturt University students and Orange Small Schools was held in Term 4.
- Staff involved in Reading to Learn used a Science focus.

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 2009 our school carried out evaluations of Communication with Parents and the School Music Program.

Educational and management practice

Communication with Parents

Background

Communication is an important part of all organisations. In 2009 it was decided to evaluate how well Nashdale School communicates with its parents and community. A Charles Sturt University media student assisted the schools self evaluation committee with the evaluation.

Findings and conclusions

- 100% of parents and community members said they were either very satisfied or satisfied with the communication they received from Nashdale Public School.
- 46% of parents and community members said they were very satisfied with the communication methods used while 54% said they were satisfied.
- 96% of parents and community members believed the information on the newsletter kept them fully or fairly well informed about school events.
- 100% of parents indicated that the school newsletter was their main source of information about the school. Other suggestions made by parents included:
  - More notice to be given for upcoming events
  - Newsletter on a different day – Wednesday, Thursday, Monday
  - Would like to see use of web and email
  - Having the newsletter on paper makes people sit down and read it.

Future directions

As a result of the evaluation it was decided that the School Newsletter would be distributed on a Wednesday in 2010 and an update school website would be available in Term 2 2010.

Curriculum

Music

Background

Music is an important part of the education program provided at Nashdale. A specialist music teacher has been employed to take all classes
with private lessons, also available to all students during school time. In 2009 it was decided to evaluate the Music program. Parents, staff and students were asked for their opinions.

Findings and conclusions

- In 2009 all classes had a minimum of 40 minutes direct music instruction.
- Nashdale school has been very successful at the Orange Eisteddfod.
- The music teacher demonstrated a passion and strong commitment for the subject.
- Private lessons impacted on the classroom teacher’s program
- Classroom teachers appreciate having a music specialist taking class music.
- Some parents expressed a desire for singing to form a larger part of our music program.
- The music program has a significant cost factor - $6000 per year.
- Older students show less interest in music activities.
- Some parents suggested greater involvement with other schools allowing individual students to play as part of a group.

Future directions

As a result of the evaluation various options were considered. It was decided that in 2010 Music at Nashdale would be co-ordinated by the Orange Regional Conservatorium of Music.

Parent, student, and teacher satisfaction

In 2009 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

- The thing that I like best about Nashdale is the environment, the friends, the support and the leadership.
- Nashdale has great facilities.
- I love the sport at Nashdale.
- The teachers are great at Nashdale.
- What I like best about Nashdale are all the friendly kids.
- Friendly staff, great resources, great kids and parents.
- Staff are encouraged to continue their professional development.

- Nashdale staff are very cohesive and cooperate well.
- Nashdale is a friendly and happy place to come to work. The teaching staff are very professional.

Professional learning

Professional learning in 2009 was specifically linked to the School Plan and identified staff needs.

Nashdale spent $6,877.00 on Professional Learning. The school had four School Development Days including one combined Orange Schools Group combined Staff Development Day.

Staff also attended the Regional Reading to Learn course, Live, Life, Well inservice and a weekend Music course.

School development 2009 – 2011

Targets for 2010

Target 1

Improve Results in Number across the school.

Strategies to achieve this target include:

- Closely monitor Mathletic results across the school
- Target specific student needs and set in place individual programs.

Our success will be measured by:

- Evaluation of NAPLAN and Targeting Maths Assessment completed.
- 5% increase in students achieving results in the top two bands in 2010 in Years 3 and 5 NAPLAN results (5 year average)
- 5% decrease of students achieving results in the lowest 2 bands in 2010 Year 3 and Year 5 NAPLAN results (5 year average.

Target 2

To widen the use of technology through the school in all KLA’s.

Strategies to achieve this target include:

- Improve internet access by replacing satellite connection with broadband service.
- School website operational.
- Staff training in the use of Connected Classroom.
- Further upgrading of staff skills by enriched Professional Learning

Our success will be measured by:
- Satellite replaced by Broadband.
- Server upgraded
- Staff complete training and development to enhance skills in the use of technology.

Target 3  
**Aboriginal Education Policy effectively implemented at Nashdale.**

Strategies to achieve this target include:
- Staff will review the Aboriginal Education Policy.
- Staff will complete a review of Best Practice in School's checklist.
- Acknowledgement of Country is a regular part of school ceremonies.
- Staff combines with other OSSA schools for Staff Development Day on Aboriginal Education.

Our success will be measured by:
- Aboriginal Education Policy and Best Practice in school checklist review completed.
- Acknowledge of Country is said at all official school functions.
- Staff training is completed on the Aboriginal Education Policy.

**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.

Neil Hooper, Principal
Genise Flynn, Class Teacher
Gwenda Shave, Class Teacher
Karelle Taylor, RFF/Librarian
Carol Allcorn, School Administration Manager
Tracey Carr, P&C President

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**School contact information**
Nashdale Public School
Cargo Road NASHDALE 2800
Ph: 02 63 653161
Fax: 02 63 65 3327
Email: Nashdale-p.school@det.nsw.edu.au
School Code: 2714

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: