Helensburgh Public School
Annual School Report

2012
Our school at a glance

Students
In 2012, Helensburgh Public School students participated in celebrations surrounding our 125th year of operation as a primary school. Our students are drawn from the town of Helensburgh and surrounding areas of Stanwell Tops and Darkes Forest. Situated in the Northern Illawarra, but at the southern gateway to Sydney our students have the benefit of selecting secondary education from both the Illawarra and Southern Sydney suburbs. In 2012 the school population was 477, consisting of 228 boys and 249 girls.

Staff
Dedication and commitment to the improvement of student outcomes through innovative and quality teaching practices is the hallmark of our experienced teaching staff. They are well supported by an efficient and very friendly administration and support staff. The school has continued its focus on meeting the individual needs of students in a happy and safe learning environment.

Significant programs and initiatives
Our school continues to make advances in the integration of technology with iPads now being trialled in Infants classes. Teachers and students have been utilising iPad apps to enhance literacy and numeracy teaching in these grades.

During Term 3, following detailed consultation with parents and students, the school conducted Anti-Bullying campaign to reinforce all our really significant Student Welfare initiatives, including the finalisation of our new school rules and key values.

Our curriculum teams further developed implementation strategies around Best Start focusing on the application of the Literacy and Numeracy Continuums to track student performance against outcomes.

In our 125th year the school band and choir performed not only at school events, but out in the community, entertaining crowds at community events, nursing homes, retirement villages and Seniors Week events.

The school received further recognition for excellence in Environmental Education with the awarding of a $1000 NSW Minerals Council Eco Award and winning the Wollongong City Council Rise and Shine Award for the “Best Ongoing School Environmental Initiatives 2012.”

Student achievement in 2012
In NAPLAN tests, Year 3 Girls have improved by 51 scale scores from the 2011 data in the test aspect of Spelling. Year 3 Girls are 35 scale scores above the state average in the test aspect of Spelling.

Messages

Principal’s message
2012 has been filled with celebrations marking the 125th year of public education in Helensburgh. The school calendar quickly filled with activities and events organized by our 125th Committee. During the course of the year students, teachers, parents and community members participated in a variety of activities.

A special birthday party was held with cake and celebration biscuits presented to each student. At the same event present and past students observed the unearthing of a time capsule containing school items from 1987. Local city Councillors Leigh Colacino and Greg Petty were in attendance. A formal school reunion dinner was held at the Helensburgh Workers Club with over 300 people attending. Special guest for the evening was the Lord Mayor Councillor, Gordon Bradbery.

Our hardworking Parents and Citizen’s Association (P & C) organised an amazing special 125th year fete, opened by our State Member, Mr Lee Evans, which was both well attended and a financial success. The P & C in conjunction with the school also organized a fantastic art and craft show opened by the local Federal Member, Ms Sharon Bird MHR.

I must congratulate our 125th Committee for its outstanding organization and collaboration with the school throughout the year and the high quality events and gifts presented to students to help remember their special year at our school.

Helensburgh Public School continued to offer quality education for all students throughout the intense focus on our 125 years celebrations.
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.

Christopher Connor

P & C message

On behalf of the P & C I wish to congratulate Helensburgh Public School for providing 125 years of education and service to this community. Traditionally, the local public school has been a centre-piece of the community, providing not only the life skills and knowledge for our children but also the contacts and support within the village that often last a lifetime. The last 125 years have witnessed immense change and new challenges within our society. Helensburgh Public School has met those changes and, without doubt, the next 125 years will be just as challenging. The great strength of Helensburgh Public School is the broad spectrum of students, teachers and community that contribute to the school. With the continued support from all these participants, I am certain Helensburgh Public School will continue to provide a creative and stable learning environment for our children.

What a year 2012 has been! The P & C helped coordinate many celebratory and fundraising events. From our birthday party and time capsule unearthing and anniversary dinner to the fabulous fete and art and craft fair! We also produced the HPS Anniversary Book which looked back at the long school history as well as embracing the present community. Despite these extra efforts we maintained all of our regular school events such as the Grandparents Day BBQ, Mother’s Day and Father’s Day stalls and Easter Raffles.

I would like to acknowledge the enthusiastic, dedicated and committed members of the P &C. I am extremely grateful for the effort and time given by these people.

Overall this year we raised over $25,000. We have enhanced the school facilities by providing funds for classroom materials, library books, supporting school groups like the choir, purchasing the P & C noticeboard, assisting with funds for the resurfacing of the oval and two mobile smart boards.

It has been a privilege to be involved with this school during such an important year.

Cassandra Szewcow
P&C President Helensburgh Public School 2012

Student Representative’s Council (SRC) message

The SRC this year was made up of thirteen class representatives from Year 2 to Year 6 and the eight prefects including the two school captains.

This year, we trialled a new parliamentary model. Each child not only represented their class but also took on a responsibility for one area of the school. Some of the issues raised by the SRC this year included markings for the asphalt area of the playground, netting for the bottom oval and maintenance of the quiet area of the playground. We also worked with the P & C on mufti days, collected prizes for the school fete, held a Christmas disco and showcased the talents of our fellow students in “Burgh’s Got Talent.”

We would like to thank all the members of the SRC for giving up their time during the year to help their fellow students. Congratulations on a successful year.

School Captains 2012
School context

Student information

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

Student enrolment profile

<table>
<thead>
<tr>
<th>Gender</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>247</td>
<td>239</td>
<td>241</td>
<td>228</td>
</tr>
<tr>
<td>Female</td>
<td>227</td>
<td>223</td>
<td>232</td>
<td>249</td>
</tr>
</tbody>
</table>

Total student enrolments from 2009 to 2012 have remained relatively unchanged.

Student attendance profile

<table>
<thead>
<tr>
<th>Year</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>95.5</td>
<td>95.4</td>
<td>95.3</td>
<td>95.5</td>
</tr>
<tr>
<td>1</td>
<td>94.2</td>
<td>94.7</td>
<td>95.0</td>
<td>95.0</td>
</tr>
<tr>
<td>2</td>
<td>95.1</td>
<td>94.9</td>
<td>94.8</td>
<td>93.9</td>
</tr>
<tr>
<td>3</td>
<td>93.6</td>
<td>95.1</td>
<td>94.2</td>
<td>95.9</td>
</tr>
<tr>
<td>4</td>
<td>94.1</td>
<td>95.3</td>
<td>94.0</td>
<td>94.5</td>
</tr>
<tr>
<td>5</td>
<td>94.6</td>
<td>94.2</td>
<td>93.2</td>
<td>94.7</td>
</tr>
<tr>
<td>6</td>
<td>93.6</td>
<td>94.7</td>
<td>92.7</td>
<td>93.9</td>
</tr>
<tr>
<td>Total</td>
<td>94.4</td>
<td>94.9</td>
<td>94.2</td>
<td>94.8</td>
</tr>
</tbody>
</table>

Student attendance patterns indicate an improvement in grades 3 to 6.

Management of non-attendance

The school follows the NSW Department of Education and Communities policy on student attendance and follows up all non-attendance by students. Students who have a continued and persistent history of poor attendance are referred to the Home School Liaison Officer for intervention and support. In some cases the school will consult with parents and develop an Individual Attendance Plan for students who have continued attendance problems.

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

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>4</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>15</td>
</tr>
<tr>
<td>Teacher of Multi-categorical Class</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.5</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>3.432</td>
</tr>
<tr>
<td>Total</td>
<td>27.932</td>
</tr>
</tbody>
</table>

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

Presently, the school has two teachers on staff who have identified as Aboriginal.

Staff retention

Teaching and non-teaching staff remained relatively stable for 2012, with one teacher relieving as an assistant principal at a local school and another teacher participating in a professional exchange. Additional School Learning Support Officers were employed during the course of the year to support students with special needs in mainstream classes.

Teacher qualifications

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

During the course of the year two teachers enrolled in Masters of Education courses at local universities.

<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>18%</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>30/11/2012</th>
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</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>226419.74</td>
</tr>
<tr>
<td>Global funds</td>
<td>277028.13</td>
</tr>
<tr>
<td>Tied funds</td>
<td>161775.69</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>173082.58</td>
</tr>
<tr>
<td>Interest</td>
<td>11700.86</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>36609.80</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>886616.80</td>
</tr>
</tbody>
</table>

Expenditure

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library</td>
<td>6588.35</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>10827.64</td>
</tr>
<tr>
<td>Tied funds</td>
<td>180918.40</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>107401.99</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>77636.70</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>44107.81</td>
</tr>
<tr>
<td>Maintenance</td>
<td>17617.26</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>36926.04</td>
</tr>
<tr>
<td>Capital programs</td>
<td>89983.85</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>698716.47</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>187900.33</td>
</tr>
</tbody>
</table>

In 2012 the school was able to increase its capital spend following years of savings and grants from various government and non government organisations.

A full copy of the school’s 2012 financial statement is tabled at the annual general meeting of the school Parents and Citizens Association. Further details concerning the statement can be obtained by contacting the school.

School performance 2012

Achievements

Helensburgh Public School was involved in a wide variety of creative arts events during 2012. This provided numerous opportunities for all students to experience a great range of creative activities.

Arts

The 125th anniversary celebrations saw the participation of every student in our special art show. The strong sense of community and joint purpose between students, staff, the P & C and parents ensured a wonderful evening highlighting all of our students’ artwork. All students also achieved great success with the Raw Art program.

Band

In 2012 the band greatly increased its musical knowledge and ability to play together.

Helensburgh Public School Band has been recognised in the community and has been asked to play the opening music brackets at “Beez in the Burgh”, the “Helensburgh Country Fair” and the “Festival of Flight” in Stanwell Park. This year the band took part in the Wollongong Combined Schools Instrumental Festival and won a silver award at “Engadine Music’s BandFest”. We performed this year at Grandparent’s Day and school assemblies. A number of students from the Helensburgh Band took part in the Illawarra and South East Region Junior Band (ISER), which commenced with a three day/two night band camp in May. A number of students are currently taking part in ensembles at the Wollongong Conservatorium.

The school band is made up of woodwind instruments (flutes, clarinets and saxophones), brass instruments (euphonium, trumpets and trombones), string instruments (guitar and bass guitar), and percussion (drums, percussion instruments and glockenspiel). The children learn in a large group (band) environment and have additional tuition in small same instrument groups.
Choir

The school choir has been busy this year. A somewhat smaller choir group attended the annual Wollongong School Choral Festival in August at the Wollongong Town Hall. Their behaviour, performance skills and singing was truly excellent. The choir then performed to the residents of the Garrawarra Aged Centre in October. This was a very moving concert with many citizens joining in with our singing and clapping. Once again, the choir behaved beautifully with a letter of congratulations sent from the Garrawarra centre.

In late October the Christmas Choir was formed. A big group of 39 children attended the Helensburgh Worker’s Club to sing to the Northern Illawarra Neighbour Aid Centre. We were then invited to sing again at Garrawarra, the centre even provided the bus transport for us on the second last day of the school year. It was a lovely concert.

The inaugural “Reverse Christmas Tree” was held on Monday 17th December, with the Christmas Choir rocking and singing joyously.

Dance

The dance group ran as a winter school sport option for primary classes during terms two and three. Each week they learned new dances and routines.

They added to their learned routine and also had opportunities to choreograph dances in small groups and time for individual creative and expressive dancing. The dance group performed at Grandparent’s Day.

Burghs Got Talent

Our “Burgh’s Got Talent” show highlighted talent across the school. The students performed beautifully in many varied areas from dancing through to singing and gymnastics.

Visual Arts

Students participated in a number of art activities in 2012, including “Operation Art”, which is a partnership between the NSW Department of Education and Communities, the Children’s Hospital at Westmead, the Penrith Regional Art Gallery and the Art Gallery of NSW. Four students had their artwork displayed at the Armory Gallery, Sydney Olympic Park at the opening of Operation Art. One student was given the honour of being selected to be on the teachers’ CD to be used as an educational resource for teachers. All of the student’s artworks are also on permanent display in our school library. This year the whole school participated in “Raw Art”, a program of art lessons delivered by art educators. The variety of mediums challenged students to widen their artistic directions and provided some fine pieces that were displayed during our end of year art show.

Sport

Kindergarten to Year 2 students were involved in weekly sport focusing on the Fundamental Movement Skills. They completed the GymSports program and had a great Athletics Fun Day.

Carnivals

In 2012 our school had 181 athletes represent our school at Engadine Zone New South Wales Primary Schools Sports Association (PSSA) carnivals. 18 went on to represent the zone at Sydney East Area carnivals; three at NSW PSSA State carnivals at Sydney Olympic Park and a further two talented athletes represented NSW at the Australian Interstate Championships in Adelaide, achieving places and their personal best results.

PSSA

All students aged 8 – 12 years are affiliated with Engadine Zone PSSA. In term one, 38 played basketball at a gala day. The Touch Football Gala Day was washed out. In Winter four teams played hockey (36 students), there were two soccer teams (28 students), four Oz Tag teams (50 students) and four netball teams (32 students).

Summer PSSA involved 13 students in cricket, 12 in t-ball and 26 in softball.

25 students played at a Rugby League Gala Day at Albion Park.

Also, two students represented our school in snow sports and four in gymkhana.
Results
Netball – Junior B team were joint premiers.
Hockey – Senior girls were also joint premiers.
Three students represented HPS in the zone soccer team.
One student represented Engadine zone in the area cricket team.

School Sport
Each week, all students not involved in PSSA walked to Rex Jackson Oval to participate in modified games which concentrated on the Fundamental Movement Skills.

New School Oval
The new artificially turfed oval has had a positive impact on our students. This all weather surface allows students to use the oval more often.

Environmental Education
The year started with the Climate Clever program. The focus was on school use of energy; to reduce our carbon footprint and electricity costs. The audit done by students found computers left on stand-by consumed 5 watts of power minimum, so this times the 50+ computers in the school added up to a lot of power and cost over a weekend! The scheme provided funding for portable electricity monitors and climate clever promotions done by students.

In 2012, Mrs Hanley and Mr Lynch, along with the assistance of Mr La Flamme (funded by Metropolitan Coal) continued their unremitting efforts to enable the program to move forward. Many thanks go to parents as well. Mrs Fahey, Ms Lewis, Mrs Peach and Mrs Lehn provided ongoing support at working bees and most Wednesdays. The northern area was extensively weeded and replanted in preparation for 2013. It is hoped to begin rejuvenating the frog ponds to increase habitat. The southern slope has seen a planting of $350 of pioneer rainforest plants to expand the habitat for the future.

The vegetable gardens were moved next to 1M classroom. They have been expanded to the point of supplying the canteen with much of its vegetable needs. We plan further expansion if the demountable is moved from its position in 2013. What is more pleasing is the involvement of the infants classes in planting the vegetables and watching them grow.

A concern in 2012 was to reduce the level of waste going to landfill. Not only was the environment a concern but the escalating costs of disposal to the school budget. A larger paper recycling bin was obtained to stop the large amount ending up in general waste. A new and exciting acquisition was the large worm farm. This will provide a better solution to organic wastes generated during fruit break and canteen waste.

Two major awards we received were the $1000 grant from the Mineral Council and first place at the Rise and Shine Awards for “Ongoing School Environmental Initiatives” worth $500. These awards have provided much needed funds for the worm farm.

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 these assessments.

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

The school outperformed the state in the top band and still has students who could perform at a higher standard.

Numeracy – NAPLAN Year 3

The school scored well in the top bands with decreasing numbers of students performing below National Standards.

Reading – NAPLAN Year 5

The school has performed below expectations in the very top band but has the capacity to improve.

Numeracy – NAPLAN Year 5

Students produced mixed results in Numeracy that requires further analysis.
Progress in reading

![Average progress in Reading between Year 3 and 5](image)

Results in Reading indicate a widening gap in growth from Year 3 to Year 5.

Progress in numeracy

![Average progress in Numeracy between Year 3 and 5](image)

Results in Numeracy show a decline from the previous year and are a point of focus for the school.

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name in the Find a school and select GO.

Significant programs and initiatives

**Aboriginal education**

Helensburgh Public School promotes the understanding of Aboriginal culture, and values and respects Aboriginal protocols. Teachers actively seek to embed Aboriginal perspectives into the Key Learning Areas. In 2012 our school sought to strengthen connections with the Aboriginal community in a number of ways.

The Indigenous Partnership Agreement between the DEC and the Aboriginal Education Consultative Group (AECG) is based on the principles of respect, commitment, collaboration and training outcomes for Aboriginal learners. The agreement confirms our joint efforts to improve outcomes for Aboriginal learners by ensuring that they have access to an education and training system that values their cultural heritage and identity. In term two at a formal assembly this agreement was signed by the principal and an Indigenous Elder, Ms Michelle Brook. The signing of this agreement formally acknowledges the commitment of our school to actively promote best practice and quality teaching for all our students, notably our indigenous students.

An Indigenous Day was held in Term 2 for all students Years K-6. As part of the day Philip Green performed at our school and gave a fascinating insight into Aboriginal and Torres Strait Islander culture through a hands-on entertaining presentation about “Aboriginal Survival Technology”.

At the start of the year Aboriginal and Torres Strait Islander students collaborated with their parents / carers and their class teachers to write a personal learning plan. This was undertaken to strengthen the home / school partnership and to help teachers design learning paths that increase student engagement and participation in the curriculum.

Learning assistance was provided to targeted Aboriginal students via the Norta Norta program. Through this program the students were provided with targeted attention in literacy and numeracy to meet specific needs. They also were able to increase their knowledge of Aboriginal culture.

School staff completed the beginning module of a pilot program titled “No Gaps – No Excuses”. This program will develop insights and understanding surrounding aboriginal culture and the type of teaching practices that would best promote student engagement in the curriculum amongst aboriginal communities. Staff will complete the program within three years.

Dharawal lessons commenced in Term 2 for one of our Year 4 classes. The children learnt about the animals of the surrounding area in language as part of a research program, in conjunction with the University of Sydney. It is anticipated that more Dharawal language lessons will take place next year.
Multicultural education

In 2012 the school maintained its commitment to incorporating multicultural activities and educational experiences across the school through the teaching of culturally relevant Connected Outcomes units.

In 2012 students in Year 2 joined with students from Coniston, Bulli and Cringila schools to participate in the SongWorld choir. The Year 2 students learnt a variety of multicultural songs and dances via weekly lessons with music teachers from the Wollongong Conservatorium of Music and a series of workshops which embraced community members sharing cultural knowledge about the featured countries. Students learnt about the traditional customs of Macedonia, New Zealand, Scotland, Turkey and Africa. The program culminated with a performance on the main stage at Viva La Gong in Wollongong and was well received by the community. This project was funded by the Australian Government Department of Immigration and Citizenship through the Diversity and Social Cohesion program.

Other programs

Targeting Early Numeracy 2012

The Targeted Early Numeracy Intervention Program (TEN) compliments the regular numeracy programs, Best Start and Count Me in Too (CMIT). The TEN program focuses on Aspect 2 of the Numeracy Continuum, Counting as a Problem Solving Process. It provides support for teachers to assist students who may be at risk of numeracy failure, despite a high quality, whole class numeracy program. The TEN program was implemented for students from Years K-2 at Helensburgh Public School during Semester 2, 2012.

Teachers developed classroom programs which incorporated short, focused and frequent lessons designed to increase the rate and proficiency of numeracy learning for the targeted students.

The implementation of the TEN program has been a success for both staff and students. Years K-2 staff have had opportunities to demonstrate, observe, discuss, reflect on and evaluate quality learning and teaching practices in the area of numeracy.

The table below indicates the success of the program for students, with the number of targeted students decreasing as the program progressed over the semester.

<table>
<thead>
<tr>
<th></th>
<th>Initial (Beginning Term 3)</th>
<th>Final (End of Term 4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. of Target Students</td>
<td>Total no. of students</td>
<td>%</td>
</tr>
<tr>
<td>Kinder</td>
<td>12</td>
<td>89</td>
</tr>
<tr>
<td>Year 1</td>
<td>10</td>
<td>69</td>
</tr>
<tr>
<td>Year 2</td>
<td>18</td>
<td>78</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td></td>
</tr>
</tbody>
</table>

The teaching and learning derived from the analysis of the TEN assessments has been found to benefit not only the ‘targeted’ students but all students as seen by the ongoing progression of students as they begin to use a range of skills and more efficient strategies.
TEN will continue in 2013 and any teachers joining Years K-2 will receive TEN training. A variety of resources were purchased to create ‘TEN boxes’ to support teachers in the delivery of the program in 2012. In 2013 we will continue to add to these boxes and extend their use to include Stage 2 and Stage 3 classes.

**Reading Recovery**

Students are selected for Reading Recovery based on individual measures of assessment and teacher judgment. Their classroom literacy program is then supplemented with daily one-to-one lessons of thirty minutes. The series of lessons runs for 12 – 20 weeks with a specially trained teacher.

The lessons consist of a variety of experiences designed to help children develop effective reading and writing strategies. Reading Recovery continues until the child can read within the class average and has demonstrated the use of independent reading and writing strategies. The student’s lesson series is then ‘discontinued’, providing the opportunity for another student to be selected for Reading Recovery.

Twelve students accessed the program in 2012 and eighteen students from Years 1 - 3 who had previously been on the program were monitored. Throughout 2012, the Reading Recovery teacher continued to participate in ongoing professional development sessions at the Reading Recovery Centre and attended a professional development day at Wollongong.

**Intensive Literacy Support Program**

During Term 4 an Intensive Literacy Support Program was implemented with a strong focus on:

- Comprehension – responding to, interpreting, analysing and evaluating texts;
- Phonics – making the connection between sounds and letters when reading and spelling; and
- Phonemic Awareness – hearing and manipulating sounds in spoken language.

The students who participated in this program were given the opportunity to improve their individual knowledge and use of successful reading strategies.

**Progress on 2012 targets**

**Target 1**

Increase literacy and numeracy achievement for all students

Results measured against 2012 projected NAPLAN targets

Our achievements include:

- In Reading, increase the % of Year 3 and Year 5 students achieving NAPLAN proficiency level to 39% and 42% respectively – **achieved 41.7% Year 3 & 36.9% Year 5**;
- In Number, Patterns & Algebra, increase the % of Year 5 students achieving NAPLAN proficiency level to 28% - **achieved 17.5%**;
- Increase the % of Year 2 students achieving the 8th Cluster or above to 75% - **achieved 76%**.

**Target 2**

Improve curriculum delivery and assessment strategies to lift student outcomes

Measured against 2011 projected outcomes

Our achievements include:

- Review of spelling undertaken with improved spelling results across the school;
- Introduction of the modules for the new NSW Syllabuses provided for all teaching staff;
- Student progress now mapped against the Years K – 10 Learning Continuums;
- All teaching staff recording assessment data on student files in EduPro.

**School evaluation**

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation of the teaching of spelling.
Spelling

Background

Helensburgh Public School has been involved in the Illawarra South Coast Region Spelling Review.

Intended Outcome: To evaluate current spelling programs and pedagogy to co-ordinate a whole-school approach to the teaching and assessing of spelling.

Findings and conclusions

A member of staff was trained to facilitate the professional learning program ‘The Illawarra South Coast Region Spelling Review’.

Our review was over four sessions and allowed teachers to reflect upon the area of spelling and sessions included:

- Evaluating current assessing, programming and teaching practices relating to the teaching of spelling being used and identifying areas of need and/or improvement.
- Examining the four areas of spelling: Visual Knowledge, Phonological Knowledge, Morphemic Knowledge and Etymological Knowledge.
- Using criterion based assessments to inform teaching and learning.
- Embedding spelling in the classroom and reviewing the effectiveness of spelling learning experiences.
- Editing and proofreading.
- Evaluating the format of a spelling session.

Throughout 2012 the staff implemented the Criterion Based Assessments of the four areas of spelling and have used the data gleaned from these assessments to drive teaching and learning programs.

There has also been an increased awareness in teachers of quality teaching methods and pedagogies associated with the teaching of spelling.

As a result of surveying the staff a spelling committee was formed and that committee has provided resources to all classroom teachers to enable them to continue to improve the teaching and learning of spelling at HPS.

Future directions

The criterion based assessment will be administered annually and a system has been developed to share results with the classroom teacher for the following year. Results will also be analysed to monitor improvements and growth in the spelling skills of students within the four areas of spelling. In response to surveying the staff and the results of the spelling review, the committee has developed the following resources to ensure there is a whole school co-ordinated approach to the teaching of spelling at Helensburgh Public School in the future.

- A new editing coded is to be implemented across the school K-6, to ensure consistency throughout the school. This code has been published as posters and as individual bookmarks for use in each classroom.
- A sample programming format will be implemented to ensure the four areas of spelling are catered for and taught explicitly. This format will enable differentiation in each class and for various spelling levels operating within the framework of the four areas of spelling.
- A collection of Department of Education and Communities spelling, writing and grammar resources have been collected and collated for ease of use and reference for teachers.
- The collection and sharing of resources developed by staff to be shared including Notebook Files.
- Further support and professional development will be provided to ensure quality teaching in the area of spelling continues to be a priority. e.g. team teaching and demonstration lessons.

Student Welfare

At the start of 2012, staff was involved in updating the school’s Welfare and Discipline Policy. This included the implementation of simplified school rules. These are aimed at encouraging students to think about their behaviour in all areas of the school. The rules are: Be Safe, Be Respectful, Be a Learner.
Poster-sized signage will be placed around the school to reinforce ways the students can demonstrate the application of these rules in the different areas of the school. The Year 6 gift to the school was three large pencils, with the rules written on them, which will be placed near the main entrance to the school as a visual reminder of behavioural expectations.

The awards system was also modified to include a daily uniform draw, playground awards and extra assembly awards in recognition of academic endeavour.

Staff have endeavoured to maintain a consistent approach to both acceptable and unacceptable forms of behaviour in the playground through the use of playground monitoring books and playground awards.

Students across all years participated in an anti-bullying program within their classroom. The themes being discussed were reinforced by the whole school attendance at the “Stamp Out Bullying” show and class-based workshops with anti-bullying specialist Dr Patty Rose.

**Respect and Responsibility**

Helensburgh Public School conducted and participated in many activities and programs that enabled all students to demonstrate the qualities of respect and responsibility.

These included:

- Clean up Australia Day.
- Anzac Day Service with visits from local war veterans.
- Captains and prefects attendance at the Helensburgh ANZAC Day Dawn Service.
- Anti-bullying shows and program.
- NAIDOC Day activities.
- A special assembly to enable signing of a partnership agreement with local Aboriginal elders.
- Environmental activities across the school with each stage taking responsibility for a particular area of the school environment.
- Camps, excursions and incursions.

Senior students are also provided many opportunities to demonstrates these values on a daily basis through activities such as; manning the sports room, delivering and collecting playground bags, working in the canteen, unlocking and locking up soccer goals, uncovering and covering the sandpit and being a part of the “Green Team” which undertakes various activities to help maintain a safe and tidy playground.

**Parent, student, and teacher satisfaction**

In 2012 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

Parents have expressed their satisfaction with our newly revised communication strategies. Our school website and news blog received over 90,000 hits. Also parents regularly log on for news updates and to download notes as well as referring to the school calendar.

2012 also saw the greatest parent participation rate in both class and school activities for the last five years. This can be contributed to activities surrounding our 125th celebrations.

**Professional learning**

In 2012, $15,604 was spent on the professional development of teachers. $3982 of this money was spent on literacy and numeracy training. The remainder of the funds were spent on supplying casual teachers to replace teachers when attending courses and conferences related to ICT/Technology, Quality teaching, Best Start, Student Welfare, anti-bullying and career development conferences.

**Pre-service teachers**

During 2012 the school accepted pre-service teachers from a variety of Australian universities including the University of Notre Dame, Macquarie University, Charles Sturt University, the University of Western Sydney and Curtin University. Mentoring these students is an integral component of their training. Helensburgh Public School has continued to support our local aspiring teachers from the University of Wollongong in 2012. Next year the school has decided to limit the numbers of pre-service teachers and accept students from only the University of Wollongong.
School planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School priority 1

Outcome for 2012–2014

*Improved student outcomes in Literacy and Numeracy*

**2013 Targets to achieve this outcome include:**

- In Reading, increase the % of Year 5 students achieving NAPLAN proficiency level to 43%;
- In Number, Patterns & Algebra, increase the % of Year 5 students achieving NAPLAN proficiency level to 30%;
- In Reading texts, increase the % of Year 2 achieving the 8\textsuperscript{th} Cluster and above to 80%.

**Strategies to achieve these targets include:**

- Continued application of SMART data and item analysis to improve differentiation of class programs;
- Commitment to increased teacher professional learning in literacy and numeracy;
- Application of key learning initiatives associated with Targeted Early Numeracy (TEN), Best Start, Reviewing Spelling and Counting On.

School priority 2

Outcome for 2012–2014

*Continued Improve curriculum delivery and assessment strategies to lift student outcomes*

**2013 Targets to achieve this outcome include:**

- All staff to receive training in the implementation of the new NSW English Syllabus;
- Continue to maximize the application of Learning Continuums in Literacy and Numeracy Years K – 6;
- Complete school preparations for the introduction of the new NSW English syllabus by completing a school audit of resources and texts, in partnership with local high schools.

**Strategies to achieve these targets include:**

- Provide staff with teacher professional learning related to the implementation of the new NSW syllabuses;
- Continued detailed tracking and matching of students against clusters on the Learning Continuums;
- Work with local high schools and our Community of Schools to prepare for the introduction of the new NSW English Syllabus.
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 has 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: