School context

North Haven Public School is located in the Camden Haven area 30km south of Port Macquarie. The school has a proud tradition of delivering outstanding academic, sporting and performing arts programs with students achieving high standards across all three domains. The school community is very supportive and has high expectations.

There are approximately 230 families with a total of 358 students enrolled for 2014. Approximately 10% of students identify as Aboriginal. The school’s Family Occupation and Education Index (FOEI) is 96 which indicates average levels of disadvantage compared with other schools in NSW.

In 2014 we had 14 classes, with 4 classes being in demountable buildings. The school has a well-resourced library, a dedicated technology room, large hall and extensive under cover play area. Outdoor facilities also include a large sporting field and a playground area to be re-developed by our P & C in the foreseeable future, as a priority.

Staff consists of a non-teaching Principal, 3 Assistant Principals, part-time Learning and Support Teacher (3.5 days per week), Teacher Librarian (4 days per week). The school offers the Reading Recovery program.

Our dedicated staff offer high quality extra-curricular programs including Senior and Junior bands, dance, drama and choir groups, together with training and management of many sporting teams across a variety of codes.

Our student body has an active Student Representative Council, an Environment Team (e-Team) and Kindergarten mentor program.

Messages

Principal’s message

2014 has heralded many changes for our school community including changes in leadership, movement of staff and students to Lake Cathie PS and the many educational reforms recently implemented. Our school boasts an experienced, dedicated and highly skilled staff and executive. We have students with a love of learning and strong school pride. We are supported by families who have strong and productive partnerships with our school. The contributing factors mean we continue to maintain high academic, sporting and cultural results.

North Haven Public School provides a challenging and relevant learning environment where children are taught the knowledge, skills and attitudes that enable them to successfully contribute to our society. Mandatory curriculum requirements are taught within the framework of each child’s individual learning styles.

At the centre of our role is the provision of high quality educational programs in all key learning areas, with particular emphasis on literacy and numeracy. We have an extensive technology presence throughout the school, combining internet connected computers with interactive whiteboards in every classroom. The educational outcomes for each student are closely monitored to ensure their needs are being appropriately addressed in the classroom.

The welfare of each student is a prime area of responsibility. Child Protection, Keeping Them Safe, Anti-bullying, KidsMatter programs and various safety programs are an integral part of the school curriculum. Values such as honesty and trustworthiness, integrity, respect, responsibility and understanding, tolerance and inclusion form the core of the welfare program at North Haven Public School.

Christine Wild
Principal
P & C message

2014 has been a massive year of change for everybody at NHPS, thankfully the transition has been effortless.

The P&C has had a quiet year in regards to major fundraising events, nevertheless, they have still made substantial contributions towards resources in technology, creative arts, education, recreation and sporting equipment.

The small proactive group of P&C members "working together for the children" have come up with some possible projects for 2015-2016. Included in these plans are some major works on maintenance and extensions to the existing playground equipment, extending the imitation grass and providing the children with plenty of shade and sensory activities to unwind during recess and lunch. There has also been a suggestion of a possible outdoor classroom and learning area.

All of the above ideas involve a lot of organising and funding so any future help is greatly appreciated.

Once again thank you for your ongoing support. We hope to see many newcomers in 2015, ensuring that our ongoing financial and resource assistance for all of our children continues.

Pauline Hearne
P&C President

Student Representative message

North Haven Public School has offered students numerous opportunities through sporting, creative and performing arts and academic programs throughout the school year.

The students’ achievements and successes are very high and wouldn’t happen without our fantastic teaching staff. We believe that every student who has spent any time at North Haven Public School has had the best start, to life, as possible.

Matthew Cheers and Emily Hollis
School Captains

School context

Student information

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

Student enrolment profile

<table>
<thead>
<tr>
<th>Gender</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>222</td>
<td>219</td>
<td>218</td>
<td>214</td>
<td>204</td>
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<tr>
<td>Female</td>
<td>195</td>
<td>185</td>
<td>179</td>
<td>169</td>
<td>171</td>
<td>174</td>
<td>170</td>
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</table>

Student attendance profile

<table>
<thead>
<tr>
<th>Year</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>94.3</td>
<td>94.7</td>
<td>94.7</td>
<td>94.3</td>
<td>95.0</td>
<td>95.2</td>
</tr>
<tr>
<td>1</td>
<td>93.7</td>
<td>94.2</td>
<td>94.2</td>
<td>93.9</td>
<td>94.5</td>
<td>94.7</td>
</tr>
<tr>
<td>2</td>
<td>94</td>
<td>94.4</td>
<td>94.2</td>
<td>94.2</td>
<td>94.7</td>
<td>94.9</td>
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<tr>
<td>3</td>
<td>94.1</td>
<td>94.5</td>
<td>94.4</td>
<td>94.4</td>
<td>94.8</td>
<td>95.0</td>
</tr>
<tr>
<td>4</td>
<td>94</td>
<td>94.5</td>
<td>94.3</td>
<td>94.3</td>
<td>94.7</td>
<td>94.9</td>
</tr>
<tr>
<td>5</td>
<td>94</td>
<td>94.4</td>
<td>94.2</td>
<td>94.2</td>
<td>94.5</td>
<td>94.8</td>
</tr>
<tr>
<td>6</td>
<td>93.6</td>
<td>94.0</td>
<td>93.8</td>
<td>93.8</td>
<td>94.1</td>
<td>94.2</td>
</tr>
<tr>
<td>Total</td>
<td>92.1</td>
<td>94.4</td>
<td>94.3</td>
<td>94.2</td>
<td>94.7</td>
<td>94.8</td>
</tr>
</tbody>
</table>

Management of non-attendance

Regular communication, aligned to Department of Communities policy, was employed to support student attendance.

The Home School Liaison Officer was required to support a significant attendance concern.
Workforce information

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

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>3.0</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>11.0</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.525</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>0.8</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.8</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>0.4</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>2.422</td>
</tr>
<tr>
<td>Total</td>
<td>19.947</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

The school workforce included one indigenous staff member.

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>Nil</td>
</tr>
</tbody>
</table>

Professional learning and teacher accreditation

All staff were involved in professional learning delivered through:

- Weekly professional learning meetings
- Stage, grade and collegial meetings
- Community of Schools leadership alliances
- School Development Days

Professional Learning focuses include:

- National Disabilities Standards
- Anaphylaxis training

Beginning Teachers

There are three beginning teachers who have achieved accreditation at proficiency standard.
Financial summary

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

Date of financial summary 30/11/2014

Income
Balance brought forward $154754.03
Global funds $206954.26
Tied funds $404527.69
School & community sources $140827.95
Interest $6922.49
Trust receipts $41161.10
Canteen -
Total income $955147.52

Expenditure
Teaching & learning
Key learning areas $42737.56
Excursions $36003.32
Extracurricular dissections $7489.24
Library $3706.64
Training & development $1971.05
Tied funds $410269.09
Casual relief teachers $69218.49
Administration & office $44261.03
School-operated canteen $0.00
Utilities $40485.58
Maintenance $15302.10
Trust accounts $37838.17
Capital programs $0.00
Total expenditure $776582.27
Balance carried forward $178565.25

A full copy of the school’s 2014 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 2014

Academic achievements

NAPLAN

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)

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 to access the school data.

NAPLAN Year 3 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

Year 3 NAPLAN Reading

Average score, 2014

<table>
<thead>
<tr>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>396.4</td>
<td>404.6</td>
<td>416.3</td>
</tr>
</tbody>
</table>

Skill Band Distribution

<table>
<thead>
<tr>
<th>Band</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number in Bands</td>
<td>1</td>
<td>6</td>
<td>13</td>
<td>10</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Percentage in Bands</td>
<td>2.4</td>
<td>14.3</td>
<td>31.0</td>
<td>23.8</td>
<td>14.3</td>
<td>14.3</td>
</tr>
<tr>
<td>School Average 2010-2014</td>
<td>0.8</td>
<td>4.4</td>
<td>17.7</td>
<td>32.1</td>
<td>21.3</td>
<td>23.7</td>
</tr>
<tr>
<td>SSG % in Bands 2014</td>
<td>5.2</td>
<td>9.9</td>
<td>18.4</td>
<td>28.3</td>
<td>17.7</td>
<td>20.4</td>
</tr>
<tr>
<td>State DEC % in Bands 2014</td>
<td>6.1</td>
<td>9.9</td>
<td>15.3</td>
<td>22.6</td>
<td>18.5</td>
<td>27.6</td>
</tr>
</tbody>
</table>

Year 3 NAPLAN Spelling

Average score, 2014

<table>
<thead>
<tr>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>413.3</td>
<td>414.9</td>
<td>418.8</td>
</tr>
</tbody>
</table>

Skill Band Distribution

<table>
<thead>
<tr>
<th>Band</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number in Bands</td>
<td>0</td>
<td>9</td>
<td>8</td>
<td>7</td>
<td>6</td>
<td>10</td>
</tr>
<tr>
<td>Percentage in Bands</td>
<td>0.0</td>
<td>22.5</td>
<td>20.0</td>
<td>17.5</td>
<td>15.0</td>
<td>25.0</td>
</tr>
<tr>
<td>School Average 2010-2014</td>
<td>0.4</td>
<td>6.5</td>
<td>16.3</td>
<td>30.6</td>
<td>30.2</td>
<td>15.9</td>
</tr>
<tr>
<td>SSG % in Bands 2014</td>
<td>3.1</td>
<td>11.9</td>
<td>14.9</td>
<td>25.4</td>
<td>24.1</td>
<td>20.7</td>
</tr>
<tr>
<td>State DEC % in Bands 2014</td>
<td>4.2</td>
<td>12.6</td>
<td>12.2</td>
<td>22.5</td>
<td>23.4</td>
<td>25.2</td>
</tr>
</tbody>
</table>
Year 3 NAPLAN Writing

Average score, 2014

<table>
<thead>
<tr>
<th></th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average</td>
<td>411.4</td>
<td>394.7</td>
<td>401.5</td>
</tr>
</tbody>
</table>

Skill Band Distribution

- Band
- Number in Bands: 1 2 3 4 5 6
- Percentage in Bands: 4.9 7.3 14.6 34.2 26.8 12.2
- School Average 2010-2014: 3.3 6.5 16.7 34.6 26.4 12.6
- SSG % in Bands 2014: 5.0 13.4 24.5 24.4 21.0 11.7
- State DEC % in Bands 2014: 4.1 12.6 20.7 23.2 23.0 16.4

Year 3 NAPLAN Numeracy

Average score, 2014

<table>
<thead>
<tr>
<th></th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average</td>
<td>402.2</td>
<td>389.6</td>
<td>401.6</td>
</tr>
</tbody>
</table>

Skill Band Distribution

- Band
- Number in Bands: 1 2 3 4 5 6
- Percentage in Bands: 4.7 8.3 15.3 21.1 20.9 29.7
- School Average 2010-2014: 2.5 4.7 7.5 12.5 19.2 34.2
- SSG % in Bands 2014: 4.7 7.5 15.3 21.1 20.9 29.7
- State DEC % in Bands 2014: 4.7 7.5 15.3 21.1 20.9 29.7

Year 3 NAPLAN Spelling

Average score, 2014

<table>
<thead>
<tr>
<th></th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average</td>
<td>421.9</td>
<td>412.0</td>
<td>427.1</td>
</tr>
</tbody>
</table>

Skill Band Distribution

- Band
- Number in Bands: 1 2 3 4 5 6
- Percentage in Bands: 10.0 5.0 15.0 22.5 17.5 30.0
- School Average 2010-2014: 2.0 3.3 9.8 28.6 24.5 31.8
- SSG % in Bands 2014: 4.7 7.5 19.2 25.8 21.3 21.5
- State DEC % in Bands 2014: 4.7 7.5 19.2 25.8 21.3 21.5

Year 3 NAPLAN Grammar and Punctuation

Average score, 2014

<table>
<thead>
<tr>
<th></th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average</td>
<td>421.9</td>
<td>412.0</td>
<td>427.1</td>
</tr>
</tbody>
</table>

Skill Band Distribution

- Band
- Number in Bands: 1 2 3 4 5 6
- Percentage in Bands: 10.0 5.0 15.0 22.5 17.5 30.0
- School Average 2010-2014: 2.0 3.3 9.8 28.6 24.5 31.8
- SSG % in Bands 2014: 4.7 7.5 19.2 25.8 21.3 21.5
- State DEC % in Bands 2014: 4.7 7.5 19.2 25.8 21.3 21.5

NAPLAN Year 3 - Numeracy

Average score, 2014

<table>
<thead>
<tr>
<th></th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average</td>
<td>402.2</td>
<td>389.6</td>
<td>401.6</td>
</tr>
</tbody>
</table>

Skill Band Distribution

- Band
- Number in Bands: 1 2 3 4 5 6
- Percentage in Bands: 10.0 5.0 15.0 22.5 17.5 30.0
- School Average 2010-2014: 2.0 3.3 9.8 28.6 24.5 31.8
- SSG % in Bands 2014: 4.7 7.5 19.2 25.8 21.3 21.5
- State DEC % in Bands 2014: 4.7 7.5 19.2 25.8 21.3 21.5
### NAPLAN Year 5 – Numeracy

#### Average score, 2014

<table>
<thead>
<tr>
<th></th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>509.5</td>
<td>480.1</td>
<td>488.5</td>
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</tbody>
</table>

#### Skill Band Distribution

<table>
<thead>
<tr>
<th>Band</th>
<th>Number in Bands</th>
<th>Percentage in Bands</th>
<th>School Average 2010-2014</th>
<th>SSG % in Bands 2014</th>
<th>State DEC % in Bands 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>20</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>4</td>
<td>63</td>
<td>6.7</td>
<td>8.0</td>
<td>15.6</td>
<td>16.9</td>
</tr>
<tr>
<td>5</td>
<td>104</td>
<td>21.5</td>
<td>25.7</td>
<td>38.0</td>
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<tr>
<td>6</td>
<td>88</td>
<td>17.7</td>
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<td>16.3</td>
<td>11.8</td>
</tr>
<tr>
<td>7</td>
<td>50</td>
<td>10.0</td>
<td>21.9</td>
<td>28.6</td>
<td>26.1</td>
</tr>
<tr>
<td>8</td>
<td>23</td>
<td>4.6</td>
<td>23.5</td>
<td>27.8</td>
<td>26.1</td>
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</table>

### Year 5 NAPLAN Writing

#### Average score, 2014

<table>
<thead>
<tr>
<th></th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
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<tbody>
<tr>
<td>2014</td>
<td>454.5</td>
<td>463.2</td>
<td>467.1</td>
</tr>
</tbody>
</table>

#### Skill Band Distribution

<table>
<thead>
<tr>
<th>Band</th>
<th>Number in Bands</th>
<th>Percentage in Bands</th>
<th>School Average 2011-2014</th>
<th>SSG % in Bands 2014</th>
<th>State DEC % in Bands 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>2</td>
<td>10.9</td>
<td>4.7</td>
<td>9.0</td>
<td>9.8</td>
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<td>4</td>
<td>27</td>
<td>58.7</td>
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<td>5</td>
<td>21</td>
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<td>40.9</td>
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<td>2.2</td>
<td>31.8</td>
<td>24.2</td>
<td>37.2</td>
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<td>0</td>
<td>0.0</td>
<td>3.8</td>
<td>4.1</td>
<td>4.9</td>
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</table>

### NAPLAN Year 5 – Numeracy

#### Average progress between Year 3 and 5*

<table>
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<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-2010</td>
<td>78.8</td>
<td>81.6</td>
<td>83.7</td>
</tr>
<tr>
<td>2009-2011</td>
<td>54.9</td>
<td>78.9</td>
<td>74.0</td>
</tr>
<tr>
<td>2010-2011</td>
<td>53.3</td>
<td>81.3</td>
<td>79.2</td>
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<tr>
<td>2011-2012</td>
<td>78.7</td>
<td>85.3</td>
<td>85.7</td>
</tr>
<tr>
<td>2012-2013</td>
<td>82.6</td>
<td>73.7</td>
<td>78.8</td>
</tr>
<tr>
<td>2012-2014</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Average progress in Reading between Year 3 and 5*

<table>
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<th>Year</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-2010</td>
<td>79.8</td>
<td>88.7</td>
<td>84.5</td>
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<tr>
<td>2009-2011</td>
<td>62.5</td>
<td>77.7</td>
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<td>2010-2011</td>
<td>82.7</td>
<td>99.0</td>
<td>95.4</td>
</tr>
<tr>
<td>2011-2012</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2012-2013</td>
<td>84.9</td>
<td>84.9</td>
<td>84.9</td>
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<tr>
<td>2012-2014</td>
<td>90.7</td>
<td>78.8</td>
<td>80.6</td>
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</tbody>
</table>

#### Average progress in Spelling between Year 3 and 5*

<table>
<thead>
<tr>
<th>Year</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
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#### Average progress in Grammar & Punctuation between Year 3 and 5*

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<th>State DEC</th>
</tr>
</thead>
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<tr>
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<td>95.8</td>
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#### Average progress in Writing between Year 3 and 5*

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<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-2013</td>
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<tr>
<td>2012-2014</td>
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<td>95.8</td>
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#### Average progress in Numeracy between Year 3 and 5*

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<th>SSG</th>
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<td>2012-2014</td>
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</table>
### Percentage of Year 3 students achieving at or above minimum standard (exempt students included)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Reading</td>
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<tr>
<td>Writing</td>
<td>97.5</td>
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<tr>
<td>Spelling</td>
<td>100.0</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>90.0</td>
</tr>
<tr>
<td>Numeracy</td>
<td>95.1</td>
</tr>
</tbody>
</table>

### Percentage of Year 5 students achieving at or above minimum standard (exempt students included)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
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<tbody>
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<td>Reading</td>
<td>97.8</td>
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<tr>
<td>Writing</td>
<td>95.7</td>
</tr>
<tr>
<td>Spelling</td>
<td>97.8</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>95.7</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100.0</td>
</tr>
</tbody>
</table>

### Other achievements

#### Choir & Bands

North Haven Public School bands and choir have an excellent reputation amongst students, parents, staff and the community as an inclusive and enjoyable extra-curricular activity. Our bands and choir extend beyond merely playing instruments and singing, and into the creation of unity and the accessibility of music to all students. This has provided opportunities for students to showcase their performance skills to the school and wider community in the following ways:

- Community of Schools band camp
- Camden Haven Arts Festival For Schools (CHAFFS)
- Education Week performance
- Port Macquarie Uniting Church charity performance
- “Lunchtime at the Glasshouse” public performance
- Annual Performing Arts Night
- School Presentation Day assemblies
- Community Carols at Bonny Hills
- Enrichment ensembles
  - HATCHlings and HATCH Big Bands at the Big Band Blast
- Port Macquarie Eisteddfod
  - Senior Band placing First
  - Junior Band receiving a Highly Commended award
- HATCH Big Band placing first in Jazz section
- Buglers at ANZAC Day and Remembrance Day Ceremonies
- Vocal soloists during Choir performances
- Guitar Group
  - The guitar group is for interested students in years 3 – 6. The group meets weekly where students are taught music theory and guitar skills
  - The guitar group performed at the Creative Kaleidoscope

#### Dance Groups

Stages 1, 2, 3 and multi stage 1-6 performed at:

- CHAFFS Community of Schools Festival;
- Port Macquarie Dance Festival;
- Education Week assembly and
- Creative Kaleidoscope, a school concert night

2014 saw the introduction of a multi stage extension dance group which included students from Year 1 to Year 6.

#### Drama Groups

In 2014 the Junior and Senior Drama groups were open to interested students in Stages Two and Three. Groups met fortnightly at lunch times to participate in drama and improvisation activities.
Throughout the year students gained an understanding of key dramatic concepts and enriched their skills for literacy and working collaboratively. In Term Two, the Senior drama group participated in a workshop with a specialist drama teacher to devise and develop their own ‘Play in a Day.’ After extensive work, the group presented their play about the social pitfalls of technology addiction at ‘Primary Play Day’ held at the prestigious Glasshouse, Port Macquarie. Play Day allowed students in both the Senior and Junior drama groups the opportunity to view a diverse range of works by other local public school groups. In Term Three, both drama groups worked hard to rehearse and successfully perform plays at our ‘Creative Kaleidoscope’ evening.

Environmental Team

The Environment Team has been established for a few years and is committed to reducing our waste at school through paper recycling, aluminium can recycling and the composting of food scraps. This program is managed using Stage 2 students. Classes are responsible each term to fulfill the duties required. Leadership opportunities are offered to some students.

A gardening group operates one day per week under the guidance of an experienced community helper and teacher. This opportunity is open to any student from Year 3 to Year 6. The focus is on growing vegetables and herbs that are in season, collecting and storing seeds for future use and maintaining established gardens by watering, weeding and planting. The produce grown is used by the canteen and the volunteer gardeners.

Sport

A high level of skills, confidence and participation were evident through various sports opportunities.

Our 2014 highlights included:

- Girls PSSA Knockout touch football team making the state finals which ranked them in the top eight in the state. Other PSSA knockout team results included netball, girls and boys soccer, cricket and rugby league reaching round 2 and boys touch football to round 3;
- One student was selected in the NSW State Touch Football team who then played in Victoria at the Australia Touch Football Championships;
- 35 swimming, 53 athletics and 26 individual students represented the Hastings Camden Haven district, 6 swimming, 3 cross country, 18 athletics and 18 individual students represented the Lower North Coast zone in various sports;
- 5 students were selected in North Coast sporting teams in the areas of cricket, boys touch football, girls touch football and golf. 2 individuals and a relay team represented the North Coast in athletics and
- Participation in gala days in Milo cricket, netball (boys and girls) and Year 3 & 4 rugby league team represented the Port Macquarie district at the 70th All Schools Carnival.

International Competitions

A significant number of students entered the Science, English, Maths, Writing, Computer and Spelling competitions. The results identified success in all areas.

Significant programs and initiatives – Policy and equity funding

Aboriginal education

An integrated approach to learning has supported the enhancement of student knowledge and understanding of Aboriginal and Torres Strait Islander culture, heritage and lifestyle.

The integrated approach to Indigenous education has resulted in

- Indigenous and non-Indigenous students grouped in cohesive learning environments;
- The introduction of Acknowledgement of Country readings at all school assemblies and significant school meetings and events;
- Celebration of NAIDOC and Reconciliation weeks through
  - K-6 artwork display in school hall, with a KidsMatter focus “Every Face has a Place”
  - Selling of Koori Kids wristbands
  - Reconciliation posters designed and produced by students and displayed
around the school with the theme “Let’s Walk the Talk”
- Classroom exploration of issues affecting Indigenous Australians;
- Associated studies by Year Six, as part of their Sydney excursion, provided a broader awareness of Australia’s colonial history and how this impacted on the First Australians;
- Local Aboriginal artefacts located in centralised areas of the school;
- Enriching and dynamic learning programs centred around the culture, heritage and lifestyle of the Birpai nation, on whose traditional land this school stands;
- The preparation of in-depth Personalised Learning Plans (PLPs) for Indigenous students across all grades;
- The distribution of “Deadly Vibe” magazines to all Indigenous primary students and;
- Heightened awareness of Indigenous perspectives through the implementation of the new English syllabus.

**Future Directions**

- Existing programs and policies will remain in place to ensure educational equity for all;
- Plans are underway for the regeneration of the school Bush Tucker garden, and the repainting of the ten-year old totem poles;
- The preparation of programs to provide teachers with a yearly “Calendar of Significant Events” to follow throughout the year, with age-appropriate teaching and learning ideas an;
- The implementation of an annual K – 6 event to celebrate NAIDOC and Reconciliation Weeks, such as an art project or tabloid sports carnival.

### Multicultural education and anti-racism

**Multicultural Perspectives Public Speaking Competition**

In 2014 students in Stage Two and Three participated in the Multicultural Perspectives Public Speaking Competition for the second consecutive year.

This challenging competition was established in 1996 and is open to all NSW public schools. More than 2200 students took part in the competition. The competition promotes an awareness of multicultural issues amongst NSW primary school students, while developing their interest and skills for public speaking. All students in years three, four, five & six had the opportunity to research, create, deliver and view speeches on multicultural topics.

Two students from each stage were selected to participate in the local final of the competition. North Haven Public School once again hosted the local final, welcoming students from Wingham Brush, Forster, Long Flat, Taree West and Harrington Public Schools. One of our Stage Three students won the local final and went on to compete at the regional final in Coffs Harbour.

Participation in the competition has been a rich learning experience for all students. It has:

- prompted students’ thinking and talking about the world around them by exploring language and a variety of laws, facts and points of view;
- developed key English skills in their exploration of multicultural perspectives through a variety of texts. Speaking and listening skills are developed in prepared and impromptu speech writing tasks.
- deepened students’ understanding of core values including Care, Compassion, Understanding, Tolerance and Inclusion.
**Multicultural education**

**Background**

Acceptance of all people is a focus in the school. All students are encouraged to integrate into the school according to the values of tolerance, inclusiveness and equality.

The continuation of our school’s participation in the Multicultural Perspectives Public Speaking competition consolidated a new direction for examining multiculturalism.

Student learning experiences have identified:

- multicultural aspects incorporated in all curriculum areas;
- differences and diversity in society supported in class activities;
- a deepening of understanding of our school values in relation to all people from the experience of the public speaking competition;
- racism and discrimination are unfair and unwanted and;
- everyone has the same rights for learning opportunities and acceptance.

**Future directions**

We will continue to identify, explore and positively acknowledge cultural diversity through all aspects of the curriculum. Knowledge, skills and attitudes to build an inclusive environment will be fostered.

**Other programs**

**Welfare**

**Background**

Welfare programs are well established and there is a commitment from all staff to maintain a safe, inclusive and nurturing school environment. The nine core values, trust rules and Five Fair Rules are used as a basis for all actions and directions within the school. Staff and students readily apply these consistently in class and playground situations.

KidsMatter Primary is a mental health promotion, prevention and early intervention initiative for Australian primary schools that aims to help:

- improve the mental health and wellbeing of primary school students
- reduce mental health problems in students
- achieve greater support for students with mental health problems and their families.

KidsMatter Primary was developed by the Australian Government Department of Health and Ageing, Beyondblue, the Australian Psychological Society, and the Principals Australia Institute.

Through careful planning and preparation:

- structured programs addressed personal development and health learning outcomes for each stage throughout the year with ‘term focus’ topics; anti-bullying, drug education, child protection plus sun, water and road safety.
- procedural fairness was pivotal in all dealings regarding behaviour and discipline. This allowed staff to make decisions based on available information and perspectives related to any incident. Staff maintained consistent methods for recording, monitoring and addressing student behaviour.
- our commitment to being a KidsMatter school is ongoing. The staff action team completed a two year training cycle and continues to drive the implementation of the KidsMatter framework. All teaching and support staff have been involved in school based professional learning sessions delivered by the schools’ KidsMatter action team.
- the Road Safety program developed by Year Six in 2012 was successfully presented to Kindergarten by the current Year Six students, fulfilling the intent that the program be implemented annually.

**Future directions**

Welfare training and programs, under the umbrella of KidsMatter, will continue throughout 2015. Staff remain committed to developing an
ongoing understanding of mental health and acquiring strategies to address, prevent and support students and families who experience mental health difficulties. Moving forward, the wider school community will be included in KidsMatter.

In 2014 staff evaluated two aspects of the existing welfare learning programs. Child protection for K-2 was modified to include resources from the Bravehearts program. A broader focussed social and emotional learning (SEL) program for all stages will strengthen our anti-bullying focus in Term One 2015. This program addresses five key aspects of social and emotional development; self-awareness, social awareness, self-management, responsible decision making and relationship skills. Whole school and playground activities linked to the SEL program, including the establishment of passive play opportunities will be put in place.

Aboriginal background

Additional teacher support was provided for Aboriginal students targeting literacy and numeracy needs. These support programs were delivered through both withdrawal and team teaching strategies and supplemented with Student Learning Support Officer time.

Socio-economic background

Focused professional learning and team teaching programs were funded. The teaching & learning focuses were writing and problem-solving.

Low level adjustment or disability

Learning Support Officers were employed to support the additional learning needs of students identified through the classroom teacher, Learning & Support Teacher and School Counsellor referrals.

Sharing Committee

The Sharing Committee is a group of twenty students from Years 3 to 6 who have been trained to provide peer support in the playground. They have been taught skills to help other students develop strategies to solve difficulties which they may have been experiencing in the playground. The program aims to improve social relationships between children. The Sharing Committee is a daily activity available at recess and lunchtime.

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- analysis of school-based and external data (NAPLAN)
- School community and student surveys
- Staff review of current programs and practices

School planning 2012-2014

Outcome

Improve writing competencies in Year Five in line with school, regional and state levels.

Target

NAPLAN 2014 Writing:

- an increase in the percentage of students in band 8 (Yr 5 2014) from nil (Yr 3 band 6 2012) to 3% ; and
- reduce the percentage of students in band 5, (Yr 5 2014) from 18% (Yr 3 band 3, 2012) to 15% .

Strategies to achieve these targets included:

- regular observation of work samples to show development of writing skills;
- self and peer editing strategies;
- explicit teaching of sentence structure and grammatical features;
- effective feedback on student writing – including rubrics showing explicit criteria;
- increase vocabulary through topic based spelling extension lists;
- use of a variety of teaching resources including Smart Data and related teaching strategies links;
- explicit teaching of scaffolding techniques to assist with time management skills;
- guided writing groups where instruction is explicit in small group;
• regular plotting of student progress on literacy continuum; and
• collegial marking of work samples for consistency of teacher judgement.

Our results included:
NAPLAN 2014 Writing:
• increase in the percentage of students in band 8 (Yr 5 2014) from nil (Yr 3 band 6 2012) to 3%: not achieved
• reduce the percentage of students in band 5 (Yr 5 2014) from 18% (Yr 3 band 3 2012) to 15%: not achieved
• growth shown in school based assessment (including PLAN): achieved

Outcome
Improve spelling competencies for students in years three to six in line with a focus on the morphemic aspect.

Target
North Coast Spelling Program
• Pre and post test data indicates improvement; and
• Increase by 5% in the overall results of students Yr 3-6 in the morphemic domain

NAPLAN Spelling 2014
• Year Three results within state average range;
• increase in boys spelling results in Year Five compared to state average;
• Year Five results to be within the state range overall; and
• Attain 40% of Year Five students in band 7 and 8

Strategies to achieve these targets included:
• explicit teaching of spelling;
• use of technology resources;
• analysis of student needs and identify support/development strategies;
• use of SMART information to access specific data and strategies;
• focus on use of North Coast spelling program and match strategies and activities to learning;
• observation of student writing samples to identify development in use of correct spelling within draft writing;

Our results included:
NAPLAN Spelling 2014
• Year Three results within state average range; achieved in band 6
• Year Five results to be within the state range overall; achieved in band 6 & 7
• Attain 40% of Year Five students in band 7 and 8; achieved 28%

Outcome
Improve numeracy competencies for students in Year Six in line with school based data.

Target
NAPLAN equated numeracy pre and post test results:
• increase by 2% the number of students in the 91-100% band (nil to 2%);
• increase by 2% the number of students in the 51-60% band (20 to 22%);
• decrease by 2% the number of students in the 11-20% band (5% to 3%); and
• an overall movement of students upwards through all bands.

Strategies to achieve these targets include:
• regular observation of work samples to show improvement by students in numeracy;
• implementation of regular Balanced Numeracy Session;
• systematic use of Smart Data and planned data to analyse student learning needs;
• continuation of Fast Maths program;
• use of relevant computer software within guided maths activities or in whole class SPR sessions;
• use of homework platform to reinforce and regularly practice skills and understandings;
• use a variety of working mathematically strategies across all strands including use of NAPLAN questions; and
• catering for student needs both learning support and enrichment.

Our results included:
NAPLAN equated numeracy pre and post test results:
• increase by 2% the number of students in the 91-100% band (nil to 2%); achieved
• increase by 2% the number of students in the 51-60% band (20 to 22%); achieved
• decrease by 2% the number of students in the 11-20% band (5 to 3%); achieved
• an overall movement of students upwards through all bands.

Parent/caregiver, student, and teacher satisfaction
In 2014, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.
99-100% of families who responded to our survey either agreed or strongly agreed that:
• they felt welcomed at school
• they thought they could talk to their child’s teacher about his/her progress
• the school regularly praises and rewards students when successful
• students are the school’s main focus
• they were pleased that their child attends this school and they share in their child’s education
• they received adequate notice about school events

Future Directions
2015-2017 School Plan
NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015.

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.

Christine Wild  Principal
Murray McGrath  Assistant principal
Kathy Regan  Assistant Principal
Pauline Hearne  P & C President

Christine Wild  Principal

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Web: http://northhaven-p.school.nsw.edu.au
School Code: 4149

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