Newcastle East Public School
Annual School Report

2012
Our school at a glance

Students

In its 197th year of continuous service to the children of inner-city Newcastle, NEPS has again worked with its community to produce outstanding student results, and a happy, challenging and harmonious school experience for its students. With steady enrolment pressure growing, due to increased housing occupation by young families in the school’s drawing area, the school has managed enrolment applications closely, and demanded proof of residence from applicants. Looking at long term trends, census data shows a dramatic increase in the number of pre-school children in the drawing area, of almost 100% against last census five years ago, and a better long-term strategy may be required in the school’s future. Our student population is diverse, with 15% from a non-English-speaking home, and many different cultures, religions, and socio-economic backgrounds present and welcome in the school. Our 220 students are supportive of each other, inclusive and welcoming, and well-regarded for their attitude to learning, sense of social justice, and fair play.

Staff

My role as Principal is made pleasant by our dedicated and hard-working staff, with a mixture of ages, specialist skills, and experiences, united in its resolve to provide the highest quality educational experience for our students. The principles of Quality Teaching underpin our work, and we provide a broad curriculum and range of extra-curricular activities. While we recognise that teaching the “basic skills” is a vital part of a sound primary education, we acknowledge also that areas of study beyond literacy and maths are equally part of a meaningful preparation of a life-long commitment to learning. Therefore, NEPS does not focus primarily on the national testing agenda, and sets about providing a balanced and thorough curriculum for our students.

This year has seen significant staff changes:- the retirement of two wonderful teachers, Mrs Cummings and Mrs Bugbird, and the retirement of Brenda Campbell, Office Manager, after her outstanding thirty-eight years at NEPS. Her replacement, Claire Fitzgerald, has already shown her capacity for school administration.

Significant programs and initiatives

NEPS places a very high value on the creative and performing arts, and provides performance opportunities for all students. This year our highly successful musical, Hundred Year Rock featured every class and every student on stage, and under Mrs Edge’s direction, proved to be a very exciting and professional production. Several other drama programs ran throughout the year, led by Dr Lang and Erika Gelzinnis in drama, by Mrs Edge in dance, and by Conservatorium tutors in musical instrument teaching. During 2012, forty students studied an instrument through the school, using the services of tutors in piano, violin and cello, woodwind, drums and guitar.

With the departure of Mrs Deppeler as band leader, that role has been taken on by Mrs Jardim and Mrs Edge, who have set about energetically re-shaping the school concert band, to include a number of new players on brass and woodwind.

Science is a focus of school planning, and with Mrs Hadfield providing specialised instruction in experiment-based science lessons, and our three partner scientists in the CSIRO’s Scientist in the Schools program, school interest in science, and in our design-and-build challenges, is high.

A course in Philosophical Ethics was available this year to all students in Grades Five and Six, and its second year of operation was enthusiastically embraced by some parents and students as a viable alternative to Scripture lessons. During 2013, Ethics will become an option for parents of students in Grades Three and Four.

Our French Language Program, run in partnership with Alliance Française, attracts up to 70 students weekly, in Week-day and Saturday sessions, while our highly successful and popular Active After-school Sports program operates three afternoons weekly, offering sports from surfing to circus, from cricket to futsal.

Extension Groups in Maths are offered to our brightest students, and all NEPS students participate in our very successful oral language program and school competition, with Yuri Porter of Year Six Hunter Regional Champion for 2012, while many others reached zone and regional level.
Extra-curricular programs are available to all our students, and enrich the schooling experience. Music and French programs are run in conjunction with the Conservatorium of Newcastle and Alliance Française, and are enthusiastically pursued by students from Kindergarten to Year Six. Our Active After-school Sports program promotes a range of enjoyable and lively sports, including soccer, futsal, cricket, basketball, netball, surfing and circus skills. With many NEPS students living in apartment-style accommodation, this provision of free fun exercise activities makes a welcome distraction from indoor electronic games, encouraging fitness, team-building, and confidence.

**Student achievement in 2012**

In 2012 our students achieved exceptional results in Mathematics, both in NAPLAN testing, where our school results for Grade Five were above all other local schools, and in Newcastle Permanent Maths Competition, with six of our students in the top 100. School results in NAPLAN literacy were also well above state averages, particularly in reading and grammar.

Public speaking was an area of astounding success for our students, with eight reaching zone level, and one winning the Hunter Central coast division of the state competition.

Staff have worked very hard to improve school performance in spelling, and this year we saw one student travel to Sydney to compete in the state championships of the premier’s Spelling Challenge, where he finished equal fifth.

Five of our departing Year Six students gained entry to the academically-selective Merewether High School, while seven were successful in auditioning for Hunter School for the Performing Arts. Our student leaders were often called on to perform public duties in civic functions. Our Captain spoke at the Battle for Australia celebrations, our Senior Dance Group performed at several community events, and our Senior Drama Ensemble performed with Distinction at United Nations Day celebrations.

**Messages**

**Principal’s message**

The year has been one of astounding achievements by our students. Their academic progress is illustrated by our very strong NAPLAN results, and by outstanding student performances in other measures of competency external to the school.

Students have achieved notable successes in the performing arts, in sport, and in community involvement and developing social justice.

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.

*John R Beach BA MEd DipEd DipSpEd*

**Student representative’s message**

The year 2012 was a great year for the school and students. There was a range of new and exciting programs and fundraisers. For example, last year was the first time the school had its own school musical, Hundred Year Rock. We also restarted our band program in term four. Our sports and arts programs got even better and our dance group performed at the Hunter Region Dance Festival and the United Nations Day ceremony.

I had a brilliant year being the boys’ captain. I got to attend many different functions, meet new people. I learned a lot from my experiences. My highlight of the year was speaking at the Battle for Australia ceremony. Setting up and leading the school assemblies with my fellow captains was very much a fun experience for me.

This school is the best and I am sad that I’m leaving this wonderful place.

*Cosmo Gelzinnis*

*Boys’ School Captain*
School Council President’s Message

In 2012 the Council turned its attention to formally lobby the State government (more specifically Minister Piccoli (Education Minister), Tim Owen (State member for Newcastle), and Robyn Parker (Minister for the environment and heritage)) as well as the Education department, for access to funding to address the urgent maintenance issues at the school. The outcome of this lobbying by both the Council and John Beach has resulted in a commitment by the Minister to assess and address the maintenance needs.

The School council, during 2012, also made a submission regarding the enquiry into scripture and ethics classes, with the outcome that Ethics classes were extended and expanded to Stage 2.

At present the Council is in the process of reviewing the Student Welfare Policy, which in general, addresses how the school manages young people in difficulty. The policy has not been reviewed for some time, and with the employment of the Student Welfare Officer, it is an opportune time to review the policy.

During the latter part of 2012, the Council conducted the Annual Telephone Survey. Each year we canvass the views of around a quarter of the School’s parents and guardians. The information gathered each year assists us in matters of school policy and planning. During 2012, School Council analysed and responded to the data from the 2011 survey. I would like to thank the other members of the School Council as well as those parents who come along to our meetings as observers for their diligence, dedication and for the interesting discussions.

Finally I would like to congratulate John Beach and all the staff at Newcastle East Public School on another very successful and rewarding school year.

John Mowatt
President, Newcastle East School Council.

School context

Student information

Student enrolment profile

A steady growth in student enrolments over several years can be attributed to population increase within the school zone, and the number of siblings of students already enrolled, but living outside the NEPS drawing area.

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
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<tbody>
<tr>
<td>Male</td>
<td>95</td>
<td>97</td>
<td>95</td>
<td>104</td>
<td>96</td>
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<tr>
<td>Female</td>
<td>96</td>
<td>104</td>
<td>109</td>
<td>115</td>
<td>107</td>
<td>118</td>
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Student attendance profile

<table>
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<tr>
<th>Year</th>
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<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
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<tbody>
<tr>
<td>K</td>
<td>96.8</td>
<td>94.2</td>
<td>93.0</td>
<td>92.2</td>
<td>92.2</td>
</tr>
<tr>
<td>1</td>
<td>90.4</td>
<td>92.2</td>
<td>95.5</td>
<td>94.5</td>
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<tr>
<td>2</td>
<td>93.8</td>
<td>92.5</td>
<td>92.5</td>
<td>96.1</td>
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<tr>
<td>3</td>
<td>91.4</td>
<td>90.9</td>
<td>95.2</td>
<td>94.2</td>
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</tr>
<tr>
<td>4</td>
<td>93.4</td>
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<td>92.3</td>
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<td>6</td>
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<td>90.2</td>
<td>95.3</td>
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<tr>
<td>Total</td>
<td>91.9</td>
<td>93.3</td>
<td>90.9</td>
<td>94.0</td>
<td>94.1</td>
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Management of non-attendance

While attendance overall is very high, the school has an active program, with the Home School Liaison Officer, to manage the few cases of school refusal or family difficulties causing absence. In a small school setting, attendance percentages can be easily skewed by long-term illnesses of just a few students, and this has been the case in 2012. Strong student attendance is also supported by...
Staff information

Stability of staff is a major factor in the school’s success, and in 2012 we built momentum in developing staff skills with the same cohort of teachers. There were, however, two new appointments, Mrs Jardim and Mrs Edge, each bringing her particular skills in Information Technology and Performing Arts to the school. It is impossible to overstate the significance of the teacher/student/parent bond, and the strength of our school’s performance is underpinned by the professionalism, dedication and empathy of our staff.

Staff establishment

<table>
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<tr>
<th>Position</th>
<th>Number</th>
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<tbody>
<tr>
<td>Principal</td>
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<tr>
<td>Deputy Principal(s)</td>
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</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>2</td>
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<tr>
<td>Head Teachers</td>
<td>7</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>7</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.6</td>
</tr>
<tr>
<td>Learning and Support Teacher (LAST)</td>
<td>0.6</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.4</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0.2</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.2</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>13.6</td>
</tr>
</tbody>
</table>

No members of our teaching or administrative staff have indigenous backgrounds.

Staff retention

Two new members of teaching staff have been appointed, and in 2013 two new vacancies will be created by retirements and transfers. The retirement of our School Administration Manager Brenda Campbell, after 38 years at NEPS, created a vacancy which was filled by the merit-selection of Claire Fitzgerald.

Teacher qualifications

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

Our highly qualified staff demonstrate their commitment to on-going training and professional development.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>60</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>40</td>
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</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>
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<tbody>
<tr>
<td>Income</td>
<td>$</td>
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<tr>
<td>Balance brought forward</td>
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<tr>
<td>Global funds</td>
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<tr>
<td>Tied funds</td>
<td>60306.58</td>
</tr>
<tr>
<td>School &amp; community sources</td>
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<tr>
<td>Interest</td>
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<td>Trust receipts</td>
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<tr>
<td>Canteen</td>
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<tr>
<td>Total income</td>
<td>364757.16</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
</tr>
<tr>
<td>Key learning areas</td>
</tr>
<tr>
<td>Excursions</td>
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<tr>
<td>Extracurricular dissections</td>
</tr>
<tr>
<td>Library</td>
</tr>
<tr>
<td>Training &amp; development</td>
</tr>
<tr>
<td>Tied funds</td>
</tr>
<tr>
<td>Casual relief teachers</td>
</tr>
<tr>
<td>Administration &amp; office</td>
</tr>
<tr>
<td>School-operated canteen</td>
</tr>
<tr>
<td>Utilities</td>
</tr>
<tr>
<td>Maintenance</td>
</tr>
<tr>
<td>Trust accounts</td>
</tr>
<tr>
<td>Capital programs</td>
</tr>
<tr>
<td>Total expenditure</td>
</tr>
<tr>
<td>Balance carried forward</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2012 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 2012

This was a highly productive year for NEPS, with the establishment of several new performing arts initiatives, a school musical production, and students performing at state level in many areas.

Achievements

Arts

School Musical Drama- Hundred Year Rock

All students played a role in this major production, under the direction of the very talented Mrs Edge, which played to a packed house at the Grammar Park Campus Performing Arts Centre in August. The show marked the first time that the school had worked with a scripted musical, and the main characters had major roles, both in dialogue and in song, while each class performed a set-piece song and dance, as well as participating in the finale. The show was very well-received by a packed audience, and was a financial success.

Music

Around forty NEPS students have regular music lessons at the school, under the tutelage of students from the Conservatorium, or other teachers. This year we saw the re-launching of our school concert band, in a different formation, following the departure of Mrs Deppeler, our band teacher. We have purchased many new instruments, and formed a group of twenty students, many beginners, under the direction of Mr Scott Gelzinnis. Our senior choir practiced throughout the year, and performed at our Christmas Concert, under the COLA.

Dance

Our middle-eastern dance troupe, taught by Dr Lang, performed at our Harmony Day celebration. Jazz and contemporary dance was offered as a post for senior students, and was enthusiastically embraced by thirty students. Mrs Edge took this group to United Nations Day celebrations, where they performed with distinction, and they performed at many other school functions.

Drama

Drama classes were delivered for students in all grades, allowing them to expand and craft their performance skills. As well, circus skills proved popular for senior students as part of our Active After-school Sports program. Our senior drama group performed at several public/community functions, including Harmony Day and UN Day. Selected students represented NEPS at the regional drama Festival and Showcase. Again this year we are indebted to parent and drama tutor Erika Gelzinnis, and our Assistant Principal Dr Lang, for their inspiring leadership in drama throughout the year, ultimately manifesting itself in the selection of seven students for Hunter School for the Performing Arts in drama.

Debating and Public Speaking

The school’s continual emphasis on the value and power of oral language has seen students achieve many personal milestones in 2012, with many reaching Zone level in public speaking, and one student, Yuri Porter, becoming the Hunter and Central coast Regional Champion. Every student in our school presented at least one speech during the year, and public speaking is now an entrenched part of the school’s culture. This was reflected in the very high standard of speaking evident in candidates for the positions of School Captain and Vice-captain, in early December, as each argued the case for election, in front of a large audience of students and parents.

Sport

Our sport program for 2012 offered students in Years K-6 a range of opportunities to improve their physical skills. We began the year with our inclusion in the ‘Sport In Schools’ program. The students enjoyed the diversity of activities and equipment offered in each of the weekly lessons, delivered by qualified P.E instructors over the ten week term. These lessons aimed to build skills in fitness and agility, co-ordination and strength.
This year a large number of students embraced opportunities to get fit and active through our expanding after school sport programs. Circus skills, surfing, cricket, futsal, soccer, netball, and oztag, were the sports and activities held at NEPS this year. Mrs Maryann Cummings once again organised and delivered a wonderful, diverse range of activities that were undertaken by, the maximum number of, twenty students in each session.

During term 2, primary students could opt to try their hand at soccer or netball for Friday sport, held at National Park each week, where they played in a round robin against local school teams. This gave a lot of students the confidence to build their skills in these sports in a friendly non-competitive environment.

This year many Primary students chose dance as a Friday sport option, in which they created and performed some wonderful dances for audiences, under the expertise of Mrs Edge.

Primary students have enjoyed Friday sport for two terms this year at South Newcastle Beach. “Goal” has been the preferred game of most students each week in this glorious venue. Students further improve their fitness with the walk to and from the venue.

House Captains for 2012 deserve congratulations for their leadership and enthusiasm, spiriting their teams to victory or near victory this year. Eckford, Ross, Murphy, Fraser- these names were heard around various venues this year as the captains led the war cries that resounded through Mayfield during our swimming carnival, King Edward Park at our Grandparents Day and Cross Country Carnival and Newcastle Athletics Track, where students experienced a full range of track and field events.

We are looking forward to another fine sporting year at NEPS in 2013, with increased participation by all students, in our carnivals.

Each year at Presentation Day, sporting medallions are awarded to the Junior Age Champions- comprising the 8,9,10 year olds in one competitive age group, 11 Year Old Age Champions and the Senior Age Champions, who have achieved the highest number of points across all three carnivals- Cross Country, Swimming and Athletics. Students also achieve additional points for representing NEPS at zone, regional and state carnivals and for selection in other PSSA zone or regional sporting teams.

Academic

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

Students at NEPS generally performed well above their peers in other schools, and when compared with state and national averages, were very competent in all areas. Very few fell below National Benchmarks in literacy and maths, while many achieved scores in the highest bands.

Click on the link http://www.myschool.edu.au and enter the school name in the Find a school and select GO.
Significant programs and initiatives

The year saw the introduction of new measures to enhance student welfare, and to strengthen the school’s Information Technology programs, as well as further implementation of existing programs in indigenous education and multicultural education.

Aboriginal education

Despite our very low indigenous enrolment figures (no new students identified as aboriginal in 2012) the school maintains an aboriginal perspective in all its operations. Teachers monitored the progress of identified students continuing at NEPS, through Personalised Learning Programs, to anticipate any learning difficulties, or to assess additional support needed. As a school, we respected national days for aboriginal people, and NAIDOC Week was marked with a celebration of indigenous culture and traditions.

Student welfare

During 2012, significant new programs were put into place to provide closer pastoral care for all students. With the well-being of our students affected by mental health considerations, such as anxiety and eating disorders, both NEPS staff and School Council saw the need for the appointment of a Student Welfare Worker, which was funded and put into practice in Semester Two. The benefits were enormous, with our two welfare workers able to make home visits, accompany families to medical visits, chat with parents undergoing difficulties, and liaise with teaching staff.

In addition, staff began a detailed review of our Student Welfare Policy, last examined in 2010. Of particular concern were the school’s treatment of bullying situations, the incidence of new types of intimidation such as cyber-bullying, student safety when travelling, and disciplinary procedures. The Review will continue in 2013, with input from parents, students and community, via the School Council.

Finally, our Uniform Committee designed new uniform items, and negotiated for them to be sold through a local clothing store, rather than through our P and C Committee, addressing several problems with supply and accounting.

For the second year, parents of senior students were offered the opportunity to participate in a course in Philosophical Ethics, as an alternative to Scripture.

Multicultural education

The texture of our school is richer because of the large number of students studying here from overseas countries. Many of these students are full fee-paying, making substantial financial contributions, and their presence in the school gives it a multi-cultural and multi-lingual tone. Some sixteen percent of our students have non-English speaking backgrounds, and they bring with them a variety of cuisine, religions, and values.

More than twenty different languages are spoken at NEPS, and Harmony Day in 2012 was a chance to hear these students describe what living in Australia meant to them, providing a focus for our expressions of gratitude for the rich culture from many ethnic, religious, and nationalities we enjoy. Our Harmony Day celebration featured nine students from different countries, using their native tongue, paired with an English-speaking “translator”, leading the assembly. Educational needs for these non-English speaking children are met by our ESL teacher, who worked with them individually each week.

Our relationship with Cam Ly Orphanage, DaLat, Vietnam, has further developed in 2012, as we moved to make this a stronger partnership. Funds raised by NEPS students were used to build a new permanent water supply at the orphanage, allowing the children there to grow their own vegetables. Benefits for our students are considerable – knowledge of different culture and life-styles, an awareness of the obligation of wealthy countries to assist those not so wealthy and secure, as well as many communication opportunities through letter-writing, sending art works, and so on.

Science Education

2012 saw the collaboration of three partner “scientists in schools”, boosting the profile of science. Mrs Hadfield strengthened further her experiment-based science lessons with all classes, while the NEPS Science blog http://hccweb2.org/nepscience proved to be of enduring popularity with students.
Progress on 2012 targets

Target 1
To further improve key features of Intellectual Quality dimension of Quality Teaching Framework

Our achievements include:
- Significant improvements to pastoral care of students, including mandatory study of anti-bullying strategies.
- Refinements and additions to written reports of student progress,
- Individualising instruction through open-ended rich assessment tasks

Target 2
To lace IT skills at the centre of our learning

Achievements in 2012 include:
- Staff developed scope and sequence chart itemizing IT skills by the stages
- Closer alignment of research skills to KLA teaching through liaison with Teacher Librarian

Target 3
Provide more opportunities for staff to develop management skills and autonomous decision-making.

Evidence of our success in this area:
- Staff committees successfully managed KLA budgets, with planning and expenditure monitoring responsibilities
- Improved resource management
- Refinement of referral system to School Counsellor was put in place, allowing better tracking of referrals and follow-up, readily accessible to teachers

School evaluation

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation of our Kindergarten Orientation program.

Background

For ten years the school has conducted each year’s Orientation for incoming Kindergarten students over five weeks of the preceding Term Four.

The program works to address the needs of students, who gain confidence and familiarity with the school environment and its routines, parents, who become familiar with teachers and a range of expert guest speakers, and teachers, who are able to assess the ability levels and socialisation patterns of new students.

The Orientation consists of:-
- Information Evening for parents
- Four morning sessions of class lessons
- A series of guest speakers for parents
- Parent interview mid-Term One

Following the final in-class Orientation session, in early December 2012, parents were asked to complete an exit survey, evaluation various aspects of the Orientation program.

Findings and conclusions

Parents were asked to complete responses to five questions, using a Likert Scale, indicating their level of satisfaction on a range of areas. There were 27 completed questionnaires.

Overwhelmingly, the evaluations were positive, with all respondents agreeing strongly that the Orientation program had made their child feel positive about beginning school. Staff were particularly interested to see if parents were feeling “snowed under” by the amount of information they received from expert speakers, but all but one responded that they were very happy with the information received. There were no negative comments from parents.
Future directions
There is impetus to continue the program in its present form, the view of parents being that it provides a balance of positive introductory experiences for their children with opportunities for new parents to learn about school life, and to meet each other socially as members of the school community.

Parent, student, and teacher satisfaction
NEPS School Council conducted its annual telephone survey of parents, using the standard survey items of the previous ten years, yielding valuable long-term data about currently held views, and long-term trends. The survey consisted of eighteen Likert Scale items, and two open-ended questions.

Approximately one quarter of the school’s families were surveyed, and their responses taken in strict confidence, with all data stored and retrieved anonymously. For the first time this year, data was tabulated digitally on-line by survey-takers, allowing rapid collation.

Responses to “quality of school life” questions indicated very high levels of parent satisfaction with the school’s atmosphere, size, and tone. 96% indicated that their child enjoyed coming to school every day. Asked about availability of teachers for interview or information, all surveyed indicated very high levels of satisfaction.

A disappointing area of the survey was the incidence of bullying at school, which seems to have increased. This is an area addressed by Target 2 for 2013.

Professional learning
The school’s primary TPL focus in 2012 was Information Technology. The major pedagogical changes to effectively use Smartboard technologies were linked to the intellectual quality dimension of Quality Teaching in various courses studied by staff throughout the year. A second focus was problem-solving in maths, an area of relative weakness in 2011 NAPLAN analysis.

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
Strengthen the standard of pastoral care, and student welfare

2013 Targets to achieve this outcome include:
- Rock and Water program introduced throughout the primary years, in response to a need established through both our parent and student surveys.
- Review of Student Welfare Policy
- Shine program, covering self-esteem, body image, and hygiene, for senior girls
- Extension of the role of the Student Welfare Worker to two days per week
- A mandatory study of anti-bullying strategies, linked to the drama performance, Return of the Bully.
- Full implementation of school’s new uniform policy
- Playground improvements and additional shaded areas for play for Kindergarten and Grade One students
Strategies to achieve these targets include:

- Two staff members trained as Rock and Water teachers, with the program rolled out for all classes 3-6 by Semester two
- Staff liaise with School Council to review Student Welfare Policy
- Review of playground strategies and equipment, with provision of additional shaded play areas
- Provision of expanded course in Philosophical Ethics, as an alternative to Scripture, for all students from Grades Three to Six.

School priority 2
Outcome for 2012–2014
Information Technology

2013 Targets to achieve this outcome include:

- Computer coordinator to teach systematic IT skills lessons to selected classes
- Cyber Safety presentation for parents and students

Strategies to achieve these targets include:

- IT Information Evening for Kindergarten parents to explain IT outcomes for Early Stage One students
- Students learn touch typing principles during booked sessions in Computer Lab
- Software purchase to allow individual tracking of student progress in IT skills, particularly typing
- Staff training in use of Smartboards to achieve differentiated learning outcomes for students of varying ability levels

School priority 3
Outcome for 2012-2014
Implementation of Science, English, Maths and History national curricula.

2013 Targets to achieve this outcome include:

- Staff committee to oversee implementation of English during 2012
- Community workshop for national English curriculum

Specific strategies in 2013 will include:

- Trial of History units during Semester Two
- Develop school plan for history units
- Link History units for Stage Two to themes of Colonial Fair, early Term Four
- Additional school development day in Term Two to familiarise staff with content of English syllabus
- Workshop activities for History curriculum

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.

John Beach  Principal
Margaret Lang  Assistant Principal
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