Our school at a glance

Students
At the conclusion of 2012 Narromine Public School had a student enrolment of 407 students, Kindergarten to Year 6. There is one Multicategorical class for students with special needs.

Staff
The teachers and staff at Narromine Public School are highly valued and professional. They work with parents and the wider community in partnership to provide a supportive and challenging learning environment.

Significant programs and initiatives
This year the school was involved in, or conducted a number of programs to give students extra educational support and enhanced learning outcomes throughout 2011.
These were:
- Positive Behaviour for Learning (PBL) program
- Priority Schools Program (PSP)
- National Partnerships LOW SES
- Wambinya (Kindergarten)
- Norta Norta (Yrs 4 and 6)
- Reading To Learn
- Multilit
- Kindergarten Transition
- Reading Recovery (Year 1)
- Speech Program
- Active After Schools Communities
- Premiers Sporting Challenge
- Student Representative Council (SRC)

Student achievement in 2012
Students in Year 3 and 5 participated in the National Assessment Program Literacy and Numeracy (NAPLAN). The Literacy component of the program tested student competencies in Writing, Spelling, Grammar and Punctuation, and Reading.

The Numeracy component of this program tested student competencies in Number, Patterns and Algebra, Measurement, Data, Space and Geometry.

Messages

Principal’s message
The 2012 Annual School report is a snapshot of the school’s achievements, programs and activities for the year. It outlines the progress and success of students and the school, resulting from the outstanding commitment and dedication of staff and enhanced by the involvement and valued support of parents.
The school has continued to maintain student numbers. This is a result of the quality teaching in our school and the active promotion of the excellent programs currently in operation.
Students are encouraged to do their personal best in a safe and caring environment that is designed to cater for individual learning styles. There is a strong emphasis on improving student literacy and numeracy and a focus on student welfare and technology.
The staff at Narromine Public School are highly experienced and undertake all aspects of their teaching with enthusiasm, professionalism and dedication. In addition to providing a well-balanced academic curriculum, we provide numerous opportunities for students to develop sporting, cultural, performing arts and social skills within the school environment.
Parents and carers play a key role in the school. They give very generously of their time, skills and knowledge as part of the Parent and Citizens’ Association (P&C), canteen, class and school volunteers and those who support and attend school events including sporting and cultural activities.
National Partnership funding and Priority School Program funding has continued to support programs in the areas of literacy, numeracy, Aboriginal education, technology and staff professional development.
It is a privilege to be Principal of a school where students, staff, parents and caregivers work together to promote the values of Respect, Honesty and Responsibility.

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.

Teresa Healey
**P & C message**

This year the P&C has once again committed to providing many opportunities for the whole school community. 2012 has seen a year of highs and lows for the P&C Community.

We have held a variety of fundraising events including the Easter Egg raffle, Mother’s & Father’s day stall and we ran canteens at both the school & NARRAF athletics carnivals. A fantastically popular Saturday fete extravaganza raising approximately $9000 topped off our fundraising events. This fete was convened by Tracee Smith & Rachael Smith who did a fantastic job. A special mention should be made to all the staff, parents, students and the wider community for the support given that day.

We continued to sell NPS promotional products, uniforms, hats, lunch wallets, maths dictionaries and the ever-popular handballs.

While our focus has been on the projector system in 2012 we have provide the school with gymnastics equipment, some cricket & netball resources, classroom & library resources, assistance to children who made state level in sporting events, Kindergarten sample bag including a hat, Year 6 farewell present and presentation day book for each kindergarten child. The projector system is still ongoing but we hope that we will see it in the hall in the very near future.

At the school Big Day Out reward day, we provided a free sausage sizzle for all students and Stage 2 once again received a trip to the theatre with a grant we successfully received in 2011. We have also continued to support the school vegie patch.

The other services and community projects the P&C have committed to this year include continuing the Teacher of the Term award, garden working bees, volunteers for Meals on Wheels, assistance at Kinder Orientation and Education week. P&C also supports the school’s PBL program including having a member attend meetings every fortnight. We have continued the guest speaker role at our meetings, which has encouraged more parents to attend.

This year we have seen a number of changes to our canteen, which operates 5 days a week. At the beginning of the year we welcomed a support Canteen Supervisor on Fridays and at the end of Term 3 we farewelled our long term Canteen Manager. Term 4 saw four parents manage the canteen and a bookkeeper was introduced.

On a sad note we farewelled Glenn Browning in July. Glenn provided the muscle behind a lot of the P&C projects and was always a willing helper at many P&C functions and working bees over the past 13 years. We are currently in the process of having a garden sculpture memorial made in his memory.

Once again we would like to thank our Principal, the staff, the parents & carers and students for their support in 2012. The year couldn't have been so successful without your support and commitment.

I would also like to say a big thank you to the P&C committee for their continued support in 2012

*Sandra Irvine President*

**Student representative’s message**

In 2012, the Captains and Prefects at Narromine Public School displayed exemplary leadership qualities by being active participants in the SRC body and participating in a variety of extra-curricular activities.

The SRC body is represented by students from Year 1 to Year 6, elected by fellow students in Term 1. This action group aims to increase student engagement by providing opportunities for students to be more active participants in school life.
By modelling the school values of Respect, Honesty and Responsibility, student leaders are able to expand their leadership expertise in the areas of decision making, organisation, problem solving, assertiveness, negotiation, effective communication, team building and interpersonal skills.

In 2012, the Student Representative Council continued to organise fundraising events such as Crazy Hair Day and Pink Stumps Day. During Term 3, the student body liaised with Narromine High School’s SRC body and organised activities for Acceptance Week. During this time, the primary students led a guessing competition and multicultural stall, where all money raised continued to support our World Vision Sponsor Child. In addition, Senior SRC representatives from the primary and feeder high school managed outdoor games for K-6 students. A colouring and poetry competition also took place during this week.

Throughout the year, the SRC body organised the school socials and talent quest. The school captains and prefects attended a leadership conference and were quality hosts during whole school assemblies. The 2012 student representatives have conducted themselves with pride and care and have developed valuable leadership skills during the year.

Gurmit Thakur SRC Leader

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

Student enrolment continues to remain strong with an anticipated enrolment of 405 students in 2013.
The ratio of boys to girls is very similar and averages around 50%

Management of non-attendance

It is important that students at Narromine Public School attend school regularly. Absenteeism can markedly affect the quality of learning of a student. To support students the following processes have been put in place:

- Identification of students at risk of high absenteeism by weekly roll checks.
- Class teacher’s phoning/contacting parents of students with attendance concerns.
- Attendance Plans compiled by the Learning Support Team (LST) for students at risk identified from the previous year’s data.
- Referral to the Home School Liaison Officer
(HSLO) if absences remain a concern.
• Spot-On Program for K-2 students at risk.

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>
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<tbody>
<tr>
<td>Principal</td>
<td>1</td>
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<tr>
<td>Assistant Principal(s)</td>
<td>3</td>
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<tr>
<td>Classroom Teachers</td>
<td>14</td>
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<tr>
<td>Teacher of MC Support Class</td>
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<tr>
<td>Teacher Relief</td>
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<td>Teacher of Reading Recovery</td>
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<td>Support Teacher Learning Assistance</td>
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<td>Part time</td>
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<td>Counsellor</td>
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<td>PSP staffing allocation</td>
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<tr>
<td>School Administrative &amp; Support Staff</td>
<td>5.122</td>
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<tr>
<td>Total</td>
<td>29.194</td>
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The National Education Agreement requires schools to report on Indigenous composition of their workforce.

The Indigenous composition of our workforce is two full time Aboriginal Education Officers (AEOs) and an Aboriginal Education Worker (AEW). The school also has staff members appointed under the Indigenous Education Program.

Staff retention
The school retained the majority of its teaching staff from 2011. One teacher was successful in gaining a permanent merit based appointment out of the Region. A number of temporary teachers were employed to replace permanent staff on higher duties or maternity leave. Temporary teachers were also employed as part of the National Partnership Low SES program.

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>
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<tbody>
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<td>Degree or Diploma</td>
<td>86%</td>
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<tr>
<td>Postgraduate</td>
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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>
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<td>Balance brought forward</td>
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<tr>
<td>Global funds</td>
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<tr>
<td>Tied funds</td>
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<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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<td>Canteen</td>
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<td>Total income</td>
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Expenditure

<table>
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<th>Teaching &amp; learning</th>
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<tr>
<td>Key learning areas</td>
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<td>Excursions</td>
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<td>Extracurricular dissections</td>
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<tr>
<td>Library</td>
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<tr>
<td>Training &amp; development</td>
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<td>Administration &amp; office</td>
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<td>Trust accounts</td>
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<td>Capital programs</td>
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<td>Total expenditure</td>
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</tr>
<tr>
<td>Balance carried forward</td>
<td>884920.36</td>
</tr>
</tbody>
</table>

The balance carried forward includes unpaid salaries, unpaid accounts for goods and services, tied funds; which must be spent on specific programs, and money set aside for asset replacement.

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

Achievements

Arts
Narromine Public School has participated in a vast range of activities throughout 2012. These
opportunities enabled students to enhance their learning in creative and performing arts through classroom and extra curricular activities. The activities also assisted in developing confidence and self-esteem and enhanced connections with the community.

These activities included:

- A successful display at the Narromine Show with many students entering artworks and achieving great success.
- Visiting performances that demonstrated their skills and inspired the students.
- Circus Narromine performed at various school and community events.
- Choir showed great talent whilst performing at Education Week events, the Fete, Carols by Candle Light and many other school and community events. The elderly also enjoyed watching the choir perform when they visited Timbrebongie House. The choir also participated in a workshop aimed at developing their musical technique and confidence.
- Raps and drumming workshops were a highlight for the students with the students developing their understanding of rhythm, beat and rhyme while enhancing their self-confidence. These students also performed at a whole school assembly.
- The senior and junior dance groups performed at the Dubbo Eisteddfod with the students receiving a first place and two highly commended awards. They also showcased their talent by performing at a range of school events.
- All students participated in a range of colouring in competitions that promoted our community.
- Opportunities were provided to all students to perform in various assemblies throughout the year.
- Acquisition of new resources for art and craft and reorganisation of school storage facilities.
- Staff participated in an art competition where they created a portrait of a colleague. These were displayed for the school community and developed collegial relationships.

Sport

Sport is highly valued by all members of the Narromine Public School community. Students have had many opportunities to participate in a range of sporting activities in 2012.

Physical exercise through sport and fitness builds teamwork skills, whilst building game skills, self-esteem, motivation and improving engagement in other key learning areas.

2012 has seen many students performing well on the sporting front at school carnivals and try-outs, resulting in a number of students representing our school, NARRAF/Gobondery and Western. There were many great achievements and personal bests celebrated this year.

This year, Narromine Public School took part in the Premier’s Sporting Challenge. Students and staff strove to improve their activity levels throughout a ten-week period, in order to achieve awards in the Premier’s Sporting Challenge.

Highlights, experiences and opportunities in 2012 included a Year 6 Fun-run fundraiser day, Acceptance Week tabloid event with Narromine High School students, K-2 Tabloid sports day, Olympic Games sports day, Country Rugby League clinics and a Cricket Gala Day.

Students represented at Western and State levels in netball, swimming, rugby League, rugby Union, cross-country and athletics.

The school participated in a variety of PSSA area knockout carnivals and district carnival days, giving students opportunities to develop skills and compete in soccer, netball, touch football, tennis, softball, cricket, rugby league and rugby union.

The Circus Arts program continued this year, holding performances at the school and in the community, including Education Week and school assemblies.

The Stage 2 and 3 dance program enabled students to participate in several performances for the school and excellent results were achieved at the Dubbo Eisteddfod.
Peer Support: A K-6 social skills program led by Stage 3 leaders to encourage the use of positive social skills was run during the year. Other activities held included structured, supervised sports run throughout lunch breaks and students vs teachers sports events. Year 6 students were trained in Active After School games, which they ran with K-2 students as a lunchtime games program. Year 5 students took part in Peer Mediation training and used this training in the playground.

2012 saw the introduction of the Live Life Well @ School program, this year focusing on encouraging students to drink water, and on the teaching of fundamental movement skills.

At Narromine Public School we greatly value all the support we receive from our community, including coaching, transport and assisting teachers with sport in our school. New resources purchased during 2012 included new balls, updates to current equipment and various skills equipment. Much of the new equipment this year was made possible due to the support we had from the community with the Coles Sports for Schools vouchers.

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.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

Reading – NAPLAN Year 3

- Proficiency bands for reading in NAPLAN were achieved by 24% students in Year 3.
- Number of students in Band 6 for Spelling in Year 3 increased by 15.5%.

Numeracy – NAPLAN Year 3

- Our Year 3 students performed better in Number than in Measurement, Space and Geometry.
- 38% of Year 3 students scored in the top 3 bands.
- Our students scored significantly lower than Year 3 students across the state in time measurement questions.
- 82.8% of Year 3 students achieved at or above minimum standard.
**Reading – NAPLAN Year 5**

- Year 5 Boys (21 students) are 37 scale scores above the state average growth in the test aspect of Reading.
- Aboriginal students have improved by 27 scale scores from the 2011 data in the test aspect of Spelling.
- Proficiency bands for reading in NAPLAN were achieved and 18% of students in Year 5.
- Number of students in proficient bands for Spelling increased by 3%.
- Number of Aboriginal students in top 2 bands for spelling increased by 8%.

**Numeracy – NAPLAN Year 5**

- 35% of Year 5 girls were placed in the top 3 bands compared to 25% in 2011.
- Our Year 5 students performed better in Number, Patterns and Algebra than in Measurement, Space and Geometry.
- Year 5 students achieved greater average growth (2010-2012) than Year 5 students across the state.
Progress in reading

Graph shows average growth for reading from year 3 to 5. The period 2010 – 2012 shows considerable growth in this area compared to both State and School Group Area.

Progress in numeracy

The growth for students from year 3 (2010) to Year 5 (2012) is greater than the State and school group average.

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 and enter the school name in the Find a school and select GO.

Significant programs and initiatives

Aboriginal education

Our school provides support and guidance for Aboriginal students and their families and operates programs to educate all students about Aboriginal history and culture.

In 2012, Narromine Public School had an Aboriginal student population of 45%.

This year our school was funded to run the Norta Norta program for targeted Aboriginal Students in years 4 and 6 to improve their literacy and numeracy skills as per their NAPLAN results. Students also had a Personalised Learning Plan to ensure their individual learning needs were being met. A teacher and an Aboriginal Education Officer (AEO) supported the students.

Another program that Narromine Public School has implemented this year is Wambinya. This program provides additional support for targeted Aboriginal students to experience success in their first compulsory year of schooling. The focus of the program is to provide learning support in the areas of literacy and numeracy, in particular comprehension, which leads to improved educational outcomes for all students in the program.

Yarn Ups were held with our school students past and present as well as members of the community. The aim of these activities was to increase student and community engagement at Narromine Public School. There were three different Yarn Ups all having different aims and targeted at a different audience. Stage 1 had a community nurse discussing healthy lunches and different ideas for school lunches. Stage 2 boys invited a male adult in for the day where they participated in some reading, drawing and construction activities followed by some sporting games. Stage 3 deepened their understanding of Aboriginal story telling by researching a story from their language group. These students then told their story to a range of different audiences.

Our school has an active Aboriginal Education Committee, who meets regularly to discuss programs within our school and where possible add an Aboriginal perspective to classroom activities. The main aim of this committee is to improve educational outcomes for all students and to increase Aboriginal student engagement. One program that was established this year from this committee was the After School Homework Centre. The focus of this program was to provide
opportunities for all students to access the Internet and assist with homework and research tasks.

The school is an active member of the local Aboriginal Education Consultative Group (AECG); staff attend monthly meetings and seek advice on pathways for working together to better the educational outcomes for all students. This committee is very proactive in the community and has strong partnerships with local service providers.

Our NAIDOC celebrations this year received outstanding support from the community. Cultural activities were run in classes and community members and parents were invited along to help with the activities and share in a luncheon with staff.

Our school continues to provide support for Aboriginal students, parents and community in developing strong partnerships, facilitating and implementing programs to improve educational outcomes for Aboriginal students.

**Multicultural education**

Narromine Public School students and staff have celebrated diversity in a variety of ways in 2012. These include:

- National and Torres Strait Islander day celebrated within Stages
- Fundraising for UNICEF
- Acceptance Week

**Environmental education**

Students are being reminded of environmental issues through:

- weekly collection of paper and cardboard for recycling by class representatives.
- participation in Clean Up Australia Day and Earth Hour.
- planting and maintaining flower and vegetable gardens by students, teachers and P&C members.

- the Enviro Detective programme which encourages the responsible use of resources.
- promotion of recycling and sustainability by a guest speaker from Net Waste.

**Positive Behaviour Learning (PBL)**

Our Positive Behaviour for Learning team consists of a core team comprising of the Principal, Assistant Principals, teachers, parent representative and a District Welfare Consultant (coach). Our whole team expands to include wider community representatives, all teachers, executive and AEOs.

Our focus in 2012 has been continued embedding of PBL practices, systems and processes and strengthening data collection and analysis to allow for school movement to Tier 2 Training. (Tier Two is the next step in PBL journey where we are able to put in place numerous interventions to reteach students how to display expectations)

We have continued to gather and review data to identify behaviours that require improved practice. These were targeted through explicit teaching of expectations.

In 2012 we focused on:

- Supporting consistency between classrooms through explicit lessons.
- Using PBL rewards to encourage examples of expected behaviour.
- Continuing with consistent use of PBL language and rewarding of expected behaviour in the playground.
- Evaluating and revising levels system to support PBL practice.
- Signage of school wide expectations.
- Embedding PBL practices into Student Welfare Policy.
- Challenge initiatives in partnership with Wambangalang Environmental Education Centre.
- Training in Tier two targeted interventions.
In 2013 we aim to:

- Continue to embed PBL as best-practice student management.
- Establish Tier Two Committee that will be work alongside Learning and Support team to guide targeted interventions.
- Implement a consistent Levels system linked closely to PBL expectations.
- Provide Teacher Professional Learning around behaviour management and school systems and practices.
- Decrease the amount of learning time lost through exiting from classrooms.
- Increase communication between classroom teacher and parent/caregivers regarding behaviour.
- Evaluate and update Student Welfare Policy.
- Recognition of our achievements through school systems.

**National partnership programs**

In 2012 the school continued to receive National Partnership Low SES School Communities funding.

A requirement of this program was for the school to undertake an evaluation and to establish specific targets for improvement. These targets are identified in the School Management Plan.

The leadership program has enabled all staff to analyse data more effectively across a wide range of areas. Staff have also reflected on the context and culture of the school community and incorporated this into their planning. Through professional learning experiences, teachers have improved their capacity to meet the learning needs of Aboriginal students.

The program also enabled the position of literacy leader to be maintained. This position has been highly supportive in mentoring and coaching all staff in reflecting on and supporting them in changing teaching and learning practices in line with the Quality Teaching model. The focus has continued on evidence based practice planning with staff skills in analysing data continuing to grow. Literacy programs have continued to be a focus and Reading to Learn is embedded in most classroom practices.

Two part-time Deputy positions were maintained, one being fulltime and the other two days per week. These positions have continued to support staff and students in building relationships with the community, supporting parents by providing highly interactive workshops, developing positive student welfare systems and developing stronger links with community agencies.

Students were also supported with the employment of an additional classroom teacher to reduce class sizes and one to provide in-class support in literacy and numeracy groups. An SLSO position was maintained to continue to run a speech program. A homework centre for Aboriginal students operated on one day a week, supporting students in enhancing their technology skills and in completing homework.

The school will continue to receive National Partnerships funding in 2013.

**Connected learning**

2012 has seen a number of significant changes in Information Technology at Narromine Public School. We had a change over in server systems, which required training and development for staff. This process is still in the finishing stages as we ensure that all staff and students have access to required information and hardware.

**Staff Development**

- Video Conferencing has continued to be used with student use for learning, staff training and meetings
- Staff blog is used regularly for communication of weekly events and training opportunities
- Training of staff in accessing and storing information on the server has been given and a number of staff are now able to assist with trouble shooting staff problems.
- Implementation of the ICT plan is underway with the purchase of appropriate hardware to improve access to computer technology in classrooms.

**Student Use of ICT**

- Stage Three accessed the Movie Making project and some classes in Stage 3 mentored younger students in Claymation.
- Students acted as technology assistants and ran sound systems for most regular events and the school spectacular and supported staff in implementing the new Laptop Trolleys in classrooms.
• Use of BlogEd in the classroom has continued this year with use of the program assisting with students that are absent from school for extended periods.

The Scope and Sequence is still in developmental stages and finalisation and implementation of this in 2013 will be a priority.

Other programs
Priority School Programs (PSP)
2012 was our final year with the 4-year Priority Schools Program funding. Next year we have been able to secure a further 12 months of funding through equity programs which will enable us to continue on with some of our very successful projects.

This year we have continued to extend our stage 3 students in literacy and provide support in literacy to students from Kindergarten through to Year 4. This included taking on new projects this year involving music in literacy. We have also been able to make connections with community organisations such as CentaCare, The Men’s Shed and the Dubbo Conservatorium in meeting the needs of our students.

For the fourth year running we have been able to run three small group 10 week projects. Stage 2 and 3 were able to build Billy carts developing skills in procedures and building, supported with literacy lessons. We have had an increase in the support provided by parents involved in this project, coming up to help with the building process. Stage 2 and 3 also participated in the RAPS program and were again given the opportunity to include drumming as part of this project. The groups were able to go into Dubbo to work with members of the conservatorium and performed at school events. The third project was the Movie Making project, which was aimed at extending the literacy of Stage 3 students. Students wrote their scripts and learnt the ICT skills involved in producing short films.

In addition to these projects Kindergarten participated in a 10-week project involving Karaoke. With the support of Centacare staff, students learnt a number of concepts through song and performed to their parents at the conclusion of the program. The improved confidence and engagement in students was outstanding to see.

The funding was also used to support the Pre School to Kindergarten Transition program. This ran for 10 weeks and enabled students starting in 2013 to prepare for their start at school. This program has proven to be very successful with all positions again filled prior to the start of transition this year.

Our most successful project in 2012 has continued to be the employment of an additional teacher to develop early reading strategies in Stage 1 students. This teacher has been able to work alongside our current Reading Recovery teacher and between them have been able to offer assistance to all of our students in need of reading support. We have doubled the number of students who could access these lessons. This teacher has also supported Year 2 students and received additional training this year to support her in her role.

In 2013 we aim to continue to provide the services and programs we have done this year.

Progress on 2012 targets
Target 1
Increase the band representation of students in the proficient bands in reading from 29% in 2011 (Year 3) to 345 in 2013 (Year 5)

Our achievements include:
• Staff performed detailed analysis of NAPLAN and specific areas of concern and students have been identified.
• Further staff training in Reading to Learn has assisted in explicit teaching of all Literacy concepts.
• The Multilit, Norta Norta and Wambinya program have ran successfully this year with a large number of students being able to access these programs
• PEG spelling has continued to be implemented throughout the school.
• Programs such as Movie Making, Billy Carts and RAPS have been successful in engaging students and building positive relationships with the school community.
Target 2
Increase the percentage of students in the top two bands in numeracy from 18% in 2011 to 22% or more in 2012

Our achievements include:

- The Numeracy leader supported class teachers in the analysis of NAPLAN results. Areas of need were identified and programs implemented to support all students.
- The online core program, Stepping Stones is available to all teachers who are further supported in their teaching with professional learning.
- 58 students participated in the University Maths Competition and were supported with practice papers.
- Year 6 students have competed in the five Maths Olympiads this year.
- Resources were purchased to support our focus on measurement across the school.
- Problem solving remains a focus K-6. Our students’ repertoire of problem solving strategies was evident during National Literacy and Numeracy Week when all students participated in a problem solving competition.

Target 3
Increase the proportion of Year 5 Aboriginal students in the top 2 bands in Writing to 20% from 10% in 2010.

Increase the percentage of Year 5 Aboriginal students in the top 2 bands for numeracy from 12% in 2011 to 14% in 2012.

Our achievements include:

- 52% of Aboriginal children in Year 5 achieved at proficiency or above in the areas of writing. 4% of these were in top two bands. A marked improvement from 2010 results.
- Aboriginal students have improved by 27 scale scores from the 2011 data in the test aspect of Spelling.
- The target for Mathematics was not achieved – with 8% of Aboriginal students in the top two bands. This will need to be a strong priority for 2013.

Target 4
Improvement of Kindergarten attendance for 2012 by 10% and increase the level of student engagement in all grades (2012) by 15%.

Our achievements include:

- Our data is gathered, analysed and shared with all staff on a regular basis.
- Our PBL data triangle indicates the correct proportion of students in the three areas of compliance to noncompliance. Showing over 85% of our students follow school expectations in all settings.
- PBL school evaluation tool conducted by district representative indicated 100% of staff and students knew our expectations and reward systems.
- Kindergarten attendance rates have maintained above 90% for the year.

School evaluation
NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluations on programming and Mathematics.

Educational and Management practice
Programming

Background

The school conducted a survey of the staff to find out how staff program for their classes, how teachers feel about their programming, the support provided and the inclusion of technology in programming. A number of staff received training in the use of One Note for programming and programming in Literacy using Reading to Learn. Classroom teachers were asked to complete the survey.

Findings and Conclusions

An analysis of the results revealed that:

- Over the year an increasing number of teachers started using One Note to program. A majority of the teachers in Kindergarten to Year 2 used One Note in Term 4 of 2012 and
collegial planning improved with the implementation of this.

• The majority of teachers participated in collegial planning and sharing of programs in the minor key learning areas, but less so in Literacy and Numeracy.

• All teachers surveyed used a range of assessment data to inform programming.

• 92% of teachers surveyed were teaching PBL in classes (with the exception of those not on class during the designated PBL sessions). 100% of these teachers reported using the given PBL lessons.

• 83% reported teaching Reading to Learn as a complete program or parts of this program in literacy, however, 70% of these teachers also reported only sometimes using the Reading to Learn lesson plans.

• In timetabling key learning areas all teachers identified Literacy as having the most time dedicated to it, with most teachers spending on average 10 hours per week on Literacy and between 5 and 7.5 hours per week on Numeracy.

Future Directions

• Teachers requested further support in the use of One Note as a programming tool.

• Monitoring the full implementation of Reading to Learn to ensure consistency in practice and accuracy in program implementation.

• Developing appropriate systems to ensure easy access to shared programs by all staff.

Curriculum

Mathematics

Mathematics was the target curriculum area for 2012.

In 2012 Stepping Stones was made available to all teachers. This interactive program provides teachers with units of lessons, interactive digital resources and printed worksheets. For each lesson there are activities for extra help, extra practice, and extra challenge for the students. K-2 students are further supported with the Stepping Stones big books, which develop and reinforce mathematical language and understanding by stimulating discussion on specific concepts. Problem solving skills of students 3-6 are supported by the availability of Think Tanks in each classroom. These activity cards allow students to work independently and at their own pace. Each Think Tank series contains activities for developing a particular area of mathematics: computation and number sense or thinking mathematically and problem solving. Teachers are reporting a huge increase in the confidence of students in using a variety of strategies when faced with a mathematical problem. National Partnership funding has also provided extra teaching staff to support Maths classes in stages 2 and 3. This has facilitated the teaching of high need students in smaller groups. In stage 1 these extra teachers supported students in their area of need. Preterm and end of term tests have indicated excellent growth for these students. Participation in the University Maths Competition has grown with 58 students participating this year. Year 6 students competed in the 5 Maths Olympiads this year and became increasingly confident at each stage.

Future directions

NAPLAN and school data will be analysed to gauge success of our programs and teaching. Further training sessions will be conducted in Stepping Stones, problem solving and student assessment. Students will be further encouraged to participate in Australia-wide competitions such as University Competitions and the Olympiads. Student profiles were developed for Years 4 and 6 teachers based on students not meeting National benchmarks for the start of 2013.

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.
A range of data was collected through parent/teacher interviews, focus groups, phone surveys, P&C meetings, newsletters, staff meetings, PBL meetings, information evenings, school education director reviews, interagency meetings, parent workshops and community interviews.

Of note were the following responses:

• Community relationship building is a high priority.
• The school is well resourced and the physical environment is well maintained.
• The school's website is well maintained and continually updated.
• Access to quality computer technology is highly valued by staff, students and parents.
• Developing leadership opportunities for staff and students is a high priority.
• Effective, efficient communication needs to remain a focus for the school.
• The positive letters home, parent information nights and personalized learning plan meetings re highly valued by parents.

Professional learning
In 2012 all staff participated in training and professional development. This professional learning included mandatory training for all staff in Child Protection updates, Emergency Care and CPR and staff also participated in Non-Violent Crisis Intervention. These were conducted alongside school-wide professional learning presented on the 5 staff development days throughout the year.

At the school level training and professional learning was presented on the new Every School Every Student modules in Learning and Support, Positive Behaviour Learning updates and skill building in managing behavior at school, Active Supervision and ongoing professional learning in Literacy and Numeracy. All staff also completed 5 modules on the Quality Teaching documents and their implementation at the classroom level.

A number of staff have attended and completed the online training modules provided as part of the Every School Every Student initiative, staff have been trained in Behaviour, Dyslexia and Speech. Staff then provided training to staff at school after returning from the completion of these courses.

In support of the school targets professional development has been selected to support skill building in the areas of Literacy, Numeracy, Information Technology and Aboriginal Education and 2 more staff have been trained and are undertaking accreditation in Reading to Learn.

Teachers have identified long and short-term goals again this year and the Teacher Assessment Review was used to monitor staff in their growth against these goals. Goal setting will be used again in 2013 with teachers aligning their goals to the school targets, helping us to ensure that professional development of teachers supports the growth of the school.

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
School Priority 1 Literacy
Improved literacy outcomes for all students.

Utilization of school and system based assessments.

Implement specific professional learning to support teacher quality and maintain consistency of practice across the school.

Utilization of PSP and NP Low SES funds to achieve student growth in literacy.

2012 Target to achieve this outcome included:
Increase in band representation of students in proficient bands in reading from 29% in 2011 (Year 3) to 34% in 2013 (Year 5).
Strategies to achieve this target include:

- Data analysis of NAPLAN completed by team leaders and shared with whole staff through TPL and stage meetings.
- Support data analysis and developing school scope and sequence for explicit teaching of reading, grammar and punctuation.
- Mentor staff with use of SMART and using this to drive programming and teaching learning.
- Appropriate assessments to be developed and completed for Reading.
- Employment of SLSO to run speech programs developed by Speech Pathologist.
- Literacy Leader position created to provide in class support/mentoring.
- Continued embedding of Reading to Learn across K-6.
- Selected students, through PBL data and low literacy benchmarks for programs such as Raps and Billy Carts for small group work with literacy focus.
- Expansion of Reading Recovery program to support Year 1 students not meeting benchmarks.
- Two SLSOs employed to run Wambinya program for Kindergarten children not meeting benchmarks in Best Start.
- Purchasing of resources to support implementation of explicit teaching.
- Staff having a strong understanding of the school targets and review the classroom strategies within TARS meetings.
- Regional support with planning teaching and learning strategies in Grammar and Punctuation and incorporating these into Reading to Learn lessons.
- Teacher Professional Learning revising the Quality Teaching Framework and providing evidence of elements within our classrooms.

Our Success will be measured by:

- Programs reflect use of SMART to inform and drive programming, teaching and learning and student focus on areas of particular concerns.
- Improvement in NAPLAN results.
- Implementation of Springboard into Comprehension Resources into classrooms 2 – 6.
- Improved attendance - engagement of students.

- Staff demonstrate knowledge of school targets and show links to targets and priorities in their classroom and program.
- Successful implementation of Reading to Learn in more classrooms.
- Growth in staff confidence in delivering quality learning experiences in line with the Quality Teaching Framework.
- School mentor/coach employed to support explicit Quality teaching in Literacy and Numeracy.

School priority 2

Outcome for 2012–2014

Improved numeracy outcomes for all students

Utilisation of school and system based assessments.

2013 Target to achieve this outcome include:

Increase the percentage of students in the top two bands in numeracy from 12% in 2012 to 20% or more in 2013 for Year 3 and from 16% in 2012 to 20% or more for 2013 for Year 5

Strategies to achieve this targets include:

- Data analysis completed by teachers and shared with other staff through training sessions and stage meetings.
- Teachers mentored on NAPLAN trends so that appropriate teaching and learning activities can be programmed.
- An additional teacher employed in stage 2 and 3 to support identified needs of students.
- Teaching of core program Stepping Stones which is available online to all class teachers.
- Implementation of Early Intervention programs to support students identified through Best Start assessment – Wambinya program.
- Purchase of stage laptop sets which give students access to maths software and online programs (Studyladder).
- Purchase of resources to support the teaching of measurement.
- Pre- and post-term assessments to measure student growth each term.
• Focus on Maths language and problem solving using Stepping Stones big books (K-2) and Think Tanks (3-6).
• Students supported in their participation in Australia wide competitions, e.g. University Maths competition and Olympiads.

School priority 3
Outcome for 2012–2014
Improved attendance
Increased Student Engagement
2013 Targets to achieve this outcome include:
Improvement of Kindergarten attendance for 2013 by 10% on 2012 figures.
Increase the level of student engagement in all grades in 2013 by 10% as measured by PBL data.

Strategies to achieve these targets include:
• Implementation of new Student Welfare policy.
• All staff to attend regular and whole school and core PBL meetings.
• Continue to develop capacity of Learning Support.
• To regularly identify and suggest PAP or HSLO referral support.
• Information sessions for Aboriginal parents and carers on the importance of regular attendance.
• Implement mentoring support for staff in models of engaging students – to include Regional Aboriginal Pedagogies Program (8 ways of Learning).
• Support in implementing and following up programs for attendance and engagement of Aboriginal students. Building links with families and the community. K-2 spot on program and Get Smart.
• Links with PBL points system K-6.
• AEOs timetabled into classrooms.

• 100% attendance award ceremonies at end of year presentation for those students who have achieved this.
• Participate in PL activities organized by SEG, Region and State in Aboriginal/culture.
• Following in-class steps for inappropriate behaviour.
• Collection of exit data and recognition of achievement.
• Participate in regional Tier 2 Training for PBL.
• Utilise Aboriginal community – Elders and those with special skills.
• Yarn-Ups – Focus on kindergarten attendance.
• Employ two executive staff (O.2 each) at DP level to coordinate TPL and mentor staff in Welfare strategies and engagement of students in the classroom. Deputy Principal to lead a review in current practices in Boys Education and develop relevant and flexible programs.
• PBL strategies to continue
  • Identify target group using DP National Partnerships role.
  • Programs to improve engagement e.g. RAPS. Fathers/boys days, Science activities. Dance/sport and interest groups.
  • Reduce class sizes – Extra teacher for stage 2 and additional support in all stages for literacy and numeracy.

School priority 4
Outcome for 2012–2014
Improved literacy and numeracy outcomes for all Aboriginal students.

Utilisation of school and system based assessments.
Improvement in attendance
Increased parental involvement in the decision making process.

Utilisation of Equity and NP Low SES funds to achieve higher levels of student engagement.
Personalised Learning Plans completed for all students.

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

Increase the proportion of Year 5 Aboriginal students in the top 2 bands in Writing to 12% in 2013 from 4% in 2012.

Increase the proportion of Year 5 Aboriginal students in the top 2 bands for numeracy from 8% in 2012 to 12% in 2013.

**Strategies to achieve these targets include:**

- Explicit teaching by all staff with an emphasis on Aboriginal Education and incorporating the 8 ways of Learning into programming and teaching.
- Implement mentoring support for staff in models of engaging Aboriginal students to include regional Aboriginal Pedagogies Programs.
- Information evenings for Aboriginal parents/carers on the importance of regular attendance. Support in implementing and following up programs for attendance and student engagement of Aboriginal students.
- Building links with families and the community.
- Participate in PL activities organized by SEG, region, and State in Aboriginal education/culture.
- Continue CMIT explicit teaching and numeracy moderating within stages.
- Implement programs focused on improving literacy and numeracy outcomes e.g. R2L, CMIT, Counting-On, and Stepping Stones.
- Implement programs focused on improving writing outcomes e.g. R2L, writing rubrics, best Start, PEG.

**About this report**

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

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