School context

Students
At the conclusion of 2013 Narromine Public School had a student enrolment of 390 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 committed, highly valued and professional. They work with parents and the wider community in partnership to provide a supportive and challenging learning environment to engage students.

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 2013. These were:
• Positive Behaviour for Learning (PBL) program
• Equity Program (PSP)
• National Partnerships LOW SES
• Wambinya (Kindergarten)
• Norta Norta (Yrs 4 and 6)
• Reading To Learn and Daily 5
• Multilit
• Kindergarten Transition
• Reading Recovery (Year 1)
• Speech Program
• Active After Schools Communities
• Premiers Sporting Challenge
• Student Representative Council (SRC)
• Sports In Schools Program
• School musical and Eisteddfod
• Intensive swimming Program
• Got It program

Principal’s message
The 2013 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 Equity 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.
Thank you to our whole school community for helping great things happen at Narromine Public School.

I certify that the information in this report is the result of a rigorously 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
In 2013 the P&C continued some large projects commenced in 2012. Unfortunately, 2013 also saw the wonderful LED school sign switched off due to a community complaint. We will be looking forward to seeing it back on in 2014 in its new location, reminding us of all that is happening at NPS.
The canteen welcomed a new Canteen Supervisor and a canteen committee was created, along with the appointment of a bookkeeper. The canteen
received a makeover and through a competition run for the students a new name selected, “Tastebuds”. We increased & promoted healthy food choices in support of the Fresh Tastes @ School NSW Healthy School Canteen Strategy. The canteen management committee is to be congratulated, as they prepare to apply for 5 star accreditation with the Australian School Canteen Association (ASCA); ‘Australia’s leading purchasing adviser & buying group for schools.’ Accreditation will assist us in optimising canteen processes that in turn will create a healthy, popular & profitable school canteen.

School uniform changes commenced this year with all NPS uniform items, embroidery included, now is purchased at Lowes in Dubbo. The P&C felt that Lowes, an Australian family owned company, would complement the already excellent service offered by Macquarie Clothing.

The garden sculpture in memory of P&C regular Glenn Browning was commenced with a slab of concrete poured and a small granite bench will be installed as a memorial to Glenn. The projector system for the multi-purpose hall is on hold. The High School deposit was returned and a Public School hall committee has been formed to pursue this project.

Other events in 2013 included the Easter raffle, Mother’s Day stall, Father’s Day stall, canteen at the athletics carnival and funding State Achievement Grants for eight students who made it to State for a sporting event. Also funded were the Year 6 farewell gifts, books for Kindergarten Presentation Day, netball uniforms, PBL rewards for Stage 1, material to be sewn into saddlecloths (with NPS logo) for School Horse Sports Team, gifts for staff during Administration Appreciation Week and the welcome gift bags for new students on their first day of Kindergarten.

The school vegetable garden has some large signs installed on the wall in the garden area displaying lots of bright pictures & nutritional advice for the students.

A stand out catering effort was overseen by Jacqui Schofield & Sandra Irvine with a meal provided prior to and during the musical, The Amazing Race around the World. The night was very successful & this success is due in no small measure to the generosity of the school community, who donated nearly everything needed to create the meals.

Each year the P&C to provide volunteers for meals on wheels, organises the Teacher of the Term Award, provides representatives for many events such as the Kindergarten Orientation information sessions & Education Week. This year the P&C was able to support the school PBL program by assisting with funding for a visit from ‘The Protectors’, a musical theatre production dealing with bullying issues. There were 2 very entertaining performances, geared to Stage 1 & Stage 2 & 3. The committee agreed with the PBL team that 100% attendance was important and funding from the P&C made this possible.

Another school initiative supported by the P&C in 2013 was the revival of the School Instrument Group. When approached by staff for funding to expand the equipment pool to meet demand we agreed unanimously to pay for the purchase of instruments.

This year we were lucky enough to receive a wonderful lockup storage area underneath Waratah block. We purchased some storage cupboards and it has made a very useful & spacious area to keep all our important papers & stock for events. Thanks Teresa, Kerry & team.

On behalf of the 2013 committee I would like to thank everyone who has volunteered at school for reading, scripture, sports or art & craft, all those that helped whenever we had an event, Claire, Libby & the canteen committee & all our wonderful canteen volunteers I would also like to extend my thanks to Teresa & the committee itself, I have enjoyed my year as President & appreciate all the help & support I have received.

Sharon Doherty P&C President
Student representative’s message

In 2013, the Captains and Prefects at Narromine Public School have displayed 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 allowing opportunities for students to be more active participants in their school life.

By modelling the values of Respect, Honesty and Responsibility, student leaders are able to expand their leadership expertise in the areas of decision-making, organization, problem solving, team building negotiation assertiveness, effective communication, and interpersonal Skills

In 2013, the Student Representative Council continued to organise fundraising events such as The World’s Greatest Shave, Footy Colours Day Pink Stumps Day and Yellow Day. The students also helped raise funds for the children’s ward at Dubbo Base Hospital by hosting a barbecue breakfast at school, with radio station, STAR FM.

Later in the year, Peer Support Leaders, of whom some were also SRC representatives read to younger children during Literacy Week. The SRC body also continued to support our World Vision Sponsor Child in Africa.

Throughout the year, the SRC body organised the school socials. The school captains and prefects attended a leadership conference and were quality hosts during whole school assemblies. The 2013 student representatives have conducted themselves with pride and care and have established valuable leadership skills during the year.

Gurmit Tahkur  SRC Leader

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>Year</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>215</td>
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<td>202</td>
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<td>200</td>
<td>194</td>
<td>185</td>
<td>201</td>
<td>194</td>
<td>175</td>
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</tbody>
</table>

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.

Student numbers remained steady in 2013. There is an expected drop in numbers in 2014, with a smaller kindergarten enrolment.
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</td>
</tr>
<tr>
<td>Assistant Principals</td>
<td>3</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>15</td>
</tr>
<tr>
<td>Teacher of Reading Recovery (LOW SES)</td>
<td>1</td>
</tr>
<tr>
<td>Learning and Support Teachers</td>
<td>1.6</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.5</td>
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<tr>
<td>Teacher Librarian</td>
<td>0.8</td>
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<tr>
<td>Teacher of MC support class</td>
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<tr>
<td>Part Time</td>
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<tr>
<td>Teacher relief</td>
<td>0.672</td>
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<tr>
<td>School Counsellor</td>
<td>0.4</td>
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<tr>
<td>School Administrative &amp; Support Staff</td>
<td>6.122</td>
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<tr>
<td>Total</td>
<td>31.794</td>
</tr>
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</table>

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce.

The indigenous composition of our workforce is two full time Aboriginal Education Officers (AEOs) and two Aboriginal Education Worker (AEWs). The school also has staff members appointed under the Indigenous Education 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>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>86</td>
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<tr>
<td>Postgraduate</td>
<td>14</td>
</tr>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
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</tbody>
</table>

Financial summary

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

Date of financial summary 30/11/2013

Income

- Balance brought forward $884920.36
- Global funds $245807.26
- Tied funds $331250.05
- School & community sources $89377.40
- Interest $27175.17
- Trust receipts $188105.15
- Canteen $0.00
- Total income $1766635.39

Expenditure

- Teaching & learning
  - Key learning areas $25326.36
  - Excursions $38106.75
  - Extracurricular dissections $38112.96
- Library $9821.72
- Training & development $4005.67
- Tied funds $418443.22
- Casual relief teachers $51194.05
- Administration & office $76801.72
- School-operated canteen $0.00
- Utilities $54181.01
- Maintenance $34416.70
- Trust accounts $309361.21
- Capital programs $0.00
- Total expenditure $1071323.37

Balance carried forward $695312.02

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 2013 financial statement is tabled at the annual general meetings of the P&C committee. Further details concerning the statement can be obtained by contacting the school.

School performance 2013

Arts

Narromine Public School has participated in a great variety of activities throughout 2013. These opportunities enabled students to enhance their learning in creative and practical 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:
- The introduction of the Song Room Program for Stage 2 students. This resulted in a huge growth of music for both staff and students. Engagement of students was high and a successful concert was presented to parents in December. The program which is fully funded by GrainCorp will continue in Semester 1 2014.
- A successful display at the Narrmone Show with many students entering artworks and achieving great success as well as the school display where every child contributed to create a class piece.
- Visiting performances demonstrated new skills and inspired the students. They also developed student’s skills and provided new opportunities for learning.
- Circus Narrmone performed at various school and community events.
- Choir performed at the Narrmone Showcase, Timbrebongie and school events.
- Visit by Artist in Residence for Macquarie Conservatorium – composer, Paul Jarman who worked with the rap group to develop their idea of rhythm and rhyme and with the choir on singing technique.
- Raps and drumming workshops were held for identified students from Stages 2 and 3 in sessions held for a term one day a week. In these sessions, students could write, read, talk and listen using raps and poetry to increase literacy and also understanding of rhythm, beat and rhyme while enhancing their self-confidence. These students also benefited from two visits by Dale Freeman, the drum teacher from Macquarie Conservatorium. He helped the children learn drum techniques and to develop some drumming rhythms.
- In Dance, we had three dance groups who represented NPS at the Dubbo Eisteddfod. The senior, junior and infants all presented groups and were awarded a highly commended, third and second in that order. The dance groups also participated in a variety of other 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 K-2 and 3-6 assemblies throughout the year.
- New resources were acquired for art and craft to boost the teaching of art skills as well as restock art trolleys.
- More percussion instruments were bought to enable a tub of instruments to be distributed to each class for 2014. There was a stock take of instruments and the storeroom was cleaned out and reorganised to make it more user friendly.
- The band was formed from funding from both P&C and a grant from GrainCorp. With this money, we were able to purchase violins, swan neck and straight flutes, music stands, guitars, music books and keyboards with stands. We currently have six flautists, two keyboard players and four violinists and four guitarists ranging from Year 3 to 6.

Sport

Sport is highly valued by all members of the Narrmone Public School community. Students have had many opportunities to participate in a wide range of sporting activities in 2013.

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

2013 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, Gobondery/NARRAF and Western. There were many great achievements and personal bests celebrated this year. Students represented at Western and State levels in swimming, rugby league, rugby union, cross-country and athletics.

Highlights, experiences and opportunities in 2013 included a school wide Fun-run fundraiser day, K-2 Tabloid spots day, Country Rugby League clinics, Rugby Sevens gala days, Dream Cricket and Sports in Schools Australia.

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

The Circus Narromine program was continued this year, holding performances at the school and in the community, including at the musical, Middle years concert and the show.

The whole school 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 teachers to encourage the use of positive social skills was run during term 2. Other activities held included structured, supervised sports games held during lunch breaks as well as sports trolleys on both ovals for students to use.

2013 was the second year Narromine Public School was involved in Live Life Well @ Schools program with its focus on Fundamental Movement Skills.

At Narromine Public School we greatly value all the support we received from our community, including coaching, transport and assisting teachers with sport in our school.

**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**

- There was an increase of students achieving in the proficiency bands in Reading from 24% (2012) to 27% (2013).
- 32%(2013) of students were below the National benchmark in Reading, compared to 43% in 2012.
- The percentage of students achieving bands 5 and 6 in Grammar and Punctuation rose from 13.8% in 2012 to 25.4% in 2013.
- In Spelling there was an increase in the percentage of students achieving bands 5 and 6 in 2013 compared to 2012 and a decrease in the percentage of students in bands 1 and 2.
NAPLAN Year 3 - Numeracy

- Our Year 3 Numeracy target was met with over 20% of students achieving proficiency.
- The percentage of students in band 6 was above our average for the last 4 years and above the percentage receiving band 6 for the similar schools group.
- Our percentage of students in band 1 is below our average for the last 4 years but the percentage in band 2 is significantly higher.

NAPLAN Year 5 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

- In Reading there was an increase in the percentage of students in band 4 from 2012.
- In Grammar and Punctuation there was an increase in the percentage in bands 6 and 7 compared to 2012.
- The percentage of students in bands 7 and 8 for Writing rose from 3.6% in 2012 to 10.9% in 2013.
NAPLAN Year 5 - Numeracy

- 10.8% of students achieved proficiency, which was 5.1% higher than the similar schools group.
- 63.6% of students made greater than or equal to expected growth.
- Our school demonstrated greater average scaled score growth than the state.
- As with Year 3 our percentage of students in band 1 is below our average for the last 4 years but the percentage in band 2 is significantly higher.

Progress in Numeracy

The growth for students from Year 3 (2011) to Year 5 (2013) is greater than the school group and State average.

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 2013, 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, 5 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.

Our school has an active Aboriginal Education Target group committee, who meet 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 improve Aboriginal student engagement. Various initiatives were undertaken this year to improve Aboriginal student engagement such as NAIDOC Day, K-2 Kite
making day, Stage 2 boys activities, Song room and Kindergarten men’s afternoon.

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.

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. We also held a joint assembly with Narromine High School where Rhys Wesser was the ambassador. All students were involved in Traditional Indigenous Games throughout the day.

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 2013. These include:

- National and Torres Strait Islander day celebrated within Stages
- Fundraising for World Vision

Environmental Education

The school promotes environmental issues through:

- weekly class collection of paper and cardboard for recycling
- planting and maintaining flower and vegetable gardens by students, teachers and P&C members
- participation in Clean Up Australia Day and Earth Hour
- hosting guest speakers from Netwaste to remind classes of recycling and sustainability

Positive Behaviour Learning (PBL)

Our Positive Behaviour Learning Team consists of a core team comprising the Principal, Assistant Principals, Teachers, a parent representative and a District Welfare consultant as our external coach. Our whole team expands to include all teachers, executive, school counsellor and AEOs.

Our focus in 2013 has been ensuring our practices, systems and processes are embedded in all areas to allow our training and movement into Tier II. We have had a team of staff trained in Tier II and established a committee that will work alongside the Learning and Support team. Two members of staff attended a PBL conference at UWS Penrith and participated in further training in Tier II and PBL systems and processes.

We have revised our reward systems and after consulting with the SRC we have made changes to our systems that have boosted PBL engagement. We have continued to use data to guide our teaching around our expectations. A PBL Blog was set up for staff to access lessons and other relevant information.

In 2013 we focused on:

- Reviewing our PBL rewards to encourage examples of expected behaviour in all areas.
- Reviewed data entries at leadership and stage levels to support consistency in use of STARS.
- Reviewed and changed Student Welfare Policy to improve consistency in consequences for inappropriate behaviour.
- Provided Tier II training for staff and gathered data to ascertain the support for the intervention. Data bases were set up of mentors. A Tier II handbook was developed to guide implementation in 2014.
- Provided Challenge initiatives excursion in partnership with Wambangalang Environmental Education Centre.
- Providing Teacher Professional Learning around PBL systems as a best practice for student management.

In 2014 we aim to:

- Implement Tier II interventions for small groups of children identified through data.
• Continue to focus on consistency in recording notifications and rewarding.
• Increase parent knowledge and understanding of PBL.
• Monitor the ratio of Positive to Negative feedback students receive.
• Review Level systems to ensure a fair and equitable system is in place.

Connected Learning

There have been further significant developments in the Information Technology area at Narromine Public School during 2013. We have bedded down the new systems and embarked upon further expansion and upgrading. Stage One now has the same access to notebook computers as the other students. Many classrooms have been upgraded to improved projectors for the IWBs ensuring appropriate clarity of the images. The audio systems were improved at the same time, with high quality vision and sound in all rooms.

Staff Development

We have continued to use a range of online services such as Video Conferences, webinars and online training this year. Some further training will be needed to get the best use from our new iPad sets.

• iPads will give staff a more convenient way of accessing new DEC services such as the upgraded ERN system and LMBR.
• The use of Blogs has widened to include the PBL system and for general communications
• All staff including daily casuals have access to laptops, with spares available if needed
• Online learning in small groups has been a regular feature of staff training and with the quality of audiovisual equipment; any classroom is a suitable venue.
• MyPL use is almost universal with a number of staff having acted as event coordinators.
• A new iMac has been obtained to act as the sync computer for the iPads

Student Use of Technology

• Stage Three students continued to access technology such as Movie Making

• The student Technology Team reached new levels of skill in training Stage One students in using the eT4L system. These students also managed laptop trolleys and assisted staff in getting the technology working.
• Student use of audio technology was demonstrated at a high standard in the school musical performance. Members of the Technology Team contributed to the lighting design and management of the sound stage.
• Use of the server to place materials conveniently for student access is widespread after improvements to the reliability of sharepoint access.
• Students will benefit from two trolleys of iPads, which will be used to provide extra access to the interweb, as well as a range of multimedia possibilities.

Transitional Equity Funding

In 2013 we have used our equity funding to support our staff and students in achieving the school targets. The major focus has been the continuation of the additional reading recovery teacher in Stage 1. This position has enabled us to double the number of students accessing this valuable service. We have also been able to extend this support to Year 2 students in the final term of the year.

This year we continued on with the Movie Making projects of the past enabling extension of Stage 3 Literacy students. We also continued with the raps program to support the literacy needs of stage 2 and 3 students.

Additionally this year we used the expertise of staff to run an extension Science program for students from years 2 to 6. This provided engagement opportunities for students in fields beyond English and Mathematics and enhanced the students’ understanding of the language in Science.

Finally we continued with our very successful transition to school program for Kindergarten 2014. This program has run for a number of years with great success in preparing students for the start of Kindergarten. It has also provided
valuable information to help staff in organising appropriate classes and lessons for the start of the school year.

Our focus in 2014 will be on literacy support and integrating the use of the literacy continuum into our planning.

National partnerships
In 2013 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. The literacy leader, Principal and the Research assistant conducted numerous lesson observations and provided feedback to staff.

Two part-time Deputy positions were maintained, one day per week each. 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.

Low SES National Partnerships funding ceased in December 2013.

School planning and evaluation 2012—2014

School planning 2012—2014: progress in 2013

School priority 1 - Literacy

Targets:

1. 30% of Year 3 students represented in at or above National Standards in Reading in 2014.

2. Increase number of Year 5 students in Proficiency Bands from 15% in 2013 to 18% in 2014 in Reading.

Outcomes from 2012–2014

Improved literacy outcomes for all students

Utilisation of school and system based assessments.

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

Utilization of RAM funds to achieve student growth in literacy.

Evidence of progress towards outcomes in 2013:

• Staff performed detailed analysis of NAPLAN, Best Start and Benchmarking data to identify specific areas of concern as a whole group and for individual students.

• Jolly Phonics and Grammar has continued to be successful with this year a scope and sequence seeing its implementation into stage 2. Extensive training for staff and a parent information session were conducted by an external consultant, which improved engagement with the program.

• Extensive Professional Learning and mentoring in the use of the English Continuum has promoted explicit teaching for growth as a result of assessment. The use of this resource has empowered students
with the knowledge of where there is at and what they need to move forward.

- Employment of additional Reading Recovery teacher had supported Year 1 students’ not meeting benchmarks. While in Kindergarten, 3 SLSOs were employed to run Wambinya to support students not meeting benchmark.
- Successful programs that have engaged and motivated students include Movie Making, RAPS and Science workshops.
- Growth in staff confidence in delivering quality learning experiences in line with the Quality Teaching Framework has been evidenced through Framework Lesson Observations.
- Staff training around the New English Syllabus has developed skills and understandings to ensure a smooth transition into the implementation of this document. As a culmination of this training stages developed and taught a unit of work collaboratively.

**Strategies to achieve these outcomes in 2014**

- Data analysis completed by team leaders and shared with whole staff through TPL and Stage meetings.
- Support in data analysis and developing a school scope and sequence for explicit teaching of reading, grammar and punctuation. Review of resources to support this program.
- Mentoring staff with SMART data and analysis to inform programming and focus on student performance. SMART data analysis to be driving teachers programming and Teaching and Learning activities.
- Use of the Literacy Continuum to monitor and track student progress.
- Use of part time allocation to support stage 3 literacy groups.
- To support the engagement of all students.
- Improve Reading levels through Stage Guided Reading and Reading To Learn.

- Wambinya Program - Employment of 3 part time tutors to support Aboriginal students identified through the Best Start assessment.
- Science program
- Appropriate assessments to be developed at school for Reading (Moderating purposes).
- Oral, Listening, Reading comprehension skills development, grammar and punctuation, comprehending text. Based on PEG, R2L, Jolly Grammar/Phonics, Best Start and Writing Rubrics.
- Identification and implementation of computer resources for literacy K-6.
- Continue R2L training for teachers new to the program and on-going training for classroom leaders proficient in R2L. Mentoring in R2L strategies in classrooms by the literacy leader & other trained teachers.
- Resources to be utilised e.g. Springboard CD’s and incorporating the use of these into R2L lessons.
- Use of stage appropriate texts.
- Review and update resources and classroom practice of R2L
- Professional Learning for staff in Reading Strategies.
- Students selected from PBL data and High/Low Literacy benchmarks (Stage 2) to write and perform raps to encourage student engagement and perform at promotional events. Top end support writing/reading extension groups
- Expansion of the Reading Recovery Program to support the students in Year 1 not meeting Benchmarks

The school will:

display targets and discuss process with staff
review targets within the - TARS process
review the School Plan at all executive and stage meetings
record progress using the Traffic Light Process
support School Leaders in implementing the TARS process – classroom QT assessments and collaborative programming

The school will:
conduct parent information sessions on teaching of reading and how to maintain engagement.

continue school/community workshops for Aboriginal families

link with Equity to build stronger relationships with parents/carers.

Support for staff to participate in cultural immersion program.

**School priority 2 - Numeracy**

**Target:**
Increase the percentage of students in the top two bands in numeracy from 20% in 2013 to 25% or more in 2014 for year 3 and from 10.8% in 2013 to 15% or more in 2014 for year 5.

**Outcomes from 2012–2014**
Improved numeracy outcomes for all students

Utilisation of school and system based assessments.

**Evidence of progress towards outcomes in 2013**

- The Numeracy Target team supported class teachers in analysis of NAPLAN results. Areas of need were identified and programs implemented to support all students such as Best Start continuums and streamed groups for Years 3-6. An extension group was also trialled for Year 3 with great success.
- The online core program Stepping Stones is available to all teachers who are further supported in their teaching through professional learning with whole staff Teacher Professional Learning and one on one support available as well.
- Students in Years 3-6 were given the opportunity to participate in the University Mathematics Competition with 3 credits being received.
- 30 Stage 3 students competed in the five Math Olympiads this year.
- Resources were purchased to support all strands of Mathematics this year and laptops and iPads made available to staff to improve access to online resources.
- Problem solving remains a focus for K-6. Resources were purchased to support this in stage 2.
- All staff participated in 5 webinars offered to support Teachers with the upcoming implementation of the new Mathematics Syllabus.
- NAPLAN Data indicates that the year 3 component of the target was achieved with 20% of students who sat the NAPLAN Numeracy test achieving proficiency, but with our year 5 cohort only 11% achieved proficiency, which was a drop from 16% in the previous year.

**Strategies to achieve these outcomes in 2014:**

- Data analysis completed by teachers and shared with other staff through training sessions and stage meetings and whole staff TPL.
- All staff to participate in Syllabus Implementation Training to prepare for implementation of the new syllabus in 2015. A focus on Year 6 for 2014 in preparation for high school 2015 (as they have already started using the new syllabus)
- Teachers mentored on NAPLAN trends so that appropriate teaching and learning activities can be programmed.
- Teaching of core program Stepping Stones which is available online to all class teachers.
- Best Start assessment used to identify students in need of support for Early Intervention. K-6 staff to use Numeracy continuum to track growth and development of students in numeracy.
- Develop consistency in pre and post assessment for K-6.
- Focus on Maths language and problem solving using Stepping Stones and Think Tanks.
- Students supported in their participation in Australia wide competitions, e.g. University Mathematics competition and Olympiads.

**School priority 3 – Aboriginal Education**

**Target:**

1. Increase the proportion of Year 5 Aboriginal students at or above National Standards in Writing to 12% in 2014.

2. Increase the percentage of Year 5 Aboriginal students in the top 2 bands for numeracy from 0% in 2013 to 8% in 2014
Outcomes from 2012–2014
Improved literacy and numeracy outcomes for all Aboriginal students.
Utilisation of school and system based assessments.
Improvement in attendance
Increase parental involvement in the decision making process.
Utilisation of RAM funds to achieve higher levels of student engagement.
Personalised Learning Plans completed for all students.

Evidence of progress towards outcomes in 2013:
• 100% of teaching staff underwent training in 8 ways of Learning for Aboriginal Education. The 8 ways symbols have now been included into all Teaching and Learning programs.
• The target for Writing and Numeracy was not achieved – 0% of Aboriginal students achieved the target. This will need to be a strong priority for 2014.
• 3 staff members were trained in Reading 2 Learn, which will assist with improved writing outcomes for Aboriginal students.

Strategies to achieve these outcomes in 2014:
• Explicit teaching by all staff with an emphasis on Aboriginal Education.
• Incorporating the 8 ways of Learning into programming and teaching.
• Continue CMIT explicit teaching.
• Numeracy moderating within stages.
• Explicit teaching by all staff with an emphasis on Aboriginal Education.
• Implement programs focused on improving math outcomes E.g. R2L, CMIT, Counting-On, Stepping Stones, BUILD
• AEOs timetable focus around CMIT groups
• Implement programs focused on improving writing outcomes E.g. R2L, Writing rubrics, Best Start, PEG, jolly Grammar, Jolly Phonics, Daily Five.
• R2L explicit teacher training for teachers new to the program and on-going training for classroom leaders proficient in using R2L – support in classes from SLOS
• Review current resources and purchase additional resources in line with the new English syllabus. iPad apps
• Daily 5
• TPL sessions for whole staff in literacy and numeracy.

School Priority 4 Engagement and Attainment
Target
1. Improvement of Kindergarten attendance for 2014 by 10% on 2013 figures.
2. Increase the level of student engagement in all grades in 2014 by 10% as measured by PBL data.

Outcomes from 2012–2014
Improved attendance
Increased Student Engagement

Evidence of progress towards outcomes in 2013:
Target 1.
• Implementation of 100% attendance awards and outstanding awards (5 absences or less) at the end of term
• Support in implementing and follow-up programs for attendance and engagement of Aboriginal students, for example Spot-On and Get Smart programs.
• Organise community events such as Kite Day to provide community links and encourage attendance
• Programs to improve engagement, e.g. RAPS, fathers/boys days, Mother/child craft, dance, choir and sports.
• Timetable AEOs into classrooms to develop connections with the community
• Consultation with HSLO, ASLO and LST to identify and provide strategies and support for students who have been referred for attendance
• Data is gathered, analysed, shared and revised with all staff on a regular basis at LST (PAPs)
• Support social skills development through group lunchtime activities run by two SLSOs
• Increased kindergarten attendance by over 10% from 2012 to 2013
Target 2

• Continuation and review of the new Student Welfare Policy
• All staff attend regular and whole school PBL meetings
• Implementation of programs to engage students in learning, including Regional Aboriginal Pedagogies program 8 Ways of Learning
• Teacher professional learning in areas of PBL such as use of STARS system, tier 2, behaviour management, use of PBL processes within classroom and playground (including flow charts), improved consistency of reporting
• Teacher professional learning in KLAs such as CAPA, mathematics, literacy including new curriculum, to provide multi-modal strategies and resources to staff to implement in the classroom
• Increased extra-curricular activities such as band, choir, dance, science club, sports and SRC.
• Analysis of fortnightly PBL data to influence teaching of PBL lessons within the classroom based on school and class needs. PBL lessons also focused on anti-bullying policy, including in-house performance
• Participation in tier 2 training for PBL
• Disabilities training for staff to increase awareness of individual needs in order to create modifications and adjustments in the classroom and within the school

Strategies to achieve these outcomes in 2014:

• All staff to attend regular whole school and core PBL meetings.
• Continue to develop capacity of Learning Support Team.
• Information sessions for parents and carers on the importance of regular attendance.
• PBL at first assembly on Day 1
• Complete last 2 modules of 8 ways training for most staff
• K-2 spot-on program.
• Links with PBL point system K-6.
• AEO class visits.
• Get Smart
• 100% attendance award ceremonies at end of year presentation for those students who have achieved this
• Making links between the school and community.
• Participate in PL activities organised by SEG, region, State in Aboriginal Education/culture
• Following in-class STEPS for inappropriate behaviour.
• TPL in check in check out for all teachers
• Collection and analysis of exit data.
• Recognition of achievement.
• Utilise Aboriginal community – Elders and those with special skills.
• Promotion and Publicity
• Yarn-Ups – Focus on Kindergarten attendance.
• Explicit Teaching.
• Regular attendance checks and follow up visits
• Yarn-Ups.
• PBL strategies to continue.
• Programs to improve engagement e.g. Father/boys days.
• Dance/sport interest groups.
• Song room project

Professional learning

In 2013 all staff participated in mandatory training including Child Protection, CPR and Emergency Care training. All staff also participated in Asthma training resulting in our school being accredited as an Asthma Friendly School.

Other professional development that staff participated in connected to our school targets in literacy, numeracy and engagement of students. All teaching staff participated in a number of training sessions around the new English Syllabus in readiness for implementation in 2014. Staff also participated in initial training for the new
Mathematics Syllabus in the form of five webinars.

Positive Behaviour for Learning (PBL) continues to be a focus in improving engagement of students and all staff, through staff development days, participated in update training around functional behaviour assessment and developing consistency in PBL practices. Three staff participated in additional training to move into Tier two interventions in PBL.

Our Learning and Support Teachers have received training through online courses in behaviour management, speech support and dyslexia. More online courses are being offered to staff at the beginning of 2014 in motor development. An additional three staff also completed Reading to Learn training this year.

School based training has included support in data analysis, digital technology for the English Syllabus, understanding the role of the counsellor, completing learning support referrals and understanding counsellor assessments.

In 2014 as with this year staff will develop professional learning plans that link to the school targets, assisting in developing staff at the individual level with the growth of the school being kept in focus.

Parent/caregiver, student, and teacher satisfaction

In 2013, 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.

Program evaluations

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

Educational and Management Practice

Culture

Background

The school conducted a survey of the staff, students and community regarding the school culture using a school map survey. The aim of the survey investigated school leadership, inclusion, communication between the stakeholders and school promotion.

Findings and Conclusions

An analysis of the results revealed:

- Over 80% of staff surveyed felt that the school was continually trying to improve and that student achievements were well celebrated, which encouraged students to do their best.
- More than 50% of staff felt that improvement was needed in the staff’s ability to respond to community context, recognising the contributions of new staff members and developing a sense of ownership by the staff.
- Over 70% of students surveyed indicated that felt the school almost always encourages students to learn.
• 40% of students and just fewer than 50% of parents felt that the school always makes changes when necessary.
• Over 50% of parents indicated that they felt the school almost always praises and rewards students that are successful.
• Less than 20% of parents felt that the parent body always support what is happening at the school.

**Future Directions**

The changes being made at the school level to accommodate the needs of the students and to improve the school need to be made clearer to the parent and student body.

Opportunities for parent involvement need to continue to be provided. Connections between the school and the wider community need to continue to be a focus in the future, working towards improved and well promoted parent support of the school.

**Curriculum**

**English**

**Background**

English was the target curriculum area for 2013.

**Findings and conclusions**

In 2013 we have employed many strategies to build skills and understanding in Literacy. These included:

- The Daily Five, CAFÉ and BUILD programs have been implemented into Stage 1 classrooms with great success. Teachers are reporting that these researched based programs are making a huge impact on student engagement and increases in number of students meeting outcomes.
- Staff training in the English Continuum and guided use of this resource in classroom practise has led to outstanding professional dialogue around learning and explicit teaching from assessment.
- Extensive training in the New English Syllabus was carried out on Staff Development days and ongoing throughout the year in stage meeting groups. Teachers are feeling confident in progressing to using the new syllabus.
- Jolly Phonics and Jolly Grammar - extensive training has been completed and it’s implementation has been a focus. A school scope and sequence of grammar and spelling into Stage 2 has been developed and implemented.
- An Expansion of the Reading Recovery Program to support Year 1 students not meeting benchmarks has assisted student learning.
- Continued training and implementation of Reading to Learn across all stages sees a continued focus on explicit teaching in literacy.
- Teacher Mentor Role focused on Literacy support/mentoring in Stage 1 and 2. In stage 2 our focus was Vocabulary within the English continuum. In stage one and Early stage 1, mentor worked extensively on writing and building skills to meet continuum benchmarks.
- Framework Lesson Observations – Allowed for evaluation of Literacy teaching and learning occurring in classrooms in line with the Quality Teaching Framework elements.

**Future Directions**

School Data and NAPLAN will be analysed to determine the success of our programs and teaching. A further focus will be on implementing the New English Syllabus and providing support around this implementation. The English Continuum will continue to be used a means of assessment to guide teaching and learning while also making learning visible for students and giving them the knowledge of how to build on their success. We will continue to focus programs at Reading and Writing skills across all stages, particularly building vocabulary and spelling skills. Student profiles have been developed for Year 3,
4 and 6 teachers based on students not meeting national benchmarks.

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