

Narara Public School

Annual Report



2016



2703

Introduction

The Annual Report for **2016** is provided to the community of **Narara Public School** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Dave Stitt

Principal

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Message from the Principal

It is with great pride I am able to present the School Report for Narara Public School.

I would like to thank my staff and the amazing teachers I work with on a daily basis. Their welcoming approach, honesty and willingness to take on board new ideas, has impressed me. I thank my community for their support and warm welcome and look forward to working with them in the future. I thank the children for their work this year, their positive attitude and great results.

We look forward to an exciting 2017 and growing the school to make it the best it could possibly be.

It is a daunting task for a teacher or principal or school leadership team to decide to challenge the status quo and tackle student improvement anew. The question of 'where to begin?' is not readily answered.

Our annual school planning cycle offers a concrete first step, when we undertake a rigorous self-assessment. This process helps identify our school's existing strengths and provide the basis for engaging our school community in discussion about future goals and strategic directions to achieve them.

At Narara we have identified 7 areas to focus on to improve our educational outcomes. A blueprint for our future success you might say.

1. High Expectations

High expectations are linked with higher performance for all students since all students need to be appropriately challenged in order to learn. A culture of high expectations needs to be supported by effective structures and strategies that support every student's learning needs and curriculum differentiation is an effective means by which this can occur in every classroom.

At Narara we have worked hard at changing our curriculum using strong assessment practices to identify where our students are at and tailoring learning to effectively move them forward. We now set benchmarks for learning which can quickly help us identify students who are falling behind and we can look to get strong intervention strategies in place to catch them up.

2. Explicit Teaching

Explicit teaching practices involve teachers clearly showing students what to do and how to do it, rather than having students discover or construct information for themselves. Explicit teaching recognises that learning is a cumulative and systematic process, starting with building strong foundations in core skills in literacy and numeracy. Effective teacher

practices ensure that students have clear instruction on what is expected of them, and what they need to learn from tasks. It ensures that students are given time to engage with the learning process, ask questions and get clear feedback. Students who experience explicit teaching practices make greater learning gains than students who do not experience these practices.

At Narara Public School we have spent time investigating what is Quality Teaching and collaboratively plan lessons together, watch each other teach and provide feedback on how we can do it better. We have broken down our curriculum into steps of learning targeting individual students with explicit teaching of what they need to know.

3. Effective Feedback

Feedback is one of the most powerful influences on student achievement. Rewards, as well as some kinds of praise, tend to be ineffective or at times can have a negative effect on student learning. Feedback that focuses on improving tasks, processes and student self-regulation usually has a positive effect.

At Narara Public School we have taken on the notion of 'goal orientated' learning. Allowing our students to know where they are at, and providing explicit feedback about what they need to do to get to the next level.

4. Use of data to inform practice

Effective analysis of student data helps teachers identify areas in which students' learning needs may require additional attention and development. Data can also help teachers see which students may be struggling to engage with particular learning areas, and understand which students respond better to different teaching approaches in their classroom. High-quality assessment practice is crucial for effective data analysis of student outcomes and wellbeing.

At Narara we have focussed heavily on using data and effective assessment to find out how we can improve a child's learning and have worked collegially to develop programs and ideas to meet their needs.

5. Classroom Management

Effective classroom management is important for creating the conditions for learning. Research tells us that there is a strong link between effective classroom management and high student performance.

At Narara Public School we already have excellent teachers with sound classroom management strategies. In 2017 we will be moving into our classroom components of Positive Behaviour Learning and concentrating on the expected classroom behaviours from our students.

6. Wellbeing

Internationally, as well as in NSW, there is an increasing focus on student wellbeing, in recognition that the school years contribute to the development of the whole child, which in turn drives academic outcomes. Evidence suggests that higher levels of wellbeing are linked to higher academic achievement, Year 12 completion, better mental health and a more pro-social and responsible lifestyle.

At Narara we place a strong emphasis on wellbeing with the introduction of our 'Kidsmatter' initiative and our Bounce Back program. We support this with our Positive Behaviour for learning program and Chaplaincy run initiatives like 'Seasons for Growth'. In 2017 the school will be making steps to become a Trauma Informed school so we can better accommodate kids in trauma and will be training teachers and students in Mind Mattering.

7. Collaboration

Great teachers don't just 'happen'; they are developed and keep on developing throughout their professional life. Effective collaboration is key to sharing successful and innovative teaching practices across the teaching profession. Teachers need to engage in professionalised collaboration that explicitly aims to improve teacher practices and student outcomes. A whole-of-school focus is needed to develop a culture of excellence. School leaders need to support teachers' professional learning, take a central role in collaborative networks and work to identify the strengths and weaknesses of teaching at their school.

At Narara Public School we place a high emphasis on collaborative practices with mentoring programs for our beginning teachers, opportunities for teachers to plan and reflect together and curriculum teams aimed at improving our pedagogy and teaching practice in all Key Learning Areas.

These 7 focus areas make up the bulk of what our school plan is trying to achieve and all of our decisions, all of our changes and manipulations are geared towards this. We want the best academic outcomes, the best sporting outcomes, the best creative outcomes. We want to prepare our students for the world they are going to live in and make them creative and critical thinkers.

Cooperative members of society who feel a connection to their world. We want to create the next great scientist, mathematician, author, sports person, artist or engineer. We want the best teachers, teaching the best programs, which are engaging, and exciting for teachers and students. We want our teachers and students to take risks, to try new ideas. We want our students to be happy, resilient and confident, able to solve problems and be tolerant of others. Many of these things we are already achieving, yet we have high expectations and high ambitions to be better. These are our shared goals and our shared beliefs. These are the things we are working towards achieving.

Dave Stitt Principal

Education is not preparation for life; education is life itself.

John Dewey

Message from the school community

It has been an absolute pleasure working with all our P&C members and committees this year to achieve so much for our school community. Overall it has been a very positive year and the P&C have proudly supported the school and its direction.

I'd like to thank Nicola F and her helpers for their marvellous work in our school canteen. These are the ladies that make sure our children receive healthy foods and snacks throughout the year. With the introduction of Flexi Schools the canteen has ensured that busy parents are able to order on the go. Nicola and her team also make sure our kids enjoy special food days throughout the year. Special thanks go to three lovely long term volunteers who are leaving our community this year. Thank you to Sarah H, Michelle O and Linda N. It has also been lovely to see some new volunteers in the canteen this year. Thanks to everyone who helps out.

Our uniform shop also had a great year. Flexi Schools was introduced in July which proved very successful and convenient for parents. We were also able to update our EFTPOS facilities and include Pay Pass which makes the processing of transactions quicker. Thanks go to Kate T and Carolyn Y who head up the uniform shop and those who have volunteered to help them out.

I'm also very pleased to tell you that the P&C raised over \$13,000 for our school this year. We have a wonderful Fund Raising Coordinator in Hannah B and she has a great team. Some of the events that were held for the school community were the Easter Fundraiser, the Mother's Day and Father's Day stalls, the Winter and Summer Concerts and the calendar drive. Our major fundraising event for the year was our Olympathon which the kids really enjoyed. As a committee we were very pleased to be able to donate \$10,000 to our school library which has contributed to the revamping of this fantastic facility for our children.

I would like to thank Mr Stitt, the wonderful teachers and office staff, the children, all our school families and our local businesses including Bakers Delight, Buttercups Florist, Coles and Woolworths for supporting the efforts of our P&C.

I would also like to thank all our P&C Executive including Melanie D, Katrina L, Pauline H and Kelly S who have not only supported our P&C Committees but have also given me amazing support in my first year as P&C President. And finally thank you to all our P&C Members and Life Members who give up their time freely and with the best of intentions for the good of our children and our community.

Kerryn Nosti

P&C President

School background

School vision statement

Narara Public School is a community who provide innovative and creative educational opportunities for all. We empower our students to be engaged learners and our teachers to be quality educators, building their capacity to be confident leaders in a new educational landscape.

Narara encourages quality connections with our students and community, built on respect, cooperation and a shared vision of caring for ourselves, caring for our school and caring for others.

Our school vision promotes three key ideas to drive us forward. Innovation, Engagement and Success.

School context

Narara Public School was originally established in Berry's Head Road, Narara in 1889. During Term 4 1998, the school was relocated to new premises in Newling Street, Lisarow. The new school provides excellent playground space and modern educational facilities for students and teachers.

Our school, which is an active member of the Valley schools Learning Community, is committed to providing quality educational programs that are relevant to the needs and aspirations of students and responsive to the expectations of the community.

Narara Public School has a population of 375, consisting of 2% from Aboriginal heritage and 3% from non-English speaking backgrounds. Currently, our 14 classes are organised into year groups including 6 multi-age classes and an Early Intervention unit. Student enrolments have expanded over the last few years with the possibility of a new class in 2017.

Our school continues to focus on the quality of student outcomes in literacy, numeracy and engagement and caters for a broad range of activities from performing arts, culture, leadership, sporting, environmental and academic pursuits.

At Narara Public School our mission is to "Create Opportunities" from Kindergarten to Year Six for all students. All staff strive to provide students with the skills, knowledge and values necessary for success in education and in life

A genuine partnership with P & C and School Council ensures the school is well positioned in supporting quality outcomes for our students.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

For all schools (except those participating in external validation processes):

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

In the domain of **Learning** Narara Public School focussed on Learning Culture, Curriculum and learning. Through intensive evaluations of current practices and results the school has displayed a demonstrated commitment to strengthen and deliver on school learning priorities. Positive, respectful relationships are evident among students and staff, promoting student wellbeing and ensuring good conditions for student learning. Narara Public School works closely with other local schools in our Local Management Group (LMG) the Valley Schools through various teaching and learning Networks. This has promoted shared professional learning and common strategies which enhance transition programs, school leadership, curriculum development and teacher Accreditation. A more focused approach to individual learning needs has been a component of our progress throughout the year especially with the continuation of Targeting Early Numeracy (TEN) initiative and the introduction of better assessment and planning around writing.

In the domain of **Teaching** Narara Public School has focused on collaborative practice for staff members and teachers

provided and receiving planned constructive feedback from peers, school leaders and students to improve teaching practice. The importance of data analysis to inform decision-making, the growing of teaching practice through classroom observations, reflections and feedback and the development of expertise in vital numeracy and literacy programs, all highlight a teaching culture that is moving student learning to a new level. Importantly, staff are developing evidence-based practice through their reflections and evaluations of our collective work. The school identified expertise within its staff and local management group and drew on this to further develop its professional community.

In the domain of **Leading**, our priorities have been to progress leadership and management practices and processes. The consistency and effectiveness of implementation of our key strategic directions throughout the year has been due to a strong foundation of leadership capacity building across the school. This approach recognises that leadership development is central to the achievement of school excellence. The leadership team has been successful in leading the initiatives outlined in this report, building the capabilities of staff to create a dynamic school learning culture. The school has shown a broad understanding of, and support for, school expectations and aspirations for improving student learning across the school community. The School has clear processes, with accompanying timelines and milestones directed towards effective implementation of the school plan.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Innovative and Engaging Teaching

Purpose

To develop opportunities for students to be confident, engaged, culturally aware and well-adjusted learners who can meet the demands and changes in modern day education.

Overall summary of progress

In 2016 Narara Public School continued to evaluate its current curriculum and practices around assessment and reporting. Whilst continuing to collect TEN data based on Early Arithmetic Strategies we also introduced the collection and use of writing data, based on Aspects of Writing in the Literacy Continuum.

As a result:

- We have outstanding school based data for Early Arithmetic Strategies (EAS) K–4.
- Teachers are using their writing data to differentiate, extend students and implement targeted intervention programs as needed
- Some teachers have transferred this knowledge to other areas of mathematics and literacy
- There are regular planned meetings to discuss data and teaching strategies around EAS and writing
- Reporting was more specific, clearly explaining to parents what their child was achieving in EAS and writing

During 2016 we also worked closely with our local high schools to create Science and Technology and History units that showed a clear transition from primary school to high school. This resulted in more structured teaching and learning in these areas as well as engaging lessons that linked to the new syllabi.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
No students achieving below National minimum standards in NAPLAN Year 3 and Year 5	Through accurate data collection using the TEN and writing programs we were able to identify students that needed additional support in numeracy and literacy. These students were given extra support in the classroom or withdrawn by the Learning Support Teacher for explicit instruction. This improvement measure will be a large focus in 2017.	\$8, 500
Increase students' achievement in Year 3 Numeracy from 32% in top two bands to at or above state.	In 2016 students in Year 2 were extended through the TEN program in order to prepare them for NAPLAN in Year 3, 2017. Students achieving in the top level of Early Arithmetic Strategies began accessing place value learning.	\$1000 to train a new staff member in the TEN pedagogy
Maintain expected numeracy growth 3–5 at 60% or above and increase Average Scale Score growth to exceed that of state.	As a direct result of unpacking NAPLAN results, Narara Public School was able to group students for in class differentiation as well as external withdrawal groups to help in the areas on literacy (reading, writing, spelling) and numeracy.	\$1868 (Part of QTSS funding)
90% of children achieving expected numeracy outcomes in K–4 compared against the Numeracy continuum K–10	In 2015 the school took on board the Targeting Early Numeracy (TEN) program. As a result, this target was met or exceed in 2016 in K–4 classrooms.	\$1000 to train a new staff member (mentioned above)
Every class K–4 has a numeracy	This improvement measure began in 2015 and has	–

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
data wall to inform teaching and learning.	continued and sustained in 2016.	
100% of teachers following school assessment policies and achieving success through 0.4 effect size.	This improvement measure was not a focus in 2016. In 2017 will school will refocus on this area.	—
90% of children achieving literacy outcomes in K–4 compared against the Literacy continuum K–10	During 2016, after staff Professional Development, students K–6 were plotted along the Literacy Continuum in the area of Aspects of Writing. During 2017 staff, students and parents will work towards achieving the 90% target indicated in this improvement measure.	\$1050
100% of programs relate to new syllabus requirements and are effectively differentiated to meet individual needs.	This improvement measure began in 2015. During 2016 teachers were able to evaluate and improve teaching and learning programs to cater for individual needs, ensuring NSW syllabus requirements were met.	—
100% of programs include perspectives (aboriginal, Asian, sustainability, technology in them)	In 2016, using the P&C fundraising money, Narara Public School began to upgrade the library, turning it into a flexible learning space. We were able to purchase new seating and laptops to be used for Problem Based Learning and Digital Literacies.	\$15, 000
90% of students achieving science and history outcomes K–6	In 2016 curriculum team members worked with both Lisarow High School and Tuggerah Lakes Secondary High School in the areas of History and Science and Technology. This allowed our staff to gain a deeper understanding of Problem Based Learning and Scientific discovery. These skills were transferred into our K–6 programs. These curriculum team members then up-skilled staff in Professional Development afternoon sessions. In stage planning days, time was given to reflect on these programs and improve on programs for the following term. This has resulted in high engagement and success for over 90% of students.	\$5, 000

Next Steps

In 2017 we have highlighted some key focus areas which we are concentrating on to continue improvement in our Innovation area. These include:

- Continuation of the TEN and writing initiatives, observations and data collection.
- Focus on the teaching, assessing and reporting of literacy
- Continue to develop our curriculum, focusing on Digital Literacies, Aboriginal and Environmental Perspectives as well as PD/H/PE and Sport

Strategic Direction 2

Quality Connections and Engagement

Purpose

To encourage respectful and supportive connections and relationships between community, staff and students.

Overall summary of progress

In 2016 Narara Public school began implementing a new welfare approach, with a focus on positive mental health for our students. We launched our Kidsmatter pedagogy, inviting parents and the community for a morning celebration. Staff also trained in component 2 of Kidsmatter.

The school implemented the Bounce Back Program across K–6. This program aimed to create a safe, supportive and inclusive school environment for our students. This was coupled with K–2 completing Lessons of a LAC (Little Anxious Creature), where students were taught about handling their worries and anxiety.

In 2016 we introduced Positive Behaviour for Learning (PBL) into the school to have a consistent welfare approach K–6. During the year K–6 staff and students explored whole school behaviour expectations and these were explicitly taught each week. The school newsletter allowed parents to know the weekly behaviour focus.

During Education Week we engaged our community in student well-being, with parent sessions explaining Kidsmatter, Bounce Back, PBL and Lessons of a LAC.

During 2016 Narara Public School updated our Welfare Policy, defining school procedures for expected behaviours and encouraging positive behaviours. This policy also defined school procedures for record keeping, on-going monitoring of behaviours and decision-making.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of students at NPS have a PLP to set personal goals and support learning.	In 2016 Narara Public School introduced parent goal setting meetings that focused on Numeracy, Literacy and social aspects of their child's education. Students were made aware of these goals and their successes were tracked using data walls. 100% of students had a PLP set for their personal learning goals.	Internal casual release– no cost
10% improvement in the Sense of belonging area of TTFM.	In 2016 Narara Public School launched the Kidsmatter Program as a result of feedback from student TTFM data. Staff were trained in component 2 and in the Bounce Back program. Students began participating in fortnightly Bounce Back lessons, resulting in more socially aware students with a stronger sense of belonging.	\$2000
NPS succeeds in having a SET score of 85% or higher in universal playground and classroom scores.	In 2016 Narara Public School identified the PBL trainers. These staff then led the implementation of a common purpose and approach to discipline across the school. A specific set of expected behaviours and rules were created by the staff and these were explicitly taught each week to students. A school mascot was created and temporary signage was developed. "Smileys" were introduced as a positive reinforcer across the school, with winners being drawn each week.	\$3660
100% representation of NPS staff at selected Networks	In 2016 staff from Narara Public School participated in 100% of Valley School Network Meetings.	–
0.6 Improvement in areas of	As well as parent goal setting meetings, Narara	–

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Parents are informed at school and in particular informing child's progress and emotional development of the parent TTFM survey	Public School amended the reporting format to clearly demonstrate student achievement in all learning areas. We saw a 0.4% improvement in the parent TTFM survey in 2016.	

Next Steps

In 2017 we have highlighted some key focus areas which we are concentrating on to continue improvement in our Engagement area. These include:

- Continuing Positive Behaviour for Learning (PBL), with a focus on classroom behaviour expectations
- All students K–6 will be involved in developing an Individual Learning Plan and goal setting interview, reviewing these in Semester 2
- Staff training in Kidsmatter Components 3 and 4
- Becoming a Trauma Informed School, training staff and teachers about how the brain processes trauma
- Large focus on staff mindfulness and well-being

Strategic Direction 3

Quality Teachers, Quality Leaders

Purpose

To build a collaborative supportive and inclusive staff culture through structured processes and quality systems aimed at developing high quality educators and a community of lifelong learners. Use effective communication and individual expertise of staff to empower quality teachers to become effective, quality leaders.

Overall summary of progress

In 2016 staff participated in Professional Development around the Quality Teaching Framework. Quality Teaching Rounds were implemented, with teachers feeding back to their peers on the lessons that they taught, referring to the Quality Teaching Framework. This allowed for much reflection as well as improved teaching and learning across the school.

During 2016 Narara Public School began an emerging leaders program. Three staff members participated in our executive meetings and also led initiatives across the school such as PBL and Problem Based Learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of beginning Teachers complete effective induction program by 2017.	In 2016 Narara Public School implemented a beginning teacher induction program. 100% of beginning teachers completed this.	\$8707.38
100% Teachers accredited with BOSTES by 2018	This improvement measure was not a focus in 2016. In 2017 will school will refocus on this area.	—
100% Increase in competency of new curriculum and school based specific programs such as TEN	In 2016 Narara Public School staff focused on improving their competency in programming and teaching the History and Science and Technology curriculums. New staff were trained in TEN. During 2017 staff will continue to increase their competency in new curriculum knowledge.	\$4000 (mentioned in previous strategic direction)
100% of teachers successfully achieving Professional Learning goals by 2017	This improvement measure was not a focus in 2016. In 2017 will school will refocus on this area.	—
100% of teachers regularly involved in Quality Teaching Rounds and coding exercises using Quality Teaching Framework.	During 2016 100% of teachers participated in Quality Teaching Rounds and coding exercises based on the Quality Teaching Framework. This resulted in critical reflection and improvement of teaching practice.	\$30, 000
6% of teachers in school attempting Highly Accomplished or Lead Qualifications by 2018	During 2016 5% of teachers at Narara Public School began their Lead Teacher Accreditation.	\$5000 scholarship money
100% involved in a leadership role within school	During 2016 one staff member participated in the Aspiring Leadership Program and three staff joined the executive team as aspiring leaders. over 50% of staff were given leadership roles within the school.	—

Next Steps

In 2017 we have highlighted some key focus areas so as to improve quality education through our Success area. These include:

—Supporting Early Career Teachers through identifying mentors and creating individualised induction programs. We will

also provide these teachers with professional learning opportunities suitable for their career stage

–We will continue to support our emerging leaders, through leader mentors and participation in executive meetings. These leaders will also lead initiatives across our school and relieve as executive as necessary

–Quality Teaching Rounds will be used to support and improve teaching and learning across the school

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>All students have an individual learning plan (ILP) and are making progress across the literacy and numeracy continuums.</p> <p>All Aboriginal students within the school were assessed against NAPLAN and school based data.</p>	\$14, 235
Low level adjustment for disability	<p>All students requiring adjustments and learning support were catered for within class programs and other whole school strategies. We provided in class support through the employment of Learning Support Officers to support Individual Education Programs across our school targeting specific students who require adjustments and amendments to their Individual Education Programs.</p> <p>We targeted teaching through the TEN program, aimed at improving numeracy outcomes and differentiated writing through a closer look at Aspects of Writing on the Literacy Continuum.</p>	\$40, 000
Quality Teaching, Successful Students (QTSS)	The Quality Teaching, Successful Student funding support was used to implement Quality Teaching Rounds across the school.	\$16, 812
Socio-economic background	<p>The school supported families from low socio-economic background to access co-ordinated excursions, uniforms and school resources.</p> <p>Narara Public School utilised funds to include a larger amount of students in extra curricular events as well as support them in being able to access materials needed for day to day learning.</p>	\$6, 500
Support for beginning teachers	<p>A new early career teacher policy was written to support beginning teachers and their mentors in effectively utilising the funding they were given.</p> <p>Early Career Teachers worked each week with their mentors.</p>	\$27, 000
Learning Support	<p>Narara Public School continued the Reading Recovery Program. We also introduced withdrawal groups to support students with their reading and writing skills and knowledge..</p> <p>The Learning Support Team also implemented well-being programs such as Lessons of a LAC (Little Anxious Creature).</p> <p>Our school chaplain supported students through initiatives such as the 'Seasons for Growth' Program.</p>	\$27, 496

Student information

Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	176	163	182	199
Girls	161	165	179	179

Trend data indicates that enrolments are on the up at our school and we anticipate having 390 students in 2017.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	95.3	96.4	96.3	95.9
1	94.6	96.1	96.3	94.9
2	94.4	94.8	95.4	93.6
3	94.7	95.1	94.8	94
4	95.1	95.8	95.2	93.4
5	94.8	95.3	93.5	94.1
6	94.8	94.8	94.5	94.2
All Years	94.8	95.5	95.3	94.3
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Management of non-attendance

Narara Public School maintains an attendance percentage well above state averages.

Class sizes

Class	Total
KG	17
K/1K	18
KR	18
1L	20
1P	19
1M	20
2P	25
2B	27
3S	31
3C	29
4N	30
4/5F	30
5/6D	30
5/6W	30
5/6J	29

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	3
Classroom Teacher(s)	14.23
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.8
School Administration & Support Staff	3.42
Other Positions	0.13

*Full Time Equivalent

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

Currently we have 1 member of staff who identifies as being Aboriginal.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	22

Professional learning and teacher accreditation

In 2016 our school professional learning related to our priority areas of Innovation, Engagement and Success. The key professional learning was in the following areas:

- Well-being
- Assessing and Reporting
- Quality Teaching Rounds

The total amount of expenditure for professional learning was \$29312.07 which was an average of \$888.24 per staff member.

As a staff we spent the first term collaboratively reflecting on the milestones that were achieved previously and developed a shared vision for 2016. We focussed on well-being as a priority, introducing the Bounce Back Program across the school and began training staff in the KidsMatter pedagogy. We also recognised a need to unpack the literacy continuum to ensure a progression of learning that allowed for effective assessment and reporting to parents. Finally, we began quality teaching rounds, focusing on literacy as well as 21st Century pedagogies such as Self-Organised Learning Environments (SOLE).

In 2016, two teachers worked towards Proficient Accreditation, one teacher achieved accreditation at Proficient and 6 teachers maintained accreditation at this level. One teacher began collecting evidence towards lead teacher accreditation. This teacher was part of the Lead Development Initiative (LDI) organised by the Leadership and High Performance Unit. This led to a whole school focus on the teaching, learning and reporting of writing. It also allowed the Valley Schools insight into the expectations of Lead and Highly Accomplished Accreditation.

Other professional learning activities included curriculum, anaphylaxis, asthma, CPR and Problem Based Learning.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income

broken down by funding source and is derived from the school Annual Financial Statement.

Narara Public School is a group 1 LMBR school, we rolled over to SAP mid 2016. These figures incorporate both OASIS and SAP financials.

Income	\$
Balance brought forward	145 074.08
Global funds	104 552.10
Tied funds	87 631.23
School & community sources	77 570.22
Interest	1 840.32
Trust receipts	2 974.00
Canteen	0.00
Total income	0.00
Expenditure	
Teaching & learning	
Key learning areas	19 124.08
Excursions	37 080.28
Extracurricular dissections	24 636.17
Library	4 793.01
Training & development	1 834.48
Tied funds	48 853.72
Short term relief	3 760 144.00
Administration & office	28 405.89
School-operated canteen	0.00
Utilities	9 756.52
Maintenance	3 836.21
Trust accounts	7 115.22
Capital programs	0.00
Total expenditure	0.00
Balance carried forward	0.00

The information provided in the financial summary includes reporting from 1 December 2015 to 31 December 2016.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	588 963.24
(2a) Appropriation	495 514.80
(2b) Sale of Goods and Services	140.00
(2c) Grants and Contributions	92 327.24
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	981.20
Expenses	-377 932.06
Recurrent Expenses	-377 932.06
(3a) Employee Related	-197 343.39
(3b) Operating Expenses	-180 588.67
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	211 031.18
Balance Carried Forward	211 031.18

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

<Use this text box to enter a general statement describing:

- your school's financial management processes and governance structures to meet financial policy requirements
- any unusual spending patterns or substantial underspending/overspending (e.g. accommodating leave, illness, savings for planned capital expenditure)
- intended use of funds available>

Delete text not required.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2016 Actual (\$)
Base Total	2 391 451.36
Base Per Capita	19 574.50
Base Location	0.00
Other Base	2 371 876.87
Equity Total	136 347.24
Equity Aboriginal	10 394.24
Equity Socio economic	25 730.75
Equity Language	1 311.63
Equity Disability	98 910.62
Targeted Total	225 314.13
Other Total	61 584.48
Grand Total	2 814 697.22

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

School-based assessment

In 2016 our school achieved some outstanding results in the area of numeracy and place value, as a result of the continued implementation of theTEN program.

At the end of 2016 the following results occurred in Early Arithmetic Strategies:

- 46 out of 47 (98%) Kindergarten students were at or above expected numeracy levels
- 65 out of 66 (98%) Year 1 students were at or above expected numeracy levels
- All Year 2 students (100%) were at or above expected numeracy levels
- 48 out of 53 (90.5%) Year 3 students were at or above expected numeracy levels
- 38 out of 40 (95%) Year 4 students were at or above expected numeracy levels

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school.

In 2016 the school utilised the Tell Them from Me Parent Survey and the Tell Them from Me Student Survey.

The parent survey was broken up into 7 domains. The results are as follows:

1.	Parents feel welcome	79%
2.	Parents are informed	70%
3.	Parents Support Learning at Home	65%
4.	School Supports Learning	75%
5.	School Supports Positive Behaviour	82%
6.	Safe School	78%
7.	Inclusive School	72%

The student survey indicated:

Students feel accepted and valued by their peers and by others at their school.

– 71% of students in this school had a high sense of belonging.

– 68% of the girls and 75% of the boys in this school had a high sense of belonging.

Students have friends at school they can trust and who encourage them to make positive choices.

– In this school, 85% of students had positive relationships.

– 83% of the girls and 87% of the boys in this school had positive relationships.

Students have friends at school they can trust and who encourage them to make positive choices.

– In this school, 85% of students had positive relationships.

–83% of the girls and 87% of the boys in this school had positive relationships.

Students with positive behaviour at school

Students that do not get in trouble at school for disruptive or inappropriate behaviour.

– In this school, 85% of students had positive behaviour.

–91% of the girls and 79% of the boys in this school with positive student behaviour at school.

Students try hard to succeed in their learning.

–87% of students in this school tried hard to succeed.

–90% of the girls and 83% of the boys in this school tried hard to succeed.

Policy requirements

Aboriginal education

Based on previous school evaluations of Aboriginal Education, during 2016 we focused on improving the following areas:

- The educational outcomes of Aboriginal and Torres Strait Islander students, particularly numeracy and literacy
- Building increased knowledge and understanding of Aboriginal Australia for all staff and students
- Strengthening collaborative decision making with Aboriginal people and communities, through Aboriginal and Torres Strait Islander Parent Meetings to discuss Aboriginal Education within our school
- Developing a better understanding and implementation of PLP's by teachers and students

In 2016 Narara Public School involved itself in localised cultural activities like the Valley Schools ATSI Cultural Day.

Multicultural and anti-racism education

In 2016 we trained a new Anti-Racism Officer within the school. We also updated the Welfare policy, ensuring that we effectively met Department of Education policy aims of Multicultural and Anti-Racism Dimensions, namely:

- promoting acceptance of Australia's cultural, linguistic and religious diversity
- challenging prejudiced attitudes
- ensuring that sanctions are applied against racist and discriminatory behaviours
- ensuring that all students, staff and families felt culturally safe at school, especially through the Kidsmatter Pedagogy

In 2016 we held our Bullying: No Way! Assembly and conducted anti-bullying lessons over the week culminating in a whole school assembly.

Other school programs

Student leadership

In 2016 Narara Public School's Student Representative Council (SRC) gave the students a voice into what was happening within their school. The council included representatives from Year 2 to Year 6. It would meet every 3 weeks to discuss student ideas to improve their quality of life within the school.

As a result of a strong student voice we were able to add the following new ideas into our school in 2016:

- passing a motion to buy school swimming caps and basketball hoops
- buying new silvers eating for the senior area

The School Leaders also involved themselves in a number of fundraising opportunities and support for various organisations around the area. These include:

- Crazy Footy Day to raise money for Gosford Lions Club
- Wacky Wednesday Lunchtime Activities to engage our students during this time
- Easter Bun fundraiser for the Year 6 present

Environmental education and sustainability

During 2016 the school was successful in receiving a \$3500 Environmental Eco-Schools Grant from the Minister for Environment. These funds will go towards planting a vegetable garden and initiating a "farm to plate" program at the school.

Narara Public School entered the Gosford City Council's Greenhouse Project. From this competition one of our students achieved first place for showing how we can keep drain water clean.

Family and community programs

The school community participates in school activities through the P&C, School Council, Finance Committee, canteen and uniform shop. Many parents also volunteer at the canteen and assist with reading, sports and dance programs throughout the year.

During 2016 selected parents were involved in Professional Development relating to Kidsmatter. They have played an important role in initiating this well-being program at Narara Public School.

The school held both a Father's Day and a Mother's Day Breakfast to show support for our parents and a community Christmas Concert at the end of the year.

Creative and Performing Arts

Creative Arts is a priority program within the school. During their class teacher's release time, each class participates in a weekly lesson with a specialist creative arts teacher. In addition, across the school performing arts programs include junior and senior bands, a K-3 string (violin) group, junior and senior choirs, a recorder group and a dance group.

In 2016 The Senior Dance Group performed at the Central Coast Dance Festival and The Recorder Group performed at the Festival of Instrumental Music at the Sydney Opera House. The Senior Choir performed in the Festival of Choral Music at the Opera House in 2016 and the Junior Choir performed in the Primary Proms at the Sydney Town Hall.

Sport

Narara Public School entered a number of PSSA sporting competitions in 2016.

These included boys and girls soccer, boys cricket, girls netball, boys and girls basketball and touch football gala days.

We had many students reach zone and district levels for swimming, cross-country and athletics.

After evaluating our current sport programs, we plan to raise the profile of sport within our school during 2017.