



Narromine Public School

Annual Report



2016



2713

Introduction

The Annual Report for **2016** is provided to the community of **Narromine 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.

Denise King

Principal

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Message from the Principal

Narromine Public School has always proudly and transparently reported its progress through an annual report and it is with great pleasure that I present the 2016 report to you.

Our school remains committed to providing innovative, varied and challenging learning programs that meet the needs of our students. We have continued to encourage high expectations in all academic, cultural, social and sporting endeavours. As a school, we strongly believe in the programs and initiatives that we offer as each impacts significantly on the positive lives and learning achievements of our students. This report will share with you the many successes we have experienced in 2016; it will also provide a glimpse into the wide range of opportunities that our students have available to them. None of which would be possible without the support, dedication, commitment and passion of our staff, our parents and our community.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Denise King

Message from the school community

Narromine Public School P&C

The P&C has experienced a fantastic year in 2016. The year started with an Easter Egg Raffle fundraiser that was very successful due to the many donations of eggs and Easter gifts from the parents of our school. The P&C sold tickets over a few weeks and held a large raffle in our school hall at the K-2 Easter Hat parade. It was great to see so many faces in the crowd and students with their hat creations.

Our Mother's Day and Father's Day stalls were received well this year, providing the students with a variety of gifts and cards for their parents and grandparents to share on their special day.

The next fundraising event we started focusing on was our bi-annual school fete. What an absolutely fantastic event this was. Congratulations to parent representative and fete coordinator, Sharon Doherty who together with the P&C organised a very successful afternoon of fun for the whole community.

We decided to hold our fete on a Friday afternoon this year starting at 2pm to give the children who have to catch buses home the opportunity to enjoy the fete. There were show bags, a petting zoo, pony rides, slushies and popcorn, laser tag in the school hall, cold rock ice-creams, sizzling BBQ and our Monster Raffle with donated prizes from our local community. It was a long and exhausting day for everyone but we raised over \$10,000 for our P&C to inject back into the school.

The P&C manages our Tastebuds canteen within our school. There have been a few exciting changes this year. Sadly at the end of Term 3 we farewelled Clare Mears who was our Canteen Manager for a few years. The P&C, staff and students thank Clare sincerely for the tireless effort she put in to our canteen. At the start of Term 4 we welcomed Naomi McNaught as our new Canteen Manager and we are looking forward to the continued great work of our canteen and its staff and volunteers. We would like to thank all of our canteen helpers and Year 6 students who volunteer their time throughout the year to make our canteen viable.

We also purchased two brand new 1000L glass door fridges. The fundraising our P&C organises each year makes purchases like these possible.

The P&C also looks after all the pre-loved uniform sales, the purchase of Year 6 farewell gifts, book awards for kindergarten students for Presentation Assembly and through our canteen we cater our school discos and sporting carnivals.

The P&C continues to support Narromine Public School by providing extended opportunities for all of our students.

Kat Barnes – President

School background

School vision statement

Quality Education in a Caring Environment

School context

Narromine Public School is located in the Macquarie Valley in central New South Wales. It is based in the Lachlan Network of Area 4. The current school enrolment is 346, this includes a 48% cohort of students identifying as being Aboriginal.

NPS provides a variety of opportunities for academic, sporting, cultural and social achievements in a supportive and collaborative environment. Curriculum access for students is maximized through innovative programs, such as Early Action 4 Success, science, Aboriginal and Environmental Education (SAEE), Come and See Speech and Keeping them morning fitness program, while advancing technologies continue to have a significant impact by creating many opportunities for teaching and learning experiences.

NPS has a multi categorical class, an Assistant Principal Learning and Support, a Home School Liaison Officer and an Aboriginal Home School Liaison Officer to support student needs across our school. Special initiatives of the school include a strong student welfare program, a very active Student Representative Council, transition to kindergarten program, Middle Years program and a wide range of creative and sporting opportunities.

The staff are committed to ongoing professional learning in the new syllabus documents for science, history and geography and teacher and student learning are a school focus. School planning is based on comprehensive data analysis and strong partnerships have been formed with the Aboriginal community and other community agencies.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

In 2016, our school has continued to develop our understanding of the elements within the School Excellence Framework by enabling staff to participate in professional conversations about areas of strength and those that require further improvement in learning, teaching and leading. This year our school has collected evidence of our systems and practices that demonstrated our progress within the specific elements of the framework and school plan.

With regard to learning, professional training opportunities have allowed all teaching staff to make informed decisions regarding the teaching and learning of their students. Each stage works collaboratively with the learning and support team to ensure all the learning and social needs of their students are addressed efficiently. This allows students to achieve maximum success within their capabilities. Furthermore, additional funding has been again allocated to specialised teachers who are able to provide support and intervention in the areas of literacy, numeracy and social skills.

The well-being of our students continues to be supported by an active PBL team and our school's Assistant Principal for Welfare. There is evidence of clear and structured routines within the classroom and playground settings that aim to promote a safe and engaging learning and playing space. There is a wide range of extra-curricular activities in the areas of CAPA, science and sport that further promote the engagement and success of our students. Parents are keen to be involved with their children's learning as a high number have taken part in parent teacher interviews that discussed personalised learning goals during Term 1 2016.

In the domain of teaching, teachers continue to work collaboratively to improve the teaching and learning that takes place within their stages. Stage supervisors regularly provide constructive feedback to their peers in the areas of programming and teaching practices. Teaching staff were given opportunities to seek professional development in analysing student progress using PLAN. Quality teaching practices used in Early Action 4 Success are gradually taking place in the middle and upper primary classrooms.

In the area of leading, Narromine Public School continues to work hard in reaching out to our families by giving them opportunities to be a part of their children's learning. We have seen an increase in parent participation in school functions and continue to actively support our struggling families in the areas of health and welfare by seeking assistance from various outside agencies. We seek community feedback through our forums and surveys which in return allows us to evaluate and strengthen our school processes and procedures and most importantly, our connection with the community.

Strategic Direction 1

High Educational Practices and Standards

Purpose

To provide opportunities for all children to achieve a high standard of educational outcomes by individualising teaching and learning, embracing the National Curriculum, providing enriched extra curricula opportunities and inspiring the learner (teacher and student) to be a 21st century learner.

Overall summary of progress

At Narromine Public School we support the professional development of teachers to enrich quality classroom practices.

This year through Early Action 4 Success across K–2, implementing the new science syllabus and our quality programs around Aboriginal and Environmental Education we have continued to make significant gains in this strategic direction.

Early Action 4 Success has seen a growing number of staff using PLAN data to program for student needs in literacy and numeracy. We have also developed systems for the inclusion of PLAN data as part of learner profiles to support data collection on the academic needs of students. Again this year we have seen improvements in students' results in both literacy and numeracy.

We have continued to engage our students in the new science curriculum by extending RFF Science to all classes. The celebration of science has now become embedded in our science program with a focus on working technologically and this year we were able to work with the local high school and coordinate with their science fair. We are now in the process of developing a locally integrated scope and sequence, which will utilise local resources within the community.

Narromine Public School has celebrated and supported Aboriginal culture through various programs and events. Throughout the year Narromine Public School has provided programs that educate and inform all students about Aboriginal history and culture while embracing respect and empathy for Aboriginal culture from past, present and future of cultural significance.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
To increase NPS's growth measure by 50% from year three to year five in NAPLAN literacy and numeracy	<ul style="list-style-type: none">• We have demonstrated increases in our growth measure in Numeracy from 2015 to 2016. There was an increase of 11% of students achieving greater than or expected growth between Year 3 and Year 5.	Literacy and Numeracy Resources (Global) \$1000
To increase the number of LSES and Aboriginal students in the top two skill bands for both year three and five NAPLAN	<ul style="list-style-type: none">• Our NAPLAN results reflected an increase in the number of Aboriginal students in the top two bands in Spelling, Grammar and Numeracy for Year 3 and Grammar and Reading for Year 5.	
To increase student growth in school assessments and tests by a percentage to be determined by stage teams as part of their stage goal setting	<ul style="list-style-type: none">• Our school has worked on developing consistent assessment practices across stages by using stage moderation to develop consistency in programming and in teacher judgement.• Professional development has been undertaken by K–6 staff to improve teacher consistency in moderating writing and numeracy. This supported teachers in providing quality educational practices occurring in Literacy and Numeracy resulting in targeted outcomes and individualised tracking for these students.• In K–2 our results over time have demonstrated an increase of students reaching literacy benchmarks by the end of Year 2 from on average	

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
To increase student growth in school assessments and tests by a percentage to be determined by stage teams as part of their stage goal setting	<p>69% (2014) to 86% (2015). This growth was maintained at (85%) in reading and comprehension in 2016.</p> <ul style="list-style-type: none"> We have also had an increase of students reaching Numeracy benchmarks by the end of Year 2 from 74% (2014) to 84% (2015). We then had 94% reaching counting on expectations in 2016 with 69% of these reaching expectations in place value. 	
To develop a deeper understanding and appreciation of the new science syllabus, in particular the 'Working Technologically' strand of the syllabus.	<ul style="list-style-type: none"> Over 70% of stage 3 students took part in the combined primary and high school Science Fair. Level of participation in the UNSW ICAS Science competition has increased with 2 students achieving Distinctions in 2016, while 5 students gained Credits. Staff have participated in training and professional sessions that focused on the meaning and nature of the 'Working Technologically' strand. Units taught to students are supported by a wide range of practical experiences such as experiments and construction tasks using a range of materials. 	

Next Steps

- Embed practice of using data analysis for programming K–6 by applying consistent assessment practices.
- Increase number of students reaching benchmarks in writing by the end of Year 2 from 33% to 60%.
- Increase the number of students exiting intervention through reaching benchmarks from 62.5% to 80%.
- Investigate effective growth practices in Numeracy and Literacy to increase growth in both by 50% on 2016 data.
- Continue to build the number of Aboriginal students reaching the top two skills bands in NAPLAN with a focus on Reading and Writing in Year 3 and Spelling, Writing and Numeracy in Year 5.
- Apply consistent assessment practices across K–6 classrooms and measure increases in results based on baseline data from the beginning of 2017.



Strategic Direction 2

Systems of Leadership, Organisational Practices and Innovation

Purpose

To build a strong educational community who have a shared vision of leadership. A collaborative outlook and commitment to educational and managerial innovation, high standards of organisational practices and effective communication strategies.

Overall summary of progress

At Narromine Public School, staff and students have continued to develop their capabilities by continuing to build a shared understanding of effective classroom management to ensure that the best teaching practice occurs in the classroom. All staff participated in professional learning surrounding the effective management of student behaviour with Ian Luscombe.

All staff were provided with the opportunity to develop their understanding of the functions of behaviour through PBL training and how this may impact on student engagement in the classroom. There was a series of social skills programs which aimed to support the reduction in behaviour of targeted students. Staff continue to analyse data to ensure decisions made surrounding student learning are well informed and supported by our classroom teachers, LAST and outside agencies.

Our school continues to manage student behaviour and learning by referring to our PBL data whereby staff are supported with their classroom management practices where needed. The existence of our student leadership body has continued to allow students to build their team building and peer coaching capabilities.

Our school continues to maintain a positive relationship with the community through various community engagements.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increase in staff engaging with school organisational, administrative and communication structures	<ul style="list-style-type: none">• There has been improvement in staff engaging with school systems and improvements in the streamlining of organisational and administrative structures to support classroom teachers and staff new to the school. The updating of classroom folders has ensured current school policy and procedural information is readily available in each classroom.	STARS Consultation – \$500 Professional Learning– Ian Luscombe School Visit – \$11300 PBL and LST Administration– \$1600 Staff Welfare Support – \$8000
Increase in student voice in our planning and evaluation structures	<ul style="list-style-type: none">• We have continued to build the portfolio of student leadership across our school. In 2016 we had 60 leadership positions held by students from Years 1–6. 90% of the Year 5 and Year 6 student leadership body attended the GRIP leadership conference where they were able to network with other school leaders. Students were able to further develop team building and peer coaching techniques.• 100% of students in Stage 3 were trained peer support leaders with 90% taking on an active leadership role during peer support sessions.• Student leadership body's involvement in hosting community service fundraising activities and the coordination of school functions such as socials and special assemblies.• 5 students took part in a supervised boxing	

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increase in student voice in our planning and evaluation structures	<p>program the local PCYC.</p> <ul style="list-style-type: none"> • 19 students were involved in a boys bootcamp. • Stage 3 girls and boys participated in interest groups afternoons. • Female Aboriginal students in Year 6 were given the opportunity to develop their social skills by taking part in the Aboriginal Girls Circle sessions. 	
Greater leadership commitment to Leadership Improvement Standards	<ul style="list-style-type: none"> • Staff at Narromine Public School refined their application of personalised development plans by identifying and demonstrating growth in goals ranging from individual to school and systems goals. 100% of staff engaged with the process of collecting evidence to show professional learning in addition to improving their professional practice. • Our beginner teachers continue to work towards attaining and maintaining their accreditation. 	
Successful adaption of LSLD/ LMBR/SALM/BI within NPS	<ul style="list-style-type: none"> • Staff continue to work with the implementation of BI/SALM and LMBR with professional learning dedicated to supporting our SASS staff during the initial stages of the roll out process for our school. 	
Increased parent/career engagement and supports for NPS	<ul style="list-style-type: none"> • 22 parents returned the School Map Teaching Survey. 95% of parents indicated that teachers at Narromine Public School provide class activities that are interesting and appropriate to their child's learning. • 98% of PLP's were completed in Semester 1 of 2016. 	
To continue building our connections with outside agencies to help support our high needs families.	<ul style="list-style-type: none"> • The Network Specialist Hub and community liaison positions have been supporting our community in providing them with access to external services which in turn helped their children to engage with learning and to interact positively with the school. • 15 families were involved with the Family Referral Service through Mission Australia. • 17 families accessed the Network Specialist Hub, 5 families were able to access an Aboriginal Women's Support Worker through Centacare. • 76 students are involved in ongoing hearing and dental follow up appointments and rescreenings. • 136 students participated in hearing screenings with Marathon Health. • 40 students were involved in dental screenings. 13 students required follow up appointments which were free of charge under the Dental Benefits Scheme. • 73 students were took part in vision screenings with the help of Wellington Aboriginal Corporation Health Service. 15 students required glasses. • 32 students were involved with the Come and See speech program coordinated by Royal Far West. 	

Next Steps

- Continue to build opportunities for the student leadership body by involving the student voice in the school management planning, year end 2017.
- Refine structures for professional development sessions that include systems to support a higher number of staff

in attaining teacher accreditation in 2017 with all pre 2004 service teaching staff to work towards attaining proficiency level in 2018.

- Staff are engaging with LMBR and SALM through appropriate training and professional opportunities.



Strategic Direction 3

Enhanced Community Participation and Engagement

Purpose

To strengthen our school community relationships, whereby enhancing opportunities to work together in supporting our students with a focus on school wide equity, student welfare and wellbeing.

Overall summary of progress

Narromine Public School has continued to maintain a high rate of student attendance and community participation by creating active, regular and culturally sensitive collaboration between school and home.

As a school we have formed relationships with agencies to help manage our targeted student families. Our community programs have continued to provide opportunities for families to be supported and involved in our school. Our Boys Boot Camp, Stage 3 Well Being Program, Grandfriends Day and Boys Fathers Days provided engaging activities for the children and family members involved. The Science Fair Spectacular and a Middle Years project with Narromine High School was successfully implemented in Stage 3 with a high student participation rate from both schools. Our school's relationship with the Community Network Hub and various health care agencies have allowed for us to host a series of health screenings whereby students with significant medical needs were identified and supported in the areas of vision, hearing and dental.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
To increase parent participation at school functions by 50%	<ul style="list-style-type: none">• 65 community members attended our Grand-friends Day.• 19 parents/carers participated in the Stage 3 Boys and Fathers day.• 68 community members attended our School Community Link Up Day.• 98% of student PLP's completed.• 10 parents attended Fruit and Sense workshop.• An increased number of parents and carers attended our Leadership Induction Assembly and Presentation Day Assembly.• 90% of parents attended the Year 6 Farewell dinner.• Our art exhibition, RAW attracted a large number of parents and carers who visited the student exhibition which was held in the multipurpose hall.	
To enhance school and community identity through a focus on cultural diversity and inclusion, as evidenced by a 20% increase in Aboriginal community participation	<ul style="list-style-type: none">• An increased number of community members attended our NAIDOC day celebrations.• Marrang Dahli Cooking program and the Busy Hands cooking project encouraged the participation of our Aboriginal parents and carers.• Year 6 transition meetings with our feeder high school encouraged the participation and input of our Aboriginal parents.	

Next Steps

- To continue to engage our parents through school and classroom programs and events such as Grandfriends Day, PLP interviews and other extra curricular activities.
- To continue supporting our Aboriginal families through the Community Network Hub.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<ul style="list-style-type: none"> • We have continued to forge strong partnerships with our Aboriginal community. Successes have included 98% of parents and carers involved in the development of Personalised Learning Plans for our Indigenous students. • The continued employment of our Community Engagement Officer has supported parent access to the school and through the Network Hub, connections to vital services have supported their children's success and wellbeing at school. • Ongoing professional learning for staff, promotion of community events and student participation in cultural events have strengthened the connections between staff, students and our community. 	<ul style="list-style-type: none"> • Promotion of \$400 RAM • Casual release \$3000 RAM • Performance \$1000 RAM • Professional Learning \$12760 0.6 FTE • Community Engagement Officer RAM • Resources \$3050 RAM
Low level adjustment for disability	<ul style="list-style-type: none"> • The development of a consistent approach to LST referrals and data collection has aided in effective processes for the completion of NCCD and maintenance of data. Students identified as requiring support are regularly monitored through stage and LST meetings. Access to external providers of support services has increased providing timely support for students with additional needs. Small group work, one to one support and social skills groups continued to be implemented to support the needs of students in K–6. 	<ul style="list-style-type: none"> • 1.9 FTE LST • \$3000 teacher release
Socio–economic background	<ul style="list-style-type: none"> • Ongoing professional development has been undertaken by staff in K–6 with a focus on developing improved classroom practice in writing and place value development in literacy and numeracy. • In addition to the provision of an Instructional Leader, further support was provided to students through the Daily 5 Reading program facilitated by the intervention teacher. Extensive support was made available for students in need of one to one support. • Professional learning in providing supporting classroom environments and consistency in behaviour management have continued to provide staff with resources and skills in managing a diverse range of needs in the classroom. • Our successes in increasing parent participation in school events has continued into 2016. With specific targeted events and personal invitations, we have had a positive reaction to school activities. These activities have also provided opportunities for our school to engage with external agencies such as Centacare, Royal Far West, Mission Australia, Hear our Heart and Stewart House. • The Network Specialist Hub and community liaison positions have been supporting our community in providing them with access to external services which in turn helped their children to engage with learning and to interact positively with the school. 	<ul style="list-style-type: none"> • EA4S – \$65786.31, 1xFTE Interventionist teacher, 1x FTE Instructional Leader. • Professional Learning \$24 800 RAM • 0.6 FTE Community Engagement Officer RAM • SASS Staffing \$34 900 • Resources \$1500 • Welfare AP 0.5 FTE

<p>Socio-economic background</p>	<ul style="list-style-type: none"> • 76 students are involved in ongoing hearing and dental follow up appointments and rescreenings. • 136 students participated in hearing screenings with Marathon Health. • 40 students were involved in dental screenings. 13 students required follow up appointments which were free of charge under the Dental Benefits Scheme. • 73 students took part in vision screenings with the help of Wellington Aboriginal Corporation Health Service. 15 students required glasses. • 15 families were involved with the Family Referral Service through Mission Australia. • 32 students were involved with the Come and See speech program coordinated by Royal Far West. 	<ul style="list-style-type: none"> • EA4S – \$65786.31, 1xFTE Interventionist teacher, 1x FTE Instructional Leader. • Professional Learning \$24 800 RAM • 0.6 FTE Community Engagement Officer RAM • SASS Staffing \$34 900 • Resources \$1500 • Welfare AP 0.5 FTE
<p>Early Action 4 Success</p>	<ul style="list-style-type: none"> • Ongoing professional development has been undertaken by staff in K–2 with a focus on developing improved classroom practice in literacy with a focus on writing and in numeracy with a focus on place value. • There are an increasing number of students reaching literacy and numeracy benchmarks as identified on the continuums. • The majority of students are making growth against the continuum in at least one aspect of numeracy and literacy each term. • 48 students accessed intervention with daily reading programs, with 30 students reaching expected targets in 2016. • 100% of staff in K–2 continuing to use PLAN data to inform their programming by the end of 2016. Teachers in Stage 2 and Stage 3 are also using PLAN data to inform their teaching. This is evident in teacher programs. Staff are working towards making connections between the continuum and the new syllabus' in order to improve teaching. • Kindergym operated 2 mornings a week and connected with the local preschool to provide fundamental movement skills and an early literacy program. We were able to access up to 20 children in a session with sessions averaging a participation rate of 3–10 children. • K–6 teachers have used PLAN data as part of their learner profiles this year. 	<ul style="list-style-type: none"> • 1.4 FTE reading intervention teacher • 0.4 Teacher (Early Childhood Initiative) • Instructional Leader and LAST support



Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	207	187	184	160
Girls	175	164	161	156

Student attendance profile

School				
Year	2013	2014	2015	2016
K	94.2	94.4	93	94
1	92.4	94.2	93	91.8
2	94.1	92.5	94.7	92.7
3	95	93.7	90.4	94.9
4	92.7	94.2	92.3	88.7
5	93.9	93.8	92.4	91
6	94.6	91	90.9	92.6
All Years	93.8	93.4	92.3	92.2
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

At Narromine Public School we manage student attendance through weekly meetings with the Home School Liaison Program officers. Attendance data is collated and examined to ascertain where attendance concerns may lie. Data is compared to state and regional averages and from this any student who would benefit from attendance support is identified. This support ranges from personalised attendance plans developed by the school attendance team and classroom teachers, to attendance improvement plans assembled in conjunction with the HSLP team. Regular attendance is proven to have a major and positive impact on a child's education and Narromine Public School is committed to supporting students' attendance.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	3
Classroom Teacher(s)	11.09
Teacher of Reading Recovery	0.5
Learning and Support Teacher(s)	1.9
Teacher Librarian	0.8
School Administration & Support Staff	5.95
Other Positions	1.73

*Full Time Equivalent

Narromine Public School has 8 staff members that identify 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	86
Postgraduate degree	14

Professional learning and teacher accreditation

All staff at Narromine Public School participated in and completed their mandatory training in the following areas:

- Code of Conduct, Dignity and Respect Compliance Training
- 2016 Updated Child Protection
- Anaphylaxis E Learning
- e-Emergency Care (e-care)
- e-Emergency Care (APTSS)
- CPR
- Recognition and Management of Anaphylaxis Training

Staff also continued to deepen their understanding of the science syllabus by taking part in internal professional learning on components of the new syllabus. Further mentoring was provided for staff in their ability to confidently use the numeracy and literacy continuums to inform their teaching by our instructional leader.

All staff took part in the Nonviolent Crisis Intervention training session to help develop their ability to safely diffuse violent altercations that may occur within the school.

Our beginner teachers continued to be supported in their completion of accreditation at professional competence level.

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.

Income	\$
Balance brought forward	656 176.84
Global funds	329 539.10
Tied funds	715 440.09
School & community sources	51 295.66
Interest	14 443.24
Trust receipts	209 936.92
Canteen	0.00
Total income	1 976 831.85
Expenditure	
Teaching & learning	
Key learning areas	43 628.75
Excursions	25 921.35
Extracurricular dissections	45 528.92
Library	16 038.46
Training & development	24 712.28
Tied funds	808 780.84
Short term relief	56 472.30
Administration & office	88 163.04
School-operated canteen	0.00
Utilities	40 260.84
Maintenance	24 371.96
Trust accounts	115 672.43
Capital programs	32 444.00
Total expenditure	1 321 995.17
Balance carried forward	654 836.68

The information provided in the financial summary includes reporting from January 28 to 31 December 2016.

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>

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Financial summary equity funding

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

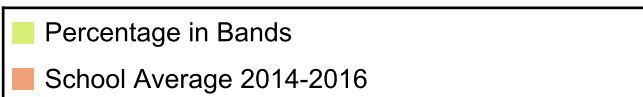
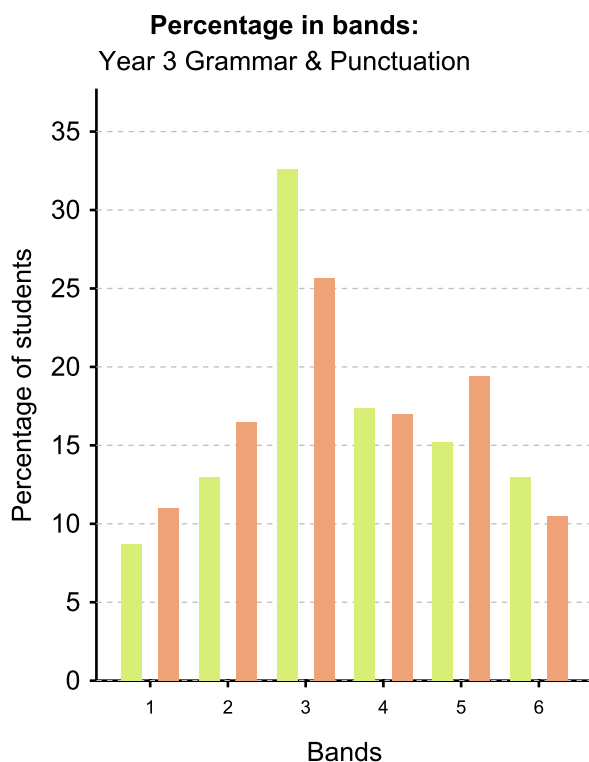
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

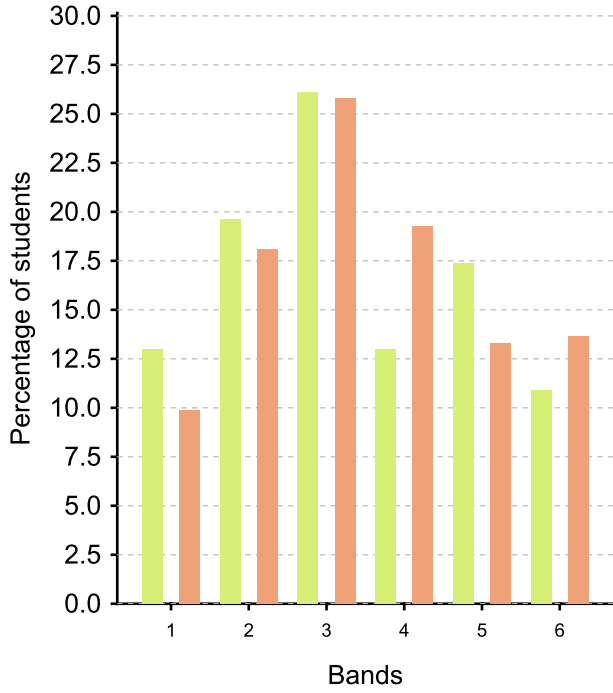
NAPLAN

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.

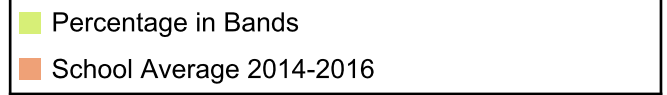
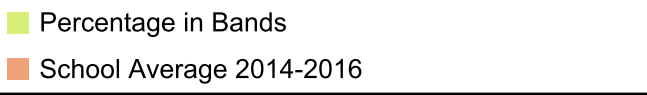
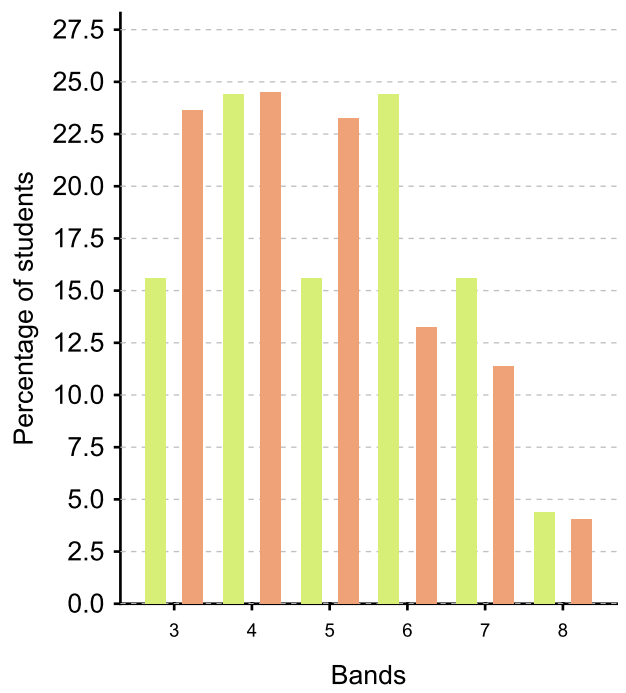
In 2016 there were upward trends in all strands of reading, grammar and spelling for Year 3 and Year 5. The average Year 3 and Year 5 scores for literacy were above similar school groups in reading, grammar and spelling. The Aboriginal students in Year 3 were above similar school groups in spelling and grammar. The Aboriginal students in Year 5 were above similar school groups in grammar. There has been growth in the number of students reaching proficiency in all strands of literacy in Year 3 with more than double the students reaching proficiency. For Year 5 there has been growth in the number of students reaching proficiency in reading, writing and grammar.



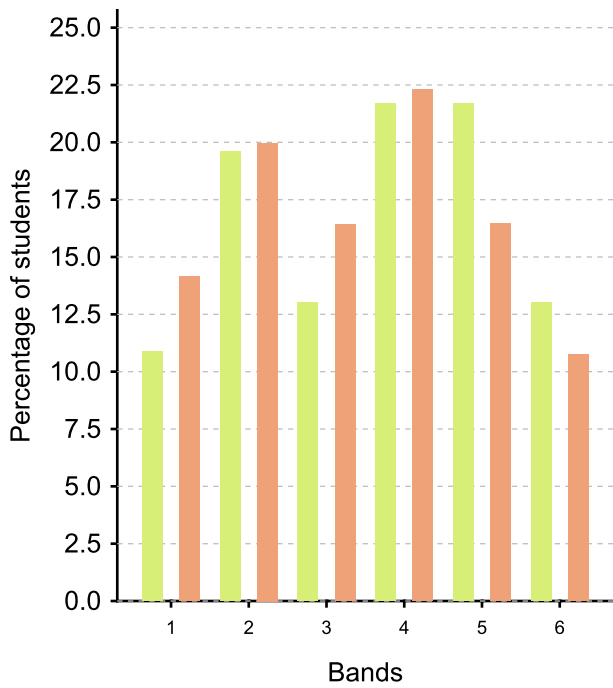
Percentage in bands:
Year 3 Reading



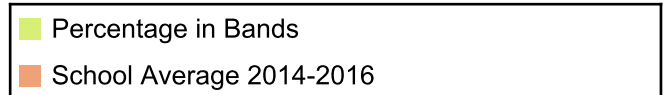
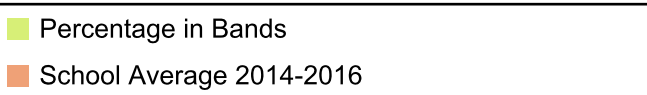
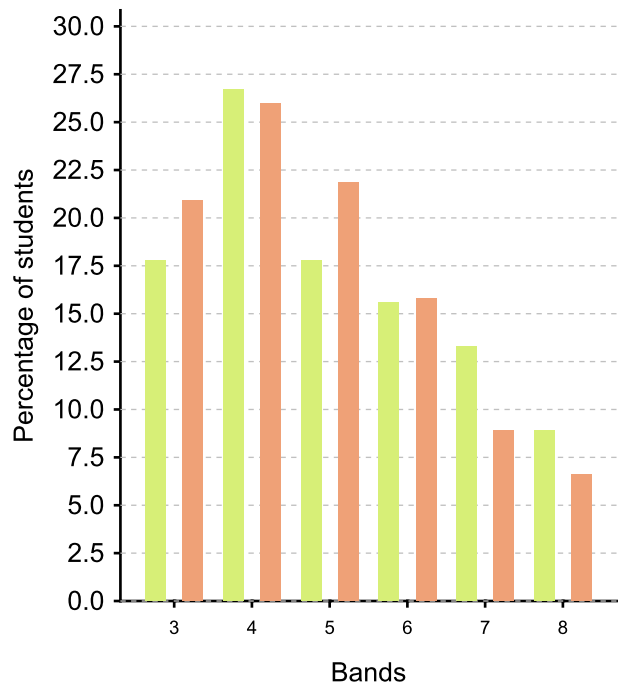
Percentage in bands:
Year 5 Grammar & Punctuation



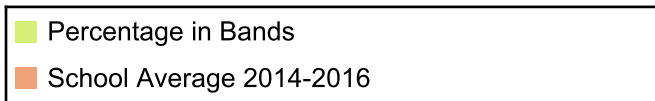
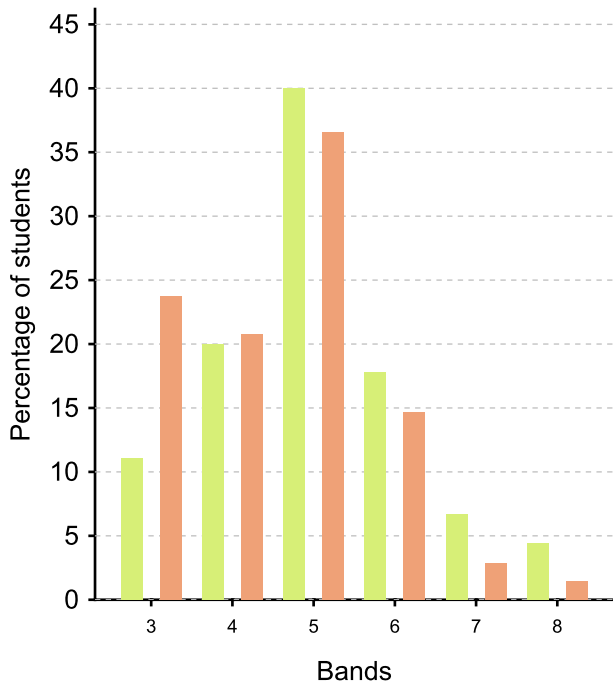
Percentage in bands:
Year 3 Spelling



Percentage in bands:
Year 5 Reading



**Percentage in bands:
Year 5 Writing**



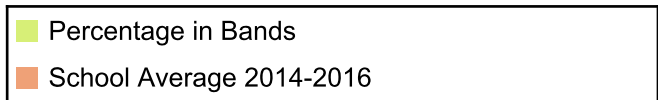
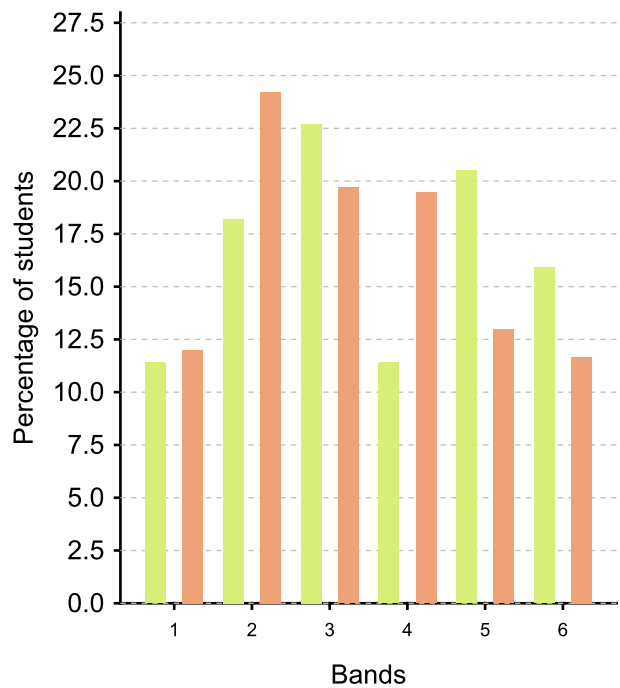
Narromine PS Numeracy Year 3:

- 47.8% of our Year 3 students scored in the top three bands.
- 30.3% of our Year 3 Aboriginal students scored in the top three bands.

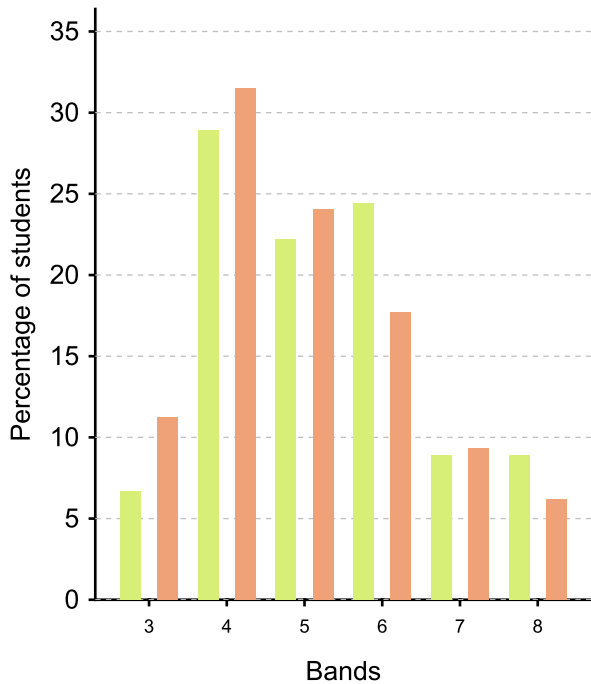
Numeracy – NAPLAN Year 5

- 42.2% of our Year 5 students scored in the top three bands.
- Average progress between Year 3 and Year 5 was above state average for numeracy.
- 61% of Year 5 students scored greater or equal to their expected growth.
- Our Year 5 Aboriginal students achieved a higher growth than Year 5 Aboriginal students across the state.

**Percentage in bands:
Year 3 Numeracy**



Percentage in bands:
Year 5 Numeracy



Legend:
■ Percentage in Bands
■ School Average 2014-2016



Parent/caregiver, student, teacher satisfaction

In 2016, Narromine Public School sought the opinions of parents, students and teachers about our school. Using the School Map survey, students and parents were asked about how they felt about the teaching and learning that occurred in the classroom. In the area of teaching:

- 153 students completed the survey.
- 75% of students believed that teachers planned class activities that were interesting and helped the students with their learning.
- 22 parents completed the same survey and 95% believed that teachers planned engaging activities to enhance their child's learning.
- 63% of parents who attended the Stage 3 Boys and Fathers Day indicated that they value attending school interviews to discuss their child's academic and social progress at school.
- 70% of those parents also found our school

reports informative and easy to read.



Policy requirements

Aboriginal education

In 2016, Narromine Public School has celebrated and supported Aboriginal culture through various programs and events of cultural significance. Through our programs and cultural celebrations, Narromine Public School supports and provides opportunities for our Aboriginal students and their families to achieve and participate within our school community. Throughout the year Narromine Public School provided programs that educated and informed all students about Aboriginal history and culture while embracing respect and empathy for Aboriginal culture from past, present and future.

This year Narromine Public School supported Aboriginal students through Personalised Learning Plans which ensured individual learning needs were met through cultural significance and understanding for Aboriginal students and families. This enabled teachers to engage with families and communicate individual learning needs of Aboriginal children.

Aboriginal Education Committee (Target Team):

The Aboriginal Education Committee meets regularly to discuss programs within our school and where possible add an Aboriginal perspective to classroom activities and significant cultural events throughout the year. The main aim of the committee is to improve educational outcomes for all students and to increase Aboriginal student and family engagement.

Narromine Public School is an active member of the local Aboriginal Education Consultative Group (AEGC). This committee is very proactive in the community and has a strong partnership with local service providers. Each month our staff attend meetings and seek advice on pathways for working together to better the educational outcomes for all Aboriginal students and families within our community.

Engagement within the Community:

The Aboriginal Education Team, assisted in the development and running of various programs and community engagement days that were significant to our students and families. These programs consisted of

Community Link Up days, PATCH (Parents as Teachers and Classroom Helpers), Family Referral Services and Healthy Lunch Box Workshops. The programs provided opportunities for families to be supported, involved in our school and provided learning opportunities to better understand the learning needs of their children.

Three new programs that were developed this year were the Boys Boot Camp, Stage 3 Wellbeing Program and Boxing. All programs showcased the importance of outreaching services to better support our students while providing fun and engaging activities to cater for their interests.

Narromine Public School values the significance of Aboriginal and Torres Strait Islander culture and acknowledges this through celebrating significant cultural celebrations throughout the year. Our local Elders contribute and share their knowledge through participating in classrooms by sharing their knowledge and expertise with our students. This has enabled our teaching and learning to be locally and culturally appropriate for our students.

Important cultural understanding and acceptance is embraced through sharing significant events like, NAIDOC Day, Sorry Day and Reconciliation Week. This year, students from Stage 3 learnt about the importance of reconciliation and entered the Reconciliation Challenge. Students were involved in culturally appropriate activities, learnt valuable information and engaged in fun and interesting experiences involving art.

This year's NAIDOC theme was: – "Songlines: The living narrative of our nation." Our school's celebrations were supported by the local community and in partnership with the local high school. Teachers ran cultural activities within classes and community members and parents were invited along to help with the activities and share in the luncheon with staff and their children. A community BBQ was shared between the Narromine High School and Narromine Public School. Stage 3 students participated in TIG (Traditional Indigenous Games) that were run by the Narromine High School students. Families were invited to stay for lunch, and live performances of talented students and staff entertained all who attended.

Throughout the year, Narromine Public School has provided opportunities for our students and families to engage in and acknowledge the importance of Aboriginal and Torres Strait Islander's culture and experiences. The Aboriginal Education Team will continue to engage in providing opportunities through programs and celebrations to best support our families in the future.



Multicultural and anti-racism education

Narromine Public School continues to develop its students' understanding of cultural diversity in the classroom and through extra curricular activities such as dance and music. The Stage 3 Senior Traditional Girls Dance Group choreographed a Chinese Fan Dance for the Dubbo Eisteddfod. Year 6 students were given the opportunity to develop their understanding of Aboriginal art by taking part in the Ngunggilanha art program. This program engaged students in Aboriginal artworks by focusing on Wiradjuri Artists and allowed them to learn new skills to create their own art-works.

Students were also entertained during an Indonesian puppet show: The Wayang Golek performed by the famous Indonesian puppeteer Sumardi. Students were immersed in the colourful costumes and symbolic art work. Our classroom programs continue to develop students' understanding of the world around us through cultural appreciation.

Our school ARCO (Anti-Racism Contact Officer) is aware of current departmental policies and procedures relevant to the role.

Other school programs

PBL – Positive Behaviour for Learning

All staff at Narromine Public School participate in the teaching and rewarding of positive student behaviours at our school. This includes all teachers, administrative staff and support staff working within the school setting. Students in K-6 who display our school expectations of respect, honesty and responsibility in the various school settings are rewarded regularly. Our school PBL core team consists of an internal and external coach who continues to support staff with student data analysis and effective classroom management. In 2016, staff reviewed PBL structures within our school and we continued to work closely with our learning and support team in identifying and supporting students with high learning and social needs. Coaches attended network and training days which ensured our structures and systems continued to support staff and student well-being within our school. Students were given the opportunity to celebrate their successes and hard work by taking part in fortnightly prize draws at school assemblies, Easter draws and reward days. Our school

expectations are explicitly taught and practiced in all settings each week and students are reminded of these through the use of pre-corrections and positive PBL language.

Science

Having achieved some great results in 2015, we set out to build upon these.

This has been a year of 'out of classroom' science in Stage 3. We began with an Astronomy excursion to the CSIRO Parkes Radio Telescope. 32 students attended the Rotary Western Plains Science and Engineering Challenge in Dubbo. Some outstanding results were achieved with the school attaining its highest place ever and several groups winning their sections.

The 'Celebration of Science' is embedded in our science program and this year we were able to work with our local Narromine High School and coordinate with a Science fair. Once again the participation rate of students was over 70%, but where as last year there were only a few projects at the highest level, this year there were three times as many. The visual and academic impact of many projects was stunning, with Narromine Public School students achieving first and second place in the primary division as well as the People's Choice Award. Another high point was the level of participation in the UNSW ICAS Science competitions. This saw two students achieving Distinctions and five gaining Credit awards. The entry numbers were even higher than the previous year's results.

A locally integrated Scope and Sequence is being developed, which will utilise local resources such as the Aviation Museum and the CSIRO telescope, in addition to river surveys and Aboriginal knowledge bases.

Students across the school are becoming more familiar with serious scientific thinking. The concepts of testing properly, controlling variables in experiments and explaining results are becoming widespread, especially in Stage 3 and Year 3. This year we have been able to run extension groups in all stages. These groups are able to choose issues to investigate and then learn techniques that allow them to do so.

ICT

Connected Learning

Narromine Public School has experienced a year of consolidation in our ICT systems. The management of the iPads has been delegated to a single staff member and further training has been undertaken. The iPads were used extensively in our project based learning session in Years 4 and 5. These were also used to provide video and audio information for the QR coding used at our RAW art exhibition and a number of other projects where quick video was needed. We are currently researching better methods of iPad management and the DET's new Secure Proxy Authentication should assist in this area.

Updating and maintenance has been carried out on our

WiFi network which has improved reliability in some areas, and further maintenance will be carried out between Term 4 and Term 1 2017.

CAPA

Creative and Practical Arts is the term that describes the four subjects which provide students with skills in Visual Arts, Drama, Music and Dance. These subjects help students develop confidence through producing, participating in, appreciating and creating artistic pieces. They are taught each week during normal class time. This year Kindergarten and Stage 1 participated in creative arts through their release time. This allowed for continuity with topics and maintaining a close development of skills. Narromine Public School also has a strong extra-curricula program in the arts. Students are able to join in many activities that supplement our class learning.

Dance

Narrmine Public School participated in Dubbo Dance Eisteddfod this year with four school dance groups competing. The senior dance groups performed a traditional Chinese fan dance while the second group performed a modern hip hop routine to 'Get Stupid'. Both groups performed well and gained a first and third place. The junior dance group performed a dance with the theme of 'Time' and attained a highly commended award while the infants dance group performed to 'Uptown Funk' and also gained a highly commended award.

School Choir

Choir has had a successful year, entertaining the school community at various events. The infants and junior/senior choir attend weekly choir practices. The focus has been on using popular songs to engage students. Both choirs performed at Grandfriends day, NAIDOC day, school assemblies, Education Week showcase, Art extravaganza, our annual presentation day and the Year 6 graduation assembly.

Narromine Public students took the opportunity to enter in the Narromine Show art and craft section. Students completed a varied array of artworks and submitted them with many receiving awards and places for their efforts. Our school theme for the display this year was 'Flight'.

Students have been engaged in extra-curricula guitar lessons. They have performed at assemblies. Years 3 to 6 students have also participated in percussion play at lunchtimes.

Creative Arts

At Narromine Public School, we take the opportunity to expand students' talents through the participation in programs and initiatives from the Department of Education's Arts Unit.

This was our second year participating in Operation Art, a Department of Education Art Unit Exhibition. Sixteen students participated in the workshop and from there,

four entries were allowed to be entered by the school. These were then exhibited along with entries from all over the state at Homebush. During the exhibition, artworks were chosen to be displayed at hospitals, galleries and public buildings. This year for the first time, a piece of art work produced by a year 5 student from Narromine Public School was chosen to be displayed at one of the hospitals.

Six schools were chosen from applications to participate in the Ngunggilanha art program targeting students in the Central West of NSW. This art program meaning 'give to each other' aimed to engage students in Aboriginal artworks by focusing on Wiradjuri Artists and learning new skills to create their own art works. At our school, students from one Year 6 class were chosen to learn and create, and to extend visual art skills. The students were taken through the skills of photography, sculpture and pen and ink drawings. At the conclusion of the unit, the students chose one of their finished pieces to be exhibited at the Western Plains Cultural Centre. The students have worked hard on their four pieces and thoroughly enjoyed the photography section. Ngunggilanha artworks not sent to the exhibition were displayed at our art extravaganza.

Narromine Public School's art extravaganza with the theme of 'Raw' was a great success. Classes created artworks on the theme in such diverse ways as digital art, photography, clay, wire and the use of all types of natural and recycled materials. Some focused on the learning and developing of artwork styles from other cultures. The extravaganza had an official opening on Tuesday November 22 where parents, relatives and friends viewed the various artworks and were entertained by the choir and guitar group.

Sports

Sport is an area of significance to a large majority of students, staff and parents within Narromine Public School. It is a culture within the community that filters into our school. It encourages team work and cooperation, sportsmanship and how to play fairly, coordination and builds on the movement and game skills that they already have. Students have been given many opportunities to participate in numerous sporting activities.

We began a Healthy Lifestyle Initiative in Years 3–6 in 2016, expanding on the current Physical Activity and Sport Program. Active lifestyles need to be instilled and developed from an early age and maintained throughout development into adulthood. The fundamental characteristics of the physical activity programs that were provided this year were: positive experiences, fun, challenging, variety, success, skill development, freedom and safety. Students were engaged in cooperation games, dance, gymnastics, active lifestyle programs and sport specific– sporting schools programs.

Our major carnivals were a success again this year. There were lots of participation at the swimming carnival with the carnival being won by Namoi. The athletics carnival was also a fantastic day with Bogan

coming out winners. We raised just over \$1900 this year in our cross country which was an outstanding effort for our school.

Many students represented our school in Gobondery/NARRAF gala days and carnivals, Western carnivals and a large range of PSSA sports including cricket, touch football, netball, rugby league, rugby union and soccer with some teams making it through to the later parts of the draw.

We were proud to have had twelve students for fifteen different sporting events represent our school and Western region at State carnivals this year.

Circus Narromine has been a large part of the physical activity program with students working towards passing levels and developing small performances for classes, the Education week showcase and the talent show. We have purchased some new equipment to build on our store.

Our school also participated in the Premier's Sporting Challenge, K–2 sports day, Olympic games day, Dubbo Dance Eisteddfod, coaching clinics for various sports, summer swimming program and the Year 2 intensive swimming program.

Reading Recovery

During 2016 the Reading Recovery Program was offered to 10 Year 1 students; 6 boys and 4 girls. Of these students 8 identified as being of Aboriginal heritage.

Students were chosen using data from literacy growth through Kindergarten and bench marking results. Comparisons were made using Reading Recovery Stanine Scores, age and attendance history. Discussions were held with Year 1 teachers, the Principal, Reading Recovery Supervisor and Learning Support Team.

Of the 10 students selected for the Reading Recovery Program, 5 were successfully discontinued and 5 were referred to the Learning Support Team. Students improved a minimum of five levels of growth up to thirteen levels.

Children referred from Reading Recovery to the Learning Support Team accessed additional support for their teacher with literacy and class resources, referrals to speech and hearing tests and therapy and family support within a collaborative environment.

The additional Year 1/2 literacy support teacher enabled an additional 10 students to receive daily intensive literacy intervention. Support was given to 6 boys and 4 girls with 7 identifying as being of Aboriginal descent. Students improved a minimum of four levels of growth up to twelve levels.

The reading recovery teacher and literacy support teacher have worked closely together through the selection process to ensure similar support is given to the Year 1 and Year 2 students and their teachers.

SRC

In 2016, the SRC body composed of students from Year 1 to Year 6, including captains and prefects, aimed to actively model our Narromine Public Schools core values of respect, honesty and responsibility. Through key leadership qualities including effective communication, assertiveness, problems solving and negotiation skills, the students were able to organise, implement and reflect on many successful events that took place this year.

The Student Representative Council organised various fundraising events this year including Footy Colours Day. The day involved a guessing competition and saw students dress in their favourite team colours. From the day we were able to raise \$360 for the Cancer Foundation, proving it to be a huge success. Our annual Pink Stumps Day, along with our World Vision Sponsor Child Day also took place this year seeing our school in a sea of wonderful colours.

Through the Grip Leadership Day, to which the SRC Stage 3 Representatives had the privilege of attending, students were able to acquire and broaden the essential qualities and skills that contribute to allowing them to grow as proficient leaders. The SRC Body along with the captains and prefects also hosted our wonderful assemblies and our school socials throughout the year. Their assistance and support at the school's talent quest, which saw dancers, singers and actors shine in the limelight was highly regarded. Captains and prefects also had the extra opportunity to join positions as peer support leaders, library monitors and as technology assistants to which they conducted themselves with pride.

The 2016 student representatives have been a diligent team who are highly regarded by their peers and teachers. Through their consistent ability to display positive and mature attitudes as well as their ability to model the core values of our school effectively, they have been able to set high standards for future years to aspire towards.