

# Narooma Public School Annual Report



2016



2758

## Introduction

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

Mr. Paul Sweeney

Principal

### School contact details

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### Message from the Principal

Narooma Public School has experienced another successful year in 2016. With some staff changes and the introduction of new programs such as the 'Positive Behaviour for Learning' (PBL), students and teachers were able to identify aspects of the school they were proud of and to provide suggestions on strategies to assist with our goal to continuously improve.

2016 saw our school modify our bell times to have lunch earlier. This assisted the children's learning and behaviour as they were eating nutritious food earlier refuelling their bodies and brains. Our playground is a safer place with less children being removed for inappropriate behaviour and more children rewarded for expected behaviour.

2016 also saw the school utilise our extra funding for the betterment school programs and student learning outcomes. The Resource Allocation Model 'RAM' provided extra resources where utilised to purchase extra assistance in classrooms after community consultation provided us with this direction. As a result, the school has recorded a significant improvement with targeted children's learning outcomes meaning our efforts were well rewarded.

Coupled with the Australian Federal Government's agenda to implement National Curriculums, Narooma Public School continued to utilise funds through grants, teacher professional learning and our own global budget to continue our 'Curriculum Co-ordinator' position. This position was responsible for adapting our scope and sequences to ensure teachers were well supported in trialing and implementing the National syllabuses.

Narooma PS also continued to engage in two significant strategies to assist with enhancing student learning outcomes of all students. Firstly, the 'HOW2Learn' program or 'Higher Order Ways to Learn' has given teachers a deeper understanding on how children process information and better strategies to assist embed concepts to assist children to be better discerning participants in the classroom.

The second strategy is a Literacy focus with both 'Synthetic Phonics' & 'Writing in the Middle Years' being implemented into the relevant groupings of the school. Significant improvements have already been recorded with our children in the way they decode and structure their Literacy work.

Finally, our Arts program i.e. choir, band, dance and Creative Arts Expo was a success and our sports teams were successful too. A good year was had by all.

Mr Paul Sweeney

Principal

# School background

## School vision statement

Our School Vision is to provide students with a range of opportunities to:

- Achieve Excellence;
- Experience Success;
- Become Resilient;
- Develop Strong Values;
- Embrace Innovation.

Through our School Purpose of:

- Delivering World Class Teaching and Learning;
- Equipping students for the future as a whole person;

Around our School Values of:

- Responsibility & Fairness – Doing the right thing at the right time. Following the rules & choosing a good attitude;
- Care & Respect – Looking after people, places and things. Treating others how you would like to be treated;
- High Expectations – Excellence can be achieved through parents, students and teachers all working together to achieve a common goal.

We are committed to encouraging our students to possess the following qualities:

- A mastery of academic skills;
- A love for learning;
- Self-discipline;
- Good Manners;
- Good study habits; and
- Respect for themselves and others.

## School context

Narooma Public School is a rural/coastal primary school on the Far South Coast of NSW. We have approximately 420 students enrolled at our school. The school is well supported in the community with an active Parents and Citizens' Association (P&C).

Narooma Public School has a great history and strong traditions of academic and sporting excellence. The school aims to build on our rich history by providing students with a balanced, comprehensive, challenging and stimulating curriculum focusing on the future. High expectations for learning and behaviour provide a caring and safe environment for all students.

Our families and community members, including the P&C enable us to regularly celebrate success and promote a sense of community. Many families have had generations pass through the school. As a result, community feel a belonging to the school and support our initiatives with a sense of pride.

Our K-6 philosophy and our experienced staff focus on developing quality teaching and learning programs across all Key Learning Areas. We offer a diverse range of programs and activities to optimise the total development of our students, maximising student-learning outcomes.

Our teaching staff is experienced, enthusiastic and keeps themselves up-to-date via quality Teacher Professional Learning so as to be able to deliver best practices and quality lessons to the students in their care.

The school's purpose is to maintain and sustain a positive, safe and happy learning environment that focuses on the

growth of the student as an individual.

## 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.

#### **Excellence in Learning**

The five subsections within this area are 'Learning Culture', 'Wellbeing', 'Curriculum and Learning', 'Assessment and Reporting' and 'Student Performance Measures'.

In the 'Learning Culture' domain, there is a demonstrated commitment within the school community to strengthen and deliver on school learning priorities. We have positive and respectful relationships across the school community that underpin a productive learning environment and supports student's development of strong identities as learners. We have well-developed and current policies, programs and processes identified that address and monitor the student learning needs and our attendance rates are regularly monitored and action is taken promptly to address issues with individual students.

In the 'Wellbeing' domain, the school consistently implements' whole-school approach to wellbeing that has clearly defined behavioural expectations and creates a positive teaching and learning environment. Individual's learning is supported by the effective use of school, system and community expertise and resources through contextual decision-making and planning. Students are self-aware, build positive relationships and actively contributed to the school, the community and the society in which we live in. The school encourages students to recognise and respect cultural identity and diversity and all staff maintains currency of knowledge about the requirements to meet obligations under the 'Keep them Safe' legislation.

In the 'Curriculum and Learning' domain, curriculum provisions are enhanced by learning alliances with other schools and organisations. The school actively collects and uses information to support students' successful transitions from all stages and teachers involve student and parents in planning to support students as they progress through the stages of education. Extra-curricular learning opportunities are significant, support student development and are strongly aligned with the school's vision, values and priorities. Teachers differentiate curriculum delivery to meet the needs of individual students.

In the 'Assessment and Reporting' domain, the school has developed explicit processes to collect, analyse and report internal and external student and school performance data. Student reports contain detailed information about individual student learning achievements and areas for growth, which provide the basis for discussion with parents. Students use assessment and reporting processes to reflect on their own learning and the school has analysed school performance data and a range of other contextual information and is aware of trends in student achievement level. Practices are embedded for parents to be engaged and understand the learning progress of their children and how to effectively support them to learn.

In the 'Student Performance Measures' domain, the school achieves good value-added results and around 20% of students achieve at high levels of performance on external performance measures. Students also show higher than expected growth in internal school performance measures. Our equity groups are closing the gap in performance in comparison to all students in the school.

#### **Excellence in Teaching**

The five subsections within this area are 'Effective Classroom Practice', 'Data Skills and Use', 'Collaborative Practice', 'Learning and Development' and 'Professional Standards'.

In the 'Effective Classroom Practice' domain, Teachers regularly use student performance data and other student feedback to evaluate the effectiveness of their own teaching practices. The school leadership team demonstrates instructional leadership, promoting and modelling effective, evidence-based practice and teachers provide explicit,

specific and timely formative feedback to students on how to improve. All classrooms are well managed, with well-planned teaching taking place, so that students can engage in learning productively, with minimal disruption.

In the 'Data Skills and Use' domain, Teachers incorporate data analysis in their planning for learning. Assessment instruments are used regularly to help monitor student learning progress and to identify skill gaps for improvement. The school leadership team engages the school community in reflecting on student performance data. School analysis of student's performance data is provided to the community on a regular basis. The leadership team regularly uses data to inform key decisions.

In the 'Collaborative Practice' domain, teachers work together to improve teaching and learning in their year groups, stages and target teams for particular student groups. Teachers provide and receive planned constructive feedback from peers, school leaders and students to improve teaching practice. Processes are in place to provide formal mentoring or coaching support to improve teaching and leadership practice. The school identifies expertise within our own staff and draws on this to further develop our professional community. Our staff regularly evaluates teaching and learning programs including the assessment of student outcomes.

In the 'Learning and Development' domain, the school evaluates professional learning activities to identify and systemically promote the most effective strategies. There is a particular focus on improved teaching methods in literacy and numeracy, with professional learning activities focussed on building teachers' understanding of effective teaching strategies in these areas. Teachers are actively engaged in their own professional development to improve their performance. Beginning and early-career teachers are provided with targeted support in areas of identified need.

In the 'Professional Standards' domain, the teaching staff of the school demonstrate and share expertise, have very high levels of contemporary content knowledge and teaching practices, and rely on evidence-based teaching strategies. Teachers demonstrate responsibility, adaptability and ethical practice in working towards the school's goals. They work beyond their classrooms to contribute to broader school programs for the children. Teachers are committed to their ongoing development as member of the teaching profession.

## **Excellence in Leading**

The four subsections within this area are 'Leadership', 'School Planning, Implementation and Reporting', 'School Resources' and 'Management Practices and Processes'.

In the 'Leadership' domain, the school is committed to the development of leadership skills in staff and students. The school solicits and addresses feedback on school performance. Staff have purposeful leadership roles based on professional expertise. The school has productive relationships with external agencies to improve educational opportunities for students. The school leadership team makes deliberate and strategic use of its partnerships and relationships to access resources for the purpose of enriching the school's standing within the local community and improving student outcomes.

In the 'School Planning, Implementation and Reporting' domain, there is a broad understanding of, and support for, school expectations and aspirations for improving student learning across the school community. Staff are committed to, and can articulate the purpose of, each strategic direction in the school plan. A shared school-wide responsibility is evident through leadership, teaching, learning and community evaluations to review learning improvements. The school acknowledges and celebrates a wide diversity of students, staff and community achievements.

In the 'School Resources' domain, strategic financial management strategies are used to gain efficiencies and to maximise resources available to implement the school plan. Physical learning spaces are used flexibly, and technology is accessible to staff and students. The school's financial and physical resources and facilities are well maintained, within the constraints of the school budget and provide a safe environment that supports learning.

In the 'Management Practices and Processes' domain, there are opportunities for students and the community to provide constructive feedback on school practice and procedures. Administrative practices provide explicit information about the school's functioning to promote ongoing improvement. Accountability practices are tied to school development and include open reporting to the community.

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

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For more information about the School Excellence Framework:

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

### **For schools 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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated [insert a narrative of the progress achieved by the school across the domains of Learning, Teaching, and Leading. Schools may choose to use the information from their executive summary and the panel report to inform their narrative.]

Our self-assessment and the external validation 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

### Student Wellbeing

#### Purpose

To create and nurture a supportive social and physical environment where children and staff are safe, happy and empowered to make positive choices.

#### Areas of Impact:

- Learning and Support Team;
- Student Welfare Policy;
- Student Reward Scheme;
- Anti-Racism Policy;
- Anti-Bullying Policy;
- Staff and Student Welfare.
- Special Needs Students;
- School Learning Support Personnel;

#### Overall summary of progress

The school has set up three target teams in line with our school plan. The Student Welfare and Well-Being Target Team have been formed with a representative of each stage being present and an executive member on the team.

Each target team meets on a regular basis, at least 2-3 times a term to ensure strategies are effective and that they self-assess the progress and develop future directions.

Each team member then reports back these strategies and findings to the stage teams or leadership team to ensure effective communication is maintained.

The Student Welfare and Well-Being Target Team implemented what we planned this year and have achieved vital success measures as indicated below.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"><li>• A consistent behavioural system in place and evident K-6;</li><li>• A consistent and equitable award system is evident K-6. Award receivers to be published in Narooma Happenings and Presentation Day;</li><li>• Documented growth in Literacy and Numeracy for students receiving targeted intervention.</li></ul>	<p>The Student Welfare and Wellbeing Target Team have embraced and are implementing PBL into our school. Although only early stages, we have the beginnings of a consistent behavioural system evident.</p> <p>Awards are consistently applied and award receivers are recognised at whole school assemblies and via our newsletter</p> <p>Our school has achieved documented growth in all key Learning areas especially in Literacy and Numeracy especially for students with STLA intervention</p>	<p>Sentral Well-being and Attendance Package - \$1,500</p> <p>Purchase of certificates, Banners and Trophies - \$3,000</p> <p>SLSO salaries - \$52,554.00</p>

#### Next Steps

The Student Welfare and Well-Being Target Team will continue to implement the Positive Behaviour of Learning (PBL) program into the school and build upon the foundations already set. This will continue to be the major project for the team. The team will ensure that the project will be consistently implemented into all classrooms K-6 and they will be in charge of servicing teachers.

The Student Welfare and Well-Being Target Team will also continue to monitor the award system that was established this year and will continue to ensure its effectiveness and consistency of delivery. These systems will align better with the PBL directions set.

Finally, the Student Welfare and Well-Being Target Team will continue to monitor the implementation of all intervention programs which include Gifted and Talented Education.

In 2017, our main focuses will be remaining the same. Firstly the continued implementation of 'Positive Behaviour for Learning' (PBL). PBL will be utilised in conjunction with our existing Student Welfare Policy and modifications will be made along the journey to ensure a consistent behaviour system is in place and evident in the school K-6.

Our second focus will be to continue to ensure we are providing best practices and delivery of the Student Award system. This will ensure we are rewarding the children who deserve recognition and highlighting them and their behaviour as role models to all at our school.

Our final focus is to ensure we continue to improve and support the learning outcomes of identified students both below benchmark and those who we aim to extend as they have demonstrated potential in a particular area. We aim to demonstrate documented growth in Literacy and Numeracy for students receiving targeted intervention.

## Strategic Direction 2

### Equity & Engagement

#### Purpose

To support staff in motivating children through quality teaching and learning experiences that targets their needs.

#### Areas of Impact:

- Accessing the curriculum;
- Attendance Monitoring / Referrals;
- ATSI students – Personal Learning Plans;
- Information & Communication Technologies;
- Transition Programs;
- Accessing extra curricula opportunities;

#### Overall summary of progress

The school has set up three target teams in line with our school plan. The Equity and Engagement Target Team have been formed with a representative of each stage being present and an executive member on the team.

Each target team meets on a regular basis, at least 2-3 times a term to ensure strategies are effective and that they self-assess the progress and develop future directions.

Each team member then reports back these strategies and findings to the stage teams or leadership team to ensure effective communication is maintained.

The Equity and Engagement Target Team implemented what we planned this year and have achieved vital success measures as indicated below.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"><li>• Documented growth evident in Literacy and Numeracy skills for all ATSI students</li><li>• A reduction of unexplained absences. Target in 2016 is 15%; (2015 – 21.8% 1936 out of 8875);</li><li>• Documented improvement of children's speech with the targeted intervention from the speech pathologist. Evaluation of programs to determine the effectiveness and continuation of Speech program in 2017.</li></ul>	<p>The Equity and Engagement Target Team have been instrumental in ensuring that improved learning outcomes are documented and evident for Aboriginal Students in both Literacy and Numeracy</p> <p>The team developed strategies for reducing the number of unexplained absences within the school however we can further improve on this area</p> <p>The introduction of a speech therapist to assist identify language and speech delay in children was positive with programs and strategies implemented to assist children's development.</p>	<p>Norta-Norta funding - \$2,390</p> <p>Aboriginal Funding RAM - \$13,000</p> <p>Community sourced funding - \$12,000</p> <p>English Language Proficiency Funding - \$3,650</p>

#### Next Steps

The Equity and Engagement Target Team will continue to implementing these strategies into ourschool as they have demonstrated to be successful this year. The team will form sub-committees in Aboriginal Education and Learning and Support to further narrow our focus on outcome obtainment. This will be the major projects for the team in 2017. The Equity and Engagement Target Team will ensure that these projects will be consistently implemented into all classrooms K-6 and they will be in charge of inservicing teachers.

The Equity and Engagement Target Team will also continue to monitor identified students toensure they are continuing to progress further and build upon the gains they have already obtained.

Our three priorities once again will be as follows... Firstly, we aim to continue to improve the learning outcomes for Aboriginal students as our school. We will continue to work hard to bridge the gap between achievement and benchmarks to demonstrate documented growth in Literacy and numeracy for all ATSI students.

Secondly, we will continue to reduce the number of unexplained absences as per ourattendance strategy. We will continue to work with all stakeholders to reduce the amount of unexplained incidences within the school and aim to further lower this percentage in 2017.

Finally, we will work with a local speechpathologist to identify students in Early Stage One and Stage One with language and speech delay and implement a designed program to assist them in this area. We will evaluate the program's effectiveness and continuation potential for 2017 as well.

## Strategic Direction 3

### Curriculum & Learning / Assessment & Reporting

#### Purpose

To Support staff to access and monitor individual learning needs in order to implement and evaluate quality teaching and learning programs and achieve improved Literacy and Numeracy results for all.

#### Areas of Impact:

- Quality Teaching;
- Curriculum Implementation & Evaluation;
- Higher Order Ways to Learn (HOW2Learn);
- Tracking & Continuous Assessments;
- Stage programming and curriculum development;
- Consistent Teacher Judgement (CTJ);
- Reporting and School Evaluations;
- Exit outcomes.
- Environmental Education Programs;

#### Overall summary of progress

The school has set up three target teams in line with our school plan. The Curriculum & Assessment Target Team have been formed with a representative of each stage being present and an executive member on the team.

Each target team meets on a regular basis, at least 2-3 times a term to ensure strategies are effective and that they self-assess the progress and develop future directions.

Each team member then reports back these strategies and findings to the stage teams or leadership team to ensure effective communication is maintained.

The Curriculum & Assessment Target Team implemented what we planned this year and has achieved vital success measures as indicated below.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"><li>• K-6 teachers using HOW2Learn strategies in planning for teaching and learning activities;</li><li>• Documented evidence of improved student results in Reading and Writing;</li><li>• Implementation of History and Geography units of work with effective assessment strategies embedded.</li></ul>	<p>The Curriculum and Assessment Target Team where responsible for implementing the HOW2Learn program within the school. All teachers reported success and practice is evident within classrooms of improved learning outcomes</p> <p>The implementation of the Writing in the Middle Years and School Based Phonics program has demonstrated improvement in the children's learning outcomes in Reading and Writing. The target team have continued to develop strategies to assist all stages within the school.</p> <p>The target team also wrote, trialled and implemented units of work to complement the History and Geography syllabuses K-6.</p>	<p>0.8 Curriculum Co-ordinator – \$50,000</p> <p>Teacher Professional Learning - \$23,854</p>

#### Next Steps

The Curriculum and Assessment Target Team will continue to implementing these strategies into our school as they have demonstrated to be successful this year.

The major focusses are as follows. Firstly, to continue to implement the principles of 'Higher Order Working' for Learning or HOW2Learn so we can observe all teachers K-6 using these strategies in planning for teaching and learning activities.

We will also aim to demonstrate improvement of reading and comprehension skills / results K-6 with a particular emphasis upon inferencing. We will look at our School Based Phonics program and implement strategies to achieve our objective.

Finally, we will maintain our focus on our writing program within the school to provide students with a framework for improving their writing results and to demonstrate school improvement in all assessment tasks.

Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	<p>Provide monetary assistance for Aboriginal students to access the curriculum.</p> <p>Provide SLSO to work with CRTs to develop and implement programs to improve outcomes in Literacy and Numeracy</p> <p>Documented growth evident in Literacy and Numeracy skills for all ATSI students</p>	<p><b>Aboriginal Background RAM</b></p> <p>\$13,000 for 2016 + \$4,122.50 from 2015 = \$17,122.50</p> <p><b>Norta Norta</b></p> <p>\$2,390.00 + 9,880 from Location Allocation = \$12,270.00;</p> <p>\$2,000 for Aboriginal Student Assistance Fund</p> <p>\$17,122.50 for ATSI SLSO to work with Aboriginal Students</p>
<b>English language proficiency</b>	<p>Design and implement a needs based program with each identified child</p> <p>Implement and assess the effectiveness of the needs based program with each identified child.</p> <p>Students assisted to access the curriculum irrespective of their language needs.</p>	<p><b>English Language Proficiency</b></p> <p>\$3,650.00 for 2016 + \$1,800.00 from 2015 = \$5,450.00</p> <p>\$5,454 to be utilised to support the EAL/D program</p> <p>\$5,454;</p>
<b>Low level adjustment for disability</b>	<p>LASTs to work with identified children not meeting stage benchmarks</p> <p>SLSOs to implement intervention programs in consultation with CRTs to assist children.</p> <p>Implement Fast For Word program accessing the Community Source funds.</p> <p>To ensure all children to access the curriculum irrespective of socio-economic status</p>	<p>\$37,405.00 for SLSO \$27,360 – Annette</p> <p>\$10,045 - Janine Braedon</p> <p>Full time LAST to work with students.</p> <p>0.1 LAST to work with students.</p> <p>\$12,000 community source to assist with Fast ForWord</p>
<b>Socio-economic background</b>	<p>Partial funding of the Curriculum Coordinator to assist teachers and students in accessing the curriculum</p> <p>Utilise funds to subsidise the costs of activities / excursions and performances for children to access educational programs.</p> <p>Provide Student Assistance fund for individual requests.</p> <p>To ensure all children have access to the curriculum irrespective of socio-economic status</p>	<p>SLSO's hired</p> <p>\$6,083 – Janine Braedon</p> <p>\$16,128 – Craig Rice</p> <p>\$9,216 - Christine Sweeney</p> <p>Extra Curriculum Assistance</p> <p>\$10,000</p> <p>Student Assistance Fund</p> <p>\$2,000</p>

<p><b>Continuation of a 0.8 School Based Curriculum Coordinator Role</b></p>	<p>Curriculum Coordinator to develop and implement Quality Teaching Programs / Scope &amp; Sequences / Assessment schedules and resources.</p> <p>Monitor and evaluate the implementation of the Literacy and Numeracy curriculums / continuums.</p> <p>Design and implement scope &amp; sequences for Science &amp; Technology and History and provide TPL for teachers to implement these National Curriculums into their classrooms.</p> <p>To ensure all staff and children to access the curriculum and that Quality Teaching and Best Practices are evident in each classroom within the school</p>	<p>\$48,991.72</p> <p>Location Allocation Funds - \$48,991.72</p>
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## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	203	222	238	236
Girls	188	181	196	184

Narooma PS has a range of 418 to 426 children throughout the year with 7.2% of children indicating that they have a background other than English or have a family member that speak another language. About 13.9% of students have identified as being of Aboriginal decent.

### Student attendance profile

School				
Year	2013	2014	2015	2016
K	94.9	95.1	94.4	91.9
1	95.4	94.3	92.2	92.6
2	94.3	94	92.7	91.8
3	94.5	94.9	94.3	93.6
4	96.1	92.7	93	94
5	93.8	94.2	92.4	92.7
6	93.3	93.3	93.9	92.1
All Years	94.7	94.1	93.3	92.7
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	92.6	92.9	92.2	92.2

Attendance at Narooma Public School has always been closely monitored. In 2016, we continued to set attendance as a school target and continued to focus upon cutting the rate of children that were continually late to school or have unexplained or unjustified absences.

Attendance percentages are lower this year due to the fact that DEC has changed their exemption policy. In

the past, the Principal can grant an exemption for family vacations or holidays however this has been changed so they are now counted as an absence.

In a town like Narooma where school holidays are the peak time for businesses, families are more likely to take their vacations during school time so they aren't missing out on crucial business or income.

With actual attendance, our schools percentage is lower than last year. Here are the last couple years of results to view.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	4
Classroom Teacher(s)	13.37
Teacher of Reading Recovery	0.63
Learning and Support Teacher(s)	1.1
Teacher Librarian	0.8
School Counsellor	1
School Administration & Support Staff	4.36
Other Positions	0.16

\*Full Time Equivalent

Position / Number

Primary Principal - 1.0

Primary Assistant Principals - 4.0

Primary Classroom Teachers - 14.0

Primary Part-Time Teacher - 0.7

Primary Teacher RFF - 0.714

Primary Teacher Librarian - 0.8

Primary District School Counsellor - 1.0

Primary Teacher Learning Assistance - 1.1

Primary Teacher of Reading Recovery - 0.63

School Funded Curriculum Co-ordinator - 0.8

School Funded Music Teacher - 0.8

EAL/D Teacher - 0.2

School Administrative Manager - 1.0

School Administration Officers - 1.622

General Assistant - 0.6

Primary Aboriginal Education Officer - 1.0

Total - 28.766

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

Currently, we have two indigenous staff members working at Narooma Public School.

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	0

### Professional learning and teacher accreditation

This year our school decided collectively to continue to fund a 'Curriculum Co-ordinator' position. This meant that one of our Assistant Principals was released from her class duties to provide ongoing professional development to all of our staff. This took the form of:

- Courses being designed and delivered on Staff Development Days;
- Delivering in-services during meeting times on our designated Training and Development afternoons;
- Working with individuals and stages on specific areas of development;
- Team teaching and observing teachers to look at performance and practice;
- Releasing identified teachers with strengths to work with individuals and groups of staff to build capacity within the school; and
- Implement into the school a consistent K-6 understanding of the Australian Curriculums with accompanying scopes & sequences and assessment strategies.
- Designing and ensuring the implementation of the school's Rich Assessment Tasks (RATs) to complement the scope and sequences being delivered.
- Our expenditure for Teacher Professional Learning is as follows:

Narooma Public School's 2016 Teacher Professional Learning budget was \$22743.02. Here is the breakdown of the expenditure:

- ICT - \$766.80
- Literacy & Numeracy - \$6759.75
- Quality Teaching - \$6481.40
- Syllabus Implementation - \$1193.72
- Leadership/Career Development - \$5263.83
- Welfare & Equity - \$1949.67
- This equates to \$1023.97 of Teacher Professional Learning per teacher within the school.

All staff participated in Staff Development Days within the school. Our school addressed topics / structures such as:

Child Protection Modules 1, 2 & 3;  
CPR mandatory training;  
HOW2Learn strategy;  
Writing in the Middle Years strategy;  
Cultural Awareness strategies;

Currently our school has 4 staff members who are considered new scheme teachers who are working towards gaining their accreditation with the Board of Studies Teaching and Education Standards (BOSTES).

We don't have any new scheme teachers maintaining their accreditation at proficient nor do we have any teachers seeking voluntary accreditation at highly accomplished or lead status

### Financial information (for schools using OASIS for the whole year)

Income	\$
<b>Balance brought forward</b>	<b>287 870.00</b>
Global funds	339 865.00
Tied funds	240 541.00
School & community sources	148 514.00
Interest	6 453.00
Trust receipts	29 847.00
Canteen	0.00
Total income	0.00
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	172 738.00
Excursions	65 460.00
Extracurricular dissections	28 333.00
Library	1 961.00
Training & development	0.00
Tied funds	241 159.00
Short term relief	70 553.00
Administration & office	66 519.00
School-operated canteen	0.00
Utilities	36 706.00
Maintenance	42 052.00
Trust accounts	30 764.00
Capital programs	0.00
Total expenditure	0.00
<b>Balance carried forward</b>	<b>0.00</b>

**A's & B's - 16**

C's - 35

D's & E's - 9

**Year 2**

**A's & B's - 19**

C's - 26

D's & E's - 19

**Year 3**

**A's & B's - 7**

C's - 19

D's & E's - 20

**Year 4**

**A's & B's - 16**

C's - 40

D's & E's - 20

**Year 5**

**A's & B's - 17**

C's - 39

D's & E's - 12

**Year 6**

**A's & B's - 17**

C's - 30

D's & E's - 12

## School performance

### School-based assessment

#### How did the students K-6 perform in literacy?

The following table indicates student Literacy achievement levels per grade in 2016 from ongoing class assessments.

#### Literacy

##### Kindy

**A's & B's - 13**

C's - 30

D's & E's - 4

##### Year 1

#### How did the students K-6 perform in numeracy?

The following table indicates student numeracy achievement levels per grade in 2016 from ongoing class assessments.

#### Numeracy

##### Kindy

**A's & B's - 11**

C's - 34

D's & E's - 2

##### Year 1

**A's & B's - 18**

C's - 39

D's & E's - 3

**Year 2**

**A's & B's - 13**

C's - 40

D's & E's - 11

**Year 3**

**A's & B's - 6**

C's -23

D's & E's -17

**Year 4**

**A's & B's - 10**

C's - 45

D's & E's -18

**Year 5**

**A's & B's - 24**

C's - 30

D's & E's -14

**Year 6**

**A's & B's - 18**

C's - 30

D's & E's - 11

**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.

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

Our Year 3 results in Literacy were slightly

disappointing in comparison to the SSG and the State averages.

In Reading, Narooma PS has 48.3% of our students in the top 2 bands in comparison to 35.7% of the SSG and 51.8% of the State.

In Spelling, Narooma PS has 32.6 of our student in the top 2 bands in comparison to 41.2% of the SSG and 54.4% of the State.

In Punctuation and Grammar, Narooma PS has 39.6% of our student in the top 2 bands in comparison to 37.3% of the SSG and 52.9% of the State.

In Writing, Narooma PS has 37.2 of our students in the top 2 bands in comparison to 39.9% of the SSG and 54.1% of the State.

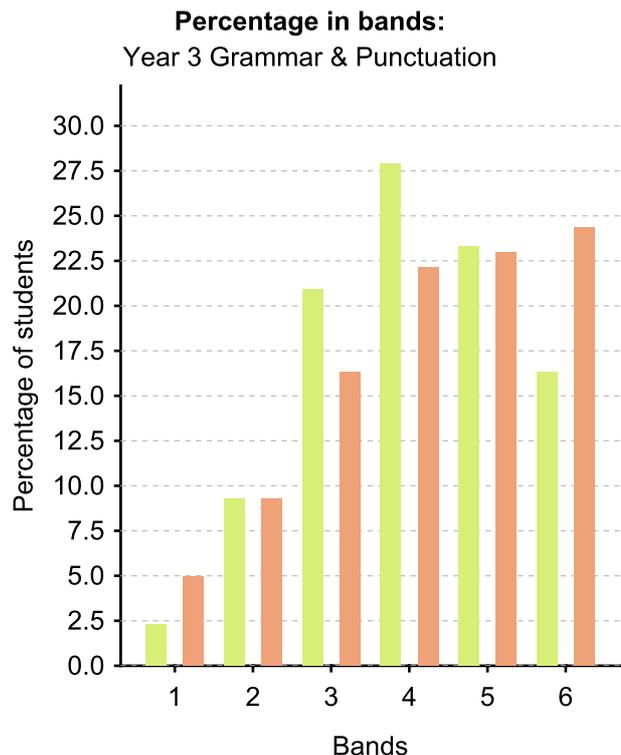
Our Year 5 results in Literacy are sound in comparison to the SSG and State averages.

In Reading, Narooma PS has 33.3% of our students in the top 2 bands in comparison to 21.7% of the SSG and 38.6% of the State.

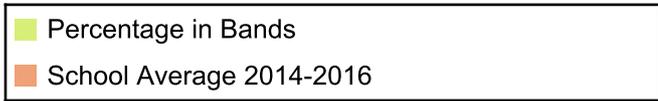
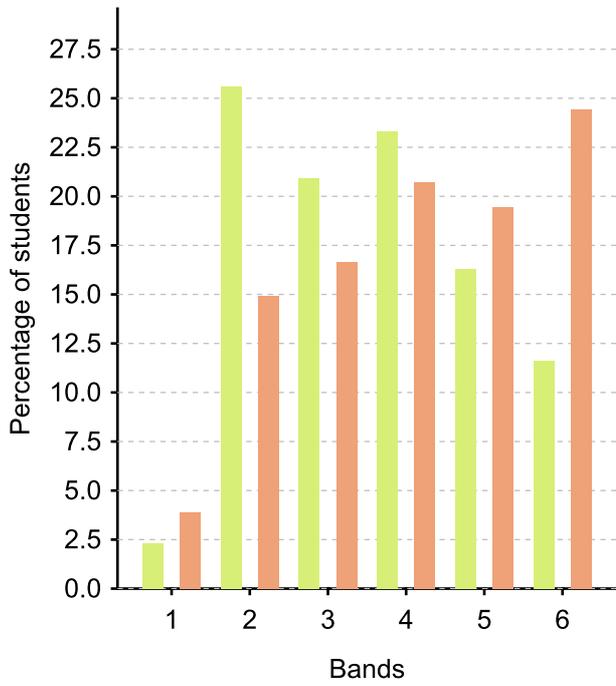
In Writing, Narooma PS has 15.3% of our students were in the top 2 bands in comparison to 7.2% of the SSG and 18.7% of the State.

In Punctuation and Grammar, Narooma PS has 43.0% of our students were in the top 2 bands in comparison to 26.3% of the SSG and 40.8% of the State.

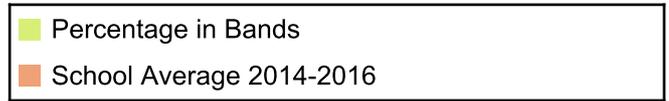
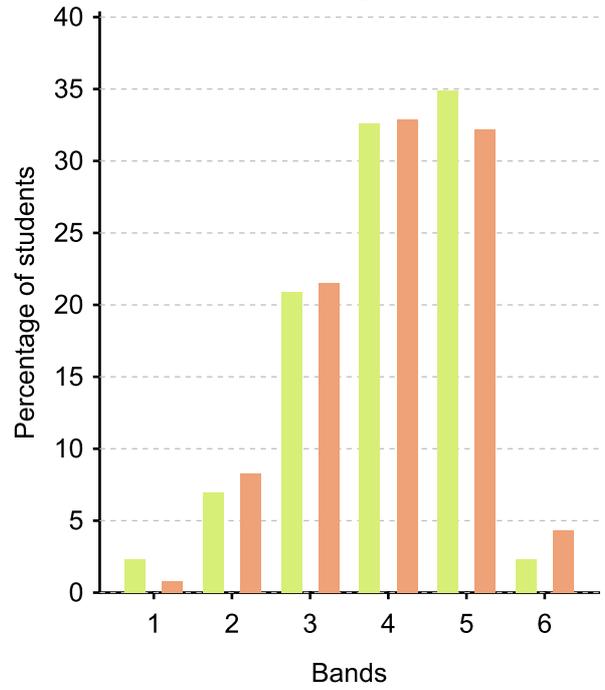
In Spelling, Narooma PS has 17.0% of our students were in the top 2 bands in comparison to 21.0% of the SSG and 33.2% of the State.



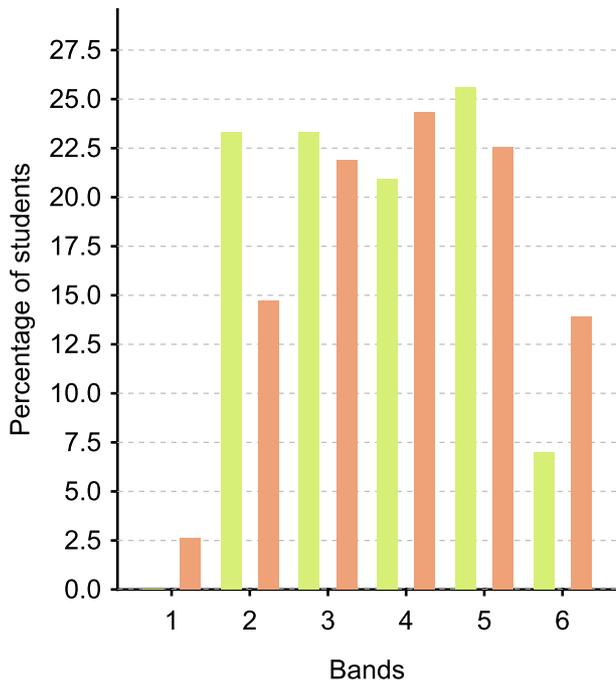
**Percentage in bands:**  
Year 3 Reading



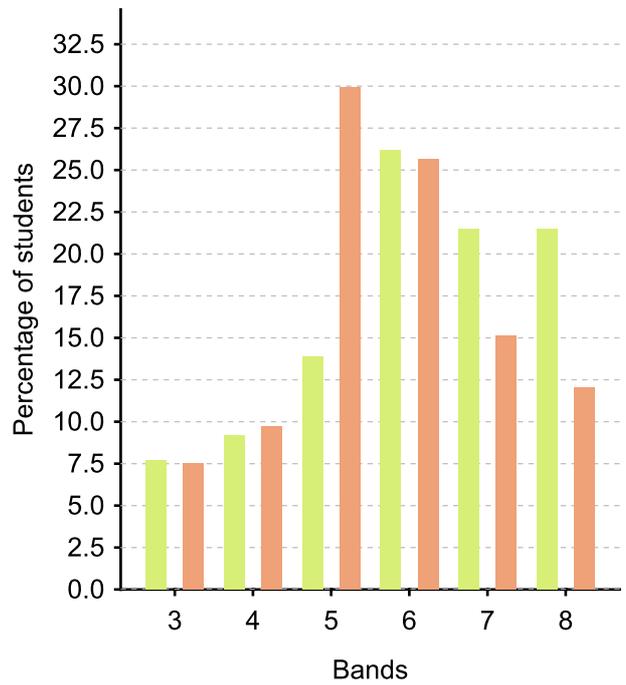
**Percentage in bands:**  
Year 3 Writing



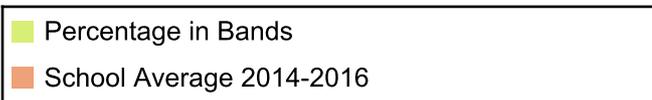
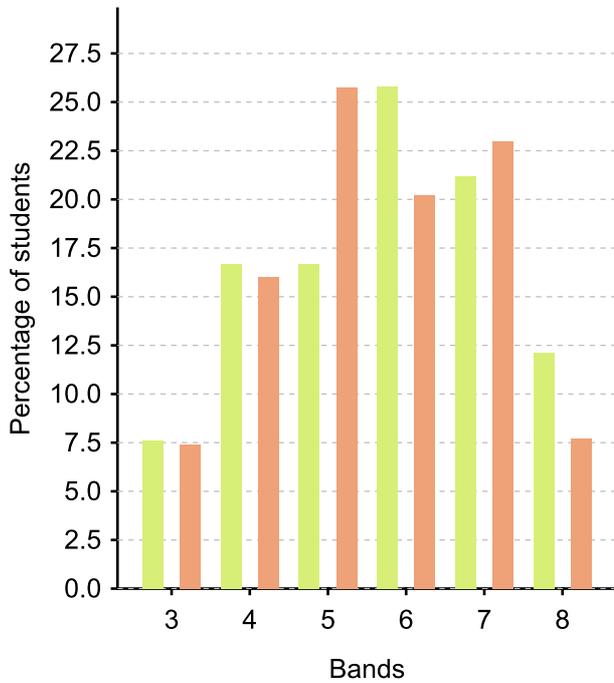
**Percentage in bands:**  
Year 3 Spelling



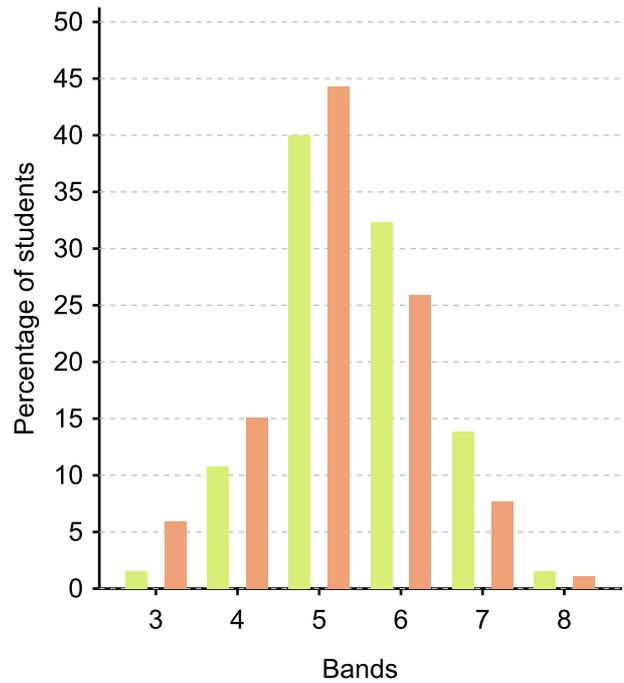
**Percentage in bands:**  
Year 5 Grammar & Punctuation



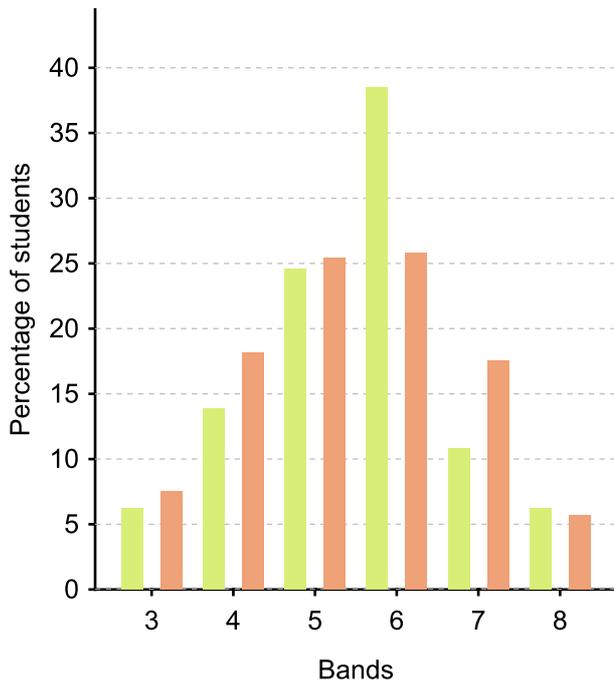
**Percentage in bands:**  
Year 5 Reading



**Percentage in bands:**  
Year 5 Writing



**Percentage in bands:**  
Year 5 Spelling



**NAPLAN - Numeracy**

Our Year 3 results in Numeracy were disappointing in comparison to the SSG and State averages.

18.6% of our students were in the top 2 bands in Numeracy overall in comparison to 22.9% of the SSG and 38.7% of the State.

In Data, Measurement, Space & Geometry, Narooma PS has 34.9% of our students in the top 2 bands in comparison to 20.8% of the SSG and 35.8% of the State.

In Number, Patterns & Algebra, Narooma PS has 11.7% of our students in the top 2 bands in comparison to 23.0% of the SSG and 38.0% of the State.

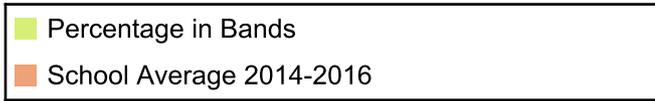
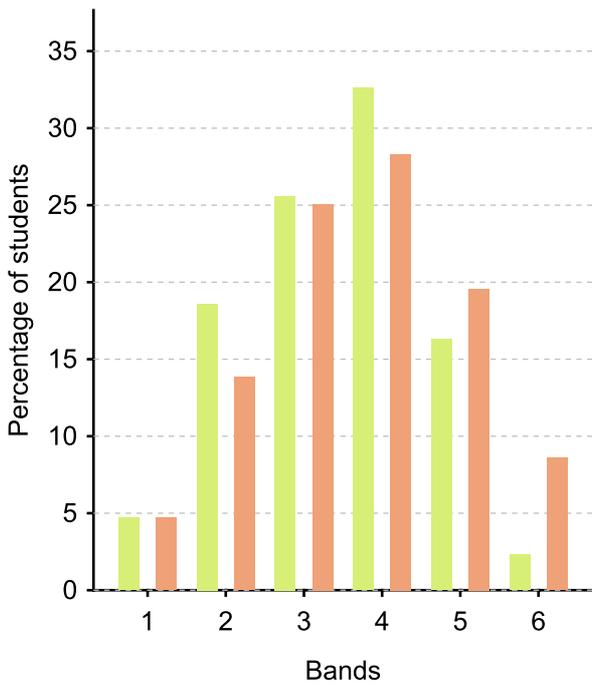
Our Year 5 results in Numeracy are sound in comparison to the SSG and State averages.

20.0% of our students were in the top 2 bands in Overall Numeracy in comparison to 14.6% of the SSG and 30.5% of the State.

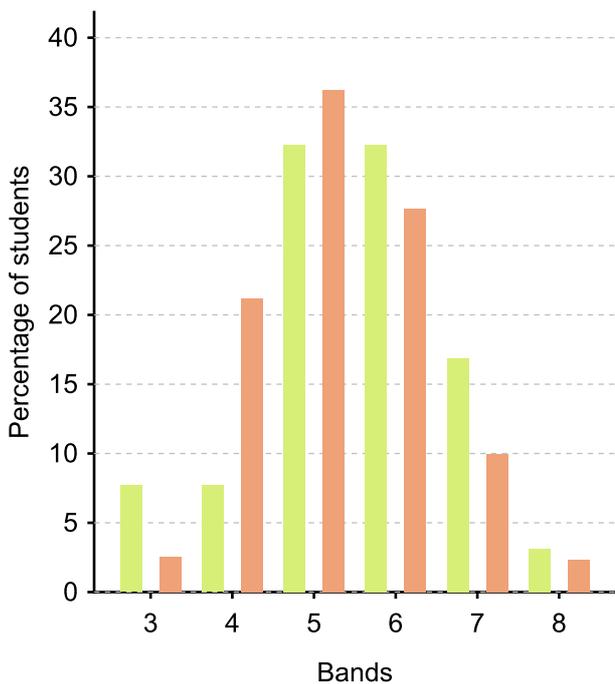
In Data, Measurement, Space & Geometry, Narooma PS has 21.6% of our students in the top 2 bands in comparison to 15.9% of the SSG and 30.5% of the State.

In Number, Patterns & Algebra, Narooma PS has 29.2% of our students in the top 2 bands in comparison to 18.8% of the SSG and 35.9% of the State.

**Percentage in bands:**  
Year 3 Numeracy



**Percentage in bands:**  
Year 5 Numeracy



In 2016 the school sought the opinions of parents, students and teachers about the school.

Here are the results of the surveys returned:

- 65% of parents strongly agree or somewhat agree and 27.5% agree NPS is an attractive and well-resourced school. E.g. classrooms, library and grounds. 7.3% somewhat disagreed. 0%disagreed;
- 84.2% of parents strongly agree or somewhat agree and 13.2% agree that the school is connected to its community and welcomes parental involvement. 0% somewhat disagreed. 3.4% disagreed;
- 79.7% of parents strongly agree or somewhat agree and 17.2% agree that parents find it easy to contact the school to discuss concerns relating to their child. 1.4% somewhat disagreed.1.4% disagrees;
- 78.8% of parents strongly agree or somewhat agree and 12.2% agree the school is friendly and tolerant of all students. 7.3% somewhat disagreed. 1.4% disagreed;
- 78.3% of parents strongly agree or somewhat agree and 16.6% agree the students are the school's main concerns.3.4% somewhat disagreed. 1.4% disagreed;
- 78.5% of parents strongly agree or somewhat agree and 19.4% agree the school has supportive welfare programs.1.4% somewhat disagreed. 1.4% disagreed;
- 71.9% of parents strongly agree or somewhat agree and 27.9% agree that the school offers challenging programs for its students. 0% somewhat disagreed. 0% disagreed;
- 78.8% of parents strongly agree or somewhat agree and 21.0% agree that the school maintains a focus on literacy and numeracy. 0% somewhat disagreed. 0% disagreed;
- 82.3% of parents strongly agree or somewhat agree and 10.6% agree the school teaches and promotes core values;3.4% somewhat disagreed. 0% disagreed;
- 72.3% of parents strongly agree or somewhat agree and 24.1% agree that Narooma has competent teachers who set high standards of achievement. 3.4% somewhat disagreed. 0% disagreed;
- 72.0% of parents strongly agree or somewhat agree and 22.5% agree that a wide range of extracurricular programs are offered. 5.3% somewhat disagreed. 0% disagreed;
- 71.6% of parents strongly agree or somewhat agree and 28.2% agree that there is good student access to computers and strong technology program and resources. 0% somewhat disagreed.0% disagreed;
- 71.9% of parents strongly agree or somewhat agree and 11.0% agree the school promotes a healthy lifestyle. 0%somewhat disagreed. 0% disagreed;
- 85.4% of parents strongly agree or somewhat agree and 7.6% agree that fair discipline exists within the school.5.3% somewhat disagreed. 1.4% disagreed;
- 64.7% of parents strongly agree or somewhat

## Parent/caregiver, student, teacher satisfaction

agree and 26.0% agree that the school promotes its uniform policy. 7.9% somewhat disagreed. 1.4% disagreed

### Future directions

We will continue to improve upon all aspects of our relationship with the community, which heavily relies upon open communication.

The school will look at where some community members have highlighted areas of need and explore ways to address them.

We believe our school is a friendly and tolerant place and way have sound policies and procedures in place for Student Welfare – both proactive and reactive.

### Satisfaction Surveys - Staff

In 2016 the school also sought the opinion of teachers in regards to working at the school.

Here are the results of the 22 staff members surveyed:

- 22 agreed that Narooma PS is an attractive and well-resourced school. e.g. classrooms, library and grounds;
- 16 agreed, and 6 not sure that the school has a strong commitment to the environment;
- 22 agreed that the school is connected to its community and parental involvement is positive and helpful;
- 21 agreed, and 1 not sure that parents find it easy to contact the school to discuss concerns relating to their child;
- 22 agreed that the school is a friendly school that is tolerant and accepting of all students;
- 22 agreed that the students are the school's main concerns;
- 22 agreed that the school has effective welfare programs;
- 21 agreed, and 1 not sure that the school teaches and promotes positive core values;
- 21 agreed, and 1 not sure that fair discipline exists within the school;
- 22 agreed that students of Narooma PS are well behaved and respectful;
- 19 agreed, and 3 not sure that the school offers challenging programs for its students;
- 19 agreed and 3 are not sure that students at Narooma PS achieve high academic standards;
- 21 agreed, and 1 not sure that the school maintains a focus on literacy and numeracy;
- 22 agreed that the school provides effective extra support to students who needs it;
- 22 agreed that a wide range of extracurricular programs e.g. sport, music, drama, debating are offered;
- 17 agreed, 4 not sure and 1 disagree that there is good student access to computers and strong technology programs and resources;
- 22 agreed that they feel part of a professional team at Narooma PS;
- 22 agreed that they are supported and able to do my job well;
- 22 agreed that they enjoy teaching at Narooma PS;
- 22 agreed that Narooma PS is a good school.

### Future directions

Results indicate teachers continue to have a positive view of the school. The school's leadership team will continue to do their best to support teachers in performing their duties in association with teaching and learning continues to strive to achieve greater student results.

## Policy requirements

### Aboriginal education

Aboriginal Education and Aboriginal perspectives are implemented across all Key Learning Areas K-6 at Narooma Public School. All children demonstrate understanding and knowledge of the Aboriginal culture and history through their engagement with the curriculum and whole school events.

Students are immersed in the Aboriginal culture via the curriculum through the teaching of Aboriginal perspectives. Units of work provide ideal opportunities for children to make informed judgments and inferences about situations and early Australian history.

Narooma Public School's AEOs Ms Lynne Thomas assists the teachers in developing programs and implementing initiatives that complement the curriculum and up skills both the students and teachers knowledge in respects to Aboriginal culture, customs and beliefs.

The school has an extremely active Equity and Engagement team where Aboriginal Education is assigned to this portfolio. Here we ensure the Aboriginal culture is celebrated within the school. This group led by our Assistant Principal Mrs Jaci Murphy and with the committee, has provided the students and community many opportunities throughout the year to enrich their understanding of local culture and customs.

Resources were purchased with the \$29,500 both human and physical to assist with the teaching of Aboriginal perspectives within the school. We funded an Aboriginal SLSO to assist teachers in conjunction with our AEO, as well as assist with the outcome acquisition of each identified Aboriginal student within the school, boosting our North North funding significantly.

During NAIDOC week, the Aboriginal Education Target Team organised many magnificent experiences for children to enjoy.

Narooma Public School also continued 'Durramah classes' for our ATSI students which involved Aboriginal students during scripture time learning about their own culture, customs and country.

Narooma will continue to take Aboriginal Education seriously! At the school level, we will build upon the successes within the curriculum as well as continue to promote tolerance of all cultures. We will also continue to have Aboriginal Education as a target in our future school plan. We will continue to look at method to further engage Aboriginal students into the curriculum.

## Multicultural and anti-racism education

Narooma Public School has always embraced multiculturalism with a number of different cultures that have attended the school.

### Findings and conclusions

Narooma Public School promotes to all children tolerance and respect for all cultures through an integrated curriculum. All teachers ensure that multicultural perspectives are taught in lessons and celebrate diversity and promote a variety of cultures and customs.

Narooma Public School has teachers trained as Anti-Racism Contact Officers (ARCOs) to assist in eliminating racism and racist behaviour at our school. This year we have fewer incidents than previous years highlighting the effectiveness of the program.

### Future directions

Narooma will also continue with our successful Anti-racism program and ARCO program. These programs are proactive programs, which remind children of the correct behaviours, and approaches they need to demonstrate when confronted in these situations. These programs also provide children with behaviour modification strategies if needed to assist children in making better choices in the future

## Other school programs

### Arts

#### Creative Arts Expo

This year our school implemented our first ever Creative Arts Expo. It was a huge success! Children made a variety of pieces which were displayed on the day.

We had displays of artworks, pottery, poetry, creative writing, recycled art sculptures, fruit and vegetable sculptures, cupcake decorating, dioramas, scarecrows, Canberra displays, Lego building sculptures and computer skills displays.

Children, teachers and community members purchased 'Wow' stickers were placed these on the entry forms of the entrants to show their appreciation for a job well done.

Thank you to Mr Roberts and the committee for their planning and preparation in making this day a success. Thank you to the P&C who ran a cake stall on the day for our children and visitors.

Narooma Public School will look to hold another Creative Arts Expo in future years. We are committed to a Whole School Performance next year however we are looking at the possibility of doing something similar in Education Week for 2017.

## Choir

Our school was fortunate enough to have both a Junior Choir and a Senior Choir this year. The Junior Choir was conducted by Mrs. Leanne Kenna and the Senior Choir was conducted by Miss Michelle Garcia.

Both choirs practiced during our designated 'Clubs' time which took place every Thursday fortnight.

The choirs performed at Narooma Club for the ANZAC Day memorial service. The children performed a selection of songs which helped commemorate the occasion. The RSL and community were highly supportive of our school's contribution to this event.

## Music Teacher

Our school in conjunction with the P&C purchased the services of a music teacher for lessons each with each class throughout the year. Each stage had an intensive tuition with Miss Garcia. A group of talented students also rehearsed and formed our school band. This band practiced weekly under the instruction of Miss Garcia.

## Band

Our school has a senior band. The senior band practices weekly however they also perform at events such as assemblies, functions, and other special occasions.

Miss Garcia conducts the band on a weekly basis. The P&C assist with the funding of this position by providing the school with some funds to hire Miss Garcia.

## Sport

Narooma Public School continues to enjoy success in the sporting arena.

In the three major carnivals – here are the successful houses:

- Swimming – Corunna;
- Cross Country - Wagonga;
- Athletics – Wagonga.
- The following children were representatives of the School and Eurobodalla Zone PSSA at various **South Coast Regional / Area Carnivals:**
- **Swimming** – Bray Constable, Henry Niemoeller, Sonny Dudley, Rogue Constable and Miliana Café.
- **AFL** – Matthew Parker, Kurtis Carlson, Jake Mikolic, James Ratcliffe, Kye Kelly, Oscar Carr and Byron Lonsdale-Patten;
- **Rugby League** – Kye Kelly, Bryon Lonsdale-Patten, Jamahl Rix, Hayden Rapley, Sebastian Draven-Mellish and Oscar Newton;
- **Netball** – Sienna Anderson;
- **Soccer** – Jacob Sultana, Kurtis Carlson, Ruben Colom-Davis and Kupah Martin;
- **Cross Country** - Lachlan Druhan, Daniel Betts, Giaan Café, Jamahl Rix, Logan Allison and Sienna Anderson;
-

**Snow Sports** – Valentino Guseli, Ali Guseli,  
Miliana Café and Giaan Café.

**Athletics** – Sam Patmore, Taj Shears, Jamahl  
Rix, Daniel Betts, Ethan Griffiths, Lauren Smart,  
Ruby Moore, Eliza Gray, Miliana Café & Mystery  
Bennett.

The following children were representatives of the  
South Coast Region / Area at **NSW State**

**Carnivals:**

**Swimming** - MilianaCafé and Bray Constable

**AFL** – Byron Lonsdale-Patten;

**Rugby League** - Byron Lonsdale-Patten;

**Athletics** – Sam Patmore, Lauren Smart, Taj  
Shears & Mystery Bennett.

The following children were representatives for  
the NSW at the **National level:**

**Athletics** – Taj Shears.

**Snow Sports** – Valentino Guseli