

Narrandera East Infants School

Annual Report



2016



4214

Introduction

The Annual Report for 2016 is provided to the community of Narrandera East Infants 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.

Karen Babbs

Principal

School contact details

Narrandera East Infants School

Elizabeth St

Narrandera, 2700

www.narrandere-p.schools.nsw.edu.au

narrandere-p.School@det.nsw.edu.au

6959 1858

Message from the Principal

2016 has been another successful and rewarding year at Narrandera East. We commenced the year with an enrolment of 67 students. 2016 was also the third year of the Resource Allocation Model (RAM) funding which was most fortunate because it allowed us to again employ a second teacher in Kindergarten and a teacher aide to support two students with high needs in Year 2.

We are also very proud to belong to a local partnership with Narrandera Public and Narrandera High Schools enabling us to take a Kindergarten to Year 12 collaborative approach to improving the learning outcomes for students in our community. This was evident when we joined with St Joseph's school to present "Inspire Narrandera – Schools Working Together for Our Kids", where inspirational paralympian Don Elgin visited our combined group of Narrandera schools.

Narrandera East has a most professional teaching and administrative staff, who through their dedicated and caring approach and long term vision have made a real difference to students during 2016 and will continue to do so in the years to come.

Today's students live in a world of continual and rapid change and as educators it is a huge challenge for us to provide the appropriate learning opportunities that match both their current and future needs, particularly as change happens so quickly. If we want to prepare our students for life long learning not only do we need to focus on Literacy and Numeracy but also on communication, collaboration, creativity and critical thinking.

The partnership that exists between home and school is highlighted in an infants school and is very much a feature of our school. Parental support is crucial to the types of programs we offer and the method of delivery. I sincerely thank staff and parents for their dedication and commitment throughout 2016 making Narrandera East such an exciting and challenging learning environment.

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.

Karen Babbs

Message from the school community

2016 has been a very successful year for the Narrandera East Infants School P & C. On the fundraising front, we held a very successful Fete in April this year followed by an Easter Raffle and Sausage Sizzle, a Mother's Day Raffle and then finished the year with the Halloween Disco. All this hard work by our dedicated P & C raised close to \$7,000 for the school. This would not have been possible without the numerous helpers we had along the way. So, thank you to everyone who contributed in any way large or small. It all makes a difference and allows us to donate money to the school for much needed resources and equipment.

I would also like to thank the school staff who are always there going above and beyond the call of duty to ensure that our children are not only getting an excellent start to their education but are having lots of fun and enjoyment along the way.

The P & C is looking forward to 2017. Belonging to the P & C is a wonderful way to get to know fellow parents and our wonderful staff just that little bit better. The saying many hands make light work rings very true in organisations such as this, so please think strongly about joining us. We are fortunate to have a lovely school in Narrandera East Infants and the P & C provides the vital bridge between parents and the teachers.

Thank you, I am looking forward to an even bigger and better year in 2017.

Vicki Hall

P & C President

School background

School vision statement

At Narrandera East Infants School we provide excellence in early learning in a stimulating, caring environment promoting a culture of continuous evaluation to ensure the best practice of quality educational programs. Our staff inspire students to develop a passion for learning and assist students to achieve personal success in all endeavours.

“Excellence in Early Learning through the provision of 21st Century educational opportunities ensuring our students thrive as tomorrow’s leaders, workers and citizens.”

School context

Established in 1961, Narrandera East Infants School (NEIS) is a specialist infants only school offering quality educational programs to students from Kindergarten to Year 2, in a supportive learning environment. The school is located in a rural area of southern NSW and has a current enrolment of 67 students. Aboriginal students comprise 25% of students, 4% of students are from a language background other than English and 19% of our students are from low socio-economic backgrounds. The school has a proud history of strong engagement with the community, and staff enjoy a positive relationship with parents and caregivers. Together we share the responsibility of our students to ensure they become successful independent learners, confident creative individuals and active informed citizens.

During 2016 NEIS received significant equity funding through the enhanced state wide model of school funding.

This enabled us to:

- Increase the office/administration time for the teaching principal to support the successful implementation of teaching/learning and student well-being initiatives.
- Employ an additional teacher and teacher aide to support the early literacy and numeracy development of Kindergarten students, in particular a high percentage of Aboriginal students, in Semester 1.
- Operate a Kindergarten Transition Program one day per week in Term 3.
- Additional staff release time to plan, program, share best practice initiatives, design units of work and to contribute to consistency of teacher practice and assessment.
- Provide professional learning for staff in two very significant programs, HOW2Learn and L3 Stage One.
- Fund two interactive technology programs, ReadingEggs and Mathletics, to support Literacy and Numeracy for our students.
- Introduce Blueearth, a leadership and well being program for teachers and students.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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.

Learning

In the domain of learning NEIS has continued to focus on student well-being running parallel to explicit curriculum implementation. With a strong home/school partnership, positive and respectful relationships have allowed for a productive learning environment supporting students and their individual learning needs.

There is a school-wide, collective responsibility for student learning and success, with high levels of student, staff and community engagement.

Increased emphasis on data collection and effective analysis has enhanced student achievement and monitoring practices.

Extra-curricular learning opportunities are significant, support student development, and are strongly aligned with the school's vision, values and priorities.

Teaching

The major focus in the domain of teaching has been to strengthen collegial support of staff to enhance teaching and learning practices, and to monitor the effectiveness of their individual efforts. Through collaboration teaching strategies met the needs of students and enabled consistency of judgement relating to student performance. NEIS provided professional learning which aligned to school priorities and staff Performance and Development Plans (PDP's) to build teacher capacity and promote evidence-based practice.

Leading

In the domain of leading the school community is committed to the strategic directions and practices to achieve educational priorities.

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. All staff have purposeful leadership roles based on professional expertise.

The school uses collaborative feedback and reflection to promote and generate learning and innovation.

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

For more information about the School Excellence Framework:

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

Strategic Direction 1

Enhancing the quality of student learning

Purpose

To equip students with learning strategies to engage them with all aspects of the curriculum. To improve student social, emotional and physical well-being in order to make them more receptive to learning. To strengthen the citizenship capabilities of Narrandera East students along with a greater awareness of social responsibility and working together.

Overall summary of progress

At Narrandera East Infants, staff continue to work hard to ensure all students are actively engaged in personalised quality learning experiences. Kindergarten to Year 2 teachers assess students every five weeks and track their progress against the literacy and numeracy continuums, entering data on the Department of Education PLAN site. The DoE Well Being Framework and its rationale was explored by teaching staff and related to our school context. Student well-being has been strongly supported through our Go For Gold positive behaviour program with 23 students receiving recognition at Gold level in 2016. Ten students were also recognised through the Aussie of the Month award system. Involvement and support from our Aboriginal community has improved significantly throughout the year with three Wiradjuri families, again organising our NAIDOC week celebrations. This level of commitment has had a very positive effect on all Aboriginal students and their learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of students will achieve stage appropriate cluster markers (or better) on the literacy and numeracy continuums in school-based assessments at the completion of each year.	Significant professional learning (including L3 Stage One and PLAN) was implemented in 2016 to build teacher capacity around collecting and the use of data to inform practice. A specific focus on developing a deeper understanding of the Literacy and Numeracy continuums resulted in more accurate placement of students on the continuums. High expectations for all learners, with emphasis on Aboriginal students to lead towards achievement of the Premiers Priorities.	<ul style="list-style-type: none">• Literacy / Numeracy \$5,606• Aboriginal Background• Low level adjustment.• Additional Primary Support \$3,500• Computer co-ordinator \$4,542
100% increase of students showing positive behaviours in and outside the classroom.	Introduction of the Rainbow Playground Book for positive behaviour and the Playground Badges to allocate designated areas of play and activities. Modification of Go for Gold Positive Playground Behaviour Program. Introduction of Blueearth (Leadership and Well Being program)	<ul style="list-style-type: none">• Equity \$8,000

Next Steps

- Utilise Plan Data as a diagnostic tool to inform future teaching and learning.
- Increase staff capacity to plan and differentiate instruction in Literacy and Numeracy to cater for all students.
- Develop greater student responsibility and self regulation in learning and behaviour through effective feedback.
- Further engage our Aboriginal Community in student learning and development.

Strategic Direction 2

Fostering quality teaching and leadership

Purpose

To provide staff with relevant training and 21st century pedagogical tools to meet the learning needs of every student in an inclusive classroom environment. To ensure all staff have opportunities to grow professionally as teachers and leaders and are inspirational among colleagues, students and community members.

Overall summary of progress

Throughout 2016 staff have engaged in both mandatory and selective professional development. They have willingly shared their individual strengths and expertise which has then further enhanced both knowledge and teaching practice. Teachers worked collaboratively to develop personal goals that were strategically aligned to both the school plan and with their personal learning, self and career direction. They also took on leadership roles in terms of personal expertise and interest.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% staff will have identified professional learning goals that are aligned to the School Plan and to the National Teaching Standards and will actively seek out and participate in Professional Learning aligned to these goals.	All staff effectively completed the PDP cycle. A culture of collaborative planning, classroom observations and directed and effective professional learning centred around the Australian Standard for Teachers was established to enhance best practice and learning outcomes. As a result all staff achieved their professional learning goals or continued on with them for 2017. HOW2Learn Phase One was completed by all teaching staff. Stage One teachers completed their first year of L3 training.	<ul style="list-style-type: none">• Professional Learning \$6,302• Low level adjustment \$9,800• Equity \$5,000
100% of staff will demonstrate and share their acquired knowledge and expertise.	Distributive leadership among all staff allowed for significant opportunities for mentoring, coaching and collaboration.	<ul style="list-style-type: none">• School Development Days.• Staff meetings.• Training and courses.

Next Steps

- All staff will participate in HOW2Learn Phase 2 professional development in 2017.
- Extend leadership capacity and professional practice to enhance quality teaching according to individual skills and expertise.
- Professional development will continue to align with the School Plan, individual PDP's and the Australian Professional Standards for Teachers.
- Ensure that improvement measures are achieved by the end of the third and final year of the 2015–17 planning cycle.
- All staff work collaboratively, establishing a supportive culture of observation and effective feedback to promote consistent quality teaching where staff take responsibility for ongoing professional learning.

Strategic Direction 3

Promoting effective, collaborative partnerships with community

Purpose

To work together as a learning community at Narrandera East, to build the capacity of all students so that they develop knowledge, understanding, creativity and expertise in all areas of learning to achieve their personal goals and lead successful lives in the 21st century. To increase the parent and community understanding and involvement in all areas of school curriculum, practices and policies.

Overall summary of progress

Narrandera boasts a very strong community partnership incorporating students, staff, parents, support people, and wider community members, who all work collaboratively to ensure the continued growth and development of the school. In 2016 this partnership was again extended further to include the feeder pre-schools in the town, through our very successful Kindergarten Transition Program held every Thursday in Term 3. We have also formed a community of schools group with Narrandera Public (NPS) and Narrandera High (NHS) schools. For Term 1 School Development Day our combined group worked together on completing DoE mandatory training at NHS. We held shared celebrations in NAIDOC week. Together with St Joseph's our three public schools formed a group named "Inspire Narrandera" with the aim of engaging a renowned public speaker/entertainer/high achiever to speak to the students of our community. In 2016 paralympian Don Elgin visited our students. It was an outstanding success and our group now plan to engage a motivational speaker to foster aspirations for our students, on an annual basis. Parents at Narrandera East receive regular feedback on student learning through parent teacher evenings, two interim and two formal reports, three PLAN reports and five weekly L3 and TEN reports. All students have a learning journal and parents are encouraged to look through it at any time.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of parents support student learning at home, identifying the role they play in strengthening those home/school links to enhance student learning outcomes.	Reinforcing our "Open Door" policy to engage parental involvement in the classrooms. Changing assembly time to 3:00 pm to encourage more parents to attend at "pickup" time. Changing and extending Library borrowing time prior to school bell time on Fridays to encourage parental involvement in the mornings.	<ul style="list-style-type: none">• Equity \$12,000• Aboriginal Background• Low Socio economic Background• Low level adjustment.
Parents as partners actively contribute to enhance student learning outcomes.	Encouraging the Skoolbag app and texting as a more successful way of communicating between staff, office and parents. Providing a series of afterschool/evening workshops for parents in student literacy and numeracy. Providing for the use of the school purchased technology programs, Mathletics and ReadingEggs to be accessed on home computers. Encouraging parents to come and observe extra-curricular activities offered by the school, in a less threatening environment.	<ul style="list-style-type: none">• Aboriginal Background• Low Socio economic Background

Next Steps

- To find more ways to encourage parents to take a greater interest in the management and administration part of school life.
- Continue with the K–12 curriculum approach with our community of schools group and plan professional learning activities together.
- For staff from all three schools to conduct lesson observations on one another as part of the PDP validation process.
- To continue with our "Inspire Narrandera" concept with each school taking the responsibility of hosting the motivational speaker on a yearly rotation.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	A School Learning Support Officer (SLSO) was employed in Semester One to assist Aboriginal students in their transition to Kindergarten. Additional teacher support was provided to Kindergarten in Semester One to support Aboriginal students in L3 sessions. Additional funds were used to purchase Library and History resources for all three classes and to fund NAIDOC week and local Wiradjuri cultural experiences.	\$15,204
English language proficiency	Additional LAST allocation and SLSO support was provided for a Korean boy, El Salvadorian girl and two South African girls to assist with Literacy and Numeracy.	\$1,197
Low level adjustment for disability	Funds were used for Teacher Professional Learning and to employ an SLSO to assist with student well being and literacy and numeracy development through differentiated learning programs.	\$38,742
Socio-economic background	Funds were used to provide equal access to education through the provision of economic supplementation to students whose families were unable to meet commitments for excursions, school uniforms, supplies and programs including Gymnastics, Blueearth, Stadium.	\$7,197
Funding Support/Integration	An SLSO was employed to cater for the physical and learning support of a student with Spina Bifida.	\$39,623
Location Loading	This funding has been allocated to support the completion of the outdoor art/craft and science community learning area. The design of the new learning area centred around 8 ways of Aboriginal Pedagogy is being designed by a local Wiradjuri family.	\$14,084

Student information

Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	26	33	32	34
Girls	33	35	35	35

Student attendance profile

School				
Year	2013	2014	2015	2016
K	94.7	95	94.3	93.1
1	93.6	90.7	91.8	89.1
2	95.1	95	91.2	94.3
All Years	94.5	93.8	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
All Years	94.7	94.8	94	94

Class sizes

Class	Total
KINDER 2016	21
YR 1 2016	22
YR 2 2016	24

Structure of classes

The school currently operates three regular classes, Kindergarten, Year 1 and Year 2.

Our part-time staff assist with literacy, numeracy and teach technology, science and library.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Classroom Teacher(s)	2.29
Teacher of Reading Recovery	0.21
Learning and Support Teacher(s)	0.3
Teacher Librarian	0.17
School Administration & Support Staff	1.45
Other Positions	0.63

*Full Time Equivalent

No staff 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	67
Postgraduate degree	33

Professional learning and teacher accreditation

The teaching and administration staff at NEIS participated in a range of professional learning experiences in 2016, designed to build capacity and to achieve priorities as set out in the School Plan.

This included:

- Five school development days, weekly staff meetings, Regional LAST meetings, Principal and SASS meetings and conferences, collaborative planning, curriculum development, consistent teacher judgement, classroom management, mandatory training such as WH&S, Child Protection, Code of Conduct, CPR, Emergency Care and Anaphylaxis.
- Additional courses and programs such as, Literacy and Numeracy continuum training, Leadership, School Excellence Framework, School Plan, Dyslexia, Geography Adobe Connect sessions, HOW2Learn Phase One, LMBR and Oliver.

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

Financial information

This summary financial information covers funds for operating costs to 30th November 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	82 805.03
Global funds	96 142.19
Tied funds	78 313.65
School & community sources	24 034.70
Interest	1 519.57
Trust receipts	1 234.40
Canteen	0.00
Total income	284 049.54
Expenditure	
Teaching & learning	
Key learning areas	22 969.74
Excursions	5 016.39
Extracurricular dissections	25 041.94
Library	1 981.17
Training & development	0.00
Tied funds	90 323.42
Short term relief	433.48
Administration & office	31 035.72
School-operated canteen	0.00
Utilities	24 960.63
Maintenance	16 616.92
Trust accounts	1 234.40
Capital programs	8 728.67
Total expenditure	228 342.48
Balance carried forward	55 707.06

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

Literacy assessment is ongoing throughout the year and takes the following form:

- Formative Assessment – the process of building a cumulative profile of student achievement through daily interaction and observation of students;
- Summative Assessment – the process of making judgements about student achievement at the end of each unit of work, term or semester;
- Standardised Testing – standardised tests are administered in June and again in November in reading and spelling;
- Running Records – these are administered regularly throughout the term.
- Kindergarten students are introduced to a wide variety of skills and strategies to assist them in becoming successful writers and readers. In 2016 all Kindergarten students completed the Best Start Assessment. The Language, Learning and Literacy (L3) program commenced in Kindergarten in Term 1, for the fourth consecutive year. L3 has now also been incorporated into Stage 1 Literacy and staff commenced their first year of training in Wagga.
- 88% of the students were above the minimum recommended Reading Recovery level at the end of year assessment.
- 46% of the students were in the upper level.
- Eight students in Kindergarten received additional support from the Learning Assistance Support Teacher (LAST).
- The Best Start data was reviewed at the end of each term and new individual reports were sent home to parents.

Reading Recovery and (LAST) play important roles in Year 1 Literacy.

- 76% of Year 1 students were above the minimum Reading Recovery level following the November assessment;
- 53% of students were in the upper level; and
- Ten students successfully completed their twenty week Reading Recovery Program.

Reading in Year 2 is taught in a systematic and explicit manner following the Literacy Links Program supported by Jolly Phonics Grammar.

- 89% of Year 2 students were above the minimum recommended Reading Recovery level;
- 65% of students were in the upper level; and
- Six students received additional support from the Learning Assistance Support Teacher (LAST).

Current support programs will continue to assist students experiencing difficulty in literacy.

These include:

- conducting daily Reading Recovery lessons for Year 1 students;
- employing a teachers' aide, one day a week, to assist with developing early literacy skills;
- utilising LAST support in all classes K–2;
- encouraging parental support for Reading Groups;
- accessing funding through both State and Federal

initiatives; and

- conducting Professional Learning Programs such as L3 Stage One and HOW2Learn Phase One.

Assessment in numeracy is ongoing throughout the year and takes the form of:

- a collection of students' work samples;
- observations of practical lessons;
- weekly and topic tests;
- formal term and semester assessments; and
- Targeting Early Numeracy (TEN) assessment.

In 2011 the students and staff trained in the Targeting Early Numeracy (TEN) program. A substantial amount of money and time was put into making games and resources for a ten week program to be used on a rotational basis each term for all three classes. The program has made a huge difference to numeration results and an additional ten week program was developed in 2012 and another in 2013. The results of the program have been excellent. During 2016 the school maths co-ordinator has worked with Narrandera Public School, sharing new ideas and resources.

These results mean that in 2017:

- TEN will operate in the school again;
- Origo Maths resources will support students;
- the interactive whiteboard along with the computer program Mathletics will continue to be an integral part of the Numeracy lesson;
- whole school Mathematics days will be included in our school program;
- all staff will attend any appropriate professional learning in-service days in Mathematics;
- we will continue utilising all aspects of the Numeracy curriculum and provide a "hands on" approach to teaching; and
- all students will be provided with opportunities to think and work mathematically.

Parent/caregiver, student, teacher satisfaction

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

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

School Map Surveys were sent home to parents in Week 1 of Term 4. 84% of parents responded to the survey.

85% of the response group indicated that the school always provides clear information about programs and performance but not all were able to be actively involved.

82% believed that classroom assistance, canteen support, and fundraising were more important to parents than school management.

Parent responses are presented below.

Parents:

- believed teachers at the school provide a stimulating and a challenging environment for their child;
- indicated that the school has high expectations of its students and that staff are always caring and supportive;
- commented on the excellent level of communication with the community through the school website, newsletter, local paper and the Skoolbag app for mobile phones;
- believed the school's current aim is to improve the quality of teaching and learning;
- were very impressed with the Kindergarten Transition to School and Orientation Programs conducted in Semester 2;
- stated that the school provides clear information about student achievement through the school reporting process; and
- along with Grandparents and volunteers, felt appreciated by the students and staff.

Policy requirements

Aboriginal education

NEIS is committed to improving the educational outcomes and well being of all Aboriginal students and Aboriginal perspectives are included in all teaching and learning programs. All Aboriginal students have Individual Learning Plans (ILP's)

25% of the students at the school are of Aboriginal descent. The school's programs are designed to educate students about Aboriginal history and culture, and include Aboriginal perspectives.

- All teaching staff have been involved in the implementation of the Aboriginal Education Policy;
- The school and members of the local Aboriginal community worked together to ensure that aspects of Aboriginal culture were incorporated across the curriculum in all classes; and
- The school celebrated NAIDOC Week with special art, craft, music and storytelling activities.

Multicultural and anti-racism education

In 2016 we were very fortunate to have El Salvadorian, Korean and South African families enrolled at our school. These families were very enthusiastic in sharing their cultural experiences with our students and we were lucky enough to experience cooking, craft, music and sporting activities of each particular culture.

All students explored other cultures through units of work in Human Society and Its Environment (HSIE) /

History which included;

- specific lessons to expand the students' understanding of cultural diversity and differences; and
- an overview of Australia and its closest neighbours.

The school also has a trained Anti-Racism Contact Officer. (ARCO)

NEIS has continued to maintain a strong focus on multicultural educational perspectives throughout all curriculum areas.

Other school programs

Transition and Orientation

Major features of Term 4 at the school, each year, are both the Kindergarten Orientation Program and the Year 2 to 3 Transition Program with Narrandera Public School.

In 2016 the school was again fortunate to be able to offer a Kindergarten Transition Program in Term 3 in addition to the Orientation Program in Term 4.

This was made possible through the Resource Allocation Model (RAM) funding which enabled the Kindergarten teacher to be released every Thursday to run the Transition Program and visit the three Pre-schools in the community. A casual teacher was then employed for the Kindergarten class.

The new students participated in a variety of music, craft and language activities and were provided with the opportunity to experience school programs and facilities including the canteen, library, play equipment and computers.

It was also possible to complete assessment in both Literacy and Numeracy allowing for the establishment of individual learning plans for the following year. As a result the 2016 intake of Kindergarten students were extremely well prepared for their first year of school. The positive feedback from parents and carers, for the Transition Program, was again excellent.

The Year 2 to 3 Transition Program consisted of four full days at Narrandera Public School in Term 4. These four visits were complimented with a very successful parent information evening, also at Narrandera Public. Great emphasis is placed on providing quality Transition Programs as each school year involves both Kindergarten and Year 2 transition.

This has resulted in closer relationships with Narrandera Pre-school, Narrandera Public School, the Narrandera Crèche and the Bright Horizons Childcare Centre.

Celebrations and Excursions

All students K–2 were involved in numerous celebrations and excursions both within and outside the school environment. These extra-curricular opportunities provided significant support to student learning and development.

Such events included:

- local excursions to the Town Library, Tourist Information Centre, Narrandera Bakery, Parkside Cottage Museum, Narrandera Park, local business houses and Aged Care Centres;
- NRMA Bus Safety and Responsible Pet Ownership;
- representation and participation at ANZAC and Remembrance Day Services;
- a Mother's Day Morning Tea and gift stall in Term 2;
- performing at the Leeton Eisteddfod;
- a Father's Day Breakfast in Term 3;
- a water-play charity fun day;
- celebration of NAIDOC Day with Wiradjuri families;
- a community school fete;
- Book Week and Education Week celebrations;
- visits from Snake Tales and the Life Education Van;
- participation in School Gymnastics, Operation Art and Blueearth programs;
- Performing at the Christmas Pageant, Monster Street Party and Carols by Candlelight;
- a Year 2 excursion to the Junee Chocolate Factory in Term 4; and
- an excursion to the Griffith Movie Theatre and Bowling Alley also in Term 4.