

Narranga Public School Annual Report



2016



4404

Introduction

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

Michael Trist

Principal

School contact details

Narranga Public School

Robin St

Coffs Harbour, 2450

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

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

6652 1106

School background

School vision statement

We are a positive learning community that fosters a culture of high expectations, engagement and mutual respect.

Expert teachers are committed to delivering a balanced and innovative curriculum. Every student has the opportunity to achieve sustained academic and personal growth.

The school promotes and reinforces its traditional culture of fairness and tolerance. Our students strive to do their best and take pride in their achievements.

We believe that school should be fun. We produce caring, capable citizens who will continue to model the school's values as they take their place in the wider community.

School context

Narranga Public School serves families in the western part of Coffs Harbour on the NSW Mid–North Coast. We have over 600 students, who are drawn from a range of socio–economic and cultural backgrounds.

A team of 50 teachers and support staff provide high quality, comprehensive educational programs. They are supported by parents and overseen by a professional executive team, led by the principal.

The school curriculum provides a balance across all key learning areas, with a particular focus on literacy and numeracy. Enrichment and remedial programs are provided to support the individual needs of all students.

Narranga has strong traditions of artistic and sporting excellence. The school choirs, band and dance groups provide learning and performing opportunities, while the comprehensive sports program has led to consistent individual and team success at regional and state levels.

The school has the support of an active community which contributes to a range of school programs and has helped develop excellent educational facilities. The school promotes a positive and inclusive environment which focuses on individual and team accomplishment in an atmosphere of fun, respect and goodwill.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

Narranga is renowned for its positive learning culture. In 2016 we have refined our student wellbeing practices, and have strengthened our learning alliances with external organisations, most notably via a formal partnership with Southern Cross University to develop improvements to professional experiences for student teachers.

The school has committed significant resources to build upon the strong teaching skills of our staff. The introduction of a formal Instructional Leader program involved Assistant Principals using their expertise to work collaboratively with colleagues in classrooms to improve the teaching of Writing. Teachers also worked to analyse student assessment data to guide their teaching.

New school programs that have proliferated as a result of increased school funding have facilitated a range of leadership opportunities for teachers, students and our community.

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

Expert Teaching

Purpose

To commit to continuous improvement of teaching skills in order to maximise learning outcomes for all students. Teachers will develop students' essential skills in literacy and numeracy and the creative use of technology as a foundation for lifelong learning.

Overall summary of progress

In 2016 Narranga teachers have enhanced their teaching of Writing via participation in the Instructional Leader program; better utilised the Literacy and Numeracy Continuums and implemented the NSW History and Geography syllabus documents.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
K–6 students plotted on the K–10 Literacy & Numeracy Continuums	All students plotted on all aspects of Literacy and Numeracy continuums and Standardised Data	\$13100 consistent teacher judgement release
Teaching pedagogy reflects increased effective sharing of strategies of greatest effect size	All teachers participated in the Instructional Leader professional learning model and evaluated it as having had a positive impact on their classroom practice.	\$80000 Instructional Leader release
All class teaching programs reflect NSW Syllabus documents for the Australian Curriculum	All class teachers participated in professional learning to familiarise themselves with the NSW History and Geography syllabus documents. K–6 scope and sequences updated to ensure outcomes and content coverage.	
Teachers have improved mentoring skills, with the ability to provide effective feedback to pre–service teachers and other staff.	As part of the SHAPE program 12 Narranga teachers participated in a 2 day "Mentoring For Effective Teaching" course, which facilitated improved mentoring capability for SCU pre–service teachers	\$7200 teacher release

Next Steps

- The Instructional Leader model will be utilised to enhance the teaching of mathematical problem solving and teacher leadership capability
- There will be a review of the teaching of spelling, with a view to promoting strategies of greatest effect size and consistent instruction K–6
- Teachers will be supported to participate in a lesson observation program in order to promote the dissemination of high quality teaching strategies

Strategic Direction 2

Wellbeing

Purpose

To improve students' sense of self-worth, self-awareness, and personal identity. This will enable them to manage their emotional, mental, spiritual and physical wellbeing, and become confident and resilient citizens.

Overall summary of progress

A significant number of Narranga students participated in targeted academic interventions that successfully addressed their academic need; the school's positive social and behaviour modification programs were enhanced, and strategies were developed to further enhance the school's engagement with its community.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Targeted academic interventions for specific needs students	Minilit and Quicksmart programs implemented, resulting in significant improvement in literacy and numeracy outcomes for targeted students. Kindergarten speech intervention initiated. Targeted students provided with tailored support via Individual Learning Programs and interventions by the Learning Support Team.	\$16000 Minilit SLSO \$30000 Quicksmart SLSO
Positive social behaviour intervention	Kelso's Choice behaviour strategies embedded. Playground social skills programs consolidated. Bully policy and anti-bullying strategies updated. Better Buddies and Buddy Bench strategies employed.	
Indigenous & EAL/D students & families positively engaged with school	Aboriginal Education Officer and EAL/D teacher engaged with assisting targeted students in classrooms. Parents engaged in school events, both informally and in targeted strategies such as breakfasts, Harmony Day, NAIDOC activities, Aboriginal mural and cultural training.	\$60000 AEO \$6700 community initiatives

Next Steps

- The school will continue to review and enhance its targeted academic interventions
- The RFF program will incorporate the Living Classroom's environmental education and healthy living focus in conjunction with the existing technology program
- Parent and community engagement strategies will be a focus in order to strengthen school / community partnerships in student learning

Strategic Direction 3

Leadership

Purpose

To develop leadership within the school that promotes a culture of high expectations, community engagement, continuous improvement and strategic use of resources to improve student outcomes.

Overall summary of progress

Narranga teachers engaged in the Performance and Development process, which identified and addressed areas for professional development; the school's Curriculum Team directed whole school professional learning directions, and teacher and student technology skills and uses were enhanced.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Implementation of Teacher Performance and Development Plans	Teachers identified targets to improve their professional performance and worked through negotiated plans to achieve them.	\$6000 Art of Leadership PL
Curriculum Team format to drive school improvement in Teaching and Learning	Curriculum Team formed with K–6 teacher representation. The team coordinated the implementation of the History and Geography syllabuses and evaluated the progress of the Instructional Leader Writing initiative.	
Advancement of school technology use	Teachers deepened their knowledge and utilisation of the Sentral student monitoring and school administration tool. ICT coding and robotics student courses were introduced. The Schoolzine newsletter and communication app and a Narranga Facebook page were introduced to facilitate home/school communication. Electronic teaching program use was extended K–6.	

Next Steps

- The school's Curriculum Team will continue to drive school improvement in teaching and learning
- The school will intensify its investigation into the extension of technology as an aid to teaching and learning, school administration and communication

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>The Aboriginal Education Officer (AEO) worked with Aboriginal students in small groups and in the classroom to develop their academic and social skills. Students were included in academic intervention programs including Minilit, Quicksmart, Reading Recovery and Number Club, resulting in significantly improved learning outcomes. An Individual Learning Program was created for all Aboriginal students, addressing each student's academic needs.</p> <p>The school forged closer links with Aboriginal parents and community members via a parent breakfast to formulate ILPs. NAIDOC Week activities included a ceremony to unveil a mural created by Aboriginal artists. The school staff participated in a full day cultural tour of Gumbaynggirr traditional sites with community members.</p>	<p>\$64 388 AEO</p> <p>\$10 200 SLSO</p>
English language proficiency	<p>Our EAL/D students have each had their own ILP to address their particular learning needs. Classroom teachers have collaborated with our specialist EAL/D support teacher and SLSO, and students have also been involved in the Minilit, Quicksmart and Number Club programs.</p>	<p>\$26 556 SLSO</p>
Low level adjustment for disability	<p>Students with a disability have each had a personalised learning plan created to address their specific needs. Classroom teachers have collaborated with Learning and Support teachers, other specialist teachers, external agencies and SLSOs to differentiate the curriculum and provide social and physical support.</p>	<p>\$229 911 SLSO</p>
Socio-economic background	<p>The major initiative in 2016 to address the educational needs of students from differing socio-economic backgrounds has been the Instructional Leader model of teacher development. Teachers are now utilising strategies of greater effect size in their classroom instruction.</p> <p>Additional academic support has come from the Quicksmart, Minilit, Number Club and other specific withdrawal programs.</p>	<p>\$100 000 Instructional Leaders</p>
S.H.A.P.E. program (Sustaining High quality Approaches to Professional Experience) to build teacher capacity to mentor Southern Cross University (SCU) pre-service teachers.	<p>Narranga has worked with administrators and pre-service teachers from Southern Cross University to develop ways of improving professional experience placements. The initiatives that have been implemented to date have given pre-service teachers opportunities to become involved in more meaningful professional learning in the school, which has also benefited Narranga students.</p>	<p>\$40 000 SHAPE coordinator, teacher PL</p> <ul style="list-style-type: none"> • Hub Funds (\$4 040.00)

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	305	315	305	304
Girls	312	293	310	304

Student attendance profile

School				
Year	2013	2014	2015	2016
K	94.4	95.6	92.8	81.8
1	93.5	95.3	93.3	92.3
2	96	94.9	93.5	93.4
3	93.8	93.5	91.8	94
4	95	94.2	92.1	93
5	93.6	95	92.7	94.1
6	94.8	94.4	93.1	91.2
All Years	94.4	94.7	92.8	91.5
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	5
Classroom Teacher(s)	23.09
Teacher of Reading Recovery	0.92
Learning and Support Teacher(s)	1.7
Teacher Librarian	1.2
School Counsellor	1
School Administration & Support Staff	5.56
Other Positions	0

*Full Time Equivalent

Students at Narranga are supported by two teaching staff, the Aboriginal Education Officer and one Student Learning Support Officer from indigenous backgrounds. They have contributed to school policy formation, supporting our indigenous children and strengthening links with our indigenous parents.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	12

Professional learning and teacher accreditation

All teaching staff at Narranga Public School undertook significant professional learning during 2016. The majority of these activities were conducted within the school. They included fortnightly meetings focusing primarily on aspects of the School Plan, and a variety of activities in the school's Staff Development Days. The Instructional Leader initiative enabled expert teachers to collaborate with their colleagues in the classroom to improve the teaching of writing and teaching strategies of greatest effect size in general. The school also conducted PL activities to facilitate ICT use in the classroom, and the various mandatory training categories such as WHS, anaphylaxis, Child Protection and asthma were covered for all staff. Twelve Narranga teachers were working towards Board of Studies Teaching and Education Standards accreditation.

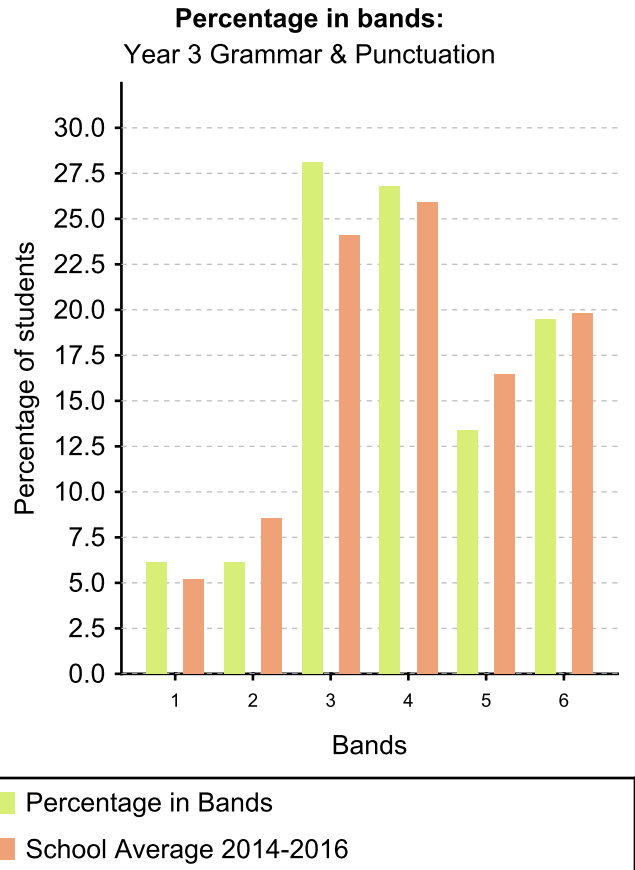
Financial information (for schools using OASIS for the whole year)

Financial information

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

Income	\$
Balance brought forward	338 822.41
Global funds	410 004.95
Tied funds	845 672.99
School & community sources	207 295.86
Interest	10 826.48
Trust receipts	62 702.12
Canteen	0.00
Total income	1 875 324.81
Expenditure	
Teaching & learning	
Key learning areas	58 250.81
Excursions	101 354.55
Extracurricular dissections	109 802.22
Library	9 945.19
Training & development	11 636.96
Tied funds	718 741.02
Short term relief	161 049.27
Administration & office	99 429.93
School-operated canteen	0.00
Utilities	52 428.10
Maintenance	64 857.87
Trust accounts	62 719.51
Capital programs	0.00
Total expenditure	1 450 215.43
Balance carried forward	425 109.38

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.

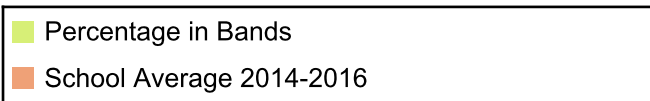
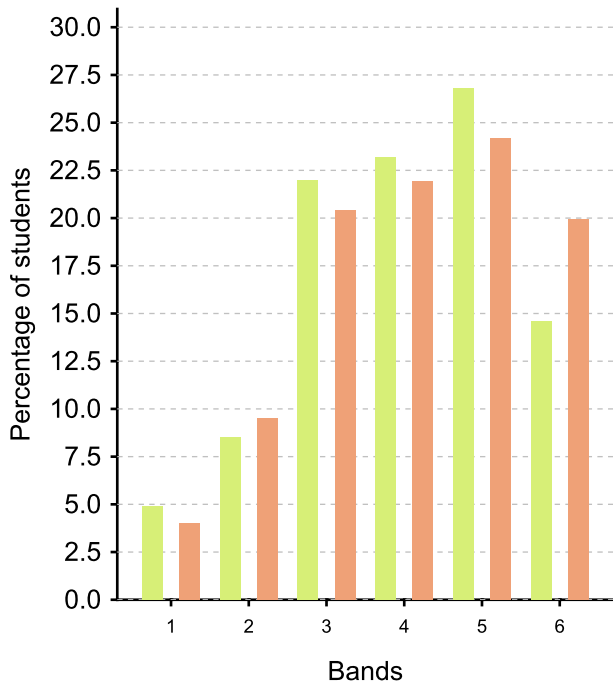


A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

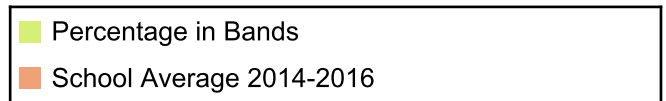
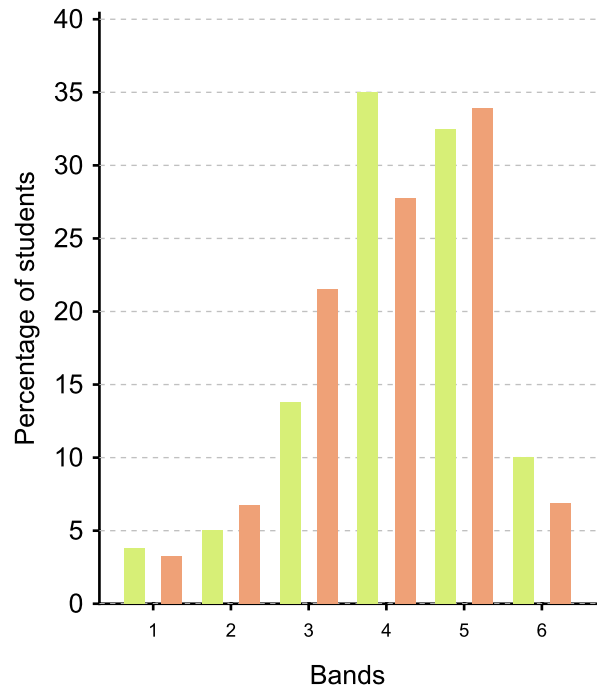
School performance

NAPLAN

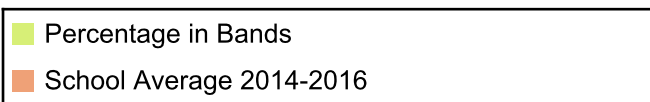
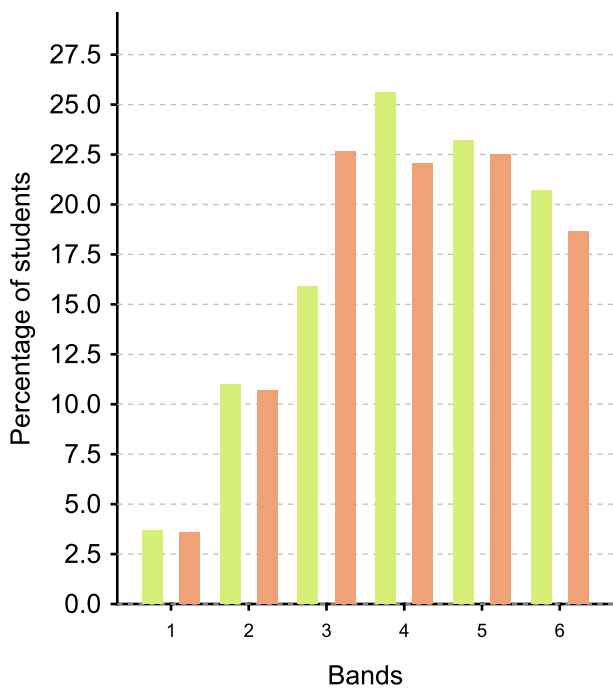
Percentage in bands:
Year 3 Reading



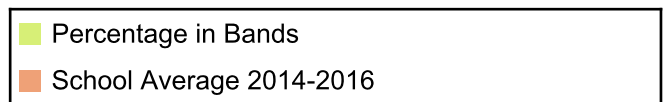
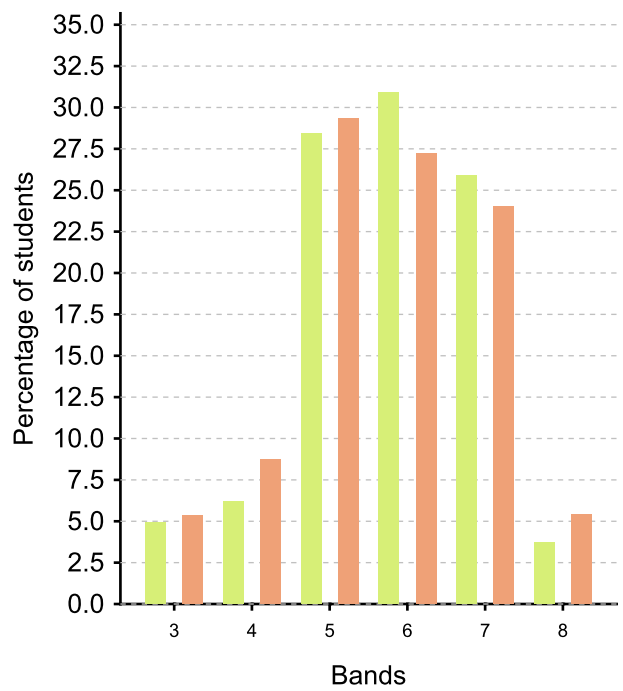
Percentage in bands:
Year 3 Writing



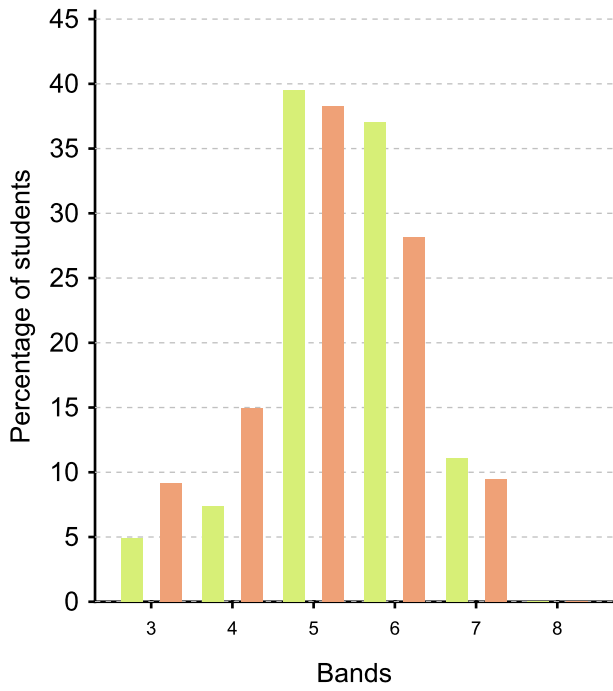
Percentage in bands:
Year 3 Spelling



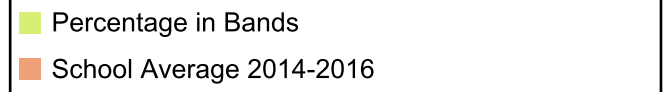
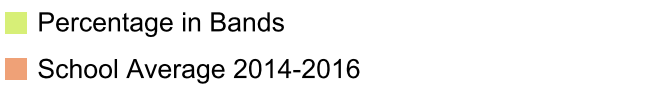
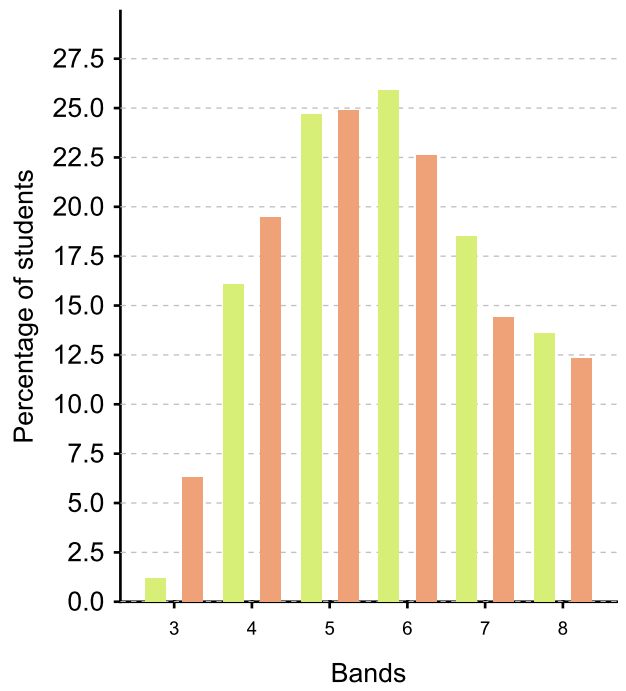
Percentage in bands:
Year 5 Spelling



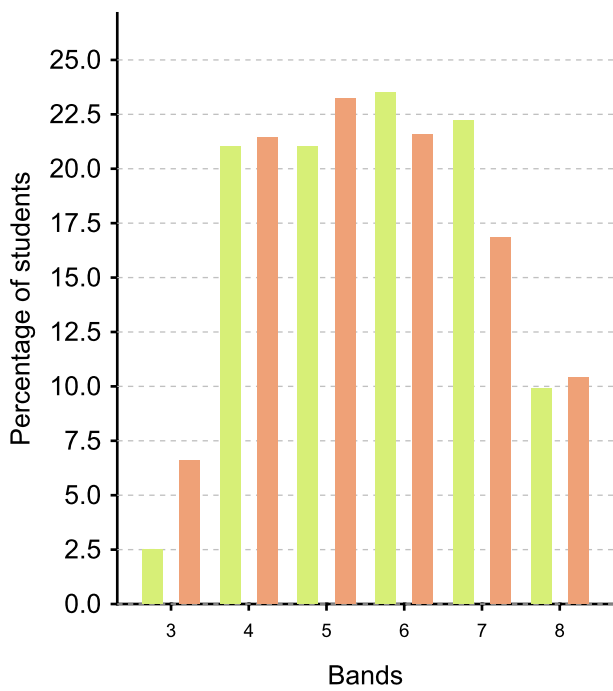
Percentage in bands:
Year 5 Writing



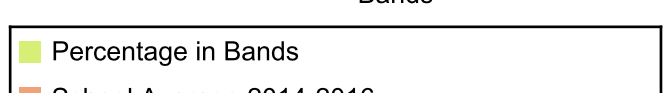
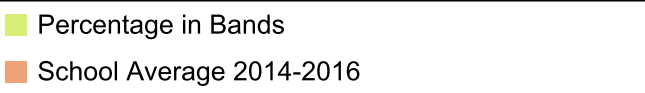
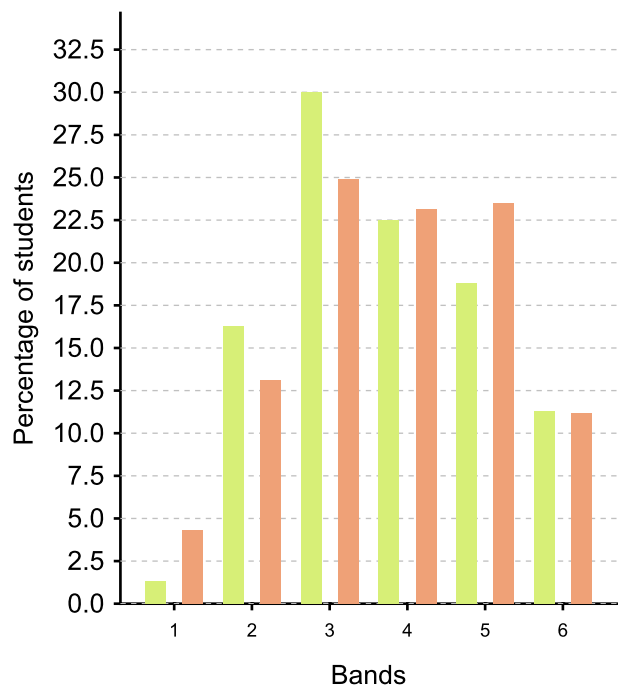
Percentage in bands:
Year 5 Grammar & Punctuation



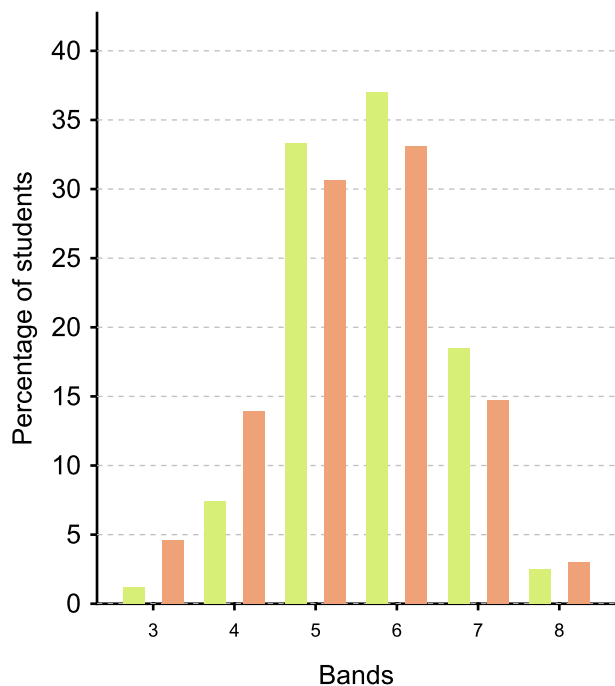
Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Numeracy



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 asked parents to complete the Tell Them From Me Partners in Learning online questionnaire. A summary of their responses are presented below:

- Narranga parents were more positive than the NSW average for all aspects surveyed.
- Parents felt that they were welcome at the school, and that communication protocols were practical and effective.
- They saw the school as being supportive to its students, and encouraging high expectations with work and behaviour.
- They were satisfied with the information they received about their children's progress.
- While still above the State norm, they felt that more needed to be done at home to help children learn.

Policy requirements

Aboriginal education

Narranga Public school implemented a number of initiatives to promote educational outcomes for its

Aboriginal students in 2016. Our plan included:

- The Aboriginal Education Officer working with Aboriginal students on learning programs including Reading Doctor, Jolly Phonics, Letter Formation and writing numbers.
- Stage 3 Aboriginal students participated in the QuickSmart program, with all experiencing increased speed and accuracy in completing number operations.
- Stage 1 Aboriginal students participating in the Minilit program to develop literacy skills.
- Families invited to a community breakfast in Term 1 in order to foster home / school links and jointly develop ILPs for every Aboriginal student
- NAIDOC Week activities celebrated Aboriginal culture via the creation of a wall mural by Aboriginal artists and a range of other learning experiences.
- Narranga staff members participated in a full day cultural tour of significant sites North of Coffs Harbour led by Gumbaynggirr community members.

Multicultural and anti-racism education

In addition to specific units of work that focus on different cultures around the world, Narranga celebrated special events such as World Harmony Day. Classroom teachers facilitated a range of activities in their classrooms with the aim of providing their students with greater knowledge and deeper understanding of other cultures.

Practices and procedures designed to minimise racist attitudes and behaviour in our school community were incorporated into class discussions and learning activities throughout the year. The school continues to welcome and integrate students who are newly arrived from troubled parts of the world.