Narara Public School

Annual Report

2017

2703

Introduction

The Annual Report for **2017** is provided to the community of **Narara Public School** as an account of the school's operations and achievements throughout the year.

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

Dave Stitt

Principal

School contact details

Narara Public School
Newling St
Lisarow, 2250
www.narara-p.schools.nsw.edu.au
narara-p.school@det.nsw.edu.au
4328 3024

Message from the Principal

It is with great pride I am able to present the School Report for Narara Public School. I would like to thank our staff and the amazing teachers I work with on a daily basis. Their welcoming approach, honesty and willingness to take on board new ideas, has impressed me. I thank my community for their support and warm welcome and look forward to working with them in the future. I thank the children for their work this year, their positive attitude and great results. We look forward to an exciting 2018 and growing the school to make it the best it could possibly be. At Narara we have identified 7 areas to focus on to improve our educational outcomes.

1. High Expectations

High expectations are linked with higher performance for all students since all students need to be appropriately challenged in order to learn. A culture of high expectations needs to be supported by effective structures and strategies that support every student's learning needs and curriculum differentiation is an effective means by which this can occur in every classroom. At Narara we have worked hard at changing our curriculum using strong assessment practices to identify where our students are at and tailoring learning to effectively move them forward. We now set benchmarks for learning which can quickly help us identify students who are falling behind and we can look to get strong intervention strategies in place to catch them up.

2. Explicit Teaching

Explicit teaching practices involve teachers clearly showing students what to do and how to do it, rather than having students discover or construct information for themselves. Explicit teaching recognises that learning is a cumulative and systematic process, starting with building strong foundations in core skills in literacy and numeracy. Effective teacher practices ensure that students have clear instruction on what is expected of them, and what they need to learn from tasks. It ensures that students are given time to engage with the learning process, ask questions and get clear feedback. Students who experience explicit teaching practices make greater learning gains than students who do not experience m these practices. At Narara Public School we have spent time investigating what is Quality Teaching and collaboratively plan lessons together, watch each other teach and provide feedback on how we can do it better. We have broken down our curriculum in to steps of learning targeting individual students with explicit teaching of what they need to know.

3. Effective Feedback

Feedback is one of the most powerful influences on student achievement. Rewards, as well as some kinds of praise, tend to be ineffective or at times can have a negative effect on student learning. Feedback that focuses on improving tasks, processes and student self–regulation usually has a positive effect. At Narara Public School we have taken on the notion of 'goal orientated' learning. Allowing our students to know where they are at, and providing explicit feedback about what they need to do to get to the next level.

4. Use of data to inform practice

Effective analysis of student data helps teachers identify areas in which students' learning needs may require additional attention and development. Data can also help teachers see which students may be struggling to engage with particular learning areas, and understand which students respond better to different teaching approaches in their classroom. High–quality assessment practice is crucial for effective data analysis of student outcomes and well being. At Narara we have focussed heavily on using data and effective assessment to find out how we can improve a child's learning and have worked collegially to develop programs and ideas to meet their needs.

5. Classroom Management Effective classroom management is important for creating the conditions for learning. Research tells us that there is a strong link between effective classroom management and high student performance. At Narara Public School we already have excellent teachers with sound classroom management strategies.

6. Wellbeing

Internationally, as well as in NSW, there is an increasing focus on student wellbeing, in recognition that the school years contribute to the development of the whole child, which in turn drives academic outcomes. Evidence suggests that higher levels of wellbeing are linked to higher academic achievement, Year 12 completion, better mental health and a more pro–social and responsible lifestyle. . In 2018 the school will be making steps to become a Trauma Informed school so we can better accommodate kids in trauma and will be training teachers and students in Mind Mattering.

7. Collaboration

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

teachers' professional learning, take a central role in collaborative networks and work to identify the strengths and weaknesses of teaching at their school. At Narara Public School we place a high emphasis on collaborative practices with mentoring programs for our beginning teachers, opportunities for teachers to plan and reflect together and curriculum teams aimed at improving our pedagogy and teaching practice in all Key Learning Areas.

These 7 focus areas make up the bulk of what our school plan is trying to achieve and all of our decisions, all of our changes and manipulations are geared towards this. We want the best academic outcomes, the best sporting outcomes, the best creative outcomes. We want to prepare our students for the world they are going to live in and make them creative and critical thinkers. Cooperative members of society who feel a connection to their world. We want to create the next great scientist, mathematician, author, sportsperson, artist or engineer. We want the best teachers, teaching the best programs, which are engaging, and exciting for teachers and students. We want our teachers and students to take risks, to try new ideas. We want our students to be happy, resilient and confident, able to solve problems and be tolerant of others. Many of these things we are already achieving, yet we have high expectations and high ambitions to be better. These are our shared goals and our shared beliefs. These are the things we are working towards achieving.

Dave Stitt

Principal

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

John Dewey

Message from the students

This year has been really enjoyable neing leaders at NPS.

There have been many changes to our roles at Narara and the impact the whole student body can have on our school.

Our first big change was working with the Student Representative Council where students from Years 2–6 meet and put forward ideas about how we can improve our school. As leaders we ran these meetings and thedebates which came about from discussing ideas.

Ideas that were successful at our SRC meeting were thentaken to staff to discuss if they could go ahead. At first it was hard talking in front of thestaff at a staff meeting but we all got a good clap at the end.

The ideas which where agreed to by staff were then taken onboard by us to deliver. The ones that were not were taken back to the SRC forchanging or as a no go.

We would meet regularly with Mr Stitt our Principal to workon our projects. He certainly runs atight ship as we learnt about meeting agendas, chairing meetings and makingmotions.

After each meeting we had jobs to do for the next meeting.

Each of us would lead a project over the year to improvesomething around our school or in our community.

We also continued some of our previous projects like theEaster Bun fundraiser in term 1 and coordinating oval games and play equipment.

In Term 2 we attended the Valley Schools Leadership Day anddiscussed some of our ideas. It wasgreat to listen to what other schools were doing and discuss what it meant tobe a leader.

From this we dived head first into our projects.

Our first major project was the Super Hero Day where weraised money for Neuroblastoma Australia.

We raised over $500 from our Walk2Cure and the wholecommunity got behind us.

We also conducted a Freaky Thursday where we organised playgroundgames for all of the kids across the school. This kept them well entertained at lunch time.

During the year we have also led the implementation of manyminor projects which have come through our SRC meetings.

These include:

Asking the P and C to supply Swimming Caps for our Rep teamswith the school name and logo on them. This way we could be easily identified in the water and gives our schoola sense of togetherness.

We raised money to have basketball posts put up in theschool and now a whole lot of kids play with them.

All of these things we were able to achieve as well as completingour regular leadership duties like running assemblies, putting up flags,thanking visitors and being a good host to important people like our Directorof teaching Mrs Jones.

This year Mrs Karen McNamara our Federal Member for Dobellsupplied us with special Leadership Bomber Jackets to encourage us to beleaders of the future.

We are really proud of everything we have achieved thisyear. As we move onto High School wehope we can take on leadership roles there and help to make a difference.

Being a leader means that people will follow you. We think we have set a good example thisyear.

Logan Nosti and Elise Handscomb

School background

School vision statement

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

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

Our school vision promotes three key ideas to drive us forward. Innovation, Engagement and Success. Quality Teaching, Strong Connections and High Performance.

School context

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

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

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

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

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

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

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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.

Learning

The results of this process indicated that in the School Excellence Framework domain of Learning:

Learning Culture: In our self–assessment process the leadership team has analysed a range of data and evidence sources to support our judgement of **Delivering.** The KidsMatter initiative was selected to support the development of knowledge and skills in this area. All staff members undertook training in the initiative and a social and emotional learning program was developed to ensure the explicit teaching of these vital skills across the school K–6. Positive Behaviour for Learning (PBL) was also implemented to explicitly teach students the expectations of their behaviour in the various settings around the school. This ensured consistency around teacher implementation of the school's Welfare Policy. The Learning and Support Team have developed a comprehensive database to ensure students with identified learning needs are effectively catered for within the school. Teaching staff work in conjunction with the LaST to develop effective and meaningful Individual Education Plans to address the needs of identified students. Attendance rates are monitored fortnightly and students with high absence rates have parents contacted and plans developed to promote betterattendance**. Through the self–assessment process**, the need for specific Gifted and Talented programs has been identified as an area for future development

Wellbeing: In our self–assessment process the leadership team has analysed a range of evidence and data sources to support our judgement of **Delivering**. The KidsMatter initiative was implemented across the school as a means to enhance student wellbeing. Staff participated in extensive professional development to deepen their understanding of factors that enhance student wellbeing and this was communicated to parents and the wider community through newsletter articles and information sessions. Students were explicitly taught and had opportunities to practise social and emotion skills through fortnightly lessons reflecting the whole school scope and sequence. The introduction of Positive Behaviour for Learning has developed consistency across the school in the expectations for student behaviour and enhanced student self–regulation. Students are supported to accept responsibility for their own behaviour through an awareness and understanding of our behaviour consequences flowchart. Narara Public School promotes recognition and respect for culture and diversity through celebrations including NAIDOC Week and Harmony Day. There is an emphasis on making these celebrations meaningful and educational through the inclusion of community members from relevant cultural groups. Staff routinely participates in mandatory training to ensure obligations under Keeping Them Safe are met. **To develop our success in this element further** we need to provide opportunities for students to contribute to the well–being of others and the wider community.

Curriculum and Learning: In our self–assessment process the leadership team has analysed a range of data sources to support our judgement of **Sustaining and Growing**. NPS is part of an efficient community of schools, The Valley Schools. Each week members from The Valley Schools participate in professional network meetings discussing aspects such as transition and curriculum. As a result of these learning alliances, clear communication pertaining to transition is achieved. These learning communities also allow opportunities for schools in the area to improve teaching and learning as a result of professional dialogue and development in curriculum areas. At NPS our outstanding LST ensure steps are taken to support students at school, communicating with parents, teachers and the wider community to ensure students are supported as they progress through their education. **An analysis of this element has brought to light** the need to improve our extra–curricular learning opportunities as well as curriculum programs that utilise evidence–based practices and innovative teaching methods.

Assessment and Reporting: In our self–assessment process the leadership team has analysed a range of data sources to support our judgement of **Delivering**. During 2015 our school began using the TEN (Targeting Early Numeracy) pedagogy across K–4. Explicit internal plan continuum data in this area has since been collected every 5 weeks. Stage teams collaborate and discuss student growth, areas of need and resources or teaching and learning activities that could assist in raising student levels. These meetings are also an opportunity to consider extension for students. Our whole school report has also changed, ensuring that the language of TEN is included and parents can clearly identify their child's level in numeracy, as well as where their child needs support and growth. Annual Parent/ Teacher Goal Setting Meetings allow an additional opportunity for parents and teachers to discuss learning intentions for their students in this area of numeracy. The school has found this cycle to be effective and have duplicated this model in the area of writing. **In order to move towards Sustaining and Growing**, NPS would effectively use data in all Key Learning Areas, with students using their assessment feedback to critically reflect on their learning. We would use this

additional data as well as more external data to find trends in student achievement levels.

Student Performance Measures: In our self–assessment process the leadership team has analysed a range of data sources to support our judgement of **Delivering**. The evidence shows that the school's internal and external data are better aligned than before due to better assessment practices and use of learning continuums. This assessment is informing targeted teaching by our teachers and achievable goals for students to improve learning outcome. Teachers are using data walls and visual learning to encourage a growth mindset in our students. This is reflected in a sharp NAPLAN improvement in year 3. **The school will look to improve** the teaching of Writing and introduce effective strategies for assessing and improving Reading, Spelling and Grammar and Punctuation.

Teaching

The results of this process indicated that in the School Excellence Framework domain of Teaching:

Effective Classroom Practice: In our self–assessment process the leadership team has analysed a range of data sources to support our judgement of **Sustaining and Growing**. The evidence shows that sound processes exist, particularly in numeracy and writing, to ensure that data is used to direct teaching and learning. After analysing data and cluster markers, students are given specific learning goals and are able to independently monitor these by using their personal "Dragon Passports" and/ or referring to the class data walls to consider their personal learning expectations. These differentiated learning expectations are referred to each day by teachers and students to improve learning. **An analysis of this element has brought to light** the need for more consistent feedback in all Key Learning Areas as well as instructional leadership that models effective practice.

Data Skills and Use: In our self–assessment process the leadership team has analysed a range of data sources to support our judgement of **Sustaining and Growing.** The school has spent time up–skilling staff in effective assessment and differentiation, specifically in the areas of numeracy, through the Targeting Early Numeracy (TEN) pedagogy, and writing. Teachers collect continuum data every 5 weeks before efficiently collaborating in data meetings. In these meetings, stages discuss shifts in student learningand evaluate teaching and learning that needs to occur in order for student improvement. Teachers collaboratively plan and share resources to improve lessons. Feedback is given to the students and the wider community is made aware of data shifts through the school newsletter, P&C principal reports and formal assemblies. **To move beyond Sustaining and Growing,** the school recognises the need to replicate these strategies in other teaching and learning areas, ensuring that staff feels confident in the process.

Assessment: In our self–assessment process the leadership team has analysed a range of data sources to support our judgement of **Sustaining and Growing.** Over the past eighteen months collaborative practice has become an integral part of the teaching/learning program. This is evident in quality teaching observations and feedback, the mentoring of two members of staff two hours a week to enhance teaching / leadership skills and weekly professional development meetings led by different staff members. **The school recognises that this element of teaching** can be enhanced by continued practice in collaboration, ensuring consistency of curriculum delivery such as differentiation and consistency of teacher judgement.

Learning and Development: In our self–assessment process the leadership team has analysed a range of data sources to support our judgement of **Sustaining and Growing**. Through effective evaluation NPS has targeted the teaching of literacy and numeracy as priorities for improvement as well as supporting the implementation of new syllabus documents. In 2015 the school focused on the teaching of numeracy through the TEN program and has been rewarded with outstanding school data. In 2016 the school focused on the teaching of mathematics and the use of effective assessment to inform the teaching and learning activities. The school invited colleagues from local high schools to support the implementation of History and Geography and Science and Technology syllabuses developing updated units of work and different teaching techniques. In 2017 the school has evaluated its teaching of writing and will introduce 'The Big Write' program in Term 4 and 2018. The school has also introduced Positive Behaviour for Learning and the Kidsmatter Framework. All teachers have developed PDP's in line with school planning and are afforded opportunities to develop aspects of their teaching through external TPL and internal collaborative learning communities. **An analysis of this element has brought to light the need to** introduce effective programs, structures and strategies for the teaching of writing, spelling and reading, whilst maintaining the good work already being produced in numeracy, welfare and other syllabus areas.

Professional Standards: In our self–assessment process the leadership team has analysed a range of data sources to support our judgement of **Delivering.** At NPS all teachers participate in Quality Teaching Rounds underpinning the teaching standards. Teachers are given feedback measured against the Quality Teaching Framework aimed at reflecting upon and improving their profession. All staff complete effective Professional Learning Plans aimed towards improving areas of interest and in line with school planning directions. These are regularly monitored each semester and discussed with school executive. The school has effective strategies in place to encourage leadership succession and achievement of higher–level accreditation with one teacher currently completing Lead Level and three currently in an emerging leaders program. NPS has worked diligently on supporting staff through new curriculum requirements and teaching approaches, especially in the areas of numeracy, writing, science and technology, history and geography and technology.   The staff have spent time investigating and implementing updated units of work utilising new teaching techniques around Inquiry Based Learning (IBL), Self Organised Learning Environments (SOLE), Robotics and effective

assessment practices. **To continue to improve in this area** the school will be evaluating the success of current programs to maintain a high level of curriculum and continue to succession plan by developing leadership within the school.

Leading

The results of this process indicated that in the School Excellence Framework domain of Leading:

Leadership: In our self–assessment process the leadership team has analysed a range of data sources to support our judgement of **Delivering.** At Narara PS, staff and students are provided with a variety of leadership opportunities. Students are able to join the Student Representative Council and can become part of the school leadership team (prefects and school captains) in Stage 3. Students in Yr2–6 are also able to be elected to represent their class as part of the Student Representative Council. Staff actively engage with the PDP process, which allows future leaders to be identified and developed. They participate in profession learning and take on leadership roles across the school. The school encourages 2 staff members to attend professional learning activities to ensure sustainability and succession planning. Also, all staff are expected to take on an area of leadership within their stage teams, working collaboratively with their committee team and reporting back to their stage team. The school is part of the Valley Schools Local Management Group (LMG). This allows schools in the local area to make connections and provide support for one another. Narara PS is actively involved in this group, regularly attending subject meetings and special celebration days. Parents and community members have numerous opportunities to engage with the school. They are encouraged and supported to make connections through participation in P & C Meetings, Open Days, special celebration events (i.e. Mother's/Father's Day Breakfast), information sessions about school programs/initiatives and many more. Every afternoon staff gather in the courtyard making themselves available for conversations with parents, encouraging strong home–school links. **To strengthen our success in this area** we need to create connections with the wider community to provide greater educational opportunities for our students.

School Planning, Implementation and Reporting: In our self–assessment process the leadership team has analysed a range of data sources to support our judgement of **Sustaining and Growing**. The school has invested time in professional development sessions to ensure all stakeholders were involved in the development of the school plan and strategic directions. As a result we have found all staff is heavily invested and responsible in driving the achievement of milestones for their allocated strategic direction. This is evidenced through teams meeting every 5 weeks to monitor the success of milestones, to evaluate and amend, as required. **The school recognises that** in the next planning phase there is a need to more effectively utilise existing data to set and measure appropriate directions.

School Resources: In our self–assessment process the leadership team has analysed a range of data sources to support our judgement of **Sustaining and Growing**. With limited resources available, consideration was given to the recruitment of two high quality staff members that supports curriculum needs in creative arts and physical education. Also, the purchase of resources to maximise learning were made in accordance with the school plan, including the availability of physical learning spaces within the library for technology use such as robotics. **The school recognises the impact of efficient school resources but this element can be enhanced by** longer term financial planning consistent with the school planning and implementation process.

Management Practices and Processes: In our self–assessment process the leadership team has analysed a range of data sources to support our judgement of **Delivering.** This is evident in the formation of priority teams focusing on aspects such as Innovation, Success and Engagement. The learning support program plus the development of a scope and sequence program for odd and even years are examples of administrative practices that support teaching and learning. Accountability practices and open reporting are delivered in the School Report and weekly newsletter. TPL in SENTRAL has been an excellent resource in terms of roll marking, pupil incident recordings, calendar events and communication to staff. **The school recognises that this element can be enhanced by** providing greater opportunities for constructive feedback by students and the community.

Our self–assessment and the external validation process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

https://education.nsw.gov.au/teaching–and–learning/school–excellence–and–accountability/sef–evidence–guide

Strategic Direction 1

Innovative and Engaging Teaching

Purpose

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

Overall summary of progress

In 2017 Narara Public School consolidated its numeracy programs and began to focus in the area of writing and assessment using the Learning Continuums as a guide for monitoring student improvement. The school continued to evaluate its curriculum with the second phase of history and science units rolled out form 2017. Narara Public School spent time in overlaying aboriginal perspectives through the 8 ways framework onto its Teaching and Learning programs and began using the 'Big Write' writing approach in Terms 3 and 4.

As a result:

– The school maintains strong school based data for numeracy based on the Early Arithmetic Strategies (EAS) K–4.

– Teachers continue to use writing data to differentiate and extend student writing based on the 'Big Write' principles.

– The school uses its stage data meetings to address student learning outcomes, interventions and differentiation.

– The Teaching and Learning cycle is much more efficient, collaborative and innovative for students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
No students achieving below National minimum standards in NAPLAN Year 3 and Year 5	$8,000	As a result of interventions into curriculum the had the following percentages of students below minimal standards. Year 3: Reading 6%, Writing 0%, Spelling 2%, Grammar 2%, Numeracy 4%. These were all better than state average. Year 5: Reading 5%, Writing 11%, Spelling, Grammar 11%, 9%, Numeracy 3%. Reading and Numeracy were better than State average.
Increase students' achievement in Year 3 Numeracy from 32% in top two bands to at or above state.	$2000 to train a new staff member in the TEN pedagogy. $1000 training School Learning Support Officers in numeracy.	The school improved student achievement in Year 3 Numeracy from 32% average in top two bands to 41.3% which is 2% below state average.
Maintain expected numeracy growth 3–5 at 60% or above and increase Average Scale Score growth to exceed that of state.	$2000 to update numeracy resources.	Expected numeracy growth 3–5 was 51.4% greater than expected growth with average scaled score (100.2) being 2.3 points above NSW State.
90% of childrenachieving expected numeracy outcomes in K–4 compared against the Numeracy continuum K–10	$2000 to train a new staff member in the TEN pedagogy. (As mentioned above)	90% of children achieved expected numeracy outcomes in K–4 against the numeracy continuums.
Every class K–4 has a numeracy data wall to inform teaching and learning.	$2000 to update numeracy resources. (As above)	Every class K–4 utilises their numeracy data walls to achieve a growth mindset and set clear learning goals for their students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of teachers following school assessment policies and achieving success through 0.4 effect size.	Not measured.	The school did not look at using effect size to measure student growth. Instead it focussed on numeracy and writing as a basis and measures learning outcomes from their.
90% ofchildren achieving literacy outcomes in K–4 compared against the Literacy continuum K–10	$2000 to train School Learning and Support officers.	The school concentrated on the Writing continuum for development. 84% of students achieved expected writing outcomes against the Literacy continuum.
100% of programs relate to new syllabus requirements and are effectively differentiated to meet individual needs.	$7000 to upgrade literacy resources.	The school is up to date with curriculum matching new syllabus requirements in relation to Science and Technology and History and Geography.
100% of programs include perspectives (aboriginal, Asian, sustainability, technology in them)	$1000 training two school leaders in 8 ways pedagogy.	This year the school underwent TPL on Aboriginal perspectives and utilising the 8 ways of learning framework. Not all programs have utilised this framework.
90% of students achieving science and history outcomes K–6	n/a	Over 95% of students achieved history and science outcomes for 2017. (School wide), measured from school reports.

Next Steps

In 2018 with the new school planning cycle to begin the school will continue to focus on its curriculum areas. In particular:

- Literacy; Continuing the Big Write program, spelling and reading.
- Feedback; to children linked with assessment strategies and policies with particular attention to the new Learning Progressions.
- Looking into redeveloping our PDHPE and scope and sequences.
- Improving Digital Literacies, Aboriginal and Asian perspectives.

Strategic Direction 2

Quality Connections and Engagament

Purpose

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

Overall summary of progress

Narara Public school continued to implement a new welfare approach, with a focus on positive mental health for students.. Staff trained in component 3 and 4 of Kidsmatter. The school continued the Bounce Back Program across K–6, aimed to create a safe, supportive and inclusive school environment for our students. This was coupled with K–2 completing Lessons of a LAC (Little AnxiousCreature), where students were taught about handling their worries and anxiety.

Phase 2, Classroom Systems were introduced for our Positive Behaviour for Learning (PBL) initiative. During the year K–6 staff and students explored classroom behaviour expectations and these were explicitly taught each week as well as our universal expectations. The school newsletter allowed parents to know the weekly behaviour focus.

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

In 2017 the school spent significant amount of time working on Trauma Informed Practices (TIP's) and professionally developing its staff to understand the psychology behind the behaviours. This policy also defined school procedures for record keeping, on–going monitoring of behaviours and decision–making.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of students at NPS have a PLP to set personal goals and support learning.	$800 casual relief to support planning meetings. Timetabling changes to support interview times.	In 2017 all students met with teachers and parents to have goal setting meetings. In Term 3 all students, parents and teachers met again to discuss success of the meetings.
10% improvement in the Sense of belonging area of TTFM.	Tell Them From Me Survey. No cost.	The data for a sense of belonging increased from 72% to 80%. This is still just below state norms at 81%.
NPS succeeds in having a SET score of 85% or higher in universal playground and classroom scores.	SET survey conducted by PBL Assistant Principal. $3000 deposit on school signage.	NPS achieved a SET score of 98%.
100% representation of NPS staff at selected Networks	School organisation around staff attendance.	NPS had teachers represented at all LMG network meetings.
0.6 Improvement in areas of Parents are informed at school and in particular informing child's progress and emotional development of the parent TTFM survey	–	The school improved from 6.6 to 6.9 in the area of Parents are informed. This was an improvement of 0.3. The school was above the sate average of 6.6.

Next Steps

In the next planning cycle we have highlighted some key focus areas which we are concentrating on to continue improvement . These include: •Continuing Positive Behaviour for Learning (PBL), with a focus on Tier 2 Interventions

•All students K–6 will continue to be involved in developing an Individual Learning Plan and goal setting interview, reviewingthese in Semester 2

•Merging our Bounce back (KidsMatter) program to align with our PDH programs.

•Becoming a Trauma Informed School, training staff and teachers about how the brain processes trauma including mind mattering and Social Emotional targeted programs.

•Large focus on staff mindfulness and well–being.

Narara Public School 2703 (2017)

Strategic Direction 3

Quality Teachers, Quality Leaders

Purpose

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

Overall summary of progress

In 2017 staff continued Quality Teaching Rounds focussing in the area of writing. Teachers fed back to their peers on the lessons that they taught, referring to theQuality Teaching Framework. This allowed for much reflection as well as improved teaching and learning across the school.

During 2017 Narara Public School continued its emerging leaders program. 2 staff members completed the Aspiring to Lead course. All staff had leadership responsibilities across the school with support committees and Priority Teams. Three staff members participated in ourexecutive meetings and also led initiatives across the school such as PBL and Problem Based Learning.

At the end of 2017 2 Temporary Teachers gained permanent positions at local schools and 1 achieved an Assistant Principal position.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of beginning Teachers complete effective induction program by 2017.	$14,851	In 2017 Narara Public School continued its beginning teacher induction program. 100% of beginning teachers completed this.
100% Teachers accredited with BOSTES by 2018	–	In 2017 2 teachers completed their accreditation with ACARA. IN 2018 all pre 2004 teachers are automatically accredited.
100% Increase in competency of new curriculum and school based specific programs such as TEN	$4000 mentioned in previous strategy.	In 2017 the school evaluated Teaching and Learning programs implemented at the beginning of 2015. (2 year cycle) Amendments were made for 2017. All new staff were trained in the TEN pedagogy and staff began training the in Big Write pedagogy.
100% of teachers successfully achieving Professional Learning goals by 2017	–	90% of staff achieved Professional Learning goals in 2017. Some did not due to personal reasons and changes of circumstances.
100% of teachers regularly involved in Quality Teaching Rounds and coding exercises using Quality Teaching Framework.	$30,371	During 2017 100% of teachers participated in Quality Teaching Rounds and coding exercises based on the Quality Teaching Framework. This resulted in critical reflection and improvement of teaching practice.
6% of teachers in school attempting Highly Accomplished or Lead Qualifications by 2018	$5000 scholarship	During 2017 5% of teachers at Narara Public School continued their Lead Teacher Accreditation.
100% involved in a leadership role within school	–	During 2017 two staff members participated in the Aspiring Leadership Program and three staff joined the executive team as aspiring leaders. 100% of staff were given leadership roles within the school.

Next Steps

In the new planning cycle we have highlighted some key focus areas so as to improve quality education. These include:

–Supporting Early Career Teachers through identifying mentors and creating individualised induction programs. We will also provide these teachers with professional learning opportunities suitable for their career stage

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

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

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading		This year the school used its aboriginal background loading to support students both academically and behaviourally. This included specific training fro teachers, resources for programs and Student Learning and Support Officer time in class.
Low level adjustment for disability		This year the school used its Low Level adjustment for disability funding to support students academically and behaviourally. This included specific training fro teachers, resources for programs and Student Learning, Support Officer time in class and extending Learning and Support Teacher allocation within the school.
Quality Teaching, Successful Students (QTSS)		This year the school utilised its Quality Teaching, Successful Students funding to support Quality Teaching Rounds and Lesson Observations. Each Stage had allocated time to prepare and teach lessons gaining feedback on their teaching against the Quality Teaching Framework.
Socio–economic background		This year the school used its Socio–economic background funding to support students academically and behaviourally. This included specific training fro teachers, resources for programs and Student Learning, Support Officer time in class and extending Learning and Support Teacher allocation within the school. We also supported families with accessing school curriculum through purchasing of resources, uniforms and excursions.
Support for beginning teachers		Our beginning teachers completed our mandatory training and induction programs. They also attended extensive Professional Development Sessions aligned to their Professional Development Goals. Each Teacher was supported by a mentor who provided feedback on programming, lesson and organisation.
Learning Support		Our Learning Support funding has supported students in our school in a number of ways. Students have been provided academic support through our reading recovery and intensive literacy and numeracy programs. The school has also invested heavily in becoming a Trauma Informed School to support our Trauma kids.

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	163	182	199	204
Girls	165	179	179	196

Student attendance profile

School				
Year	2014	2015	2016	2017
K	96.4	96.3	95.9	94.1
1	96.1	96.3	94.9	94.3
2	94.8	95.4	93.6	94.3
3	95.1	94.8	94	95.1
4	95.8	95.2	93.4	93.4
5	95.3	93.5	94.1	94.2
6	94.8	94.5	94.2	91.3
All Years	95.5	95.3	94.3	93.7
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

Non attendance is managed through good communication with parents. Students who are absent are texted a notification on the day which parents may immediately reply to. Classroom teachers will follow up after 3 days and then the principal after 6. Continued non–attendance is managed through a principal meeting and then a home School Liaison Referral.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	3
Head Teacher(s)	0
Classroom Teacher(s)	14.53
Teacher of Reading Recovery	0.42
Learning & Support Teacher(s)	0.7
Teacher Librarian	0.8
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	3.42
Other Positions	0

*Full Time Equivalent

Currently on staff we have 1 teacher who identifies as Aboriginal or Torres Straight Islander.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	95
Postgraduate degree	5

Professional learning and teacher accreditation

This year two teachers were successful in completing their teacher accreditation and being accredited at the proficient level. One teacher began their Lead Accreditation after successfully applying for a scholarship.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 **Actual** ($)
Opening Balance	210,730
Revenue	3,328,996
Appropriation	3,160,142
Sale of Goods and Services	-831
Grants and Contributions	167,816
Gain and Loss	0
Other Revenue	0
Investment Income	1,870
Expenses	-3,307,336
Recurrent Expenses	-3,307,336
Employee Related	-2,983,599
Operating Expenses	-323,737
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	21,661
Balance Carried Forward	232,390

Financial summary equity funding

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

	2017 **Actual** ($)
Base Total	2,460,461
Base Per Capita	57,768
Base Location	0
Other Base	2,402,693
Equity Total	201,321
Equity Aboriginal	19,722
Equity Socio economic	64,414
Equity Language	5,147
Equity Disability	112,037
Targeted Total	327,862
Other Total	77,800
Grand Total	3,067,443

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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

School performance

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

In Year 3 2017, the school performed well above state and department average for all aspects of literacy with 70% of students in the top 2 bands for Grammar and Punctuation, 54% in the top 2 bands for Reading, 69% in the top 2 bands for spelling and 56% in the top 2 bands for writing.

In Year 5 2017, the school performed below state and department averages for all areas with 34% of students in the top 2 bands for Grammar and Punctuation, 30% in the top 2 bands for Reading, 31% in the top 2 bands for spelling and 9% in the top 2 bands for writing.

Percentage in Bands:

Year 3 - Grammar & Punctuation

Band	1	2	3	4	5	6
Percentage of students	2.1	6.3	10.4	10.4	33.3	37.5
School avg 2015-2017	3.0	8.9	20.4	17.2	19.1	31.5

Percentage in Bands:

Year 3 - Reading

Band	1	2	3	4	5	6
Percentage of students	6.3	2.1	12.5	25.0	31.3	22.9
School avg 2015-2017	5.7	8.5	16.2	22.8	24.2	22.7

Percentage in Bands:

Year 3 - Spelling

Band	1	2	3	4	5	6
Percentage of students	2.1	6.3	12.5	10.4	33.3	35.4
School avg 2015-2017	4.6	12.0	18.7	20.1	24.4	20.2

Percentage in Bands:

Year 3 - Writing

Band	1	2	3	4	5	6
Percentage of students	0.0	2.1	12.5	27.1	35.4	22.9
School avg 2015-2017	0.8	7.3	14.9	33.3	32.8	10.8

Percentage in Bands:

Year 5 - Reading

Band	3	4	5	6	7	8
Percentage of students	5.4	16.2	18.9	29.7	13.5	16.2
School avg 2015-2017	5.5	19.5	17.7	26.5	18.6	12.3

Percentage in Bands:

Year 5 - Spelling

Band	3	4	5	6	7	8
Percentage of students	8.6	14.3	22.9	22.9	14.3	17.1
School avg 2015-2017	7.1	14.2	22.9	22.2	21.8	11.9

Percentage in Bands:

Year 5 - Writing

Band	3	4	5	6	7	8
Percentage of students	11.4	14.3	45.7	20.0	8.6	0.0
School avg 2015-2017	7.7	15.3	36.5	26.9	11.6	2.0

Percentage in Bands:

Year 5 - Grammar & Punctuation

Band	3	4	5	6	7	8
Percentage of students	11.4	17.1	11.4	25.7	20.0	14.3
School avg 2015-2017	8.3	15.8	18.4	23.8	18.1	15.7

In Year 3 Numeracy 2017, we performed in line with departmental averages with 41% of students in the top 2 bands.

In Year 5 Numeracy 2017, we performed in line with departmental and state averages with 32% of students in the top 2 bands.

Percentage in Bands:

Year 3 - Numeracy

Band	1	2	3	4	5	6
Percentage of students	4.4	0.0	19.6	34.8	28.3	13.0
School avg 2015-2017	3.2	9.7	27.2	27.5	21.8	10.7

Percentage in Bands:

Year 5 - Numeracy

Band	3	4	5	6	7	8
Percentage of students	2.7	16.2	24.3	24.3	24.3	8.1
School avg 2015-2017	1.9	20.7	22.7	29.0	15.9	9.7

The My School website provides detailed information and data for national literacy and numeracy testing. Go to http://www.myschool.edu.au to access the school data.>

Our Aboriginal cohort, which stands at less than 5% in not enough to get accurate data against the premiers targets.

Parent/caregiver, student, teacher satisfaction

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

In 2017 the school utilised the Tell Them from Me Parent Survey and the Tell Them from Me Student Survey.

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

1. Parents feel welcome 79%

2. Parents are informed 70%

3. Parents Support Learning at Home 65%

4. School Supports Learning 75%

5. School Supports Positive Behaviour 82%

6. SafeSchool 78%

7. Inclusive School 72%

The student survey indicated:

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

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

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

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

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

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

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

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

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

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

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

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

Students try hard to succeed in their learning.

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

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

Policy requirements

Aboriginal education

Based on previous school evaluations of Aboriginal Education, during 2017 we focused on improving the following areas:

•The educational outcomes of Aboriginal and Torres Strait Islander students, particularly numeracy and literacy

•Building increased knowledge and understanding of Aboriginal Australia for all staff and students

•Strengthening collaborative decision making with Aboriginal people and communities, through Aboriginal and Torres Strait Islander Parent Meetings to discuss Aboriginal Education within our school

•Developing a better understanding and implementation of PLP's by teachers and students.

In 2017 Narara Public School involved itself in localised cultural activities like the Valley Schools ATSI YARN–Up day.

Multicultural and anti-racism education

In 2017 the school updated the Welfare policy, ensuring that we effectively met Department of Education policy aims of Multicultural and Anti–RacismDimensions, namely:

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

In 2017 we held our Harmony Day Assembly and conducted anti–bullying lessons over the week culminating in a whole school assembly.

Other school programs

Student leadership

In 2017 Narara Public School's Student Representative Council (SRC) gave the students a voice into what was happening within their school. The council included representatives from Year 2 to Year 6. It would meet every 3 weeks to discuss student ideas to improve their quality of life within the school. As a result of a strong student voice we were able to add the following new ideas into our school in 2017:

- The school has representative swimming caps used at rep carnivals.
- The school has new basketball hoops which have been installed and are used each play time as well as for training purposes.

- Fun Friday Lunchtime Activities to engage our students during this time
- Easter Bun fundraiser for the Year 6 present

Environmental education and sustainability

During 2016 the school was successful in receiving a$3500 Environmental Eco–Schools Grant from the Minister for Environment. These funds went towards the planting of a vegetable garden and initiating a "farm to plate" program at the school. Our environment club manages over 70 students involved with recycling, waste management, gardening, farming and healthy eating practices.

Family and community programs

The school community participates in school activities through the P&C, School Council, Finance Committee, canteen and uniform shop. Many parents also volunteer at the canteen and assist with reading, sports and dance programs throughout the year. The school held both a Father's Day and a Mother's Day Breakfast to show support for our parents and a community Christmas Concert at the end of the year.

Creative and Performing Arts

Creative Arts is a priority program within the school. During their class teacher's release time, each class participates in a weekly lesson with a specialist creative arts teacher. In addition, across the school performing arts programs include junior and senior bands, a K–3string (violin) group, junior and senior choirs, a recorder group and a dance group. In 2017 the Recorder Group performed at the Festival of Instrumental Music at the Sydney Opera House. The Senior Choir performed in the Festival of Choral Music at the Opera House.

Sport

Narara Public School entered a number of PSSA sporting competitions in 2017. These included boys and girls soccer, boys cricket, girls netball, boys and girls basketball and touch football gala days. We had many students reach zone and district levels for swimming, cross–country and athletics. After evaluating our current sport programs, we plan to raise the profile of sport within our school during 2017.