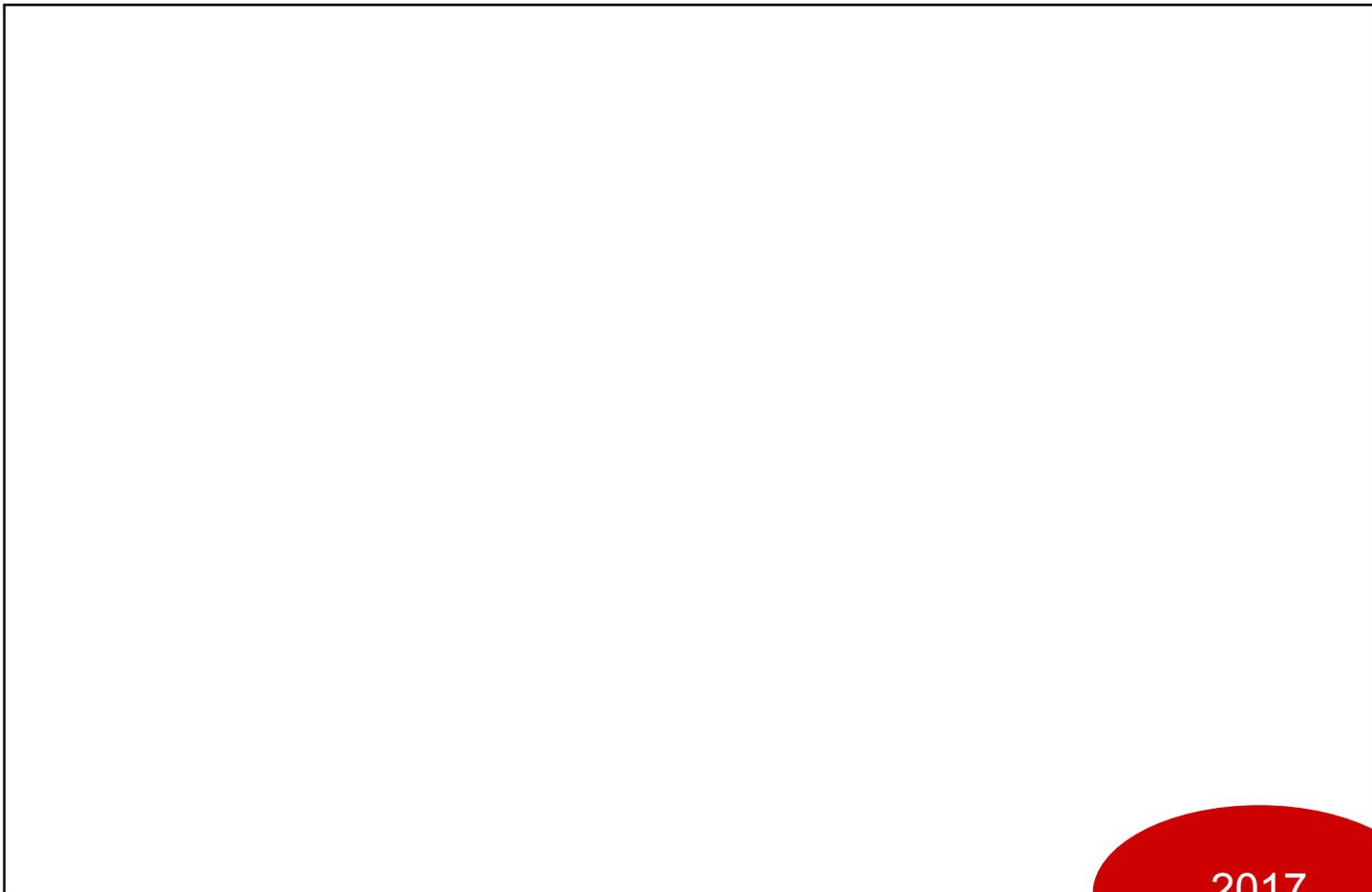
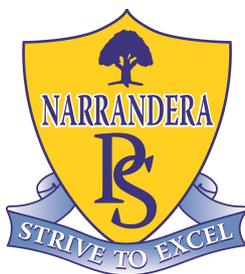


Narrandera Public School

Annual Report



2017



2710

Introduction

The Annual Report for **2017** is provided to the community of **Narrandera 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.

Susan Ruffles

Principal

School contact details

Narrandera Public School

Adam St

Narrandera, 2700

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

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

6959 2144

Message from the Principal

The Narrandera Public School learning community committed to focusing on developing and maintaining positive partnerships with families, community individuals and groups and, with other local public schools throughout 2017. Our partnerships have enabled the school to prioritise student–centred learning and have expanded and enhanced the learning experiences for students.

The school plan was reviewed early in the year and revisions were made that reflected the current context and needs for the school year. This report will provide information to readers about the progress made in specific areas. Further information and news from the school can be located in archived newsletters found on the school's website.

This report is the result of a comprehensive school self–assessment process and aspects within this process will also inform the school's 2018–20 School Plan.

School background

School vision statement

At Narrandera Public School we strive to work in partnership with the community to create respectful, responsible, culturally aware and passionate learners in a safe and engaging environment. We aim to prepare students for the future by guiding them to become creative, innovative, motivated problem solvers. We aim to develop happy, confident, resilient citizens.

School context

Narrandera Public School (NPS) is located in the township of Narrandera on the Murrumbidgee River on the traditional lands of the Wiradjuri people. The school boasts a strong and proud history of Public Education in Narrandera and surrounding areas. The NPS community believes in excellence, opportunity and success for all students resulting in reflective practises that embed high expectations and a school culture that focuses on four key values of being respectful, responsible, safe and being a learner. 'STRIVE TO EXCEL' features in the school's day-to-day practises and is the traditional motto for the school. NPS is a learning-focused school in which staff expertise is prioritised as a significant factor that directly improves student learning. In addition, the school prides itself as a provider of exceptional academic and wellbeing experiences for students. Caring and skilled staff enjoy positive and learning-focused relationships with parents. The Parents & Citizens Association (P&C) and the Narrandera Aboriginal Education Consultative Group (AECG) and various community groups are significant partners in ensuring ongoing improvements in student learning and wellbeing.

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.

The results of this process indicated:

LEARNING DOMAIN

Learning Culture

Expectations of behaviour are explicitly taught to students and relate to the variety of school setting with visuals in and around the school. The needs of identified student groups e.g. with disabilities, are catered for by way of additional learning support staff and Aboriginal Education Officers and timetables reflect this ongoing support. Student attendance is monitored using SENTRAL with reviewed processes happening for implementation Term 4 and into 2018.

Wellbeing

Considerable time and focus is placed on supporting children's wellbeing needs with strong and respectful support for students and their families experiencing life complexities and being impacted upon by many outside-of-school influences that can influence children's learning & wellbeing. 'Positive Behaviour for Learning' (PBL) processes, Restorative Justice Practices, targeted Professional Learning for staff, a wide range of extra-curricular initiatives and connections with community combine as key strategic and planned approaches to support all aspects of wellbeing for students. Consistency in our approaches has been a priority to develop strong systems and processes so that our staff can be more efficiently and effectively supported in the ways we all support all our students.

Curriculum and Learning

A wide-range of extra-curricular experiences are offered for student development. There are effective plans in place for student transitions (Little Learners for Kindergarten, Years 2 to 3 from Narrandera East Infants and to Year 7) and parents and students are involved in some planning to support student progress by way of learning plans and 3-way interview processes. An integrated approach to quality teaching, curriculum planning and delivery and assessment is a

priority in our work.

Assessment and Planning

There exists consistent practices for assessment and planning in Stage 1 with Instructional Leader supports ongoing. The focus is on Literacy and Numeracy. Parents/Carers are involved in the development of all student learning and support plans. There is increasing focus on analysing internal and external assessment data to monitor, track and report on student and school performance. At present the school relies on tools such as PLAN and National Assessment Program Literacy And Numeracy (NAPLAN) data and is initiating a whole school Assessment & Reporting Policy and procedures during the 2018 school year.

Student Performances Measures

Individual students show growth on external and internal school performance measures using PLAN and NAPLAN. Student performance measures indicate that the school's professional work has had a promising impact to provide learning opportunities that have a positive influence on external and internal school performance measures.

TEACHING DOMAIN

Effective Classroom Practice

In Stage 1 classes evidence-based teaching strategies are evident and the school has made steady progress to introduce the same to Stages 2 and 3 classes. Priority in 2017 has been on Professional Learning for teachers and support staff with a resultant increasing 'how to' understanding and implementation of more effective teaching methods across all stages of learning. Formative Assessment strategies and student wellbeing initiatives and practices have been key areas of work alongside colleagues. Mentoring support has been a focus in some classrooms. Plans have been developed to strengthen the review and revision of teaching and learning programs in a more consistent and supported way.

Data Skills & Use

Milestone processes have been introduced into the school in 2017 resulting in better systems to inform the school's learning goals and monitor progress towards them. All class teachers are providing continuum data at required points of time with plans to enhance these processes and to develop a collaborative model in 2018 that will focus on regular and consistent use of school-wide student assessment data to identify student achievements and progress.

Collaborative Practice

Leadership Team and Executive meetings provide forums for collaboration and to enhance communication with a growing focus on reviewing curriculum and to revise teaching and learning programs. The Performance Development Plans (PDPs) processes provide an example of an explicit system for feedback to sustain quality teaching practice. We have considered impacts of these processes on teaching and learning programs and how this is sustaining quality teaching practice. Exceptional teaching practice has been identified with intentions to strengthen systems and processes for all staff members especially with the 2017 department's introduction of PDPs for administration and learning support staff.

Learning & Development

Professional Learning (PL) is aligned to the school plan and some evaluations have taken place to ascertain impacts of this PL on the quality of teaching and student learning outcomes. Many staff performance goals align to the school plan and all staff members have concise goals. Beginning teachers, and other identified teachers, are provided with targeted support in areas of identified need. The Leadership Team model is an example of the school having an effective professional learning structure in place for leadership preparation and leadership development.

Professional Standards

All staff members have PDPs in place and the attainment of professional learning goals is monitored, evidenced and is supported by increasingly efficient processes. Staff participate in PL and contribute to collegial discussions and have identified links between their goals, the school plan and professional standards. A culture of collating effective evidence in regards to achievement of performance goals is something the school is planning towards.

LEADING DOMAIN

Leadership

The school is committed to the development of leadership skills in staff and students. The Leadership Team model, student leadership opportunities and a team–approach to developing documents such as this Annual Report are features of the schools leadership development for staff and students. The school links to the community supporting a culture of high expectations and community engagement. Contributions to the school from the families, the wider community and inter–agencies support the school’s programs and projects positivity from the school community about educational provision. Term 3, 2017 phone contacts to all families combined with parent, staff and student focus groups in Term 4 enhance a culture of high expectations and community engagement and have provided information for consideration in the next school planning cycle.

School Planning, Implementation & Reporting

A revised 2017 school plan and the introduction of milestone processes this year has focused the school’s work on achieving identified improvements. These monitoring processes are in their ‘early days’ and still need to be refined including to link financial information to key processes. The school plan revision is evidence of the school being responsive to changing needs and demonstrates responsiveness to emerging needs. More staff can articulate aspects of the school plan and the community is more aware of its existence compared to previous years.

School Resources

The school’s financial and physical resources and facilities are well maintained with a focus on Human Resource issues in support of student learning and wellbeing. There is creativity in the way in which the school uses facilities to meet a broad range of student learning interests and needs. Mindfulness sessions, interest groups, links to Narrandera High School and, hosting and participating in special community events are evidence of this.

Management Practices & Processes

The school’s Leadership Team has clearly communicated the school’s priorities and practices in the revised school plan. Specific systems effectively support school operations and enable management systems and processes to work effectively. The school has developed documentation that effectively support the teaching and learning activities of the school such as student learning, wellbeing and behaviour plans alongside parents/carers. Timetables, meeting agendas and minutes, role statements and mentoring programs are evidence that the school has management systems, structure and processes in place that contribute to the professional effectiveness of school members.

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

A strong culture of community partnership

Purpose

To create an engaging environment where communication is the key to developing relationships that are positive and productive which assists in increasing student learning outcomes.

Overall summary of progress

This year Narrandera Public School (NPS) has strived to operate collaboratively with students, staff, families and the community. With this in mind, NPS has seen many benefits which have led to engagement of, and improvements for, our school community. The school welcomed many community groups adding to the varied experiences which we can provide to our students.

NPS staff members have continued to refine how we gather the information required to evaluate and plan, ensuring all families within our school community have their chance to express their ideas, concerns and what they see as our successes. We have also refined how we work in partnership with families to identify the needs of their children within the classroom and have close contact with them to ensure their child's learning and wellbeing is sustained to a level expected.

NPS has continued to deliver many high quality and engaging learning experiences for our students. These programs such as our 'Little Learners Transition to School' have led to numerous enquiries for enrolment packages for the upcoming school year and the community seeing us as a first-choice school. On average 32 children attended this transition program on a regular basis two-days per week during Terms 3 and 4. Quality staff, positive involvement of parents and caregivers and advertising on various platforms throughout the town ensured this program was a success.

Advertising as well as positive feedback and comments from school families and community members has also seen numerous new enrolments and an increase in enquiries for new enrolments with a number of enrolment packages taken and student lists for the 2018 school year created.

Throughout the year NPS partnered with the Parents & Citizen's Association to host various events such as the New South Wales Variety Bash breakfast and event, a bi-annual fete, various sporting events and the Narrandera community's John O'Brien Festival fundraiser. The school also partnered with the local Aboriginal Education Consultative Group to provide students opportunities to connect to Aboriginal culture. NAIDOC and 'Proud and Deadly Awards' events featured in 2017.

NPS has also worked alongside the Narrandera 'Menshed' to establish a chicken coop, the Narrandera Garden Club by hosting a monthly meeting and afternoon tea within the school grounds, the Narrandera Christian Revival Church to host the school's Presentation Day and a special guest event for all staff and, the Narrandera Ex-Servicemen's Club for the Year 6 Farewell.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All families will be contacted and will be provided the opportunity to contribute to school evaluation and planning processes.	Good will of staff and school community members providing time for these discussions to take place.	All families were contacted via phone call or face-to-face and asked a series of questions to assist in evaluating past performances and possible directions for the future. 147 families from a total of 157 families were contactable and contributed. Meetings of staff, students and community focus groups, were provided to assist in the planning for the 2018–2020 school plan. Community members, students and staff completed the <i>Tell Them From Me</i> surveys to assist in the planning for the 2018–2020 school plan. Please refer to a summary of these surveys in the section of this report titled 'Parent/caregiver, student, teacher satisfaction'.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
For all seven (7) dimensions on the 'Strengthening Family & Community Engagement' matrix the school will be 'developing' (or better) for all aspects within each dimension.	Good will of staff and school community members providing time for these discussions to take place and collation of results.	A small team of staff were engaged to contact all parents to gain their feedback against a set of questions based around the 7 dimensions of the <i>Strengthening Family and Community Engagement in Student Learning</i> resource. The school was seen to be 'developing' (and better) for the aspects of the dimensions included in this process. Please refer to a summary of these surveys in the section of this report titled 'Parent/caregiver, student, teacher satisfaction'.

Next Steps

The school will consider:

- * An enhanced whole school communication strategy.
- * Systems that will establish evidence-informed decision making across the school.
- * Practices promoting and expecting genuine and active two-way partnerships within the school, across Narrandera's public schools and, within the wider Narrandera community.

Strategic Direction 2

Learners of the future

Purpose

To inspire and empower staff to build their capacity to nurture young Australians to become successful learners who are passionate, confident and creative individuals, and active and informed global citizens.

Overall summary of progress

To support staff professional learning all teachers and learning support staff were provided professional resources and learning opportunities to enhance their knowledge and practise of Formative Assessment strategies that inform teaching and learning programs. There was evidence across the school to show that new staff learning and strategies were put into place resulting in the development of more personalised and informed learning programs for students.

The Instructional Leader and Learning Support Teacher roles provided additional learning support time for students as well as specific and timely professional learning, mentoring and feedback for teachers and learning support staff.

Teachers provided 5-weekly continuum data and time was spent reflecting upon this data and adjusting learning programs accordingly for the students.

The school developed student-focused plans to guide and inform student learning, behaviour and wellbeing and many families and various inter-agencies provided valuable partnerships in developing these plans for individual students identified from thorough assessments and ongoing professional observations.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of staff will improve their knowledge of, and apply, Formative Assessment strategies and will share these strategies with colleagues.	Professional Learning opportunities after school hours therefore no funds expended for casual teaching staff.	Still working towards this goal of 100% of staff improving their knowledge of and applying Formative Assessment strategies and sharing with colleagues. All teachers were provided opportunities to share strategies at designated staff meetings with a number of teachers following up with each other to share practices and resources. There is evidence of effective feedback measures being implemented in some classrooms. Mentors and supervisors have worked alongside teachers in class rooms as well as after school hours to discuss Formative Assessment strategies and results.
100% of students will demonstrate progressive learning on all aspects of the Literacy and Numeracy continuums.	<p>\$93,233 Salary allocated for Instructional Leader 3 days per week.</p> <p>\$162,518 Salary component for Learning Support Teachers (1.6 allocation to the school).</p> <p>\$56,974 flexible funding</p> <p>Professional Learning opportunities after school hours therefore no funds expended for casual teaching staff.</p>	<p>Through tracking students on the Literacy and Numeracy continuum's, 100% of Kindergarten to Year 2 (K-2) students have demonstrated progressive learning in most aspects. There is evidence of growth in progressive learning from students in Years 3 to 6 (Years 3-6) in some aspects.</p> <p>Individual student learning plans have been developed and implemented for identified students.</p> <p>Teacher knowledge and confidence in using the continuums to track student learning has improved during 2017.</p>
There will be an increase in the number of students achieving stage appropriate cluster markers	Salary allocated for Instructional Leader 3 days per week.	For each of the identified areas there was an increase in the percentage of students achieving stage appropriate cluster markers or better as per

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
or better in Reading, Comprehension and Place Value using the Literacy and Numeracy continuums.	<p>Salary component for Learning Support Teachers (1.6 allocation to the school).</p> <p>Professional Learning opportunities after school hours therefore no funds expended for casual teaching staff.</p> <p>Also see resource allocations for Strategic Direction 3 in this report as salaries expended support holistic learning and wellbeing for students across the school.</p>	<p>the following:</p> <p>K–2 Reading: there was a 40% increase</p> <p>K–2 Comprehension: 15% increase</p> <p>K–2 Place Value: 46% increase</p> <p>3–6 Reading: 67% increase</p> <p>3–6 Comprehension: 52% increase</p> <p>3–6 Place Value: 5% increase</p>

Next Steps

- * Further opportunity for staff to collaborate more often and more effectively with their teaching colleagues.
- * Changes to tracking student progress in Literacy and Numeracy from continuums to Learning Progressions as directed by the NSW Department of Education. This will require substantial training for teachers and learning support staff.

Strategic Direction 3

Wellbeing for success

Purpose

To create an environment where students have positive feelings and attitudes, positive relationships at school, resilience and self-optimism. This will result in high levels of satisfaction with learning experiences ultimately increasing student learning outcomes.

Overall summary of progress

Over the past three years NPS has been involved in learning more about understanding how our wellbeing impacts on our learning and therefore our success. This understanding develops from professional learning about understanding trauma and its impacts on the brain's development, positive behaviour for learning and positive management and support of student behaviour choices. This has led us to appreciate and reflect upon the way that we manage behaviour choices across the school and to more fully understand the needs of individual students. This process has also helped us to see that we cannot assume that new staff coming to our school have this same understanding and that we must give all staff to NPS thorough inductions into this learning so that they can be set up for success and respectful and healthy relationships.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Practical student learning and behaviour support plans will be in place that will cater for individual student well being and reflect differentiated strategies to meet unique and emerging student needs.	<p>Learning Support Teacher practices as a component of the school's staffing entitlement for 2017.</p> <p>Plans supported by:</p> <p>School Learning Support Officers (SLSO)</p> <p>\$188,978 Aboriginal (including \$131,018 for two Aboriginal Education Officers as part of the school's staffing entitlement for 2017)</p> <p>Socio-Economic – refer to 'Key Initiatives' section of this report.</p> <p>Integration Funding Support – these funds are allocated to individual students based on identified needs and amounts vary for individual students who are supported by SLSOs and individualised plans.</p> <p>\$25,000 Term 3 additional teacher employed to support student wellbeing programs and individual student plans.</p>	Student learning plans and behaviour and wellbeing support plans have been created and used by staff, supported by families and, in some cases, inter-agencies and health professionals. These plans provided clear information for classroom teachers, other staff, parents/caregivers and individual students. These plans also clearly directed teachers in demonstrating and planning for the adjustments and differentiation for students.
Students and staff will know the school's values and will have a	\$10,000 for partnership with 'Behavability'	Throughout the term of the 2015–17 School Plan there were many changes to staff and to staff

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
clear understanding of PBL processes.		<p>professional learning and understanding of Positive Behaviour for Learning (PBL) across the school. In 2017, with a significant change in staff members, it became more evident that there needed to be more consistency and understanding about our school values and PBL processes, as well as how we manage the individual needs of our students to support more positive behaviour choices. The school provided retraining in PBL for some staff and all staff were involved in positive behaviour strategies.</p> <p>A partnership was begun with a behaviour support company titled 'Behavability' as well as with the Department's PBL team, including an external PBL coach.</p>

Next Steps

- * Professional Learning for staff with the intent that this learning is differentiated for adult learners and is directly linked to the identified needs of students.
- * Whole school processes and systems will be implemented and monitored.
- * A review and update of Personal Learning Plans for students and the school's reporting to parents format.

Over the next school plan cycle it is important for the school to build the understanding of the individual needs of students by having professional learning that is student needs-based and differentiated for staff across the school. This will also involve focused induction opportunities for all new staff. The intent will be that all staff can have success with identifying, managing and supporting student behaviour and wellbeing and that this success comes from understanding and knowing students and building positive relationships with them and with parents and carers. The school will start next year learning together and building a consistent message about consistency with words and body language in supporting student wellbeing needs. This will also involve having a consistent framework, scripts and expectations across the school. Adding to this will be building strong and positive relationships with parents to work in partnership with them.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>\$131,018 for two Aboriginal Education Officers.</p> <p>\$57,960 flexible funding for a component of Aboriginal SLSO employment.</p>	<p>Aboriginal student progress in Literacy and Numeracy is monitored using NAPLAN as well as the Literacy and Numeracy Continuums. Continuum data for all students is entered every 5 weeks and decisions about individual learning programs for students informed by this data as well as professional observations of staff members.</p> <p>All Aboriginal students have an individual learning plan which are developed in collaboration with parents/carers and with input from the children and support staff and/or inter-agency personnel as relevant for individual learners.</p> <p>Two Aboriginal Education Officers (AEO) contribute to learning, wellbeing and Aboriginal culture-focused programs and provide a positive connection to families and the local community.</p> <p>All Aboriginal students starting Kindergarten in 2018 will have completed the school's transition program in 2017. One of the school's AEOs is fully involved in this transition program and this role provides a positive communication link for our Aboriginal families.</p>
Low level adjustment for disability	<p>\$56,974 flexible funding used, combined with other income sources, to support employment of additional staff to support the learning and wellbeing of students.</p> <p>\$162,518 staffing allocation</p> <p>\$21,331 Reading Recovery allocation</p>	<p>The school has developed collaborative relationships with multiple inter-agencies working in support of students and their families.</p> <p>Individual learning, behaviour and wellbeing plans have been developed, implemented and closely monitored in partnership with families and school support staff. Adjustments and accommodations are clearly detailed on plans and all stakeholders are informed of these in support of the individual students' learning and wellbeing needs.</p> <p>Additional School Learning Support Officers (SLSO) provided additional in-class time for learners as identified from data, observations and information provided by families and health professionals.</p> <p>The Reading Recovery allocation was used to provide additional reading support for identified early learners.</p> <p>A number of Access Requests have been successfully made for additional funding for identified students. The school has also transited some students back from the Distance Education program into mainstream classes.</p>
Quality Teaching, Successful Students (QTSS)	<p>\$18,386 staff component</p>	<p>One-to-one mentoring was provided by an experienced teacher to a number of colleague teachers. This mentoring involved a range of professional needs with support being</p>

<p>Quality Teaching, Successful Students (QTSS)</p>	<p>\$18,386 staff component</p>	<p>negotiated and differentiated to meet the professional needs of the teachers involved.</p> <p>Teacher professional learning goals as per their Performance Development Plans were achieved.</p>
<p>Socio-economic background</p>	<p>\$202,027 flexible funds. \$30,472 staffing allocation.</p>	<p>Additional teachers and learning support staff were employed to support academic and social programs across Kindergarten to Year 6. The results were the enabling of enhanced personalised learning, stronger and wider relationships developed between students and staff members and, greater one-to-one support for individual students with unique and emerging learning and wellbeing needs.</p>
<p>Support for beginning teachers</p>	<p>\$26,900 Beginning Teacher Support allocation.</p>	<p>Two beginning teachers at NPS in 2017 were provided an additional 2 hours each week as well as access to a mentor 1 hour each week as well as additional 'in-kind' mentor support after hours.</p> <p>The additional time for professional development and learning allowed the teachers more time to develop their understanding of the school's and department's context and expectations, their class practices, documentation and, their relationships with colleagues and families.</p> <p>The teachers were able to evidence their development and demonstrate achievement of negotiated professional development goals against the 'Australian Professional Standards for Teachers'.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	109	120	123	133
Girls	125	117	125	135

Student attendance profile

School				
Year	2014	2015	2016	2017
K	91.3	89	85.7	86.6
1	88.1	91.4	92.3	87
2	91.3	86	88	90.5
3	91.8	91.9	90.2	90.1
4	91.3	90.3	92.8	89.1
5	89.6	88.7	91.9	92
6	89.8	87.7	89.8	91.3
All Years	90.5	89.6	90.4	89.9
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

The school encourages all students to attend school on a regular basis, however if issues arise regarding attendance, the following processes are in place:

* Attendance at school is discussed with individual students as well as at classroom level. Roles are marked each day and reasons for good school attendance are discussed with students on a regular basis.

* Verbal and written communications are made to parents or carers as attendance data is gathered showing the need for these communications. This includes weekly attendance notes being sent to parents or carers requesting explanations as to why children

were absent from school.

* Class attendance awards are celebrated and presented at whole school assemblies.

* Student attendance is monitored regularly with a designated administration role to assist class teachers with this task.

* Referrals to the Home School Liaison Officer are made as required based on student attendance data.

A review of attendance procedures at the school took place during 2017 with revisions being documented and implemented in 2018.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	3
Head Teacher(s)	0
Classroom Teacher(s)	8.3
Teacher of Reading Recovery	0.21
Learning & Support Teacher(s)	1.6
Teacher Librarian	0.6
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	4.47
Other Positions	0

*Full Time Equivalent

The school had a 19.978 staffing entitlement in 2017. This staffing entitlement includes teaching, Aboriginal Education Officers, a School Administration Manager, a School Administration Officer and a part-time general assistant. The school also contributed funds to maintain eleven classes as well as components of additional temporary full-time and part-time staff to support learning and wellbeing initiatives.

A third Assistant Principal was welcomed to the school to begin the 2017 school year. This additional executive staff member was due to increased student enrolment numbers.

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	0

Professional learning and teacher accreditation

The Professional Learning of staff during 2017 was directly linked to the school plan and the three strategic directions within that plan.

Mentors, supervisors and the school's Instructional Leader worked in collaboration with teachers to identify their professional learning needs based on the level of teaching experience and evidenced teacher expertise, student learning data and, the needs as identified in school priority areas. Much of the professional learning provided for staff was differentiated to meet their time-of-learning-need context.

Further to this, whole staff professional learning sessions focused on: Literacy and Numeracy continuums; student behaviour and wellbeing theory and strategies; Formative Assessment; mandatory topics such as Child Protection, NSW Department of Education Code of Conduct, Work Health and Safety, CPR, Emergency Care and Anaphylaxis training; and professional readings as the basis for discussions and links to further learning opportunities.

Individual staff members also successfully completed other professional learning linked to the context of their various roles. An Assistant Principal was involved in a regional initiative titled 'High Impact Leadership'. A number of staff attended autism-focused professional learning. Stage 1 staff completed Literacy, Language Learning (L3) training during the year. The Principal and School Administration Manager participated in training specific to school finance. The Principal was actively involved in professional learning as a member of the NSW Primary Principal's Association (PPA) and specifically as the NSW Chairperson of the NSW PPA Rural and Remote Standing Committee. The Principal also was required to attend Director Public Schools NSW collegiate meetings and training sessions held throughout the year.

Individual teachers also involved themselves in professional learning focused on teacher accreditation processes. The school supported two beginning teachers as they begun these processes towards accreditation. Teachers maintaining accreditation continued to collate evidence of learning and all staff at the school completed mandatory processes for Working With Children Check to meet NSW requirements for employment.

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	323,392
Revenue	2,999,240
Appropriation	2,939,875
Sale of Goods and Services	1,220
Grants and Contributions	56,140
Gain and Loss	0
Other Revenue	0
Investment Income	2,005
Expenses	-2,855,169
Recurrent Expenses	-2,855,169
Employee Related	-2,579,175
Operating Expenses	-275,994
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	144,072
Balance Carried Forward	467,463

In 2017 the school had change of office staff with a new School Administration Manager (SAM) and a School Administration Officer permanently appointed mid way through the year for both roles. The Principal also returned to the school in 2017 having completed another role in the Department of Education from 2014 to the end of 2016. Staff changes required considerable professional learning to enable financial circumstances of the school to be well-known by all new staff and systems to be developed consistent with financial policy requirements.

The Principal, SAM and members of the school's Leadership Team managed the school's finances with budget decisions made based on identified needs of the school following a review of 2016 financial plans as well as consideration of information gained from an analysis of student, staff and community needs.

The school carried forward funds from 2016 due to conservative spending of the relieving Principal during 2016. The school will carry forward funds into 2017 with 2018 initiatives for spending still to be decided by the school community. These decisions also will be based on the identified needs of new students, staff, families and what professional learning will be accessible in 2018.

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	1,856,907
Base Per Capita	37,901
Base Location	46,035
Other Base	1,772,971
Equity Total	640,969
Equity Aboriginal	188,978
Equity Socio economic	232,499
Equity Language	0
Equity Disability	219,492
Targeted Total	73,460
Other Total	223,100
Grand Total	2,794,435

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.

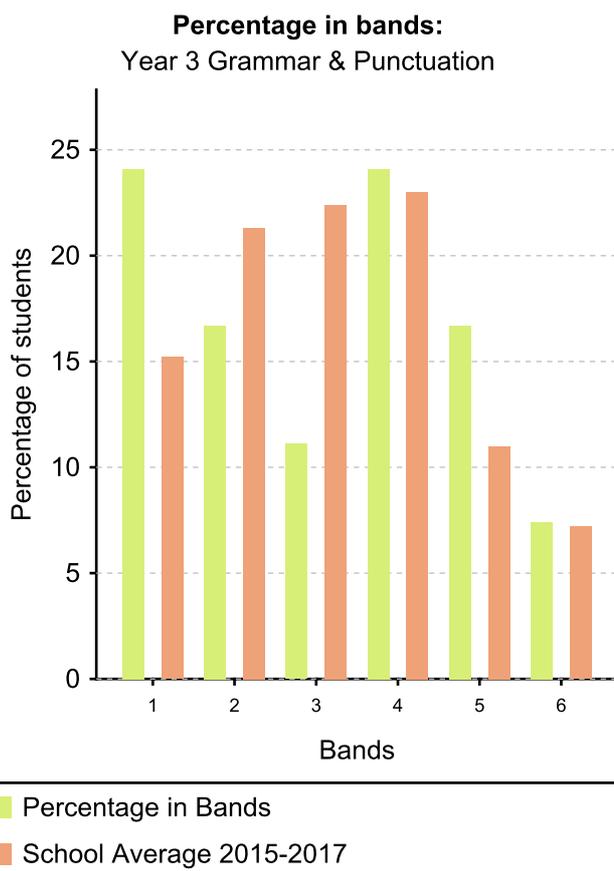
NAPLAN assessments took place across Australia between Tuesday 9th May and Friday 12th May and provide point-in-time assessment information for schools, students and their families. The information provided by these assessments is combined with other ongoing student assessment information to contribute to a holistic 'picture' of student learning in Literacy and Numeracy areas.

The Year 3 NAPLAN tasks assess learning from Kindergarten up to the Year 3 assessment days in May. The Year 5 NAPLAN tasks assess learning from Year 3 up to the Year 5 assessment days.

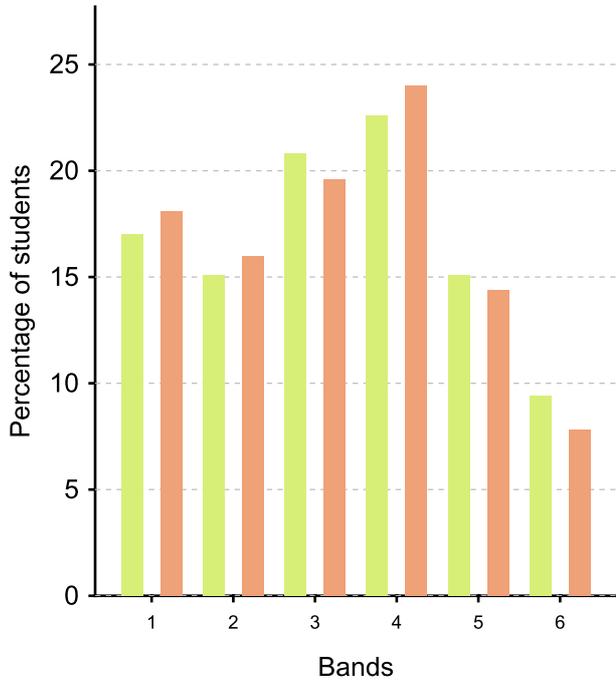
At Narrandera Public School (NPS) we have a high percentage of students who have been enrolled in other schools prior to this year's NAPLAN. Further to this, we

also had a number of families this year who decided to not have their child sit the NAPLAN assessments which is an option available from the Australian Curriculum, Assessment and Reporting Authority (ACARA), the body that has carriage of NAPLAN. When we consider our NAPLAN results we take these issues into account when we look at things like our school average, individual student results, growth trends and information about student/families circumstances at the time of NAPLAN, student attendance patterns, health professional interventions and other school-based holistic assessment information.

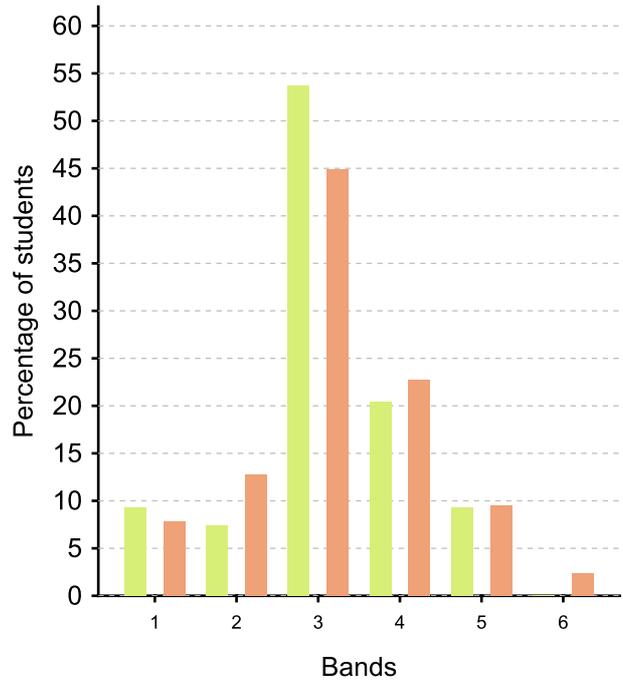
As per the graphs in this report.



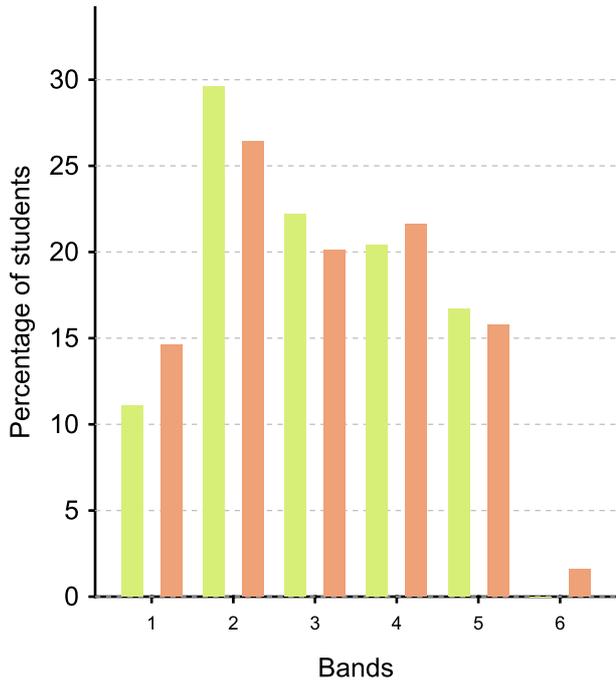
Percentage in bands:
Year 3 Reading



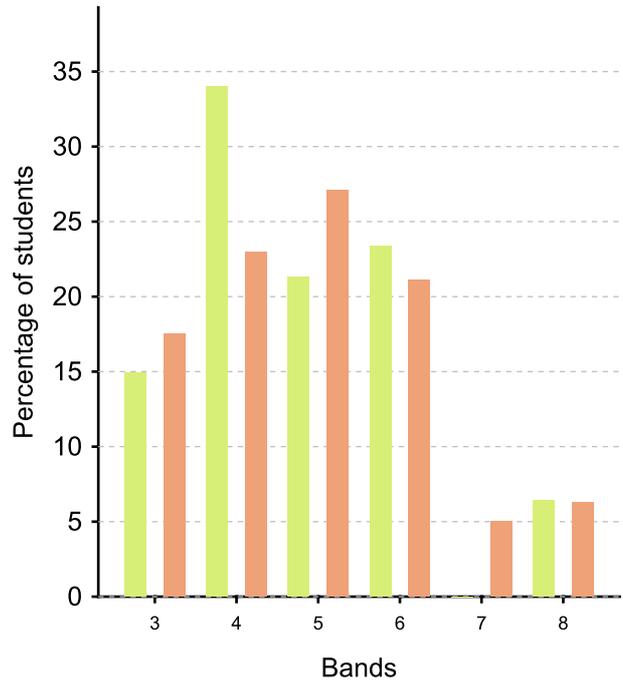
Percentage in bands:
Year 3 Writing



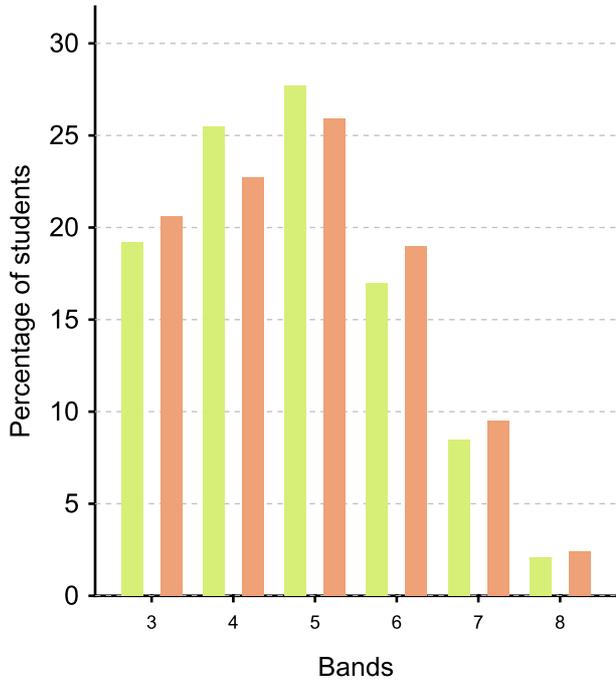
Percentage in bands:
Year 3 Spelling



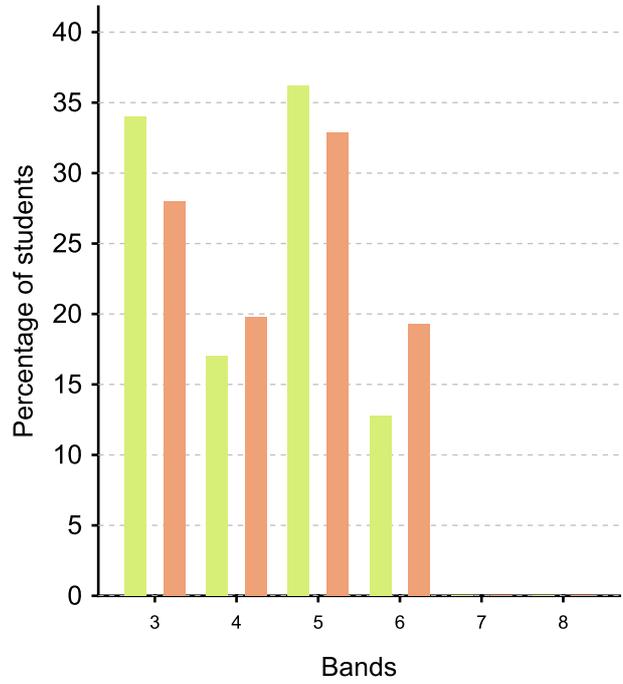
Percentage in bands:
Year 5 Grammar & Punctuation



Percentage in bands:
Year 5 Reading

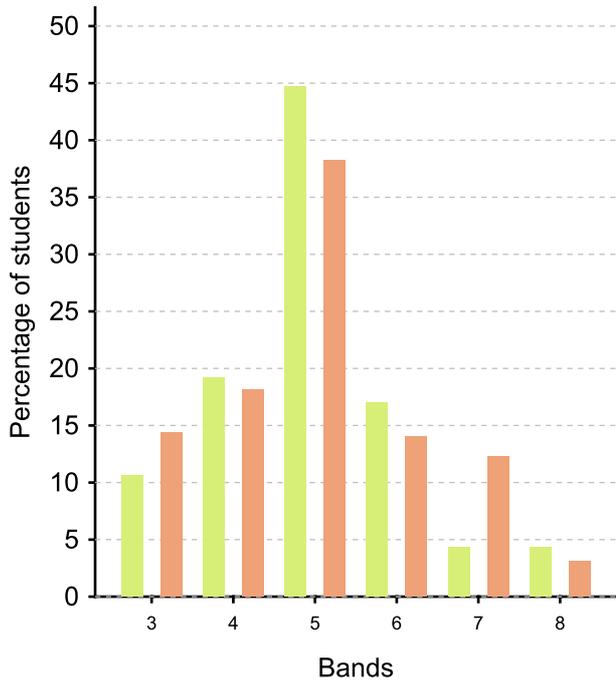


Percentage in bands:
Year 5 Writing

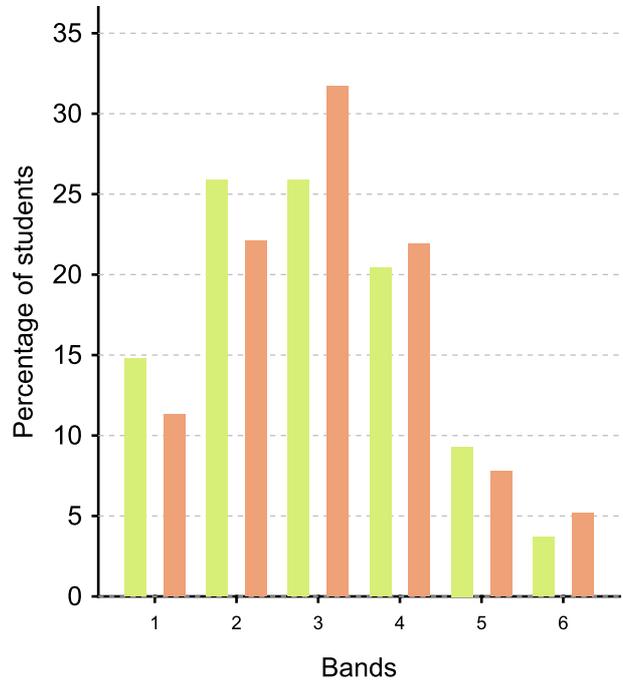


As per the graphs in this report.

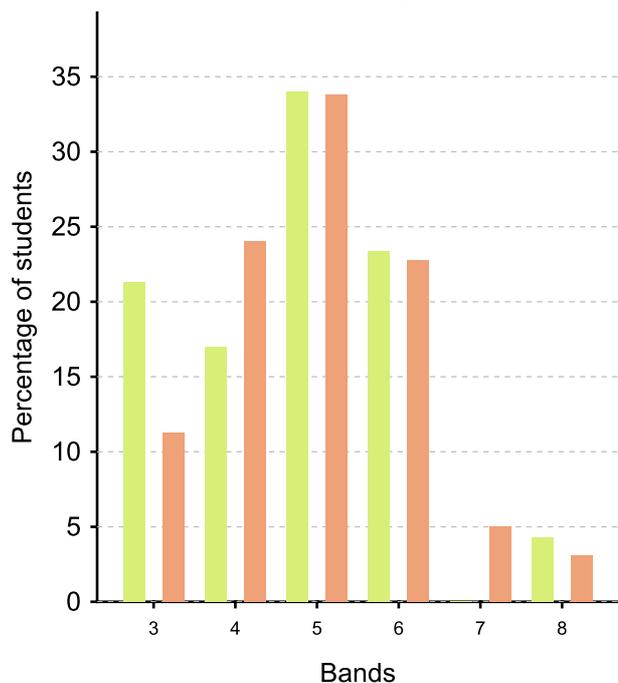
Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Numeracy



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.

As a general trend the school had small increases of Aboriginal students who achieved in the top two bands in all NAPLAN assessments. The exception was in Writing. For example in Reading 15.4% of Aboriginal students achieved Band 6 compared to 0% of students in the previous two years of NAPLAN results.

The tracking of the growth in Aboriginal students from Year 3 to Year 5 and Year 5 to Year 7 is a practice that the school will strengthen in the next three-year planning cycle. The school also will encourage opportunities to work more collaboratively with Narrandera East Public School as there is a high percentage of students who come into the NPS Year 3 classes from Year 2 each year from this other local school.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. The school accesses the *Tell Them From Me Surveys (TTFM)* and considers responses.

Parents.

Due to limited numbers of parents responding to the survey, the TTFM organisation was unable to produce accurate data so therefore no report was made

available to the school.

During Term 3, 2017 the school led a process in which families were personally contacted to provide verbal feedback and suggestions on aspects of our school practices. 147 families were able to be contacted whilst 10 were unavailable to participate.

The stimulus questions for these contacts were based on the seven dimensions in the *Strengthening family and community engagement in student learning – School Assessment Tool*. This tool has the intention to assist schools to assess current family and community engagement practices and to evaluate their progress when implementing strategies to strengthen engagement.

For each stimulus question respondents were asked to rate 1 = Developing; 2 = Building and 3 = Sustaining. Total scores were calculated based on this scoring system. The summary of results is as follows.

Communicating: Do you think we communicate efficiently with you? 387 for Sustaining, 28 for Building and 4 for Developing.

Connecting home and school: Do we work together with our families to help students learn? 396 for Sustaining, 22 for Building and 4 for Developing.

Building Community: Do you feel welcome and included? 420 for Sustaining, 8 for Building and 3 for Developing.

Family: Is staff familiar with your child's family and aware of family interests and special requirements? 375 for Sustaining, 30 for Building and 7 for Developing.

Decision making: Do we give you the chance to voice an opinion or offer suggestions? 405 for Sustaining, 20 for Building and 2 for Developing.

Collaborating: Is the school involved in the community (town)? 420 for Sustaining, 14 for Building and 0 for Developing.

Participating: Do we encourage parents and community members to use their talents and skills within the school? 393 for Sustaining, 22 for Building and 5 for Developing.

Staff members have reflected on these results, including comments made by a small percentage of respondents, and some aspects will be integrated in our work with families and community in the coming years.

Students.

The school mean percentages below are the percentage of students who indicated a high rate for each theme.

81% school mean – Participation in sports with an instructor at school, other than in a physical education class.

53% school mean – Participation in art, drama, or music groups; extracurricular school activities; or a school committee.

73% school mean – Students feel accepted and valued by their peers and by others at their school.

82% school mean – Students have friends at school they can trust and who encourage them to make positive choices.

92% school mean – Students believe that schooling is useful in their everyday life and will have a strong bearing on their future.

42% school mean – Students do homework for their classes with a positive attitude and in a timely manner.

76% school mean – Students that do not get in trouble at school for disruptive or inappropriate behaviour.

65% school mean – Students are interested and motivated in their learning.

80% school mean – Students try hard to succeed in their learning.

Teachers.

The Focus on Learning Survey is a self-evaluation tool for teachers and schools which is based on two complementary research paradigms.

One is 'effective schools' research which has identified the most important correlates of student outcomes. The questions in the survey are grouped to assess eight of the most important Drivers of Student Learning. The research on classroom and school effectiveness has consistently shown these factors to be strong correlates of student achievement.

The second paradigm, related to Dimensions of Classroom and School Practices, is based on the learning model followed by the Outward Bound program. This is hailed as an effective model of teaching as participants are presented with tangible, challenging goals; the training entails a series of activities that lead participants to achieving those goals in incremental steps; there is constant feedback from trainers and peers; and the staff help participants overcome personal obstacles such as fear or a lack of perseverance. The Outward Bound model is described in John Hattie's book, *Visible Learning* (Routledge, 2008), which builds upon Carl Bereiter's model of learning and the taxonomy for learning, teaching and assessment set out by Lorin Anderson, David Krathwohl and Benjamin Bloom.

This report provides results based on data from 16 teachers in this school who participated in the survey between 19 Sep 2017 and 22 Sep 2017.

Eight Drivers of Student Learning.

The results for the Eight Drivers of Student Learning are shown in the first set of charts. The scores for the

Likert format questions (i.e., strongly agree to strongly disagree) have been converted to a 10-point scale, then averaged and reported by question and by topic. A score of 0 indicates strong disagreement, 10 indicates strong agreement, and 5 is a neutral position (neither agree nor disagree).

School Leadership: 7.9

Collaboration: 7.5

Learning Culture: 7.7

Data Informs Practice: 7.3

Teaching Strategies: 7.4

Technology: 6.5

Inclusive School: 8.0

Parent Involvement: 7.3

Four Dimensions of Classroom and School Practices.

Challenging and Visible Goals: 7.3

Planned Learning Opportunities: 7.3

Quality Feedback: 7.3

Overcoming Obstacles of Learning: 7.8

Teachers were also invited to respond to the *What Works Best Reflection Guide* (a Centre for Education Statistics and Evaluation resource). This guide puts forward seven key themes which align with the six effective practices of high growth schools.

The themes are High expectations, Explicit teaching, Effective feedback, use of data to inform practice, Classroom management, Wellbeing and Collaboration. Respondents provided a range of opinions and suggestions for each theme and aspects of these have been considered and reflected in the school's next school plan for 2018–20. Overwhelming respondents indicated that the school is covering many aspects of these themes but we have room for improvement and strengthening.

Policy requirements

Aboriginal education

Narrandera Public School has a positive and active partnership established with the local Aboriginal Education Consultative Group (AECG). On average five staff members attend all AECG meetings and contribute to discussions and decision-making on behalf of all students across Narrandera's three public schools.

In 2017 the school received Equity Loading Funding – Aboriginal Background to the total of \$188,978. \$131,018 of this funding is designated staffing entitlement for two fulltime Aboriginal Education

Officers (AEO). The remainder of this funding is designated 'flexible funding' and the school used this component to contribute to the employment of School Learning Support Officers (SLSO) who identify as Aboriginal. AEOs and SLSOs combine their efforts and work load alongside teachers to support student learning and wellbeing programs as well as an emphasis on Aboriginal culture and language programs. Of note, an AEO promotes knowledge of Wiradjuri language and the school has an Aboriginal dance group titled the 'Nurrungdera Dance Group'.

The school's Kindergarten Transition Program titled 'NPS Little Learners' is run 2 days each week in Terms 3 and 4 and an AEO is allocated to fully support the children and their families participating.

Working in collaboration and strong partnership with the AECG and Narrandera High and Narrandera East schools, a successful Aboriginal student awards luncheon and NAIDOC events were held as well as Year 6 Student Leadership initiative in which grandparents came along for a luncheon at NPS hosted by Year 6 students and driven by the school's learning support staff.

Multicultural and anti-racism education

In 2017 the Principal and two Assistant Principals were trained as Anti Racism Contact Officers. Infrequent incidents have been managed thoroughly and promptly to the satisfaction of individuals involved.

NPS experiences and promotes a high regard and respect for people from cultures across the world. This is reflected in the strong friendships between students from different cultures and in the opportunities for students to learn about different cultures in classrooms as well as for extra curricular experiences. NPS led the way for the local Country Women's Association (CWA) country of study annual event. Students from NPS provided all table decorations and arts and crafts and research projects for display at an evening CWA dinner. The students learned many new things and CWA members provided high accolades to the students and staff who supported this event.