

Narromine Public School

Annual Report



2017



2713

Introduction

The Annual Report for **2017** is provided to the community of **Narromine 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 in providing 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.

Denise King

Principal

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School background

School vision statement

Quality Education in a Caring Environment

School context

Narromine Public School is located in the Macquarie Valley in central New South Wales. It is based in the Lachlan Network of Area 4. The current school enrolment is 298, this includes a 56% cohort of students identifying as being Aboriginal.

NPS provides a variety of opportunities for academic, sporting, cultural and social achievements in a supportive and collaborative environment. Curriculum access for students is maximized through innovative programs, such as Early Action 4 Success, Science, Aboriginal and Environmental Education (SAEE), Come and See Speech and Keeping Them morning fitness program. Advancing technologies continue to have a significant impact by creating many opportunities for teaching and learning experiences.

NPS has a multi categorical class, an Assistant Principal Learning and Support, a Home School Liaison Officer and an Aboriginal Home School Liaison Officer to support student needs across our school. Special initiatives of the school include a strong student welfare program, a very active Student Representative Council, transition to kindergarten program, middle years program and a wide range of creative and sporting opportunities.

The staff are committed to ongoing professional learning in the new syllabus documents for science, history and geography and teacher and student learning are a school focus. School planning is based on comprehensive data analysis and strong partnerships have been formed with the Aboriginal community and other community agencies.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This year, our school undertook self–assessment using the School Excellence Framework. The framework supports 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.

In 2017, staff at Narromine Public School have continued to indicate a deeper understanding and appreciation of the elements within the School Excellence Framework. Our school has continued to collect evidence of our systems and practices to show progress within the specific elements of the framework and school plan.

In the Learning domain, evidence suggests that our school has excelled in working collaboratively with community groups in order to engage students in their learning and to provide extra curricular activities to enhance student development in their wellbeing and educational goals. Staff continue to utilise the core elements of our school's PBL framework to provide students with clear and explicit behavioural expectations that are aimed to promote safe and respectful learning environments. Our welfare policy and programs continue to work towards identifying and addressing student learning and welfare needs. In relation to assessment and reporting, staff continue to work towards effectively analysing data from key assessments to inform student achievement levels and learning progressions.

In the domain of Teaching, all teaching staff supported by our school's EA4S leader have developed the confidence to analyse PLAN data to monitor progress in student learning and to determine areas of improvement. Staff have been receptive of feedback provided by stage supervisors in the areas of classroom teaching and programming. Quality teaching practices used in Early Action 4 Success are now embedded across all classrooms in K–4.

In the domain of Leading, Narromine Public School continues to work with students and the community by ensuring parents and carers are given the opportunity to provide open and constructive feedback on the school's practices and procedures. The leadership team continues to work closely with staff in order to ensure there is succession planning and the ability for teaching staff to develop their capacity within the school by sharing their professional knowledge and taking part in further leadership opportunities.

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

Strategic Direction 1

High Educational Practices and Standards

Purpose

To provide opportunities for all children to achieve a high standard of educational outcomes by individualising teaching and learning, embracing the National Curriculum, providing enriched extra curricula opportunities and inspiring the learner (teacher and student) to be a 21st century learner.

Overall summary of progress

At Narromine Public School we support the professional development of teachers to enrich quality classroom practices.

This year through Early Action 4 Success across K–2, implementing the new science syllabus and our quality programs around Aboriginal and environmental education we have continued to make significant gains in this strategic direction.

In Early Action 4 Success, K–2 staff have participated in professional development meetings to collaborate and enhance pedagogies in regards to PLAN data and achieving improved individualised learning intentions for students in regards to literacy and numeracy outcomes. One hundred percent of staff use PLAN data to program for student learning intentions in regards to their individual needs in literacy and numeracy. We have also continued to use PLAN data as part of learner profiles to support data collection on the academic needs of students. Again this year with individualised targeted interventions based on a variety of assessment data we have seen improvements in students' results in both literacy and numeracy.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
To increase NPS's growth from year three to year five in NAPLAN literacy and numeracy.	Jolly Education Training K–6 \$5,841 Additional teachers \$333,750 RAM	<ul style="list-style-type: none">• This year our school has continued to develop consistent assessment practices across stages with emphasis on professional discussions and collaboration to continue developing consistency in programming and in teacher judgement.• K–2 staff have participated in professional development meetings to collaborate and enhance pedagogies in regards to PLAN data and achieving improved individual learning experiences for students in regards to literacy and numeracy outcomes.• This year there has been an emphasis on building staffs' capacity to collaboratively plan and program for differentiation of K–2 students through explicit teaching opportunities to use the national curriculum to plan rich and motivating learning experiences for students. This has led to improvements in writing outcomes for our students.• In K–2, staff engaged in professional collaborative teaching to provide explicit teaching opportunities in relation to writing. Seventy two percent of students in Year 1 made growth against the continuum. Eighty nine percent of Year 2 students made growth against the continuum.• This year, 64% of Year 1 students improved in reading and comprehension with 31% reaching benchmarks. 74% of Year 2 students showed growth in reading and comprehension with 46% reaching benchmarks.• We also had 70% of Year 2 students reaching counting on expectations in 2017, with 33% reaching place value benchmarks.
To increase the number of LSES		Twenty nine percent of our Year 3 Aboriginal

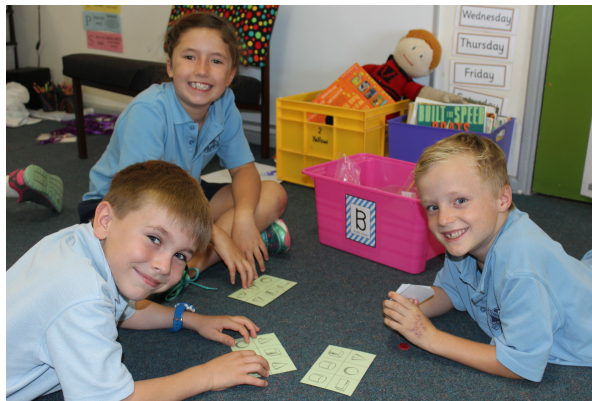
Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
and Aboriginal students in the top two skill bands for both Year 3 and Year 5 NAPLAN.		students scored in the top three bands. Twelve percent of our Year 5 Aboriginal Students scored in the top three bands.

Next Steps

- Embed practice of using data analysis for programming K–6 by applying consistent assessment practices.
- Increase number of students reaching benchmarks in writing by the end of Year 2.
- Increase the number of students exiting intervention through reaching benchmarks.

Investigate effective growth practices in numeracy and literacy to increase growth in both.
- Apply consistent assessment practices across K–6 classrooms and measure increases in results based on baseline data from the beginning of 2018.
- Provide teachers with ongoing professional development in literacy and numeracy progression and diagnostic assessments to assist teachers to consistently identify individual student Literacy and Numeracy needs and provide tailored support or interventions.



Strategic Direction 2

Systems of Leadership, Organisational Practices and Innovation

Purpose

To build a strong educational community who have a shared vision of leadership. A collaborative outlook and commitment to educational and managerial innovation, high standards of organisational practices and effective communication strategies.

Overall summary of progress

In 2017, staff and students at Narromine Public School have worked towards strengthening their understanding of effective classroom management and developed their understanding of communicating with parents in difficult situations. Staff participated in training and professional sessions with Ian Luscombe from Behaveability to further develop their knowledge of managing problem behaviour in an effective manner. Staff received booster training sessions on functional behaviour assessments during PBL (Positive Behaviour Learning) meetings. Our school's Assistant Principal for welfare and PBL data manager provide staff with regular feedback.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase in staff engaging with school organisation, administration and communication structures.	Ian Luscomb, \$8,090	<ul style="list-style-type: none">• There has been improvement in staff engaging with school systems and improvements in the streamlining of organisational and administrative structures to support classroom teachers and staff new to the school. The updating of classroom folders has ensured current school policy and procedural information is readily available in each classroom.
Increase in student voice in our planning and evaluation structures.	RAM funding	<ul style="list-style-type: none">• We have continued to build student leadership throughout our school.• Stage 3 and SRC representatives attended the GRIP leadership program where students were able to network with other school leaders and further develop leadership qualities.• Reduction in office referrals and a reduction in suspensions.
Greater leadership commitment to Leadership Improvement Standards.		<ul style="list-style-type: none">• Staff at Narromine Public School refined their application of personalised development plans by identifying and demonstrating growth in goals ranging from individual to school and systems goals. All staff engaged in the process of collecting evidence to show professional learning in addition to improving their professional practice.• Our beginner teachers continue to work towards attaining and maintaining their accreditation.
Successful adaption of LSLD/ LMBR/SALM/BI within NPS.	\$25,800 LMBR mentoring	Staff continue to work with the implementation of BI/SALM and LMBR with professional learning and mentoring dedicated to support our SASS staff during the roll out process.
Increased parent/carer engagement and supports for NPS.		<ul style="list-style-type: none">• Increase in positive communication with parents through Personalised Learning Plans and parent information sessions.• Increase in positive acknowledgement through phone calls, supervals, assembly awards and postcards home.
To continue building our	Family referral service	<ul style="list-style-type: none">• Students identified with speech needs

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
connections with outside agencies to help support our high needs families.	\$17,000 – RAM Come & See \$8,350 RAM Come & See Support Officer \$29,241	participated in "Come 'N See", an individualised and group speech pathology program. <ul style="list-style-type: none"> • Developing positive programs, social skills and specialist programs so that students identified as at risk had their needs addressed throughout the year. • Connect All, LST interactive. • Consistent monitoring of students at risk through card system, check-ins daily and communication of behaviour to parents. • Consistency in data collection, training staff in attendance, behaviour and consequence recording system.

Next Steps

- Continue to build opportunities for the student leadership body by involving the student voice in the school management planning.
- Refine structures for professional development sessions that include systems to support a higher number of staff attaining accreditation with all pre 2004 service teaching staff to work towards attaining proficiency level in 2018.
- Staff are engaging with LMBR and SALM with support offered through training and mentoring as required.



Strategic Direction 3

Enhanced Community Participation and Engagement

Purpose

To strengthen our school community relationships, whereby enhancing opportunities to work together in supporting our students with a focus on school wide equity, student welfare and wellbeing.

Overall summary of progress

Student and community engagement has been enhanced at Narromine Public School with the multitude of opportunities that have been provided. Our consistently positive and regular events have been well received by the community and assisted us in developing a positive community identity.

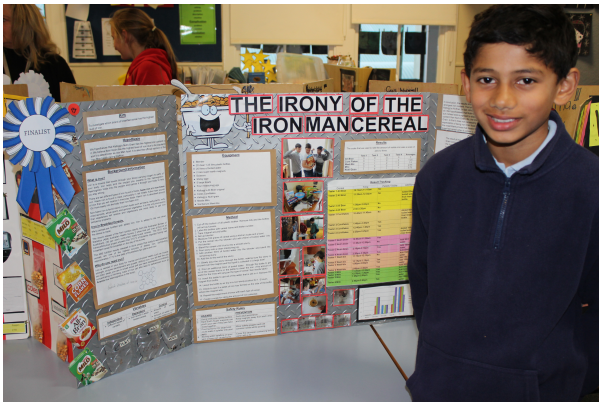
Narromine Public School has continued to build on relationships with external agencies to help provide support for all of our students and ensure that the basic needs of our students are met. This has enhanced learning opportunities for our students. Events such as our screening days have also been extended to community members impacting on the wellbeing of the community. Highly valued events and programs have included our transition to school and high school programs, mental health and wellbeing initiatives and our science challenges.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
To increase parent participation at school functions.		<ul style="list-style-type: none">• One hundred and twenty community members attended our Grand Friends Day. This was an 85% increase on 2016 exceeding our expected outcomes.• Sixty one community members attended our School Community Link up Day, comparable to 2016. One hundred percent of student Personalised Learning Plans were completed, an increase from 98% in 2016.• Ninety eight percent of parents attended our Year 6 farewell.
To enhance school and community identity through a focus on cultural diversity and inclusion, as evidenced by an increase in Aboriginal community participation		<ul style="list-style-type: none">• More than 100 community members attended our NAIDOC celebrations.• Year 6 transition meetings continued and encouraged the participation of our Aboriginal parents with the feeder high school.

Next Steps

- Provide focussed support through external agencies for our high support needs families.
- Promote successes of programs to broader community.
- Continue to build on initiatives to increase student enrolment in Kindergarten.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Community engagement officer \$33,244 RAM	<p>We pride ourselves on our strong relationships with our students and families and have seen an increase in family and community confidence in our school environment.</p> <p>Sixty percent of our student cohort identify as Aboriginal, having kinship connections to many different nations.</p> <p>We have worked hard to successfully complete 100% of Personalised Learning Plans for our indigenous students, with vital input from parents and carers.</p> <p>The school and community team worked closely with students and families through the Macquarie Network Specialist Hub, Connect All program and their extensive school screenings and overall wellbeing and health supports.</p> <p>Part of our core business has been to ensure that cultural awareness and understanding is embedded in our day-to-day schooling for students, teachers and community through the curriculum, professional learning and community events.</p>
Low level adjustment for disability	1.9 FTE LST \$192,990 SLSO \$55,000	<p>The development of a consistent approach to Learning Support Teacher referrals and data collection has aided in effective processes for the completion of Nationally Consistent Collection of Data and maintenance of data. Students identified as requiring support are regularly monitored through Stage and LST meetings. Access to external providers of support services has increased providing timely support for students with additional needs. Small group work, one to one support and social skills groups continued to be implemented to support the needs of students in K-6.</p>
Socio-economic background	Additional teachers Welfare AP .6 FTE EA4S .4 FTE 3-6 RAM	<ul style="list-style-type: none"> • Ongoing professional development has been undertaken by staff in K-6 with a focus on developing improved classroom practice in consistent assessments to drive individualised learning intentions for students K-6 in regards to literacy and numeracy outcomes. • In addition to the provision of an instructional leader, further support was provided to students through Daily Five Reading Program, explicit writing lessons and BUILD program facilitated by the intervention teacher. Extensive support was made available for students in need of one to one support with literacy and numeracy.
Early Action 4 Success	Instructional Leader \$119,600 Reading Intervention Teacher	<ul style="list-style-type: none"> • Ongoing professional development and collaborative learning meetings have been undertaken by staff in K-2 with a focus on developing improved classroom practice in literacy with a focus on writing. In numeracy

Early Action 4 Success

1.4 FTE \$130,000

EA4S .4 FTE 3–6 RAM –
as above

there has been a focus on early arithmetic strategies and place value.

- There are an increasing number of students achieving improvements in literacy and numeracy as identified on the continuums and a majority of the students made growth against the continuum in at least one aspect of numeracy and literacy.
- Eighty six students were supported through targeted interventions with daily reading programs, small group interventions and one to one support.
- Twenty five students were supported with one to one reading interventions.
- All staff in K–2 continued to use PLAN data to inform their learning intentions for individual student achievement. Teachers in Stage 2 and Stage 3 are also using PLAN data to inform their teaching. This is evident in teacher programs. Staff are working towards making connections between the continuum and the new syllabus' in order to improve teaching.
- All K–6 teachers have used PLAN data as part of their learner profiles this year.



Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	187	184	160	149
Girls	164	161	156	149

Student attendance profile

School				
Year	2014	2015	2016	2017
K	94.4	93	94	90.6
1	94.2	93	91.8	89.2
2	92.5	94.7	92.7	90.3
3	93.7	90.4	94.9	93.4
4	94.2	92.3	88.7	92.6
5	93.8	92.4	91	88.8
6	91	90.9	92.6	89.9
All Years	93.4	92.3	92.2	90.7
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

At Narromine Public School we understand that regular attendance provides the best opportunity to support progressive learning and that strong education has major positive impacts on a student's future options. Attendance is monitored via weekly meetings with the Home School Liaison Officers where checks are conducted with a specific focus on unexplained absences. Any student identified as needing attendance support is placed on a personalised attendance plan. Further interventions involve attendance improvement plans conducted by the HSLP team and strategies supported by regional attendance staff. Narromine Public School is committed to supporting students' attendance contributing to a positive schooling experience.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	3
Head Teacher(s)	0
Classroom Teacher(s)	11.94
Teacher of Reading Recovery	0.53
Learning & Support Teacher(s)	1.9
Teacher Librarian	0.6
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	5.95
Other Positions	1

*Full Time Equivalent

Narromine Public School has 8 staff members that identify as being Aboriginal.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	86
Postgraduate degree	14

Professional learning and teacher accreditation

All staff at Narromine Public School participated in and completed their mandatory training in the following areas:

- Code of Conduct, Dignity and Respect Compliance Training
- 2017 Updated Child Protection
- Anaphylaxis E Learning
- e-Emergency Care (e-care)
- e-Emergency Care (APTSS)
- CPR
- Recognition and Management of Anaphylaxis Training
- Ian Luscombe Professional Development
- Jolly Phonics

- LMBR

Staff also continued to deepen their understanding of the science syllabus by taking part in internal professional learning on components of the new syllabus. Further mentoring by our instructional leader was provided for staff in their ability to confidently use the numeracy and literacy continuums to inform their teaching.

All staff took part in the Nonviolent Crisis Intervention training session to help develop their ability to safely diffuse violent altercations that may occur within the school.

Our beginner teachers continued to be supported in their completion of accreditation at professional competence level.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Receipts	\$
Balance brought forward	654,837
Global funds	343,424
Tied funds	812,410
School & community sources	41,171
Interest	7,016
Trust receipts	152,091
Canteen	0
Total Receipts	1,356,112
Payments	
Teaching & learning	
Key Learning Areas	22,806
Excursions	29,531
Extracurricular dissections	37,140
Library	8,131
Training & Development	17,546
Tied Funds Payments	764,098
Short Term Relief	48,491
Administration & Office	85,655
Canteen Payments	0
Utilities	28,041
Maintenance	15,407
Trust Payments	79,368
Capital Programs	0
Total Payments	1,136,214
Balance carried forward	874,735

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.

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

	2017 Actual (\$)
Opening Balance	0
Revenue	915,283
Appropriation	874,016
Sale of Goods and Services	1,023
Grants and Contributions	39,740
Gain and Loss	0
Other Revenue	0
Investment Income	504
Expenses	-594,827
Recurrent Expenses	-594,827
Employee Related	-472,804
Operating Expenses	-122,023
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	320,457
Balance Carried Forward	320,457

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

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	2,172,012
Base Per Capita	49,213
Base Location	59,533
Other Base	2,063,265
Equity Total	996,492
Equity Aboriginal	379,418
Equity Socio economic	369,261
Equity Language	0
Equity Disability	247,813
Targeted Total	277,013
Other Total	337,486
Grand Total	3,783,002

School performance

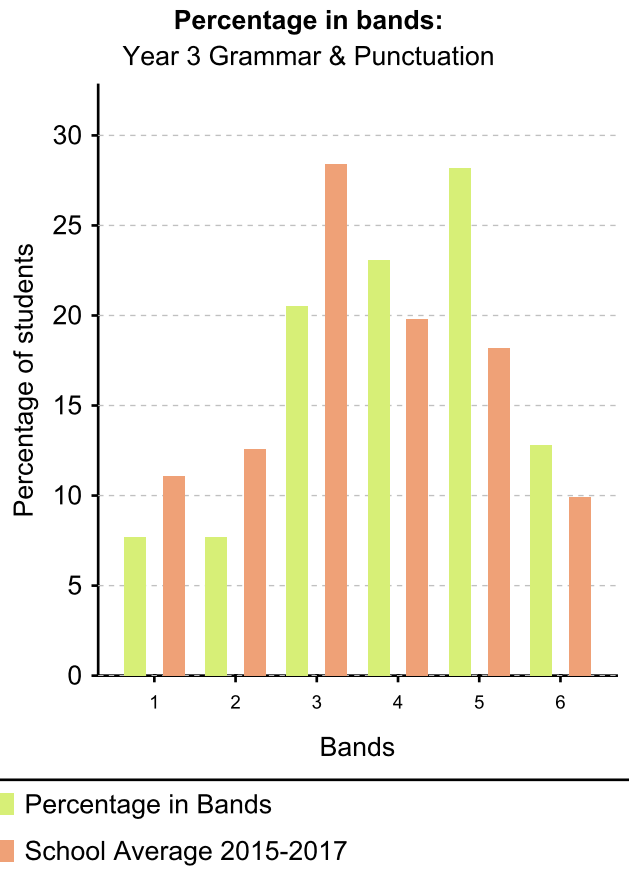
NAPLAN

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.

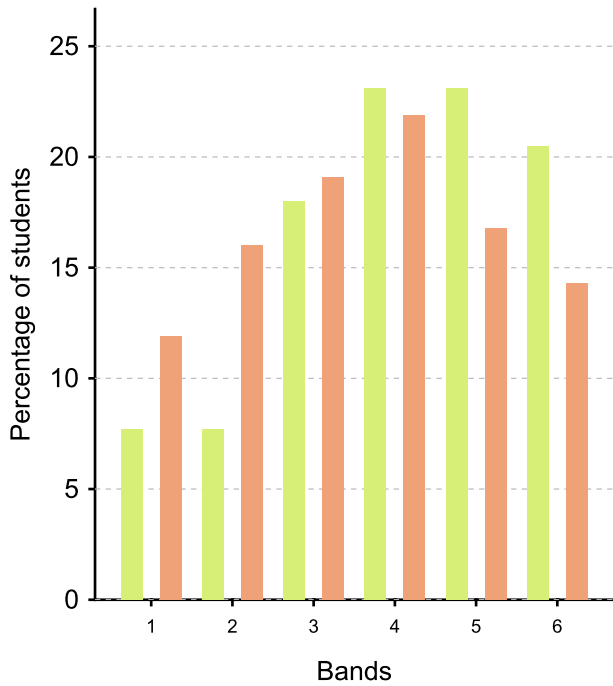
In 2017, there was an upward trend in reading, spelling and grammar for Year 3. In Year 3, for Narromine Public School, Aboriginal students are above similar schools and state for spelling. In grammar, Aboriginal student are above similar schools. In grammar, spelling and writing all students in Year 3 at Narromine Public are above similar school groups. Aboriginal students in Year 5 have shown an increase in reading, spelling and grammar. In grammar, Year 5 Narromine Public School Aboriginal students almost met the results of Aboriginal students across New South Wales.

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.

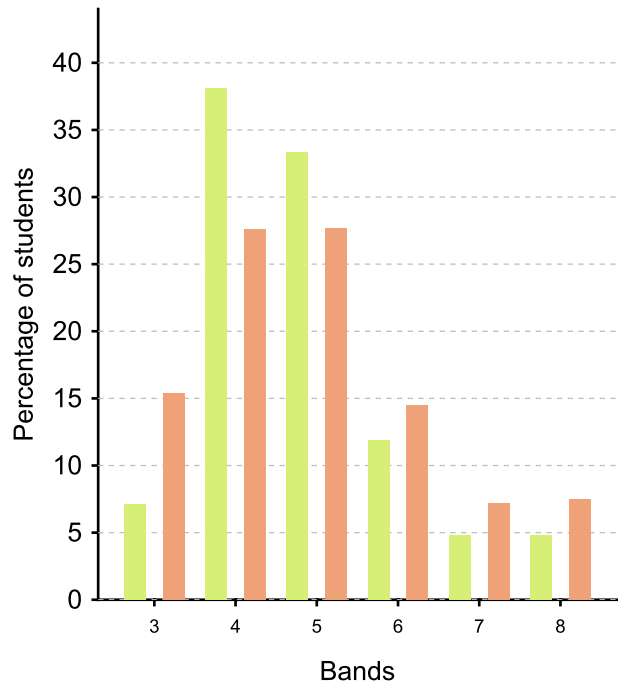
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.



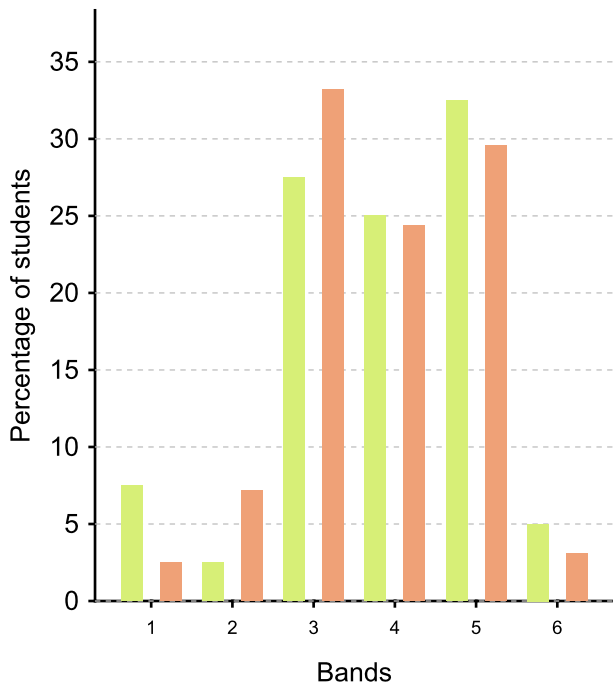
Percentage in bands:
Year 3 Spelling



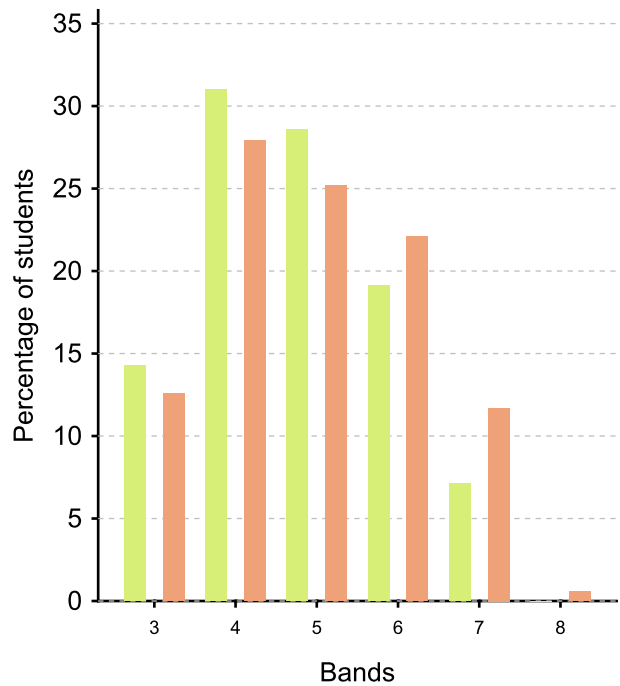
Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 3 Writing



Percentage in bands:
Year 5 Spelling



During 2017 at Narromine Public School, the students have been provided with numerous opportunities to extend their mathematical learning through engaging learning experiences, utilising a range of quality resources. This year saw the introduction of Maths Lunch Sessions in Miss Rhodes' room. The purpose of these sessions was to develop the students' mathematical knowledge in an engaging and hands on

context. Twenty three students regularly attended, with some days having 45 students attending from K–6. Students explored using their mathematical knowledge with a wide range of fun and engaging resources.

We were very excited to see 40 students from years 3–6 compete in the University of New South Wales Mathematics Competition. In the national assessment program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments. The following results were achieved by our students this year:

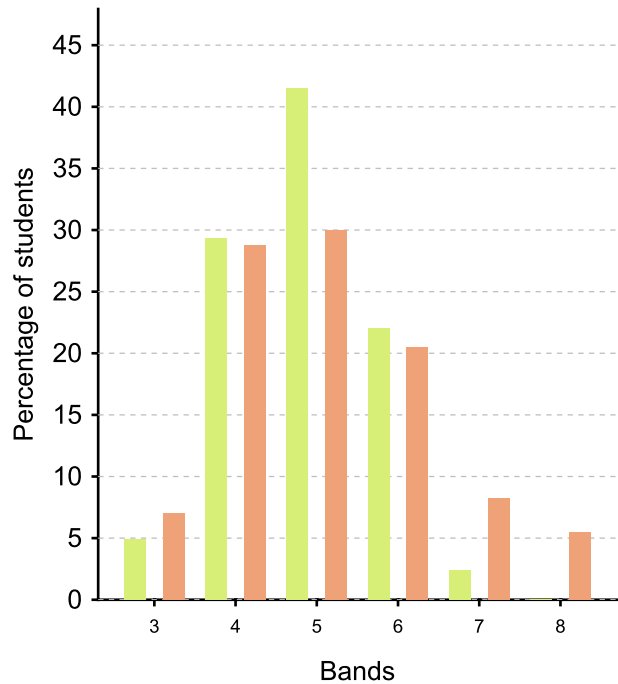
Narromine Public School Numeracy Year 3:

- 53% of our Year 3 students scored in the top three bands.
- 29% of our Year 3 Aboriginal students scored in the top three bands.

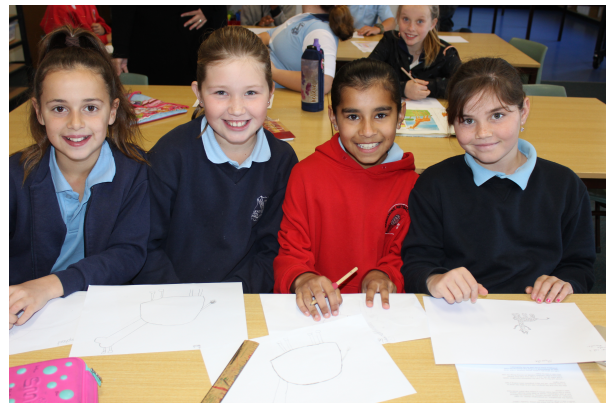
Numeracy – NAPLAN Year 5

- 24% of our Year 5 students scored in the top three bands.
- 12% of our Year 5 Aboriginal Students scored in the top three bands.
- 39% of our Year 5 students scored greater or equal to their expected growth.

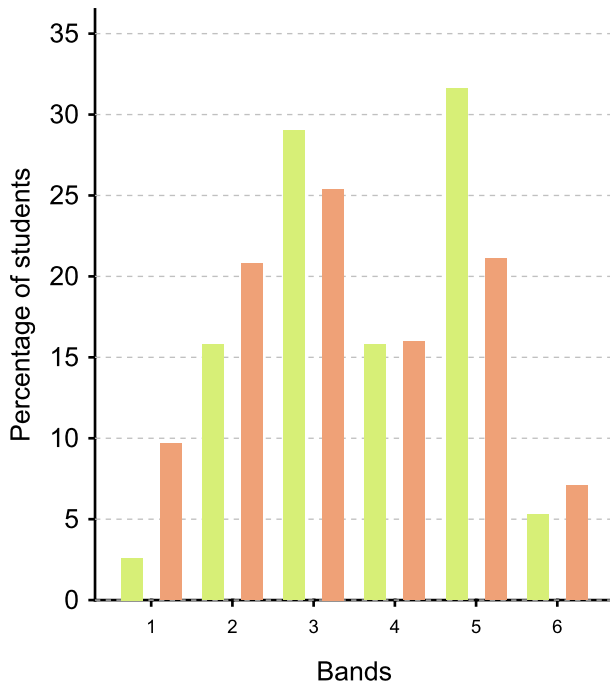
**Percentage in bands:
Year 5 Numeracy**



■ Percentage in Bands
■ School Average 2015-2017



**Percentage in bands:
Year 3 Numeracy**



■ Percentage in Bands
■ School Average 2015-2017

Policy requirements

Aboriginal education

In 2017, Narromine Public School (NPS) has celebrated and supported Aboriginal culture through various programs and events of cultural significance. Through our programs and cultural celebrations, NPS supports and provides opportunities for our Aboriginal students and their families to achieve and participate within our school community. Throughout the year NPS has provided programs that educate and inform all students and staff about Aboriginal history and culture while embracing respect and empathy for Aboriginal culture from past, present and future.

NAPLAN:

In the national assessment program, the results across Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments. The following results were achieved by our Aboriginal students this year:

NPS Year 5 2017:

46% of our Year 5 Aboriginal students scored in the top four bands in Reading.

30.8% of our Year 5 Aboriginal students scored in the top four bands in Writing.

50% of our Year 5 Aboriginal students scored in the top four bands in Spelling.

38.4% of our Year 5 Aboriginal students scored in the top four bands in Grammar and Punctuation.

52% of our Year 5 Aboriginal students scored in the top four bands in Numeracy.

44% of our Year 5 Aboriginal students scored in the top four bands in Data, Measurement, Space and Geometry.

52% of our Year 5 Aboriginal students scored in the top four bands in Number, Pattern and Algebra.

NPS Year 3 2017:

66.1% of our Year 3 Aboriginal students scored in the top four bands in Reading.

81.8% of our Year 3 Aboriginal students scored in the top four bands in Writing.

76.2% of our Year 3 Aboriginal students scored in the top four bands in Spelling.

76.1% of our Year 3 Aboriginal students scored in the top four bands in Grammar and Punctuation

66.7% of our Year 3 Aboriginal students scored in the top four bands in Numeracy.

66.7% of our Year 3 Aboriginal students scored in the top four bands in Data, Measurement, Space and Geometry.

80.9% of our Year 3 Aboriginal students scored in the top four bands in Number, Pattern and Algebra.

Personalised Learning Plans:

This year NPS supported Aboriginal students through Personalised Learning Plans which ensure individual learning needs are met through cultural significance and understanding for Aboriginal students and families. This enabled teachers to engage with families and communicate individual learning needs of Aboriginal children. In 2017, 100% of PLPs were successfully completed with staff, students and parents or carers through face to face interviews and phone calls.

Aboriginal Education Committee (Target Team):

The Aboriginal Education Committee meets regularly to discuss programs within our school and where possible add an Aboriginal perspective to classroom activities and significant cultural events throughout the year. The main aim of the committee is to improve educational outcomes for all students and to increase Aboriginal student and family engagement. Readers for literacy sessions have been purchased this year by the target team with an Aboriginal perspective.

Aboriginal Education Consultative Group:

Our school is an active member of the local AEGC. This committee is very proactive in the community and has a strong partnership with local service providers. Each month our staff attend meetings and seek advice on pathways for working together to better the educational outcomes for all Aboriginal students and families within our community.

Engagement within the Community:

The Aboriginal Education Team assisted in the development and running of various programs and community engagement days that were significant to our students and families. These programs consisted of Community Link Up days, health screenings that involved hearing, vision and dental checks, PATCH (Parents as Teachers and Classroom Helpers), family referral services and Mission Australia. A successful transition program to school was run in conjunction with Mission Australia this year which involved parent involvement through workshops. The programs provided opportunities for families to be supported, involved in our school and provided learning opportunities to better understand the learning needs of their children.

NPS values the significance of Aboriginal and Torres Strait Islander culture and acknowledges this through celebrating significant cultural celebrations throughout the year. Our Local Elders contribute and share their knowledge through participating in classrooms and through sharing their knowledge and expertise with our students. This enables our teaching and learning to be locally and culturally appropriate for our students.

Important cultural understanding and acceptance is embraced through sharing significant events like, NAIDOC Day, Apology Day and Reconciliation Week. This year, the school was represented by Denise King, Kerry Walden and school leaders at the local shire on Apology Day.

During Term 3 staff attended a training and development afternoon with Ruth Carney where a local location of cultural significance was visited and staff were educated in local Aboriginal culture.

The Aboriginal native garden has continued to be maintained by staff and students and has been incorporated in classroom lessons. The students enjoy visiting this significant place in our playground and have gained valuable knowledge from its inclusion in their learning opportunities.

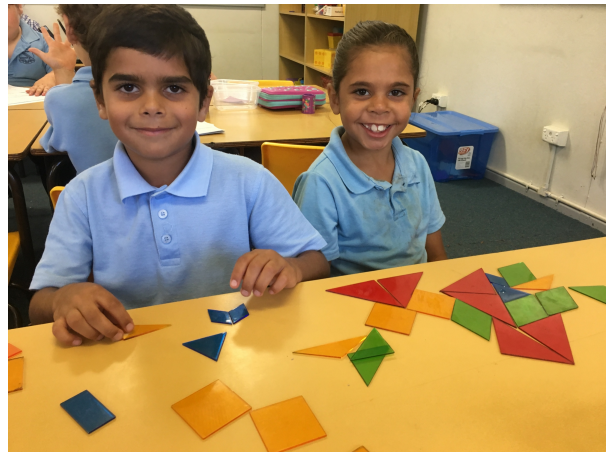
This year students enjoyed a visiting Science show called 'Wild Man' which provided engaging, hands on activities and experiences. Aboriginal survival skills, shelter, clothing, food, tools, utensils, weapons, water, medicine and fire were shared, discussed and displayed in this interactive performance that was enjoyed by all students in attendance.

A number of literacy resources with an Aboriginal perspective have been purchased for students to use in literacy sessions across all three stages. These books are being enjoyed by all students in a variety of learning areas.

NAIDOC:

This year's NAIDOC theme was: – "Our Language Matters". Our school's celebrations were supported by the local community and delivered in partnership with the local high school. Students from both schools performed a variety of items in the school hall and community members and parents were invited along to share in morning tea with staff and their children. Throughout the term students from both the primary school and high school rehearsed and learnt dance routines which were performed on the day. Students in Year 4 presented projects to all students, staff and visitors to the school on NAIDOC Day in the school library. It was presented in a variety of ways and was the culmination of a terms worth of work which showed the different ways Aboriginal people are connected to country and place.

Throughout the year, NPS has provided opportunities for our students and families to engage in and acknowledge the importance of Aboriginal and Torres Strait Islander culture and experiences. The Aboriginal Education Team will continue to provide opportunities through programs and celebrations to best support our families in the future.



Multicultural and anti-racism education

At NPS we recognise and celebrate the multicultural diversity of families in our school community.

Multicultural perspectives are taught through History/Geography topics and the sharing of rich literature related to people of other cultural backgrounds.

Parents and carers are encouraged to join in the everyday life of our school community.

NPS has a school wide approach of Positive Behaviour for Learning ensuring all students are aware of their role and responsibilities in developing a culture of inclusivity across our community.

Other school programs

PBL – Positive Behaviour for Learning

2017 has been another successful year in PBL. Our staff has participated in many professional learning opportunities to further develop their knowledge on behaviour management techniques, identifying antecedents and improving on task behaviour. This year we organised intensive professional development with Ian Luscombe (former principal of Redbank and founder of Behaveability). Ian worked with our whole staff on recognising anxiety in students and developing strategies for managing behaviour in the classroom. Ian also provided in-class support and presented to our parents and the local preschool.

Recognising the need to revise our current lessons on PBL expectations, this year we involved our Year 6 students to lead and teach our students in mini, weekly class lessons. This provided a wonderful opportunity for Year 6 to develop their leadership skills and was very well received by the students. In addition to this, students were surveyed about their preferred rewards for positive behaviour and these were implemented into our updated assembly PBL wheel. This has seen the students engage more readily with our positive behaviour reward system.

In the second semester Year 5 took on the role of running lunch time competitions in a variety of games and sports. The students thoroughly enjoyed these and this provided an opportunity for students to practise playing in structured games with their peers. We also ran a number of indoor activities for students who prefer not to be in the playground at lunchtime. Students utilised these areas well seeing the indoor games room expanding to be available every lunch time.

We celebrated many successes this year and provided many positive reinforcements to encourage good behaviour choices. Students were provided with a social each term with the SRC deciding on the themes. We also implemented 100 point reward session for each stage every term for students who had reached 100 points midway through the term, and we continued with awarding of bronze, silver and gold level for Years 4–6. We had fortnightly PBL draws at our whole school assemblies and held our Easter and end of year reward draws.

In the next stage of PBL we will be focusing on updating our PBL matrix to accommodate changes in our school playground and continuing to build the connections between PBL and our Learning and Support Team.

SCIENCE

In 2017 we aimed to develop To develop a deeper appreciation and understanding of the new science syllabus, in particular the "working technologically" strand of the syllabus. However we have gone beyond that to develop appreciation and application of the "knowledge and understanding" strands as well as

applying both strands to classroom practice.

Staff had significant training in the "working technologically" strand by the end of Term One. All classroom staff received mentoring in the application of the "working technologically" and "working scientifically" strands in the classroom with lesson observations and team teaching opportunities. All staff received training in the scientific underpinnings and application of the Earth and Space, Physical World, Material World and Living World strands. Depending upon the stage, staff also received mentoring in two of these strands. This included using and devising hands on activities, designing responses to problems, using various equipment, testing particular concepts experimentally, such as earthquake resistant buildings, resisting stress, electricity and magnetism, and how plants respond to water. The response to this part of the syllabus was very positive.

All staff reported that their students engaged and 92% that they gained insights into ways of using the observations in their classroom practice. All staff surveyed also reported that they had an increased awareness of environmental issues, while 92% reporting improved confidence in their general scientific understanding.

As part of the school's progress, we are attempting to increase the engagement of students by improving the Aboriginal perspectives in our Science curriculum, 92% of those responding agreed that this had improved. More than 60% of respondents from the community felt that the specialised Science and Aboriginal education was important.

We are also giving more opportunities to students to express their scientific interest with extension groups, the Western Plains Rotary Science and Engineering Challenge and participation in the UNSW ICAS competition. A river survey was included as part of this year's Challenge Camp and will become a regular part of the activities as we develop the students skills.

More than 80% of parents who responded to their survey felt that their child was engaged by science at a high level and a similar percentage felt that the science extension groups were important to their students. The support from staff for the extension groups was unwavering, including Aboriginal support staff.

The ICAS had a 25% increase in participation in 2017 and while there was not an increase in the distinction and credit awards, there were many more merit awards.

The school's participation in the Western Plains Rotary Science and Engineering Challenge, based on the Stage 3 extension group with additional students resulted in the school winning the challenge.

Individual positive comments from the community about the school included the emphasis on science.

The development of Aboriginal perspectives in our science curriculum is an ongoing process. Once again

the science teacher participated in the Wungar Yidaki project by assisting the Local Aboriginal Lands Council with astronomy from a Wiradjuri perspective, coupled with telescope observations. We continue to build stronger relationships with elders and by research and discussion we are finding new aspects of indigenous science and environmental management, as well as increasing the language content where the relevant information is available.

Staff were asked to review the value of our investment in this process and support was unanimous.

CONNECTED LEARNING

There have been many significant upgrades in technology this year at Narromine Public School. We have received 28 new HP student laptops of which all but 12 have been deployed and those will be in the trolleys before year's end. This has meant replacement of Lenovo machines in three of our trolleys and has allowed some older, but still useful devices to be reconfigured for use in the library and science rooms where they are used for research, project based learning and skills instruction purposes.

Another major upgrade has been the installation of BENQ interactive touch panels in the Stage 3 classrooms and the library. These allow a level of clarity, touch accuracy and speed of response that is well advanced from the older interactive whiteboards that they replace. The library panel is also height and orientation adjustable. These panels are independently connected to the DEC network and can be used without separate computers for some purposes, while the previous software still functions with them.

Another advantage is the ability to connect to most smartphones as well as iPads and mirror the screens. It will be some time before these are fully exploited, but the staff and student response has been excellent, especially in the library.

Our network systems were tested by the NAPLAN online trial, which proceeded without significant issues thanks to a lot of work by classroom staff and some minor network topology modifications by ICT staff.

Significant upgrades to the network infrastructure will occur going in 2018 with upgrades to the eT4L server, which needs more local capacity. This includes a major overhaul of the site's core switch wiring, which did not take account of future developments when it was first configured. New cabinets will be installed, as well as a new core switch and all cabling will be upgraded to full Category 6 standards. This will improve the reliability and hopefully response times as LMBR becomes more widely used by classroom staff in the new school year.

Response times for on site ICT issues have been improved by the employment of a part time TSO who is mainly concerned with iPads, but can also image and reimage computers and install software via the Universal Desktop. The TSO has been of great benefit, with the ICT coordinator only needed for more major events or difficult issues which he has not yet

experienced.

Staff Development

Tracking of devices has been improved by the introduction of an upgraded database, which also allows for efficient dating of equipment. Increased demand due to the large number of part time and support staff has seen the need to use older machines, which are now being replaced.

- Staff using a wide range of devices in project based learning, movie making, mathematical and scientific information presentation and ever more creative information sharing.
- Sporting and fitness programming utilising the Multi Purpose Hall and associated technology.
- Staff laptops stress tested for LMBR and rectifications made.
- Significant upgrades of staff laptops have been undertaken.
- Training in optimum use of the new panels will be undertaken early in 2018.

Student Use of Technology

- Exceptional effort by Technical Assistance Team members in the support of our bi-annual musical with one student designing much of the lighting and other running the music support and sound crew.
- Technical Assistance Team are now able to solve some long term issues with group policy errors.
- Laptops in high demand and use.
- Students sharing digital displays about their research.
- Younger students using spreadsheets to organise chance and data aspect in mathematics.
- Students recording music as part of science.
- Use of Technical Assistance Team as mentors for younger students locating share points and other network aspects.

CREATIVE AND PRACTICAL ARTS (CAPA)

NPS has creatively explored all areas of the arts in 2017. These activities have been organised to enhance the learning of students in the areas of the creative and performing arts. This includes in-class and extra curricula sessions. The teaching of Creative Arts is important for students to gain confidence, engage with learning and increase attendance. This allows students to feel success and take pride in their work. The four areas of learning are; visual arts, drama, dance and music.

The activities for this year were:

NPS produced a very successful whole school musical this year. The production of Pirates vs .Mermaids began at the start of the year with Mrs Price conducting auditions and choosing the cast. They then learnt lines, songs, choreography and stage craft. There were 25 students from Year 5 and 6 in the main cast and then a group of 12 who assisted Mrs Craig

with props and managed the stage during performances. A group of technical assistants also work with Mr Webb to do the sound. The rest of Stage 3 students decorated the hall. Year 3 and 4 provided the chorus for the songs during the musical. Kinder, Year 1 and Year 2 all learnt and sang two pirate songs to begin our performance. The musical was very successful and provides a great learning experience for all students.

An effective display was created by teachers and classes for the annual Narromine Show. This year our cross school theme was animals using recycled materials for the school display. The finished products were varied and creative and our display looked amazing. Many individual students also entered into the art and craft sections with great success.

The choir performed at a variety of events, school assemblies, NAIDOC Day, Grandfriends Day, Presentation Day and Year 6 Graduation Ceremony.

There were more than 100 students who performed at the Dubbo Eisteddfod in four dance groups with students from Year 1 to Year 6; infants, junior primary, senior primary and a boys dance group. Groups received highly commended awards for their efforts.

Twelve students were involved in the Choral Workshop held in Dubbo across three days. This was a Regional Arts initiative. The very talented Paul Jarman conducted a choir of students from across the Central West to produce three choral pieces. On the last day, students performed successfully for parents and community members. This opportunity taught students how to improve their singing and combine with others.

All students from Year 5 and 6 participated in a workshop to complete an artwork for Operation Art. This is a competition run through the Department of Education that has students create a piece of art that is sent to be displayed in a large exhibition held at Homebush. The theme is to make the children smile. Four students' work was chosen by staff. One student had the honour of her work being chosen to be permanently exhibited in a regional hospital.

The guitar group performed at major events across the year. This is a group that does after school lessons with Mr Webb. Also Mrs Baker started a keyboarding group for Year 5 and 6 students.

Students earn valuable performance skills through having a turn at doing a class performance at assembly across the year.

The school continues to work towards acquisition and maintenance of resources.

SPORTS

Sport is an activity involving physical exertion and skill in which an individual or team competes against another or others for entertainment.

Students have been given many opportunities to

participate in numerous sporting activities throughout 2017. It is a lifestyle choice made by many of our students and their families and is an excellent way to keep fit and healthy, understand rules and allow students to excel in their chosen fields.

We began a Healthy Lifestyle Initiative in Year 3–6 in 2016 and have continued this through 2017. This program has been extended across K–6, expanding on the current physical activity and sport program. Students were engaged in fundamental movement skills, gymnastics, cooperation games, dance, circus, active lifestyle programs, sport specific– sporting schools programs and skills sessions run by sport specific development officers.

Our major carnivals were a success again this year. There was lots of participation and warmth at this year's swimming carnival with the carnival being won by Castlereagh. The athletics carnival was also a fantastic day with Castlereagh dominating the track and field as well. This year for cross country we had a very high participation rate from all years while raising \$3000, with the highest fundraising class being KO.

Many students represented our school in Gobondery/NARRAF gala days and carnivals, Western carnivals and a large range of PSSA sports including cricket, softball, touch football, netball, rugby league, rugby union and soccer with some teams making it through to the later parts of the draw.

We were proud to have had five students at six different sporting events represent our school and Western Region at State carnivals this year. This is a tremendous effort by all students, the most we have had in a very long time:

Interest Groups this year have also enabled students who are sport minded to continue to develop their skills further, with physical activity and circus offered for all students K–6.

Our school also participated in the Premier's Sporting Challenge, Dubbo Dance Eisteddfod, sporting schools program, coaching clinics for various sports, summer swimming program and intensive swimming program.

We have had a fantastic year of sport and aim to continue our successes in 2018.

READING RECOVERY

Reading Recovery was implemented for the lower Year 1 students. Twelve of these students had accessed 20 weeks of intensive teaching. The program targeted reading, spelling and writing. The lessons have the following components: familiar reading, letter identification and word breaking, writing and cutting up the sentence or story the student has composed and the introduction of a new book. It is an individualised program, which is followed up at home.

Students work through the Reading Recovery program to build on their prior understanding of sounds, letter and word knowledge. Emphasis is on reading and

writing as a joint process. Students are able to problem solve difficult words in reading and writing when they further develop the appropriate strategies.

At NPS additional reading lessons, that follow Reading Recovery format, were again resourced by the school this year. An extra six Year 1 and six Year 2 students were able to be given half hour reading/writing lessons for 20 weeks.

All children experienced success with substantial improvement in letter knowledge, reading for meaning with phrasing and sight word confidence. Writing is given as much emphasis in these lessons as this element of literacy is targeted by our school each year.

STUDENT REPRESENTATIVE COUNCIL

In 2017, the SRC body was composed of students from Year 1 to Year 6, including captains and prefects. The SRC aimed to actively model our NPS core values of Respect, Honesty and Responsibility. Together the group demonstrated the leadership qualities of problem solving, organisation, negotiation, team-building, interpersonal skills, assertiveness and effective communication, allowing them to become highly regarded by their peers and teachers.

The SRC organised various fundraising events throughout the year including our annual Pink Stumps Day which proved to be once again, very successful. The day involved a raffle competition where by students purchased a ticket and then went in a draw to receive some wonderful pink prizes. As part of this event we also raised money through our Pink Cupcake Stall to which we thank our generous SRC families for their scrumptious donations.

Our Footy Colours Day sent our school into a sea of wonderful colours. The day involved a guessing competition where by students had to contribute a small donation to guess how many metres Mr Geyer could kick a football. The day also allowed students to dress in their favourite team colours. From the day we were able to raise more than \$200 for the Cancer Foundation. The SRC also continued to support our World Vision Sponsor Child by hosting an out of school uniform event where students donated money to come dressed in the colours of the Zimbabwean flag.

The SRC and Stage 3 representatives had the privilege of attending the GRIP leadership program where students were able to broaden as well as acquire the essential qualities and skills that contribute to allowing them to grow as proficient leaders.

The SRC body along with the captains and prefects also hosted our wonderful assemblies and our exciting school socials throughout the year. Captains and prefects also had the extra opportunity to join positions as peer support leaders, library monitors and as technology assistants to which they conducted themselves with pride in these roles.

The 2017 SRC has been an enthusiastic team who have consistently displayed a high level of maturity

whilst been able to model our core school values with pride. Through their confidence, dignity and respect they have evidently set a high standard for our younger years to aspire towards.

COME AND SEE

Throughout 2017 students who had been identified with speech needs participated in individualised and group speech pathology programs entitled 'Come 'N See'.

'Come 'N See' is a technology-assisted, individualised speech, language and communication program for children in rural and remote regions of Australia. Students were initially screened and received subsequent therapy based on their needs on a regular basis. Some children participated in group therapy where up to four children with similar needs participated in lessons aimed at developing their expressive language, vocabulary and/or phonological awareness skills. Lessons directly correlated with the classroom curriculum for the term and ongoing support was provided to the classroom teachers for the duration of the program. Each week students attended a therapy session supported by a therapy aide in the Tiered Learning Centre. The program is delivered via video conferencing software and is presented on an interactive whiteboard.

During Term 2, 10 teachers from K- 6 participated in a number of professional learning opportunities utilising a mixture of tutorials, online resources and video link with senior Royal Far West speech and occupational therapists. The program aimed to empower and provide support for teachers to assist their students in the areas of speech, language, communication, sensory and motor skills. Teachers actively incorporated a range of strategies in to their classroom practises including the use of sensory tools, brain breaks and heavy work.

Thirty seven students from Kindergarten to Year 5 participated in the program. Fifty three percent were male and 47% were female. Ninety five percent of participants were in Kindergarten to Year 2 providing opportunities for early identification of needs and therapy.

