

Narrandera East Infants School

Annual Report



2017



4214

Introduction

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

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

Karen Babbs

Principal

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Message from the Principal

2017 has been another successful and rewarding year at Narrandera East. We commenced the year with an enrolment of 63 students.

Through our Local Schools Local Decisions Initiative, supported by DoE Targeted Funding, Equity Loadings and Base School Allocation and, after consultation with staff and parents, our school has been able to provide the following support to our students based on individual and local needs.

In 2017, School funding has enabled us to:

1. Support individual students with specific support and adjustment for disability.
2. Support Aboriginal students and students from low socio-economic backgrounds.
3. Participate in wonderful K-2 programs including L3 (Literacy, Language and Learning) TEN (Targeting Early Numeracy), Reading Recovery and Mini-Lit.
4. Employ additional teachers and Student Learning Support Officers providing greater individual support to students.
5. Purchase new resources to support student learning in Literacy, Numeracy, Technology and PD/Health.
6. Provide Professional Learning opportunities for all staff.

We are also very proud to belong to a local partnership with Narrandera Public and Narrandera High Schools enabling us to take a Kindergarten to Year 12 collaborative approach to improving the learning outcomes for students in our community.

Narrandera East has a most professional teaching and administrative staff who, through their dedicated and caring approach and long term vision, have made a real difference to students during 2017 and will continue to do so in the years to come.

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

The partnership that exists between home and school is highlighted in an infants school and is very much a feature of our school. Parental support is crucial to the types of programs we offer and the method of delivery. I sincerely thank staff and parents for their dedication and commitment throughout 2017, making Narrandera East such an exciting and challenging learning environment.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and

genuine account of the school's achievements and areas for development.

Karen Babbs

Message from the school community

The end of another busy year is upon us and I would like to thank our small but dedicated team who are the Narrandera East Infants School P & C Committee for their tireless work and dedication to our beautiful little school. This year has seen the P & C able to raise just short of \$4,000 through events such as the Bi-Annual School Concert, the Halloween Disco, numerous raffles and two cake stalls. Our thanks also go to all those who support us by attending these events, buying raffle tickets, cooking for and purchasing from the cake stalls. This money goes back into the school and is used to purchase resources and equipment to benefit our children's education.

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

The P & C is looking forward to 2018. It is my hope that more parents will become involved with this important function of the school. Belonging to the P & C is a wonderful way to get to know fellow parents and our wonderful staff just that little bit better. The saying many hands make light work rings very true in organisations such as this, so please think strongly about joining us. We are fortunate to have a lovely school in Narrandera East Infants and the P & C provides the vital bridge between parents and the teachers.

Thank you, I am looking forward to an even better year in 2018.

Vicki Hall

P & C President

School background

School vision statement

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

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

School context

Established in 1961, Narrandera East Infants School (NEIS) is a specialist infants only school offering quality educational programs to students from Kindergarten to Year 2, in a supportive learning environment. The school is located in a rural area of southern NSW and has a current enrolment of 63 students. Aboriginal students comprise 27% of students, 3% of students are from a language background other than English and 22% of our students are from low socio-economic backgrounds. The school has a proud history of strong engagement with the community, and staff enjoy a positive relationship with parents and caregivers. Together we share the responsibility of our students to ensure they become successful independent learners, confident creative individuals and active informed citizens.

During 2017 NEIS received significant equity funding through the enhanced state wide model of school funding.

This enabled us to:

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

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

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

Learning

In the domain of learning the whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence.

Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve.

Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school.

Teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices,

consistent and reliable student assessment and continuous tracking of student progress and achievement.

The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement.

The school has explicit processes to collect, analyse and report specific internal and external student and school performance data, on a regular basis.

Students are aware of – and most are showing – expected growth on internal school progress and achievement data.

Teaching

In the domain of teaching a whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities. Teachers employ evidence-based effective teaching strategies. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth.

Teachers provide explicit, specific and timely formative feedback related to defined success criteria. Teachers' feedback supports improved student learning.

The school promotes and demonstrates professional learning in data concepts, analysis and use of student assessment data and related tools.

Teachers use data effectively to evaluate student understanding of lesson content.

All teachers use professional standards and PDPs to identify and monitor specific areas for development or continual improvement.

All teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement, in all subject areas, with success that can be measured by improved student progress and achievement data.

Teachers actively evaluate, share and discuss learning from targeted professional development with other staff in their school to improve whole school practice.

Leading

In the domain of leading the school is recognised as excellent and responsive by its community because it uses best practice to embed a culture of high expectations, and effectively caters for the range of equity issues in the school.

The leadership team establishes a professional learning community which is focused on continuous improvement of teaching and learning.

The school systematically and regularly monitors a range of indicators to gauge the impact of its' plan and to inform changes to the implementation that support its ultimate success.

The annual report contains data that measures the impact of the plan in terms of student learning progress.

The leadership team takes a creative approach to use of the physical environment to ensure that it optimises learning, within the constraints of the school design and setting.

Technology that supports learning is available and expertly integrated into lessons by teachers. Administrative staff are expert users of available technology and systems.

The leadership team measures school community (parent and student) satisfaction and shares its analysis and actions in response to the findings with its' community.

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.

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

Enhancing the quality of student learning

Purpose

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

Overall summary of progress

At Narrandera East Infants, staff continue to work hard to ensure all students are actively engaged in personalised quality learning experiences. Early Stage One and Stage One teachers assess students every five weeks and track their progress against the literacy and numeracy continuums, entering data on the Department of Education PLAN site. The DoE Well Being Framework and its rationale was explored by teaching staff and related to our school context. Involvement and support from our Aboriginal community was a significant feature of NAIDOC Week celebrations and the Proud and Deadly Awards. This had a very positive effect on all Aboriginal students and provided recognition of their achievement and learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of students will achieve stage appropriate cluster markers (or better) on the literacy and numeracy continuums in school-based assessments at the completion of each year.	<ul style="list-style-type: none">• Literacy / Numeracy \$5,382• Aboriginal Background \$12,842• Socio – economic background \$11,000• Language efficiency \$458	Significant professional learning (including L3 Stage One, Pre–Lit, Mini–Lit and PLAN) was implemented in 2017 to build teacher capacity around collecting and using data to inform practice. A continued focus on a collective school wide understanding of the Literacy and Numeracy continuums resulted in more accurate placement of students on the continuums. High expectations for all learners, with emphasis on Aboriginal students encouraged progress towards achievement of the Premiers Priorities.
100% increase of students showing positive behaviours in and outside the classroom.	<ul style="list-style-type: none">* Aboriginal Background \$3,000* Socio– economic background \$4,000	As well as being encouraged to become responsible for their own learning great emphasis has been placed on students taking ownership of their own behaviour, both in the classroom and in the playground. Successful students received recognition through the Go For Gold Positive Behaviour Program. Resources were purchased for the Blue Earth Leadership and Well Being Program and NEIS staff were trained in 2016 to become facilitators in 2017 enabling the school to continue the program over the next three years.

Next Steps

- Attend Professional Development Sessions on the new Learning Progressions and Plan 2 in Semester One 2018 to be able to plot students on the Learning Progressions and use Plan Data as a diagnostic tool to inform future teaching and learning.
- Increase staff capacity to plan and differentiate instruction in Literacy and Numeracy to cater for all students.
- Develop greater student responsibility and self regulation in learning and behaviour through establishing learning intentions, success criteria and effective feedback.
- Further engage our Aboriginal Community in student learning and development through ILP meetings and regular follow-up.

Strategic Direction 2

Fostering quality teaching and leadership

Purpose

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

Overall summary of progress

Throughout 2017 staff have engaged in both mandatory and selective professional development. They have willingly shared their individual strengths and expertise which has then further enhanced both knowledge and teaching practice. Teachers worked collaboratively to develop personal goals that were strategically aligned to both the school plan and with their personal learning, self and career direction. They also took on leadership roles in terms of personal expertise and interest.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% staff will have identified professional learning goals that are aligned to the School Plan and to the National Teaching Standards and will actively seek out and participate in Professional Learning aligned to these goals.	<ul style="list-style-type: none">• Professional Learning \$7,543• Low level adjustment \$8,136 (flexible component)• Socio-economic background \$15,305	All staff effectively completed the PDP cycle. A culture of collaborative planning, classroom observations and directed and effective professional learning centered around the Australian Standard for Teachers was established to enhance best practice and learning outcomes. As a result all staff achieved their professional learning goals or will continue on with them in 2018. Stage One teachers completed their final year of L3 training. Early Stage One and LAST teacher completed training in Pre-Lit, Mini-Lit and Visible Learning. The Principal, SAM and SAO completed LMBR training.
100% of staff will demonstrate and share their acquired knowledge and expertise.	<ul style="list-style-type: none">• School Development Days.• Staff meetings.• Training and courses.	Distributive leadership among all staff allowed for significant opportunities for mentoring, coaching and collaboration.

Next Steps

- All staff will participate in future focussed professional learning in 2018, aligned to new PDP goals and the new 2018–2020 School Plan.
- Extend leadership capacity and professional practice to enhance quality teaching according to individual skills and expertise of all staff.
- Professional development will continue to align with the School Plan, individual PDP's and the Australian Professional Standards for Teachers.
- All staff work collaboratively, establishing a supportive culture of observation and effective feedback to promote consistent quality teaching where staff take responsibility for ongoing professional learning.

Strategic Direction 3

Promoting effective, collaborative partnerships with community

Purpose

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

Overall summary of progress

Narrandera boasts a very strong community partnership incorporating students, staff, parents, support people, and wider community members, who all work collaboratively to ensure the continued growth and development of the school. In 2017 this partnership was again extended further to include the feeder pre-schools in the town, through our very successful Kindergarten Transition Program held every Thursday in Term 3. We have also formed a community of schools group with Narrandera Public (NPS) and Narrandera High (NHS) schools. For Term 1 School Development Day our combined group worked together on completing DoE mandatory training at NHS. Parents at Narrandera East receive regular feedback on student learning through both informal and formal meetings.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of parents support student learning at home, identifying the role they play in strengthening those home/school links to enhance student learning outcomes.	<ul style="list-style-type: none">• Socio-economic Background \$11,000• Low level adjustment.	Reinforcing our "Open Door" policy to engage parental involvement in the classrooms. Continuing assembly time at 3pm to encourage more parents to attend at "pickup" time. Continuing the extended Library borrowing time prior to school bell time on Fridays to encourage parental involvement in the mornings. Providing opportunities for parents to speak with teachers formally at ILP meetings, half yearly and yearly assessment times and informally at mutually agreed times.
Parents as partners actively contribute to enhance student learning outcomes.	<ul style="list-style-type: none">• Aboriginal Background \$10,000• Socio-economic Background \$15,000	Encouraging the Skoolbag app and texting as a more successful way of communicating between staff, office and parents. Providing a series of afterschool/evening workshops for parents in student literacy and numeracy. Providing for the use of the school purchased technology programs, Mathletics and ReadingEggs to be accessed on home computers. Encouraging parents to come and observe extra-curricular activities offered by the school, in a less threatening environment. Encouraging parents to assist in the canteen, classrooms and at the stadium for sport.

Next Steps

- To continue looking for more practical ways to encourage parents to take a greater interest in the management and administration areas.
- Continue with the K-12 curriculum approach with our community of schools group and plan professional learning activities together, including all mandatory training at the commencement of each new school year.
- For staff from all three schools to conduct lesson observations on one another as part of the PDP validation process, which did not eventuate in 2017.
- To complete the External Validation process as a whole school community to provide assurance that school progress is aligned with the expectations articulated in the School Excellence Framework (SEF).

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$25,872	A School Learning Support Officer (SLSO) was employed in Semester One to assist Aboriginal students in their transition to Kindergarten. Additional teacher support was provided to Kindergarten in Semester One to support Aboriginal students in L3 sessions. Additional funds were used to purchase Library and History resources for all three classes and to fund NAIDOC week and local Wiradjuri cultural experiences.
English language proficiency	\$428	SLSO support was provided for a South African student to assist with Literacy and Numeracy.
Low level adjustment for disability	\$38,608 (\$30,472 LAST Teacher \$8136 Flexible funding)	The majority of funding was used for the employment of a LAST teacher and the flexible component to employ an SLSO to assist with student well being and literacy and numeracy development through differentiated learning programs.
Socio-economic background	\$56,305	Funds were used to provide equal access to education through the provision of economic supplementation to students whose families were unable to meet commitments for excursions, school uniforms, supplies and programs including Stadium, Intensive Swimming and computer programs, Reading Eggs and Mathletics that can be accessed both at school and at home. It was also used for additional professional learning to support specific student needs. (L3 Stage One)
Funding Support/Integration		Not applicable for 2017
Location Loading	\$16,552	This funding has been allocated to support the completion of the paving and seating for the outdoor community learning area to be used for STEM activities and Aboriginal art, craft and cultural experiences. The seating design includes elements of the 8 ways of Aboriginal Pedagogy and was designed by a local Wiradjuri family.

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	33	32	34	32
Girls	35	35	35	24

Student attendance profile

School				
Year	2014	2015	2016	2017
K	95	94.3	93.1	94.5
1	90.7	91.8	89.1	92.5
2	95	91.2	94.3	91.5
All Years	93.8	92.3	92.2	92.9
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
All Years	94.9	94.1	94.1	94.1

Class sizes

Class	Total
KINDER 17	24
YR 1 2017	19
YR 2 2017	20

Structure of classes

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

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

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teacher(s)	0
Classroom Teacher(s)	2.35
Teacher of Reading Recovery	0.21
Learning & Support Teacher(s)	0.3
Teacher Librarian	0.17
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	1.45
Other Positions	0

*Full Time Equivalent

No staff identify as being Aboriginal.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	67
Postgraduate degree	33

Professional learning and teacher accreditation

The teaching and administration staff at NEIS participated in a range of professional learning experiences in 2017, designed to build capacity and to achieve priorities as set out in the School Plan.

This included:

- Five school development days, weekly staff meetings, Regional LAST meetings, Principal and SASS meetings and conferences, collaborative planning, curriculum development, consistent teacher judgement, classroom management, mandatory training such as WH&S, Child Protection, Code of Conduct, CPR, Emergency Care and Anaphylaxis.
- Additional courses and programs such as, L3 Stage One, Leadership, School Excellence Framework, School Plan, Operation Art, Visible Learning, Pre-Lit, Mini-Lit and LMBR.

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.

This summary financial information covers funds for operating costs to 31st December 2017 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Receipts	\$
Balance brought forward	55,707
Global funds	65,098
Tied funds	67,549
School & community sources	16,156
Interest	706
Trust receipts	752
Canteen	0
Total Receipts	150,260
Payments	
Teaching & learning	
Key Learning Areas	6,196
Excursions	5,343
Extracurricular dissections	11,734
Library	1,582
Training & Development	0
Tied Funds Payments	61,416
Short Term Relief	2,253
Administration & Office	15,223
Canteen Payments	0
Utilities	19,141
Maintenance	11,744
Trust Payments	752
Capital Programs	19,411
Total Payments	154,794
Balance carried forward	51,173

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	158,051
Appropriation	153,967
Sale of Goods and Services	0
Grants and Contributions	3,957
Gain and Loss	0
Other Revenue	0
Investment Income	127
Expenses	-73,901
Recurrent Expenses	-73,901
Employee Related	-26,008
Operating Expenses	-47,893
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	84,150
Balance Carried Forward	84,150

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.

Part of our balance carried forward will be used to automate our front watering system and further enhance our outdoor learning area.

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	618,166
Base Per Capita	10,545
Base Location	16,552
Other Base	591,069
Equity Total	121,214
Equity Aboriginal	25,872
Equity Socio economic	56,305
Equity Language	428
Equity Disability	38,608
Targeted Total	0
Other Total	26,544
Grand Total	765,925

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

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

- Formative Assessment – the process of building a cumulative profile of student achievement through daily interaction and observation of students;
- Summative Assessment – the process of making judgements about student achievement at the end of each unit of work, term or semester;
- Standardised Testing – standardised tests are administered in June and again in November in reading and spelling;
- Running Records – these are administered regularly throughout the term.
- Kindergarten students are introduced to a wide variety of skills and strategies to assist them in becoming successful writers and readers. In 2017 all Kindergarten students completed the Best Start Assessment. The Language, Learning and Literacy (L3) program commenced in Kindergarten in Term 1, for the fifth consecutive year. L3 has now also been incorporated into Stage 1 Literacy and staff completed their second year of training in Wagga.
- 90% of the students were at or above the minimum recommended Reading Recovery level at the end of year assessment.
- 24% of the students were in the upper level.
- Six students in Kindergarten received additional support from the Learning Assistance Support Teacher (LAST).

- The Best Start data was reviewed at the end of each term and new individual reports were sent home to parents.

Reading Recovery, L3 and (LAST) play important roles in Year 1 Literacy.

- 89% of Year 1 students were above the minimum Reading Recovery level following the November assessment;
- 61% of students were in the upper level; and
- Ten students successfully completed their twenty week Reading Recovery Program.

Reading in Year 2 is taught in a systematic and explicit manner following the L3 Stage One method supported by Jolly Phonics Grammar.

- 88% of Year 2 students were above the minimum recommended Reading Recovery level;
- 75% of students were in the upper level; and
- Five students received additional support from the Learning Assistance Support Teacher (LAST).

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

These include:

- using the Reading Recovery allocation to support Year 1 Reading Groups;
- employing a teachers' aide, one day a week, to assist with developing early literacy skills;
- utilising LAST support in all classes K–2;
- encouraging parental support for Reading Groups;
- accessing funding through both State and Federal initiatives; and
- conducting Professional Learning Programs including L3 Stage One and Mini-Lit.

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

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

In 2011 the students and staff trained in the Targeting Early Numeracy (TEN) program. A substantial amount of money and time was put into making games and resources for a ten week program to be used on a rotational basis each term for all three classes. The program has made a huge difference to numeration results and an additional ten week program was developed in 2012 and another in 2013. The results of the program have been excellent.

These results mean that in 2018:

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

- approach to teaching; and
- all students will be provided with opportunities to think and work mathematically.

Parent/caregiver, student, teacher satisfaction

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

In 2017 surveys were sent home to parents in Week 1 of Term 4. 86% of parents responded to the survey.

91% of the response group stated that they felt valued and welcome at the school and that staff were friendly and approachable.

88% believed that the school provides a happy, safe and nurturing learning environment.

Parent responses are presented below.

Parents:

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

Policy requirements

Aboriginal education

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

27% of the students at the school are of Aboriginal descent. The school's programs are designed to

educate students about Aboriginal history and culture, and include Aboriginal perspectives.

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

Multicultural and anti-racism education

In 2017 we were very fortunate to have a South African family who willingly shared information and stories about their language and culture.

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

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

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

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

Other school programs

Transition and Orientation

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

In 2017 the school was again fortunate to be able to offer a Kindergarten Transition Program in Term 3 in addition to the Orientation Program in Term 4.

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

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

It was also possible to complete assessment in both Literacy and Numeracy allowing for the establishment of individual learning plans for the following year. As a

result the 2017 intake of Kindergarten students were extremely well prepared for their first year of school. The positive feedback from parents and carers, for the Transition Program, was again excellent.

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

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

Celebrations and Excursions

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

Such events included:

- local excursions to the Town Library, Tourist Information Centre, Narrandera Bakery, Parkside Cottage Museum, Narrandera Park, local business houses and Aged Care Centres;
- NRMA Bus Safety and Responsible Pet Ownership;
- representation and participation at ANZAC and Remembrance Day Services;
- a Mother's Day Morning Tea and gift stall in Term 2;
- performing at the Leeton Eisteddfod;
- a Father's Day Breakfast in Term 3;
- a water-play charity fun day;
- celebration of NAIDOC Day with Wiradjuri families;
- a whole School Concert;
- Book Week and Education Week celebrations;
- visits from Fire Wise and the Life Education Van;
- participation in School Gymnastics, Operation Art and Blueearth programs;
- visiting performances "You Can Do It" and "Street Sense";
- pyjama, movie and bike day;
- performing at the Christmas Pageant, Monster Street Party and Carols by Candlelight;
- a Year 2 excursion to the Junee Chocolate Factory in Term 4; and
- an excursion to the Leeton Roxy Theatre and the Yanco trains.