

Narranga Public School Annual Report



2017



4404

Introduction

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

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

Michael Trist

Principal

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School background

School vision statement

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

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

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

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

School context

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

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

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

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

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

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This 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.

[Insert a narrative of the progress achieved across the domains of Learning, Teaching, and Leading]

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

Expert Teaching

Purpose

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

Overall summary of progress

In 2017 Narranga teachers have enhanced their teaching of Spelling via a review of existing practices and the adoption of a more standardised approach K–6 to provide consistency as students move through the school. Teaching strategies of greatest effect size have been promoted via a combination of lesson observation, collaborative staff learning and professional learning workshops. This process has been enhanced by a focus on teachers Personalised Development Plans and Assistant Principals using time provided by the Quality Teaching Successful Students initiatives.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
K–6 students plotted on the K–10 Literacy & Numeracy Continuums	\$12000 consistent teacher judgement release	All students plotted on all aspects of Literacy and Numeracy continuums and Standardised Data
Teaching pedagogy reflects increased effective sharing of strategies of greatest effect size	\$60000 release to enable shared professional learning, dialogue and class visits.	Teachers participated in shared professional learning, lesson observation, team teaching and planning activities throughout the year.
All class teaching programs reflect NSW Syllabus documents for the Australian Curriculum		Teaching programs embedded lesson content based on NSW Syllabus documents in all key learning areas.
Teachers have improved mentoring skills, with the ability to provide effective feedback to pre–service teachers and other staff.	\$11000 release to attend mentoring course	As part of the SHAPE program teachers from Narranga and 3 neighbouring schools participated in "Mentoring For Effective Teaching" course, which facilitated improved mentoring capability for SCU pre–service teachers

Next Steps

- In 2018 Stage teams will develop their own professional learning plans based on the strategic directions of the School Plan.
- One of the major aims will be to embed effective teaching of writing and spelling, with a view to promoting strategies of greatest effect size and consistent instruction K–6
- Teachers will be supported to participate in a team teaching program in order to promote the development of high quality literacy and numeracy teaching strategies

Strategic Direction 2

Wellbeing

Purpose

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

Overall summary of progress

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

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Targeted academic interventions for specific needs students	\$16000 Minilit SLSO \$30000 Quicksmart SLSO	Minilit and Quicksmart programs implemented, resulting in significant improvement in literacy and numeracy outcomes for targeted students. Kindergarten speech program continued. Targeted students provided with tailored support via Individual Learning Programs and interventions by the Learning Support Team
Positive social behaviour intervention	\$9000 playground SLSO	Kelso's Choice behaviour strategies embedded. Playground social skills programs consolidated. Bully policy and anti-bullying strategies updated. Rock and Water program continued. Better Buddies and Buddy Bench strategies employed.
Indigenous & EAL/D students & families positively engaged with school	\$62000 AEO	Aboriginal Education Officer and EAL/D teacher engaged with assisting targeted students in classrooms. Parents engaged in school events, both informally and in targeted strategies such as breakfasts, Harmony Day and NAIDOC activities.

Next Steps

- The school will continue to review and enhance its targeted academic interventions
- The Learning Support Team will continue to oversee a comprehensive range of wellbeing initiatives for our students
- Parent and community engagement strategies will be a focus in order to strengthen school / community partnerships in student learning

Strategic Direction 3

Leadership

Purpose

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

Overall summary of progress

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

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Implementation of Teacher Performance and Development Plans		Teachers identified targets to improve their professional performance and worked through negotiated plans to achieve them.
Curriculum Team format to drive school improvement in Teaching and Learning		Curriculum Team coordinated professional learning around curriculum areas, including a review of the teaching of spelling and embedding the teaching of numeracy problem solving
Advancement of school technology use	\$18000 teacher release for robotics / coding	Teachers deepened their knowledge and utilisation of the Sentral student monitoring and school administration tool. ICT coding and robotics student courses were extended, with opportunities for additional teachers to add these skills to their repertoire. Greater utilisation of the Schoolzine newsletter and communication app and the Narranga Facebook page improved home/school communication. .

Next Steps

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

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$62000 AEO \$12000 SLSO	<p>The Aboriginal Education Officer (AEO) worked with Aboriginal students in small groups and in the classroom to develop their academic and social skills. Students were included in academic intervention programs including Minilit, Quicksmart, Reading Recovery and Number Club, resulting in significantly improved learning outcomes. An Individual Learning Program was created for all Aboriginal students, addressing each student's academic needs.</p> <p>The school forged closer links with Aboriginal parents and community members via a parent breakfast to formulate ILPs. NAIDOC Week activities celebrated Aboriginal culture, including performances by Aboriginal students from Orara High School.</p>
English language proficiency	\$28000 SLSO	<p>Our EAL/D students have each had their own ILP to address their particular learning needs. Classroom teachers have collaborated with our specialist EAL/D support teacher and SLSO, and students have also been involved in the Minilit, Quicksmart and Number Club programs.</p>
Low level adjustment for disability	\$272000 SLSO	<p>Students with a disability have each had a personalised learning plan created to address their specific needs. Classroom teachers have collaborated with Learning and Support teachers, other specialist teachers, external agencies and SLSOs to differentiate the curriculum and provide social and physical support.</p>
Socio-economic background	\$86000 teacher relief	<p>A variety of professional learning programs promoted the adoption and embedding of strategies of greatest effect size in classroom instruction, directly addressing the educational needs of students from differing socio-economic backgrounds.</p> <p>Additional academic support has come from the Quicksmart, Minilit, Number Club and other specific withdrawal programs.</p>
S.H.A.P.E. program (Sustaining High quality Approaches to Professional Experience) to build teacher capacity to mentor Southern Cross University (SCU) pre-service teachers.	<p>\$37000 Teacher administration and implementation of SHAPE activities</p> <p>\$3540 Research assistant-Post interviews, data analysis and write evaluation</p> <p>\$500 Release to attend meetings</p> <p>\$110 Catering</p>	<p>Successful implementation of pre-service teacher school visits</p> <p>Report completed by SCU research assistant</p> <p>SHAPE film completed (NPS)</p>

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	315	305	304	301
Girls	293	310	304	326

Student attendance profile

School				
Year	2014	2015	2016	2017
K	95.6	92.8	81.8	95.2
1	95.3	93.3	92.3	94
2	94.9	93.5	93.4	93.9
3	93.5	91.8	94	94.6
4	94.2	92.1	93	95.3
5	95	92.7	94.1	92.6
6	94.4	93.1	91.2	93.6
All Years	94.7	92.8	91.5	94.2
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

Class teachers maintain attendance rolls accurately. Individual student attendance is monitored, including number of absences and keeping records of parental explanations. If concerns arise for a particular student, a sequence of steps are taken to address the issues. These can include requesting notes, arranging parental meetings, liaison with medical providers and engaging the assistance of the Home School Liaison Officer.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	5
Head Teacher(s)	0
Classroom Teacher(s)	23.56
Teacher of Reading Recovery	0.92
Learning & Support Teacher(s)	1.7
Teacher Librarian	1.2
Teacher of ESL	0
School Counsellor	1
School Administration & Support Staff	5.56
Other Positions	0

*Full Time Equivalent

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

Teacher qualifications

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

Teacher qualifications

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

Professional learning and teacher accreditation

All teaching staff at Narranga Public School undertook significant professional learning during 2017. The majority of these activities were conducted within the school. They included fortnightly meetings focusing primarily on aspects of the School Plan, and a variety of activities in the school's Staff Development Days. Identified expert teachers collaborated with their colleagues in the classroom to improve the teaching of spelling, writing, numeracy problem solving and teaching strategies of greatest effect size in general. The school also conducted PL activities to facilitate ICT use in the classroom, and the various mandatory training categories such as WHS, anaphylaxis, Child Protection and asthma were covered for all staff.

Twelve Narranga teachers were working towards Board of Studies Teaching and Education Standards accreditation.

Financial information (for schools using 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.

<You may use this text box to comment on:

- voluntary school contributions
- any significant variation between income and expenditure
- high levels of retained income and retained income held in trust
- significant expenditure on student curriculum materials, resources and technology.>

Delete text not required.

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	845,019
Appropriation	784,329
Sale of Goods and Services	-597
Grants and Contributions	60,875
Gain and Loss	0
Other Revenue	0
Investment Income	412
Expenses	-547,703
Recurrent Expenses	-517,068
Employee Related	-349,876
Operating Expenses	-167,193
Capital Expenses	-30,635
Employee Related	0
Operating Expenses	-30,635
SURPLUS / DEFICIT FOR THE YEAR	297,316
Balance Carried Forward	297,316

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.

<Use this text box to enter a general statement describing:

- your school's financial management processes and governance structures to meet financial policy requirements
- any unusual spending patterns or substantial underspending/overspending (e.g. accommodating leave, illness, savings for planned capital expenditure)
- intended use of funds available>

Delete text not required.

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	3,945,949
Base Per Capita	92,918
Base Location	4,364
Other Base	3,848,667
Equity Total	544,673
Equity Aboriginal	84,235
Equity Socio economic	226,147
Equity Language	12,972
Equity Disability	221,319
Targeted Total	410,474
Other Total	423,871
Grand Total	5,324,967

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

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

School performance

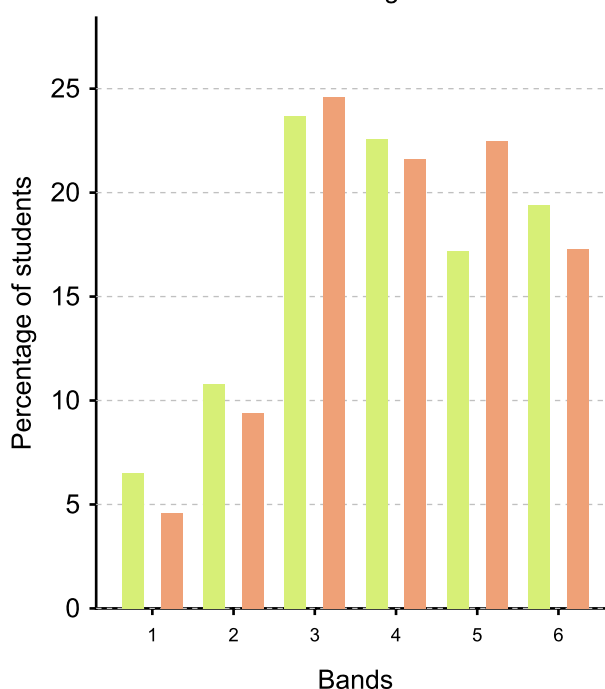
NAPLAN

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

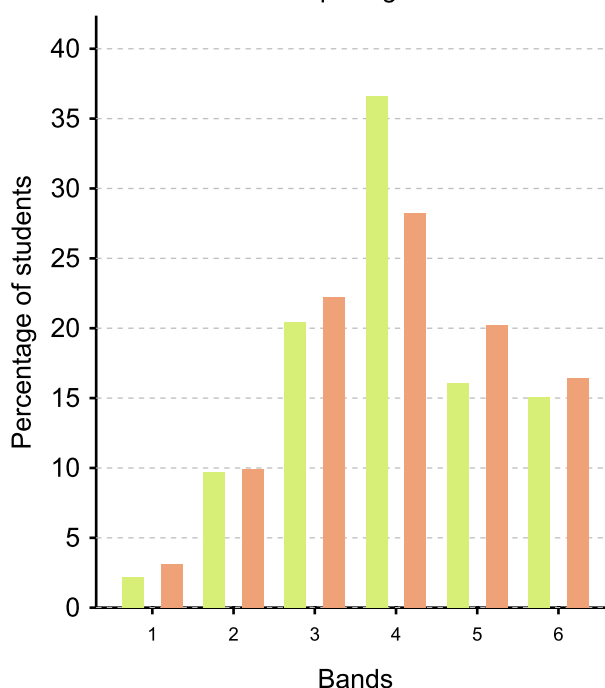
Narranga student performance in NAPLAN is analysed in combination with school based data to monitor individual student progress and to identify school trends. One aspect of NAPLAN data which the school monitors closely is the rate of academic growth as students progress through the school. It is our aim to have more than the average 50% of students achieving a rate of growth above the expected standard.

In 2017, the percentage of students who achieved above expected growth between Year 3 and Year 5 in Reading was 58%, Spelling 56%, Grammar and Punctuation 51% and Writing 44%. Between Year 5 and Year 7 the percentage of students above expected growth in Reading 66%, Grammar and Punctuation 64%, Writing 53% and Spelling 46%. These results support our belief that our literacy programs are effectively developing our students' skills, and provide direction for further planning.

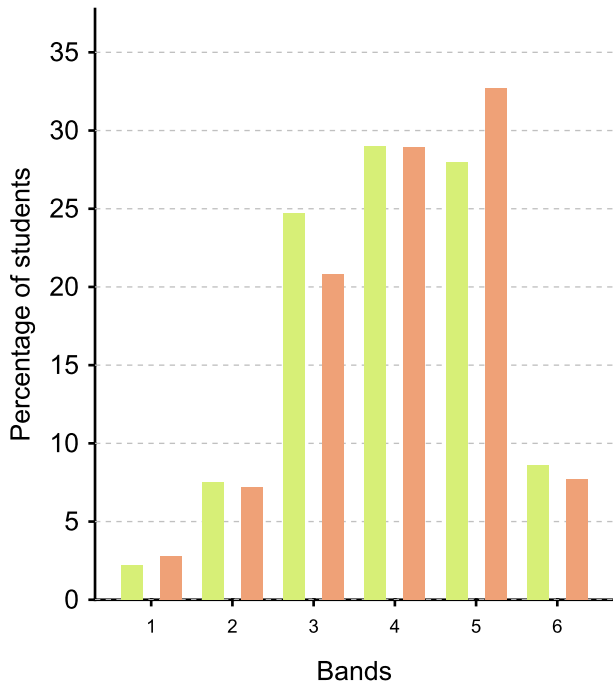
Percentage in bands:
Year 3 Reading



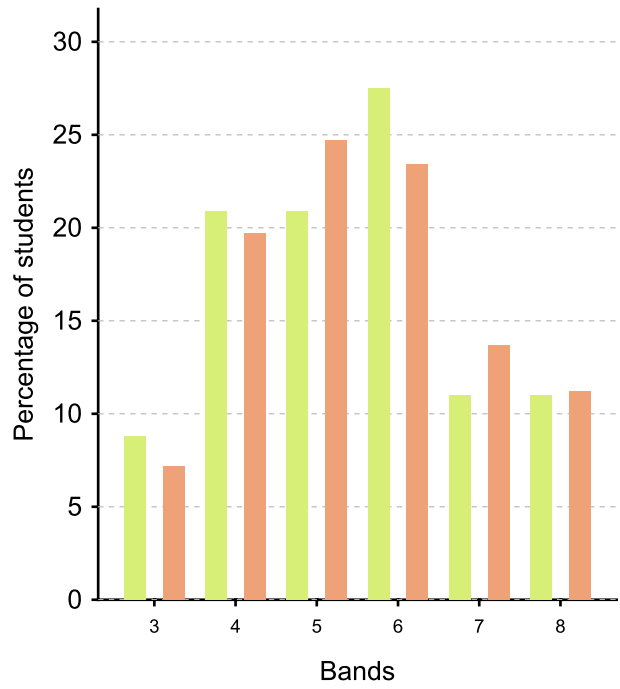
Percentage in bands:
Year 3 Spelling



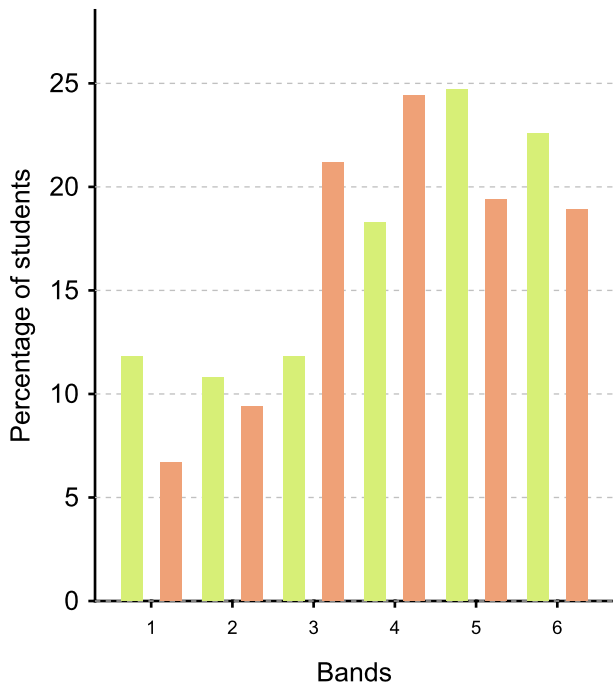
Percentage in bands:
Year 3 Writing



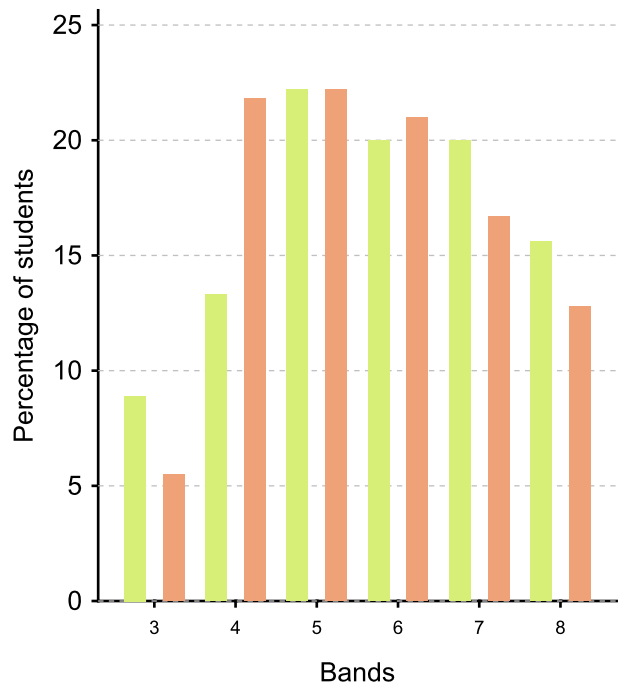
Percentage in bands:
Year 5 Grammar & Punctuation



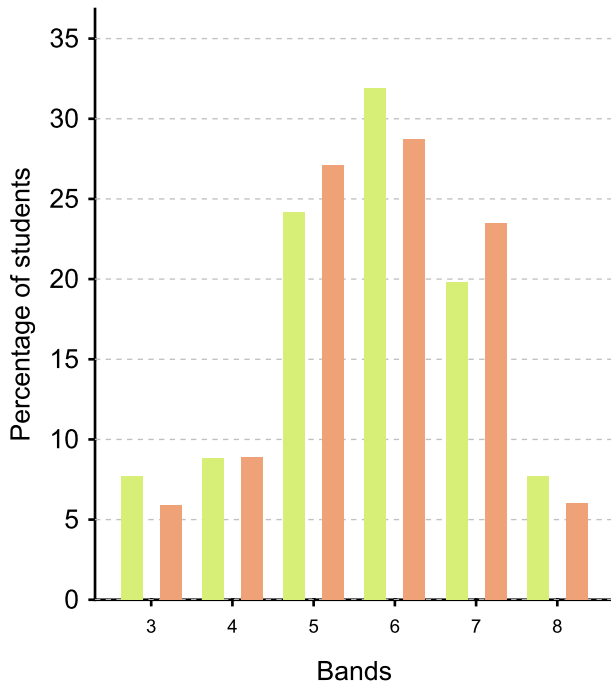
Percentage in bands:
Year 3 Grammar & Punctuation



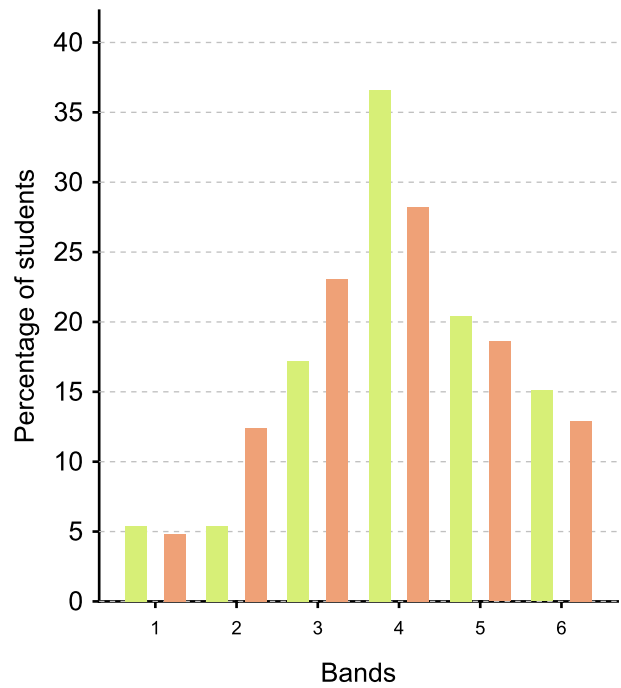
Percentage in bands:
Year 5 Reading



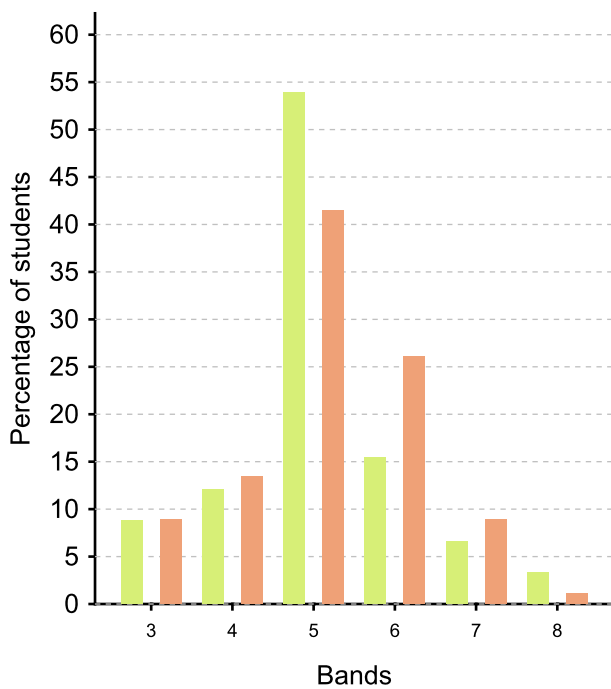
Percentage in bands:
Year 5 Spelling



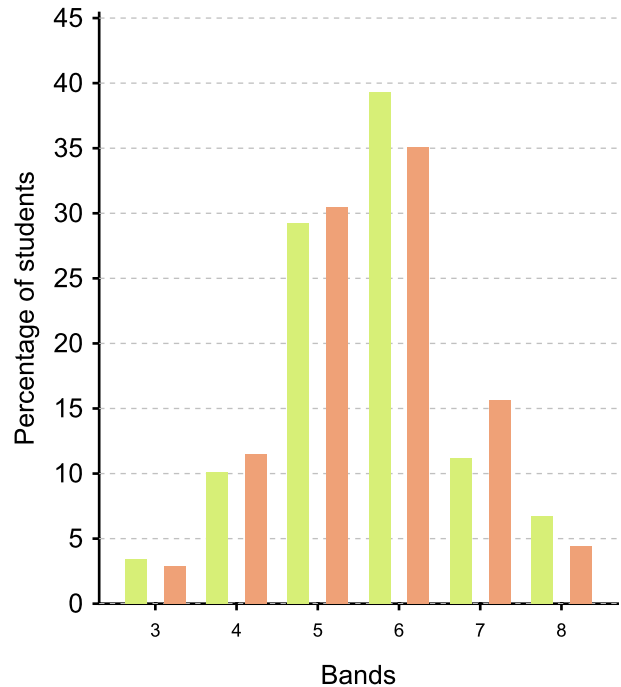
Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Writing



Percentage in bands:
Year 5 Numeracy



In 2017, the percentage of students who achieved above expected growth in Numeracy between Year 3 and Year 5 was 53%, while between Year 5 and Year 7 it was 67%. Again, this growth indicates the effectiveness of our Numeracy programs, particularly the Quicksmart program for Years 5 and 6.

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

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

- Narranga parents' overall responses were more positive than the NSW average.
- Parents felt that the school supports positive behaviour and school safety was a priority.
- Parents felt welcome at the school, and that communication protocols were practical and effective.
- They saw the school as being supportive to its students, and encouraging high expectations with work and behaviour.
- They were satisfied with the information they received about their children's progress.
- Only 12% of parents were involved in school committees such as the P&C.

Policy requirements

Aboriginal education

Narranga Public school implemented a number of initiatives to promote educational outcomes for its Aboriginal students in 2017. Our plan included:

- The Aboriginal Education Officer working with Aboriginal students on learning programs including Reading Doctor, Jolly Phonics, Letter Formation and writing numbers.
- Stage 3 Aboriginal students participated in the QuickSmart program, with all experiencing increased speed and accuracy in completing number operations.
- Stage 1 Aboriginal students participating in the Minilit program to develop literacy skills.
- Families invited to a community breakfast in Term 1 in order to foster home / school links and jointly develop ILPs for every Aboriginal student
- NAIDOC Week activities celebrated Aboriginal culture, including performances by Aboriginal students from Orara High School..

Multicultural and anti-racism education

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

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