

Narara Public School

Annual Report



2018



2703

Introduction

The Annual Report for **2018** is provided to the community of Narara Public School as an account of the school's operations and achievements throughout the year.

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

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School background

School vision statement

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

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

Our school vision promotes three key ideas to drive us forward. Innovative Teaching, Strong Connections and High Performance.

School context

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

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

Narara Public School has a population of 385, consisting of 5% from Aboriginal heritage and 3% from non-English speaking backgrounds. Currently, our 15 classes are organised into year and stage groups including 10 multi-age classes and an Early Intervention unit. Student enrolments have expanded over the last few years.

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

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

The school prides itself on being a Positive behaviour for Learning School, a KidsMatter school and a Trauma Informed Practice School.

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

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

This year, our school undertook self-assessment using the School Excellence Framework. 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.

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

Innovative Teaching

Purpose

To create engaging, differentiated teaching and learning programs that reflect high expectations communicated through effective assessment and feedback processes, which is supported by students, staff and community to ensure consistent student growth.

Learning – Curriculum, Assessment, Reporting, Student Performance Measures.

Teaching – Effective Classroom Practice, Data Skills and Use, Learning and Development,

Leading – Educational Leadership, School Resources, Management Practices and Processes.

Overall summary of progress

Writing

In 2018 we completed the staff training in Big Write with the classroom practice. Teachers have a firm understanding of the Big Write process and are using the teaching strategies and pedagogy to enhance their teaching of writing across K–6. We have a clear writing assessment schedule with cold writes that are displaying growth. In 2019 these will be linked to assessment rubrics, utilising the learning progressions and linked to syllabus outcomes.

MSLE

MSLE has been trialed in 3 classrooms in 2018. A year 2, Kindergarten and a year 1. We used QTSS time for stage 1 teachers to observe MSLE in practice and had the AP complete demonstration lessons and OPT in professional learning. We ran a TPL session for all staff, showing them the theories behind MSLE and the whole language. In 2019 we will run MSLE through all classes and hopefully train more teachers in the process.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased proportion of students in the top two NAPLAN bands (baseline 2015–2017) in reading by 4% in Year 3 and by 19% in Year 5 and in numeracy by 18% in Year 3 and 23% in Year 5 to be consistent at 50%.	\$8000 towards Literacy TPL.	As a result of interventions into curriculum we had the following percentages of students in the top 2 Bands. Reading: Year 3 46% Year 5 25% Numeracy: Year 3 30% Year 5 17% These cohorts had been traditionally low. Previous year was : Reading: Year 3 54% Year 5 30% Numeracy: Year 3 41% Year 5 32%

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Aboriginal students match or exceed broader population contributing towards 35% state target in top 2 bands, where data is statistically viable Baseline 2015–2017 80% Year 3, 50% Year 5 and 33% Year 7 in reading and 33% Year 3, 0% Year 5 and 33% Year 7. .	\$8000 Targeting SLSO time.	Targeted SLSO time to support Aboriginal Students

Next Steps

In 2019 the school will continue to focus on its curriculum areas. In particular:

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

Strategic Direction 2

Strong Connections

Purpose

To create a safe and inclusive school environment for all students, staff and community members where everyone feels connected and a sense of belonging.

Learning – Learning Culture, Wellbeing, Curriculum, Assessment, Reporting,

Teaching – Effective Classroom Practice, Learning and Development.

Leading – Educational Leadership, School Planning, Reporting and Implementation, School Resources, Management Practices and Processes.

Overall summary of progress

Narara Public school continued to implement a new welfare approach, with a focus on positive mental health for students..

Phase 3, Tiered intervention strategies were introduced for our Positive Behaviour for Learning (PBL) initiative. The school newsletter allowed parents to know the weekly behaviour focus. During Education Week we engaged our community in student well-being, with parent sessions explaining resilience, anti-bullying and trauma. In 2018 the school spent significant amount of time working on Trauma Informed Practices (TIP's) and professionally developing its staff to understand the psychology behind the behaviours. This policy also defined school procedures for record keeping, on-going monitoring of behaviours and decision-making.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Maintain school mean equivalent or higher to NSW (TTFM) of: Students with positive relationships (School 85%, State 85%), Students with positive behaviour at school (School 84%, State 83%), Effort (School 88%, State 88%) Improve school mean to equivalent or higher to NSW (TTFM) of: Students with a positive sense of belonging (School 71%, State 81%) and Students that value schooling outcomes (School 90%, State 96%).	\$5000 on resources and Teacher Professional learning.	This year the school developed passive play areas, a playground engagement plan, updated welfare policy to address tier 2 interventions and continued the Bounce back program.
Increase student growth baseline (2015–2017) from 49% Year 5 and 58% Year 7 in reading, 55% Year 5 and 66% Year 7 in numeracy to 60%, 65%, 60% and 70% respectively.	\$21 000 employment of Communications officer out of Principal support funds.	Introduction of Home Learning policy and employment of a social media officer with clear guidelines.

Next Steps

In 2019 the school will continue to focus on its wellbeing areas. In particular:

- Finalising an online referral system for Learning support.

- Introducing a positive rewards system across the school.
- Having appropriate Tier 1 and Tier behaviour intervention programs available for our students.
- Developing appropriate classroom intervention charts.

Strategic Direction 3

High Performance

Purpose

To create highly effective structures and procedures to support whole school community functioning and performance.

Learning – Wellbeing, Curriculum, Assessment, Reporting,

Teaching – Effective Classroom Practice, Learning and Development.

Leading – Educational Leadership, School Planning, Reporting and Implementation, School Resources, Management Practices and Processes.

Overall summary of progress

In 2018 Narara Public School continued to improve systems and structures across the school relating to teacher organisation and communication. This included the professional development of using the MyPL learning tool, a learning log for staff and a Professional Development Powerpoint Template which was consistent across the school. Staff were made aware of accreditation processes and responsibilities to gain and maintain accreditation. assessment and Reporting overviews were developed across the school and an assessment and reporting policy guidelines were made in draft form to be implemented in 2019.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Maintain school mean equivalent or higher to NSW GOVT NORMS (TTFM) of: Parents feel Welcome within the school (School 7.9, State 7.4), Parents are Informed (School 6.9, State 6.6), School Supports Learning (School 7.3, State 7.3), School Supports Positive Behaviour (School 7.8, State 7.7), Safety at School (School 7.4, State 7.4), Inclusive School (School 7.1, State 6.7).	\$2000	Staff trained in use of MyPL training software. Staff are aware of accreditation processes.
Maintain school mean equivalent or higher to NSW (TTFM) of: Leadership (School 7.1, State 7.1), Collaboration (School 7.8, State 7.8), Learning Culture (School 8.3, State 8.0), Data Informs Practice (School 7.9, State 7.8), Teaching Strategies (School 8.2, State 7.9) and Inclusive School. (School 8.2, State 8.2). Improve school mean to equivalent or higher to NSW (TTFM) of: Technology (School 5.2, State 6.7).	\$2000	School assessment and learning draft overview is developed. Assessment tracking procedures are developed.

Next Steps

In 2019 the school will continue to develop appropriate systems and structures to support the smooth running of the school. This will include:

- Develop the structures and processes for evaluation of school plans, programs and systems in relation to priority areas and Key Funding Initiatives.
- Review current practices that provide opportunities for aspiring leaders to lead aspects within the school and develop aspiring leaders policy.
- Development of Assessment tracking utilising SENTRAL. with policy guidelines and 'How to' documents.

Key Initiatives	Resources (annual)	Impact achieved this year
Environmental	\$3000 Environmental Grant	In 2019 we applied for the school environment grant and received \$3500. From this we bought tools, plants, a chicken coup and chickens and fruit trees for our garden. The garden club was tended by around 70 children over the year from Kindergarten to Year 6.
Learning and Support and Welfare	\$2000 TPL on SENTRAL	<p>We value and welcome external providers (speech, Occupational Therapists) to work collaboratively within our educational environment, further supporting all developmental areas. We have implemented a policy, structures & systems to ensure best practice when having external providers in our school. This system has ensured that providers are currently working collaboratively with staff to support student academic, social & emotional learning goals.</p> <p>A new Sentral system has been implemented and staff have been trained to use it. The system tracks personalised learning & behaviour plans, adjustments & evidence which ensures all information can be accessed from a central location.</p>
Sport and PDHPE	\$1200 TPL time.	We have drafted a cope and sequence based on data gathered from staff. In doing so we have identified areas for improvement such as; understanding new syllabus; allocating available Professional Learning time and specific content areas e.g. skills/strategies
ICT	\$16 000 on new technology.	In 2018 resources were purchased allowing students from Kindergarten to Year 6 to have access to robotics and coding programs. These resources were utilised during team teaching technology lessons. Lessons increased staff awareness of future focused technologies, providing them with an understanding of the new science and technology syllabus outcomes. Students were highly engaged in robotics/coding lessons, developing the language and basic skills in using this equipment.

Student information

Student enrolment profile

	Enrolments			
Students	2015	2016	2017	2018
Boys	182	199	204	198
Girls	179	179	196	180

Student attendance profile

School				
Year	2015	2016	2017	2018
K	96.3	95.9	94.1	93.3
1	96.3	94.9	94.3	93.1
2	95.4	93.6	94.3	94
3	94.8	94	95.1	93
4	95.2	93.4	93.4	92.5
5	93.5	94.1	94.2	93.1
6	94.5	94.2	91.3	91.5
All Years	95.3	94.3	93.7	93
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

Management of non-attendance

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

Class sizes

Class	Total
KM	19
K_1J	22
KR	20
1G	21
1M	22
2S-	23
2H	23
2_3P	20
3_4N	29
3_4C	30
3_4B	29
4_5F	29
5_6D	29
5_6W	31
5_6J	28

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	14.88
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.9
Teacher Librarian	0.8
School Administration and Support Staff	3.42

*Full Time Equivalent

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

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	90
Postgraduate degree	10

Professional learning and teacher accreditation

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

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	232,390
Revenue	3,567,549
Appropriation	3,397,882
Sale of Goods and Services	3,149
Grants and Contributions	164,213
Gain and Loss	0
Other Revenue	0
Investment Income	2,305
Expenses	-3,534,117
Recurrent Expenses	-3,534,117
Employee Related	-3,158,657
Operating Expenses	-375,461
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	33,432
Balance Carried Forward	265,822

School spending is aligned closely to the school plan with some Key Funding Initiatives targeted to support school based programs. A significant amount was spent on increasing the amount of technology in the hands of students through purchase of K-6 robotics and coding programs, as well as the continual upkeep of our SMART Boards and Interactive TV's.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	2,555,914
Base Per Capita	77,348
Base Location	0
Other Base	2,478,566
Equity Total	204,322
Equity Aboriginal	17,935
Equity Socio economic	44,194
Equity Language	6,418
Equity Disability	135,775
Targeted Total	326,554
Other Total	116,653
Grand Total	3,203,443

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

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

School performance

NAPLAN

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

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

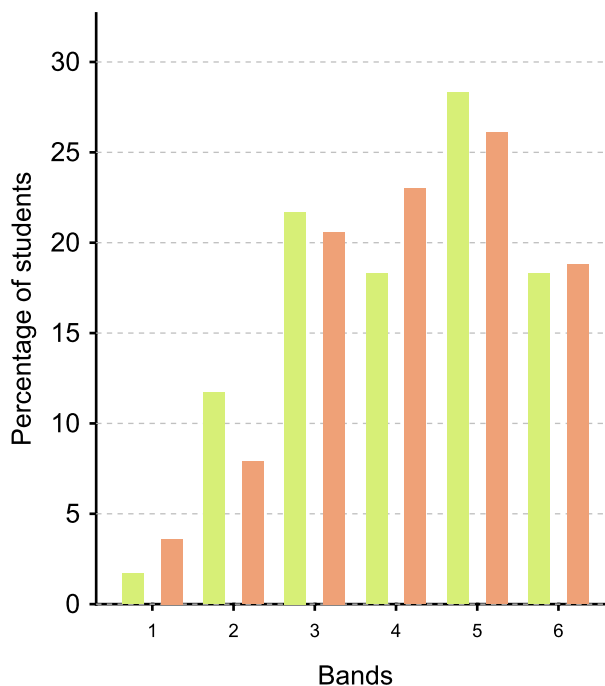
Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

In Year 3 2018, the school had 46% of students in the top 2 bands for Reading, 39% in the top 2 bands for Grammar and Punctuation, 38% in the top 2 bands for spelling and 45% in the top 2 bands for writing.

In Year 5 2018, the school had 19% of students in the top 2 bands for Grammar and Punctuation, 25% in the top 2 bands for Reading, 18% in the top 2 bands for spelling and 6% in the top 2 bands for writing.

Band	1	2	3	4	5	6
Percentage of students	0.0	10.0	25.0	26.7	16.7	21.7
School avg 2016-2018	1.2	7.3	23.6	20	20.6	27.3

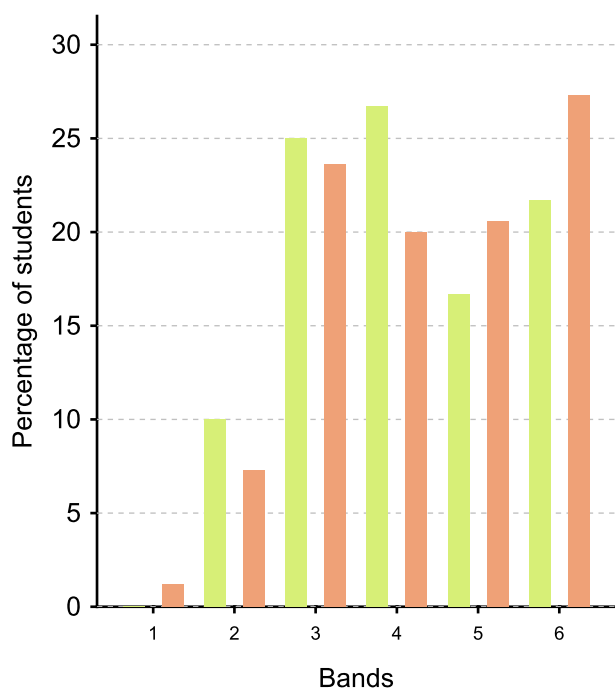
Percentage in bands:
Year 3 Reading



Percentage in Bands
School Average 2016-2018

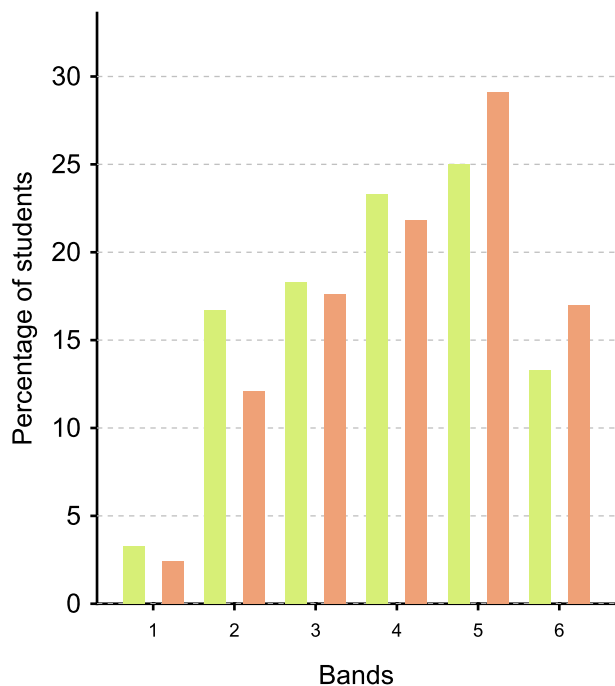
Band	1	2	3	4	5	6
Percentage of students	1.7	11.7	21.7	18.3	28.3	18.3
School avg 2016-2018	3.6	7.9	20.6	23	26.1	18.8

Percentage in bands:
Year 3 Grammar & Punctuation



Percentage in Bands
School Average 2016-2018

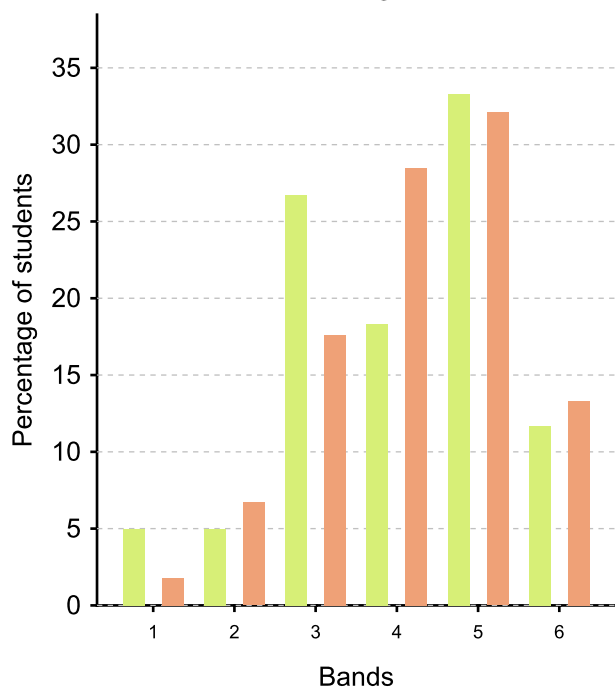
Percentage in bands:
Year 3 Spelling



Percentage in Bands
School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	3.3	16.7	18.3	23.3	25.0	13.3
School avg 2016-2018	2.4	12.1	17.6	21.8	29.1	17

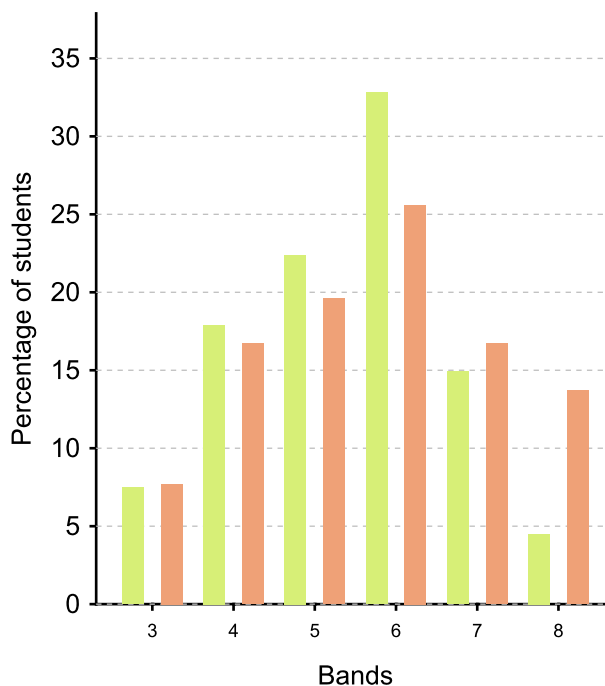
Percentage in bands:
Year 3 Writing



Percentage in Bands
School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	5.0	5.0	26.7	18.3	33.3	11.7
School avg 2016-2018	1.8	6.7	17.6	28.5	32.1	13.3

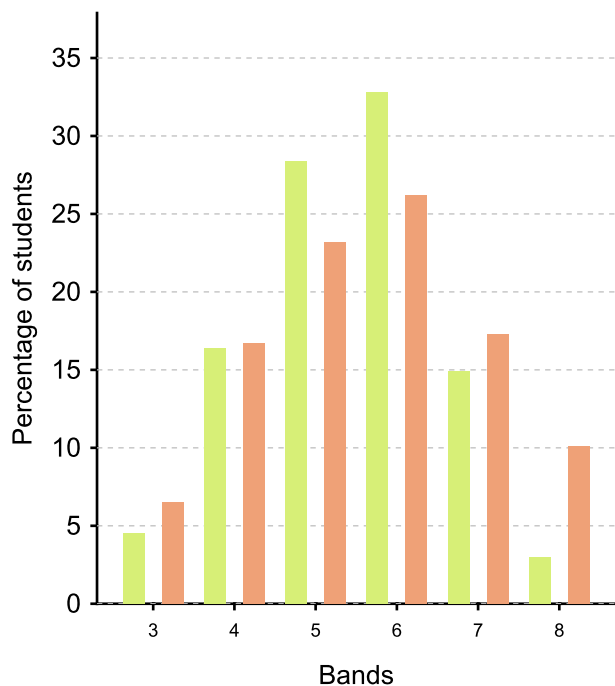
Percentage in bands:
Year 5 Grammar & Punctuation



Percentage in Bands
School Average 2016-2018

Band	3	4	5	6	7	8
Percentage of students	7.5	17.9	22.4	32.8	14.9	4.5
School avg 2016-2018	7.7	16.7	19.6	25.6	16.7	13.7

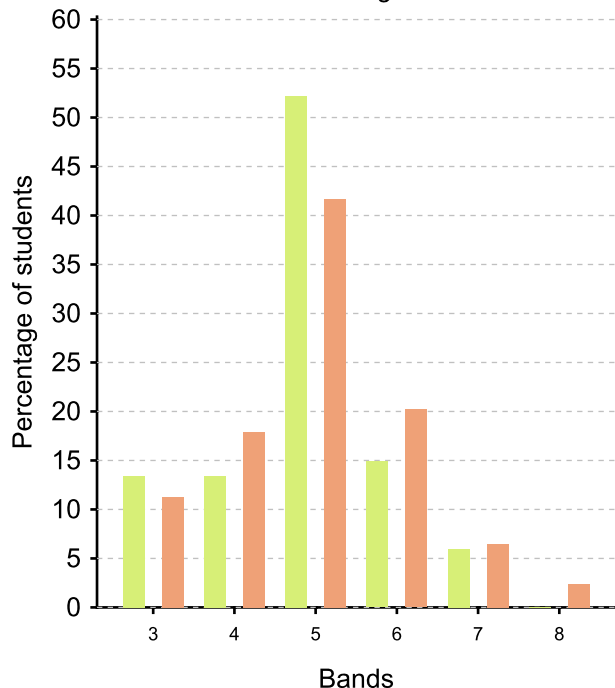
Percentage in bands:
Year 5 Spelling



Percentage in Bands
School Average 2016-2018

Band	3	4	5	6	7	8
Percentage of students	4.5	16.4	28.4	32.8	14.9	3.0
School avg 2016-2018	6.5	16.7	23.2	26.2	17.3	10.1

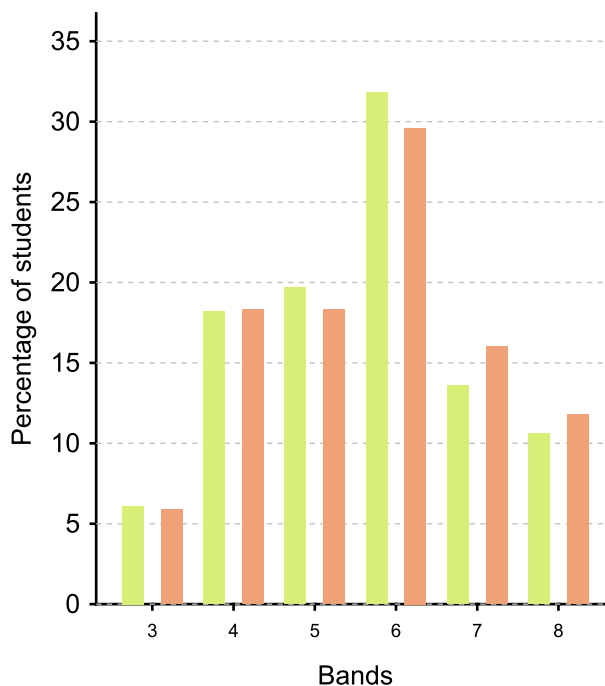
Percentage in bands:
Year 5 Writing



Percentage in Bands
School Average 2016-2018

Band	3	4	5	6	7	8
Percentage of students	13.4	13.4	52.2	14.9	6.0	0.0
School avg 2016-2018	11.3	17.9	41.7	20.2	6.5	2.4

Percentage in bands:
Year 5 Reading



Percentage in Bands
School Average 2016-2018

Band	3	4	5	6	7	8
Percentage of students	6.1	18.2	19.7	31.8	13.6	10.6
School avg 2016-2018	5.9	18.3	18.3	29.6	16	11.8

In Year 3 Numeracy 2018, we had 30% of students in the top 2 bands.

In Year 5 Numeracy 2018, we had 17% of students in the top 2 bands.

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

Another reporting requirement for the state prioritises improving Aboriginal Education outcomes. Schools with significant numbers of Aboriginal students are required to report on the percentage of Aboriginal students in the top two NAPLAN bands. Narara Public School has less than ten Aboriginal students in Years 3 and 5, therefore data is not required

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. In 2018 the school utilised the Tell Them from Me Parent Survey and the Tell Them from Me Student Survey. The parent survey was broken up into 7 domains. The results are as follows:

1. Parents feel welcome 76%
2. Parents are informed 67%
3. Parents Support Learning at Home 65%
4. School Supports Learning 74%
5. School Supports Positive Behaviour 80%
6. Safe School 76%
7. Inclusive School 69%

The student survey indicated: Students feel accepted and valued by their peers and by others at their school.

– 65% of students in this school had a high sense of belonging.

– 71% of the girls and 62% of the boys in this school had a high sense of belonging. Students have friends at school they can trust and who encourage them to make positive choices.

– In this school, 91% of students had positive relationships.

– 93% of the girls and 90% of the boys in this school had positive relationships. Students have friends at school they can trust and who encourage them to make positive choices.

– In this school, 78% of students had positive behaviour.

–82% of the girls and 71% of the boys in this school with positive student behaviour at school.

Students try hard to succeed in their learning.

–82% of students in this school tried hard to succeed.

–93% of the girls and 72% of the boys in this school tried hard to succeed.

Policy requirements

Aboriginal education

Based on previous school evaluations of Aboriginal Education, during 2018 we focused on improving the following areas:

*The educational outcomes of Aboriginal and Torres

Strait Islander students, particularly numeracy and literacy

*Building increased knowledge and understanding of Aboriginal Australia for all staff and students through the development of a Cultural Continuum

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

In 2017 Narara Public School involved itself in localised cultural activities like the Valley Schools Aboriginal Cultural Day.

Multicultural and anti-racism education

In 2018 the school continued to update the Welfare policy, ensuring that we effectively met Department of Education policy aims of Multicultural and Anti-Racism Dimensions, namely:

* promoting acceptance of Australia's cultural, linguistic and religious diversity

* challenging prejudiced attitudes * ensuring that sanctions are applied against racist and discriminatory behaviours

* ensuring that all students, staff and families felt culturally safe at school, especially through the Kismatter Pedagogy

In 2018 we held our Harmony Day Assembly and conducted anti-bullying lessons over the week culminating in a whole school assembly. Other school programs

Other school programs

Student leadership

In 2018 Narara Public School's Student Representative Council (SRC) gave the students a voice into what was happening within their school. The council included representatives from Year 2 to Year 6. It would meet every 3 weeks to discuss student ideas to improve their quality of life within the school. As a result of a strong student voice we were able to add the following new ideas into our school:

* Fun Friday Lunchtime Activities to engage our students during this time

* Easter Bun fundraiser for the Year 6 present

Environmental education and sustainability

During 2018 the school continued its Environmental Eco-Schools program. These funds went towards the planting of a vegetable garden and the establishment of a chicken coup. The committee also introduced a recycling program where we get money for bottles and cans donated by our local community. Our environment club manages over 70 students involved with recycling,

waste management, gardening, farming and healthy eating practices.

Family and community programs

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

Creative and Performing Arts

Creative Arts is a priority program within the school. During their class teacher's release time, each class participates in a weekly lesson with a specialist creative arts teacher. In addition, across the school performing arts programs include junior and senior bands, a K-3 string (violin) group, junior and senior choirs, a recorder group and a dance group. In 2018 the Recorder Group performed at the Festival of Instrumental Music at the Sydney Opera House. The Senior Choir performed in the Festival of Choral Music at the Opera House. The school also ran an extremely popular musical based around the story of Cinderella.

Sport

Narara Public School entered a number of PSSA sporting competitions in 2018. These included boys and girls soccer, boys cricket, girls netball, boys and girls basketball and touch football gala days. We had many students reach zone and district levels for swimming, cross-country and athletics. After evaluating our current sport programs, we plan to raise the profile of sport within our school during 2019