

# Narromine Public School

## Annual Report



2018



2713

## Introduction

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

It provides a detailed account of the progress the school has made 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.

Denise King

Principal

### School contact details

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# School background

## School vision statement

Quality Education in a Caring Environment.

## School context

Narromine Public School is located in the Macquarie Valley in central New South Wales. The current school enrolment is 285, this includes a 61% cohort of students identifying as being Aboriginal.

NPS provides a variety of opportunities for academic, sporting, cultural and social achievements in a supportive and collaborative environment. Curriculum access for students is maximized through our three focus areas of:

- Engaged, Responsible and Successful Learners,
- Quality Teaching Team, and
- Meaningful Community Partnerships.

Our school is set on a large block with extensive grass and asphalt areas for play and sporting activities, with 18 classrooms, a science lab, sports and creative arts hall, a modern well equipped library/research hub and a number of covered outdoor learning areas (COLA). The school is well equipped for a range of learning activities.

The school and community value our motto of 'Achieve with Honour' and the school's Positive Behaviour for Learning philosophies of being respectful, honest and responsible learners working together to promote quality education and a caring school culture.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

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

In 2018, staff at Narromine Public School continue to indicate a deeper understanding and appreciation for the elements within the School Excellence Framework. Our school has continued to collect evidence of our systems and practices to show progress within the specific elements of the framework and school plan.

In the Learning domain our school is able to demonstrate that we have a learning culture that is sustaining and growing as our school engages in strong collaborations between parents, students and communities to support the learning for all students. Teachers, students and parents are working together to support systematic process across learning, reporting, wellbeing and attendance.

In the domain of Teaching, our school is focused on effective evidence based teaching and learning. Teachers provide explicit, systematic and timely feedback supporting improved student learning. The school monitors the accreditation status of all staff and actively encourages the pursuit of higher levels of accreditation through the active engagement of Personal Development Plans and targeted professional learning opportunities. Teachers actively evaluate, share and discuss their own learning, with the aim of improving whole school practice.

Within the domain of Leading Narromine Public School is sustaining and growing. We have an emphasis on developing effective instructional leadership, positive management skills and intuitive leadership that develops collaborative practices and demonstrates a high performance culture across our school for all stakeholders.

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

Engaged, Responsible, Successful Learners

### Purpose

To develop critical and creative thinkers who are connected, challenged and engaged in their learning.

Students will:

- demonstrate independence and resilience,
- value and foster positive relationships and school pride,
- be self-regulated, take responsibility for their learning and strive to improve,
- develop a strong foundation in literacy and numeracy, a deep content knowledge and confidence in their ability to learn.

### The concepts used to drive our purpose:

Educational – Australian curriculum (planning, implementation, assessment and reporting), teacher quality and quality teaching practices supported by Teacher Professional Learning plans .

Knowledge and Learning –Targeted support for Student Management plans (IEP's, PLP's, BMP's, OOHC plans), effective feedback and student engagement through meaningful assessment, teaching and learning.

Educational Best Practice Innovations – Early Action For Success, Project Based Inquiry Learning and Positive Behaviour for Learning.

### Overall summary of progress

In 2018, all teachers have been involved in professional learning that focuses on using evidence-based teaching practices. Learning intentions and success criteria have been a focus for all teachers to acquire knowledge and understanding to implement them in the classroom and enhance teacher responsiveness in meeting the learning needs of all students.

In Term 2, a survey was given to teachers at the first professional learning session on learning intentions. The survey found, 12% of teachers were using them with verbal instructions, 6% were using them but not consistently and 82% had not implemented them within their classrooms. From this our target team held professional learning on learning intentions and success criteria. We surveyed our teachers again in Term 4. 12% had not used them in their classrooms, 23% were starting to use them, 47% were using them sometimes, and 18% were implementing them regularly in literacy and Mathematics lessons.

This year, teachers developed their knowledge and use of literacy and numeracy progressions and PLAN2 to enhance student outcomes. Teachers participated in professional learning, collaborated with each other to ensure consistency in using them and developed their understanding of implementing literacy and numeracy progressions with student learning goals.

K–2 staff have used literacy and numeracy progressions throughout the year and are consolidating their understanding of using PLAN2 software. Data demonstrates that staff have increased their knowledge of the literacy and numeracy progressions and using PLAN2 software.

Professional learning on literacy and numeracy progressions has enabled teaching staff to collaborate within and across stages to ensure consistency of literacy and numeracy progressions and develop understanding and knowledge of the progressions to improve performance and development of our students

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased growth for students in all aspects of literacy and numeracy above like schools		2018 NAPLAN results saw an increased growth in students' achievement with 63% in grammar and

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
average in NAPLAN.		punctuation, 53% in reading, 44% in spelling, 48% in writing, compared to increases of 49% in grammar and punctuation, 45% in reading, 36% in spelling and 27% in writing in 2017 NAPLAN results. In numeracy students achieved 38% at or above student growth in 2018, compared to 40% in numeracy in 2017.
All staff engaging in differentiated teaching practices, improved assessment measures and professional learning.		<p>In 2018, teachers at Narromine Public School participated in professional learning on evidence-based teaching practices, literacy and numeracy progressions, NESA requirements in regards to accreditation and quality teaching TPLs in developing scope and sequences.</p> <p>Throughout the year teachers have participated in mentoring and collaborative practices in differentiated teaching practices through cooperative planning, team teaching and through professional observations.</p> <p>Through collaborative stage planning and summative assessments teachers have participated in professional discussions to improve pedagogy in differentiated planning and teaching for their students.</p>
All students demonstrating growth in line with learning progressions.		<p>In 2018, teachers in Kindergarten to Year 2 implemented the literacy and numeracy progressions focusing on the sub-elements of creating texts and quantifying numbers.</p> <p>Students demonstrated growth in literacy and numeracy through learning progressions. The learning progressions assisted teachers in recording their students' observations and patterns of learning to assist teachers in adjusting pedagogy and determining teaching priorities for their students.</p>

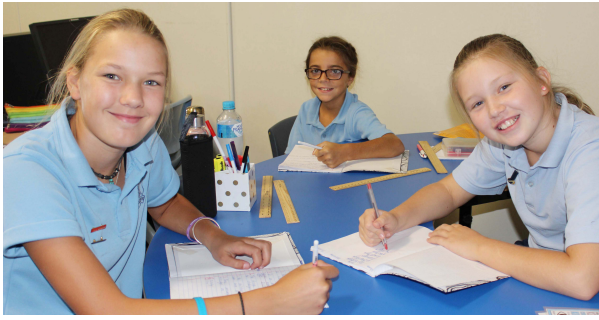
## Next Steps

To continue professional learning and development of evidence-based teaching practices and develop consistency in using evidence-based teaching practices to improve learning outcomes for students.

Embed practice of using literacy and numeracy progressions and PLAN2 data analysis for programming K-2 by applying consistent assessment practices.

Apply consistent assessment practices across K-6 classrooms and measure increases in results based on baseline data from the beginning of 2019.

Provide teachers with ongoing professional development in literacy and numeracy progressions and diagnostic assessments to assist teachers to consistently identify individual student literacy and numeracy needs and provide tailored support or interventions.



## Strategic Direction 2

### Quality Teaching Team

#### Purpose

To develop a professional team of highly effective teachers and leaders who demonstrate personal and collective efficiency in taking responsibility for student learning success and wellbeing. Teachers will use and understand evidence based pedagogies to maximise student experience success and achieve to the their potential.

We strive to ensure that student learning is underpinned by high quality teaching and leadership across our school with reviewed performance to drive improvement.

Teachers develop collaborative and efficient teams with a focus on evidenced based pedagogy, student welfare and student success.

#### The concepts used to drive our purpose:

Strong Start, Great Teachers – Investment in leadership development and capacity building.

Organisational – Local Schools Local Decisions, DEC Reforms, School Planning Processes and Practices, LMBR, Annual School Report (ASR), ongoing systematic reviews across all areas, student welfare/PBL equity philosophy, Nationally Consistent Collection of Data on school students with disability.

#### Overall summary of progress

During 2018, teachers at Narromine Public School have worked towards strengthening their knowledge of the new History and Geography syllabus as well as the processes and procedures of Narromine Public School. A new scope and sequence has been developed to support consistency in the implementation of this syllabus. We have also updated elements of our induction to school package including adding a video to support staff on playground duty and a staff room board to identify staff roles. These elements support new staff entering our school to make a smooth start at Narromine Public School and also ensures that they are equipped to follow our processes and procedures.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Staff work in teams to develop a coherent, sequenced curriculum which is underpinned by conceptual planning.	2 casual days = \$1,000	Staff have engaged in targeted professional learning around a newly developed scope and sequence for the History and Geography syllabus.
Mentor and peer teaching.	No cost	In the early stages of creating a mentor policy.
A comprehensive program for induction for new staff including experiences and professional development, school plans, policies, local history and culture and an introduction to local support services in the school.	No cost.	Information collected from staff about current practices.  Central location accessible to all staff in the staffroom.  Staff notice board updated to identify staff roles. Video developed to support consistency of practice when supervising on the playground.
A clear well sequenced school plan for curriculum delivery incorporating NSW Education Standards (NESA) documents	No cost.	Professional learning to all staff around NESA processes
Performance and Developmental Plans (PDPs) for all staff reflecting on teaching practice, common goals and links to the standards supported by a whole	No cost	All staff participate in observation lessons.  Staff implementing policy around Personal Development Plans

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
school approach informed by research.		All staff participate in observation lessons.  Staff implementing policy around Personal Development Plans

## Next Steps

Next steps:

Source professional learning around local history.

Implement newly developed History and Geography scope and sequences.

Refine structures for professional development around assessment and differentiation within the classrooms.





## Strategic Direction 3

### Meaningful Community Partnerships

#### Purpose

To enhance student partnerships to develop resilient, responsible and respectful learners.

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

#### The concepts used to drive our purpose:

Culture and Community – engagement with local community, with a particular focus on the Aboriginal community targeting our younger members, interagency links to support students and families in engaging with local services.

Community engagement – enhancing capacity (mental health, parenting, autism, new curriculum, mothers group–playgroup), increasing participation by recognising and addressing our barriers (physical, emotional and social), access to school resources and celebrations.

#### Overall summary of progress

In 2018, Narromine Public School has continued to work on strengthening our school and community engagements with a multitude of opportunities that have been provided. Our school events have been well attended by community members and have helped us to develop a positive community identity.

Narromine Public School has continued to work with external agencies to provide support for our students and to ensure that their health and welfare needs are being met. Members of the community have attended screening days facilitated within the school enhancing the overall wellbeing of the Narromine community.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
To increase the number of parents accessing our school information and community days.	Community engagement \$1,825	Over 100 community members attended our Grand Friends Day.  Forty eight service representatives attended our Community Link Up Day.  Ninety eight percent of families attended our Year 6 farewell.
To improve community and identity through a focus on cultural diversity and inclusion.		Over 100 community members attended our NAIDOC celebrations.  One hundred percent parent participation at our Year 6 transition meetings with 5 of the 6 families identified as Aboriginal. The families involved were parents of students with additional needs.
To increase the attendance at P&C meetings		Continued attendance at P&C meetings.
To increase the community awareness of health screenings, referrals and related programs.	Community Consultation \$2,253	The school and community team worked closely with students and families creating awareness of supports in place at NPS.

#### Next Steps

Provide focussed support through external agencies for our high support needs families.

Promote successes of programs to the broader community to increase awareness.

Continue to build on initiatives to increase student enrolment in Kindergarten.



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	Community engagement officer. .6FTE \$62,468.00 Meeting expenses \$200.00	<p>We pride ourselves on our strong relationships with our students and families and have continued to see family and community confidence in our school environment increase.</p> <p>Sixty-one percent of our school student cohort identify as Aboriginal and or Torres Straight, having kinship connections to more than 5 nations.</p> <p>We have worked hard to successfully complete 100% of Personalised Learning Plans for our indigenous students again with vital input from parents and carers.</p> <p>The school and community team have worked closely with students and families through the Connect All program and their extensive school screenings and overall wellbeing and health supports. They have formed strong partnerships with many outside agencies and developed a school and community awareness of supports in place at Narromine Public School.</p>
<b>Low level adjustment for disability</b>	1.9FTE LST \$192,990 SLSSO \$177,050	<p>Throughout 2018, Narromine Public School's Learning and Support Team has played a key role in ensuring that the specific needs of students with a disability and students with additional learning and support needs are met. Students who are identified as requiring support are regularly monitored through a consistent whole school approach and are discussed in a variety of meetings including Stage, Learning Support and Individual Learning Support Meetings. Teachers make adjustments to programs and continually monitor and evaluate them to ensure all students access quality learning. Teachers at Narromine Public School actively collect data on student learning needs through the completion of a range of assessment strategies which are used to inform teaching and learning programs and aid in the completion of the National Consistent Collection of Data. The Learning Support Team maintains collaborative partnerships with parents and carers and where necessary, seeks support from outside services in the wider community. Access to outside services has provided timely and effective support for students with additional needs. Students with additional learning and support needs are supported through small group and one on one instruction in the areas of social integration, language and communication, literacy, numeracy and behaviour</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	FTE 0.547 \$56,950	<p>The initiative has provided an additional staffing resource allocation to support teachers in implementing the Progressions of Learning. This has involved using each stage leader as</p>

<b>Quality Teaching, Successful Students (QTSS)</b>	FTE 0.547 \$56,950	an instructional leader and teacher mentor across Years 3–6 during 2018. Student learning samples have been collected and collaboratively analysed across the school to track and drive student learning.
<b>Socio–economic background</b>	.4FTE \$41,645	<p>Ongoing professional development has been undertaken by staff in K–6 with a focus on understanding and using literacy and numeracy progressions to develop improved classroom practice in consistent assessments to drive individualised learning goals for students K–6 in regards to literacy and numeracy outcomes.</p> <p>In addition to the provision of an instructional leader, further support was provided to students through explicit individual and small group interventions. Extensive support was made available for students in need of one to one support with literacy and numeracy.</p>
<b>Come and See</b>	<p>Program Cost \$31,600</p> <p>\$44,648</p>	<p>This year, Narromine Public School students who had been identified with speech needs participated in individualised and group speech therapy programs through Royal Far West in a program entitled 'Come 'N See'.</p> <p>'Come 'N See' is a technology–assisted, individualised speech, language and communication program for children in rural and remote regions of Australia. The program is delivered via Video Conferencing software and is presented on an interactive whiteboard. Students were initially screened and received subsequent therapy based on their needs on a regular basis. Some children participated in group therapy where up to four children with similar needs participated in lessons aiming to develop their expressive language, vocabulary and/or phonological awareness skills. Lessons directly correlated with the classroom curriculum and ongoing support was provided to the classroom teachers for the duration of the program. Each week students attended a therapy session supported by a therapy aid in the Tiered Learning Centre.</p> <p>This year, 24 students from Kindergarten to Year 5 participated in the 'Come and See' program. 50% were male and 50% were female. 88% of participants were in Kindergarten to Year 2 providing opportunities for early identification of needs and therapy.</p>
<b>Early Action for Success</b>	<p>Instructional Leader \$159,272</p> <p>1.4 FTE \$104,113</p> <p>.4 FTE \$41,645</p>	<p>Ongoing professional development and collaborative meetings have assisted K–2 staff in developing improved classroom practice in literacy with a focus on writing and in numeracy with an emphasis on number talks focusing on whole number and place value understanding.</p> <p>Students achieved improvements in literacy and numeracy as identified on the literacy and numeracy progressions .</p>

**Early Action for Success**

Instructional Leader  
\$159,272

1.4 FTE \$104,113

.4 FTE \$41,645

In Term 1, The Early Action for Success Interventionist assisted with one to one instruction with 70 students in the areas of phonological awareness and phonics and word recognition and assisted teachers in understanding literacy and progressions in the sub-elements of phonological awareness and phonics and word recognition.

In Term 2, The Early Action for Success Interventionist assisted with one to one instruction and small group interaction with 27 students in the areas of phonological awareness, phonics and word recognition and reading and comprehension.

In Term 3, The Early Action for Success Interventionist worked with 42 Kindergarten students through one to one instruction, small group interactions and team teaching explicitly with teachers in the areas of phonological awareness and phonics and word recognition and assisted teachers in understanding The literacy progressions in regards to their students learning goals.

In Term 4, The Early Action for Success Interventionist assisted with small group interactions with 15 Kindergarten students in the areas of phonological awareness and phonics and word recognition and one to one interactions with 22, Year 1 and Year 2 students in the areas of phonological awareness, phonics and word recognition, spelling and reading. Twenty-three students were supported with one to one reading interventions with 2 Reading Support Teachers.



## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	184	160	149	136
Girls	161	156	149	145

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	93	94	90.6	89.2
1	93	91.8	89.2	92.1
2	94.7	92.7	90.3	90.9
3	90.4	94.9	93.4	90.7
4	92.3	88.7	92.6	92.7
5	92.4	91	88.8	91.6
6	90.9	92.6	89.9	88.2
All Years	92.3	92.2	90.7	90.7
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

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

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	11.19
Teacher of Reading Recovery	0.53
Learning and Support Teacher(s)	1.4
Teacher Librarian	0.6
School Administration and Support Staff	5.65
Other Positions	1

\*Full Time Equivalent

Narromine Public School has 7 staff members that identify as being Aboriginal, of those 3 identify as Kamilaroi, 3 as Wiradjuri and 1 as Worimi.

### 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

Professional Learning is linked closely to the Narromine Public School 2018–20 School Plan.

The following Professional Learning is a snapshot into the training that has been accessed by our staff:

- Evaluation essentials for school leadership
- Scout for schools – business intelligence for education
- Using data with confidence
- Early Action For Success: Professional Learning
- eFTP financial planning
- Aboriginal Education Officers Workshops
- National Disability Insurance Scheme information sessions
- Science and technology syllabus plus
- Health care procedures/ recertification
- Writing for the web e-learning
- Primary Learning and Support Teacher network days

- Non crisis intervention training
- AUSTSWIM teacher of swimming and water safety certificate for NSW teachers
- Project based learning
- Youth mental health first aid

The whole school staff has participated in the following mandatory training:

- Code of conduct update
- Corruption prevention for public schools
- Child protection Training
- CPR/First Aid
- Anaphylaxis e-learning (APTSs) Leadership
- Anaphylaxis e-learning (APTSs) Teaching and Administrative Staff
- e-Emergency Care (APTSs)
- WHS Induction for Employees

## Financial information

### Financial summary

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

	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	320,457
<b>Revenue</b>	4,115,346
Appropriation	4,021,765
Sale of Goods and Services	2,739
Grants and Contributions	87,655
Gain and Loss	0
Other Revenue	0
Investment Income	3,188
<b>Expenses</b>	-4,198,278
Recurrent Expenses	-4,198,278
Employee Related	-3,949,171
Operating Expenses	-249,107
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	-82,932
<b>Balance Carried Forward</b>	237,525

The leadership team effectively allocates operational funds and plans processes to address school strategic directions and meets identified improvement priorities.

### Financial summary equity funding

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

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	2,101,999
Base Per Capita	58,622
Base Location	57,739
Other Base	1,985,638
<b>Equity Total</b>	1,062,047
Equity Aboriginal	453,722
Equity Socio economic	400,178
Equity Language	0
Equity Disability	208,147
<b>Targeted Total</b>	337,782
<b>Other Total</b>	376,782
<b>Grand Total</b>	3,878,610

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 understanding demonstrated in these assessments. Narromine Public School students participated in the National Assessment Program. It tests the types of skills that are essential for every child to progress through school and life. The tests cover skills in reading, writing, spelling, grammar and punctuation, and numeracy. The results across Years 3 and 5 are reported on a scale from Band 1 to Band 8.

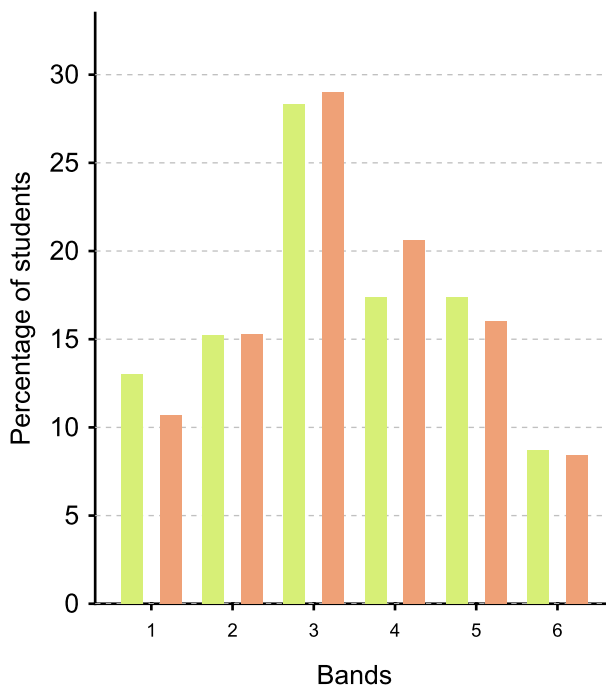
From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

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.

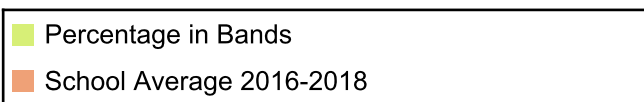
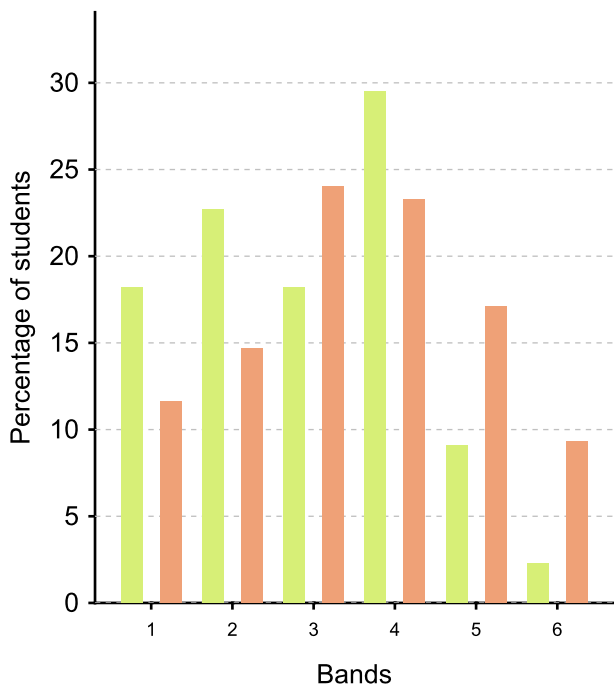
In 2018 Year 5 students demonstrated achievement and growth from their Year 3 results in a variety of areas of literacy. In reading, 53% of students were at or above their expected growth from Year 3 to Year 5 and 68% of students achieved above the national minimum standard (top four bands of Year 5) in reading. 63% of Year 5 students were at or above their expected growth in grammar and punctuation with these students achieving results above the national minimum standard. In writing, 57% of students achieved results above the national minimum standard.

A pleasing result for Year 3 students was achieved in writing, with 78% of Year 3 students scoring above the national minimum standard (top four bands for Year 3). 53% of Year 3 students achieved above the national minimum standard in spelling and an impressive 73% of students achieved above the national minimum standard in reading.

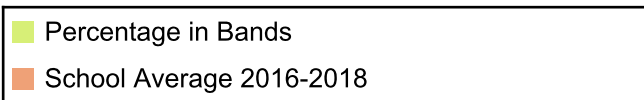
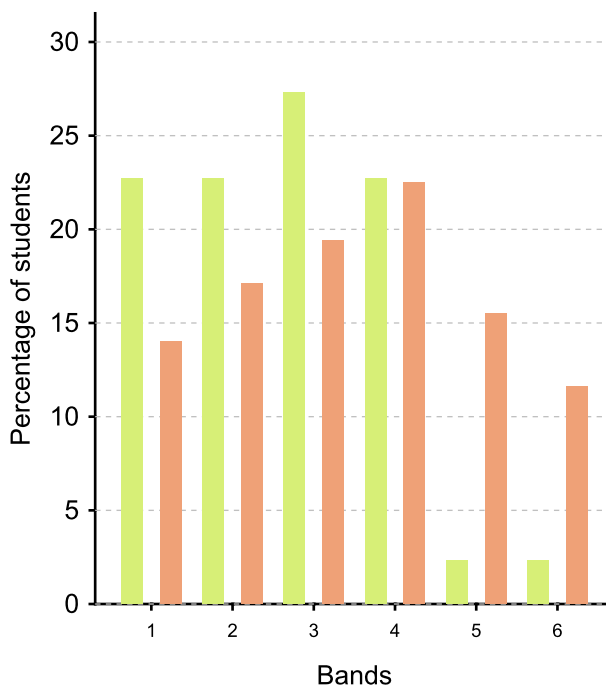
**Percentage in bands:  
Year 3 Reading**



**Percentage in bands:  
Year 3 Grammar & Punctuation**

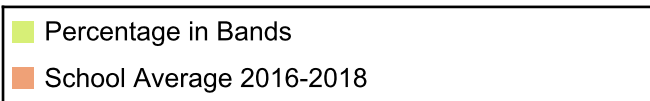
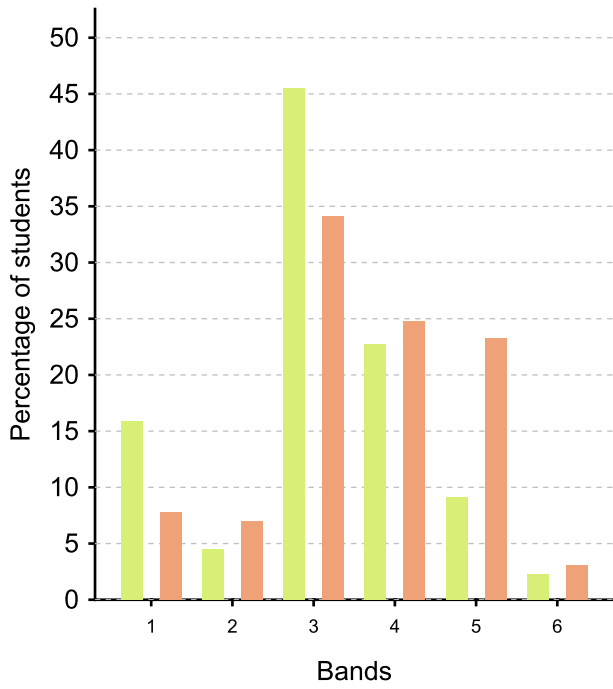


**Percentage in bands:  
Year 3 Spelling**

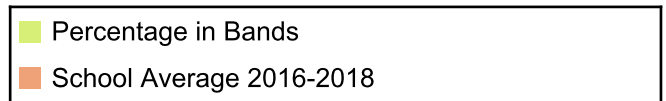
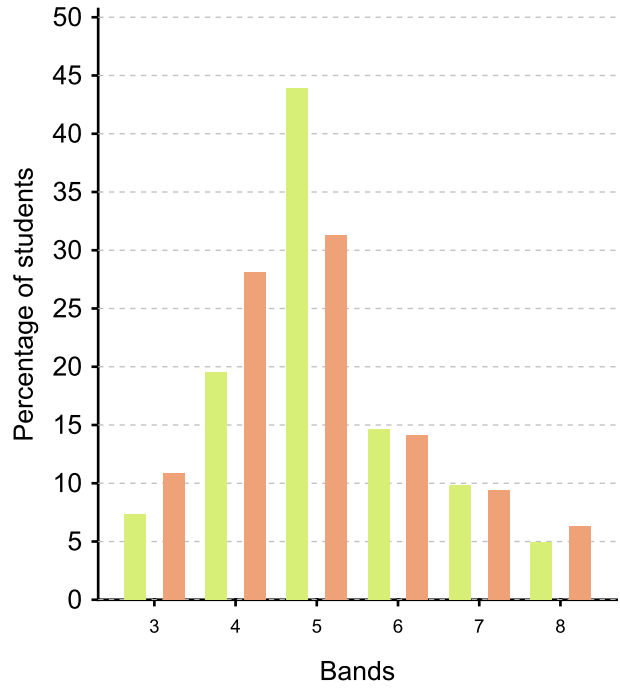




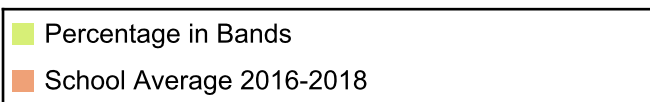
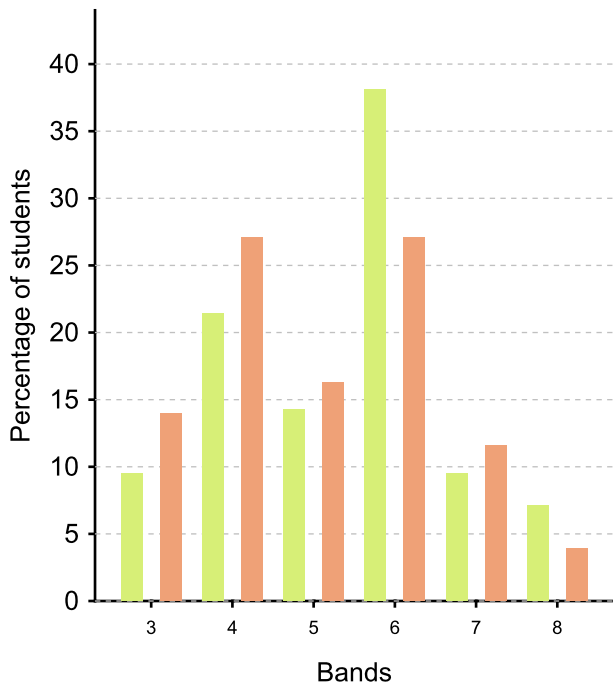
**Percentage in bands:**  
Year 3 Writing



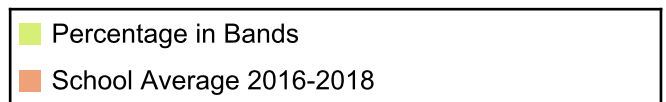
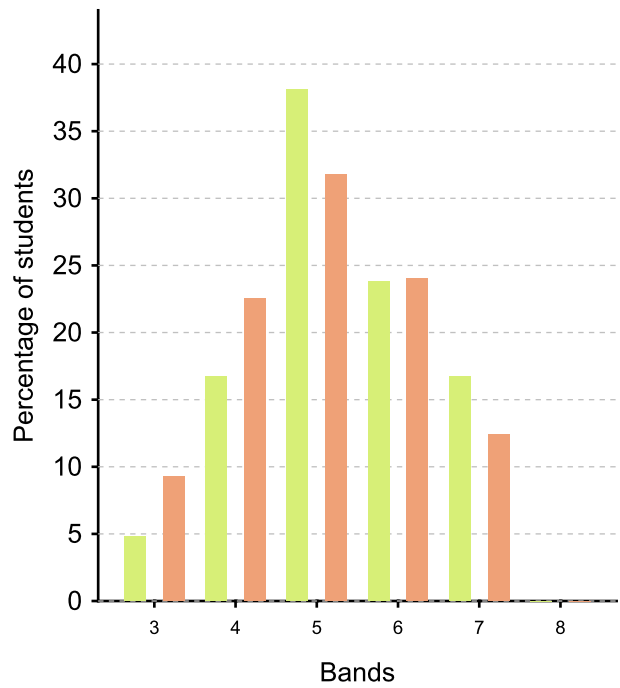
**Percentage in bands:**  
Year 5 Reading



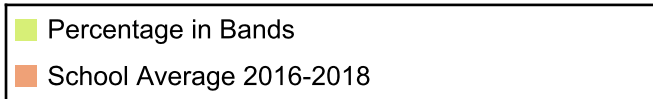
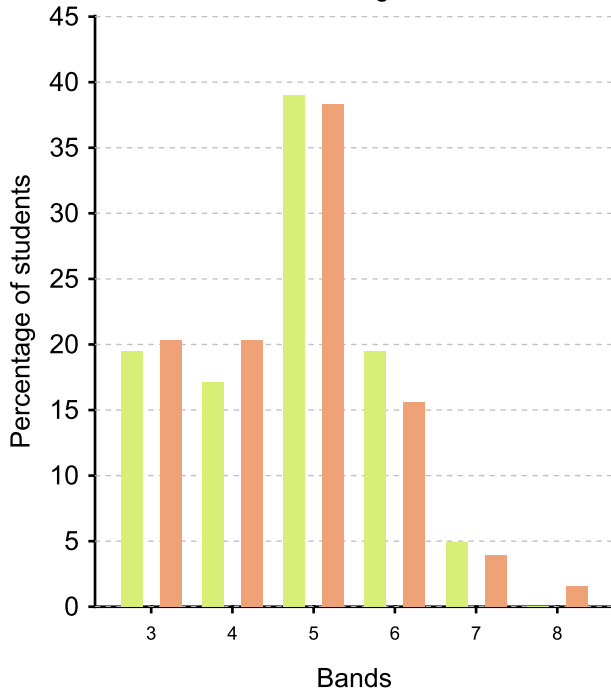
**Percentage in bands:**  
Year 5 Grammar & Punctuation



**Percentage in bands:**  
Year 5 Spelling



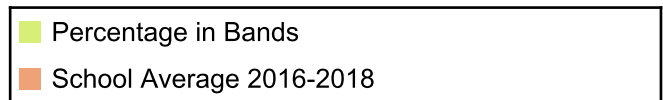
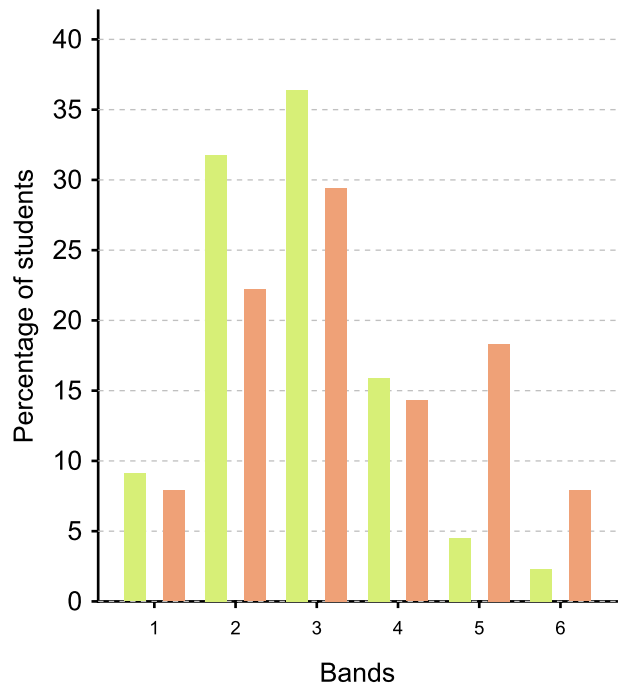
**Percentage in bands:**  
Year 5 Writing



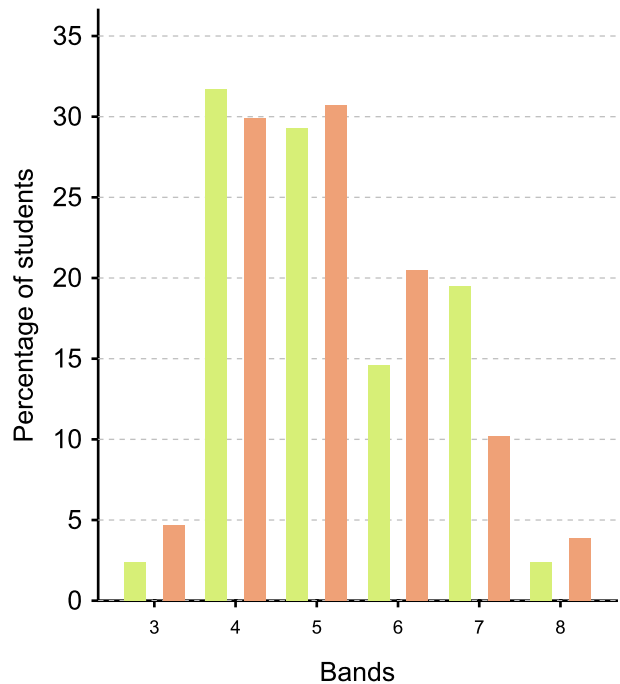
In 2018 60% of Year 5 students achieved above the national minimum standard (top four bands for Year 5) with students demonstrating an understanding of a range of concepts including measurement, data, chance and two-dimensional shapes.

57% of Year 3 students achieved above the national minimum standard (top four bands for Year 3) with students demonstrating an understanding of a range of concepts including data, maps, money and chance.

**Percentage in bands:**  
Year 3 Numeracy



**Percentage in bands:**  
Year 5 Numeracy



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

The following results were achieved by our Aboriginal students this year:

Narromine PS Year 5 2018:

60.8% of our Year 5 Aboriginal students scored in the top four bands for Year 5 in Reading.

52.1% of our Year 5 Aboriginal students scored in the top four bands for Year 5 in Writing.

66.7% of our Year 5 Aboriginal students scored in the top four bands for Year 5 in Spelling.

58.4% of our Year 5 Aboriginal students scored in the top four bands for Year 5 in Grammar and Punctuation.

47.8% of our Year 5 Aboriginal students scored in the top four bands for Year 5 in Numeracy.

Narromine PS Year 3 2018:

67.8% of our Year 3 Aboriginal students scored in the top four bands for Year 3 in Reading.

73% of our Year 3 Aboriginal students scored in the top four bands for Year 3 in Writing.

53.8% of our Year 3 Aboriginal students scored in the top four bands for Year 3 in Spelling.

53.8% of our Year 3 Aboriginal students scored in the top four bands for Year 3 in Grammar and Punctuation

50% of our Year 3 Aboriginal students scored in the top four bands for Year 3 in Numeracy.



## Parent/caregiver, student, teacher satisfaction

Following is an email received from a Speech Pathologist visiting our school from Marathon Health.

"I'm emailing to let you know about the wonderful experience I had at your school this morning! I spent about half an hour in the Year 3/4 class observing one of the students and Alyce Rhodes was brilliant! She

organised different activities and set up situations for me to gather the information I needed. She was very helpful and enthusiastic.

I look forward to my next visit to Narromine Public School!

Kind regards,

Gabby



## Policy requirements

### Aboriginal education

This year, Narromine Public School has taken part in a number of events to enhance the education of our Aboriginal students. We have participated for the first time in the Community NAIDOC events. Many opportunities are available for members of the community to attend events and functions at the school. Our Science teacher is introducing further Aboriginal perspectives into STEM lessons and there have been opportunities for specific cultural dance groups. Staff have also taken part in two important events, one related to cultural protocols and the other a familiarisation with Aboriginal culture in our own town and community, as well as meeting significant community members. Our "Strategic Direction 3: Meaningful Community Partnerships" team is constantly working with the community to find new ideas for both education and celebration of culture. It was wonderful to see the level of success of our indigenous students in Operation Art.



### Multicultural and anti-racism education

At Narromine Public School, we celebrate cultural events relevant to our students. Our History and Geography topics encourage students to understand the diversity of cultures that have come to make up our Australian people. A wide range of quality literature is available to illustrate the way that different people celebrate their culture and contribute to our own.

All parents and carers are encouraged to be active participants in our school community.

At Narromine Public School, our school wide Positive Behaviour for Learning program encourages and models respect for all members of our school community in all settings. We have made a substantial commitment to prevent the development of any racist currents on our school.

## Other school programs

### Transition Program 2018

Our wonderful transition to school program has been a great success this year. It has run throughout the year for three days per week and each child has been able to attend one day a week. The program established positive relationships between children, parents and educators. It facilitated each child's development as a capable learner and provided an educational learning program.

The children have participated in many activities such as craft, music, drama, literacy, mathematics as well as a variety of gross motor activities. We have toured the school and visited each classroom, the library, canteen, office and had the opportunity to meet all of our staff.

It has been an enormously beneficial experience for the forty-eight children who have attended transition this year. I'm sure this will ensure a seamless progression from prior-to-school to Kindergarten in 2019.

### Tournament of Minds (TOM)

Tournament of Minds (TOM) is an international program designed to give participants the opportunity to participate in creative activities involving stimulating open-ended challenges which require experimentation and reward divergent thinking. TOM promotes learning and developing as an individual within a group structure.

The objective of TOM is to provide real open-ended challenges that are linked to the curriculum. It also develops creative problem solving approaches and techniques. TOM fosters cooperative learning and teamwork. It also promotes knowledge and appreciation of self and others. TOM encourages experimentation and risk taking as well as expanding and rewarding creative divergent thinking. As a result of this, TOM stimulates a spirit of enquiry and a love of learning.

In 2018, Narromine Public School entered a team in the Arts component of TOM. Seven students with the supervision of staff worked on weekends to develop a 10 minute play on the theme of 'Freedom'. There was a number of criteria that students needed to include in this play and the team did so exceptionally well. The students then presented their play at the regional challenge at Bathurst where they were awarded Honours for the Arts Challenge.

We look forward to entering more teams into TOM in 2019 and looking at other disciplines to challenge our students.

### Aboriginal Education Consultative Group

The Aboriginal Education Consultative Group, AECG, has had a most active role this year, contributing to a range of celebrations and providing important advice about developing the best possible relationships with our indigenous community. At least one executive staff

member attends the monthly meetings and there is a highly proactive approach to Aboriginal student wellbeing, with many local service providers being involved as well as those from further afield

This year the AECG has helped develop staff cultural awareness about our local community and provided ways of resolving important issues. The AECG executive has frequently praised the school for its receptive approach to their suggestions and the range of support provided for Aboriginal students.

### **Personalised Learning Plans**

Narromine Public School provided support to Aboriginal students through the collaborative development of Personalised Learning Plans which ensured that individual learning needs were met and teaching and learning was culturally significant for Aboriginal students and their families. Personalised Learning Plans enable teachers to engage with families and communicate individual learning needs and the strategies that will be undertaken in order to meet these needs. In 2018, 100% of Personalised Learning Plans were successfully completed with staff, students and parents or carers through face to face interviews and phone calls.

### **Creative and Practical Arts**

Throughout 2018 Narromine Public School students have been given the opportunity to express themselves in many extra creative and practical activities with astounding results. This year students competed in the Operation Art competition from Kinder to Year 6 where four lucky students were entered into the competition against other artists from across New South Wales schools.

Local artist Susie Rae conducted two art lessons . Firstly with transition students, their parents and carers and secondly with our Blue Level reward students. We continued our affiliation with the local Narromine Show creating a colourful display with each class presenting an artwork on the theme "The Faces of NPS".

NPS had more than 100 students from Years 1 to Year 6 who committed to a dance group for the annual Dubbo Eisteddfod this year with the routines choreographed by Miss Edmunds. These dances were also performed at the Education Week Assembly and NPS Fete with great enthusiasm.

NPS has had a continuing connection with the Narromine High School Aboriginal Dance Group. This mixed age girls dance group worked with high school teachers throughout the year to learn a dance relating to this year's NAIDOC theme "Because of her we can". They performed this heart-warming dance at the schools NAIDOC Day and also the Community NAIDOC Day.

Staff offered extra-curricular activities including choir, keyboard and guitar to interested students. This year choir and guitar group performed at assemblies within the school. Students have been fortunate to have the choice of learning guitar with Mr Webb or keyboard with

Mrs Baker.

Students relished the opportunity to appreciate and enjoy a visiting performance– 'Moz's Music'. This performance was a one man show for all students in K–6. It was a puppet named Moz who went through the different music eras. All school performances are funded and supported by the schools Gonski funding.

All students were encouraged to participate in auditioning for the bi-annual talent quest. This is a fantastic opportunity for students to work in a group or go solo showcasing their talents. Congratulations to our 2018 winners – Miles, Marshall and Layla Leese–Caines, Ally Gill, Tilly Mulloy and William Heckendorf.

### **Reading Support Program 2018**

Reading Support was implemented to 11 targeted Year 1 students. This ran in conjunction with Early Action for Success in Stage 1. Students had 20 weeks intensive instruction in reading, writing, and spelling. The lessons have the following components: familiar reading, letter identification and word breaking, writing and the introduction to a new book. It is an individual program, which is followed up at home by families.

### **Sport**

All students in Years 3–6 participated in organised sporting activities on a weekly basis. This also involved our summer swimming program. The Kindergarten, Year 1 and Year 2 sport program continued to operate successfully. In all stages an emphasis was placed on healthy lifestyles and continuing our healthy 'Crunch & Sip' program.

Our major carnivals were a success again this year. Students displayed sportsmanship and there was an increased participation at our swimming and athletics carnivals. Castlereagh was declared winners of the carnivals again this year with Macquarie coming in a close second. Congratulations to all students that were our age champions for 2018. Our annual cross-country had a very high participation rate across K–6 with 47 qualifying for Gobondery/ NARRAF and of those, 17 students qualified to attend Western Trials for Cross Country. We had 19 students attend Western Trials for athletics, 13 students attend Western Trials for swimming and we were proud to have had five students represent our school and Western region at State Carnivals this year, congratulations to Larry Kelly, Jamari Clarke, Harry Irvine, Jonah Moss and Nyasia Kelly. This is a tremendous effort by all students.

Narromine Public School continued to offer opportunities for students to participate in a wide variety of sports throughout the year. 2018 has been a successful year with students participating in Gobondery/NARRAF gala days and Western carnivals. Senior students were involved in a large variety of PSSA State Knockouts including cricket, touch football, netball, rugby league, rugby union and soccer, with some teams making it through to the later parts of the draw.

sport minded to continue to develop their skills further with physical activity and circus for all students K–6.

Our school participated in the Premier's Sporting Challenge, Dubbo Dance Eisteddfod, sporting schools program, lunchtime sport competitions, summer swimming program and intensive swimming program. We were honoured to have a Sydney Thunder cricket visit.

We have had a fantastic year of sport and I am sure we can continue our successes in 2019.

## Science

This year, we have consolidated the knowledge gained by staff during our 2017 program, with all staff placing a high value on the teaching of Science and Technology. The specialist Science teacher is currently working through the changes in the new Science and Technology curriculum K–6 in preparation for 2019.

Once again students had many opportunities to extend their abilities and knowledge in Science Extension classes for Stage 2 and Stage 3, where students can collaboratively choose topics for study if they desire. This is an ongoing response to the parent community and staff who consider it of great importance. Further opportunities for students to express their scientific interest include the Western Plains Rotary Science and Engineering challenge and participation in the UNSW ICAS competition.

This year our Stage 3 students were able to compete in Narromine High School's 'Science Spectacular' where they enjoyed overwhelming success. This process encourages students to complete a scientifically relevant independent experiment. Winners and runners up are offered the opportunity to compete in the University of Wollongong–Illawarra Coal Science Fair. Students are offered considerable mentoring with these tasks, by both classroom and Science teachers.

### Participation

in both the ICAS Science and Information Technology competitions was higher than last year and results were sound. The extension groups form the basis of our Science and Engineering Challenge teams, though other students are invited. For the second year running, Narromine Public School won its division with the level of commitment by students being outstanding.

The development of Aboriginal perspectives in our Science curriculum is an ongoing process. Stage 3 Students completed a number of STEM tasks in Semester 2, which highlighted the engineering achievements of indigenous Australians as well as land management practices after consultation with the AECG and local elders. This had a positive level of engagement from most students, as we compared how different materials were employed by indigenous and European cultures. Another feature of

Aboriginal science is astronomy and Stage 2 and 3 students were able to study the night sky with a telescope and also learn the basics of the Wiradjuri sky during Challenge Camp and environmental excursions.

## PBL – Positive Behaviour for Learning

2018 has been another successful year in PBL. Through consultation with all staff we have updated our PBL matrix to accommodate changes in our school playground and we have had explicit lessons teaching staff and students our playground expectations. This has resulted in a more consistent response on our playground. In addition to the matrix we have also updated our behaviour management flowcharts for the playground and classroom and provided community sessions around our gold level process. These systems enable all staff to respond equitably.

The PBL team is linked seamlessly with our Learning Support Team (LST) ensuring all students with additional learning needs are supported. Teacher Professional Learning (TPL) around progressions and adjustments has begun to roll out and will continue to be revisited through our 2018–2020 School Plan cycle. All staff are working towards identifying the learning intention and success criteria of every lesson.

Our school undertook external assessment on our implementation and understanding of PBL and received high praise for the way we communicate and document PBL at our school. The success in this assessment indicated that we are suitable to undertake to support more intensive programs.

Students continue to be rewarded for their positive behaviour through our fortnightly assemblies, on the spot verbal praise, termly 100 point and level rewards and our end of year draw. Students have responded well to these rewards with the majority of students receiving multiple types of rewards.

In the next stage of PBL we will be focussing on training to support future programs and the induction process for new staff.

## Student Representative Council

In 2018, the Student Representative Council comprised of students from Year 1 to Year 6, including captains and prefects, aimed to actively model our Narromine Public Schools core values of Respect, Honesty and Responsibility. Together the group demonstrated the leadership qualities of problem solving, team–building organisation, negotiation, interpersonal skills, assertiveness and effective communication, allowing them to become highly regarded by their peers and teachers.

At the beginning of the year, our Stage 3 representatives had the privilege of attending a Grip Leadership Day. The students were able to broaden as well as acquire the essential qualities and skills that contribute to allowing them to grow as proficient leaders.

The SRC organised various fundraising events this year including our annual Pink Stumps Day which proved to once again be very successful raising more than \$500. The day involved a raffle where by students purchased a ticket and then went in a draw to receive some wonderful pink prizes. As part of this event we also raised money through our Pink Cupcake Stall to which we thank our generous SRC families for their scrumptious donations.

The SRC also continued to support our World Vision Sponsor Child Day by hosting an out of school uniform event where students donated money to come dressed in the colours of the Zimbabwean flag. As part of this fundraiser, we also held a mystery activity for K–2 and 3–6 students. This proved to be a very successful event raising more than \$500.

This year we also raised more than \$500 for a very worthy cause that was close to many of our hearts. In Term 3, we participated in the 'Buy a Bale' campaign that aimed to support drought affected farmers through a school wide approach. Students came dressed in their farming gear and we also held a lamington drive. Again we would like to like to extend a huge thankyou to our SRC families for their kind donations. We also held a 'Drought Disco' for our students with all funds being kept in our district to help support our local farming families.

Our Footy Colours Day sent our school into a sea of wonderful colours. The day involved a guessing competition where by students had to contribute a small donation to guess how many metres Mr Geyer could kick a football. From the day we were able to raise close to \$200 for the Cancer Foundation.

The SRC body along with the Captains and Prefects also hosted our wonderful assemblies and our exciting school socials throughout the year. Our senior students also had the extra opportunity to join positions as Peer Support Leaders, Library Monitors and as Technology Assistants to which they conducted themselves with pride in these roles.

The 2018 Student Representatives Council is a diligent and enthusiastic team who have been able to model our core school values with pride. Through their confidence, dignity and respect they have evidently set a high standard for our younger years to aspire towards. Congratulations on a wonderful and very successful year

### **Engagement within the Community**

Throughout the year, Narromine Public School has worked towards strengthening our school community relationships, working together in supporting our students with a focus on student engagement, welfare and wellbeing.

This year's NAIDOC theme was: – "Because of her, we can". Celebrating the invaluable contributions that Aboriginal and Torres Strait Islander women have made and continue to make to our communities, our families, our rich history and to our nation. In 2018,

Narromine Public School combined once again with Narromine High School to celebrate with a large number of community members. Students from both schools performed a variety of items including a number of cultural dances that students rehearsed throughout the term. Staff members and students performed and attended the community NAIDOC Day on the 21st of September. Our school leaders represented our student body at the Narromine Shire Apology day.

During Term 4 staff have participated in two staff development afternoons run by the local AECG that focussed on connecting to our local community. This opportunity has provided invaluable knowledge and resources for staff in regards to our local Aboriginal families. Staff visited significant local sights and discussed the history of many of our local families. Activities focused on Aboriginal culture and its importance were participated in by all staff attending.

Our school remains actively involved in the local AECG meetings, attending meetings and contributing to discussions regarding Aboriginal Education. As a school we have continued to maintain 100% of Personalised Learning Plans being developed with parents.

### **Student Use of Technology**

The Technology team has provided long term support for the assemblies and other functions where sound and lighting are required. They have assisted with the management of computers within the classrooms and it is important that our school is able to call on such responsible students. Our Tech Team members have made a major contribution to the smooth operation of technology in our school.

### **Bootcamp 4 kids**

Students from Year 3–6 have taken the opportunity to get active before school with the 'Bootcamp 4 Kids' initiative. This before school activity proved a big hit with more than 40 students regularly attending the twice-weekly sessions. Students participated in physical activities, built teamwork, personal strength and agility. The program was well supported by students and provided them with an increased sense of self-worth and a positive start to the day. After the exercise session, the participating students were provided with a nutritious breakfast prepared and served by the Narromine High School Girls Academy and members of the Narromine Local Aboriginal Lands Council (NLALC). The program was provided with support from community sponsors NLALC and Narromine Coles.

### **Life Education**

The Life Education Van visits Narromine Public School annually. NPS funds the attendance of this vital program to allow all students to attend. The students really enjoyed the educators presenting vital health and safety messages through tactile and multisensory activities. Each session was intriguing and exciting for children of all ages and captured their imagination with

lasting impact. Research shows that well designed school-based health education programs play an important role in helping children develop the skills needed to make informed decisions. The Life Education Van allows children to explore creative and collaborative learning in a space that is entirely different from the traditional classroom. The children participated and learnt through engaging education experiences, which helps to bring out the best in all children.

## **Library**

This year in the library we have engaged our students and the local community in a variety of educational experiences. We have hosted a morning teas for Grand Friends Day and Education Week. Book Week this year coincided with Childrens' Book Council of Australia Awards. The students showcased these books with posters and reviews which were displayed in the library. Classes visit the library on a weekly basis learning the importance of Special Places (Kinder and Year 1), Continents of the World (Stage 2) and Living in our local Community (Stage 3).