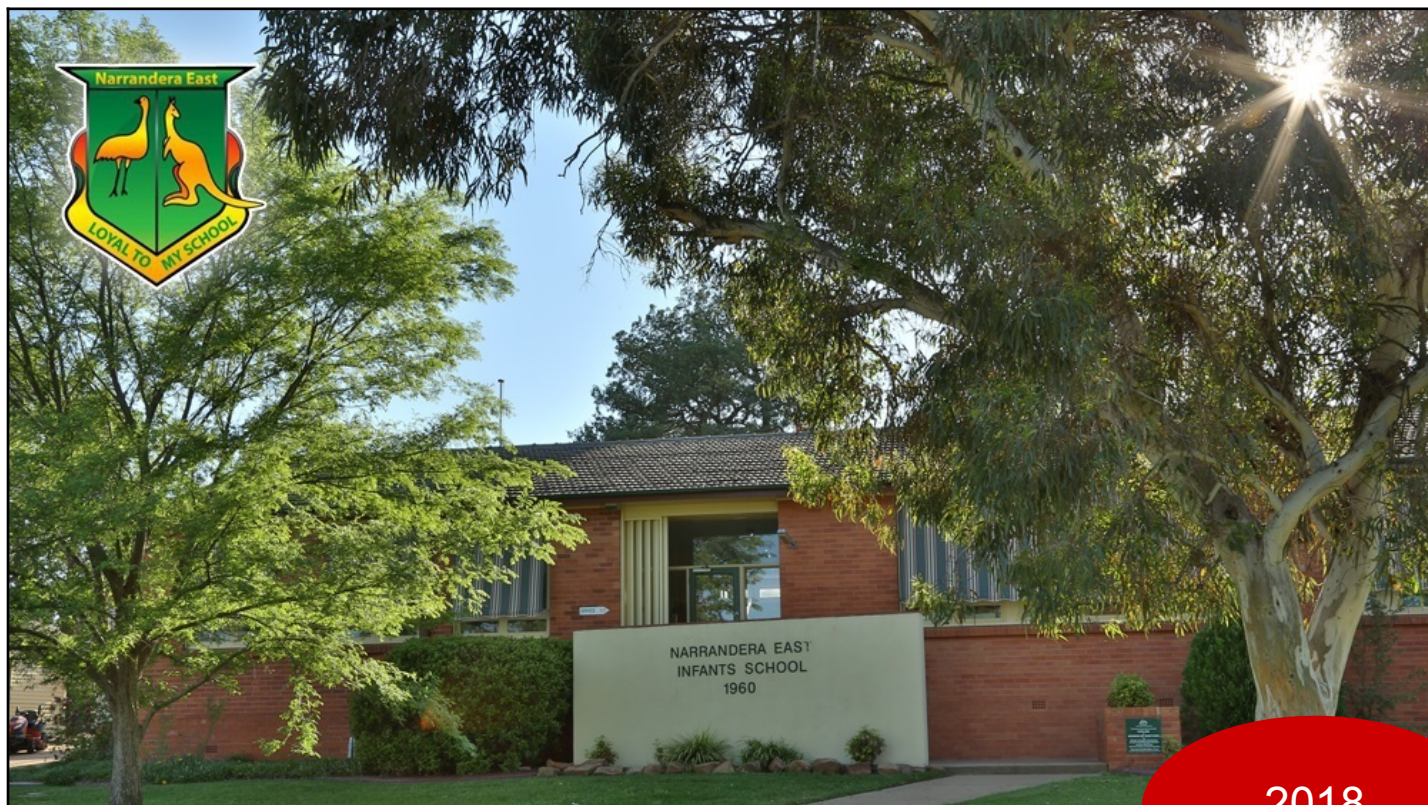


Narrandera East Infants School

Annual Report



4214

Introduction

The Annual Report for **2018** is provided to the community of Narrandera East Infants 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.

Mrs Karen Babbs

Principal

School contact details

Narrandera East Infants School

Elizabeth St

Narrandera, 2700

www.narrandere-p.schools.nsw.edu.au

narrandere-p.school@det.nsw.edu.au

6959 1858

Message from the Principal

2018 has been another successful and rewarding year at Narrandera East. We commenced the year with an enrolment of 51 students.

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

In 2018, School funding has enabled us to:

1. Support individual students with specific support and adjustment for disability.
2. Support Aboriginal students and students from low socio-economic backgrounds.
3. Participate in wonderful K-2 programs including L3 (Literacy, Language and Learning) TEN (Targeting Early Numeracy), Seven Steps of Writing, Effective Reading and Mini-Lit.
4. Employ additional teachers and Student Learning Support Officers providing greater individual support to students.
5. Purchase new resources to support student learning in Literacy, Numeracy, Science, Technology and PD/Health.
6. Provide Professional Learning opportunities for all staff.
7. Establish our STEM Program and learning environment.
8. Complete the DoE External Validation Process.

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

Narrandera East has a most professional teaching and administrative staff who, through their dedicated and caring approach and long term vision, have made a real difference to students during 2018 and will continue to do so in the years to come.

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

The partnership that exists between home and school is highlighted in an infants school and is very much a feature of our school. Parental support is crucial to the types of programs we offer and the method of delivery. I sincerely thank staff and parents for their dedication and commitment throughout 2018, making Narrandera East such an exciting and challenging learning environment.

I certify that the information in this report is the result of a rigorous school self–evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Karen Babbs

Message from the school community

2018 Narrandera East Infants School P & C Report

What a year 2018 has been for our small but dedicated P & C. The P & C has managed to raise just over \$12,000 to be spent on resources and equipment to help in the education of your children. For a school of under 60 students this is a massive achievement. I owe a lot of this success to not only our regular P & C members who work tirelessly throughout the year, but also those who stepped up and assisted with our bi–annual fete. The fete raised \$9,500 which is a record and could not have been achieved without the addition of our sponsors this year. The remaining fundraising this year came from holding a K/1/2 combined school disco, the Easter raffle, a cake stall and the athletics carnival BBQ. So, a big thankyou from the P & C to all those who assisted in any way by attending the events, buying raffle tickets and cooking for and purchasing from the cake stall.

I would like to take this opportunity to thank the school staff who are always there going above and beyond the call of duty to ensure that our children are not only getting an excellent start to their education but are having lots of fun along the way. The nurturing nature of our staff is a big part of what makes Narrandera East Infants a very special little school.

I urge anyone who is considering how they can help our school in any way to come along to P & C and join the team in 2019. P & C has a very important function within a school providing the vital link between parents and teachers. It is also a wonderful way to get to know fellow parents and our wonderful staff just that little bit better. The saying many hands make light work rings very true in organisations such as this so please think strongly about joining us in 2019.

Vicki Hall

P & C President

School background

School vision statement

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

"Excellence in Early Learning through the provision of future focussed educational opportunities ensuring our students thrive as tomorrow's leaders, workers and citizens."

School context

Established in 1961, Narrandera East Infants School (NEIS) is a specialist infants only school offering quality educational programs to students from Kindergarten to Year 2, in a safe, nurturing learning environment. The school is located in a rural area of southern NSW and has a current enrolment of 57 students. Aboriginal students comprise 23% of students, 2% of students are from a language background other than English and 31% of our students are from low socio-economic backgrounds. The school has a proud history of strong engagement with the community, and staff enjoy a positive relationship with parents and caregivers. Together we share the responsibility of our students to ensure they become successful independent learners, confident creative individuals and active informed citizens.

At NEIS there is a strong focus on inclusion and student wellbeing that is reinforced through individual learning plans and the delivery of differentiated teaching programs.

All elements of quality teaching are embedded in classroom practice.

Our staff are all experienced and expert teachers who actively engage in professional learning directly linked to personal goals and strategic directions.

The school is supported by the Resource Allocation Model (RAM) equity loading in:

- Aboriginal Background
- Low Level Adjustment for Disability
- Quality Teaching, Successful Students
- Socio-economic Background

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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

Learning

The results of this process indicated that in the School Excellence Framework domain of Learning:

We are Sustaining and Growing in all elements, except in the areas of Learning Culture and Wellbeing where we have assessed ourselves as Excelling. In these two areas the whole school culture is strongly focussed on early learning, the building of educational aspiration and ongoing improvement throughout the whole school community. Student Wellbeing is first and foremost the key foundation on which to build a happy, safe learning environment where all students can connect, succeed and learn. Student and parent wellbeing is paramount and at the forefront of any student learning and achievement at Narrandera East. Blueearth and Live Life Well programs help to support Wellbeing.

There is a commitment by the staff to strengthen student engagement in all curriculum areas through involvement in professional learning to meet whole school priorities and individual student needs. This is evident in PDP goals for 2018.

Through collaborative planning and delivery, students are provided with differentiated learning programs to meet their learning needs. Learning intentions and success criteria encourage students to be responsible for their own learning and reflect on their achievements.

Assessment is integrated into teaching practice and underpins all planning for learning. Parents are actively engaged and supported in their child's learning through both informal and formal meetings, ILP's, interim half yearly and yearly reports and opportunities to be involved in school related activities. Best Start, PLAN, L3 and TEN data shows individual growth and achievement and is regularly communicated to parents through student assessment books.

Teaching

The results of this process indicated that in the School Excellence Framework domain of Teaching:

We are Sustaining and Growing in all five elements. All teachers are committed to identifying, understanding and implementing effective explicit teaching methods using evidence based teaching strategies. Assessment data is reviewed regularly to evaluate teaching practice, identify student progress and determine future teacher direction.

Evidence based practices including the use of explicit learning intentions, student reflection and timely, relevant feedback reveal teacher effectiveness.

All classrooms at NEIS are attractive, well organised and well managed. Positive behaviour programs are evident in all classrooms with our Go for Gold program catering for all students in the school.

There is a strong culture of collaborative planning at NEIS and all staff demonstrate personal responsibility for maintaining and developing their professional standards. Staff willingly display expertise through leading professional learning sessions at staff meetings and School Development Days. There is also an ongoing collaborative commitment by all staff to engage in professional learning, aligned to the school plan which strongly impacts on the quality of teaching and the success of student learning.

Leading

The results of this process indicated that in the School Excellence Framework domain of Leading:

We are Sustaining and Growing in Education Leadership and School Planning, Implementation and Reporting and have achieved Excellence in the areas of School Resources and Management Practices and Processes.

Narrandera East staff take on leadership roles within the school and wider community, linked to the School Plan and individual PDP goals. Each teacher is responsible for a curriculum area which includes engaging in professional learning and mentoring to staff, as well as handling budgets and purchasing resources.

Community Leadership roles include supporting local charities, special events, partnerships within our Community of Schools Group and with various Universities by hosting practicum students.

Our self-assessment and the external validation 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

Creating A Positive Learning Culture

Purpose

To provide all students with meaningful, effective, future focussed learning experiences through the delivery of a differentiated, personalised and integrated curriculum.

To engage and nurture every child by focussing on their social, emotional and physical well-being allowing them to become more receptive to learning and developing a greater capacity to achieve.

Overall summary of progress

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

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All students demonstrate growth in their ability to identify and articulate learning intentions and the importance of maintaining a healthy lifestyle.	<ul style="list-style-type: none">• Literacy / Numeracy \$4,000• Aboriginal Background \$12,000• Socio – economic background \$11,000	Significant professional learning (including Plan 2, Best Start Online, Effective Reading, 7 Steps of Writing and STEM) were implemented in 2017 to build teacher capacity around collecting and using data to inform practice. A continued focus on a collective school wide understanding of the Literacy and Numeracy Learning Progressions resulted in more accurate plotting of students. High expectations for all learners, with emphasis on Aboriginal students encouraged progress towards achievement of the Premiers Priorities.
All students will achieve success through differentiated, future focussed, personalised learning.	<ul style="list-style-type: none">• Aboriginal Background \$3,000• Socio – economic background \$4,000	As well as being encouraged to become responsible for their own learning great emphasis has been placed on students taking ownership of their own behaviour, both in the classroom and in the playground. Successful students received recognition through the Go For Gold Positive Behaviour Program. Resources were purchased to support the STEM program including BeeBots, Mouse Mania and Solar Kits.

Next Steps

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

Strategic Direction 2

Fostering Quality Teaching Practice

Purpose

To foster a culture of continued school improvement where teachers as leaders are committed to individual and collective learning to meet the needs of every student in an inclusive classroom environment. To build teacher capacity through targeted, professional and evidence –based learning practices to ensure the delivery of explicit, sequential and future focussed learning programs.

Overall summary of progress

Throughout 2018 staff have engaged in both mandatory and selective professional development. They have willingly shared their individual strengths and expertise which has then further enhanced both knowledge and teaching practice. Teachers worked collaboratively to develop personal goals that were strategically aligned to both the school plan and with their personal learning, self and career direction. They also took on leadership roles in terms of personal expertise and interest. All staff worked together to complete the External Validation Process.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All teachers are working towards personalised performance and development goals, reflective of the teaching standards and linked to the current school plan.	<ul style="list-style-type: none">• Professional Learning \$7,000• Low level adjustment \$11,000• Socio–economic background \$15,000• QTSS \$11,000	All staff effectively completed the PDP cycle. A culture of collaborative planning, classroom observations and directed and effective professional learning centered around the Australian Standard for Teachers was established to enhance best practice and learning outcomes. As a result all staff achieved their professional learning goals or will continue on with them in 2019. Stage One teachers completed the 7 Steps of Writing Program and the RFF Science teacher completed several STEM courses throughout the year. Early Stage One teachers were involved in the Best Start Online training and using PLAN 2. The Principal, SAM and SAO completed SAP and HR training.
All teachers are engaged in professional learning programs linked to their personal goals to further develop teacher capacity.	<ul style="list-style-type: none">• School Development Days.• Staff meetings.• Training and courses.	Distributive leadership among all staff allowed for significant opportunities for mentoring, coaching and collaboration.

Next Steps

- All staff will participate in future focussed professional learning in 2019, aligned to new PDP goals and the 2018–2020 School Plan.
- Extend leadership capacity and professional practice to enhance quality teaching according to individual skills and expertise of all staff.
- Professional development will continue to align with the School Plan, individual PDPs and the Australian Professional Standards for Teachers.
- All staff will work collaboratively, establishing a supportive culture of observation and effective feedback to promote consistent quality teaching where all teachers take responsibility for ongoing professional learning.

Strategic Direction 3

Promoting Effective Collaborative Leadership

Purpose

To enhance our collective ability to improve student engagement and learning outcomes through the continual expansion of teaching and leadership capacity. To enable and empower all members of the school community to demonstrate leadership and innovation through a collaborative approach to decision making in all areas of school curriculum, practices and policies.

Overall summary of progress

Narrandera boasts a very strong community partnership incorporating students, staff, parents, support people, and wider community members, who all work collaboratively to ensure the continued growth and development of the school. In 2018 this partnership was again extended further to include the feeder pre-schools in the town, through our very successful Kindergarten Transition Program held every Thursday in Term 3. We have also formed a community of schools group with Narrandera Public (NPS) and Narrandera High (NHS) schools. In 2019 we hope to include both Matong and Boree Creek Schools in our group. For Term 1 School Development Day our combined group worked together on completing DoE mandatory training at NHS. Parents at Narrandera East receive regular feedback on student learning through both informal and formal meetings.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All staff are actively engaged in professional learning to strengthen leadership capacity. All students demonstrate growth in leadership capabilities.	• Socio-economic Background \$12,000	Reinforcing our "Open Door" policy to engage parental involvement in the classrooms. Continuing assembly time at 3pm to encourage more parents to attend at 'pickup' time. Continuing the extended Library borrowing time prior to school bell time on Fridays to encourage parental involvement in the mornings. Providing opportunities for parents to speak with teachers formally at ILP meetings, half yearly and yearly assessment times and informally at mutually agreed times.
80% of parents/carers will become active, collaborative partners in their child's learning.	• Aboriginal Background \$5,000 • Socio-economic Background \$16,000	Completing the External Validation process as a whole school community to provide assurance that school progress is aligned with the expectations articulated in the School Excellence Framework (SEF). Providing a series of after school/evening workshops for parents in student literacy and numeracy. Providing for the use of the school purchased technology programs, Mathletics and ReadingEggs to be accessed on home computers. Encouraging parents to come and observe extra-curricular activities offered by the school, in a less threatening environment. Encouraging parents to assist in the canteen, classrooms and at the stadium for sport.

Next Steps

- To continue looking for more practical ways to encourage parents to take a greater interest in the management and administration areas.
- Continue with the K-12 curriculum approach with our community of schools group and plan professional learning activities together, including all mandatory training at the commencement of each new school year.
- To develop a mentoring program to support first time parents of students enrolled in Kindergarten in 2019.
- To encourage and assist parents to access the support of outside agencies within the community when needed.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$20,141	<p>A School Learning Support Officer (SLSO) was employed in Semester One to assist Aboriginal students in their transition to Kindergarten. Additional teacher support was provided to Kindergarten in Semester One to support Aboriginal students in L3 sessions. Additional funds were used to purchase Library and History resources for all three classes and to fund NAIDOC week and local Wiradjuri cultural experiences.</p> <p>All Aboriginal students achieved growth in the November Assessments and were recognised for their achievements on Presentation Day.</p>
Low level adjustment for disability	\$42,195 (\$31,234 LAST Teacher \$10,961 Flexible funding)	<p>The majority of funding was used for the employment of a LAST teacher and the flexible component to employ an SLSO to assist with student well being and literacy and numeracy development through differentiated learning programs.</p> <p>MiniLit has proven to be a very worthwhile program for struggling readers and will be used again in Semester One 2019.</p> <p>Decodable texts were purchased to support Literacy in 2019.</p>
Quality Teaching, Successful Students (QTSS)	\$11,036	<p>Student Achievement in both Literacy and Numeracy November Assessments demonstrated pleasing student growth and improvement and was recognised on Presentation Day.</p>
Socio-economic background	\$57,669	<p>Funds were used to provide equal access to education through the provision of economic supplementation to students whose families were unable to meet commitments for excursions, school uniforms, supplies and programs including Stadium, Intensive Swimming and computer programs, Reading Eggs and Mathletics that can be accessed both at school and at home. It was also used for additional professional learning to support specific student needs. (7 Steps of Writing, Effective Reading)</p>

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	32	34	32	35
Girls	35	35	24	20

Student attendance profile

School				
Year	2015	2016	2017	2018
K	94.3	93.1	94.5	95.9
1	91.8	89.1	92.5	91.9
2	91.2	94.3	91.5	92.6
All Years	92.3	92.2	92.9	93.3
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
All Years	94.1	94.1	94.1	93.6

Management of non-attendance

Attendance has not been an issue at the school during 2018.

Class sizes

Class	Total
KINDER 17	18
YR 1 2017	22
YR 2 2017	17

Structure of classes

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	2.4
Teacher of Reading Recovery	0.21
Learning and Support Teacher(s)	0.3
Teacher Librarian	0.17
School Administration and Support Staff	1.45

*Full Time Equivalent

No staff at Narrandera East Infants identify as being Aboriginal.

Teacher qualifications

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

Teacher qualifications

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

Professional learning and teacher accreditation

The teaching and administration staff at NEIS participated in a range of professional learning experiences in 2018, designed to build capacity and to achieve priorities as set out in the School Plan.

This included:

- Five school development days, weekly staff meetings, Regional LAST meetings, Principal and SASS meetings and conferences, collaborative planning, curriculum development, consistent teacher judgement, classroom management, mandatory training such as WH&S, Child Protection, Code of Conduct, CPR, Emergency Care and Anaphylaxis.
- Additional courses and programs such as, Leadership, External Validation, Operation Art, Visible Learning, SAP Finance and HR, Reciprocal Reading, Learning Progressions, Best Start Online, Effective Reading, Seven Steps of Writing and PLAN 2.
- A new scheme teacher achieved her accreditation at proficient level in Term 4.

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	84,150
Revenue	829,606
Appropriation	811,644
Sale of Goods and Services	29
Grants and Contributions	17,045
Gain and Loss	0
Other Revenue	0
Investment Income	888
Expenses	-817,130
Recurrent Expenses	-817,130
Employee Related	-702,428
Operating Expenses	-114,703
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	12,476
Balance Carried Forward	96,626

This summary financial information covers funds for operating costs to 31st December 2018 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

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	642,828
Base Per Capita	10,829
Base Location	14,897
Other Base	617,103
Equity Total	120,005
Equity Aboriginal	20,141
Equity Socio economic	57,669
Equity Language	0
Equity Disability	42,195
Targeted Total	0
Other Total	32,934
Grand Total	795,767

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

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

School performance

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

- Formative Assessment – the process of building a cumulative profile of student achievement through daily interaction and observation of students;
- Summative Assessment – the process of making judgements about student achievement at the end of each unit of work, term or semester;
- Standardised Testing – standardised tests are administered in June and again in November in reading and spelling;
- Running Records – these are administered regularly throughout the term.
- Kindergarten students are introduced to a wide variety of skills and strategies to assist them in becoming successful writers and readers. In 2018 all Kindergarten students completed the Best Start Assessment. The Language, Learning and Literacy (L3) program commenced in Kindergarten in Term 1, for the 6th consecutive year. L3 has now been incorporated into Stage 1 Literacy for the third year.
- 87% of the students were at or above the minimum recommended Reading Recovery level at the end of year assessment.
- 26% of the students were in the upper level.
- Eight students in Kindergarten received additional support from the Learning Assistance Support Teacher (LAST).
- The Best Start data was reviewed at the end of

each term and new individual reports were sent home to parents.

Mini-Lit, L3 and (LAST) play important roles in Year 1 Literacy.

- 86% of Year 1 students were above the minimum Reading Recovery level following the November assessment;
- 54% of students were in the upper level.

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

- 86% of Year 2 students were above the minimum recommended Reading Recovery level;
- 72% of students were in the upper level; and
- Five students received additional support from the Learning Assistance Support Teacher (LAST).

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

These include:

- using the Literacy/Numeracy allocation to support Year 1 Reading Groups;
- employing a teachers' aide, one day a week, to assist with developing early literacy skills;
- utilising LAST support in all classes K–2;
- encouraging parental support for Reading Groups;
- accessing funding through both State and Federal initiatives; and
- attending Professional Learning Programs including Learning Progressions, Best Start Online, Effective Reading and Seven Steps of Writing.

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

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

All staff are trained in the Targeting Early Numeracy (TEN) program. A substantial amount of money and time was put into making games and resources for a ten week program to be used on a rotational basis each term for all three classes. The program has made a huge difference to numeration results and an additional ten week program was later followed by a third program of new activities in each level of emergent to facile. The results of the program have been excellent.

These results mean that in 2019:

- TEN will operate in the school again;
- the interactive whiteboard along with the computer program Mathletics will continue to be an integral part of the Numeracy lesson;
- whole school Mathematics days will be included in our school program;
- all staff will attend any appropriate professional learning in-service days in Mathematics;
- we will continue to provide a 'hands on' approach to teaching mathematics; and
- all students will be provided with opportunities to

think and work mathematically.

- 'Maths World' – a hands on inquiry program will visit the school again.
- A new scope and sequence program will be written for Early Stage One and Stage One.
- An additional teacher will be employed at the school, above establishment through the Rural Experience Program to support Literacy and Numeracy Development.

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 2018 surveys were sent home to parents in Week 7 of Term 4. 85% of parents responded to the survey.

89% of the response group stated that they felt valued and welcome at the school and that staff were friendly and approachable.

95% believed that the school provides a happy, safe and nurturing learning environment.

Parent responses are presented below.

Parents:

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

Policy requirements

Aboriginal education

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

23% of the students at the school are of Aboriginal descent. The school's programs are designed to

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

- All teaching staff have been involved in the implementation of the Aboriginal Education Policy;
- The school and members of the local Aboriginal community worked together to ensure that aspects of Aboriginal culture were incorporated across the curriculum in all classes; and
- The school celebrated NAIDOC Week with special art, craft, music and story telling activities.
- Seven students were acknowledged for their academic achievements at the 'Narrungdera Yalbilinya' (Narrandera Learning) Aboriginal Student Awards

Multicultural and anti-racism education

In 2018 we were very fortunate to have a Chinese family who willingly shared information and stories about their language and culture.

Aki's Kitchen supplies Japanese as a lunch option for our students every Thursday throughout the year.

All students explored other cultures through units of work in History which included;

- specific lessons to expand the students' understanding of cultural diversity and differences; and
- an overview of Australia and its closest neighbours.
- Year 2 participated in a unit called 'Celebrations' in Term 4, which involved special cultural celebrations throughout the world.

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

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

Other school programs

Transition and Orientation

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

In 2018 the school was again fortunate to be able to offer a Kindergarten Transition Program in Term 3 in addition to the Orientation Program in Term 4.

This was made possible through the Resource Allocation Model (RAM) funding which enabled the Kindergarten teacher to be released every Thursday to run the Transition Program and visit the three Pre-schools in the community. A casual teacher was then employed for the Kindergarten class. With a large intake in 2018, including three students with special

needs, two teacher aides were also employed.

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

It was also possible to complete assessment in both Literacy and Numeracy allowing for the establishment of individual learning plans for the following year. As a result the 2019 intake of Kindergarten students were extremely well prepared for their first year of school. The positive feedback from parents and carers, for the Transition Program, was again excellent.

The Year 2 to 3 Transition Program consisted of two full days at Narrandera Public School or St Joseph's Primary School in Term 4. Great emphasis is placed on providing quality Transition Programs as each school year involves both Kindergarten and Year 2 transition.

This has resulted in closer relationships with Narrandera Pre-school, Narrandera Public School, St Joseph's Primary School, the Narrandera Creche and Bright Horizons Childcare Centre.

Celebrations and Excursions

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

Such events included:

- local excursions to the Town Library, Tourist Information Centre, Narrandera Bakery, Parkside Cottage Museum, Narrandera Park, local business houses and Aged Care Centres;
- NRMA Bus Safety and Responsible Pet Ownership;
- representation and participation at ANZAC and Remembrance Day Services;
- a Mother's Day Morning Tea and gift stall in Term 2;
- performing at the Leeton Eisteddfod;
- a Father's Day Breakfast in Term 3;
- a water-play charity fun day;
- celebration of NAIDOC Day with Wiradjuri families;
- a biannual School Fete;
- Book Week and Education Week celebrations;
- visit from the Life Education Van;
- participation in Operation Art and Blueearth programs;
- visiting performances 'The King and Queen of Green' and 'Maths World';
- pyjama, movie and bike day;
- performing at the Christmas Pageant, Christmas Fun Fair and Carols by Candlelight;
- a Year 2 excursion to the Junee Chocolate Factory in Term 4; and
- an excursion to the Griffith Cinema and Ten Pin Bowling.

The STEM Shed

The final stages of a three year plan to build an outdoor STEM Learning Environment was completed, resourced and utilised during 2018.

The Science teacher used the area for all practical lessons.

Resources were sourced from local businesses and organisations.

Shelving and tables were donated from Narrandera High School.

The area is also utilised at lunch time twice weekly where students can construct, deconstruct and work on individual projects.

The STEM Shed was the focal point of our inter-school Science day during Science Week in Term 3.