

# Narranga Public School Annual Report



2018



4404

## Introduction

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

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

Michael Trist

Principal

### School contact details

Narranga Public School

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## School background

### School vision statement

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

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

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

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

### School context

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

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

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

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

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

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

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

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

In the Learning domain our school's on–balance judgement is that we are sustaining and growing the elements of student wellbeing, curriculum, assessment, reporting and in student performance. In the Teaching domain we are also sustaining and growing the elements of effective classroom practice, data skills and use, professional standards and learning and development. In the Leading domain we are sustaining and growing the elements of educational leadership, school planning, implementation and reporting, school resources and management practices and processes

Our self–assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching–and–learning/school–excellence–and–accountability/sef–evidence–guide>

## Strategic Direction 1

### Expert Teaching

#### Purpose

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

#### Overall summary of progress

The school has promoted the use of explicit teaching strategies to improve student learning strategies via professional learning in a range of literacy and numeracy programs. We have developed strategies in the use of effective feedback to improve student learning outcomes. Teachers have developed their skills in collecting and using data to inform teaching practice and meet the differentiated learning needs of students.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Teaching pedagogy reflects increased effective sharing of strategies of greatest effect size as indicated through staff reflection on professional learning.		Teacher feedback, classroom observation and program monitoring all reflect uptake of new and improved teaching practice.
All class teaching programs reflect NSW Syllabus documents for the Australian Curriculum, including differentiation, quality feedback and analysis of assessment data.		Teacher supervision practices – observation, program monitoring, stage meeting discussion, teacher survey all reflect uptake of new and improved teaching practice and content.
Analysis of NAPLAN and school-based data demonstrates ongoing improvement.		The percentage of Narranga students achieving At or Above Expected Growth in NAPLAN was above the State average in Reading (62.2% to 58.5%), Spelling(56% to 53.8%) and Writing (54.8% to 52.7%). Grammar and Punctuation growth was lower than the State average (48% to 52.4%). Average Scaled Growth score for Narranga students was higher on average in all Literacy domains than it was for students across the State. The percentage of Narranga students achieving At or Above Expected Growth in NAPLAN Numeracy was 63.9%, compared to a State average of 55.3%. Similarly, Average Scaled Growth score for Narranga students was 96.9, compared to 93.1 for students across the State.

#### Next Steps

The school will continue to prioritise the importance of adopting teaching strategies of greatest effect size. We will direct significant resources towards professional learning and instructional leadership programs to this end.

## Strategic Direction 2

### Learning & Engagement

#### Purpose

To promote a school wide commitment to improving students' ability to learn, adapt and be responsible, productive and happy citizens. The school will deliver rich learning experiences which will both engage and provide opportunities for all students to succeed.

#### Overall summary of progress

Narranga's focus on learning and engagement has included a review of wellbeing processes and programs in order to promote student outcomes and engagement. A suite of targeted academic interventions have been developed to address the needs of specific needs students. Professional learning opportunities have boosted teaching strategies in the use of ICT to expand learning opportunities and engagement for all students.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Promotion of a growth mindset among teachers and students, clearly visible in all classrooms.		Growth mindset theory and practices are increasingly part of the school's day to day functioning. Classrooms, assemblies and school correspondence feature verbal and textual references to Growth Mindset messages.
Academic interventions promote student access to curriculum, resulting in growth in NAPLAN and school based data above expected standards.		The percentage of Narranga students achieving At or Above Expected Growth in NAPLAN was above the State average in Reading (62.2% to 58.5%), Spelling(56% to 53.8%) and Writing (54.8% to 52.7%).Grammar and Punctuation growth was lower than the State average (48% to 52.4%). Average Scaled Growth score for Narranga students was higher on average in all Literacy domains than it was for students across the State. The percentage of Narranga students achieving At or Above Expected Growth in NAPLAN Numeracy was63.9%, compared to a State average of 55.3%.Similarly, Average Scaled Growth score for Narranga students was 96.9, compared to 93.1 for students across the State.
Visible advancement of school technology use by students and staff.		Classroom ICT–based resources are increasing, including coding, virtual reality and robotics activities. More digital resources are being used to deliver lessons, school administrative tasks and home–school communication.

#### Next Steps

The school will continue to investigate and implement strategies to improve student learning and engagement.

## Strategic Direction 3

### Partnerships

#### Purpose

To develop strong collaborations between teachers, students, parents, the community and external agencies that inform and support progress, achievement and wellbeing across the school.

#### Overall summary of progress

The school has developed a number of significant partnerships to boost educational outcomes for stakeholders. The SHAPE program has involved Narranga staff working with Southern Cross University to develop strategies to improve outcomes for pre-service teachers as they enter the profession. The school has implemented a range of programs to deepen parent and community involvement in the education of students and broader school priorities. We have also engaged in a partnership with Sydney University to develop teaching strategies in Science, Maths and ICT.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Teachers have developed and implemented improved STEM teaching strategies.		Classroom ICT-based resources are increasing, including coding, virtual reality and robotics activities. More digital resources are being used to deliver lessons, school administrative tasks and home-school communication.
Teachers have improved mentoring skills, with the ability to provide effective feedback to pre-service teachers and other staff.		Teachers have undertaken professional learning in mentoring, and have utilised these skills in their interaction with pre-service teachers from Southern Cross University as well as beginning teachers on Narranga staff.
Students & families report positive engagement with the school.		The school has implemented an enhanced suite of student wellbeing and community engagement strategies. Tell Them From Me data indicates positive results for these initiatives.

#### Next Steps

The school will continue to engage with community and institutional partners to develop strategies to boost educational outcomes for targeted stakeholders.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>		Anecdotal evidence and data from the Tell Them From Me surveys indicates that students and parents believe that the school values Aboriginal culture and involvement in school life.
<b>Low level adjustment for disability</b>		NCCD and school based ILP implementation and monitoring processes indicate overwhelmingly positive feedback to the efficacy of school processes
<b>Quality Teaching, Successful Students (QTSS)</b>		The school has an increasing "open classroom" culture, led by APs facilitating demonstration and team teaching opportunities to promote teaching strategies of greatest effect size.
<b>Socio-economic background</b>		Class programs, lesson observations, PDP analysis and student data all indicate improving classroom instruction and support the continuance of similar initiatives.

## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	305	304	301	308
Girls	310	304	326	342

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	92.8	81.8	95.2	94.5
1	93.3	92.3	94	93.9
2	93.5	93.4	93.9	92
3	91.8	94	94.6	91.3
4	92.1	93	95.3	91.9
5	92.7	94.1	92.6	93.6
6	93.1	91.2	93.6	90.3
All Years	92.8	91.5	94.2	92.5
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

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

## Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	5
Classroom Teacher(s)	25.29
Teacher of Reading Recovery	0.84
Learning and Support Teacher(s)	1.2
Teacher Librarian	1.2
School Counsellor	1
School Administration and Support Staff	5.56

\*Full Time Equivalent

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

### Teacher qualifications

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

### Teacher qualifications

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

### Professional learning and teacher accreditation

All teaching staff at Narranga Public School undertook significant professional learning during 2018. The majority of these activities were conducted within the school. They included fortnightly meetings focusing primarily on aspects of the School Plan, and a variety of activities in the school's Staff Development Days. Identified expert teachers collaborated with their colleagues in the classroom to improve the teaching of spelling, writing, numeracy problem solving and teaching strategies of greatest effect size in general. The school also conducted PL activities to facilitate ICT use in the classroom, and the various mandatory training categories such as WHS, anaphylaxis, Child Protection and asthma were covered for all staff. All Narranga teachers are working towards Board of Studies Teaching and Education Standards accreditation.



## Financial information

### Financial summary

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

	2018 Actual (\$)
<b>Opening Balance</b>	297,316
<b>Revenue</b>	6,601,297
Appropriation	6,311,522
Sale of Goods and Services	22,245
Grants and Contributions	261,281
Gain and Loss	0
Other Revenue	1,367
Investment Income	4,882
<b>Expenses</b>	-6,344,524
Recurrent Expenses	-6,344,524
Employee Related	-5,750,940
Operating Expenses	-593,584
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	256,773
<b>Balance Carried Forward</b>	554,089

Whilst the principal accepts full responsibility for the financial management of the school, a finance committee has been formed to assess the school's financial needs, determine the school's broad budget priorities, develop a budget plan and examine reports on expenditure provided by the principal at intervals determined by the committee.

The finance committee is comprised of the principal, one executive, two teaching staff, two P & C representatives and the school administrative manager.

Budget programs are managed by in-school teams. The teams submit programs to the finance committee. On approval, the program managers implement a process for purchasing, accessioning and reporting on staff purchases. Programs are regularly evaluated and reports made to the committee.

### Financial summary equity funding

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

	2018 Actual (\$)
<b>Base Total</b>	4,231,205
Base Per Capita	121,243
Base Location	3,928
Other Base	4,106,035
<b>Equity Total</b>	488,698
Equity Aboriginal	78,242
Equity Socio economic	209,995
Equity Language	9,476
Equity Disability	190,985
<b>Targeted Total</b>	438,914
<b>Other Total</b>	485,196
<b>Grand Total</b>	5,644,013

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

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

## School performance

### NAPLAN

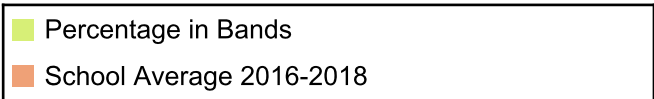
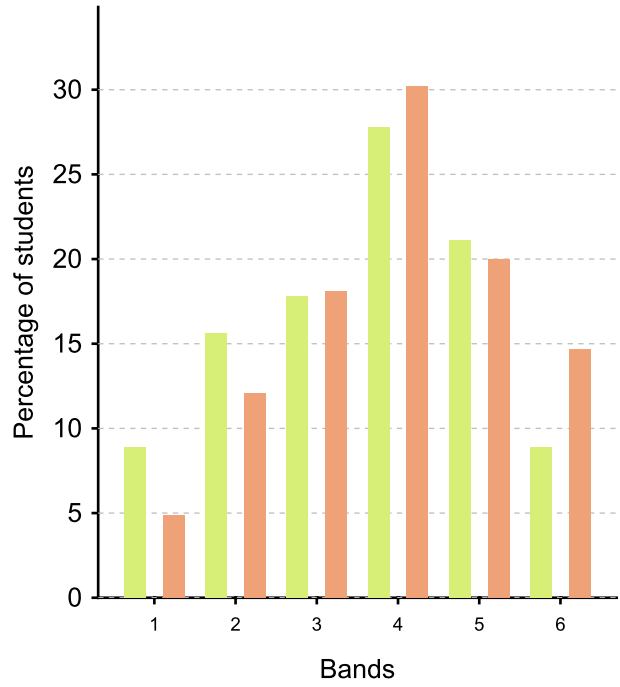
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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

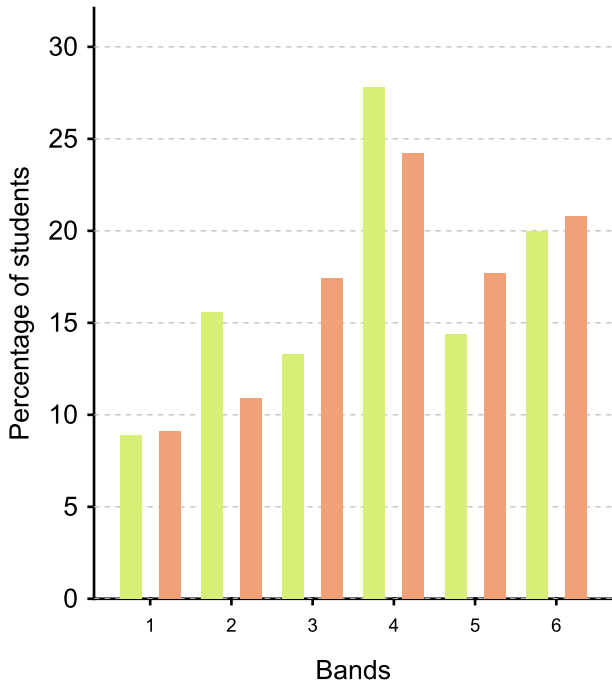
Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats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

The percentage of Narranga students achieving At or Above Expected Growth in NAPLAN was above the State average in Reading (62.2% to 58.5%), Spelling (56% to 53.8%) and Writing (54.8% to 52.7%). Grammar and Punctuation growth was lower than the State average (48% to 52.4%). Average Scaled Growth score for Narranga students was higher on average in all Literacy domains than it was for students across the

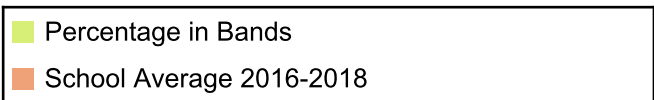
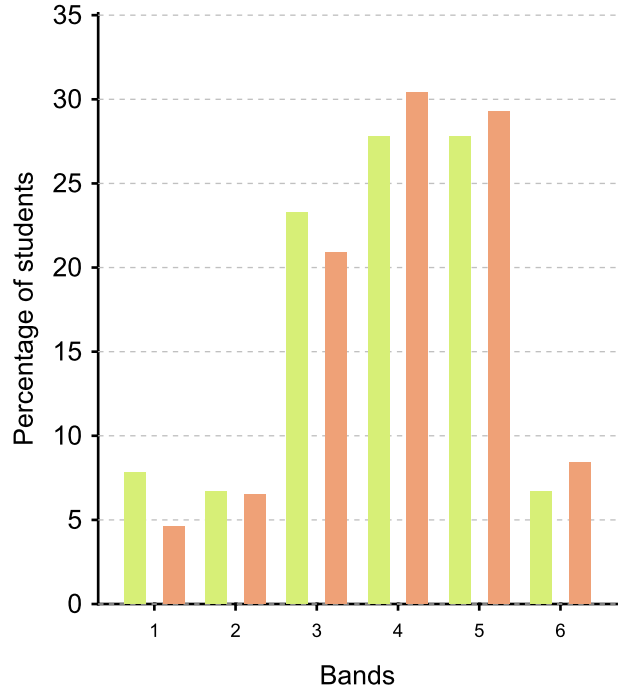
**Percentage in bands:**  
Year 3 Spelling



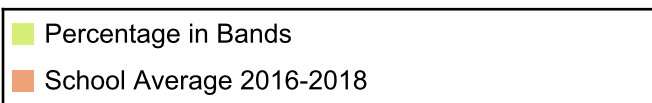
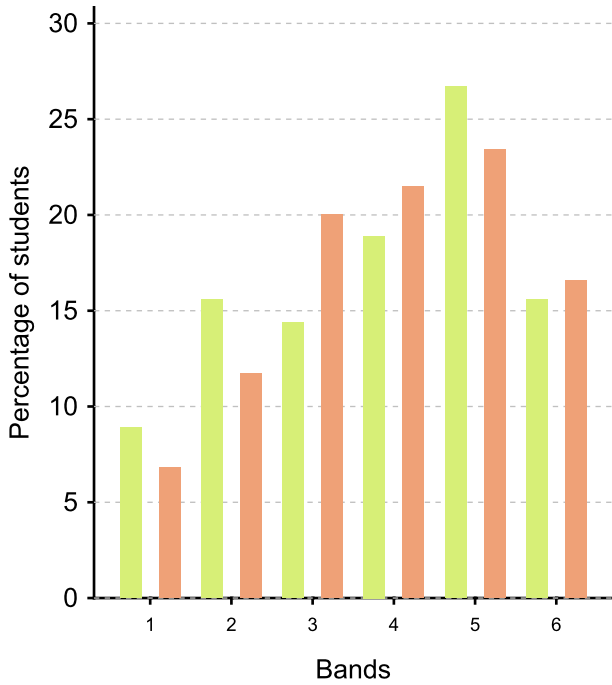
**Percentage in bands:**  
Year 3 Grammar & Punctuation



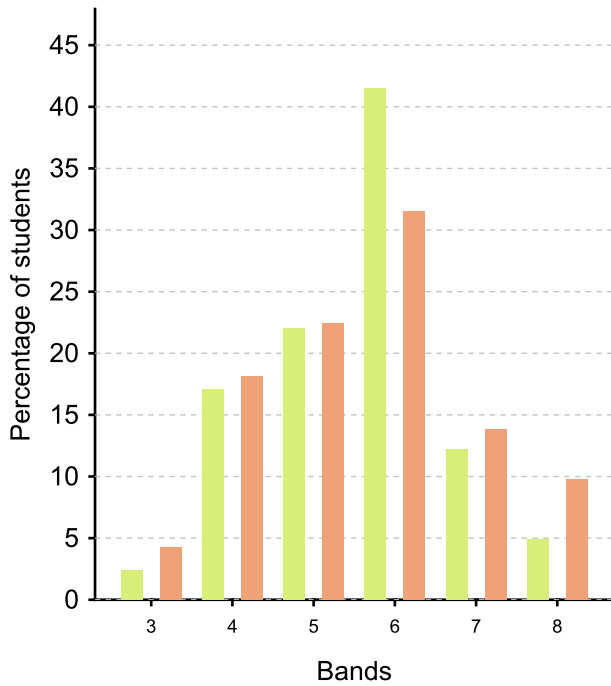
**Percentage in bands:**  
Year 3 Writing



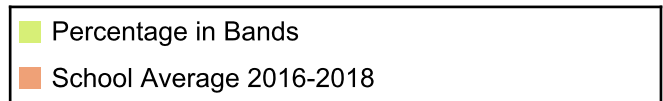
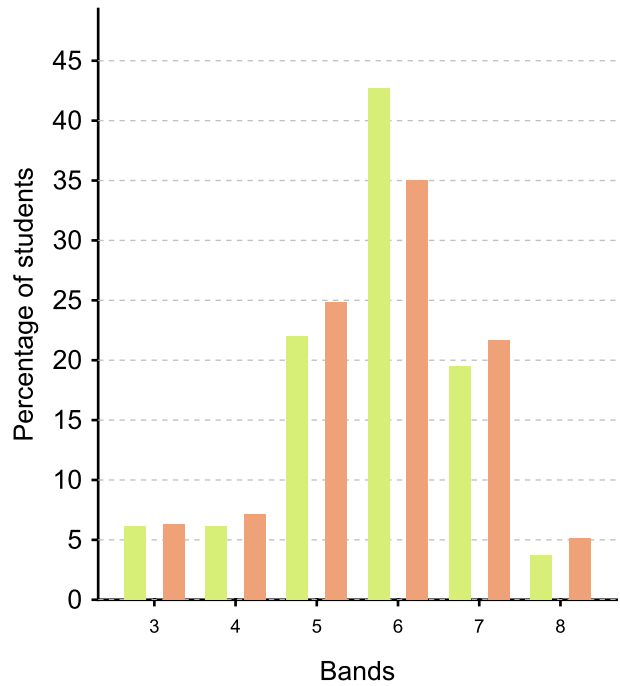
**Percentage in bands:**  
Year 3 Reading



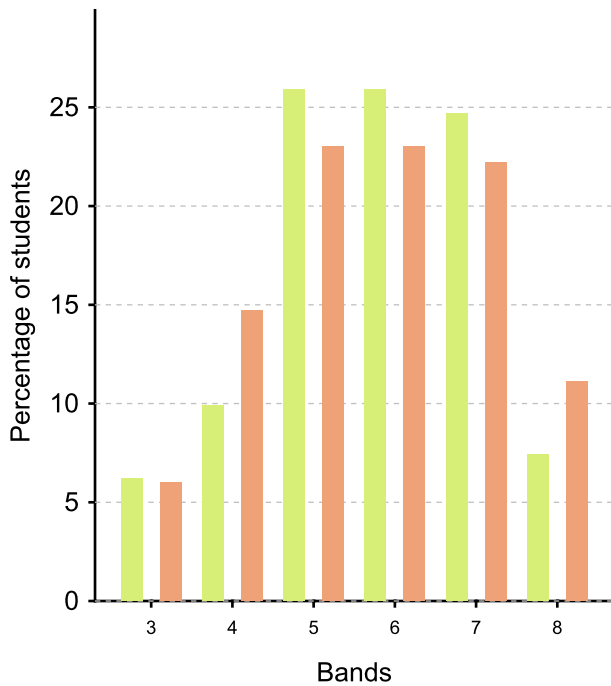
**Percentage in bands:**  
Year 5 Grammar & Punctuation



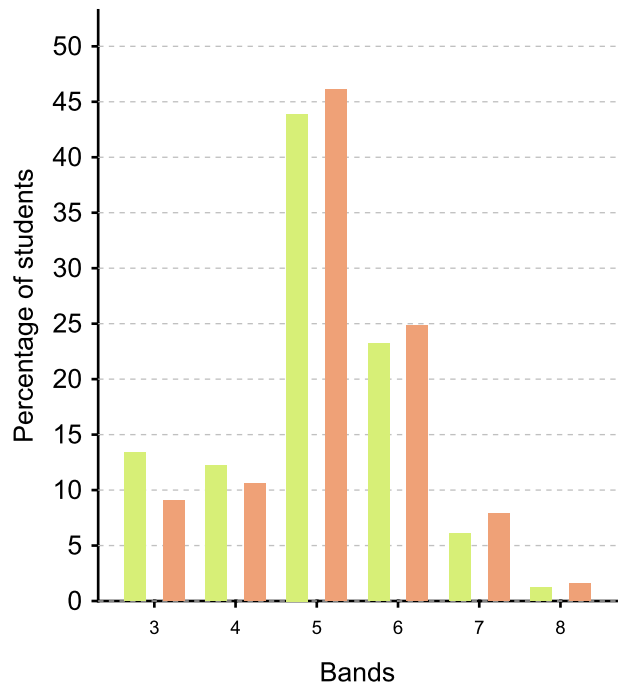
**Percentage in bands:**  
Year 5 Spelling



**Percentage in bands:**  
Year 5 Reading

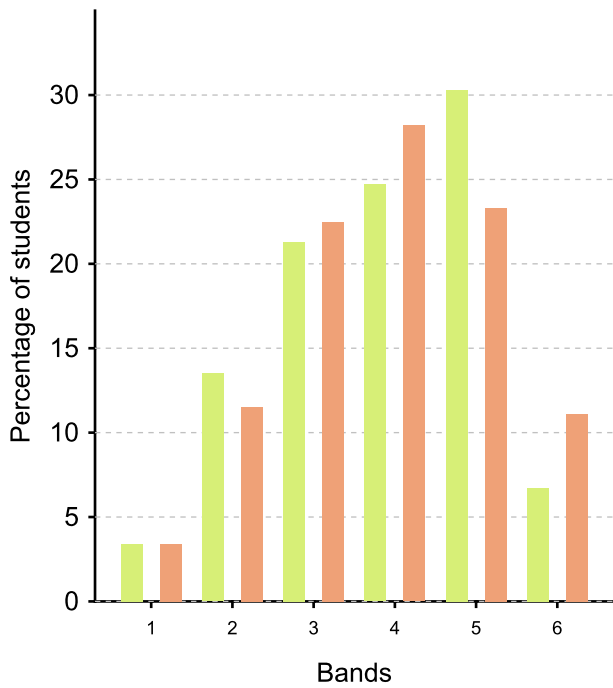


**Percentage in bands:**  
Year 5 Writing

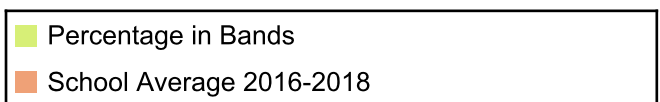
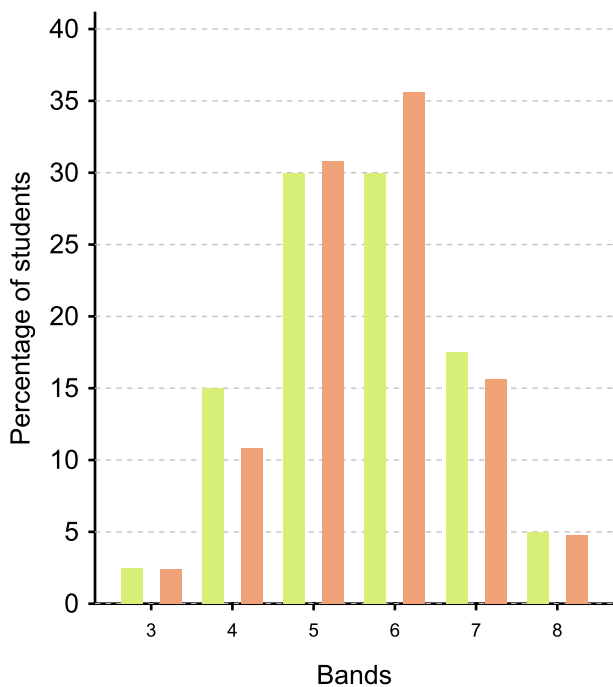


The percentage of Narranga students achieving At or Above Expected Growth in NAPLAN Numeracy was 63.9%, compared to a State average of 55.3%. Similarly, Average Scaled Growth score for Narranga students was 96.9, compared to 93.1 for students across the State.

**Percentage in bands:**  
Year 3 Numeracy



**Percentage in bands:**  
Year 5 Numeracy



students achieving in the top 2 bands for Reading and Numeracy has grown each year from 2015, when there were 28.61% of students in this group, to 2018, which saw 33.82% of students achieving this outcome. Despite a relatively small cohort, it was pleasing to see 32.35% of Aboriginal students also scoring in the top 2 bands for Reading and Numeracy.

## Parent/caregiver, student, teacher satisfaction

Narranga surveyed Year 4–6 students, teachers and parents/caregivers satisfaction levels using the Tell Them From Me survey tool.

Narranga's student responses largely corresponded with average scores in schools across the State. Areas where Narranga students ranked themselves higher than the State included positive behaviour at school and positive relationships with peers in Years 5 & 6. Aboriginal students reported positively regarding Aboriginal cultural attitudes and knowledge at school. Our Year 4 cohort reported less positively about their sense of belonging and positive relationships than the older students – this is an area we will continue to investigate.

Narranga's teachers indicated that they saw the school operating at above the State average in all of the Eight Drivers of Student Learning, including being well above in parent involvement and leadership. Teachers also scored the school as providing above State average in the Four Dimensions of Classroom and School Practices.

Parents and caregivers ranked Narranga as above the State average on all 7 criteria for positive relations between the school and its community. These criteria have been designed to measure whether schools foster greater communication with parents, encourage parental involvement in their child's schoolwork, and enlist parents to volunteer at the school and participate in school governance.

## Policy requirements

### Aboriginal education

Narranga Public school implemented a number of initiatives to promote educational outcomes for its Aboriginal students in 2018. Our plan included:

- The Aboriginal Education Officer working with Aboriginal students on learning programs including Reading Doctor, Jolly Phonics, Letter Formation and writing numbers.
- Stage 3 Aboriginal students participated in the QuickSmart program, with all experiencing increased speed and accuracy in completing number operations.
- Stage 1 Aboriginal students participating in the Minilit program to develop literacy skills
- Narranga students participated in both the BMN cultural tutoring and classroom language lessons conducted by Gumabaynggirr community

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.

Narranga's performance in the Premier's Priority targets has been positive. The percentage of Year 3 and 5

members.

- NAIDOC Week activities celebrated Aboriginal culture via a range of other learning experiences.
- Narranga staff members participated in the Connecting to Country professional learning conducted by Aboriginal community members to foster understanding of Gumabaynggirr culture and history.

### **Multicultural and anti-racism education**

Narranga welcomed a number of English as Additional Language or Dialect families in 2018. The school liaised closely with a range of community agencies and Department of Education personnel in order to successfully facilitate the transition of their children into the school. Our most effective strategy in this process was to allow Narranga's existing students to display their innate friendliness, generosity and kindness to their new friends.

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

Practices and procedures designed to minimise racist attitudes and behaviour in our school community were incorporated into class discussions and learning activities throughout the year.