**Introduction**

The Annual Report for 2015 is provided to the community of Narrabri West 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.

Stephen Maher  
Principal

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School Code: 2709
Message from the Principal

This report gives information about the programs and performance of Narrabri West Public School. It is part of our process of self-evaluation, reporting and planning. It provides a summary of our achievements in 2015 and communicates our strategic directions and the focus for our learning in 2016.

Ongoing evaluation is an important feature of our school with a commitment and desire for continual improvement. Teachers at Narrabri West Public School are committed to this process of continuous improvement and self-evaluation to meet the ever changing needs of the school, the community and its students in order to remain at the cutting edge of education and learning. This is an expectation that as a school we have and place on ourselves to continue to challenge current practices for the benefit of our students.

Our teachers ensure that students are connected to their learning. By making learning relevant, authentic, integrating technology, encouraging communication and making classrooms fun, our teachers help our students to excel. Our staff remains at the forefront of innovative teaching practice through comprehensive professional development and training. We are committed to making a difference to every student, developing young minds and preparing citizens of the 21 century.

All teachers understand the need to establish strong learning goals and success criteria in their lessons. Emphasis is also placed on ensuring each lesson concludes with reflection by the students on their success in achieving the stated learning goal. This makes learning and progress visible and by doing this we empower our teachers, students and parents.

As a result of our continued school focus on teacher professional learning and capacity building, we have again been visited in 2015 by Department of Education representatives, as well as leaders and teachers from other schools to see our teachers and the strategies they use. We continue to be very proud of this and the changes in classroom practice across our school are to be commended.

The school enjoys a wonderful partnership with the Parents and Citizens Association (P&C). This is an essential and vital component of the connectedness and shared vision that exists in our learning environment. We have a clear direction for our school and our students and we work together to achieve this vision and direction.

I would like to thank the students, staff and community for their commitment to the school’s learning programs. It has been a wonderful team effort in being able to provide the quality and diverse learning environment that has enabled our students and the school to celebrate so many successes.

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.

Stephen Maher
Principal
School background

School vision statement

“Great teachers inspire their students to learn. They can, and do, make a difference to the quality of a student’s life both within and outside the school.” (Great Teaching Inspired Learning. NSW DEC 2013)

This statement guides the teaching philosophy of all teachers and leaders at Narrabri West Public School. We are committed to improving the learning outcomes of students through enhancing teacher quality and we share the following beliefs:

- Students are our priority, are at the centre of everything we do and our practice reflects their best interests;
- Teachers and school leaders are the key to making the difference to student learning;
- Teacher quality and instructional leadership are the key drivers for continuous school improvement; and
- The coherent alignment of teacher, leader and student learning has the greatest impact.

Narrabri West is an innovative and engaging learning environment with high expectations for students, staff and community, where all students have the opportunity to be successful learners, confident and creative individuals and active and informed citizens, in an environment where achieving one’s best is inevitable.

We will achieve this through a relentless focus by our students, staff and community on our strategic directions of Student Learning, Student Wellbeing and the Professional Practice of our teachers.

This vision is shared and supported by our school community of students, staff and parents.

School context

Narrabri West Public School is a Pre School to Year 6 learning community. We have 326 students attending, 15% being Aboriginal. Narrabri is a rural town with its student base coming from a range of social and economic backgrounds.

Narrabri West strives to be recognised as a school that sets the standard in educational and professional excellence and continues to build the skills and knowledge of its teachers.

We have adopted ‘The Art and Science of Teaching’ as our teaching framework. Extensive professional development opportunities are provided to build staff expertise and strategies for classroom practice. Our Strategic Plan will see this become embedded across the entire school. This will strengthen the effectiveness of teacher practice through the use of evidence-based pedagogy, thus building a common language for instructional practice from Pre School to Year 6. All teachers understand the need to establish strong learning goals and success criteria for each lesson. Emphasis has also been placed on ensuring each lesson concludes with a reflection by students on their success in achieving the stated lesson goal. This makes learning and progress visible and by doing this we empower our teachers, students and parents.

A continued commitment to instructional leadership will ensure that school leaders have curriculum expertise and are active coaches for teaching staff. Working regularly in classrooms, planning quality training opportunities and defining consistent practices across the school will provide a foundation for continued success.

Our Pre School allows the provision of early childhood education and comprehensive transition to Kindergarten programs. The Early Years Learning Framework and National Quality Standards form the basis of our Pre School learning program. These enable us to focus attention on building a solid foundation so that students are ready to engage in quality learning experiences in Kindergarten.
Self-assessment using the School Excellence Framework

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

This year, our school undertook self-assessment using the elements of the School Excellence Framework. Our self-assessment process will further assist the school to refine the strategic priorities in our School plan leading to further improvements in the delivery of education to our students.

We have analysed the school framework and its implications for informing, monitoring and validating our journey of excellence. Time was dedicated during staff meetings to examine the school excellence framework and cross reference it with our school plan to determine the elements the plan addressed. Staff reflected on the progress being made across the school as a whole based on the expectations identified in the framework. They also explored the forms of evidence necessary to validate our self-assessment. Staff have been trained in data collation tools such as the Instructional Practices Inventory (IPI), Effect Size Calculation and On task Analysis. This provides an important overview to ensure our improvement efforts are aligned with these high level expectations.

Learning
In the Learning domain the school has ensured Learning Focused Relationships by building a school-wide, collective responsibility for student learning and success, with high levels of student, staff and community engagement. Positive and respectful relationships across the school community, as evidenced in the results from our Tell Them From Me surveys, underpin a productive learning environment, and support students’ development as learners.

School plan initiatives; regular professional learning workshops and stage planning days for all staff, have addressed both Curriculum and Learning and Assessment and Reporting. Curriculum programs and teaching practices effectively develop the knowledge, understanding and skills of all students, using evidence-based teaching practices and innovative delivery. Staff have embedded Assessment for Learning with Learning Goals, Success Criteria, feedback, questioning, peer and self-assessment strategies as well as strategies which incorporate mindset, brain based Learning and explicit instruction. Practices are embedded for parents to be engaged and understand the learning progress of their children and how to effectively support them to learn through Parent Information Workshops and regular information brochures.

To develop school plan projects the school has analysed school performance data and a range of other contextual information such as the Tell Them From Me Surveys and IPI data and is aware of trends in student achievement levels.

Leading
The school is recognised as excellent and responsive by its community as a result of its effective engagement with members of the local community such as parents, families, local media and business organisations.

In the Leadership domain the school plan has addressed School Planning, Implementation and Reporting and School Resources. The school has used evidence-based strategies and innovative thinking in designing a school plan that delivers ongoing improvements in student outcomes and has been recognised as a leading school in evidence based strategies such as Assessment for Learning. The school has used collaborative feedback and reflection to promote and generate learning and innovation. Succession planning, leadership development and workforce planning are designed to drive whole-school improvement with the key initiative being the engagement of an executive staff member in the role of Instructional Leader and variations to the role of Assistant Principals. Longer-term financial planning is integrated with school planning and implementation processes, utilising the Budget Planning tool.

Teaching
Much time and determination has been focused on effective classroom practice, data skills and use, collaborative practice, learning and development and professional standards in the teaching domain.
The school leadership team’s roles and responsibilities have been redefined and demonstrate instructional leadership, promoting and modelling effective, evidence based practice.

With the regular and consistent emphasis in professional learning on assessment for learning teachers now provide explicit, specific and timely formative feedback to students on how to improve.

Assessment instruments such as Learning Goals, Success Criteria, Questioning, and Checking for Understanding strategies are used regularly to help monitor student learning progress and to identify skill gaps for improvement. Following regular fortnightly professional learning sessions, teachers clearly understand and utilise assessment for learning, assessment as learning and assessment of learning in determining teaching directions, school performance levels and effectiveness.

Through regular stage meeting and stage planning days, with teachers working together to improve teaching and learning in their stages and by building teacher capacity to use PLAN data, the school leadership team engages the school community in reflecting on student performance data.

The role of Instructional Leader and professional learning for school executive on the use of Instructional Rounds has ensured that teachers receive planned, constructive feedback to improve teaching practice.

The role of Instructional leader also provides formal and informal mentoring and coaching support to improve teaching and leadership practice which has allowed the school to identify expertise within its staff and draw on this to further develop its professional community.

Through the emphasis on professional learning and the establishment of the Instructional Leader role, teachers are able to draw on and implement evidence-based research to improve their performance and development. The teaching staff demonstrate and share expertise, have very high levels of contemporary content knowledge and teaching practices and rely on evidence-based teaching strategies.

The new approach to school planning supported by the new funding model to schools, is making a major difference to our progress as a school. The achievements and identification of next steps are outlined in the following pages of this report. Our self-assessment process will further assist the school to refine the strategic priorities in our school plan leading to further improvements in the delivery of education to our students.
Strategic Direction 1

Student Learning:
High expectations support the belief that all students can learn, progress and achieve.

Purpose

- Ensure high levels of achievement in literacy and numeracy are evident throughout the school.
- Design learning programs to ensure student learning in the 21st century is collaborative, innovative and creative within a global context.
- Deepen student learning through authentic, relevant and meaningful student inquiry.
- Differentiate instruction and assessment in response to student strengths, needs and prior learning.

Overall summary of progress

School planning provides direction for the preparation and implementation of school strategic directions including the identification of improvement areas, indicators of progress and annual milestones which demonstrate the progress we have achieved and future directions.

Underpinning our 2015-2017 Strategic Plan is continuous improvement, innovation and the professional development of our teachers, building their capacity to implement teaching practices that will prepare our students for learning in the 21st century.

During 2015 there were measurable and observable indications that we had made significant progress towards achieving our strategic directions and that these had the impact we had planned for. In 2015 this progress included:

- Teachers are delivering high quality, engaging lessons that explicitly outline the purpose of learning for students, incorporating goal setting, feedback and reflection on learning and achievement.
- Assessment for Learning is a regular part of teaching and learning in the classroom, with evidence including learning goals, success criteria, effective questioning, formative feedback, activators, summarisers, peer and self-assessment and exit criteria.
- Teachers are working collaboratively as stage teams to plan lessons and learning programs, assessing the needs of students and developing consistency in teaching and assessment.

<table>
<thead>
<tr>
<th>Improvement measure (to be achieved over 3 years)</th>
<th>Progress achieved this year</th>
<th>Resources (annual)</th>
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<tbody>
<tr>
<td>Evidence of student learning and student inquiry across the whole school, stages and individual classes will be collated using the ‘Academic Engaged Time Measuring Tool.’</td>
<td>• Instructional rounds and classroom walkthroughs conducted by members of the school’s leadership team to monitor implementation of strategic direction processes and practices and gather information and data to inform future directions. • Training provided to Instructional Leader in the use of the ‘Academic Engaged Time Measuring Tool’ to allow for full implementation in 2016. Data from trial implementation classrooms indicates students are continually engaged in an academic task with focussed teacher involvement.</td>
<td>$5500 - Hawker Brownlow Thinking &amp; Learning Conference (Melbourne): Three staff attended</td>
</tr>
<tr>
<td>Best Start Continuum, NAPLAN, English and Maths Continuum K-10</td>
<td>• School-based assessment tracked against continuums. Pre and post testing trialled using ‘GoMaths’ diagnostic tests (Semester 1 and 2) ready for full implementation</td>
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</table>
Strategic Direction 1

and Hattie’s Effect Size Calculator will be used to determine growth in English and Mathematics across all stages.

- Literacy assessment (writing task) with pre-determined text type (Semester 1 – Narrative; Semester 2 – Persuasive) using NAPLAN marking process.
- Monitoring of NAPLAN results.
- Observations, feedback and student conferences.
- PLAN software to identify and monitor students’ levels of competency and progress in literacy and numeracy.
- Reading Recovery providing daily individual support to selected Year One students who require early intervention for reading.

Next steps

- Continue to develop the capacity of the schools leadership team to collect evidence using the Academic Engaged Time Measuring Tool and utilise data collected to inform future professional learning, teacher feedback and planning for student learning.
- Implement pre and post testing in Mathematics K-6 using ‘Go Maths’ diagnostic tests, with data collation to inform targeted and ongoing planning for student learning growth.
- Increase the overall scores of the Eight Drivers of Student Learning and the Four Dimensions of Classroom & School Priorities within the Focus on Learning Teacher Survey to an average of 9.0.
**Strategic Direction 2**

**Student Wellbeing:**
School culture and practice respects and responds to every student’s aspirations, culture and learning potential.

**Purpose**

- Promote and sustain student wellbeing and positive student behaviour in a safe, accepting, inclusive and healthy 21st century learning environment.
- Design learning programs which are differentiated, purposeful and engaging, are directly related to each student’s stage of learning development and build their capacity to be responsible and productive citizens.

**Overall summary of progress**

School planning provides direction for the preparation and implementation of school strategic directions including the identification of improvement areas, indicators of progress and annual milestones which demonstrate the progress we have achieved and future directions.

Underpinning our 2015-2017 Strategic Plan is continuous improvement, innovation and the professional development of our teachers, building their capacity to implement teaching practices that will prepare our students for learning in the 21st century.

During 2015 there were measurable and observable indications that we had made significant progress towards achieving our strategic directions and that these had the impact we had planned for. In 2015 this progress included:

- The physical learning environment in each classroom supports the focus on learning goals and student engagement through the provision of a safe, engaging, innovative 21st century learning environment.
- ‘Focus on Learning (TTFM)’ surveys conducted annually will reflect high levels of staff, student and parent satisfaction across all areas surveyed.

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<thead>
<tr>
<th>Improvement measure (to be achieved over 3 years)</th>
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</table>
| A positive learning environment will be achieved through strategic improvement to classrooms with the purchase of products designed to build 21st Century learning spaces. | • Furniture quotations sought for classrooms and learning spaces.  
• Purchase of furniture and resources for classroom learning spaces to allow the physical learning environment in each classroom to support the focus on learning goals and student engagement.  
• Co-ordination of furniture for classrooms and learning spaces.  
• Feedback sought on the effectiveness of furniture to enhance spaces for learning from staff, students and parents.  
• Parents kept up to date with progress through P&C meetings, newsletter, social media and ‘Informed Parents’ newsletters. | Classroom learning spaces resources $60000 |

Narrabri West Tell Them From Me Focus on Learning surveys conducted annually will | • Focus on Learning student, staff and parent survey data analysed and future directions (2016) determined based on data.  
• Areas for future directions based on survey data |  |
Strategic Direction 2

reflect high levels of staff, student and parent satisfaction across all areas surveyed.

- Further details on the results of these surveys are in the Community Satisfaction section of this annual report.
- A range of support and programs conducted in 2015 influenced a positive and inclusive culture, raised expectations and strengthened home school partnerships. These included:
  - Parent workshops;
  - ‘Informing Parents’ newsletters providing more detailed information on school programs and procedures; and
  - Trialling the use of ‘SeeSaw’ app

Next steps

- Complete furniture and classroom refurbishment program so that all learning spaces feature flexible furniture that meets needs of students and 21st century learning competencies, with a particular focus on catering for those students with additional learning needs.

- Provide technologies for teachers to enhance student and family participation and engagement in student learning through a range of communication devices and feedback opportunities. This will enable all classrooms to communicate student learning progress using the ‘SeeSaw’ app to parents, increasing parental involvement in each student’s learning journey. Also introduce ‘Friday Journals’ as another means of student-parent interaction to share the learning experience and enhance parent communication in all classes, following the successful trial this year in Year 1.

- Reporting to parents through Learner Led Conferences will be more interactive with students leading the learning conversations, furthering enhancing communication between school and home, as well as teaching students self-evaluation and self-reflection skills and focussing on learning.
Strategic Direction 3

Professional Practice:
Strengthened capacity of staff to support and improve student learning outcomes in all curriculum areas.

Purpose

• Implement and share innovative and collaborative professional learning programs which build personal and team capacity, leadership and educational practice, whilst developing reflective team members, supporting further career development and contributing to a culture of learning.

• Provide teachers with enhanced capacity to ensure the teaching and learning environment is inclusive, promotes the intellectual engagement of all students and reflects individual student strengths, needs, learning preferences and cultural perspectives.

Overall summary of progress

School planning provides direction for the preparation and implementation of school strategic directions including the identification of improvement areas, indicators of progress and annual milestones which demonstrate the progress we have achieved and future directions.

Underpinning our 2015-2017 Strategic Plan is continuous improvement, innovation and the professional development of our teachers, building their capacity to implement teaching practices that will prepare our students for learning in the 21st century.

During 2015 there were measurable and observable indications that we had made significant progress towards achieving our strategic directions and that these had the impact we had planned for. In 2015 this progress included:

• Lessons incorporate best practice high yield strategies, including assessing and activating prior knowledge, activators and summarisers, exit slips, student learning conversations and accountable talk, graphic organisers, peer and self-assessment, modelled/guided/independent practice, flexible group and partner work, questioning and wait time, strategies to check for understanding, non-linguistic representations, academic vocabulary acquisition and thinking skills.

• School procedures and protocols for DEC Performance and Development Framework developed and Professional Development Plans planned, implemented and reviewed.

• External consultant and Instructional Leader engage staff in professional learning to develop expertise and build capacity through feedback in the implementation of evidence based learning.

Progress towards achieving improvement measures

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<tr>
<th>Improvement measure (to be achieved over 3 years)</th>
<th>Progress achieved this year</th>
<th>Resources (annual)</th>
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</table>
| Build teacher capacity to provide high quality learning opportunities through the DEC Performance and Development Framework, including goal setting, evidence gathering, lesson observations, feedback and reviewing of Performance and Development Plans. | • Performance and Development Framework training for leadership team and staff.  
• External Consultant providing training and development in protocols for observations and feedback for leadership team.  
• Teachers use the AITSL Classroom Practice Continuum and the Australian Professional Teaching Standards to reflect on their own practice and set personal goals based on individual needs and school priorities for Personal Development Plans.  
• Performance and Development Plan - goals, strategies | Educational consultant - $10 000  
QTSS - $6 000 |
and support planned collaboratively between staff and leadership team.

- Lesson observations and feedback by supervisors.
- Mid-Year PDP reviews undertaken and end of year review and written feedback completed (Team planning days Week 5).
- Quality Teaching Successful Students (QTSS) funding (Semester 2) utilised to facilitate this.
- Mentoring of early career teachers (using the Australian Professional Teaching Standards).
- There is an expectation within the school that all teachers will be highly committed to continuous improvement and recognise professional learning is a responsibility, as well as a right.

School data collected through Instructional Practices Audit consistently displays high levels of rigorous academic and engaged learning practices, as evidenced in data collection tool.

- Gathering feedback using surveys, focus groups, teacher reflections, teaching and learning programs, lesson observations, classroom walkthroughs, instructional rounds and collaborative teams.
- Analysis of data and improvement or maintenance of standards measured from Semester 2 2014 data collection compared to Semester 1 and 2 data 2015. Future directions determined for 2016 based on analysis of data collected.
- Data collected during classroom walk-throughs and observations indicates that teachers are consistently implementing Assessment for Learning in their planning and teaching.
- Staff and students receive ongoing feedback and support.

Educational consultant - $10 000

Next steps

- Teachers will be provided with access to technologies and professional learning to increase the integration of authentic technology use in the classroom. Students will be able to increase their use of technology to develop 21st century learning competencies and their knowledge of the capacity of creative and productive technologies to investigate, create, communicate and collaborate. This will enable them to further engage with technology as a tool to achieve growth in syllabus outcomes. This technology focus draws on the results of our teacher *Tell Them From Me Focus on Learning* surveys, which indicated our use of and integration of technology was the driver of student learning that was the least utilised in the classroom.

We will be continuing our Rural and Remote partnership with Colyton, Ruse and Mt Annan public schools and this will play an important role in our increasing focus on technology in the classroom. Following a successful and valuable visit by Narrabri West to these schools, future directions and our focus for this project were determined. We plan to draw on the experience, skills and expertise of the teachers and leadership teams at these three schools to enhance our integration of technology into student learning. A particular focus will be introducing students to coding, which draws on the skills of design, predicting, collaboration, problem solving and computational thinking. It is envisaged the ‘Hour of Code’ strategy will be the focus for this.

Each school has committed to contribute $5000 in 2016 to ensure the continuity of the relationships
Strategic Direction 3

developed, whilst also exploring other possible funding options that could fund the professional learning processes we have developed. It is envisaged that reciprocal visits in 2016 would involve a small team of teachers working together on enhancing their practice based around an aspect of each school's strategic directions for professional learning and their focus for this project, with follow up visits in the second half of the year.

- The schools leadership team will build leadership capacity amongst nominated staff through coaching them as aspiring leaders in a targeted program of individual (and team) professional development, which will build capacity within and beyond the school. Our *Quality Teaching Successful Schools* strategy (QTSS) funding will assist with this.

- Beginning teacher funds will be utilised in professional development and support that focuses on appropriate structures to support engagement and effective teaching for early career teachers. The schools Instructional Leader will coordinate this support in conjunction with the leadership team and experienced colleagues.
Key initiatives and other school focus areas

Narrabri West receives funding to support students from Aboriginal and low socio-economic backgrounds, as well as those requiring low-level adjustments for disability.

<table>
<thead>
<tr>
<th>Key Initiatives (annual)</th>
<th>Impact achieved this year</th>
<th>Resources (annual)</th>
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<tbody>
<tr>
<td><strong>Aboriginal background funding</strong></td>
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<td>LaST (0.6) - $10,600</td>
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<td>In 2015 we have implemented initiatives to support the implementation of effective teaching in all classrooms, supporting the learning of all Aboriginal students. Funding enabled specific programs, strategies and outcomes to be implemented and achieved from the Aboriginal and Torres Strait Islander Education Action Plan (ATSIEAP). In 2015 we utilised this funding to assist Aboriginal students by employing additional Learning Support Teachers. They implemented targeted support, intervention and extension programs for Aboriginal students which have assisted not only them, but all students, in achieving enhanced learning outcomes. Our schools focus is on highly effective teaching supported by evidence based professional learning that promotes student engagement and active participation in their learning. This is the most effective strategy for improving Aboriginal student engagement, attendance and retention.</td>
<td>• Additional school funded LaST positions (1.6 teachers), providing skills, strategies and reinforcement of concepts in the areas of reading, literacy and numeracy. Students participated in a combination of small group sessions and in class support with a focus on educational tasks that were designed to increase the students’ confidence and improve skills.</td>
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<td>LaST (0.6) - $10,600</td>
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<td>LaST (1.0) - $100,501</td>
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<td>CRT (1.0) - $89,005</td>
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<td>Educational Consultant - $25,000</td>
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<tr>
<td><strong>Socio-economic funding</strong></td>
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<td>In 2015, we implemented successful strategies using equity funding:</td>
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<td>• Allocated funding to support instructional leadership focussing on differentiated professional learning to support teachers across the school in specific areas of need. Professional learning was linked directly to strategic directions and individual or</td>
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team needs.
- An Assistant Principal implemented instructional leadership, developing a strong culture of professional learning based on informed and research supported effective teaching practice.
- Provided additional release to executive team to model best practice in classrooms and to ensure teaching practice and programs reflect effective teaching and new curriculums.

fulfil role of Instructional Leader.
- As a result of the above two measures, the capacity of the school executive to implement enhanced teaching practices driven by evidence based research has increased. The Instructional Leader has supported the school leadership team in planning and implementing a focussed professional learning program based on available data and set targets that is making a difference to student learning outcomes and is building teacher capacity.
- The Instructional Leader in collaboration with the schools leadership team engage in Instructional Rounds, observing lessons and providing feedback to teachers. Following this feedback, teachers and the leadership team implement a ‘where to next’ strategy with each teacher. Observing the lessons of colleagues engaging in effective practice is encouraged and facilitated.
- Employment of educational consultant to assist in implementation of assessment for learning and classroom focused professional learning based on the schools strategic directions.
- Teachers explicitly outline the purpose of learning for students.
- Personalised professional development is evidenced through a range of strategies; collaboration, feedback, peer and self-evaluation.

**Low level adjustment for disability funding**

Students with identified disabilities are funded by the DEC when they need support to access learning programs. The Learning and Support Team meet on a weekly basis to assist in the identification, monitoring and tracking of these and other students with additional needs. The team works with teachers, parents, students, the School Counsellor and non-school based support staff to provide a coordinated approach to improving learning opportunities for students.

The Department of Education provides an annual Learning and Support Teacher (LaST) allocation. School funding was

| Additional school funded LaST positions (1.6 teachers), providing skills, strategies and reinforcement of concepts in the areas of reading, literacy and numeracy. Students participated in a combination of small group sessions and in class support with a focus on educational tasks that were designed to increase the students’ confidence and improve skills. | Additional school funded LaST positions (1.6 teachers), providing skills, strategies and reinforcement of concepts in the areas of reading, literacy and numeracy. Students participated in a combination of small group sessions and in class support with a focus on educational tasks that were designed to increase the students’ confidence and improve skills. | LaST (0.6) - $25,174 |
used to employ teachers in addition to our allocation to support students with learning needs. These teachers worked in classrooms in small group or whole class situations to develop student’s confidence and skills by focusing on their specific area of need.

- Leadership team undertook training in the use of Instructional Rounds. These build on the expertise of educators and are based on the model of directly observing, engaging in dialogue and using a shared language. The leadership team observed, analysed and provided feedback on how well teachers are using formative assessment to elicit evidence of achievement and adapt learning to meet student needs. Working regularly in classrooms, planning quality training opportunities and defining consistent school-wide practices is providing a foundation for continued success.

- Continued to embed an overarching pedagogical framework based on ‘The Art and Science of Teaching’ with a focus on learning goals, success criteria and building high learning engagement and behavioural expectations.

<table>
<thead>
<tr>
<th>Other school focus areas</th>
<th>Impact achieved this year</th>
<th>Resources (annual)</th>
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<tbody>
<tr>
<td>Quality Teaching Successful Students (QTSS)</td>
<td>- Leadership team undertook training in the use of Instructional Rounds. These build on the expertise of educators and are based on the model of directly observing, engaging in dialogue and using a shared language. The leadership team observed, analysed and provided feedback on how well teachers are using formative assessment to elicit evidence of achievement and adapt learning to meet student needs. Working regularly in classrooms, planning quality training opportunities and defining consistent school-wide practices is providing a foundation for continued success. - Continued to embed an overarching pedagogical framework based on ‘The Art and Science of Teaching’ with a focus on learning goals, success criteria and building high learning engagement and behavioural expectations.</td>
<td>DoE funding: $5926</td>
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<tr>
<td>Community Consultation Project</td>
<td>- Teachers provided with the technology and training required to successfully trial the use of the app ‘SeeSaw’ ready for full implementation school-wide in 2016. - ‘SeeSaw’ creates an online learning journal that empowers students to independently capture and share what they are learning at school. Parents are notified (via text message, email, or the Seesaw Parent app) when new items are added and can immediately see and hear what their child did at school that day. Seesaw builds an organised, digital portfolio of each student’s learning. It makes it easy to collect digital and physical work in one place that’s organised by the student or teacher, is</td>
<td>DoE funding: $11640.62</td>
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</tbody>
</table>
accessible from everywhere and allows them to reflect on and take more ownership of what they are learning, as well as a developing closer collaboration with parents.

- The anticipated impact of the use of ‘SeeSaw’ in 2016 will be:
  - Strengthening family and community engagement in student learning;
  - Family-school partnerships improve student motivation, learning and connections between schools and their communities;
  - Increased understanding by families of their child’s learning needs, progress and connection to school and learning; and
  - Skill building for families to increase their capacity to support learning at school and home.

### Rural & Remote Project

The Rural and Remote strategy is a plan to improve student learning in rural and remote public schools across New South Wales.

Narrabri West has used funding that we successfully applied for to establish an educational partnership with schools from western Sydney that supports professional learning and builds the capacity of each to meet local needs.

- A collaborative partnership with Colyton, Mt Annan and Ruse Public Schools has established a connection between metropolitan and rural schools and has been of mutual benefit to all schools and teachers participating, with leadership opportunities and strategies shared, as well as the creation of professional learning relationships for leaders and teachers.
- Reciprocal visits between the schools have provided professional sharing opportunities.
- Discussions and sharing around professional practice and evidence of improvement have provided each of the schools with ideas and resources to continue to improve teacher quality and student learning outcomes.
- All schools worked together to develop skills to embed emerging technologies into classroom teaching and learning, including Google Classroom and Google Docs.
- We will use this relationship to strengthen our use of technology in the classroom, drawing on the skills, experience and expertise of our partner schools.

DoE funding: $16080
**Student information**

It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

**Student enrolment profile**

![Graph showing student enrolments by gender and year.](image)

**Student attendance profile**

Student attendance and partial attendance are recorded on a daily basis. Teachers monitor attendance concerns and notes are sent home where necessary.

If students have attendance at less than 85%, the Learning Support Team works with families to improve attendance. If attendance continues to be a concern, a referral is made to the home school liaison officer.

The school will continue to monitor student attendance closely and implement strategies to assist in the continued reduction of non-attendance.

**Workforce information**

Reporting of information for all staff must be consistent with privacy and personal information policies.

The school is fortunate in having a skilled and experienced staff ranging from early career teachers to experienced teachers and executive, who are able to provide many extra curricula activities for students. Our committed, dedicated teachers work collaboratively to maximise outcomes for all students and equip them with 21st century learning skills.

The experienced teachers have also been very generous in sharing and mentoring those members of staff who are early career teachers, either full-time or temporary.

**Workforce composition**

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>3</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>10</td>
</tr>
<tr>
<td>Pre School Teacher</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.525</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>0.7</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.8</td>
</tr>
<tr>
<td>Itinerant Teachers</td>
<td>2</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>5.202</td>
</tr>
<tr>
<td>Other positions</td>
<td>1.59</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>25.817</strong></td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

Narrabri West has staff members who identify as being of Aboriginal heritage.

**Teacher qualifications**

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate degree or diploma</td>
<td>87</td>
</tr>
<tr>
<td>Postgraduate degree</td>
<td>13</td>
</tr>
</tbody>
</table>

**Professional learning and teacher accreditation**

Since teachers make the biggest school based difference to student learning outcomes, teacher professional learning throughout each teacher’s career path is given a high priority at Narrabri West. This notion of continual reflection and growth supports the progression reflected in the Department of Education’s Great Teaching, Inspired...
Learning document. The key to highly effective quality teaching practice is teacher professional learning. Our focus in 2015 continues to be building teacher capacity through the provision of high quality school-based professional learning programs that are based on the identified needs of teachers and make the biggest difference to student learning. All members of the teaching staff devised professional learning plans for the year as part of the Performance and Development Framework and participated in professional learning initiatives which were research based, collaborative, practical and based on identified needs and targets related to the school plan and its strategic directions. The process has evolved with formal and informal meetings during which learning plans are revisited, modified and evaluated using self and peer-assessment. The key strategies we implement to help achieve these are:

- Provide classroom based professional learning through modelling, mentoring and team teaching and lead teachers in the development and refinement of best practice principles to reflect effective teaching elements.
- Build teacher capacity to provide highly effective learning opportunities for all students across all curriculum areas through a clear framework for performance management, visible leadership and a collaborative team based approach to professional learning.
- Provide opportunities for staff to access professional learning through collaborative planning and team teaching opportunities that meet the individual needs of all staff, ensuring that changes in classroom practice are embedded consistently.
- Weekly stage planning meetings incorporate professional learning discussion and reflection and personal successes shared in a supportive and collaborative environment. All teams collaborate to plan and implement quality integrated units of work which follow a conceptual framework, embed 21st century competencies and incorporate new curriculum content and quality instructional practices.
- Participation in stage planning days each term provides teachers opportunities to collaboratively develop term overviews as well as strategies and assessment tasks to improve student learning outcomes and consistency of teacher judgment.
- Teachers engage in classroom observations and lesson study (plan, teach, refine, teach, evaluate) with colleagues and executive for support.
- Support for all early career teachers through professional growth programs and mentoring support.

Our school is a learning community where there is a culture of teacher collaboration and collective responsibility for the development of effective teaching practices and improved student learning. Being part of a learning community is not simply about the pursuit of individual learning goals, it is also about contributing to the learning and knowledge base of colleagues and the school.

With the introduction of four new syllabuses, commencing in 2014 and continuing into 2016, professional learning also focussed on curriculum implementation. This has provided the opportunity for staff to review practices and evaluate alternative strategies to further cater for our students as 21st century learners. Additionally, partnerships have been established with Colyton, Ruse and Mt Annan Public Schools in western Sydney, further enhancing dialogue around professional learning opportunities, while simultaneously supporting the Department of Education's Rural and Remote strategy.

Staff Development Days in 2015 were opportunities for teachers to:

- Update mandatory training;
- Review progress towards achieving strategic directions;
- Engage in further professional learning on Explicit Instruction, Assessment for Learning, Learning Goals and Success Criteria strategies;
- Introduce the Performance and Development Framework and new teacher accreditation procedures;
- Engage in learning activities based around 21st Century classrooms and furniture; and
- Continue collaborative team planning.

In Term 4 professional learning teams present a ‘Learning Showcase’ to demonstrate the impact the schools professional learning program has had on their teaching practice and student learning. Each staff member showcased how professional learning has improved and changed their practice, providing practical examples and evidence supporting this impact. Staff reflected on their learning during 2015 and shared what worked, what didn’t, ideas for next steps and resources that they used with their students. The ‘Learning Showcase’ allowed our
educators to connect, collaborate and inspire each other through teacher driven professional learning. They were an opportunity to share effective practice, practical ideas and personal insights into teaching 21st century learners. The overriding idea was to hear stories about learning from colleagues.

In 2015 professional learning funds were utilised to cover costs associated with participation in workshops, school development days, conferences, team planning and attending courses within and beyond the school.

Three staff members, including two members of the leadership team attended the Hawker Brownlow Thinking and Learning Conference for four days in Melbourne. The school benefitted from the ideas and practices implemented as a result of this experience.

The other two members of the schools leadership team also attending professional learning in Dubbo led by world-renowned educator Dylan Wiliam. The focus at both of these conferences was enhancing the expertise of staff in strategies which would assist the implementation of our school plan and assist us in achieving our strategic directions.

Our professional learning program is coordinated by our Instructional Leader, together with our educational consultant, utilising school funds and also those from Teacher Professional Learning, which are provided as a tied grant from the Department of Education.

Other professional learning during 2015 included training in asthma, diabetes and cystic fibrosis management and CPR and emergency care procedures. It is a requirement that all staff participate in these and other student welfare procedures.

A total of $36,509 was expended on the professional learning program in 2015. $16,509 of this came from Teacher Professional Learning and $20,000 from equity funding. The average expenditure per teacher was $1,460.36.

Two new scheme teachers are working towards accreditation and two new scheme teachers are maintaining accreditation at Professional Competence.
skills and understandings demonstrated in these assessments.

School assessment data is collected on a regular basis by teachers and adds to their ongoing judgements about student performance against the curriculum. As a school we use a wide variety of measures to ensure our judgements about student learning are not reliant on single measures. Student assessment, including NAPLAN, is used to inform both individual teacher planning and schoolwide curriculum change strategies.

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link My School and insert the school name in the Find a school and select GO to access the school data.

**NAPLAN Year 3 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)**

- **Year 3 Reading**
- **Year 3 Spelling**
- **Year 3 Grammar & Punctuation**
- **Year 3 Writing**
- **Year 3 Numeracy**
Community satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. This process ensures that our school is always seeking ways to improve its performance, thereby
ensuring that we are providing the best educational experience we possibly can for all the students in our school. Their responses are presented below.

Parents

The *Partners in Learning Parent Survey* was based on a questionnaire covering several aspects of parents' perceptions of their children's experiences at school. The survey also provides feedback about the extent to which parents feel the school supports learning and positive behaviour and promotes a safe and inclusive environment. It included seven separate measures, which were scored on a ten-point scale. The scores for the questions (i.e., strongly agree to strongly disagree), have been converted to a 10-point scale. They have then been averaged and reported by question and by topic. A score of 0 indicates strong disagreement; 10 indicates strong agreement and 5 is a neutral position (neither agree nor disagree).

These results are summarised in the graph below, along with those for all schools who participated in the survey. This is followed by the summarised scores for the individual questions for each individual aspect from our school.

- Parents feel welcome - 8.0
- Parents are informed - 7.9
- Parents support learning at home - 8.7
- Support for learning - 8.5
- Support for positive behaviour - 9.0
- Safety - 7.9
- Inclusion - 8.0

Staff

The *Focus on Learning Teacher Survey* is a self-evaluation tool for teachers and schools. It asks teachers to consider whether they present:

1. *Challenging and visible learning goals* for students and if so, whether they enable students to achieve these learning goals through;
2. *Planned learning opportunities* which involve an intentional transfer of skills and knowledge;
3. *Quality feedback* that guides students' effort and attention; and
4. *Support for students to overcome obstacles* to achieving their learning goals (e.g., poor basic skills, unproductive learning strategies, low self-esteem, lack of perseverance, poor help-seeking behaviours).

The results for Narrabri West are shown in the radar chart below, along with those for all schools who participated in the survey. The summarised scores for the multiple questions for each of the Four Dimensions of Classroom and School Practices are scored on a ten-point scale.

<table>
<thead>
<tr>
<th>Perspectives of Parents</th>
<th>NSW CESE Project</th>
<th>Narrabri West Public School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inclusive School</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parents Feel Welcome</td>
<td></td>
<td></td>
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<tr>
<td>Parents are informed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Safe School</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parents Support Learning at Home</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Supports Learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Supports Positive Behaviour</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Challenging and Visible Goals - 8
2. Planned Learning Opportunities - 8.3
3. Quality Feedback - 7.8
4. Overcoming Obstacles to Learning - 8.1

Students

The *Tell Them From Me* student survey measured indicators based on the most recent research on school and classroom effectiveness concerning the influences which determine student learning outcomes. Students in Years 4-6 participated in this survey. The results are compared with results for all schools with students who participated in the survey in 2015 at the same year levels found in this school.

**Students with a positive sense of belonging**
- Students feel accepted and valued by their peers and by others at their school.
- 83% of students in this school had a high sense of belonging; the NSW norm for these years is 81%.

**Students with positive relationships**
- Students have friends at school they can trust and who encourage them to make positive choices.
- In this school, 87% of students had positive relationships; the NSW norm for these years is 85%.
Students that value schooling outcomes
- Students believe that education will benefit them personally and economically and will have a strong bearing on their future.
- 95% of students in this school valued school outcomes; the NSW norm for these years is 96%.

Students with positive behaviour at school
- Students that do not get in trouble at school for disruptive or inappropriate behaviour.
- In this school, 82% of students reported they had positive behaviour; the NSW norm for these years is 83%.

Students who are interested and motivated
- Students are interested and motivated in their learning.
- 77% of students in this school were interested and motivated; the NSW norm for these years is 78%.

Effort
- Students try hard to succeed in their learning.
- 94% of students in this school tried hard to succeed; the NSW norm for these years is 88%.

Skills-challenge
- Students feel challenged in their English and Maths classes and feel confident of their skills in these subjects.
- 64% of students in the school had scores that placed them in the desirable quadrant with high skills and high challenge. The NSW norm for these years is 53%.
- 23% of students were confident of their skills but did not find classes challenging. The NSW norm for this category is 26%.
- 10% of students were not confident of their skills and found English or Maths challenging. The NSW norm for this category is 14%.
- 3% of students lacked confidence in their skills and did not feel they were challenged. The NSW norm for this category is 7%.

Effective Learning Time
- Important concepts are taught well, class time is used efficiently, and homework and evaluations support class objectives.
- In this school, students rated Effective Classroom Learning Time 8.5 out of 10; the NSW norm for these years is 8.2.

Relevance
- Students find classroom instruction relevant to their everyday lives.
- In this school, students rated Relevance 8.3 out of 10; the NSW norm for these years is 7.9.

Rigour
- Students find the classroom instruction is well organised, with a clear purpose and with immediate and appropriate feedback that helps them learn.
- In this school, students rated Rigour 8.8 out of 10; the NSW norm for these years is 8.2.

Positive teacher-student relations
- Students feel teachers are responsive to their needs and encourage independence with a democratic approach.
- In this school, Positive Teacher-Student Relations were rated 8.6 out of 10; the NSW norm for these years is 8.4.

Positive Learning Climate
- There are clear rules and expectations for classroom behaviour. Students understand these and teachers maintain high expectations that they be followed.
- In this school, students rated disciplinary climate of the classroom 7.4 out of 10; the NSW norm for these years is 7.2.

Expectations for success
- The school staff emphasises academic skills and hold high expectations for all students to succeed.
- In this school, students rated teachers' expectations for academic success 8.7 out of 10; the NSW norm for these years is 8.7.

Policy requirements

Aboriginal education
Narrabri West integrates Aboriginal Education into all areas of the curriculum, in order to develop an enriched understanding for all students. Students are exposed to learning experiences that deepen their awareness of and connection to Aboriginal Australia, so that Australia’s indigenous heritage is understood and celebrated appropriately.

Narrabri West Public School has 15% of students who identify as Aboriginal. The academic progress of these students is monitored and supported.

The school values, respects and appreciates Aboriginal identity as an intrinsic part of the school’s culture. The Aboriginal flag, along with the Australian and Narrabri West school flags, are flown each day.

Teachers and the Learning Support Team developed Personalised Learning Plans (PLPs) for Aboriginal students with parents and students at our Term 1
Three-Way interviews. These PLPs aim to develop goals and strategies in specific areas including literacy and numeracy.

We value and acknowledge the identities of Aboriginal students, provide supportive and culturally inclusive learning environments and develop high expectations for all students.

Equity funding was provided to enable specific programs, strategies and subsequent outcomes to be implemented and achieved from the Aboriginal and Torres Strait Islander Education Action Plan (ATSIEAP). In 2015 we utilised this funding to assist Aboriginal students to employ additional Learning Support Teachers. They implemented targeted support, intervention and extension programs for Aboriginal students which have assisted not only Aboriginal students, but all students, in achieving enhanced learning outcomes. Further details on these programs can be found in the self-assessment section of this report.

**Multicultural Education and Anti-racism**

We continue to support multicultural education and have embedded programs to benefit students of all cultures in the curriculum by providing programs and perspectives that develop the knowledge, skills and attitudes required for living together harmoniously in an increasingly culturally diverse society.

All of our students come from English speaking backgrounds and this emphasises the need to raise the students’ awareness of a national and global society that is significantly different from Narrabri West.

Narrabri West is an inclusive environment and the celebration and understanding of our similarities and differences is embraced and encouraged. Through learning about the culture and customs of different countries around the world we aim to develop tolerance and multicultural respect in all students.

Our inclusive classroom and school practices, which incorporate anti-racism initiatives, support our teaching programs through promoting intercultural understanding and skills. The children explore different cultures to increase levels of knowledge, understanding and respect, to examine and compare cultural perspectives and to interpret texts.

Our Anti-Racism Contact Officer (ARCO) is available for students, staff and families if the need arises. They are supported through resources supplied by the Department of Education.

**Classroom Learning Spaces**

In 2015 we continued our significant revitalisation of all of our learning spaces. Classrooms have had transformations into spaces that encourage greater student-centred activity to enhance the key 21st century strategies of collaboration and problem solving. Part of this process includes the use of whiteboard tables where students can use the tabletop itself as surface to brainstorming ideas, visualisation of concepts and as a tool for vocabulary deconstruction.

Classroom furniture has been revamped in order to create a visually stimulating environment as well as one that can be quickly re-purposed for different types of learning. There are varied kinds of chairs, ottomans, tables and accessories which enable students to create the space they need for a variety of activities. New seating also serves the dual purpose of a place to sit and also a tool to enhance the focus of more easily distracted students by allowing kinetic energy to be used up while retaining attention to the lesson activity.

The various furniture colours and settings provide a sense of a more casual and relaxed learning environment.

The evidence of what we have done so far indicates it works – students are more engaged with their learning and teachers can explore different ways of teaching. As a result, we are seeing from students’ greater motivation and engagement with their learning.

In 2016 we will again commit a significant portion of our budget to continue our program of classroom enhancement with further additions of new furniture and equipment to make our rooms more productive, versatile and efficient learning spaces.