2010 Annual School Report
Narrabri West Public School

NSW Public Schools – Leading the way
**Principal’s message**

Welcome to the Narrabri West Public School Annual School Report for 2010.

Narrabri West is proud of its outstanding history as a Public School. It has a well-deserved reputation within the wider community as a caring school that exists for the benefit of all students, with high expectations for student behaviour and achievement.

Our school had another highly successful year in all areas of the curriculum, thanks to our committed, innovative and dedicated teaching staff.

At the end of 2009 we set ourselves the task of improving student outcomes in literacy and numeracy. Our results this year across the board have been very pleasing. Year 3 and 5 NAPLAN results showed significant improvement and it has been satisfying to see many more of our students achieving in the top bands.

Staff continued to work hard throughout the year undertaking training and ensuring quality teaching for our students so these improvements continue. We continue to strive to create child centred learning environments where students’ needs are identified and students are engaged in the pursuit of their personal best.

A focus on developing the whole child is a major factor in the success and happiness of students at our school. The school has an inclusive culture that supports all students and encourages everyone to achieve his or her potential.

The implementation of effective student welfare programs underpins the stimulating learning environment provided for our students.

A feature of our school has always been the outstanding support we receive from a small, but active and committed parent body that works closely with the school to further enrich the school’s physical environment, programs and resources.

The Annual School Report provides a summary of our achievements in 2010 and communicates our priorities and the focus for our learning in 2011.

Priorities for 2011 remain the continued improvement of outcomes in literacy and numeracy. Ongoing evaluation is an important feature of our school with a commitment and desire for continual improvement.

I wish to thank our tremendous staff, both teaching and non-teaching, who continue to work tirelessly to provide the outstanding opportunities for success which your children are experiencing.

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

**School Council message**

Narrabri West Public School works as an efficient and dedicated team. This team is made up of a very committed Principal, supported by an excellent leadership team, skilled, caring teachers and support staff, capable administration staff and great students. The school team is well supported by parents with a wide variety of skills, who can offer assistance in many facets of school life to broaden the education of their children.

The assistance provided by parents takes many shapes and forms - in the classroom with maths and reading groups, in the sporting arena and with intensive swimming, volunteering in the canteen or running the uniform room and organising fund raising for the school to provide some ‘extras’ the students would not otherwise have. The parents at Narrabri West take great pride in the school, its students and their achievements.

As President of the School Council and a parent at Narrabri West, and seeing all the behind the scenes involvement of parents, we should be extremely grateful to those committed to the school for their continual effort and support. These efforts make the difference between a good school and a great school, so I strongly encourage all parents to join the team and get involved with the education of our children. We only get one opportunity to educate our children, so make the most of it and help shape their future development.

Annabelle Guest
Student representative’s message

Leaders are expected to follow all the school rules and dress in school uniform. As school leaders, we agreed to follow a list of expectations. The most important one was to be good role models, especially for the younger boys and girls.

Hopefully we have carried out our duties well and set good examples for our fellow students and made our teachers and parents proud of us.

We would like to thank all of the students and staff that elected us as school captains and a special thank you goes to the teachers for helping us throughout the year.

2010 has been a great year for us and Narrabri West. The student council has worked hard on their responsibilities and duties.

We have had a wonderful experience being captains and councillors of Narrabri West and we thank everyone for the memories we have made here and will carry through high school.

Our school is a great school. We will always remember the things we did here.

Kiara Harvey and Ashley Kelly

School context

Student information

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

Student enrolment profile

![Student enrolment profile graph]

Management of non-attendance

Attendance patterns are closely monitored. Letters are sent home to parents when unacceptable attendance is noted. Parents are reminded of their statutory obligations with regard to student attendance and asked to furnish an explanation when necessary, to explain the absences. The Home School Liaison Officer is contacted when the school is unable to resolve attendance issues.

Class sizes

In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2010 class size audit conducted on Wednesday 17 March 2010.

<table>
<thead>
<tr>
<th>Year</th>
<th>Enrolments</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>250</td>
</tr>
<tr>
<td>2007</td>
<td>250</td>
</tr>
<tr>
<td>2008</td>
<td>250</td>
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<tr>
<td>2009</td>
<td>250</td>
</tr>
<tr>
<td>2010</td>
<td>250</td>
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<table>
<thead>
<tr>
<th>Year</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>100</td>
<td>150</td>
</tr>
<tr>
<td>2007</td>
<td>100</td>
<td>150</td>
</tr>
<tr>
<td>2008</td>
<td>100</td>
<td>150</td>
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<tr>
<td>2009</td>
<td>100</td>
<td>150</td>
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<tr>
<td>2010</td>
<td>100</td>
<td>150</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Attendance rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>80</td>
</tr>
<tr>
<td>2008</td>
<td>80</td>
</tr>
<tr>
<td>2009</td>
<td>80</td>
</tr>
<tr>
<td>2010</td>
<td>80</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>School</th>
<th>Region</th>
<th>State DET</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>80</td>
<td>80</td>
<td>80</td>
</tr>
<tr>
<td>2008</td>
<td>80</td>
<td>80</td>
<td>80</td>
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<tr>
<td>2009</td>
<td>80</td>
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<td>80</td>
</tr>
<tr>
<td>2010</td>
<td>80</td>
<td>80</td>
<td>80</td>
</tr>
</tbody>
</table>
### Structure of classes

Enrolment numbers allow a mixture of primarily composite and straight classes across the grades.

The composite classes allow greater flexibility when placing students and consideration of factors such as gender mix, social groupings and behavioural needs.

The school acknowledges the wonderful support we receive from parents who regularly assist in their classrooms.

### Staff information

It is a requirement that the 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 that are able to provide many extra curricula activities for students.

Three Assistant Principals oversee educational development.

One staff member identifies as being of Aboriginal heritage.

### Staff establishment

<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 Teachers</td>
<td>6</td>
</tr>
<tr>
<td>Pre School Teacher</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>.21</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>.6</td>
</tr>
</tbody>
</table>

### 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>Degree or Diploma</td>
<td>95</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>5</td>
</tr>
</tbody>
</table>

### Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

#### Income

<table>
<thead>
<tr>
<th>Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>141 203.67</td>
</tr>
<tr>
<td>Global funds</td>
<td>158 269.44</td>
</tr>
<tr>
<td>Tied funds</td>
<td>88 869.21</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>76 984.05</td>
</tr>
<tr>
<td>Interest</td>
<td>6 845.96</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>7 511.31</td>
</tr>
<tr>
<td>Canteen</td>
<td></td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td><strong>479 683.64</strong></td>
</tr>
</tbody>
</table>

#### Expenditure

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>36 339.75</td>
</tr>
<tr>
<td>Excursions</td>
<td>1 691.99</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>34 986.05</td>
</tr>
<tr>
<td>Library</td>
<td>5 035.36</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>2 693.06</td>
</tr>
<tr>
<td>Tied funds</td>
<td>105 142.98</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>13 379.07</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>38 619.57</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td></td>
</tr>
<tr>
<td>Utilities</td>
<td>45 244.35</td>
</tr>
<tr>
<td>Maintenance</td>
<td>21 855.81</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>7 596.07</td>
</tr>
<tr>
<td>Capital programs</td>
<td>4 836.36</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td><strong>317 420.42</strong></td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td><strong>162 263.22</strong></td>
</tr>
</tbody>
</table>

A full copy of the school’s 2010 financial statement is tabled at the annual general meeting of the School Council. Further details concerning the statement can be obtained by contacting the school.
School performance 2010

Our school is committed to ensuring students have access to a balanced and comprehensive curriculum.

We continue to deliver quality programs in student welfare, the arts, sport and academic areas reflecting a school which is focussed on providing a well-balanced education for its students.

We recognise the varying learning styles and talents of our student body and aim to provide inclusive, quality learning programs in all key learning areas (KLAs).

Achievements

Our school affords children many experiences and activities that enrich the children’s education. Some of these opportunities in 2010 included:

- 100 days of school celebration in Education Week, when all classes showcased how much they had learnt after 100 days of school.
- Winning the University of Newcastle and Narrabri Rotary Club Science Challenge, for the third year out of the last four.
- Family & Friends Day, aimed at strengthening links between parents, their children and the school.
- School visits by local community groups such as the NSW Fire Brigade.
- Merit Award assemblies, attended by large numbers of parents and family, where Bronze, Silver, Gold and Platinum Awards were presented.
- End of term BBQs.
- Out of uniform days, which included ‘Talk Like a Pirate Day’, ‘Footy Colours Day’ and ‘Yellow Day.’
- Quality excursions and visiting performances which support and enhance school learning programs.
- Community observances including Anzac Day and Remembrance Day.
- Successful participation in the Premier’s Reading Challenge, where many of our children were awarded certificates.
- An outstanding Presentation Night which featured the talents of our children.
- A Year 6 Farewell that celebrated the successful completion of primary education and was an enjoyable social evening for all.

Arts

Narrabri West Public School provides quality education in the arts, with all students participating in a variety of activities including visual arts, drama, music, dance and movement.

The school offers all students the opportunity to perform at the Narrabri Arts Eisteddfod in music or speech. In 2010 every class or stage took part
in the eisteddfod giving students a chance to perform in front of their local community at The Crossing Theatre. Teachers and students spend time practising and developing their performances for the eisteddfod, giving all the chance to develop various skills and self confidence, enabling them to perform at their best. Students achieved success in choir, group speech, instrumental and solo musical performances. Many students also entered the eisteddfod in individual performance categories.

Our talented musicians have again participated in a range of public events. Our school band, recorder groups and solo performers performed at school assemblies. Our drum group, ‘The Drum Muster’, performed at the opening ceremony of the New England Region Principals Conference and the New England Region Excellence in Education Awards.

The annual Recorder, Woodwind and Brass Shield Competitions clearly demonstrated the great progress that both our beginning and advanced students have made this year under the instruction of Mrs Rosemary Smith, Mrs Gail Davis and Mrs Sarah Smith.

In addition, a number of students attend private music tuition which is conducted at the school by an external teacher.

Once again our Annual Presentation Night was a tremendous showcase of our students’ talent in the Arts. The school band, recorder ensemble, drum group and class musical, dance and drama items were all performed exceptionally well to another capacity crowd at the Narrabri High School Hall.

Sport

Sport in 2010 at Narrabri West Public School was once again very successful. As always the focus for our sporting programs was on enjoying competition, learning new skills and working together as a team.

Many of the teams entered in PSSA (Primary Schools Sports Association) knockouts achieved well and we had a number of students who reached the Zone and North West Area qualifying level.

Our successful athletics, swimming and cross-country carnivals attracted the keen involvement from students and support from parents.

Development officers from cricket, rugby union, rugby league, touch football, netball and cricket all provided clinics which were all very popular.

We also provided students the opportunity to learn to swim in our Intensive Swimming Program.

The school sport afternoons each Friday were keenly contested and students had fun while developing their knowledge and skills in a range of sports and games.

Horse sports are growing in popularity and students have the opportunity to represent the school at these events in our local region.

Our 7 years Rugby League entered the Peel Schools Carnival in Tamworth and won the encouragement award, which was a prize of $200!

This year we received a grant from the Premiers Sporting Challenge to fund the construction of a synthetic cricket pitch in our back playground. This will be a valuable addition to the already extensive sporting resources at our school. We look forward to being able to use it in 2011.

The students at Narrabri West continue to display exceptional sporting ability and sportsmanship. We are very proud of their achievements.
Academic

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.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

Literacy – NAPLAN Year 3

The percentage of students achieving at or above the expected standard (Band 2 and above) was 96% and has increased over the last three years.
All students achieved at or above the expected standard (Band 2 and above).

**Numeracy – NAPLAN Year 3**

School versus State comparison indicated that students were well above the state in all areas of numeracy. All students achieved at or above the expected standard (Band 2 and above).

Average growth in reading was above the state and region. The percentage of students achieving at or above the expected standard (Band 3 and above) was 85% and has increased over the last three years.

Average growth in writing was above the state and region. The percentage of students achieving at or above the expected standard (Band 3 and above) was 85% and has increased over the last three years.
above) was 88% and has increased over the last three years.

Average growth in grammar and punctuation was above the state and region. The percentage of students achieving at or above the expected standard (Band 3 and above) was 94% and has increased over the last three years.

Average growth in spelling was above the state and region. The percentage of students achieving at or above the expected standard (Band 3 and above) was 94% and has increased over the last three years.

**Numeracy – NAPLAN Year 5**

The percentage of students achieving at or above the expected standard (Band 3 and above) was 94%.

**Minimum standards**

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

**Percentage of Year 3 students in our school achieving at or above the minimum standard in 2010**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>96</td>
</tr>
<tr>
<td>Writing</td>
<td>96</td>
</tr>
<tr>
<td>Spelling</td>
<td>92</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>100</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100</td>
</tr>
</tbody>
</table>
Percentage of Year 5 students achieving at or above the minimum standard in 2010

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at or above minimum standard</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>85</td>
</tr>
<tr>
<td>Writing</td>
<td>88</td>
</tr>
<tr>
<td>Spelling</td>
<td>94</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>97</td>
</tr>
<tr>
<td>Numeracy</td>
<td>94</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

The school ran a number of programs to give students additional support and opportunities during 2010. These assist in developing essential attitudes, awareness and skills in our students.

Aboriginal Education

During 2010 our school continued to implement programs educating and generating awareness of Aboriginal history, culture and contemporary Aboriginal Australia. Teaching and learning programs incorporated Indigenous content as integrated aspects of units of work studied.

The school values, respects and appreciates Aboriginal identity as an intrinsic part of the school’s culture. The Aboriginal flag is flown each day.

Narrabri West Public School has 13% of students who identify as Aboriginal. The academic progress of these students is monitored and supported.

NAIDOC Week celebrations are a culmination of a whole school focus on Aboriginal history and culture in the preceding weeks. Aboriginal elders attended our flag raising ceremony to commence the week and our school leaders also attended the Narrabri Shire Council NAIDOC Week celebrations.

We send school representatives to all Aboriginal Educational Consultative Group (AECG) meetings where we are informed about initiatives and directions in Aboriginal education in our local area.

The school is part of the Dare to Lead Coalition which is a national organisation assisting schools to improve outcomes for Aboriginal students through innovative resources and teaching methods.

Multicultural Education

Narrabri West Public School has maintained a focus on multicultural education by providing programs and perspectives which develop the knowledge, skills and attitudes required for living and learning in today’s culturally diverse society. We have ensured that multicultural perspectives are incorporated into all aspects of the school curriculum.

The majority of our students come from English speaking backgrounds. This emphasises the need to raise the student’s awareness of a national and global society that is significantly different from Narrabri, through learning about the culture and customs of different countries around the world.

Students at Narrabri West Public School Pre School celebrate the culture of a different country each month.

Respect and Responsibility

We have an expectation that our students will develop as responsible and respectful students. This is an integral part of our school culture, which encourages students to become responsible citizens of their own and wider community.

Students are taught respect and responsibility through specific programs and through the modelling of values by staff. These programs explicitly address our school values and foster, recognise and enforce respectful and responsible behaviour. Our merit award system also addresses these values.

Respect and responsibility was also developed in the school by:

- Students led weekly assemblies and assisted at special assemblies and events;
• Students engaged in raising money for charities;
• Year 6 raised funds to purchase an appreciation gift for the school;
• An open, democratic process to elect student leaders;
• The captains and councillors representing the school at a number of functions, as well as organising and running school and special assemblies;
• Communication with parents regarding expectations, responsibilities and consequences;
• Social skills programs conducted for children at risk;
• Encouraging parents to set a positive example within the school; and
• Ongoing responsibilities and leadership roles for the school leaders, as well as senior students.

**Student Leadership**

The Student Representative Council (SRC) makes an important contribution to the welfare of the students in the school. It offers the opportunity for students to represent their peers in a leadership role and gives the student body a voice. It is made up of elected representatives from Kindergarten to Year 6 and includes the school captains and councillors.

Students discuss their concerns at SRC meetings and put forward suggestions to help resolve issues. They organise events, fundraisers, games and activities that make coming to school fun.

While the SRC has many functions, its core purpose is to:

- Foster leadership skills;
- Communicate ideas and concerns; and
- Raise funds to support charities and community groups.

This year they have been responsible for fund raising for various charities throughout the year and purchasing equipment they felt would benefit the whole school population.

**Student Welfare**

All student welfare needs continue to be met through consistent implementation of school policy. The school’s behaviour management program continues to reward desired student behaviour while providing consistent, manageable consequences for undesirable behaviour.

The monitoring of student health and safety is an ongoing process. Staff had training in first aid, emergency care and CPR and updated their skills in the management of anaphylaxis, asthma and epilepsy. Individual Health Care Plans have been developed and are managed for those students requiring specific care.

A regular time in staff and executive meetings is allocated to the discussion of individual student needs, health care issues and general student welfare matters.

**Learning Support**

The Learning Support Team (LST) worked collaboratively with school executive, teachers and parents to identify, assess and support students from Pre School to Year 6 with special needs, including those with specific learning difficulties. These needs were identified and assessed. The LST worked together with staff and families to plan, develop, implement, monitor and evaluate programs for these students.

The LST provided support in literacy (predominately reading) and numeracy. This has included:

- Team teaching and group work (guided reading and numeracy);
- Individual withdrawal for short term intensive instruction;
- Individual Learning Programs (ILPs);
- Teacher aides implemented specially devised programs;
- NAPLAN follow up instruction for those students not achieving national benchmarks or working below expected standards; and
- Working with students referred from Reading Recovery who have not made the required progress.
Monitoring of programs has been ongoing and modified to suit the changing needs of students.

**Pre School**

We are now in our 3rd year of a 5 day fortnight attendance program for the children. The change is now impacting on the number of children wanting to attend our Pre School. Both groups have had our maximum of 20 children in each session and for the first time in a number of years we had a ‘waiting list’. This proves that we are now meeting community needs in providing full day sessions.

Our Pre School program continues to provide a high quality education program as we recognise that this time in a child’s life is a vital period for learning and development. We are now in the process of implementing Australia’s first national Early Years Learning Framework, entitled ‘Belonging, Becoming & Being’, which aims to enrich children’s learning.

This year we have included an interesting addition to our program, with the aid of a multicultural calendar, which introduces the children to a different country each month. The children have been really interested and engaged in the experiences provided. The purchase of a ‘Smart Globe’, has really aided the children’s knowledge as well as input from various people from different cultures and resources.

The children experienced two excursions this year. A trip to the Narrabri Shire Library and Narrabri Airport by bus was very interesting, especially with the children being shown a small plane as well as being able to sit in the cockpit! We enjoyed a walking trip to the Narrabri West Post Office for a picnic and to see the process involved in sending a letter to a school in Mozambique.

The children again have successfully participated in the Kindergarten Transition program, ‘Ready Set Kinder’. This is a well planned program, which involves the Pre School, Kindergarten and Early Intervention Teachers working together to provide valuable school experiences for the children.

**47 School Pilot**

This year we were one of 47 schools invited by the N.S.W Department of Education and Training (DET) to participate in a trial program that provides our school with greater control and flexibility over our school’s staffing and finance.

This has assisted us in making decisions about how best to manage our staff and resources in ways that maximise improvements in teaching practice and learning outcomes.

The trial allows staffing decisions to be based on the specific staffing and local needs of our school, rather than the current system which is more a ‘one size fits all’ approach.

It allows schools to be creative and innovative in their thinking and to try ideas and concepts that would not have been possible otherwise.

In 2011 this has allowed us to engage additional staff in our school to assist with the implementation of our learning programs. We will implement programs that will provide ongoing benefits to our students, even when the funding is not available in 2012, as this is a two year program. This sustainability has been an important aspect of our planning.

2011 will really see the benefits of our involvement in this trial.

As part of the trial we were also able to work through our maintenance schedule with our DET
Asset Management Unit project officer and determine our priority areas. Using the maintenance funds available we then used this to complete our main priority areas of work. These funds were supplemented by the trial giving us the ability to examine our routine maintenance and make cost savings in some areas which then added funds to our total maintenance budget. This assisted in enabling additional work to be completed in the school.

We also worked through our cleaning schedules with our cleaning contractor and were able to adjust these to maximise the cleaning time at our school. This has enhanced the physical appearance of our school.

We are enjoying being part of this trial and look forward to the further opportunities that our participation in it will provide.

Progress on 2010 targets

Each year the school selects improvement targets and works towards achieving them.

Strategies to achieve 2010 targets were incorporated into school plans. Resources were allocated to train staff, purchase equipment and provide quality learning experiences for students.

During 2010 there were measurable and observable indications that we had made significant progress towards achieving our stated targets. However, some of the outcomes relating to our targets will become more evident over a longer time frame than this reporting period.

Target 1

The percentage of students in the top 3 bands in NAPLAN Literacy (currently 36% Year 3 and 34% Year 5) to equal or better the state average (77% Year 3 and 64% Year 5).

We have had to modify this target slightly as the NAPLAN results in 2010 did not include an overall Literacy score as in previous years. However we can obtain an average score by combining all Aspects of Literacy results, both school and state.

Our target for Year 3 was nearly achieved with Year 3 students attaining 71.25% in the desired bands, compared to the state of 72%.

In Year 5 our target was not achieved with 50.5% of students achieving the target, compared to the state with 61.5%.

Our achievements include:

- In Year 3, a 32.5% increase in the number of students achieving in the top 3 bands in Reading, in Writing 58.4%, in Spelling 36.1% and 44.5% in Grammar. Correspondingly the number of students in the lower 3 bands declined.

- The number of Year 3 students overall achieving the top 3 bands increased from 36% in 2009 to 71.25% in 2010.

- In Year 5, a 1.6% increase in the number of students achieving in the top 3 bands in Reading, in Writing 31.5%, in Spelling 3.5% and 18.1% in Grammar. Correspondingly the number of students in the lower 3 bands declined.

- The number of Year 5 students overall achieving the top 3 bands increased from 34% in 2009 to 50.5% in 2010.

- Student growth from Year 3 to Year 5 was above the New England Region and State in all aspects of Literacy.

Spelling results in both Years 3 and 5 reveal a problem and we will target this area as a priority in 2011.

Target 2

The percentage of students in the top 3 bands in NAPLAN Numeracy (currently 36% Year 3 and 34% Year 5) to equal or better the state average (65% Year 3 and 59% Year 5).

Our target for Year 3 was achieved with Year 3 students attaining 92% in the desired bands, compared to the state of 60%.

In Year 5 our target was not achieved with 38% of students achieving the target, compared to the state with 57%.
Our achievements include:

- In Year 3, a 55.9% increase in the number of students achieving the top 3 bands in Numeracy was recorded. The number of students in the lower 3 bands declined correspondingly.
- There were no Year 3 students in the bottom 2 bands.
- In Year 5, a 4% increase in the number of students achieving the top 3 bands in Numeracy was recorded. The number of students in the lower 3 bands declined correspondingly.

Target 3
All Aboriginal students performing at or above the minimum standard in NAPLAN Literacy and Numeracy.

The very small number of Aboriginal students in Years 3 and 5 made comparisons with results from other years difficult.

Our achievements include:

- All Year 3 Aboriginal students performed at or above the minimum standard in Numeracy, as well as for Writing and Grammar.
- All Year 5 Aboriginal students performed at or above the minimum standard in Numeracy, as well as for Writing and Grammar.

Key evaluations
It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2010 our school carried out evaluations of School Management (Communication) and Science. 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.

All families were supplied with a written survey and also the option of completing it online. 45 were returned (28% return rate).

Students in all classes in Years 3-6 completed surveys in class time, thus ensuring a 100% response from students present on the day.

All staff also completed surveys.

Educational and management practice

Background
Parents were surveyed to determine how effectively our school community viewed our school communication.

Findings and conclusions
Parent feedback was very positive. Parents feel they are kept up to date with school events via the newsletter, notes, school sign, The Courier, and radio newsletter on 2MAX FM.

Staff also appreciated the introduction of the new phone system throughout the school. This has increased their ability to contact parents and the office easily and has greatly benefited school communication.

Future directions
We will continue to communicate regularly and effectively with parents. We will maintain the current levels of communication and ensure a strong focus on clear explanations of events and activities in the newsletter to ensure parents understand what is happening and are aware of upcoming events.

Curriculum
The Key Learning Area (KLA) of Science has been evaluated as part of the cyclical review of school based policies and programs.

Surveys were distributed to parents, students and teachers seeking information on the effectiveness of our teaching and learning programs. The information gained will be used to support the implementation of programs in 2011.

Background
We designed a survey which would measure opinion in regard to Science in the school. Parents were surveyed on their child’s attitude towards Science and also how familiar they were with the way it is taught in the school and the quality of the schools resources for this curriculum area.
**Findings and conclusions**

Parents see Science as being an important and enjoyable part of the school curriculum. They also reported that their children most enjoyed Science when it was fun and practical. However a number of respondents felt that they could be informed more about their child’s progress and also the Science curriculum.

**Future directions**

It was apparent that a number of parents are not completely familiar with how Science is taught in the school. We will provide further information to parents about these programs in 2011.

**Parent, student and teacher satisfaction**

In 2010 the school sought the opinions of parents, students and teachers about the school.

The parent survey contained 40 questions in seven categories and was intended to measure the overall level of satisfaction that parents have regarding various aspects of Narrabri West Public School.

Once results were received and analysed, parents were provided with a detailed response in the form of a newsletter containing details of all responses received to questions, together with information concerning issues raised by comments included in survey returns.

Our school’s strengths in each of the categories surveyed (based on the percentage of parents who indicated ‘Strongly Agree’ to statements) are:

<table>
<thead>
<tr>
<th>Category</th>
<th>Statements</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Environment</td>
<td>I would recommend Narrabri West to other parents.</td>
</tr>
<tr>
<td>Teacher Quality</td>
<td>Teachers and staff model and teach positive behaviour to my child</td>
</tr>
<tr>
<td></td>
<td>My child’s teachers are of a very high standard.</td>
</tr>
<tr>
<td>Learning Opportunities</td>
<td>My child is receiving a quality education at the school.</td>
</tr>
<tr>
<td>Student Welfare</td>
<td>I feel like my child belongs in the school.</td>
</tr>
</tbody>
</table>

Surveys were also distributed to staff in order to determine their perceptions of the school. Overall responses revealed a high degree of commitment to the school and confidence in the learning environment.

The quality of the students, technology, the school environment and the emphasis on teamwork and cooperation were areas that were seen as school strengths.

All students in Years 3 to 6 were also surveyed. Responses were then collated and discussed in all classes between staff and students.

Students also exhibit a high degree of satisfaction about the school. They feel happy and confident in the education being offered to them and generally feel safe and secure. Their overwhelming response was that they were very happy to come to school. Their comments revealed that the things they liked most about the school were the grounds and play areas, the teachers, the ‘Smartboards’, the facilities and resources and the many and varied interesting activities they can be involved in.

**Professional learning**

Professional Learning Funds were again prioritised to match school priorities and needs. All staff undertook ongoing professional learning activities.
The focus for professional learning has been on our three development targets and on the personal professional learning needs of teachers. The professional learning program included:

- Weekly staff meetings provided ongoing professional development and weekly stage meetings supported staff in maintaining their focus on the school’s target areas;
- School Development Days;
- Stage meetings and curriculum planning and implementation days;
- Attending conferences;
- Attending Principal, Executive, School Administration Manager and curriculum network meetings; and
- Attending content specific courses provided by the DET or other agencies.

In-school activities included teachers being released from class to collaboratively plan classroom programs, mentor colleagues, participate in team teaching, design assessment tasks and to ensure consistency of judgement in reporting.

All staff also travelled to Moree to work with Moree Public School at a one day workshop with Dr Ian Lillico. This workshop provided practical ways to deal with boys in the classroom.

A total of $11,163 was expended on the professional learning program in 2010. These funds are provided as a tied grant from the DET. The average expenditure per teacher on professional learning was $634.

School development 2009 – 2011

2011 brings us to the third year of the three year school development plan where the major focus is in the areas of Literacy, Numeracy, Teacher Quality and Connected Learning.

The purpose of the school plan is to provide a clear direction for the school staff and community in the provision of quality teaching practices and support to students and staff so that continual improvement in learning outcomes for all students is achieved.

The school has a number of priorities which will guide our direction for this three-year period.

Priorities include:

- Facilitate quality teaching initiatives that increase levels of literacy and numeracy achievement for every student;
- Facilitate quality teaching initiatives that promote student engagement in learning;
- Explore innovations in interactive technologies for teaching, learning and professional development; and
- Provide support and professional learning which builds commitment and capacity to improve student learning outcomes.

Each year the school development plan is thoroughly reviewed in preparation for the following year. We identify three specific targets based on an area of identified need.

Targets for 2011

Our school has established target areas for 2011 with the aim of achieving improved outcomes for all students.

Target 1

*Increase the proportion of students meeting or exceeding the national minimum standard in Spelling to state average in 2011 when compared with 2010 school NAPLAN results:*

| Year 3: State 97%, School 93% |
| Year 5: State 96%, School 93% |

Strategies to achieve this target include:

- Improved quality of teaching and learning through teachers working with school executive and peers on specific professional/curriculum matters;
- NAPLAN data analysis and ongoing planning to improve quality teaching and specific student outcomes;
- Implement a consistent K-6 spelling program based on North Coast model and collaboration and training in each stage to develop joint explicit teaching criteria and best practice strategies for Spelling;
- Stage 1 high frequency words to be used in reading, spelling and phonics,
- Focussing on vowels – blends, digraphs, long sounds etc;
- Individual learning plans written for each student with literacy needs;
- Ongoing and programmed testing, recording and analysis of results;
- Ability groups used to assist in delivering concepts to students’ levels;
- Learning Support Team Support focus on spelling;
- Spelling list focus on core/high frequency/sight words;
- Spelling continuum/rubric developed

Our success will be measured by:
- Increased student percentage in bands 5-6 in NAPLAN;
- School based testing indicates students achieving stage outcomes in spelling;
- Staff able to identify changes in teaching practices that have contributed to increased achievement levels of student learning outcomes;
- Criteria based marking to assess writing samples for spelling across stages.

Target 2

**Numeracy – improve outcomes in Early Stage 1 through involvement in the Targeted Early Numeracy (TEN) Intervention Program.**

Strategies to achieve this target include:

- Complete a school needs survey related to numeracy targets;
- Professional learning to support the implementation of the TEN program for all K-2 teachers and support staff;
- In-class support from the TEN facilitator;
- Data analysis and monitoring student outcomes;
- Incorporate TEN as a strategy into the school plan and support the implementation of the TEN program through additional funding if needed;
- Prepare a program of instruction to address the identified needs of each student;
- Implement explicit and systematic teaching strategies;
- Provide short, focussed, frequent numeracy sessions throughout the day;
- Collect, record and monitor student progress; and
- Ongoing monitoring and support for identified targeted students.

Our success will be measured by:
- Improved student progress based on data recording, monitoring and analysis;
- An increase in students achieving stage appropriate outcomes; and
- K-2 teachers accessing available development and use of successful teaching strategies being implemented in these and other grades.

**Target 3**

*Develop a sustainable garden to enhance environmental awareness outcomes.*

Strategies to achieve this target include:

- Construct a vegetable garden using school and community resources;
- Involve community organisations in development and in a mentoring role;
- Incorporate composting and mulching into garden maintenance;
- Involve all classes with tasks associated with the construction, development and ongoing maintenance of the garden;
- Incorporate activities related with the garden into all areas of the curriculum where appropriate, particularly Science and Human Society and Its Environment; and
- Include a cultural focus for areas of garden e.g. Asian, Bush Tucker.

Our success will be measured by:
- Student awareness of the food production cycle and that foods they eat all have to come from somewhere;
- Awareness of the importance of healthy eating habits and understanding of the benefits of fresh produce;
• Increased student awareness in use of recycling, composting and the tasks associated with food production and garden maintenance;
• Knowledge of ecological sustainability and bio-diversity; and
• COGS units enhanced and supported by utilising garden as a hands-on resource.

About this report
In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: