Narrabri West Public School
Annual School Report
Messages

Principal’s message

2011 has been another year filled with wonderful experiences for the students at Narrabri West Public School. The school continues to provide students with outstanding opportunities to develop excellence in the academics, the arts, sport, leadership and citizenship. At the core of our beliefs is that the school must be a safe and happy environment to encourage and facilitate effective, quality learning and achievement for all.

Narrabri West is a great place to learn, not only for the children but also the dedicated teachers who add to our fabulous learning community. Their willingness to give their time and energy is to be commended and valued. Through commitment to their own professional learning, they ensure that programs are delivered to the students in a manner where all learners can benefit at their level and provide a lifelong love of learning. Their passion for what they do stretched beyond the classroom and was evident in their dealing with students on a daily basis. I thank each and every one of them for their dedication to responsibilities on a daily basis.

2011 has also seen the completion of the Building Education Revolution (BER) works at Narrabri West and the students are now enjoying the use of a magnificent hall. We are indeed fortunate to have the benefit of these new facilities.

Once again, the year has been a year of energy and drive in our school community. A feature of our school has always been the outstanding support we receive from an active and committed parent body that works closely with the school to further enrich the school’s physical environment, the school’s programs and school resources. Together we have developed strong partnerships which enhance all that we can offer.

The Annual School Report provides a summary of our achievements in 2011 and gives structure to communicate our priorities and the focus for our learning in 2012. Ongoing evaluation is an important feature of our school with a commitment and desire for continual improvement. This report recognises the good things we have achieved together. I thank all involved with the school this year for the efforts that brought about our achievements.

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 a tight knit dedicated team consisting of a very committed Principal who is supported by 3 Assistant Principals, a highly skilled and caring teaching staff, capable administration staff and great students. This team is well supported by parents who with a wide variety of skills on offer can assist 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 immense pride in the school, its’ students and their achievements.

As President of the School Council and a parent at Narrabri West, and seeing the large amount of behind the scenes organisation conducted by staff and parents alike, we should be extremely grateful to those committed to the school for their continued support. This extra effort and input is the difference between our children attending a good, compared to a great school, so come on parents, for a highly rewarding experience, join the team and get involved with the education of your children and help shape their future development!

Annabelle Guest - President Narrabri West School Council

Student representative’s message

Being captains and councillors has been fun as well as a great experience for all of us. There have been many great times this year, the memories of which will stay with us forever as we believe that Narrabri West is the best school to begin your educational journey.
This year the many highlights include the Canberra excursion, talking on Max FM, conducting school tours for new students and attending the Yarrrie Lake High School transition day. Sporting activities have included cricket, football, horse sports, soccer, swimming, senior sport and tennis.

Other highlights included Family and Friends Day, the Beach Party, Athletics and Swimming Carnivals.

Throughout the year we have organised many days to raise money for charities and for our Year 6 present to the school. We helped our teachers at the school fete as well as running school assemblies, which have really helped us improve our public speaking.

This year has seen the completion of some major projects in our school. Our new hall is a great asset. We can now have whole school assemblies, rain, hail or shine. We have a new cricket pitch on which Narrabri West has never seen defeat and the library has been moved and refurbished.

The vegetable gardens are all thriving and have been producing crops of lettuce, spinach, herbs and tomatoes. We have had our first disco in the hall which was a major success, with people jigging, jumping and jiving all night long. Some of the students joined in as well. The back playground near the hall is looking lush and green, due to the new sprinkler system.

We have had the honour of representing our school at ANZAC Day and more recently Remembrance Day ceremonies, where we spoke on behalf of our school.

As school leaders our main responsibility is to be good role models for other students. Hopefully we carried out our duties well and set a good example for others to follow. We would like to thank all of the students and staff at Narrabri West and a special thank you to the teachers who helped us during the year.

We have had a wonderful experience being captains and councillors this year and thank everyone for the memories which we will take with us to High School.

Josie Wilson, Coby Cornish, Kate Brown, Clancy Knight, Howard Litzow, Joshua Neilson, Taylah Tordoff, Riley Williams - School Captains and Councillors

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](image)

Student attendance profile

![Student attendance profile graph](image)

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

Primary class sizes are included in the annual school report in order to provide parents with as much local information as possible. The following table shows our class sizes as reported at the 2011 Class Size Audit conducted on Monday 21 March 2011.

Class Sizes

<table>
<thead>
<tr>
<th>Roll class</th>
<th>Year</th>
<th>Total per year</th>
<th>Total In class</th>
</tr>
</thead>
<tbody>
<tr>
<td>KD</td>
<td>K</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>KG</td>
<td>K</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>1/2G</td>
<td>1</td>
<td>13</td>
<td>23</td>
</tr>
<tr>
<td>1M</td>
<td>1</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>1/2G</td>
<td>2</td>
<td>10</td>
<td>23</td>
</tr>
<tr>
<td>2/3C</td>
<td>2</td>
<td>16</td>
<td>24</td>
</tr>
<tr>
<td>2/3C</td>
<td>3</td>
<td>8</td>
<td>24</td>
</tr>
<tr>
<td>3/4S</td>
<td>3</td>
<td>10</td>
<td>25</td>
</tr>
<tr>
<td>3/4W</td>
<td>3</td>
<td>11</td>
<td>25</td>
</tr>
<tr>
<td>3/4S</td>
<td>4</td>
<td>15</td>
<td>25</td>
</tr>
<tr>
<td>3/4W</td>
<td>4</td>
<td>14</td>
<td>25</td>
</tr>
<tr>
<td>5/6B</td>
<td>5</td>
<td>11</td>
<td>24</td>
</tr>
<tr>
<td>5/6C</td>
<td>5</td>
<td>11</td>
<td>24</td>
</tr>
<tr>
<td>5/6P</td>
<td>5</td>
<td>12</td>
<td>23</td>
</tr>
<tr>
<td>5/6B</td>
<td>6</td>
<td>13</td>
<td>24</td>
</tr>
<tr>
<td>5/6C</td>
<td>6</td>
<td>13</td>
<td>24</td>
</tr>
<tr>
<td>5/6P</td>
<td>6</td>
<td>11</td>
<td>23</td>
</tr>
</tbody>
</table>

Structure of classes

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

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

Classes are formed with regard to student’s friendship groups, gender equity and other identified needs of students.

Literacy and numeracy groups are streamed across all classes in each stage of learning to provide students with additional support and extension depending on their demonstrated knowledge of the curriculum.

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 ranging from early career teachers to experienced teachers and executive, who are able to provide many extra curricula activities for students.

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>7</td>
</tr>
<tr>
<td>Pre School Teacher</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>.42</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>.6</td>
</tr>
<tr>
<td>Teacher Relief from Face-to-Face</td>
<td>.504</td>
</tr>
<tr>
<td>Part-Time Teacher</td>
<td>.4</td>
</tr>
<tr>
<td>Itinerant Teachers</td>
<td>2</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>4.802</td>
</tr>
<tr>
<td>Total</td>
<td>21.726</td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

One staff member identifies as being of Aboriginal heritage.

Staff retention

The staff retention rate is high. All staff from 2010 were retained in 2011.

One new permanent classroom teacher was appointed this year due to an increase in enrolments, and throughout the year skilled temporary teachers have been employed to fill additional positions created within the school. These have resulted from flexible staffing options available to the school as part of participation in the 47 Schools Pilot.

A new Assistant Principal was appointed through Merit Selection procedures following the merit appointment of an Assistant Principal to another school, commencing in 2012.

Teacher qualifications

All teaching staff met the professional requirements for teaching in NSW public schools.
Qualifications | % of staff
--- | ---
Degree or Diploma | 95
Postgraduate | 5

Financial summary

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

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2011</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>162263.22</td>
</tr>
<tr>
<td>Global funds</td>
<td>152555.33</td>
</tr>
<tr>
<td>Tied funds</td>
<td>88990.76</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>110738.38</td>
</tr>
<tr>
<td>Interest</td>
<td>8866.02</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>13392.22</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>536805.93</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>27294.03</td>
</tr>
<tr>
<td>Excursions</td>
<td>35397.04</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>42289.64</td>
</tr>
<tr>
<td>Library</td>
<td>6776.86</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>786.27</td>
</tr>
<tr>
<td>Tied funds</td>
<td>71520.70</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>5992.42</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>55672.45</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>34505.71</td>
</tr>
<tr>
<td>Maintenance</td>
<td>37607.96</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>13412.16</td>
</tr>
<tr>
<td>Capital programs</td>
<td>37772.38</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>369027.62</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>167778.31</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2011 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2011

Narrabri West prides itself in providing wonderful learning opportunities and a well balanced curriculum across all Key Learning Areas. Students are provided with a wide range of learning experiences in order to acquire the skills to achieve success; whether it is in the classroom, on the sporting field, on stage, or at one of the many local or regional community events.

Achievements

Our school affords students many experiences and activities that enrich their education. Some of these opportunities in 2011 included:

- 100 days of school celebration in Education Week, when all classes showcased how much they had learnt after 100 days of school.
- Participating in the University of Newcastle and Narrabri Rotary Club Science Challenge.
- Family & Friends Day, aimed at strengthening links between parents, their children and the school.
- 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 ‘Crazy Hair 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 students were awarded certificates.
- An outstanding Presentation Night which featured the talents of our students.

- A Year 6 Farewell that celebrated the successful completion of primary education and was an enjoyable social evening for all.
- Completion of our vegetable garden area and every class in the school planning, cultivating and harvesting vegetables and herbs. This area
Arts

All students participate in a variety of creative and performing arts activities. These include Visual Arts, Drama, Music, Dance and Movement.

The concert band continues to rehearse weekly and student self-fulfilment and engagement is clearly evident. The members of the band look forward to their performances. Term 3 saw the band heading off in an exciting new direction when rehearsals were moved into the new hall, which has proved to be a wonderful new venue and storage facility for the band, and indeed all of the schools music programs.

The school offers all students the opportunity to perform at the Narrabri Arts Eisteddfod 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 school and community events.

Sport

Sport in 2011 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.

Our carnivals for Athletics, Cross Country and Swimming are extremely well planned and run. There is an emphasis on participation by all students as well as the competitive experience for those children who compete at higher levels.

One highlight of our school carnivals is the amount of parental support and participation we receive. The carnivals are a great community focal point and are rated as some of our most popular days on the school calendar.

Team sports are extremely well catered for at Narrabri West. We have representative teams in Soccer, Touch Football, Netball, Rugby League, League Tag, Tennis and Cricket. We have had some excellent results in knockout competitions and individual representation in regional and state teams.

The sporting highlight of the year was the performance of the Narrabri West girls cricket team, who are the NSW Girls Cricket Champions, after winning The Lords Taverners Shield for the PSSA Knockout at Maitland in early December.

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 very popular and students have the opportunity to represent the school at these events in our local region.

In 2010 we received a grant from the Premiers Sporting Challenge to fund the construction of a synthetic cricket pitch in our back playground. This is now completed and is a valuable addition to the extensive sporting resources at our school. Both our boys and girls cricket teams in PSSA knockouts were able to play a round in their respective competitions using the new pitch.

The students at Narrabri West continue to display exceptional sporting ability and sportsmanship.

Extension Programs

During 2011 our school offered high achieving students from Stage 1 and Stage 2 extension programs in the area of Literacy. For two hours each week students completed reading and spelling tasks, set at a level to challenge their ability. Students were encouraged and given opportunities to develop independent working skills. They were expected to consistently produce work of a high standard.

High achieving students in Stage 3 were also given the opportunity to challenge themselves in the area of mathematics. They completed Stage 3 topics and
were then challenged to extend themselves beyond Stage 3 level.

Students in Stage 3 with an interest and aptitude for technology were given the opportunity to work in a Technology Group. The group created wikis and participated in video conferencing with students from Bingara Central School. During the year they worked with the New England Region Middle Years Literacy and Numeracy consultant and communicated with him and also other students from Bingara, Niangala and Nemingha on a website specifically created for them. Presentations about Narrabri and Federation Farm were also researched and created.

Each year students from Years 3 to 6 are also given the opportunity to participate in a variety of academic competitions. We always have students that achieve high results. In 2011 an increased number of students participated in these external competitions. Students in extension groups were encouraged to participate.

The University of New South Wales mathematics, English, science, writing, spelling and computer studies competitions saw a significant increase in the number of students achieving distinctions and credit awards. Students also participated in the Australian Mathematics Challenge and the Australian Maths Test.

**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**

Literacy is measured across the areas of reading, writing, spelling and punctuation and grammar. The percentage of students in the top two bands in Year 3 Literacy is as follows with the school percentage followed by the state percentage – reading (35.7%/42.8%), spelling (28.6%/21%), writing (65.5%/56.5%) and grammar and punctuation (37.9%/46.2%).
Numeracy – NAPLAN Year 3

Numeracy is measured across the areas of data, measurement, space and geometry and number, patterns and algebra. The percentage of students in the top two bands in Year 3 Numeracy is as follows with the school percentage followed by the state percentage – (37.9%/36.4%).

Literacy – NAPLAN Year 5

Literacy is measured across the areas of reading, writing, spelling and punctuation and grammar. The percentage of students in the top two bands in Year 3 Literacy is as follows with the school percentage followed by the state percentage – reading (17.1%/31.8%), spelling (11.4%/33.3%), writing (25.7%/24.1%) and grammar and punctuation (22.9%/37.4%).
Numeracy – NAPLAN Year 5

Numeracy is measured across the areas of data, measurement, space and geometry and number, patterns and algebra. The percentage of students in the top two bands in Year 3 Numeracy is as follows with the school percentage followed by the state percentage – (20.0%/27.2%).

Progress in Literacy

Our school had above average growth in all the areas assessed for 2009-2011. The growth from Year 3 to Year 5 in Literacy is as follows with the school score followed by the state score – reading (90.5%/74.0%), spelling (91.5%/75.4%) and grammar and punctuation (111.2%/82.7%). Growth for Writing is not displayed due to the change in the Writing scale from Narrative to Persuasive.

Progress in Numeracy

Our school had above average growth in all the areas assessed for 2009-2011. The growth from Year 3 to Year 5 in Numeracy is as follows with the school score followed by the state score – numeracy (123.4%/95.8%).
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.

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
<tr>
<td>86.2</td>
</tr>
<tr>
<td>96.6</td>
</tr>
<tr>
<td>89.7</td>
</tr>
<tr>
<td>82.8</td>
</tr>
<tr>
<td>93.1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
<tr>
<td>80.6</td>
</tr>
<tr>
<td>88.9</td>
</tr>
<tr>
<td>86.1</td>
</tr>
<tr>
<td>77.8</td>
</tr>
<tr>
<td>88.9</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

The school implemented a number of programs to give students additional support and opportunities during 2011. These assist in developing essential attitudes, awareness and skills in our students.

Pre School

Our Pre School is a busy place of learning, where the children are engaged in a variety of self and educator directed activities. We continue to implement Australia’s National Early Years Learning Framework (EYLF), ‘Being, Becoming & Belonging’, which emphasises play-based learning and recognises the importance of communication and language (including early Literacy and numeracy) and social and emotional development.

The Department of Education and Communities (DEC) is committed to ensuring that staff in their Pre Schools are receiving professional learning opportunities, to provide the knowledge needed to successfully implement the EYLF in our settings. The conferences attended to date have been most appreciated and worthwhile. The DEC has also appointed Early Childhood Consultants in each region in NSW and these are in regular and supportive contact with us.

We continue to enrich our program with the inclusion of ‘Key Word Signing’ (a second language which supports language development visually), ‘Learning Connections’ and the introduction of a new country with each calendar month. We connect each country to the children’s learning through music, food, landmarks and parents from our Pre School or community who can share their experiences. One of our connections now is a school in Mozambique, which we have communicated with through letters. Being aware of their needs has prompted us to hold a Pre School Stall to sell ‘goodies’ to the primary children so we can send money to this school, so their children may have a uniform, books and a small daily meal. This has been a whole Pre School effort from the children making ‘honey joys’, to parent involvement with supporting it through their cooking, to the children setting up a ‘shop’ and selling it.

The addition of a vegetable garden plot to our Pre School has extended the children’s learning as we have all been involved in the process of planting, caring for and eating the produce, either raw or cooked.

The successful and comprehensive ‘Ready Set Kinder’ program has continued to be valuable in further enhancing the children’s transition to Kindergarten.

2012 will see a number of significant challenges involved with implementing the new compulsory fee structure for Pre Schools.

Aboriginal Education

During 2011 our school continued to implement programs across the Key Learning Areas that educate and generate awareness of Aboriginal history, culture and contemporary Aboriginal Australia. Students are exposed to experiences across the curriculum to deepen their awareness of and connection to Aboriginal Australia.
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 Public School flags, are flown each day.

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

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.

Multicultural Education

Narrabri West Public School values and celebrates multicultural differences and encourages students to identify with and be proud of their individual cultural heritage. Tolerance and an acceptance of diversity are actively encouraged and taught.

We focus on inclusive teaching practices, which recognise and value the backgrounds and cultures of all students.

Key Learning Areas, particularly HSIE, English and the Creative Arts provide opportunities to enhance multicultural education.

The teaching of Spanish by a staff member proficient in this language was included as an activity for students in the Stage 3 Interest Groups, run for these students each Thursday afternoon.

National Partnership Programs

Narrabri West is participating in the National Partnership on Low Socio-Economic (SES) School Communities commencing in 2012. The aims of the Low SES School Communities are to:

- transform the way schooling takes place in participating schools and to address the complex and interconnected challenges facing students in disadvantaged communities.
- Improve the educational outcomes of students, including literacy and numeracy outcomes, in targeted schools as well as improve students’ transition rates to further education and employment.

The school conducted a comprehensive Situational Analysis, involving consultation with all stakeholders. Recommendations from the evaluations informed planning for the 2012-2014 School Plan. This will enable actions to be implemented which will ensure that a measurable difference to student outcomes will be made over the four year period of the partnership.

Narrabri West will implement programs as detailed in the School Plan that will assist in achieving improved outcomes for all students. Underpinning these programs will be enhanced teaching practices and team work. This will ensure that improvements are sustainable in future years, even when the National Partnerships funding has concluded. This is an important consideration in all of our planning in order to maximise this opportunity.

In 2012, the school will implement the following programs as part of the National Partnership plan:

- An Assistant Principal will assist teachers to improve their skills in the teaching of Literacy and to work with students to develop their Literacy skills.
- Provide teachers with access to professional learning in areas aligned to the School Plan or personal areas of interest or need.
- Purchase additional Literacy and numeracy resources for students and teachers.
- Release executive staff to regularly support the staff they supervise, to model best practice in classrooms and to ensure teaching practice and programs reflect quality teaching,
- Train teachers in the use of NAPLAN Smart data to inform their teaching.
- Employ additional teachers to allow for increased assistance in classrooms during Literacy and numeracy sessions and to streamline the implementation of relief from face to face teaching in the school to maximise learning outcomes and reduce disruption to classroom learning.
- Employ a teacher to implement extension programs for students who would benefit from these and to assist teachers in developing and implementing these in classrooms.

Local Schools, Local Decisions

Narrabri West has participated in the 47 Schools Pilot in 2010 - 2011, implemented as part of the Federal Government’s ‘Improving Teacher Quality National Partnership.’ Participation in this pilot has allowed increased local decision-making power over staffing and budget. Some of the functionality and flexibility that has been available in this pilot will continue for our school in 2012 as we become part
of the transition phase of the ‘Local Schools, Local Decisions’ program. A number of the programs we have implemented through being part of this pilot program will continue in 2012 as key programs in our School Plan for the National Partnership on Low SES School Communities.

Kindergarten Transition Program

Narrabri West takes pride in our Kindergarten Transition program, ‘Ready, Set, Kinder!’ which was again received well by incoming parents and their children.

The program, conducted over Terms Three and Four, involves prospective new kindergarten students attending ‘big school’ on a weekly basis, including half-day and full-day sessions, where our current kindergarten teachers provide a range of activities to help them feel at home within the school environment.

The program is in its fourth year and is proving a huge success. It is under constant revision to allow us to make improvements on an ongoing basis.

Progress on 2011 targets

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

Strategies to achieve 2011 targets were incorporated into school plans. Resources were allocated to train staff, purchase equipment and provide quality learning experiences for students.

During 2011 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

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.

Our achievements include:

- The percentage of Year 3 students achieving at or above minimum standard is: Reading (86.2), Writing (96.6), Spelling (89.7) and Grammar & Punctuation (82.8)
- The percentage of Year 5 students achieving at or above minimum standard is: Reading (80.6), Writing (88.9), Spelling (86.1), Grammar & Punctuation (77.8).
- Year 3 boys have improved by 32 scale scores from the 2010 data in the test aspect of Spelling.
- Average growth from Year 3 to Year 5 for all students in all areas was above the New England Region and state.

Target 2

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

Our achievements include:

- All Early Stage 1 and Stage 1 staff participating in training to implement the TEN program. This training was school based and was conducted by a trained TEN facilitator.
- Students making greater progress towards achievement of Early Stage 1 numeracy outcomes.
- Regular student assessment within the TEN framework.
- Increased teacher awareness of student needs and a better understanding of the numeracy continuum.
- Increased professional dialogue between teachers.
**Target 3**

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

Our achievements include:

- Constructing a vegetable garden using school and community resources (grants were obtained from Nestle` and Cargill Oilseeds). With these grants and school funds we were able to purchase 11 raised garden beds, soil and plants;

- Involving all classes with tasks associated with the construction, development and ongoing maintenance of the garden, as each class has their own plot. Classes selected appropriate varieties to plant and then maintained their crop and harvested when ready;

- Incorporating activities related with the garden into all areas of the curriculum where appropriate, particularly Science and Human Society and Its Environment. Classes have cooked and prepared meals using the vegetables from their plot and made salads using the salad vegetables. These learning experiences have been very beneficial and will be an ongoing program;

- The school canteen using some of the crop in the preparation of lunches for students.

In 2011 our school carried out evaluations as part of our Situation Analysis in preparation for our Low SES National Partnership commencing in 2012. Literacy, Numeracy (Curriculum) and our involvement in the 47 Schools Pilot (School Management) were the key areas that we focussed on.

All families were supplied with a written survey and also the option of completing it online.

Parent opinions were also gathered through parent meetings, focus groups and conversation when visiting the school.

Students completed surveys in class time, thus ensuring a 100% response from students present on the day.

All staff completed online surveys and participated in professional discussions on school focus areas.

**Educational and management practice**

The school community were surveyed and consulted to determine how effective our participation in the 47 Schools Pilot had been in improving student outcomes and in enhancing school programs and teaching practice.

**Background**

In 2010 Narrabri West was invited by the NSW Department of Education & Training, along with 46 other schools, to become part of the 47 Schools Pilot project, implemented as part of the Federal Government's 'Improving Teacher Quality National Partnership.' Participation in this pilot has given our school increased local decision-making power over staffing and budget. As a result of this participation in 2011 we have:

- Employed two additional classroom teachers, so in daily Literacy and numeracy sessions, all classroom teachers, support teaching staff, as well as these additional teachers, could be used to significantly reduce teacher-student ratios and allow a focus on areas of specific learning needs. To further support this learning plan, a full-time School Learning Support Officer was employed in each of the Kindergarten classes. This assisted in ensuring that all Kindergarten students received additional assistance and that their early learning outcomes were maximised.

- The school appointed an additional 0.4 classroom teacher, who coordinated and implemented a school based Gifted and Talented program for students who would
benefit from further extension. As well as working with these students, this teacher assisted other teachers in implementing extension programs in their classrooms.

- The additional staffing also allowed the school to release teachers with specialist skills and expertise to implement programs within the school that utilised these talents. A part time teacher with a high school P.E background was released for a session each Friday to implement an intensive gross motor skills program for students who needed assistance in this area. She also provided additional coaching and skill development for school sporting teams. Another teacher was released to provide recorder and brass band instruction and another to continue instruction with the school drum group.

Findings and conclusions

Summaries of the responses to our evaluation are as follows:

Staff

- Huge benefit to teaching and learning as we are targeting the individual needs of students more effectively (strengths and weaknesses) and more students are able to access the curriculum at their level.
- We are already seeing the benefits through significant improvement in student work and progress due to ability grouping in Literacy and numeracy sessions.
- Collaborative planning, assessing and teaching are now entrenched.
- Teaching and learning cycle implemented more effectively – taking students from what they know to what they need to learn.
- Support students are catered for more efficiently whilst extension groups ensure children are being challenged and are provided with great opportunities, which also allows classroom teachers more time to work with other students.
- Our new teaching model allows teachers to teach explicitly and systematically and address the Quality Teaching Framework.
- A big selling point to the community – parents have made many positive comments.
- Impact of School Learning Support Officers (SLSO) in Kindergarten has been significant.

Students

- Working with kids at the same level helps because lower kids aren’t getting all of the attention. We get to work with groups and we are able to plan, organise and complete work together which makes it easier to learn.
- We learn better when everyone is working at the same level.
- I am learning more as the teacher can spend more time with me.
- We are getting harder work in our group, than we do in class, which is better. We can break down tasks together as well as working independently.
- Working with kids at similar levels doesn’t make me feel at the bottom or the top of the class.
- Some teachers are better at teaching some things than others, so we get to use different strategies with different teachers in our groups and because we change teachers each week.

Parents

- Group work is very successful, the children enjoy it, can see the benefits and we would like the program to continue to deliver full benefits over a longer time.
- All the changes in 2011 seem to be making a difference to learning and teaching in the school.
- Parents are very positive regarding the impact of having a SLSO in each Kindergarten class to assist students in settling in to school and in their early learning. We believe the benefits warrant continuation of this program if possible.
- The extension group program is a great success, is really enjoyed by the children, they look forward to it, gives them challenges they would not otherwise have had and is benefiting participating students. I like the fact it is just another group, not labelled as an extension group and the kids in it are not seen by either themselves or other kids as ‘special.’
Future directions
The successful programs we have implemented through being part of the pilot program will continue in 2012 as key programs in our School Plan for the Low SES School Communities National Partnership. They can be maintained using this new funding.

Curriculum
The Key Learning Areas (KLA) of Literacy and numeracy were evaluated as part of the cyclical review of school based policies and programs and in preparing the Situation Analysis for the Low SES National Partnership in 2012.

Surveys were distributed to parents, students and teachers seeking information on the effectiveness of teaching and learning programs. The information gained will be used to support the implementation of the School Plan and programs in 2012.

Background
The surveys measured opinion in regard to Literacy and numeracy in the school. Parents were surveyed on their child’s attitude towards these Key Learning Areas and also how familiar they were with the way it is taught in the school and the quality of the schools resources.

Findings and conclusions
Surveys of staff feedback indicated a very large majority of teachers felt confident in teaching K-6 Literacy and numeracy.

The majority of teachers said that NAPLAN-Literacy and numeracy informs their teaching practice and whole school strategies to a substantial degree and that it has a positive effect on student performance. These findings however were inconsistent with staff meeting discussions on the use of SMART Data which revealed only a general knowledge of the data package.

Over 90% of staff either ‘Agree’ or ‘Strongly Agree’ that their Literacy and numeracy planning, programming and teaching fully meets the needs of students, with most responses being in the ‘Agree’ category. Staff discussions indicate that being able to work together in stage teams to plan, teach, assess and evaluate the specific lessons and content being taught is invaluable, but more time for this would allow them to feel more confident in developing outcomes for students. It was also agreed that greater use of maths resources like ‘North Coast Maths’ would assist in delivering higher quality numeracy teaching and outcomes.

Staff discussions on strategies to strengthen Literacy teaching and our Literacy sessions centred on concerns relating to spelling, comprehension and writing progress, especially that of boys.

100% of parent respondents either strongly agreed or agreed that Literacy and Numeracy are important subjects for their child, whilst 93% strongly agreed or agreed that their child enjoys these curriculum areas and has developed new skills.

Future directions
The need for staff requiring further training in utilising SMART Data will be addressed in planning for 2012 and has already been addressed in sessions requiring all staff to work individually and in teams analysing 2011 school data and reflecting upon the impact of this on future school planning and programs. Teachers have also attended professional learning sessions organised by regional personnel.

Some Stage 3 teachers indicated a desire to receive ‘Count Me in Too’ and ‘Counting On’ training to assist in their overall numeracy teaching and we will ensure in 2012 that any regional training opportunities will be used so that each member of staff not currently trained will receive this training.

In 2012 we will utilise an executive staff member with Literacy expertise as a Literacy Curriculum Coordinator to:

- Use whole school planning processes to evaluate the quality of Literacy teaching.
- Lead whole school professional learning in Literacy, pedagogy and student assessment.
- Lead teachers in the development and refinement of best practice principles to reflect quality teaching elements.
- Develop a concise checklist for teachers to ensure all aspects of literacy are addressed weekly.
- Provide in-class professional learning through modelling, mentoring and team teaching.
- Co-ordinate a range of school and community strategies to improve student literacy learning.

Parent, student, and teacher satisfaction
In 2011 the school sought the opinions of parents, students and teachers about the school.

Although P&C meetings are only attended by a small and committed group of parents, our parents
support the school in great strength when school events are held. Merit Award assemblies at the end of each term, athletics and swimming carnivals, Family & Friends Day, 100 Days of School and Education Week celebrations are all characterised by large attendances. Our school fete is always a huge community event that is supported extremely well and is highly profitable for the school. Presentation Nights at Narrabri High School are always ‘standing room only’ events.

This community partnership is indicative of the esteem that the school is held within the wider community. The school will need to ensure these links are maintained and remain close.

Though the survey results were extremely positive, continued assessment of current practice will allow the school to build upon this strong culture and maintain and strengthen positive relationships through open consultation with all stakeholders.

Narrabri West’s teachers are very proud of the school and the professional tasks they are undertaking. They are committed to continued improvement of the whole school learning and physical environment. A desire to remain on staff and length of service at the school is indicative of their satisfaction with the school.

95.3% of students indicated that their teachers clearly explain their work to them, they know what is expected of them and their lessons are challenging and make them think.

Professional learning

Professional Learning Funds were again based on school priorities and needs. All staff undertook ongoing professional learning activities.

The focus for professional learning has been on our 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 – these have provided valuable opportunities for all teachers to work in teams planning in order to maximise the learning opportunities available to students at the school;
- Stage meetings and curriculum planning and implementation days;
- Attending conferences;
- Attending Principal, Executive and curriculum network meetings; and
- Attending content specific courses provided by the Department of Education and Communities 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 ensuring consistency of judgement in reporting.

A total of $6971.77 was expended on the professional learning program in 2011. These funds are provided as a tied grant from the Department of Education and Communities.

The average expenditure per teacher on professional learning was $332.

No new scheme teachers are working towards accreditation.

No new scheme teachers are maintaining accreditation status.

A significant issue impacting on the expending of professional learning funding and our ability to provide opportunities for staff development is the difficulty in obtaining casual teachers to allow the involvement of staff. This not only reduces funds spent, but also the ability of staff to receive training that will assist in their development as teachers. Also impacting on this is the location of the majority of training opportunities in Moree, Tamworth or Armidale, which restricts the capacity of our staff, particularly those with families, from attending, due to the ‘out of hours’ time required to travel to these venues. Staff also have to supply their own vehicle in order to attend, and this can impact on family commitments, again affecting attendance.
The funds expended on Quality Teaching, Literacy and numeracy (our main areas of teacher professional learning spending) has contributed to building teacher quality leading to greater opportunities for students in classrooms.

The school professional learning focus will continue to be on school priorities and team planning of teaching programs. We will emphasise rigour and adherence to the principles of Quality Teaching, based on systematic and explicit teaching of concepts and content in all stages.

**School planning 2012-2014**

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

A new School Plan for 2012-2014 to guide school directions and National Partnerships implementation has been developed. The school engaged in a comprehensive planning process culminating in the development of this new three year plan.

We identified priority areas based on identified needs. These were developed as a result of rigorous analysis of 2011 student data (school based assessments and NAPLAN), as well as findings from the National Partnerships Situational Analysis carried out in Term 3 2011.

All stakeholders had input into the development of the school’s focus and directions. The plan is reviewed on a regular basis and will be modified to meet any emerging needs.

The purpose of the school plan and our priorities are to provide a clear direction for the school 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.

**Priority 1 - Literacy**

**Outcome for 2012-2014**

All students achieve their maximum potential in literacy through:

- Analysis of individual student needs and provision of appropriate support.
- Implementation of focused Literacy programs.
- Initiatives to increase parent involvement in the learning process.

**2012 Targets to achieve this outcome include:**

- Increase or maintain the percentage of students in the top two bands as reported in NAPLAN results for Years 3 and 5 in Reading and Spelling.

**Strategies to achieve these targets include:**

- Use whole school and stage team planning processes to implement effective Literacy programs that will ensure maximised learning outcomes for all students;
- Utilise an executive member with Literacy expertise as a Literacy Curriculum Coordinator;
- Provide professional learning in all aspects of SMART Data and its use in improving student learning outcomes in Literacy; and
- Best Start Kindergarten Assessment program (and Enhanced Software for Stage 1) to identify literacy learning that children bring to school and use this information to plan and deliver quality early years literacy teaching.

**Priority 2 - Numeracy**

**Outcome for 2012-2014**

All students achieve their maximum potential in numeracy through:

- Analysis of individual student needs and provision of appropriate support.
- Implementation of focused Numeracy programs.
- Initiatives to increase parent involvement in the learning process.

**2012 Targets to achieve this outcome include:**

- Increase or maintain the percentage of students in the top two bands as reported in NAPLAN results for Year 5 in Numeracy.

**Strategies to achieve these targets include:**

- Use whole school and stage team planning processes to implement effective numeracy programs that will ensure maximised learning outcomes for all students;
• Provide professional learning in all aspects of SMART Data and its use in improving student learning outcomes in numeracy;
• Best Start Kindergarten Assessment program (and Enhanced Software for Stage 1) to identify numeracy learning that children bring to school and use this information to plan and deliver quality early years numeracy teaching.

Priority 3 - Student Engagement
Outcome for 2012-2014
School culture and practice respects and responds to every student’s aspirations, culture, gender and learning potential through:
• Implementing effective systems and procedures for supporting attendance, learning and engagement for all students.
• Improved student engagement through quality teaching practice.

2012 Targets to achieve this outcome include:
• Provide opportunities for identified students to engage in enrichment programs and demonstrate growth in achievement in national and school based assessment.
• Increase or maintain percentages of students achieving Platinum Award level.

Strategies to achieve these targets include:
• Use whole school planning processes to implement effective programs that will ensure continued high levels of student engagement;
• Extensive transition to kindergarten programs for children at Narrabri West Pre School and other pre schools;
• In partnership with Narrabri High School (NHS) and other feeder schools, extend the transition to high school program; and
• Use whole school planning processes to implement effective extension programs that will ensure maximised learning outcomes for all students across all curriculum areas.

Priority 4 - Aboriginal Education
Outcome for 2012-2014
Implementing integrated and focused programs to improve outcomes for Aboriginal students through:
• Continuing to ensure that Aboriginal Education is embedded in existing school practice.
• Implementation of evidence based programs and initiatives.
• Initiatives to increase parent involvement in the learning process.

2012 Targets to achieve this outcome include:
Aboriginal student average growth from Year 3 to Year 5 as reported in NAPLAN results to be equal or better than state average growth for all students in Literacy and numeracy.

Strategies to achieve these targets include:
• Implement the 2008 Aboriginal Education and Training Policy and National Aboriginal and Torres Strait Islander Education Action Plan;
• Encourage and support productive partnerships with local Aboriginal communities; and
• Implement effective strategies to improve Aboriginal student attendance.

Priority 5 - Teacher Quality
Outcome for 2012-2014
Strengthened teacher capacity to support and improve student learning outcomes in all curriculum areas through:
• Use of the Quality Teaching Framework and reflective teaching practices.
• Providing all staff with targeted professional learning.
• Professional learning programs to support further career development.

2012 Targets to achieve this outcome include:
Teacher professional learning aligned with the School Plan and individual professional learning.
All beginning teachers complete an induction program and early career teachers, new executive and new scheme teachers supported through school programs.
Strategies to achieve these targets include:

- Build teacher capacity to provide high quality learning opportunities for all students across all curriculum areas;
- Continue to embed classroom based capacity building and learning for all teachers through modelling, team teaching, shared planning and resource development, ensuring that changes in classroom practice are embedded consistently; and
- Executive team develop, implement and evaluate a staff professional learning program through leadership of stage and specialist teams.

Priority 6 - Technology and Connected Learning

Outcome for 2012-2014

Increased whole school capacity and integration of technology in teaching and learning, supported through:

- Professional development, targeted towards individual staff needs and the use of effective pedagogical practices.
- Expanded opportunities for staff and students to use interactive technologies to enhance learning.

2012 Targets to achieve this outcome include:

Embed engaging interactive technologies in quality teaching and learning experiences to improve student Literacy and numeracy skills.

Strategies to achieve these targets include:

- Develop teacher capacity in the use of information communication technologies to improve teaching and learning through enhanced professional learning and access to curriculum resources; and
- Improve student access and capacity to use information and communication technologies to enhance their learning.

About this report

In preparing this report, 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: