Principal's message
The 2010 school year was one of great change, growth and reward for staff and students at Narrabri P.S. The year began with the loss of several classrooms due to the Building Education Revolution (BER) but also unfortunately, some long-serving dedicated staff in Mrs Kerrie Haire and Mr John Cavallaro through retirement.

Outstanding school academic results over a number of years saw growing student numbers during the year and record numbers of kindergarten enrolments for 2011. The school was once again recognised for its achievements winning the Regional Award for Excellence in Teaching and Learning, the Australian Education College Harris Award and also the Regional Award for Excellence for its sustainable garden projects. Mrs Marion Tame also received the NSW Director-General's Award for her Outstanding Contribution to Public Education.

With the BER almost complete, the school has benefited from the completion of two new classrooms (one a specialist room catering for the needs of students with various disabilities), new covered walkways and additional storage sheds. These are both practical and worthwhile additions and will serve the school well for many, many years.

2011 will see the addition of a number of new teachers and all classrooms, including the technology room, used for classes with over 400 students enrolled at Narrabri P.S. All rooms will utilise Smartboard technology and the addition of a Highly Accomplished Teacher (HAT) through the National Partnerships Program will assist greatly in the delivery of quality teaching and learning programs.

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.

Craig Jollow - Principal

Parent & Community Involvement

Parent & Community Involvement

The subsidies for all K-6 excursions, regional sports representatives and student leaders were greatly appreciated as were the contribution to the school computer program, presentation night awards, reading program and Year 6 Farewell.

Many, many thanks to all who have helped with the success of our activities this year and congratulations to Narrabri P.S staff and students. Our school is such a great community with so much to offer everyone and this has been acknowledged with a number of well deserved awards received this year.

Alison Tomlinson & Jo Gordon – P&C Presidents

School Council message

2010 kicked off with the release of the Federal Government’s MySchool Report web site gaining much publicity and discussion. It’s incredible that some people think they can sum up a school’s quality and performance by using just a couple of numbers. While Narrabri P.S rated well on the site, very little useful information is actually presented, though every government school publishes a far more comprehensive school report which is available to all current and prospective students.
There is much more to a good education than the range of named subjects. Our students all have opportunities to develop in sport, leadership, public speaking, and the performing arts. This happens sometimes in very public ways, but also in everyday school life as students are given various roles and responsibilities.

This year the School Council has reviewed and offered feedback on several policies including: assessment & reporting policy, anti-bullying policy & procedures, excursion policy, enrolment policy as well as school management plan updates, the student welfare / reward cards system, Smartboard development and environmental education.

Once again our school has received a number of regional awards and the School Council also congratulates Mrs Tame and Mr Jollow on their individual awards for meritorious service to students, staff, parents and community over a number of years.

Greg Nash – President

Student Representative’s Message

The 2010 year started positively with the elected student leaders ensuring that the new kinders settled in well to our school and finished on a high with us congratulating the newly elected leaders for 2011.

In between we have enjoyed a variety of new experiences that have left us with new skills and growing self-confidence. The Student Leaders Conference in Sydney, involvement at the community ANZAC, Victory In The Pacific and Remembrance Day Services, welcoming and thanking special guests to the school, running school assemblies, talking on Max F.M 91.3 and the Year 6 Farewell have all been great occasions and opportunities which we have enjoyed. These things don’t just happen and we appreciate the organisation and planning that goes into school activities. Many thanks to our teachers who have provided us with so many fun things to do and be involved in over the years and of course our parents who have always been there for us.

While we are looking forward to moving on to high school we will always treasure the great memories we have of our time at Narrabri P.S.

Georgie Hancock & Bailey Campbell – Captains

Student information

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

The 2010 enrolment was slightly higher than the previous year with 361 students, yet only 38 students enrolled in kindergarten. The students were organised into 16 classes with 14 regular classes, 1 support literacy / numeracy class and our I.O / I.S class for students with moderate and severe intellectual and / or physical disabilities. We also have within our grounds the Intensive Reading class, a district resource catering for 6 students from local government schools, who present with major reading delay.

Throughout the year students from all classes participated in dedicated library and computer technology lessons provided by specialist teachers on a weekly basis.

Student enrolment profile

<table>
<thead>
<tr>
<th></th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>153</td>
<td>160</td>
<td>177</td>
<td>176</td>
<td>176</td>
</tr>
<tr>
<td>Female</td>
<td>183</td>
<td>174</td>
<td>168</td>
<td>182</td>
<td>185</td>
</tr>
</tbody>
</table>

Management of non-attenders

Daily attendance rates remain high at our school with annual figures above and on par with regional and state attendance figures. A variety of strategies are used to maintain these rates include weekly monitoring of rolls, class attendance awards and also school intervention where required.

Student attendance profile

<table>
<thead>
<tr>
<th></th>
<th>Year</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>K</td>
<td>93.2</td>
<td>93.4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>93.1</td>
<td>94.2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>94.4</td>
<td>96.0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>93.0</td>
<td>94.4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>92.3</td>
<td>94.1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>93.7</td>
<td>94.5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>93.2</td>
<td>93.3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>94.3</td>
<td>94.5</td>
<td>93.2</td>
<td>94.3</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Region</th>
<th>Year</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
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<td>93.2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>92.0</td>
<td>92.3</td>
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<tr>
<td>2</td>
<td>92.5</td>
<td>93.0</td>
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<tr>
<td>3</td>
<td>92.0</td>
<td>92.9</td>
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<tr>
<td>4</td>
<td>92.3</td>
<td>92.7</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>92.2</td>
<td>92.8</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>92.0</td>
<td>92.0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>92.5</td>
<td>92.1</td>
<td>89.9</td>
<td>92.7</td>
<td></td>
</tr>
</tbody>
</table>
State DET | K | 94.3 | 94.7
---|---|---|---
1 | 93.7 | 94.2
2 | 94.0 | 94.4
3 | 94.1 | 94.5
4 | 94.0 | 94.5
5 | 94.0 | 94.4
6 | 93.6 | 94.0
Total | 94.0 | 94.1 | 92.1 | 94.4

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.

<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>KL</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>1R</td>
<td>1</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>1M</td>
<td>1</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>KA</td>
<td>K</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>1/2T</td>
<td>1</td>
<td>14</td>
<td>23</td>
</tr>
<tr>
<td>1/2T</td>
<td>2</td>
<td>9</td>
<td>23</td>
</tr>
<tr>
<td>2C</td>
<td>2</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>2S</td>
<td>2</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>3/4M</td>
<td>3</td>
<td>14</td>
<td>30</td>
</tr>
<tr>
<td>3/4M</td>
<td>4</td>
<td>16</td>
<td>30</td>
</tr>
<tr>
<td>4S</td>
<td>4</td>
<td>27</td>
<td>27</td>
</tr>
<tr>
<td>3/4J</td>
<td>3</td>
<td>10</td>
<td>18</td>
</tr>
<tr>
<td>3/4J</td>
<td>4</td>
<td>8</td>
<td>18</td>
</tr>
<tr>
<td>3C</td>
<td>3</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>5H</td>
<td>5</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>5I</td>
<td>5</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>5/6W</td>
<td>5</td>
<td>13</td>
<td>28</td>
</tr>
<tr>
<td>5/6W</td>
<td>6</td>
<td>15</td>
<td>28</td>
</tr>
<tr>
<td>6M</td>
<td>6</td>
<td>25</td>
<td>25</td>
</tr>
</tbody>
</table>

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

Staff information

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

In 2010 there were 22 teachers, including part-time and specialist teachers on staff supported by 12 support, clerical and ancillary staff. Following several retirements we had a number of temporary / permanent staff (5) on class and with growing enrolments in 2011 we would expect this trend to continue. With many of the local casual teachers employed on a temporary / permanent basis the school has limited access to day to day casuals however as these positions are gradually filled with full-time permanent staff this situation should diminish over the next two years. With retirements the number of experienced teachers at our school has decreased with less than 60% of our staff having taught for more than 10 years and fewer still having spent this amount of time at Narrabri P.S.

Our staff includes one full-time Aboriginal Education Officer and from time to time several non-indigenous part-time tutors supporting various Aboriginal Education programs.

All teaching staff meet the professional requirements for teaching in NSW public schools with a number having additional qualifications aside from their teaching degrees / diplomas in education. All staff are expected to participate in on-going professional development courses both at school and as offered by the regional consultancy and professional team. An outline of the 2010 priority areas and professional training attributed to these areas appears elsewhere in this report.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Assistant Principals</td>
<td>3.0</td>
</tr>
<tr>
<td>Assistant Principal - support</td>
<td>1.0</td>
</tr>
<tr>
<td>Classroom teachers</td>
<td>11.0</td>
</tr>
<tr>
<td>Part-time teacher</td>
<td>0.6</td>
</tr>
<tr>
<td>Teacher of Severe Reading difficulties</td>
<td>1.0</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>1.0</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.5</td>
</tr>
<tr>
<td>Support Teacher Learning</td>
<td>1.0</td>
</tr>
<tr>
<td>Assistance</td>
<td></td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.8</td>
</tr>
<tr>
<td>Teachers of RFF (various)</td>
<td>0.798</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1.0</td>
</tr>
<tr>
<td>School Administrative &amp; Support</td>
<td>4.002</td>
</tr>
<tr>
<td>Staff</td>
<td>26.7</td>
</tr>
</tbody>
</table>

Student Academic Performance

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

Sixty Year 3 students participated in the Literacy assessments. Narrabri Public School’s Year 3 students were below the State in all areas of literacy.

All of our Year 3 students achieved above Regional levels for Reading. Our Aboriginal students achieved above both Regional and State Aboriginal. 4% Year 3 students are below National Minimum Standards (NMS).

ICAS Writing Awards

All of our Year 3 students achieved above Regional writing levels. Our Aboriginal students achieved above Regional Aboriginal levels. 94% of Year 3 students are above National Minimum Standards (NMS).
All Year 3 students achieved above Region but below State. Year 3 (Girls) are significantly below the state average in the aspect of Spelling. Our Aboriginal students achieved below both Regional and State levels. 73% of year 3 students are at or above National Minimum Standards.

Narrabri Public School’s Year 3 students were below the State in Numeracy. The Year 3 students achieved above the Region with Year 3 (Boys) above State in Numeracy. Our Aboriginal students achieved above both Region and State, improving by 34 scale scores.

**Literacy – NAPLAN Year 5**

Narrabri Public School’s Year 5 students achieved above Region in all areas of literacy, but below State. Writing was the students’ strongest area, being slightly below State (494.8:492.9). Spelling and Grammar & Punctuation were areas of concern. The Year 5 girls achieved significantly higher results than the Year 5 boys.

Our Aboriginal students achieved better than Region and State (Aboriginal) in all areas of literacy and numeracy.
The Year 5 students achieved better than Region in Reading. 8% achieved below National Minimum Standards (NMS). The Year 5 (Girls) have shown a significant decrease in the aspect of Reading.

Year 5 students achieved better than Region but well below State. 95% of Year 5 students achieved above NMS.

Our Year 5 students achieved well above Region in Writing. This area showed our greatest degree of growth, 98% of students achieving NMS.

All Year 5 students achieved better than Region in Grammar and Punctuation but well below State. Our Aboriginal students achieved better than Region and State in this aspect of NAPLAN.
Narrabri Public School’s Year 5 students were slightly below State but significantly above Region in Numeracy. Number, Patterns and Algebra were our areas of strength. 97% of Year 5 students achieved NMS.

Progress in literacy

<table>
<thead>
<tr>
<th>Aspect</th>
<th>State Average</th>
<th>Regional Average</th>
<th>School Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>83.8</td>
<td>78.2</td>
<td>91.3</td>
</tr>
<tr>
<td>Writing</td>
<td>66.6</td>
<td>65.2</td>
<td>97.8</td>
</tr>
<tr>
<td>Spelling</td>
<td>82.6</td>
<td>80.7</td>
<td>92.9</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>95.4</td>
<td>85.9</td>
<td>93.6</td>
</tr>
</tbody>
</table>

Narrabri Public School’s Year 5 students’ growth from Years 3 to 5 in Literacy is a highlight of the NAPLAN results being well above those of both State and Region (with the exception of grammar and punctuation).

Progress in numeracy

<table>
<thead>
<tr>
<th>Aspect</th>
<th>State</th>
<th>Regional</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Numeracy</td>
<td>89.1</td>
<td>79.4</td>
<td>112.3</td>
</tr>
</tbody>
</table>

Narrabri Public School’s Year 5 students’ growth from Years 3 to 5 in Numeracy is a highlight of the NAPLAN results being significantly above those of both State and Region.

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>Aspect</th>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
<th>Grammar &amp; Punctuation</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>96%</td>
<td>94%</td>
<td>98%</td>
<td>98%</td>
<td>96%</td>
</tr>
</tbody>
</table>

All students in Year 3 achieving below standard in 2010 were identified prior to testing and have continued to access support within the school.

Percentage of Year 5 students in our school achieving at or above the minimum standard in 2010

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
<th>Grammar &amp; Punctuation</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>92%</td>
<td>98%</td>
<td>95%</td>
<td>95%</td>
<td>97%</td>
</tr>
</tbody>
</table>

All students in Year 5 achieving below standard in 2010 were identified prior to testing and have continued to access support within the school.

Significant Programs & Initiatives

The Arts

Drama Club

During 2010, 72 children from Year 1 -6 were able to participate in Drama Club on a Monday afternoon with many students waiting for a place to become available. Through Drama Club, children had the opportunity to develop a variety of skills that build
up their self confidence and performance skills. The students have the chance to work with children from other stages as part of a team, developing trust, cooperation and to share skills. Senior Drama students lead groups and organised various drama activities with younger students. The students were involved in developing props and contributed ideas towards costuming, makeup and the presentation of plays.

Grandparents Day is a highlight of the year

Local high school students assisted throughout the year, leading activities and directing plays.

Drama Club performed at the Narrabri Eisteddfod and individual plays gained awards as well as individual students who were recognised for their performances. At the end of the year the children presented a musical called “Out of this World” for their peers, parents and local community members.

School Band

2010 has proven to be another highly successful and fulfilling year for the NPS band, with a strong body of experienced musicians. Unfortunately the band loses many of these to High School next year; however there is keen interest from the upcoming members of Year 4. Due to ill health, Mrs Smith was unable to complete this year’s tuition and we look forward to her return, as she has been greatly missed by the students. We received some wonderful support from Steve Bailey (Narrabri High School) when he gave free tuition on Wednesday afternoons. We thank him for his generosity and guidance.

The students ably performed at a number of presentations and venues throughout the year. The continuing financial support of the P&C has enabled further purchase of instruments. This will assist with new band members next year. Once again NPS achieved admirably in the Narrabri Eisteddfod, winning many places in individual and group performances. The students also participated in the end-of-year workshop under the guidance of the Newcastle University Band.

Narrabri Eisteddfod

Narrabri P.S has a tradition of offering all students the opportunity to perform at the Narrabri Arts Eisteddfod in the areas of music, dance, speech and drama. In 2010 every class or stage took part in the eisteddfod giving students the chance to perform in front of their local community. Teachers and students spend a lot of time practicing and developing their performance for the eisteddfod. This gives the students a chance to develop various skills and self-confidence in order to perform on stage.

Narrabri P.S entered the choir, kindergarten dance, the band, drama, musical entertainment and various speeches and poems. Many students also enter the eisteddfod in individual performances particularly in dance and musical instrument sections.

Once again the performance of students overall was of a very high standard with individuals, groups, classes and stage items receiving numerous awards but all students benefitting from the opportunity to perform and have fun. Preparing for
the eisteddfod and then performing in front of an audience is very rewarding.

Sport

2010 has been an outstanding and enjoyable year for sport at Narrabri Public School. Each student has been involved in sport in many different forms, at a variety of different levels.

This year has encompassed Friday afternoon sport, PSSA Knockouts, Swimming, Athletics and Cross Country Carnivals, Infants sport rotations, Zone and Area Trials, K-6 Intensive Swimming, Horse Sports, Gala Days, Coaching Sessions and Sport choices. This broad array of different opportunities to participate in has made a positive difference to students and the community. Many students have expressed their enjoyment and shown a great deal of enthusiasm!

Infants have participated in sport on Tuesday afternoons. These sessions have focused on skill development and the introduction of modified games. This term they have developed their gymnastic skills and completed a rigorous Intensive Swimming Scheme in weeks 7 and 8. 2010 saw the trialing of a third session of Intensive Swimming for 3 – 6. This was of amazing benefit for all students that participated. Thank you to the parents and high school students that have offered their time and assisted the teachers implementing these programs.

Some of our many sports reps in 2010

Athletics, Swimming and Cross Country have afforded students the opportunities to participate in a friendly, relaxed environment with a healthy level of competition. Students who excelled in these areas go on to represent the Zone and Area.

On a representative level, a number of students represented Zone and Region with distinction. Narrabri Public School was represented at state level in Athletics, Swimming and Cricket. Congratulations to all these students who displayed excellent sportsmanship and outstanding abilities.

Aboriginal Education

Narrabri Public School continues to encourage and promote Aboriginal perspectives throughout the curriculum. Our Kamilaroi choir and “Welcome to Country” speakers have been invited to perform at various community functions such as Narrabri High School NAIDOC Week assembly and the Regional Principals’ Conference and our AEA taught “Welcome to Country” to an expanding number of students throughout the year.

We received Norta Norta assistance again this year and used the funds to support students with literacy needs. Our Personalised Learning Programs are well established with senior students taking responsibility for discussing and choosing targets each semester.

The focus for NAIDOC Week this year was ‘Dreamtime and Art’ and concluded with a special assembly for all community members.

NAIDOC Week celebrations

Multicultural Education

Our school has a small multicultural population. It is important therefore to expose students to different lifestyles and ways of thinking. We introduce multicultural perspectives through current affairs discussions, both Australian and world wide and environmental education, where the geography of the landscape leads to differing lifestyles. Our primary students also study different belief systems to better understand and respect other cultures throughout the world.
Respect and Responsibility

The core values of the DET underpin all aspects of the school’s operation. The school has a range of policies in place to ensure their focus, including personalised learning plans, personal development lessons, anti-bullying strategies and explicitly taught school and class rules and expectations.

Our new merit card system reinforces core values by increasing communication between home and school and allowing students the opportunity to earn points towards their bronze and silver certificates in an easily understood, week by week system. Parents have been extremely supportive of the new system.

Opportunities for student responsibility roles include Captains and Councillors, Sports Captains and Student Representative Councillors, assembly leadership, environmental management and buddies between Stage 3 and Kindergarten.

Our school, led by the SRC, raised money for many charities including Ronald McDonald House, Westpac Rescue Helicopter and Stewart House. We participated in ANZAC, VP and Remembrance Days, Senior Citizens Week, Clean Up Australia and the Namoi Carp Muster community events.

National Partnership Programs

In Term 2, our school was notified that it had qualified for funding under the National Partnership Program for schools with a low socio-economic enrolment. This entitled us to a Highly Achieving Teacher (HAT) position above establishment numbers, and funding to run programs which enhance the literacy and numeracy teaching programs in our school. The HAT position and funding are for a minimum of two years.

After examination of our NAPLAN data and school management plan, it was decided to run a ‘QuickSmart’ program to improve the number fact recall of our students in Stage 3 and a ‘Focus on Reading’ course which will involve training for all teachers, but specifically those on Stages 2 and 3. Focus on Reading targets comprehension skills. (See Target 3, 2011)

The HAT’s position has been advertised and the position is expected to be filled early in 2011. The HAT will be responsible for organising and overseeing the selected programs, liaising with tertiary institutions to develop staff professional learning and face to face teaching, although in a reduced capacity as well as assisting our new staff develop quality teaching and learning programs.

Technology

Narrabri P.S continued to use part of its Release from Face To Face Teaching (RFF) allocation for the delivery of technology lessons in 2010. Once again all classes accessed the technology room for specific skilled based lessons using Microsoft Word processing and publishing software, Internet access and Smartboard programs.

In addition to the Technology room, all classrooms are now fitted with Interactive Whiteboards. The staff continue to participate in associated quality professional development opportunities to support their teaching and learning programs. To complement this, the Narrabri Public School K-6 Scope and Sequence for teaching technology was finalised and implemented in Term 3.

Students in 2010 were again provided the opportunity to participate in the online science investigation “Murder Under The Microscope” to deduce the Victim, Villain and Crime Scene after weeks of intense research of environmental issues.

The school server was replaced early in the year with an upgraded model to support the increased demands on technology in the school. In addition, 18 new computers were placed in the technology room and the regular Technology For Learning (T4L) computer allocation was fulfilled.

Professional Learning

With an increased number of new and beginning teachers at our school there was a ‘back to basics’ approach at both the school and district level of training and development. A focus on visiting important school policies was a priority at semester one staff meetings and a number of local courses on ‘Best Start’, ‘Count Me In Too’ and ‘Accelerated Literacy’ were offered to new staff.
With all classrooms now having Smartboard technology installed, support for development of individual skills was offered via workshops at Staff Development Day and through teacher mentoring processes. ‘Quality Teaching and Learning’ courses as well as welfare and support programs were also offered in the areas of Asthma Education, Gifted & Talented –Kindergarten and Support Teacher Learning Difficulties.

Towards the end of the year when Narrabri P.S was accepted into the National Partnerships Program a situational analysis of our future needs was undertaken by all staff with the findings used to determine future professional needs.

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:

Educational and Management Practice

‘Teaching and Learning’

Background

There has been a major staff turnover in 2010. A combination of new and experienced staff meant that we needed a consistent approach across all stages to deliver a safe and challenging learning environment. Training and development was provided at the beginning of Term 2 relating to this issue, and all staff were surveyed at the end of the year as part of the TARS program to provide feedback on best classroom practice.

Findings and conclusions

Staff reported that they use effective communication with students by:

- Providing students with clear criteria that explicitly describe the quality of work expected,
- Sourcing background knowledge to reinforce student understanding,
- Using infra-red sound system to ensure that all students can access instructions and discussion,
- Reinforcing high expectations through consistent praise and encouragement of risk taking,
- Maintaining a clear line of communication between staff, students and caregivers through the Merit Award system,
- Purposely grouping students to promote engagement and discussion for a variety of tasks, and
- Valuing the participation of all students across the social and cultural backgrounds represented in the classroom.

Staff create and manage a safe and challenging learning environment by:

- Positive support for learning and mutual respect among teachers and students and others assisting students’ learning,
- Being well organised to promote student engagement in the lesson or assessment activity,
- Allowing students some direction over the selection of activities related to their learning and
- Implementing behaviour management strategies that promote a positive learning atmosphere and reinforce our school values.

Future directions

Staff reported the need for a simple and consistent method for managing negative behaviour and increasing student engagement. (see Target 2, 2011)

Curriculum

H.S.I.E. - Environmental Education

Background

Narrabri Public School has devised and implemented an environmental Management Plan that involves whole school participation. The Environmental Management Plan is establishing
programs that educate students and raise awareness to sustainable best environmental practice that will engage them in practical, meaningful ways.

Focus areas for our school have been electricity and energy conservation, water wise practices, rubbish/ waste recycling and sustainable gardens. This has involved participants from all areas of the school community and has brought in members of the local community.

The Environmental Committee has initiated a whole school plan. Participants took on board the plan and were able to implement practices that focused on recycling, reducing electricity usage, using water wise practices and developing sustainable gardens.

Findings and conclusions

Environmental Education became a major project for the SRC who took on the coordination of classroom recycling, encouraging classrooms to become more energy efficient by conserving electricity use within the classroom and by becoming more waterwise.

The Sustainable Garden Project flourished this year. Community funding and support allowed development of garden beds, purchase of plants, soil and a propagating shade house to be built. The Parents and Citizens provided labour to build gardens and purchased worm farms and composting bins.

As garden beds were established, each stage assumed responsibility for planting plants that would sustain their plot. Produce from their plot was used within the schools ‘curriculum to promote health and well being. The children explored how to grow seedlings and observed the process of plant growth and the ongoing cycle that is needed to maintain consistent production for a sustainable garden. Propagated seedlings were maintained in the shade house until they were ready for transplanting into garden beds.

A ‘Crunch and Sip’ program was implemented and produce was harvested by the students to consume. Students were exposed to fruit and vegetables that they had not experienced tasting before.

A cooking program provided practical experiences for the students. They learnt how to use the produce and to understand how sustainability promotes a healthy lifestyle. Recipes were published in class newsletters for the students to share at home.

Excess vegetables were used in school canteen.

Some students were able to take their knowledge from this program and plan and grow produce at home.

Maintaining sustainable garden beds involved observing and understanding the importance of the processes. Students took ownership of their garden beds and were able to identify and supply the needs of their garden.

Senior students took responsibility for worm farms and composting. They operated a cyclic system of providing nutrients to the garden beds and were able to observe the benefits: gaining knowledge of how worms break down materials and produce castings Their understanding of the importance of worm farms became evident in their commitment to the maintenance of the worm farms .

Narrabri Public School received regional and local community recognition for the Sustainable Garden Project. Locally the students received the ‘Best Children’s Garden’ from the Lions Club Spring Garden Competition and regionally the project received an Award of Excellence 2010 –Year of Learning for Sustainability.

Future directions

Steps have been taken to further develop the program so that it incorporates leadership skills for students in the area of sustainability. Students will continue to care and monitor existing gardens but will move across to the area of caring and building...
up carbon storage in our soils. Local community
groups and the high school have been approached
to support the students in this endeavour. Groups
will share knowledge and practices that help
students to develop knowledge of carbon storage
and how this will improve their gardens, promoting
sustainability. (See target 1, 2011)

Progress on 2010 targets

Target 1
To promote student self-assessment and
responsibility for learning

Our achievements include:

• Students and teachers in Stage 2 and 3 now
develop rubrics for assessment tasks in all
KLAs,

• Staff and students use metalanguage to set
explicit targets based on what students still need
to learn and

• Individual Personal Learning Plans developed
for all students reinforce student responsibility

Target 2
To increase awareness of the importance of a
healthy lifestyle

Our achievements include:

• a wide variety of fresh fruit and vegetables
enjoyed by students on a daily basis through
self-provision, P&C fruit days and the produce
farmed from school gardens,

• whole school involvement in the Premiers
Primary School Sporting Challenge receiving a
gold award,

• primary and infants classes being involved in a
number of Department of Sport & recreation
skills programs, and

• the development and implementation of the
‘from plant to plate’ cooking program.

Target 3
To demonstrate sustainability throughout the
school Environmental Education

Our achievements include:

• Implementation of a whole school environmental
management plan out lining the involvement of
students, staff and community members.

• Establishment of worm farms and composting.

• Construction of garden beds, planting of
seedlings and successful harvesting of produce.

• Children have taken on the role of maintaining
their gardens.

• SRC has put into action a ‘carbon cop’ program
to reduce electricity and to promote class
recycling of paper.

• Award of Excellence 2010 –Year of Learning for
Sustainability and the Lion’s Club Best
Children’s garden.

Parent, student, and teacher satisfaction

In 2010 the school sought the opinions of parents,
students and teachers about the school via our end
of year ‘Warts And All’ survey. Once again the
results were very positive with parents very
enthusiastic about the capital works program,
teaching programs, positive school environment and
communication between home and school. Our
extra curriculum activities, individual welfare
programs plus the new weekly Merit Award Card
were also praised though the latter still requires
some fine tuning.

Parental concerns were few and those listed for
further review at School Council meetings will be
itemized and discussed at staff meetings.

General students concerns are discussed at regular
Student Representative Council (SRC) meetings
and brought to the attention of the Principal and
staff. Toilet hygiene and food available at the
canteen were areas discussed at length as well as
more shaded areas being made available.

School Development 2009 – 2011

In general, our School Management and
Improvement Plan is divided into 5 sections of
Literacy, Numeracy, Student Welfare, Aboriginal
Education and Technology with each priority area
having expected outcomes and targets plus
strategies used to achieve these targets / outcomes.
(see 2010 document).
During the course of the year progress and achievements in each of priority areas were discussed and evaluated by staff committees and reported on at staff meetings, through the newsletter and where appropriate, through the local newspaper.

At the end of the year following an announcement that we were to be included in the National Partnerships Program, a new School Development Plan for 2011 was developed by a committee and extended upon by the staff. This plan and the progress we make with its implementation will be discussed at both staff and parent meetings throughout 2011.

**Targets for 2011**

**Target 1**

*Students take on the responsibility for implementing a scientific based project to build carbon storage and sustainability.*

Strategies to achieve this target include:

- Student groups will carry out comparative testing on soils to determine quality and needs.
- To use minimal till practices, worm farms and natural additives to improve soil quality.
- Continue to develop stage gardens and harvesting of produce.
- To involve community groups within the project and learn from each other.

Our success will be measured by:

- Student involvement, enthusiasm commitment and application to improving soil quality.
- Interaction and transposition of knowledge between groups.
- Successful and abundant harvesting.

**Target 2**

*Increase student engagement across all stages.*

Strategies to achieve this target include:

- Train staff in specific micro-skills for effective classroom management and
- Ensure all staff are familiar with, and are using the Quality Teaching Framework
- Our success will be measured by:
- Minimal attention being required to regulate student behavior and
- Continuation of the use of the Quality Teaching Framework by staff when planning, programming and assessing teaching and learning activities.

**Target 2**

*To improve number fact automaticity and comprehension through the development and teaching of QuickSmart and Focus on Reading programs.*

Strategies to achieve QuickSmart component include:

- Testing of Year 5 students for inclusion in program,
- Training of tutors for positive program delivery and
- Delivery of program to selected students during terms 2, 3 and 4

Strategies to achieve Focus on Reading component include:

- Staff inclusion in Focus on Reading professional development modules throughout the year,
- Completion of between module professional tasks and
- Delivery of modules to students.

Our success will be measured by:

- Improved number fact automaticity proven by testing at the end of program and subsequent NAPLAN results,
- Increased student confidence and engagement during comprehension activities and
- Improved NAPLAN results for comprehension for students in Years 5 and 7 in subsequent testing years.

**Building Education Revolution**

In 2010, as part of the Federal Government’s stimulus package, major capital works began at Narrabri P.S. With an allocation of $2.5 million the works involved the removal of 3 older demountable
classrooms, the building of a double classroom including special facilities to support students with disabilities, construction of walkways and extension to the canteen roof plus the building of 3 storage facilities. While these works have taken much longer than earlier predicted, once completed, these facilities should be welcome additions to our school.

This huge financial injection by the government coupled with the earlier ‘School Pride’ funding has had a marked effect on the school playground and environment and these resources should enhance the school for many years to come.

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

Date of financial summary: 30/11/2010

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<td><strong>Balance carried forward</strong></td>
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A full copy of the school's 2010 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details can be obtained by contacting the school.

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.

Alison Tomlinson & Joe Gordon: P&C Presidents
Greg Nash: School Council Chairperson
Georgie Hancock & Bailey Campbell: School Captains
Raquel Quelch, Marion Tame, Lindy White, Jill Jollow, Nicole Allison, Sue McLeish, Tim McIntosh, Vicki Pawley & Alison Trudgeon: NPS Staff
Craig Jollow: Principal – Narrabri P.S

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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: