School context statement

Narellan Public School is located in the Macarthur Group of schools in South-Western Sydney near Camden. It is a well-established school with strong ties to the 2567 Community of Schools and community. The student population includes children from a broad range of cultural and socio-economic backgrounds including 21 aboriginal children. Narellan Public School is currently the holding school for the Spring Farm community and enrolment numbers have increased steadily as a result.

Narellan Public School is committed to developing student potential in all areas of the curriculum. Students are well-catered for in a wide range of curriculum areas which are relevant to their stages of learning.

Principal’s Report

It is with great pleasure that I present this report to the school community of Narellan.

Narellan has continued to succeed in providing excellent learning opportunities for all of its students including academic, cultural and sporting success.

2014 has seen significant changes to school funding. A new school funding model was introduced to NSW schools which brought additional resources to our school. iPads, wireless networks, and new interactive whiteboards have been purchased. Additional teachers were employed to enable the implementation of targeting early numeracy (TEN) and enrichment programs including (Self-Organised Learning Environments), provide additional student support and Quality Teaching programs. School Learning Support Officers were engaged to support high need students and to support student learning. A number of students also achieved outstanding academic results in the National Assessment program (NAPLAN) and external examinations.

On the sporting field students were provided with increased opportunity, with an additional 60 students given the opportunity to represent our school in gala days. Individual students excelled in a range of sports. 2 students represented South-West Sydney Region in Swimming at the State Carnival and 1 student represented South-West Sydney Region in Cricket, along with a number of other students who were selected in Zone soccer, rugby league and athletics teams.

The school has continued to provide a vast array of extra-curricular activities particularly creative arts programs for our students including Dance, Choir, Drumming and Music programs. Over 120 students participated in the 2567 Community of Schools Showcase but undoubtedly the highlight for 2014 was our school concert, where every class worked tirelessly to put on a magnificent performance. This performance was attended by over 800 family and community members.

Recently the school conducted a review of school programs in preparation for our new 3 Year plan. Thank you to everyone who responded for your candid feedback in regard to our school and its programs. This information has been vital in helping us determine 2015-2017 priority areas which are:

- **Building Strong Foundations of Learning**
- **Enhancing Community Partnerships**
- **Building Teacher and Leadership Capacity**

Thank you to our P&C committee and the many parent volunteers for their continued effort supporting our school and their child’s education.

Narellan Public School is very fortunate to have a highly skilled, dynamic and enthusiastic staff. Our school offers numerous extra-curricula opportunities which would not be possible without the direct commitment of our wonderful teachers and support staff. Much of their efforts are unseen but they always have the students’ best interests at the forefront of their minds.

Dale Sessions

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

Student enrolment profile

<table>
<thead>
<tr>
<th>Gender</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>115</td>
<td>127</td>
<td>104</td>
<td>119</td>
<td>130</td>
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<tr>
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<td>139</td>
<td>144</td>
<td>137</td>
<td>138</td>
<td>152</td>
<td>166</td>
<td>162</td>
</tr>
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</table>

Management of non-attendance
Narellan Public School is committed to compulsory attendance at school for all students.

The school learning support team has developed and implemented a School Attendance Plan. Staff have worked closely with parents, the Home School Liaison Officer, Aboriginal Community Liaison Officers, Aboriginal School Liaison Officer and students ‘at risk’ to maximise attendance.

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

Narellan Public School maintains a high retention of permanent staff members. Two substantive assistant principals are currently unavailable to work at Narellan Public School. One of which is relieving on higher duties as Principal of Mount Hunter Public School and another on Leave Without Pay.

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. There is one Indigenous staff member at Narellan Public School.

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>3</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>11</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.42</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>0.9</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.8</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0.2</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>0.2</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>3.272</td>
</tr>
<tr>
<td>Total</td>
<td>21.67</td>
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</table>

Qualifications

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>89</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>11</td>
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</table>

Professional learning and teacher accreditation
At Narellan Public School all teachers are involved in regular professional learning incorporating stage based meetings, whole school staff meetings, School Development Days and individual professional learning. The professional learning undertaken throughout 2014 included mandatory training and updates in Child Protection, Anaphylaxis and Code of Conduct as
well as professional learning linked to school targets. School Developments Days and meetings focused on the familiarisation, planning and implementation of the NSW K-10 English, NSW K-10 Mathematics and NSW K-10 Science and Technology syllabus documents.

The school contributed significant funds to train staff and build capacity in school priority areas of teacher quality, mathematics and student engagement. On average $2092 per teacher was invested in teacher professional learning which is significantly higher than the $1322 allocated for teacher professional learning and syllabus implementation. Total expenditure for teacher professional learning including funding designated for professional learning, Australian Curriculum Implementation, Planning Literacy and Numeracy implementation and school allocated funds was approximately $43945. Two staff were trained as facilitators for the Targeting Early Numeracy program and subsequently led the implementation and training of staff, Kindergarten – Year 2 staff at Narellan Public School, Oran Park Public School and Mount Hunter Public School. Two staff were also trained in the implementation of Self-Organised Learning Environments in which staff participated in workshops, demonstration lessons and team teaching.

School professional learning funds have also been allocated to allow staff to attend courses and professional learning time to improve teacher quality. Staff were provided opportunities to watch demonstration lessons and team teach across a variety of classroom and school settings including the Share the Skills Network and to attend network meetings. Staff negotiated individual professional learning goals with stage leaders.

Narellan Public School has supported staff and new scheme teachers in working towards and maintaining accreditation. Five staff are maintaining accreditation at the proficient level and four new scheme teachers are in the final stages of working towards National Teaching Standards accreditation. Currently, no staff are accredited or are working towards voluntary accreditation at Highly Accomplished or Lead Teacher level.

Beginning Teachers

Narellan Public School has one permanent staff member who meets the criteria of a beginning teacher. Five temporary new scheme teachers are employed at the school. Beginning teachers were provided support in regards to syllabus implementation, quality teaching. A teacher mentor was allocated to support teachers in regard to achieving and maintaining accreditation.

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>30/11/2014</th>
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</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>164823.31</td>
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<tr>
<td>Global funds</td>
<td>184807.63</td>
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<tr>
<td>Tied funds</td>
<td>226758.20</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>102255.32</td>
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<tr>
<td>Interest</td>
<td>5622</td>
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<tr>
<td>Trust receipts</td>
<td>277113.82</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
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<tr>
<td><strong>Total income</strong></td>
<td>961380.57</td>
</tr>
</tbody>
</table>

| **Expenditure**          |            |
| Teaching & learning      |            |
| Key learning areas       | 16077.27   |
| Excursions               | 44789.64   |
| Extracurricular dissections| 31035.32  |
| Library                  | 3936.87    |
| Training & development   | 1072.73    |
| Tied funds               | 202964.10  |
| Casual relief teachers   | 52468.14   |
| Administration & office  | 48241      |
| School-operated canteen  | 0.00       |
| Utilities                | 49847.28   |
| Maintenance              | 32872.72   |
| Trust accounts           | 331935.25  |
| Capital programs         | 30049.22   |
| **Total expenditure**    | 845289.54  |
| **Balance carried forward** | 116091.03 |

3
In 2014, Narellan Public School held significant funds in trust for Oran Park Public School prior to its own accounts being established. 2014 was the first year of the new Resource Allocation Model of school funding. The school received an additional $86,303.90 to support students from low-socio economic communities and Aboriginal and Torres Strait Islander students. These funds were expended to employ additional learning support staff and School Learning Support Officers, provide student assistance, enable allocation of additional professional learning funds and purchase additional resources.

A full copy of the school’s 2014 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 2014

Academic achievements

Academically, Narellan Public School students have achieved some outstanding individual and collective results in the National testing program and University competitions. Three Year 4 students were offered Opportunity Class placements and One Year 6 student was offered Selective High School placement. This is a magnificent achievement for the individuals concerned.

NAPLAN

In the National Assessment Program, the results across the Years 3 and 5 literacy and numeracy assessments are reported on a scale from Band 1 to Band 8.

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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

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

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN). Click on the link http://www.myschool.edu.au and enter the school name in the Find a school and select GO to access the school data.

Other achievements

Significant programs and initiatives – policy

Sport

This year Narellan Public School children have participated in a wide range of sporting events.

Fitness programs were developed in stages for children in K-2 with the focus of these programs to improve student fitness and fundamental movement skills.

During Terms 2 and 3, our school was involved in the Razorback Northern Zone Gala Days. In Term 2, we had student representatives in Netball, AFL and Soccer. During Term 3 we had student representatives in League-tag and Cricket. Overall 88 students participated in winter sports and 89 participated in summer sports. This number represents over half of our primary children being given the opportunity to represent Narellan Public School in competitive sport.

Successful sporting carnivals were held for Swimming (Term 1), Cross Country (Term 2) and Athletics (Term 3). Our children in the Infants grades participated in a non-competitive Athletics and Cross Country carnival. All the carnivals were well-supported by children and parents.

As a result we had many children selected to represent Narellan Public School at the Razorback Zone Carnivals:

23 children attended the Razorback Swimming Carnival, 32 children attended the Cross Country Carnival, 35 children attended the Razorback Athletics Carnival.

Children trialled for positions in Razorback Representative teams. Jarrod Tripp competed in the 2014 Regional Cricket team at the State Carnival.

Regional or State representation: Caitlin Demeary and Bradley White competed at the State Swimming Carnival representing the South-Western Sydney Region. Madisyn Woodlands represented Razorback Zone in discus at the Regional Athletics Carnival.

The children were offered a dance-fitness program in Term 1 run by Dance2bfit. Approximately 80% of the school participated and it was enjoyed by all children involved.
Narellan Public School was again involved in Active After-School Sport, where the children had the opportunity to learn a variety of different sports, free of charge and were instructed by qualified coaches. These sports included: Golf, Roller-skating, Touch football, AFL, Gymnastics, Netball, Cricket, Basketball.

All children in Years 3-6 were involved in a skills session in Rugby League run by Group 6 NRL and in AFL run by GWS.

Science & Technology

Narellan Public School staff were actively engaged in training for the introduction of the NSW K-10 Science and Technology syllabus. Staff completed Adobe Connect units online and attended 2 external courses in relation to the introduction to the new syllabus. Narellan Public School hosted science workshops for teachers delivered by Questacon. Staff developed a K-6 scope and sequence and purchased resources to assist with the implementation of the new syllabus. Stage groups trialed units from the new syllabus.

Several science incursions were offered throughout the year, with greater than 95% of students attending.

Resource boxes have been purchased to support hands-on activities as outlined in the new syllabus. New units of work and scope and sequences will be evaluated at the end of 2015. A science fair will be introduced in 2015 to promote the subject.

Creative Arts

This year dance groups were extended from Year 2 through to Year 6. This opened up more opportunities for a greater number of students to participate. Students performed at the Camden Show, Open Day in Education Week, 2567 Showcase, Presentation Day and the School Concert. In Term 4, an enrichment dance group was introduced. This has allowed Mrs Corvini to target specific skills and hone in on the talents of our more capable dancers.

The school choir comprised of 65 students in Years 3-6 which performed at Camden Show, Education Week, 2567 Showcase, the School Concert and Presentation Day. The Junior Choir comprised of 30 Year 1 and 2 students who performed at Whole School Assemblies and Presentation Day. The Drumming Group continued and this year there were 15 students involved. All students K-6 participated in the School Concert entitled N.P.S Mystery Tour.

Aboriginal education

The staff of Narellan Public School provide programs which aim to meet the guidelines as set out in *The Aboriginal Education and Training Policy* which define the NSW Department of Education and Communities’ commitment to Aboriginal education.

Twenty-one students with an Aboriginal background attended Narellan Public School this year from Kindergarten to Year 6. After consultations with the student and their parents/carers, a Personal Learning Plan (PLP) was devised, implemented and monitored. These plans were evaluated and updated during Semester 2.

Narellan Public School hosted an Aboriginal Belonging Day which incorporated Aboriginal students from the four schools in the 2567 Community of Schools. Over 100 Aboriginal students attended the day which incorporated Aboriginal performers, cultural activities, dance and traditional indigenous games.

A newly established Aboriginal Education Consultancy Group was established in Narellan. The group has been set up incorporating community and staff members form the 2567 Community of School as well as local elders and regional departmental personnel.
Multicultural Education and Anti-Racism

Narellan Public School staff delivers programs that embrace and support multiculturalism through various strategies across all curriculum areas. These programs enable students to learn about and consider the benefits of living in a diverse and tolerant society. They develop students’ attitudes, skills, knowledge and awareness of the fact that Australia is a multicultural country where we need to respect each others’ differences and celebrate our similarities in order to accept multicultural ideals and practices.

In 2014, our school celebrated Harmony Day which emphasised cultural diversity and acceptance. Classes invited parents from various cultural groups to talk about their upbringing and customs. Class programs incorporated multicultural perspectives, and activities reflect student identity and cultural background. In 2014, an additional staff member was trained as Anti-Racism Contact Officer.

All students in classes 3-6 participated at the class level for the Multicultural Perspectives Public Speaking Competition before entrants were selected to represent our school at the local area finals.

Significant programs and initiatives – equity funding

Aboriginal background

In 2014, Narellan Public School received equity funding to support Aboriginal students at school. Funds were utilised to develop and sustain a positive and inclusive school culture. A Belonging Day was initiated for Aboriginal students within the 2567 Community of Schools. School Learning Support Officers assisted class teachers with the implementation of Personal Learning Plans and improved outcomes for Aboriginal students. Parents were actively engaged in the development of plans for students which incorporated goals encompassing attendance, participation and engagement in learning.

Socio-economic background

As part of the Resource Allocation Model, Narellan Public School for the first time received funding to support students for Low-Socio Economic backgrounds. The funding provided a significant increase in financial resources. This financial resource was utilised to employ additional Learning and Support Staff, implement Gifted and Talented programs, purchase additional teaching resources, implement targeted programs in mathematics and student engagement and improve teacher quality.

English language proficiency

In 2014, Narellan Public School was allocated an English as a Second Language teacher one day per week. The teacher supported students who are learning English as an additional language or dialect, through intensive group work in the classroom and as part of a withdrawal group.

Learning and Support

The school received Learning and Support funds from a variety of sources to support students with additional learning needs in accordance with their individual learning needs. These included school staffing allocation (0.9), Learning and Support Low Level adjustment for disability funding, Individual Integration funding, Out of Home Care and Regional Student Services Support Funding.

The Learning and Support Team determined the most effective use of human and financial resources to best meet student need. School Learning Support Officers and teachers were employed and allocated time according to student need across the school. Individual Personal Learning Plans were developed in consultation with the Learning Support Team and parents to increase the level of student participation, engagement in learning and improve student learning outcomes.

The school accessed a variety of regional resources to support students with additional needs. Two students were successful in gaining placement in support classes at local schools. The Assistant Principal Learning and Support was engaged to support students with high need.
Teachers were provided with expert advice and strategies to support the integration of students into the primary school setting.

School planning and evaluation 2012—2014

School evaluation processes
NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Comprehensive survey of the school community to determine school achievements and areas for development. Students, staff and parents completed a questionnaire on school programs, teacher quality, resources and school culture.
- Detailed analysis of NAPLAN and school assessment data to determine areas of academic achievement and areas for improvement.
- Reviewed teaching and learning programs in relation to student engagement, quality teaching elements, curriculum differentiation, and assessment.

School planning 2012-2014:

School priority 1
Student literacy achievement to equal or exceed national and state benchmarks.

Outcomes from 2012–2014
- Teaching and learning programs developed with explicit reference to areas identified through NAPLAN data analysis, PLAN data and school’s student achievement tracking sheets.
- Collaborative stage planning incorporating the new K-10 English syllabus. Systematic, explicit, balanced and integrated teaching and learning programs linked to syllabus outcomes.
- Differentiated learning activities cater for the individual needs of all students and referenced to the Quality Teaching framework.

Evidence of achievement of outcomes in 2014:
- 100% of Year 3 students scored at or above minimum standards in spelling.
- 98% of Year 3 students scored at or above minimum standards in writing.
- 67% of Year 5 students equalled or exceeded expected growth in reading and writing.

Strategies to achieve these outcomes in 2014:
- Teacher professional learning in the introduction of the K-10 English syllabus. Community of Schools networks established to share ideas and resources.
- All teachers K-6 plotting student achievement against the literacy continuum utilising PLAN data. Assessment data is then used as a guide to differentiate groups and lesson content.
- Teacher mentors appointed to support teachers in the implementation of quality literacy sessions.

School priority 2
Student numeracy achievement to equal or exceed national and state benchmarks.

Outcomes from 2012–2014
- Teaching and learning programs developed with explicit reference to areas identified through NAPLAN data analysis, PLAN data and school’s student achievement tracking sheets.
- K-2 teachers implementing the Targeting Early Numeracy program.
- Students assessed and tracked against the numeracy continuum.

Evidence of achievement of outcomes in 2014:
- 100% of Kindergarten students working at perceptual level or above in Early Arithmetic Strategies.
- 90% of Year 1 students working at figurative level or above in Early Arithmetic Strategies.
- 93% of Year 2 students working at counting on level or above in Early Arithmetic Strategies.

Strategies to achieve these outcomes in 2014:
- Two teachers were trained as Targeting Early Numeracy facilitators. All K-2 staff participated in professional learning on the project and successfully implemented the program in classrooms.
- Staff observed demonstration lessons and were observed in the implementation of numeracy programs.
• Teacher professional learning was undertaken ensuring staff were familiar with the numeracy continuum and PLAN software.

School priority 3
School programs and structures provide for the diverse social, academic and emotional needs of all students.

Outcomes from 2012–2014
• Quality teaching and learning programs that differentiate the curriculum, promote higher order thinking and cater for the individual needs of all students.
• Students have increased access to technology resources to engage the 21st century learner.
• Personal Learning Plans developed for all students at risk.

Evidence of achievement of outcomes in 2014:
• Class programs are differentiated for every student utilising literacy and numeracy continuum groupings. Self-Organised Learning Environments established across the school to promote higher order thinking and student engagement.
• Wireless networks established across the entire school to enable student connectivity via iPads and notebooks. Effective integration of information communication technologies across all Key Learning Areas.
• Personal Learning Plans were developed for all children from an Aboriginal background, in Out of Home Care and/or with a disability. Learning adjustments made for students who required additional support.

Strategies to achieve these outcomes in 2014:
• Two staff were trained as facilitators in Self-Organised Learning Environments. Staff observed demonstration lessons and were engaged in professional learning activities on the program.
• Computer coordinator funds and eT4L resources were utilised to purchase these resources.
• The school Learning Support Team in consultation with parents, carers, school staff, Department of Education and Communities personnel and external agencies developed Personal Learning Plans for students at risk.

These plans were reviewed regularly with formal review meetings at least once per year.

Parent/caregiver, student, and teacher satisfaction
In 2014, the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.
• Teachers provide high quality learning experiences.
• Parents are well-informed in regard to student progress and school programs.
• Narellan Public School is a safe and secure environment.
• Students at Narellan Public School enjoy attending school and are proud of their school.
• Parents have varying opinion in regard to homework and its relevance.
• Parents would like to see the curriculum promote increased student engagement.
• Further opportunities need to be provided for parents to raise issues in regard to their child’s learning and to provide more decision making opportunities.
• Review the effectiveness of the school discipline policy.

Future Directions
2015-2017 School Plan
NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015. Three priority areas have been identified.

• Building Strong Foundations for Learning
• Enhancing Community Partnerships
• Building Teacher and Leadership Capacity

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.
Dale Sessions- Principal
Joanna Cooley- Assistant Principal
Vanessa Mackellar- Rel. Assistant Principal
Rebekah Palmer- Rel. Assistant Principal
Lynnette McDonnell- Rel. Assistant Principal
Leanne Patterson- Classroom Teacher
Racheal Mullen- Classroom Teacher
Mary Spencer- Classroom Teacher
Stephanie Murphy- Classroom Teacher

School contact information
Narellan Public School
290 Camden Valley Way, Narellan
Ph: 02 4646 1223
Fax: 02 4647 1551
Email: narellan-p.school@det.nsw.edu.au
Web: www.narellan-p.schools.nsw.edu.au
School Code: 2704
Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: