Messages

Principal’s message

2012 was a successful and fulfilling year at Narellan Public School. Our students enjoyed a range of educational opportunities in a safe, caring and attractive environment.

At Narellan Public School we have continued to have a strong focus on literacy and numeracy education, whilst providing a vast array of extra-curricular activities and opportunities.

Our school production, Narellan’s Got Talent enabled all of our students perform. The performances allowed the entire school community to work together for a common goal. Individual talents and interests of students were nurtured and supported throughout the performance and rehearsal period.

Throughout 2012, the 2567 Community of Schools, worked tirelessly to provide a wide range of transition opportunities for our students. Students and staff from Narellan Public School, Narellan Vale Public School, Harrington Park Public School and Elizabeth Macarthur High School participated in Premier’s Sporting Challenge workshops, debating days, the 2567 Showcase performance, a teacher professional learning exchange and Aboriginal cultural days. This hard work culminated in South Western Sydney Regional Director’s Award for excellence in Middle Years Education.

Our effective welfare and discipline program provided a strong focus on respect, social skills and citizenship throughout 2012. After an extensive review of the Student Welfare Policy a new level system was introduced to ensure behavioural expectations were clearly outlined for students and parents. Procedures for the election of school leaders were also fine-tuned.

Students enjoyed many sporting activities throughout the year and educational opportunities were enhanced with overnight excursions for primary students. I acknowledge the dedication of the teaching staff in organising and attending these excursions.

The school staff worked hard throughout the year with staff professional learning being targeted on the teaching of reading, with support from regional consultants.

The school continues to upgrade its facilities. Five new air conditioners and three new Interactive whiteboards were purchased. In April, the New South Wales Government purchased the former Hope Christian School. Narellan Public School has been designated as the local primary school for students from new residential subdivisions. Students enrolled at Narellan Public School will be accommodated between the two sites until new schools are established.

The P & C Association continued to support the school and have been involved in decision making and fundraising events. In April, the school community banded together for a highly successful fete. Their support is very much appreciated by the entire school community.

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. 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.

Dale Sessions
Principal

P & C and/or School Council message

2012 was a great year for fundraising. In April, we held our fete which was a highly successful day, with great support from the school community, raising approximately $14,000 for the school. We also held a barbeque at Masters Home Improvements, various canteen days which included cupcake days as well as stalls for Mother’s Day and Father’s Day. Some of the monies raised have gone towards purchasing a set of African drums and hall curtains, which are on track to be installed by July 2013.

I would like to thank all the volunteers and everyone for their support over the last year. We have had a great year and good luck to the incoming committee.

Mrs Sharon Parker
P&C President
Student representative’s message

2012 was a very productive year. There were many events held throughout the year and as captains we have enjoyed undertaking the many responsibilities of our role and representing our school and community.

The students of all stages went on some terrific camps and excursions this year. K-2 went to the Science Centre in Wollongong. They really enjoyed themselves. Stage 2 went to Wooglemai and had an excellent time. They were involved in a lot of team building exercises and activities which took them out of their comfort zone like the ropes course and milk crate challenge. Stage 3 went to camp in Hill End and Year 6 enjoyed a two day camp to Jervis Bay where they went snorkelling.

This year we had excellent representation at the Zone, Regional and State sporting Carnivals. Students represented the school proudly in Swimming, Athletics, Touch Football, Rugby League and Rugby Union.

2012 has been full of enjoyable experiences. In September, our school concert, ‘Narellan’s Got Talent’ had an exciting concert where everyone was involved. Year 6 and Kindergarten performed the finale together on stage. Other memorable experiences include the Year 6 Fun Day, and the dance groups and choir performing at the 2567 Showcase at Elizabeth Macarthur High School. They also performed at the Camden Show. Year 6 had their special outing at the end of the year where they had a game of bowling and Laser Tag, then went to lunch at Panarotti’s. We had a great day and our Year 6 Farewell was a lot of fun.

At the end of every term the children on Level 0 were rewarded with a selection of special treats like Movie Day, Ice blocks and a sausage sizzle.

We would like to thank the staff and students one final time for their hard work and effort around the school and we hope all of our Year 6 students, going off to high school, choose the right path in their lives. We will expect success as you were taught at Narellan Public School. And remember, Aim High, Build Well.

Jessica Taylor-Myles and Joshua Taylor-Myles
School Captains

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

Class Sizes
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.

Staff information

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

Staff establishment

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<th>Position</th>
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<tbody>
<tr>
<td>Principal</td>
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<tr>
<td>Deputy Principal(s)</td>
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<tr>
<td>Classroom Teachers</td>
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<td>Primary Part-time Teacher</td>
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<td>Teacher of ESL</td>
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<td>Counsellor</td>
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<td>School Administrative &amp; Support Staff</td>
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The National Education Agreement requires schools to report on Indigenous composition of their workforce. There are no Indigenous staff members at Narellan Public School.

Staff retention

Narellan Public School maintains a high retention of staff. In Term 3, Mrs Ann Scowcroft was appointed as the Learning and Support Teacher (0.5, 5 days per fortnight). Mrs Karen Deligiorgakis received a transfer to Dulwich Hill Public School. In Term 4, Mrs Mullen was appointed to Narellan Public School as a classroom teacher through merit selection and Mrs Palmer appointed as a classroom teacher through transfer. Both positions are to commence Term 1, 2013.

Teacher qualifications

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

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<th>Qualifications</th>
<th>% of staff</th>
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<td>Postgraduate</td>
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Financial summary

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

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<table>
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<tr>
<td>Balance carried forward</td>
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A full copy of the school’s 2012 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 2012**

**Achievements**

**Arts**
Throughout 2012 the students at Narellan Public School were provided with various opportunities to interact in the creative and practical arts. In addition to class programs, the school offered programs in music, choir and dance. Junior and Senior Choir and Dance programs provided students with an opportunity to perform at the school concert, Education Week Assembly, Camden Show and 2567 Showcase. These programs are all inclusive with an opportunity for every student to participate.

All children from Years K-6 participated in our school concert. The theme was ‘Narellan’s Got Talent’ and it was a fantastic show. The Easter Hat Parade was a great success and showcased many creative designs.

**Sport**
Throughout 2012, students at Narellan Public School were involved in numerous sporting activities.

Students participated in coordinated activities from development officers from Cricket NSW, AFL and Country Rugby League. Students participated in the Milo Cup Gala day.

During 2012, each stage ran their own fitness programs which focused on increasing fitness and improving fundamental movement skills.

During Terms 2 & 3, our school was involved in the Razorback Northern Zone Gala Days. In Term 2, we had student representatives in Netball, Hockey and Soccer. During Term 3 we competed in Softball/ T-ball, League-Tag and Cricket.

The school actively participated in school and Razorback Zone sporting carnivals for Swimming, Cross Country and Athletics. All the carnivals were well-supported by students and parents. From the school carnivals, students were selected to represent our school at the Razorback Zone Carnivals.

The following children demonstrated outstanding achievements in 2012 with Regional or State representation:

- **Julia Stoker** - Swimming (South-Western Sydney Representative);
- **Joshua Taylor-Myles** - Athletics (South-Western Sydney Representative), Rugby League (South-Western Sydney Representative), Touch Football (NSW Representative);
- **Luke Rouland** - Rugby League (South-Western Sydney Representative); and
- **Ronan Oakley** - Rugby Union (South-Western Sydney Representative).

Joshua Taylor-Myles was recognized for his outstanding sporting achievement with a South-Western Sydney Sporting Blue, having represented New South Wales in one sport and representing South-Western Sydney Region in two other sports.

Narellan Public School again received funding from the Australian Sports Commission to coordinate the Active After-School Sport program, where the children had the opportunity to learn a variety of different sports, free of charge and coached by experts in their field. The sports included; Gymnastics, Multi-skills, Martial Arts, OzTag and Dance. We have been successful in securing funding to offer this program again next year.

**Learning and Support**
Two teachers delivered the Learning and Support program in 2012. Reading, writing and mathematics continued to be the main focus areas of support.

**Reading Recovery**
The Reading Recovery program was delivered by a trained teacher. There are currently four fully trained Reading Recovery teachers on staff. Ten children successfully participated in the Reading Recovery program in 2012. Stage One teachers were invited to attend and observe lessons to develop an understanding of the Reading Recovery tuition sessions.

**Learning Support Team**
The Learning Support Team consists of the principal, school counsellor, school executive, representatives from the four stages, and the
learning and support / reading recovery teachers. The team meet at least once a fortnight to discuss students requiring support for learning and welfare needs.

Individual Learning Plans were written and monitored for relevant students receiving funding support, are of Aboriginal or Torres Strait Islander background or eligible for Out of Home Care. Review meetings were held with parents and members of the Learning Support Team, Department of Education and Communities (DEC) and non-DEC personnel. Two School Learning Support Officers were employed this year in response to funding received through access requests for specific students and Every Student Every School flexible funding. School Learning Support Officers assisted students in the classroom and ran a games / social skills programs, each lunch time.

In Semester Two, through the Every Student Every School initiative, Narellan Public School was allocated 0.9 Learning and Support Teacher. Ann Scowcroft was appointed to Narellan Public School. (0.5, 5 days per fortnight).

Functional assessments were completed by class teachers on students ‘at risk’. The functional assessment data was collated and the School Learning Support Officer and Learning and Support Teacher allocations were prioritised to identified student and whole-school need.

Academic

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.

Significant programs and initiatives

Aboriginal education

Our school continues to provide programs that educate all students about Aboriginal culture, historically as well as contemporary Aboriginal Australia.

21 students with an Aboriginal background attended Narellan Public School this year, across all grades. All students had a Personal Learning Plan (PLP) written for them which was evaluated and updated throughout the year. Parents were invited to contribute to these plans.

Throughout the year there were a number of events and activities available for Aboriginal and Torres Strait Islander (ATSI) students in which to participate. Stage 2 ATSI students attended the University of Western Sydney Heartbeat program along with more than 120 indigenous students from across Western Sydney. The program aims to raise awareness of health issues and inspire students to consider a career in the fields of science, health or medicine.

The 2567 Community of Schools successfully applied for regional funding to improve student engagement and attendance. All indigenous students were invited to a Belonging Day at Narellan Public School in which they engaged in activities to enhance their knowledge of Aboriginal culture. The extensive community consultation was undertaken to plan the activities and the day was well-supported by parents, Aboriginal elders and community personnel.

Narellan Public School has a “Team Spirit” focus, which encourages not only the acceptance of differences in various forms, but the celebration of such diversity throughout our school community.

“Acknowledgement Of Country” is used at the start of all our assemblies and we sing a version of the National Anthem that incorporates an Aboriginal music background. We endeavour to have students with an Aboriginal heritage present this acknowledgement.

Multicultural education

Narellan Public School has continued to focus on Multicultural perspectives through strategies employed across all curriculum areas. The aim of our teaching/learning programs is to develop in the students’ the skills, knowledge, attitude towards and awareness of the fact that Australia is a multicultural country, a culturally diverse society, where we need to respect each others’ differences and celebrate our similarities.

During the year students in Stages 2 and 3 attended the Multicultural Perspective Public Speaking Competition to speak about multiculturalism. Another speaking event was the English Based Oracy Competition in which Narellan Public School sent four students within
each category, to represent the school in the local area.

The school successfully applied for New Arrival Program funding and utilised this to cater for students who have recently arrived in Australia. This funding has been used to provide a teacher to work with ESL students on a weekly basis to promote their acquisition of English.

**Student Welfare**

After consultation with the staff, students and parents, a review of the school’s Welfare and Discipline Policy and Procedures was undertaken. The committee aimed at improving consistency when dealing with inappropriate behaviour as well as providing quality feedback to students, staff and parents. As a result the school introduced a Level System. This system informs parents of student behaviour issues as well as being a guide to students in improving their classroom or playground performance. Additionally, Level Zero reward days were introduced to provide an incentive for children to consistently comply with school rules. These days included a sausage sizzle, games activities and a movie day. Responses from parent and staff surveys indicate that all stakeholders view the level system as a positive addition to the school’s policy.

**Gifted and Talented Initiatives**

During 2012, a number of extra-curricular programs were offered to further develop Gifted and Talented students including: University of NSW competitions, Multicultural Public Speaking Competition, the Premier’s Spelling Bee and the Premiers Reading Challenge. A group of students also attended the Macarthur Schools Enrichment Day.

**Kindergarten Orientation**

A successful three day program was implemented in Weeks 4, 5 and 6 of Term 4. Prospective 2013 Kindergarten students attended sessions of developmental play with current kindergarten students, teachers and support staff. The program gave these students a taste of kindergarten and helped to reduce / alleviate anxiety levels, for both new students and their parents. Parents attended information sessions with various presenters, including P&C Representatives, Best Start Coordinators, School Counsellor and Home School Liaison Officer. Parents were provided with an information pack which included information from both the Department of Education and Communities and Narellan Public School.

We also coordinated six visits from local preschools, Gumnuts and ABC Learning, to provide pre-schoolers with the opportunity to attend a kindergarten session and lunch time with their current peers and carers. Again, this contributes to a smoother transition for the coming year.

**Progress on 2012 targets**

**Target 1**

**Outcome for 2012–2014**

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

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

- To increase the percentage of students at or above the national minimum standard in reading Year 3 (95%), Year 5 (95%).
- To increase the percentage of students at proficiency (Top 2 Bands) reading Year 3 (23%), Year 5 (23%).
- To increase percentage of students achieving or exceeding state average growth for reading Year 5 (60%).

Our achievements include:

- 25% of Year 3 students achieved proficiency bands (Top 2 bands) in reading.
- 100% of Year 3 students scored at or above minimum standards in writing. 97% of Year 5 students scored at or above minimum standards in writing.
- Increased proficiency (Top 2 bands) for students in Year 3 in reading, punctuation and grammar and spelling and Year 5 in reading and spelling.
- Differentiation of the curriculum in literacy has been achieved through comprehensive assessment strategies incorporating Best Start, NAPLAN and school assessment data. Individual learning plans and appropriate class groupings were utilised to address individual student need.
Target 2

Outcome for 2012–2014

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

2012 Targets to achieve this outcome include:

- To increase the percentage of students at or above the national minimum standard in numeracy Year 3 (95%), Year 5 (95%).
- To increase the percentage of students at proficiency (Top 2 Bands) numeracy Year 3 (22%), Year 5 (16%).
- To increase percentage of students achieving or exceeding state average growth for numeracy Year 5 (60%).

Our achievements include:

- 92% of Year 5 students scored at or above minimum standards in numeracy.
- 23% of Year 3 students achieved proficiency bands (Top 2 bands) in numeracy.
- Our growth in numeracy is on par with our similar schools group with 54.1% greater than or equal to expected growth from Year 3 to Year 5.

School evaluation

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation of school culture and literacy.

Background

The School Map Planning survey for school culture was used to evaluate the perceptions of students, staff and parents on the nature of our school’s culture. Surveys were provided to each family (220 families) who were encouraged to express their opinions on how they feel about their school. A small number of families responded and returned their surveys.

Findings and conclusions

- The community believes that students at our school are valued and appreciated and that all students are encouraged to do their best.
- 97% of our students identify positively with the school and are proud to be enrolled at Narellan Public School.
- Staff suggested that our school excels in meeting student needs and encouraging students to achieve their best.
- Parents listed student recognition programs as an area for future development, particularly for high achievers.
- Whole school concerts and activities were seen as valuable community building events. Parents requested a continuation of these and where possible, an increased variety.

Future directions

- Continue to provide a positive and inclusive environment where children are the centre of our core business.
- Identify opportunities to expand our community involvement.

Parent, student, and teacher satisfaction

In 2012 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

- Parents expressed satisfaction with the progress made by their children in the areas of reading, writing and talking and listening. They noted that they felt informed and included in the child’s literacy learning.
- Staff responses suggested that the school does an excellent job in recognising and celebrating student achievement. Teachers stated they were proud of their school and recognise that the school is always striving for improvement.
- Student responses list their enjoyment of literacy lessons as a positive aspect of classroom learning. They feel supported in their studies and are enthusiastic towards literacy.

Professional learning

The main focus of professional learning is to support our school plan and targets. All staff participated in school development days in Terms 1, 2, 3 & 4. Professional learning is valued and recognised as a major contributing factor for
improving the learning outcomes of all our students. All teaching and non-teaching staff undertake ongoing professional learning that develops skills, knowledge and understanding.

In 2012, activities ranged from afternoon network meetings to staff meetings, in-services and leadership conferences. Our priorities included:

- Stage 1 teachers being involved in Best Start training for the implementation of the program in 2012/2013.
- NAPLAN and school data analysis to be used for future planning of school targets and to identify areas of learning the school needs to address.
- New scheme teachers were supported with time and dedicated professional learning courses to develop professional work samples that will be used towards attaining professional competence.
- Staff were given the opportunities to work in collegial groups to support their curriculum development and focus on developing the consistent language of Quality Teaching.
- Staff attended a number of school target and interest area professional learning workshops. Some of which included: Language of Mathematics, Formative Assessment, Micro-skills of Behaviour Management, Learning and Support Network Meetings, Maximising the Effectiveness of Reading Recovery, Climate Clever Energy Savers, Aboriginal Education Conference and Student Health and Well-Being.
- Staff were engaged in an exchange program with Elizabeth Macarthur High School and primary schools from the 2567 Community of Schools. Staff from primary and high schools observed quality teaching practices in both settings.
- Administration Staff attended courses on ERN- Family Management and Maintenance, Finance, Emergency Care and First Aid. Our Office Manager attended the School Administrative Manager Conference. Our Librarian attended network meetings. All staff were trained in Child Protection, Code of Conduct, CPR and anaphylaxis.
- Principals’ conferences were attended by the principal and other executive members.
- Narellan Public School has spent approximately $1000.00 per staff member this year on Professional Learning.

**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.

**School priority 1**

**Outcome for 2012–2014**

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

**2013 Targets to achieve this outcome include:**

- To increase the percentage of students at or above the national minimum standard in reading Year 3 (97%), Year 5 (97%).
- To increase the percentage of students at proficiency (Top 2 Bands) reading Year 3 (25%), Year 5 (25%).
- To increase percentage of students achieving or exceeding state average growth for reading Year 5 (60%).

**Strategies to achieve these targets include:**

- Teachers implement quality formative and summative assessment practices to inform planning for teaching and learning. Student achievement is tracked along the literacy continuum;
- Refine literacy programming standards to ensure class programs reflect the four literacy resources in the teaching of literacy and Quality Teaching elements and are consistent across the school which include:
  - differentiated grouping for instruction;
  - activities high in student engagement;
  - targeted students engaged in a literacy extension project focusing on critical literacies;
  - providing a systematic, explicit, integrated and balanced literacy program; and
- explicit instruction in inferential comprehension and critical literacies.

**School priority 2**

**Outcome for 2012–2014**

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

**2013 Targets to achieve this outcome include:**

- To increase the percentage of students at or above the national minimum standard in numeracy Year 3 (95%), Year 5 (95%).
- To increase the percentage of students at proficiency (Top 2 Bands) numeracy Year 3 (24%), Year 5 (16%).
- To increase percentage of students achieving or exceeding state average growth for reading Year 5 (60%).

**Strategies to achieve these targets include:**

- Teachers implement quality formative and summative assessment practices to inform planning for teaching and learning. Student achievement is tracked along the numeracy continuum;
- Continuation of stage grouping in numeracy to enable differentiation of the curriculum for all students.

**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.

Mr Dale Sessions - Principal
Mrs Karina Shepherd - AP
Mr David Kidd - AP
Ms Greta Jensen - AP
Mrs Sharon Parker – P&C President
Staff of Narellan PS

**School contact information**

Narellan Public School

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Fax: 02 4647 1551
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Web: www.narellan-p.schools.nsw.edu.au
School Code: 2704

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: