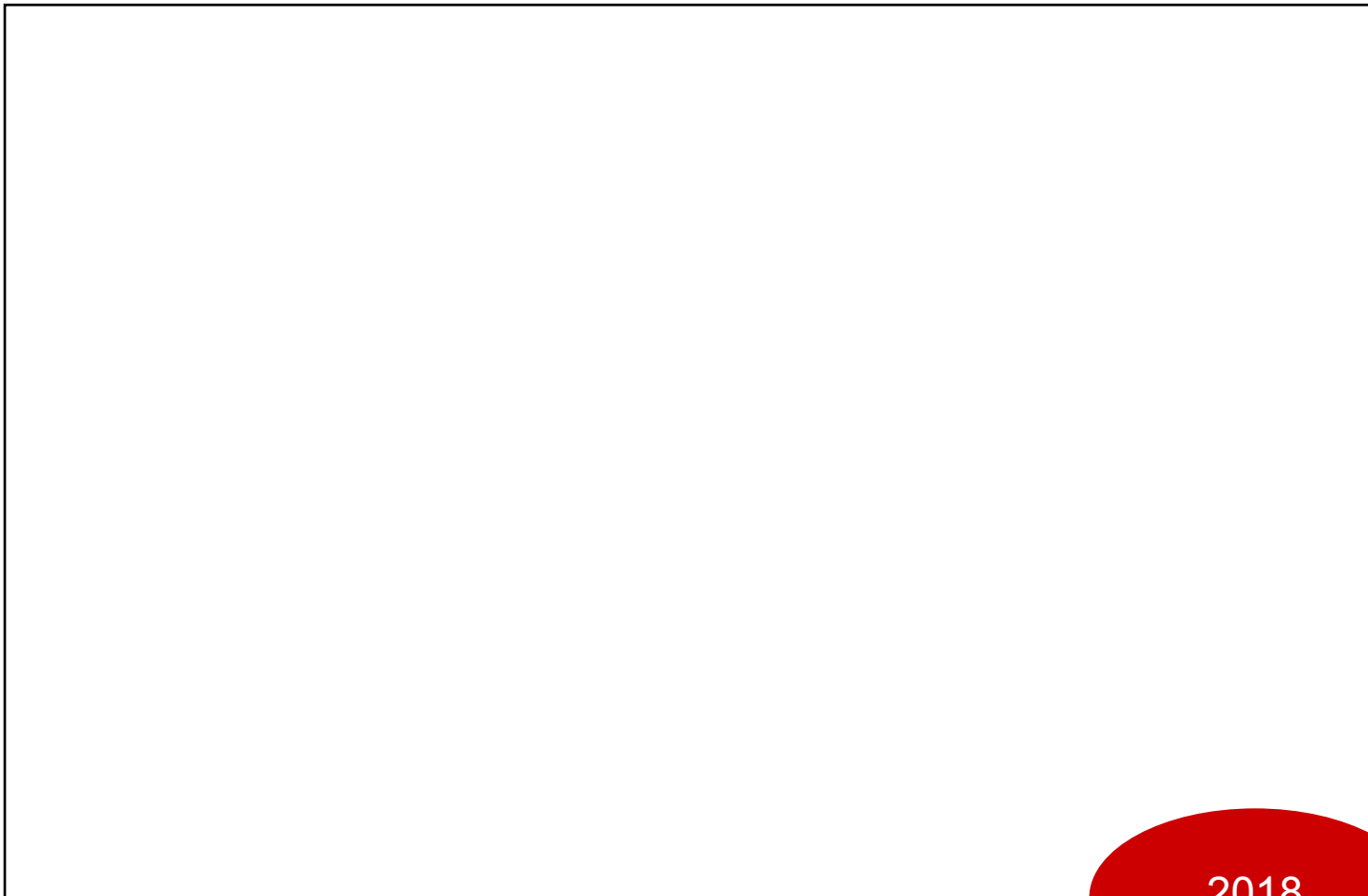


Narooma Public School

Annual Report



2018



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Introduction

The Annual Report for 2018 is provided to the community of Narooma Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Paul Sweeney

Principal

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Message from the Principal

We have had another successful year at Narooma Public School in 2018. We have achieved many of our goals and both staff and students have worked tirelessly striving for continuous improvement.

2018 saw some staff changes at our school. Miss April Jones and Mrs Ashleigh Ritchie were appointed to our school as classroom teachers. Mrs Lynn Bond was also successful during interview for the vacant School Administration Manager position at our school.

2018 also saw many changes to the administration systems schools work under. These systems definitely had their challenges however our school is starting to work more effectively with them and hopefully will continue to become more fluent with their implementation into 2019.

Narooma Public School has continued to demonstrate improvement in our three target areas. These being:

- Curriculum & Assessment;
- Equity & Engagement;
- Welfare & Wellbeing.

Our three target teams have highly functioning teams which set the goals, design strategies and milestones to measure improvement and finally evaluate and report upon the successes experienced. All teams have reported significant growth and we look forward to building upon these successes in 2019.

Finally, our school is in a great place with the culture within the school being high. This couldn't be possible without the continued support of our community. I truly value the input and assistance we receive from our community and look forward to continuing this relation in 2019.

Mr Paul Sweeney

Principal

School background

School vision statement

Our School Vision is to provide students with a range of opportunities to:

- Achieve Excellence;
- Experience Success;
- Become Resilient;
- Develop Strong Values;
- Embrace Innovation.

Through our School Purpose of:

- Delivering World Class Teaching and Learning;
- Equipping students for the future as a whole person;

Around our School Values of:

- Responsibility & Fairness – Doing the right thing at the right time. Following the rules & choosing a good attitude;
- Care & Respect – Looking after people, places and things. Treating others how you would like to be treated;
- High Expectations – Excellence can be achieved through parents, students and teachers all working together to achieve a common goal.

We are committed to encouraging our students to possess the following qualities:

- A mastery of academic skills;
- A love for learning;
- Self-discipline;
- Good Manners;
- Good study habits; and
- Respect for themselves and others.

School context

Narooma Public School is a rural/coastal primary school on the Far South Coast of NSW. We have approximately 440 students enrolled at our school. The school is well supported in the community with an active Parents and Citizens' Association (P&C).

Narooma Public School has a great history and strong traditions of academic and sporting excellence. The school aims to build on our rich history by providing students with a balanced, comprehensive, challenging and stimulating curriculum focusing on the future. High expectations for learning and behaviour provide a caring and safe environment for all students.

Our families and community members, including the P&C enable us to regularly celebrate success and promote a sense of community. Many families have had generations pass through the school. As a result, community feel a belonging to the school and support our initiatives with a sense of pride.

Our K–6 philosophy and our experienced staff focus on developing quality teaching and learning programs across all Key Learning Areas. We offer a diverse range of programs and activities to optimise the total development of our students, maximising student–learning outcomes.

Our teaching staff is experienced, enthusiastic and keeps themselves up–to–date via quality Teacher Professional Learning so as to be able to deliver best practices and quality lessons to the students in their care.

The school's purpose is to maintain and sustain a positive, safe and happy learning environment that focuses on the growth of the student as an individual.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self–assessment using the School Excellence Framework,

school achievements and the next steps to be pursued.

This year, our school undertook self–assessment using the School Excellence Framework and participated in an external validation. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated:

Learning

NPS has collected evidence to justify assessing our performance as Delivering in the domain of Learning.

Learning Culture

NPS understands that learning and engagement are related. Our *2018–2020 School Plan* explicitly sets out priorities for improving both and ensures staff are aware of the connection between the two.

To monitor attendance at the school an *Attendance Policy* was developed. The Target Team monitors attendance and puts into place actions to rectify problematic attendance and to implement proactive approaches to encourage attendance at school. One strategy to demonstrate this was the introduction of the SMS messaging for absences through 'Sentral'. Although it is a relatively new system, we have already observed a marked improvement in our unexplained absences.

Transition is a significant event in every child's education journey. At NPS, we strive to develop relationships with our students and their families and foster a sense of belonging to the school community. We provide Preschool children and their families with a number of opportunities to visit our school, meet teachers, and to familiarise themselves with their classroom and school activities before starting school. We also provide an additional orientation program for our Indigenous families; via a program we call 'Yarnin for Learnin'. A similar program is in existence for our Year 6 students going to Narooma High School.

Wellbeing

During 2018, NPS collaboratively developed a *Student Welfare and Discipline Policy* which outlines behaviour expectations based on the principles of the Positive Behaviour for Learning (PBL) strategy. The Schools PBL Team then developed an *Expectation Matrix* which outlines expected behaviours in each school setting.

Classroom teachers identify and address the learning needs of individual students within their classrooms and make educational adjustments to address the student's physical, social or intellectual needs. The Learning Support Team (LST) is central to the core business of the school. Referrals are made by staff and discussed by the LST at their fortnightly meetings.

Curriculum

NPS focuses upon providing quality education to all students within our school. We aim to develop a school–wide culture of high expectations and continual school improvement to engage students in learning and success with a growth mindset. We do this by the use of the Quality Teaching Framework and through the implementation of innovative programs to build capacity in our learners. The use of strategies such as HOW2Learn assists teachers by providing a framework for their programs. The use of CTJ is evident when stages assess and report upon success.

Teachers work collaboratively to develop consistent stage programming and curriculum development. Infrastructure provided by the school allows stages/grades to regularly meet to develop every aspect of the teaching and learning cycle.

Assessment

To monitor and evaluate progress on its Strategic Directions the school regularly analyses internal and external data sources such as *PLAN*, *TEN*, *WTW* and *NAPLAN* data. Regular data on the achievements, progress, strengths and weaknesses of individual students are used in all classrooms to make judgments about individual needs, to identify appropriate starting points for teaching and to personalise teaching and learning activities. As well as these data sources, the school has focused on improving its assessment practices and is developing a scope and sequence of common assessment tasks.

Reporting

Academic reports are distributed biannually, at the end of each semester. At NPS we use the online–based reporting

module in 'Sentral' to provide detailed information about individual student learning achievement and areas for growth and social skills. Evidence, both formative and summative, is used to accurately inform parents of what their child is able to do and what progress they are making over time in regards to the learning outcomes specified in the NSW syllabus documents. Assessment schedules and various methods of data collection have resulted in improved consistent teacher judgment (CTJ).

Student Performance Measures

NPS has utilised previous results in NAPLAN to explore links between classroom pedagogy and NAPLAN data. The results show many students in Year 5 made value added gains over the past two years. The schools *NAPLAN results* indicated a majority of Year 3 and 5 students were at the National Minimum Standard in literacy and numeracy. There is an emphasis on monitoring students' progress on the *literacy and numeracy continuums*. The majority of the schools K–2 students are making significant gains on as this were identified as an area of improvement. School Based Phonics was implemented as a result of NAPLAN data analysis and documented growth is evident since the inception of the program.

Teaching

NPS has collected evidence to justify assessing our performance as Delivering in the domain of Teaching.

Effective Classroom Practice

NPS teachers regularly review and revise their programs and demonstrate that learning is planned based on revisions of previous content.

An emphasis has been placed on ensuring the schools classrooms are well managed with minimal disruption. An analysis of SENTRAL Data and the results of formal lesson observations reveal that classroom disruptions have decreased and that teachers are running well managed learning environments.

Data Skills and Use

The 2018–2020 School Plan prioritises the use of internal assessment data as well as PLAN to track students' progress. To ensure teachers are able to use this tool consistently the schools Instructional Leader conducted professional learning on its use. The school was able to use PLAN and NAPLAN data to identify the learning needs of its students and used it to create and monitor the milestones to achieve the goals of the School Plan. The executive team regularly monitors this data and has used it to increase and adjust interventionist support in its classrooms.

Professional Standards

Teachers programs at NPS demonstrate their understanding and implementation of curriculum requirements. They are able to set goals which are part of their PDPs and professional learning is implemented to support teacher development. All staff at NPS regularly collaborates to improve teaching practice. This occurs through systematically planned constructive feedback in the form of classroom observations and during regular stage meetings.

The school has identified strengths within its staff to best support the aims within the School Plan. We created Target Team groups which are based on staff expertise and which routinely meet to monitor and evaluate the Plan.

Learning and Development

Each teacher at NPS has a Performance and Development Plan (PDP). PDPs are produced following the schools embedded process for their development. Teachers' goals link with the priorities in The School Plan and professional development is planned to support these goals.

A high level of support and mentoring is given to our 'Beginning Teachers' providing them with many opportunities to learn with and from more experienced staff as well as by attending more formal Professional Learning opportunities.

Leading

NPS has collected evidence to justify assessing our performance as Sustaining and Growing in the domain of Leading.

Educational Leadership

The leadership team undertakes annual review of structures to ensure best practice is evident. At a whole school level, the executive ensure all staff are empowered to express ideas and to demonstrate areas of skills via Target Teams and strategies designed to record improvement. At an individual level, the executive utilise the PDP process to have a professional conversation with each teacher. During this process, teachers reflect on their strengths and look at their own areas of identified improvement or professional development.

School Planning Implementation and Reporting

The 2018–2020 School Plan was collaboratively developed with all stakeholders. The School Plan has developed milestones which are utilised to monitor, review and to ensure we are heading towards our collaboratively set goals. The Plan aligns with system priorities particularly 'Great Teaching Inspired Learning'. The Plans progress is regularly communicated to all stakeholders and is reported on in the Annual School Report.

School Resources

The Leadership Team effectively utilises both human and physical resources to achieve our set goals. Human resources are regularly monitored and altered to reflect the progress we are achieving throughout the year. Children are identified for intensive intervention support and reviewed continually for documented progress.

Strategic Financial management allows for physical resources to be effectively utilised and purchased where needed to support the teaching and learning scope and sequences within the school. Budgets and resources are collaboratively planned and purchased in conjunction with the identified strategies set by each Target Team. Long term forecasts are considered when budgets are set and to address school strategic priorities and meet identified improvement goals.

Management Practices and Processes

The Leadership Team regularly reviews its own management practices and processes to ensure effective systems are in place to deliver quality programs and gather effective evidence and feedback. We streamline processes for transparency and regular gather information from our stakeholders to ensure satisfaction and to gauge future direction.

We support our staff to achieve our set goals by providing quality opportunities for them to up skill in areas of identified need to build capacity within the team and the school.

Our self–assessment and the external validation process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

Strategic Direction 1

Student Wellbeing

Purpose

To create and nurture a supportive social and physical environment where children and staff are safe, happy and empowered to make positive choices.

Overall summary of progress

The school has set up three target teams in line with our school plan. The Student Welfare and Well-Being Target Team have been formed with a representative of each stage being present and an executive member on the team.

Each target team meets on a regular basis, at least 2–3 times a term to ensure strategies are effective and that they self-assess the progress and develop future directions.

Each team member then reports back these strategies and findings to the stage teams or leadership team to ensure effective communication is maintained.

The Student Welfare and Well-Being Target Team implemented what we planned this year and have achieved vital success measures as indicated below.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Scope and Sequence created for PBL in 2019.	\$2000.00 for Sentral's Wellbeing package \$6000.00 TPL Casual budget for teacher release \$4000.00 resources & signage	PBL Team continuous focus on: 1. Data management 2. Lesson Writing 3. Positive acknowledgement 4. Continuum of referral/behaviour. PBL signs displaying the 3 expectations of Respect, Responsibility and Safety displayed within school. Flow chart of acknowledgement introduced –Modification of award system evident ensuring consistency of approach. School Welfare policy updated reflecting the changes made through the implementation of PBL. A score of 85%+ achieved in the SET survey conducted by an external coach.
New awards recognition system evident.	\$3000 for purchasing certificates, banners and trophies. \$1000.00 for ongoing consumables	Team Leaders established a consistent procedure for monitoring awards within their stages. Award receivers published in the Narooma Happenings and on Presentation Day Parents and stakeholders surveyed regarding the effectiveness of the award system. A consistent and equitable award system is evident K–6.
Document growth in Literacy and Numeracy students receiving targeted interventions.	Socio-Economic Equity Funds – \$144,388.00 Learning & Support Funds – \$37,853.00	The Student Welfare and Well-Being Target Team in conjunction with the school Executive identified children receiving a range of targeted interventions such as 'MiniLit' 'MultiLit' 'Fast

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Document growth in Literacy and Numeracy students receiving targeted interventions.	Community sourced funding – \$10,000	<p>ForWords' 'TEN' 'Speech and Language Programs' EAL/D, OT support, G&T etc.</p> <p>The recording of referrals on SENTRAL system was updated and modified to suit the school's needs</p> <p>Documented growth in Literacy and Numeracy for students receiving targeted interventions recorded</p>
New Anti–Bullying and School Welfare Policy documents evident.	\$2000.00 for Sentral's Wellbeing package	<p>Document has been developed by the Target Team, approved by the executive and Principal and consultation taken place regarding implementation.</p> <p>Anti–bullying policy evident and practices implemented.</p>

Next Steps

In 2019, our focuses will be:

Our main focus will be to continue to build upon the PBL structures and strategies already in existence within the school to enhance student welfare and wellbeing, creating a community where students care for self and wider wellbeing. This focus will evolve to look at PBL into classrooms as well as the playground.

Our second focus will be to continue to successfully identify and support students with specific needs to achieve improved learning outcomes.

Our final focus is to create and imbed strong welfare and wellbeing policies that reflect current best practice and department policy.

Strategic Direction 2

Equity & Student Engagement

Purpose

To support staff in motivating children through quality teaching and learning experiences that targets their needs.

Overall summary of progress

The school has set up three target teams in line with our school plan. The Equity and Engagement Target Team have been formed with a representative of each stage being present and an executive member on the team.

Each target team meets on a regular basis, at least 2–3 times a term to ensure strategies are effective and that they self-assess the progress and develop future directions.

Each team member then reports back these strategies and findings to the stage teams or leadership team to ensure effective communication is maintained.

The Equity and Engagement Target team implemented what we planned this year and have achieved vital success measures as indicated below.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Documented growth evident in Literacy and Numeracy.	Additional RAM funding for Aboriginal students \$28,226.00 Aboriginal Education Officer \$65,509.00	We have developed Personal Learning Plans (PLP) for every Aboriginal student at our school. With identified students, an Individual Educational Program (IEP) was developed to meet the specific needs of Aboriginal students in the areas of Literacy and Numeracy Targeted funds were utilised to provide extra assistance for Aboriginal students to bridge the gap between achievement and stage appropriate outcomes. All Aboriginal students have documented growth evident in Literacy and Numeracy in their assessments with improved skill development in both Literacy and Numeracy.
A reduction of unexplained absences. <ul style="list-style-type: none">• Target for 2018 is 20.0%• Target for 2019 is 17.5%• Target for 2020 is 15.0%	Socio-Economic Equity Funds – \$144,388.00	The Equity & Engagement team in liaison with our Home School Liaison Officer (HSLO) reviewed our current attendance policy and modified where needed to ensure on system for monitoring unexplained absences was effective. All teachers in serviced and are utilising the Sentral system to identify children with unexplained absences to their team leader. The school's Learning and Support Team (LST) and HSLO are utilised to assist improve rates by offering strategies and suggestions on each child on a case by case basis. A reduction of unexplained absences has been recorded.
All prospective students feel safe	\$5000	The Equity & Engagement team will ensure all

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
and happy to come to school or go to High School		students are comfortable about the transition to school process. Teachers to identify an children experiencing difficulty and/or anxiety regarding to process. Programs developed and implemented for identified children. Ongoing identification throughout the year when students are discontinued from the program and new cohort identified.

Next Steps

Our three priorities once again will be as follows… Firstly, to improve the learning outcomes for all students which include our Aboriginal students that are below grade level.

Secondly, to continue to reduce the number of unexplained absences in regards to our attendance strategy.

Finally, to build upon our current transition processes from the home/Preschool to Primary School & from Primary School to High School are evident

Strategic Direction 3

Curriculum & Assessment

Purpose

To develop a school-wide culture of high expectations and continual school improvement to engage students in learning and success with a growth mindset.

Overall summary of progress

The school has set up three target teams in line with our school plan. The Curriculum & Assessment Target Team have been formed with a representative of each stage being present and an executive member on the team.

Each target team meets on a regular basis, at least 2–3 times a term to ensure strategies are effective and that they self-assess the progress and develop future directions.

Each team member then reports back these strategies and findings to the stage teams or leadership team to ensure effective communication is maintained.

The Curriculum & Assessment Target Team implemented what we planned this year and has achieved vital success measures as indicated below.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Documented evidence of improved Numeracy outcomes for students	TPL – \$28,508 Literacy & Numeracy – \$13,454 Total = \$41,962 Provide Global Funds to support Curriculum = \$60,000	TPL provided K–6 'What does a good maths lesson look like?' Teachers implementing strategies. SCOUT data utilised and teaching strategies implemented with improved problem solving techniques in mathematics evident. 'Matific' technology implemented in classrooms to support students learning. Rich assessment tasks developed and implemented. Sharing of TEN successes – bring your strategy/lesson to K–6 meeting. Teachers learning from teachers. A whole school K–6 approach in the teaching of Mathematics is evident School Assessment strategies are effective utilising data analysis
Documented evidence of improved Literacy outcomes for students	TPL – \$28,508 Literacy & Numeracy – \$13,454 Total = \$41,962 Provide Global Funds to support Curriculum = \$60,000	School Based Phonics program implemented K–4. Revisited whole program and implementation expectations – AP and LAST led process. School Based Phonics program: Years 5–6 TPL implemented to familiarise with workings and expectations of program. Teachers implementing strategies. Data entry on Sentral evident – Word attack, reading levels. Implementation of CARS and STARS into the

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Documented evidence of improved Literacy outcomes for students		primary Improved skills in all areas of literacy areas recorded with emphasis upon writing in Year 2. Spelling practices embedded which reflect all aspects of the syllabus.

Next Steps

The Curriculum and Assessment Target Team will continue to implementing these strategies into our school as they have demonstrated to be successful this year.

In Numeracy, firstly, to review and Implement Targeted Early Numeracy (TEN) strategies into every classroom for targeted students K–4.

Secondly, to develop automaticity of Maths facts K–6.

Finally, to improve student understanding and skill development using differentiated maths groups supported by in-class SLSOs Years 3–6

In Literacy, firstly, to review and implement strategies to improve reading and comprehension skills of students K–6.

Secondly, to review and implement strategies to improve student spelling knowledge and skills K–6

Finally, to review and implement strategies to improve writing fluency K–6.

In regards to Assessment, use assessment data to determine areas of need and drive differentiated learning to improve student learning outcomes

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>\$34,683 assigned for ATSI SLSO to work with Aboriginal Students</p> <p>\$5,000 from Socio–econ background for ATSI Student Assistance Scheme</p>	<p>Monetary assistance for Aboriginal students to access the curriculum.</p> <p>SLSO worked with CRTs to develop and implement programs to improve outcomes in Literacy and Numeracy</p> <p>Growth evident in Literacy and Numeracy skills for all ATSI students</p>
Low level adjustment for disability	<p>Improve the learning outcomes for Low Socio–Economic students by utilising RAM funding</p> <p>Socio–Econ Funding</p> <p>\$152,693.00</p> <p>SLSO's – \$46,356.32</p> <p>Student Assistance Scheme – \$5,000.00</p>	<p>LASTs worked with identified children not meeting stage benchmarks</p> <p>SLSOs implemented intervention programs in consultation with CRTs to assist children.</p> <p>Implemented Fast For Word program accessing the Community Source funds.</p> <p>All children accessed the curriculum irrespective of socio–economic status</p>
Quality Teaching, Successful Students (QTSS)	<p>Entitlement Report– 0.711</p> <p>\$31,677.83 carried over funds for 2017</p> <p>\$19,025.20– RAM Funded QTSS IL</p>	<p>Instructional Leader assisted the school and each classroom by:</p> <ul style="list-style-type: none"> * observing lessons; * met with staff and discussed improvement measures; * demonstrated lessons; * ensured CTJ & QT standards * Worked with staff on their professional goals <p>Ensured all staff and children to access the a quality curriculum and that Quality Teaching and Best Practices are evident in each classroom within the school</p>
Socio–economic background	<p>\$74,336.68 – RAM Funded G&T Program</p> <p>Stage Planning Days – 18 class x 3 terms x \$500 per / day = \$27,000.00</p>	<p>Partial funding of the Curriculum Coordinator to assist teachers and students in accessing the curriculum</p> <p>Utilised funds to subsidise the costs of activities / excursions and performances for children to access educational programs.</p> <p>Provided Student Assistance fund for individual requests.</p> <p>Ensured all children have access to the curriculum irrespective of socio–economic status</p>
Support for beginning teachers	<p>Beginning Teachers Funding – \$6,893.00</p>	<p>Provided support for Beginning Teachers to ensure quality educators are supported and maintained in the profession.</p> <p>Beginning Teachers supported ensuring quality practices are evident and children's learning outcomes achieved.</p>

Location Allocation Funding	<p>\$62,467.80 – RAM Funded Music Program</p> <p>\$19,025.20 – RAM Funded QTSS IL</p>	<p>Utilised funds to complement P&C funds to purchase a music teachers for students K–6.</p> <p>Ensured all staff and children can access a quality curriculum, have access to quality programs, utilising quality resources and infrastructure.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	238	236	239	245
Girls	196	184	202	198

In 2018, Narooma Public School started the year with 430 children, reaching as high as 452. When at our highest, we have 250 boys and 202 girls. It is anticipated that enrolments next year will be around the same mark again at approximately 425.

Student enrolment profile

Narooma PS has a range of 430 to 452 children throughout the year with 7.2% of children indicating that they have a background other than English or have a family member that speak another language. About 21.4% of students have identified as being of Aboriginal descent.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	94.4	91.9	94.5	93.8
1	92.2	92.6	94	90.8
2	92.7	91.8	93.5	94.3
3	94.3	93.6	93.9	91.3
4	93	94	91.7	91.4
5	92.4	92.7	94.3	91.7
6	93.9	92.1	93.2	91.6
All Years	93.3	92.7	93.6	92
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

Management of non-attendance

Attendance at Narooma Public School has always been closely monitored. In 2018, we continued to set attendance as a school target and continued to focus upon cutting the rate of children that were continually late to school or have unexplained or unjustified absences.

Attendance percentages are lower this year.

In a town like Narooma where school holidays are the peak time for businesses, families are more likely to take their vacations during school time so they aren't missing out on crucial business or income.

With actual attendance, our schools percentage is lower than last year. Here are the last five years of results to view.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	16.27
Teacher of Reading Recovery	0.63
Learning and Support Teacher(s)	1.1
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	4.36

*Full Time Equivalent

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. Currently, we have three indigenous staff members working at Narooma Public School.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	0

Professional learning and teacher accreditation

This year utilised the QTSS funds to release each AP to provide in-class support to all staff. This took the form of:

- observation lessons;
- professional meetings with staff
- demonstration lessons;
- ensuring CTJ & QT standards
- working on staff goals

Our expenditure for Teacher Professional Learning is as follows:

Narooma Public School's 2018 Teacher Professional Learning budget was \$29,295.00

This equates to \$1,171.80 of Teacher Professional Learning per teacher within the school.

Currently our school has 5 staff members who are considered new scheme teachers who are working towards gaining their accreditation with the Board of Studies Teaching and Education Standards (BOSTES).

We have a new scheme teacher maintaining their accreditation at proficient however we don't have any teachers seeking voluntary accreditation at highly accomplished or lead status.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	309,104
Revenue	4,294,341
Appropriation	4,156,920
Sale of Goods and Services	4,729
Grants and Contributions	128,957
Gain and Loss	0
Other Revenue	0
Investment Income	3,736
Expenses	-4,174,456
Recurrent Expenses	-4,174,456
Employee Related	-3,815,962
Operating Expenses	-358,495
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	119,884
Balance Carried Forward	428,989

Our school is still currently adjusting to the new financial system as part of the LMBR program. The Principal and the new SAM are currently attending many different training opportunities in the hope that we can become more proficient in 2019.

School performance

NAPLAN

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test and students may attempt NAPLAN on paper or online.

Results for both paper and online formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results should take into consideration the different test formats.

Key messages previously provided remain current and can be used in your communications with your school community.

* NAPLAN Online worked very well. Online testing is more engaging for students and gives them a greater opportunity to demonstrate what they know.

* For students who did the tests online, the information we have about what they can do and what they need to learn is more accurate and detailed than before.

* ACARA develops the NAPLAN tests and releases the data. This year, their task of 'equating the test' to make them comparable, when some students did tests online and some on paper, has been complex.

* For some schools, there may be variability in the results this year which was unexpected and not consistent with previous years.

* Activities that rely on comparisons with previous results, such as value-add calculations, student growth and trend performance, should all be treated with care.

* For 2018–19, as schools are transitioning to NAPLAN online, there will be support for schools to interpret and analyse their NAPLAN data.

If you require further information or support in communicating your school's NAPLAN data within the Annual Report please send your request via email to NAPLANOnline@det.nsw.edu.au.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2018 Actual (\$)
Base Total	3,115,629
Base Per Capita	85,276
Base Location	81,493
Other Base	2,948,861
Equity Total	428,314
Equity Aboriginal	106,725
Equity Socio economic	152,693
Equity Language	646
Equity Disability	168,249
Targeted Total	116,029
Other Total	361,173
Grand Total	4,021,145

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

take into consideration the different test formats and are discouraged during these transition years.

NAPLAN – Literacy

Our Year 3 results in Literacy were sound in comparison to the SSG and the State averages.

In Reading, Narooma PS has 39.7% of our students in the top 2 bands in comparison to 40.4% of the SSG and 48.7% of the State.

In Spelling, Narooma PS has 35.0% of our student in the top 2 bands in comparison to 39.2% of the SSG and 48.1% of the State.

In Punctuation and Grammar, Narooma PS has 28.4% of our student in the top 2 bands in comparison to 33.9% of the SSG and 44.2% of the State.

In Writing, Narooma PS has 31.6% of our students in the top 2 bands in comparison to 33.1% of the SSG and 43.3% of the State.

Our Year 5 results in Literacy are also sound in comparison to the SSG and State averages.

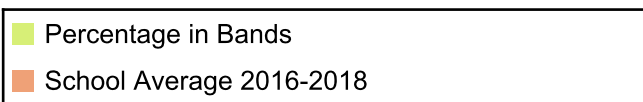
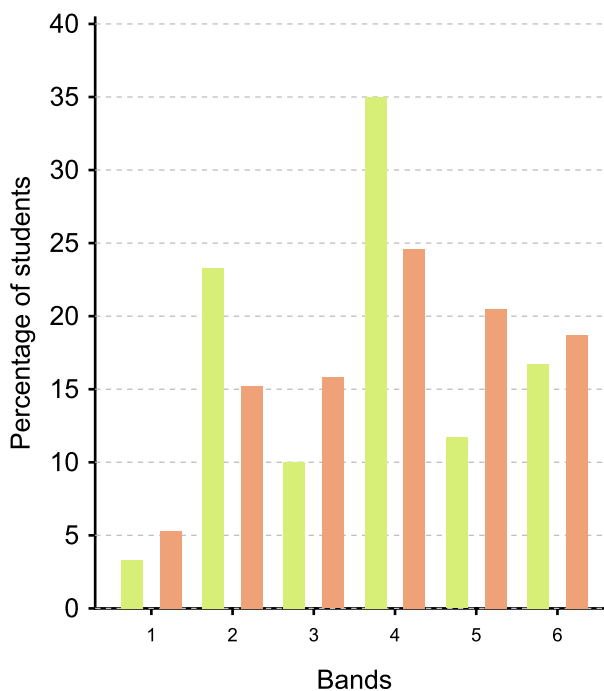
In Reading, Narooma PS has 29.4% of our students in the top 2 bands in comparison to 23.9% of the SSG and 34.8% of the State.

In Writing, Narooma PS has 8.7% of our students were in the top 2 bands in comparison to 7.4% of the SSG and 14.5% of the State.

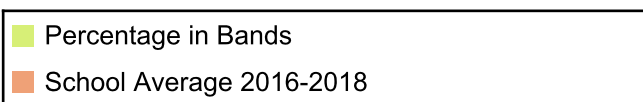
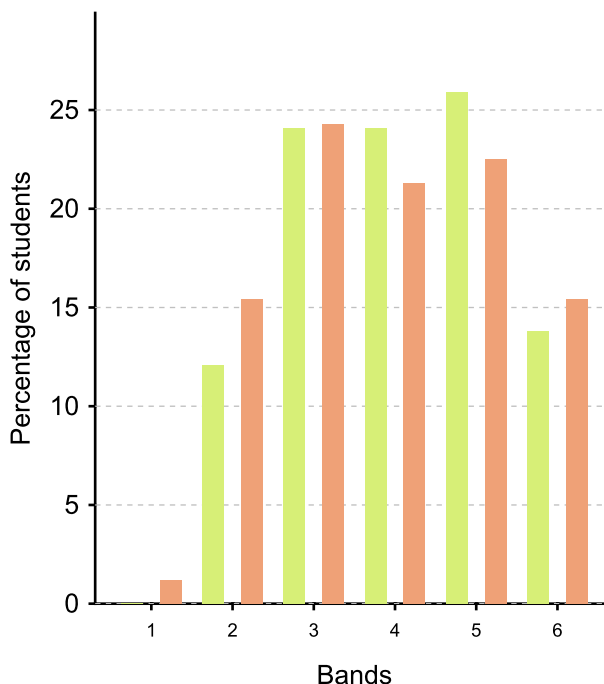
In Punctuation and Grammar, Narooma PS has 27.7% of our students were in the top 2 bands in comparison to 23.9% of the SSG and 32.9% of the State.

In Spelling, Narooma PS has 19.1% of our students were in the top 2 bands in comparison to 27.5% of the SSG and 35.2% of the State.

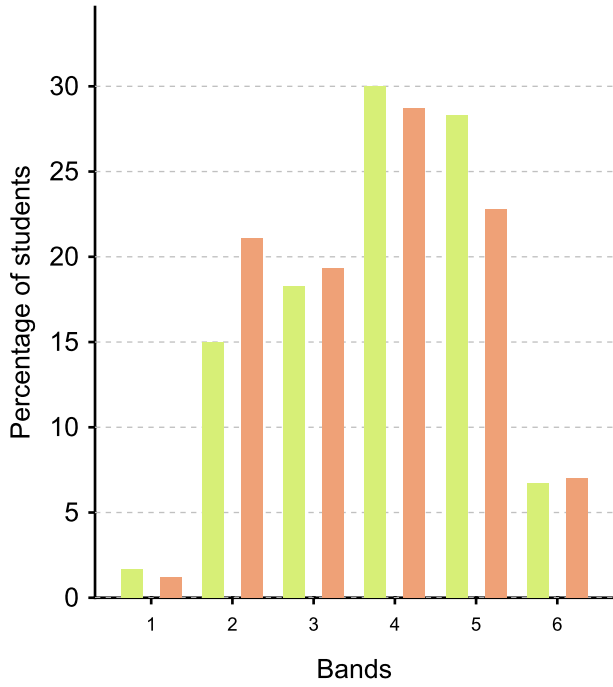
Percentage in bands:
Year 3 Grammar & Punctuation



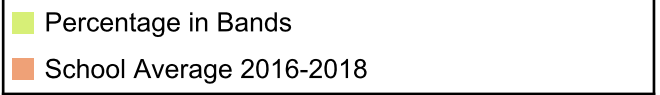
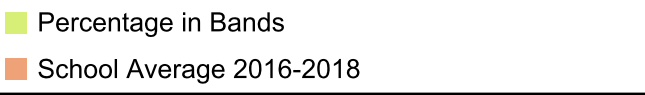
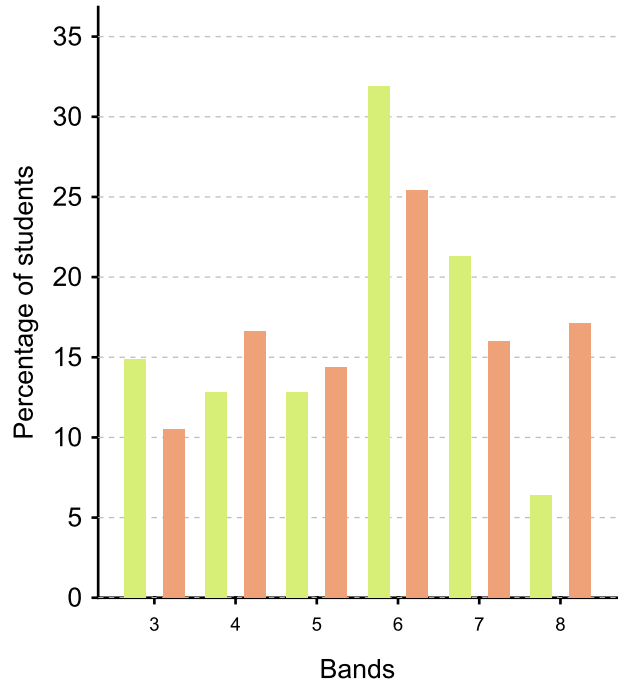
Percentage in bands:
Year 3 Reading



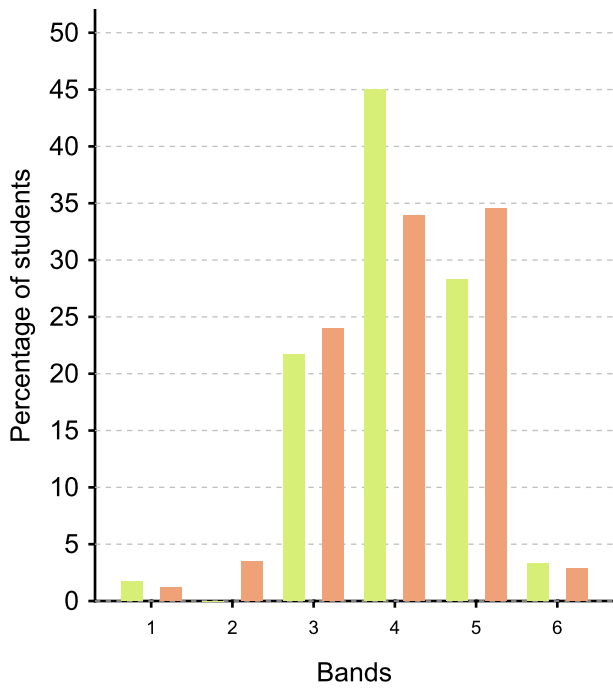
Percentage in bands:
Year 3 Spelling



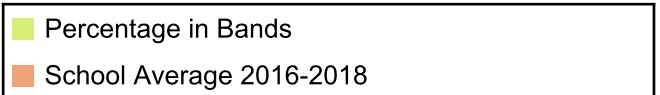
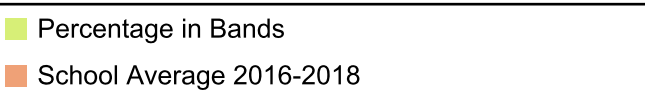
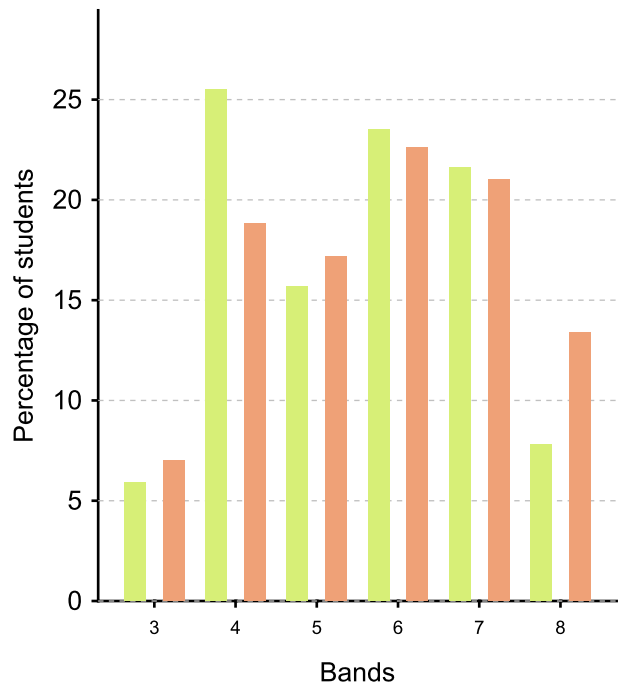
Percentage in bands:
Year 5 Grammar & Punctuation



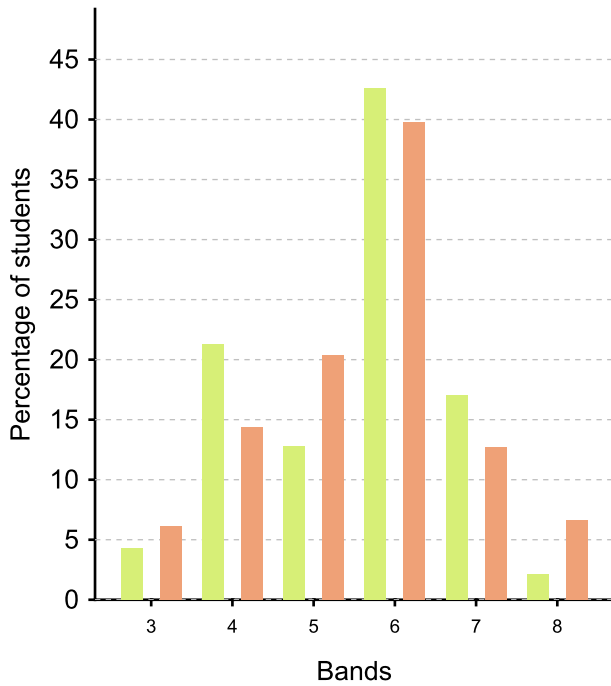
Percentage in bands:
Year 3 Writing



Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 5 Spelling

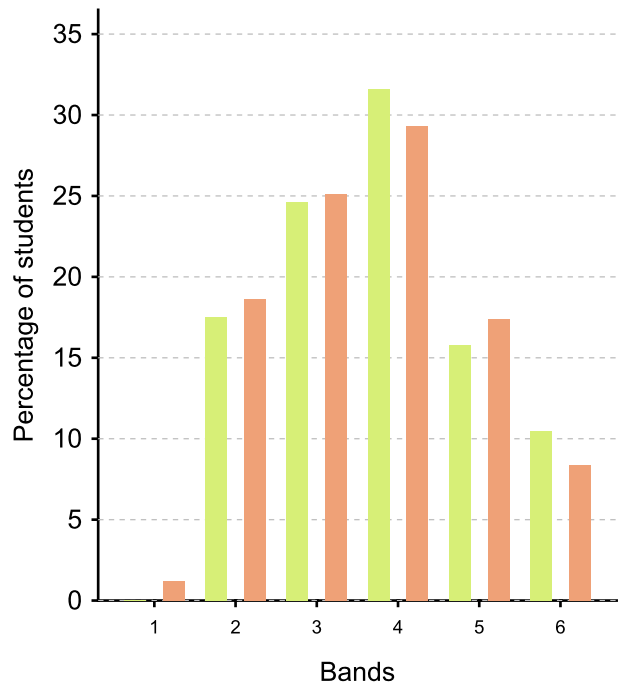


NAPLAN – Numeracy

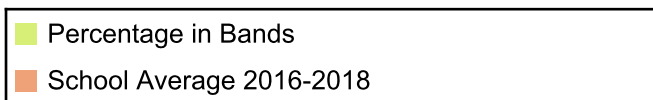
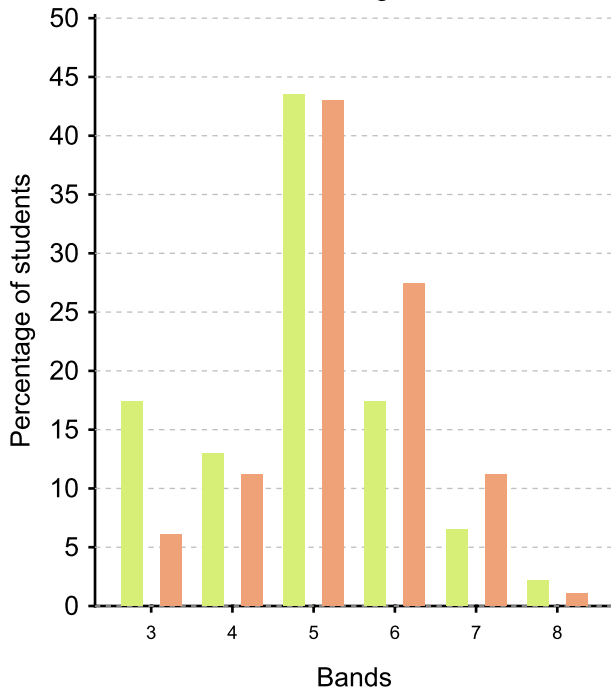
Our Year 3 results in Numeracy are slightly disappointing in comparison to the SSG and State averages. 26.3% of our students were in the top 2 bands in Numeracy overall in comparison to 27.3% of the SSG and 39.6% of the State.

Our Year 5 results in Numeracy are sound in comparison to the SSG and State averages. 13.7% of our students were in the top 2 bands in Overall Numeracy in comparison to 17.6% of the SSG and 29.3% of the State.

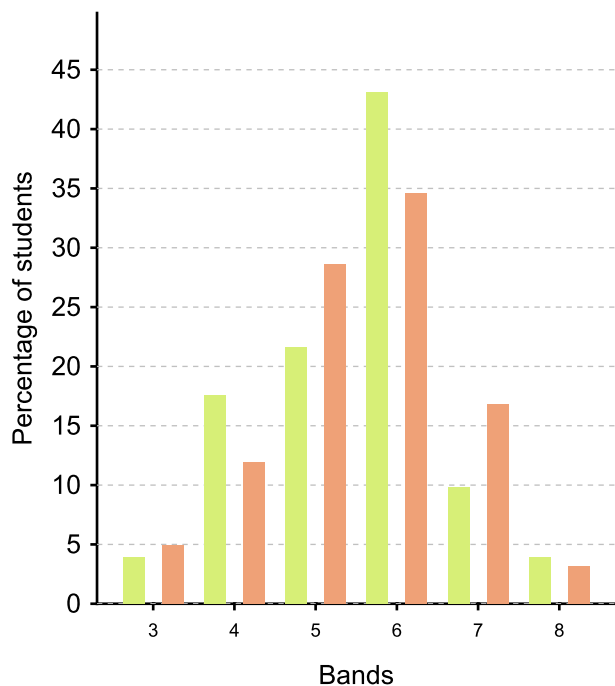
Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Writing



Percentage in bands:
Year 5 Numeracy



The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

Narooma Public School has documented improvement in both Year 3 and Year 5 results for our Aboriginal students. We will continue to provide strategies and support for ATSI students to meet the Premier's Priorities: 'Improving education results and State Priorities: Better services – Improving Aboriginal education outcomes for students in the top two NAPLAN bands'.

Parent/caregiver, student, teacher satisfaction

Staff

In 2018 the school also sought the opinion of teachers in regards to working at the school.

Here are the results of the 25 staff members surveyed:

- 19 agreed and 3 not sure & 3 disagree that Narooma PS is an attractive and well-resourced school. e.g. classrooms, library and grounds;
- 20 agreed and 5 not sure that the school has a strong commitment to the environment;
- 22 agreed and 3 not sure that the school is connected to its community and parental involvement is positive and helpful;
- 23 agreed, and 2 not sure that parents find it easy to contact the school to discuss concerns relating to their child;
- 25 agreed that the school is a friendly school that is tolerant and accepting of all students;
- 25 agreed that the students are the school's main concerns;
- 23 agreed and 2 not sure that the school has effective welfare programs;
- 25 agreed that the school teaches and promotes positive core values;
- 24 agreed, and 1 not sure that fair discipline exists within the school;
- 22 agreed and 3 not sure that students of Narooma PS are well behaved and respectful;
- 22 agreed, and 3 not sure that the school offers challenging programs for its students;
- 18 agreed and 7 are not sure that students at Narooma PS achieve high academic standards;
- 25 agreed that the school maintains a focus on literacy and numeracy;
- 25 agreed that the school provides effective extra support to students who needs it;
- 25 agreed that a wide range of extracurricular programs e.g. sport, music, drama, debating are offered;
- 22 agreed, 3 not sure that there is good student access to computers and strong technology programs and resources;
- 24 agreed and 1 not sure that they feel part of a professional team at Narooma PS;
- 24 agreed and 1 not sure that they are supported and able to do my job well;
- 24 agreed and 1 not sure that they enjoy teaching at Narooma PS;
- 25 agreed that Narooma PS is a good school.

Parents & Community

We received 53 responses from our community with surveys being a part of our weekly newsletter for a month. Here are the results:

- 37 strongly agree, 4 somewhat agree, 10 agree, 1 disagree and 1 no answer that the school is an attractive and well-resourced school. e.g. classrooms, library and grounds;
- 38 strongly agree, 6 somewhat agree, 5 agree, 3 somewhat disagree and 1 disagree that the

school is connected to its community and parental involvement;

- 39 strongly agree, 4 somewhat agree, 7 agree, 1 somewhat disagree and 2 disagree that the school encourages parents to contact the school to discuss concerns relating to their child;
- 38 strongly agree, 7 somewhat agree, 6 agree, 2 somewhat disagree and 0 disagree that the school is a friendly school that is tolerant and accepting of all students;
- 38 strongly agree, 5 somewhat agree, 4 agree, 2 somewhat disagree and 2 disagree that the students are the school's main concerns;
- 33 strongly agree, 6 somewhat agree, 6 agree, 3 somewhat disagree, 0 disagree and 5 no answer that the school has supportive welfare programs;
- 32 strongly agree, 7 somewhat agree, 10 agree, 3 somewhat disagree and 1 disagree that the school offers challenging programs for its students;
- 37 strongly agree, 4 somewhat agree, 9 agree, 2 somewhat disagree and 1 disagree that the school maintains a focus on literacy and numeracy;
- 36 strongly agree, 9 somewhat agree, 4 agree, 4 somewhat disagree and 0 disagree that the school teaches and promotes core values;
- 38 strongly agree, 5 somewhat agree, 8 agree, 2 somewhat disagree and 0 disagree that the school has competent teachers who set high standards of achievement;
- 34 strongly agree, 7 somewhat agree, 8 agree, 2 somewhat disagree and 2 disagree that the school offers a wide range of extracurricular programs e.g. sport, music, drama, debating are offered;
- 33 strongly agree, 9 somewhat agree, 8 agree, 3 somewhat disagree and 0 disagree that there is good student access to computers and strong technology programs and resources;
- 37 strongly agree, 7 somewhat agree, 8 agree, 1 somewhat disagree and 0 disagree that the school promotes a healthy lifestyle;
- 32 strongly agree, 9 somewhat agree, 9 agree, 2 somewhat disagree and 0 disagree that fair discipline exists within the school;
- 33 strongly agree, 6 somewhat agree, 8 agree, 4 somewhat disagree and 3 disagree that the school promotes its uniform policy.

Students

Our school has current 440 students enrolled. We surveyed them on their thoughts and feelings as well on the same issues. Here are the percentage results:

- 97.5% agree, 2.1% partly agree and 0.4% disagree that we have quality learning spaces and grounds at Narooma PS;
- 88.8% agree, 9.2% partly agree and 2.0% disagree that the environment is very important at our school;
- 54.3% agree, 42.2% partly agree and 3.5% disagree that they like how the school and the parents work together;
- 78.0% agree, 18.5% partly agree and 3.5% disagree that the school is friendly and all students are welcome;

- 21.2% agree, 78.0% partly agree and 8.0% disagree that students of Narooma PS are well behaved and respectful;
- 74.3% agree, 23.7% partly agree and 2.0% disagree that the teachers care for the students;
- 82.4% agree, 13.8% partly agree and 3.8% disagree that if they had a problem they know where to get help;
- 89.1% agree, 7.0% partly agree and 3.9% disagree that the school's PBL rules are fair;
- 84.2% agree, 13.2% partly agree and 2.0% disagree that the teachers help us to be our best;
- 88.8% agree, 7.4% partly agree and 3.8% disagree that students who need extra help get it;
- 76.5% agree, 19.1% partly agree and 4.4% disagree that they have learnt a lot this year;
- 80.2% agree, 14.8% partly agree and 5.0% disagree that there are a lot of different things you can do if you are interested at Narooma PS such as sport, performances etc.;
- 49.6% agree, 42.5% partly agree and 7.9% disagree that you can get to use a computer for your work when you need to;
- 80.8% agree, 14.1% partly agree and 15.1% disagree that they like it at Narooma PS;
- 79.6% agree, 14.8% partly agree and 5.6% disagree that Narooma PS is a good school.

Future directions

Results indicate that all stakeholders continue to have a positive view of the school. The school's leadership team will continue to do their best to support teachers in performing their duties to strive to achieve greater student results.

Policy requirements

Aboriginal education

Aboriginal Educations and Aboriginal perspectives are implemented across all Key Learning Areas K–6 at Narooma Public School. All children demonstrate understanding and knowledge of the Aboriginal culture and history through their engagement with the curriculum and whole school events.

Students are immersed in the Aboriginal culture via the curriculum through the teaching of Aboriginal perspectives. Units of work provide ideal opportunities for children to make informed judgments and inferences about situations and early Australian history.

Narooma Public School's AEOs Ms Lynne Thomas assists the teachers in developing programs and implementing initiatives that complement the curriculum and up skills both the students and teachers knowledge in respects to Aboriginal culture, customs and beliefs.

The school has an extremely active Equity and Engagement team where Aboriginal Education is assigned to this portfolio. Here we ensure the Aboriginal culture is celebrated within the school. This group is led by our Assistant Principal Mrs Jaci Murphy and with the committee, has provided the students and community many opportunities throughout the year to

enrich their understanding of local culture and customs.

Resources were purchased with the \$39,683.00 both human and physical to assist with the teaching of Aboriginal perspectives within the school. We funded an Aboriginal SLSO to assist teachers in conjunction with our AEO, as well as assist with the outcome acquisition of each identified Aboriginal student within the school.

During NAIDOC week, the Aboriginal Education Target Team organised many magnificent experiences for children to enjoy.

Narooma Public School also continued 'Durramah classes' for our ATSI students which involved Aboriginal students during scripture time learning about their own culture, customs and country.

Narooma will continue to take Aboriginal Education seriously! At the school level, we will build upon the successes within the curriculum as well as continue to promote tolerance of all cultures. We will also continue to have Aboriginal Education as a target in our future school plan. We will continue to look at method to further engage Aboriginal students into the curriculum.

Multicultural and anti-racism education

Narooma Public School has always embraced multiculturalism with a number of different cultures that have attended the school.

Findings and conclusions

Narooma Public School promotes to all children tolerance and respect for all cultures through an integrated curriculum. All teachers ensure that multicultural perspectives are taught in lessons and celebrate diversity and promote a variety of cultures and customs.

Narooma Public School has teachers trained as Anti-Racism Contact Officers (ARCOs) to assist in eliminating racism and racist behaviour at our school. This year we have fewer incidents than previous years highlighting the effectiveness of the program.

Future directions

Narooma will also continue with our successful Anti-racism program and ARCO program. These programs are proactive programs, which remind children of the correct behaviours, and approaches they need to demonstrate when confronted in these situations. These programs also provide children with behaviour modification strategies if needed to assist children in making better choices in the future.